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By the numbers

Academic year 2009-2010

Number of students receiving School of Education scholarships: 322

$568,000 in scholarships for the 2010-2011 academic year

No. 1 U.S. News & World Report ranking of public graduate programs for 2010:
Department of Special Education

No. 9 School of Education

The School of Education serves schools and other partners in all 105 Kansas counties

Research grant expenditures: $27.2 million

15 Books published

119 Refereed articles:

Book chapters: 42

National and international presentations: 248
OF COURSE

FROM THE DEAN
Rick Ginsberg recounts the School’s centennial year of special events, people and achievements.

FACULTY NEWS
School of Education faculty earn awards and make big strides in education for the state, the region and the nation.

CENTENNIAL READING PLAZA DEDICATION
Alumni, students, faculty, staff and friends mark the School’s 100th year and make a few marks of their own.

PROMOTING ADOLESCENT LITERACY
The Center for Research on Learning offers tools to meet the literacy challenges facing students, teachers and schools.

ALUMNI NEWS
Check up on your former classmates.

4 RESEARCH REPORT
Grants update
The School of Education’s research and service centers are leading the way with excellent, innovative programs.

6 A plan for injured soldiers
The Wounded Warrior Education Initiative at KU is making it possible for former soldiers, injured in the line of duty, to pursue master’s degrees in curriculum and instruction.

8 TEACHING NOTES
Girl power
Third- and fourth-grade girls learn what it means to be “Strong Girls” in a new life skills intervention program developed in the Department of Health, Sport and Exercise Sciences.

7 Student Accomplishments
12 1969 School of Education Graduate Walks Down the Hill
13 Alumni Spotlight
14 In Memory
Inside Back
Remembering the Teachers Who Touched Our Lives
It was a very good year

Last spring we completed a major milestone — our 100th anniversary as the School of Education. We celebrated throughout the 2009-2010 academic year. And what a year it was! We hosted speakers, conferences and even a fun run during the year to honor our first century. Please note this very impressive list of events:

- Jerry Pinckney, noted children’s book illustrator and Caldecott Medal winner, described his creative process to faculty and students.
- Tom Lovitt, emeritus faculty member of special education at the University of Washington, delivered the annual Ed Meyen Special Education Lecture.
- Charles Eldredge, KU distinguished professor of art history, was the invited speaker for the Special Education Annual Distinguished Lecture.
- Ron Ferguson, a professor at Harvard University, spoke on the achievement gap in education.
- David Berliner, professor at Arizona State University, discussed the narrowing of the curriculum in the U.S.
- Donna Lopiano, sports management consultant, spoke on women in sports management for the James Naismith Lecture Series.
- Our Budig Award winners — Rich Simpson of special education and Lisa Wolf-Wendel of educational leadership and policy studies — presented their lectures.

We also sponsored two conferences during the year. In the fall, we held a conference on “New Voices in Creativity and Intelligence,” with young expert scholars from all over the country coming to Lawrence to show the emerging trends in these important fields. Finally, in June, we sponsored our third annual spring conference for Kansas educators. “Strategies for Educational Improvement” drew an audience of more than 350 teachers, principals and policy makers from all across Kansas and the region.

In addition, the KU Professionals for Disability, the official student organization in the Department of Special Education, presented the 6th Annual KUPD Graduate Student Research Conference.

Obviously, it was an exciting year, culminating in June with the dedication of the Centennial Reading Plaza and an evening dinner gala. Today, the beautiful Reading Plaza off the second floor atrium of Joseph R. Pearson Hall is a legacy to honor the School’s centennial.

We are proud of all the accomplishments of our nearly 30,000 living graduates, and think that we are primed to make an even bigger impact in the next century. Just as an example, this past year we raised the most external funding in the School of Education’s history, more than $27 million.

In addition, after consultation among faculty, students (past and present), educators and experts from throughout Kansas and the nation, we are implementing a new four-year teacher preparation program to replace the five-year model that has served us well the past 25 years. With changing circumstances of our world, we understood that we had to change as well. The new program will draw from the very best elements of the five-year model to provide a teacher preparation program with a full year of clinical experience and the elements that make teachers most effective with today’s K-12 students — all in a more cost-effective, four-year model.

Our graduate programs remain among the most well respected in the country, with the Department of Special Education ranked No. 1 among all public universities, and the entire School of Education ranked ninth among the public institutions and 17th overall.

The School’s associated research centers continue to impact students all across the nation. The Center for Educational Testing and Evaluation is the only university-based center in the country that prepares the K-12 assessment program for the state’s students. This is done in an online format, allowing both teachers and students to see the results of student work almost instantaneously — no more waiting for the next semester to see the test results, as was typical in the past. Programs developed by the Center for Research on Learning (CRL) are used in school districts with some of the country’s most challenging circumstances to impact student academic progress. CRL’s center for Advanced Learning Technologies (ALTEC) just received an award from the National Science Foundation to design and evaluate a computer-based game intended to engage middle school students and their teachers in scientific argumentation, working with schools in Kansas City, Kan. The Institute for Educational Research and Public Service has programs impacting students in all 105 counties across Kansas, and the Beach Center for Disabilities provides support for families of students with disabilities through its Web site and myriad other services.

I hope you appreciate all that is happening in the School of Education as we move ahead into our second century. While most if not all of us won’t be around when the 200th anniversary is celebrated, our work today is laying the foundation for greater success in the decades ahead. Thank you for all your support over the years, and Rock Chalk to all Jayhawk educators.
Don Deshler, Ph.D., professor of special education and director of the Center for Research on Learning, received a lifetime achievement award at the American Educational Research Association (AERA) awards during the annual meeting in Denver, Colo., in May.

The 2010 AERA Special Education Research SIG Distinguished Research Award recognizes the contributions of a leading researcher in the field of special education.

A new three-year, $1.5 million grant to Eva Horn, Ph.D., professor of special education, will make it possible for educators to provide a more appropriate and challenging curriculum for preschoolers with disabilities and help them be better prepared for Kindergarten.

Funded by the Institute of Education Sciences in the U.S. Department of Education, the project will develop, refine and test a comprehensive curriculum framework so children with or at significant risk for disabilities can participate and make meaningful progress in preschool.

“We heard anecdotally from teachers that they did not feel they had the skills and knowledge to modify the curriculum for children with disabilities,” Horn said.

The goal is not to bring the children with disabilities up to the same levels as children without disabilities but to ensure that they make significant progress compared to where they started, Horn said. Another goal of the grant is to determine if the approach is feasible in a real-world, preschool setting.

Co-investigator at KU is Susan Palmer, Ph.D., associate research professor, special education. Horn and Palmer are affiliated with KU’s Life Span Institute, one of the largest research and development programs in the nation for the prevention and treatment of developmental disabilities. —The Oread, KU University Relations

Research has shown that youth who don’t participate in quality out-of-school time (OST) programs are three times more likely to use drugs, drink alcohol, smoke cigarettes or engage in sexual activity. Given those statistics, United Way is taking steps to strengthen out-of-school time programming through its Quality Matters change strategy.

United Way of Greater Kansas City recently announced the results of a five-month Quality Matters pilot project, using a proven improvement process called the Youth Program Quality Intervention (YPQI), developed by the David P. Weikart Center for Youth Program Quality in Ypsilanti, Mich. The pilot involved 24 program sites and focused on improving the quality of OST programs while utilizing new techniques to engage children and youth.

The Department of Psychology and Research in Education (PRE) within the School of Education is a key anchor partner in Quality Matters. David Hansen, Ph.D., assistant professor of psychology and research in education, and his research team of graduate students (Li Chen, Michael Crawford, Nadia Jessop and Alex Morlang) designed and carried out youth outcomes research for the project.

The Quality Matters pilot demonstrated that OST sites can intentionally raise instructional quality and thereby the developmental experiences available to participating youth. In fact, 15 of 20 sites improved overall quality.

For more information and the complete report of the pilot project, look online at www.unitedwaygkc.org/index.html.

—United Way of Greater Kansas City
From our research and service centers
Leading the way with excellence and innovation

Beach Center on Disability
The Beach Center on Disability continues its work with the Department of Defense (DOD) and Cornell University to analyze DOD and Army, Air Force, Navy and Marine policies about family support, and to propose criteria for state-of-art family support programs for DOD and those branches.

Its schoolwide applications model is in place and being researched in 16 schools in Washington, D.C.; 10 schools in East Palo Alto, Calif.; and six schools in the Sacramento, Calif.

Model demonstration school sites for the third level of schoolwide positive behavior interventions and support have been put in place and are being researched in the Topeka and Kansas City, Kan., schools. A randomized trial study of the efficacy of interventions to promote self-determination and student involvement has been completed.

Center for Educational Testing and Evaluation
The Center for Educational Testing and Evaluation’s contract with the Kansas State Department of Education has expanded to cover assessment development and the creation of a new interim assessment program. Based on this increased work, the center now supports more than 20 graduate students. Several grant proposals have been submitted, research papers have been presented and articles published, and a new associate director has joined the staff.

• Assessment development and interim assessment. CETE has been working with the Kansas State Department of Education to design and develop new interim assessments of mathematics and reading for grades 3-8. The assessments, to be launched in fall 2011, will provide students and teachers with estimates of student achievement related to indicators at three points in time prior to the regular, end-of-the-year assessment.

• Research proposals. CETE was instrumental in the preparation and submission of a $25 million proposal to the U.S. Department of Education, Office of Special Education Programs, to develop alternate achievement standards and an alternate assessment system based on dynamic learning maps. The proposal was written in collaboration with 11 state departments of education and multiple faculty within the KU Department of Special Education. Other research proposals worth $3.3 million were submitted to the USDOE, Institute for Education Sciences, with topics related to assessment of reading motivation, classroom behavior and assets, and student self-determination.

• Research dissemination. Researchers, staff and students presented papers at several national and regional conferences including annual meetings of the American Educational Research Association, the National Council on Measurement in Education, the Association of Test Publishers and TASH. Papers from CETE researchers were also published in national journals including Exceptional Children, Journal of Special Education, International Psychology Bulletin and Applied Measurement in Education.

• New associate director. CETE welcomed Laura Kramer, Ph.D., as an associate director in 2010. Kramer began her professional career working with the North Carolina Department of Public Instruction in all facets of criterion-referenced test development. She recently spent two years at the Mississippi Department of Education, focusing on establishing and documenting technical quality of that state’s assessment system. Kramer also trained teachers in topics such as fairness/bias, evaluating task complexity, appropriate use of accommodations and supports, alignment and scoring.

For more information about CETE, see www.cete.us.

Center for Research on Learning
The Center for Research on Learning is an internationally recognized research and development organization noted for creating solutions that improve quality of life, learning and performance. It has a special focus in helping those who experience barriers to success.

One of its divisions, Advanced Learning Technologies (ALTEC), focuses on using the latest technology to empower all types of learners and is involved in a new three-year project sponsored by the National Science Foundation. The $1.95 million grant will help support a team of researchers and developers from the School of Education in designing and evaluating a computer-based game intended to engage middle school students, and their teachers, in scientific argumentation.

As the players progress through the Evidence Game, they will learn the process of scientific inquiry and build expertise in scientific argumentation. Players will practice skills related to understanding a claim, judging evidence about the claim, analyzing the reasoning applied to the claim and then evaluating the claim.

Jan Bulgren, Ph.D., KU-CRL associate research scientist, is the principal investigator for the project. Co-principal investigators are Marilyn Ault, Ph.D., director of ALTEC; Jim Ellis, Ph.D., associate professor in the department of curriculum and teaching; and Bruce Frey, Ph.D., associate professor in the department of psychology and research in education and co-leader of KU’s School Program Evaluation and Research group.
Development of the game will occur with the help of middle school science students and teachers at Argentine Middle School in Kansas City, Kan., as well as experts across the U.S. in the fields of game development, professional learning, program evaluation and scientific argumentation.

For information about ALTEC as well as other teaching tools and games, see www.ALTEC.org. For additional examples of the work of the Center for Research on Learning, see www.ku-crl.org and the article, “Advocating for Adolescent Literacy,” on page 10.

Institute for Educational Research and Public Service

The Institute is now in its second decade of serving children, families and communities across Kansas. It continues to assist the KU community in providing high-quality educational experiences across the state and the nation, and to work with faculty as they conduct valuable research and professional development.

The Institute’s number of grant-funded projects has grown from approximately 30 in 2000 to 62 in 2009-2010. Expenditures have increased from roughly $2 million to more than $6.6 million in the same time period.

The Institute’s Educational Opportunity Programs have helped ensure that 4,500 participants from across Kansas received academic enrichment and life coaching, enabling many of them to become the first college graduates from their family. The Harvest of Hope Leadership Academy (HHLA) is providing key mentoring and college preparatory skills to children of migrant workers across Kansas. HHLA ramped up its numbers from serving 30 students in its inaugural year to nearly 60 in 2008-2009, and continued growth in serving migrant children is expected. A new initiative, Project LAUNCH, is providing key services to ensure high-quality early childhood care and learning in Finney County, Kan. This five-year, $4.25 million cooperative agreement will support coordination of state and local services to strengthen families in the Garden City, Kan., area. See more at right. Other 2009 highlights:

- Last year, 386 teachers participated in KU Center for Economic Education program, and 79 pre-service teachers were trained through the KU Center for Economic Education.
- More than 5,000 teachers from all 105 Kansas counties have attended a Kansas Reading First professional development opportunity from 2004-2009. These include the Summer Kansas Reading Academy, the Administrator’s Academy and the Online Kansas Reading Academy.
- The Kansas Educational Data Users Consortium (KEDUC) held four meetings. The Consortium develops, manages and sustains a group of state educational agencies that are the end-users of Kansas State Department of Education’s longitudinal data system.
- History faculty members coordinated by the Institute have been teamed with Garden City, Kan., school district teachers to develop innovative American history curriculum as part of the Teaching American History program.
- Kansas Teachers for English Language Learners continues to work to empower southwest Kansas teachers in their work to teach English to speakers of other languages.

Launching Project LAUNCH

Kansas is one of 18 states participating in Project LAUNCH (Linking Actions for Unmet Needs in Children’s Health) funded through the Substance Abuse and Mental Health Services Administration (SAMHSA).

The project was initiated this year in Kansas with a $4.25 million grant awarded by SAMHSA to the Kansas Department of Health and Environment. The Institute for Educational Research and Public Service wrote the grant on behalf of KDHE, the Kansas Children’s Cabinet and Trust Fund, the Kansas Early Learning Coordinating Council and the Finney County Community Health Coalition. (Finney County in Kansas has experienced tremendous growth in minority populations such as Hispanic, Vietnamese, German Mexican Mennonites and, most recently, Burmese and Somali. There has been a 110 percent increase in residents of Hispanic ethnicity from 1990 to 2000. Currently, 44.5 percent of residents identify as Hispanic, compared with 8.8 percent in Kansas overall.)

The goal of the five-year state/local partnership is to foster the healthy development of all young children, from birth through age 8. The Institute serves as project manager and evaluator.

Introducing the text4baby campaign

Project LAUNCH staff members are assisting with the statewide promotion of the national Text4baby campaign. Since the initiative was launched in February 2010, 428 Kansas women have registered. The goal is to have 10 percent of pregnant Kansas women sign up for the service, a total of approximately 4,000 women.

Text4baby is a new, national campaign designed to promote maternal and child health. An educational program of the National Healthy Mothers, Healthy Babies Coalition (HMHB), Text4baby provides pregnant women and new moms with information to help them care for their health and give their babies the best possible start in life. Women who sign up for the service by texting BABY to 511411 (or BEBE in Spanish) will receive free SMS text messages each week, timed to their due date or baby’s date of birth. This free service ensures moms are connected to health knowledge and services as early as possible. Catching problems early can help avoid expensive and potentially harmful complications at birth and in the first year of life. This valuable service is also appropriate for women with children under 1 year of age.

For additional information about text4baby, please visit www.text4baby.org.
KU program benefits injured soldiers

A change in the Army’s thinking has brought soldiers with career-ending injuries to a new affiliation with the service.

When former Army Ranger Tom Wiggins was critically injured six years ago in Afghanistan, he was, like other soldiers with disabling injuries, given a medical discharge and disability payments. That was the norm; if you were unable to fulfill your former duties, you were mustered out.

Or as former medic Ethan Harris put it, they might communicate a message something like this: “OK, you’re injured, here’s your check, good luck.”

Wiggins spent more than a year in the hospital, recovering from numerous wounds, including a severe head injury that left him with a complete loss of hearing. Following his discharge, he moved into the corporate world and earned a bachelor’s degree in business management from Linfield College in Oregon.

But a change in the Army’s thinking has brought Tom and other soldiers with career-ending injuries to a new affiliation with the service—one that allows them to gain new skills and knowledge and put them to use for the Army.

The Wounded Warrior Education Initiative Program began in 2008 at the University of Kansas. Soldiers, both active-duty and retired, who would otherwise have to leave the Army because of their injuries incurred in the line of duty, attend graduate school instead. After receiving master’s degrees, the participants are placed in either active-duty or civilian positions in the Army, most often as instructors.

Wiggins joined the Wounded Warriors program at KU last year, entered the School of Education and is working on his master’s degree in curriculum and instruction (C&I). He also intends to complete a doctoral degree in history in the near future.

Harris had served as a first aid and CPR training instructor in the Army. He looks forward to returning to teaching. "I love the education profession and I love instruction." As well as his C&I classes, Harris is taking Cherokee, to continue his interest in other languages.

In addition to his academics, Clemons, a former collegiate football player at East Mississippi State, intensely trains for track and field Paralympic events. He is currently ranked No. 1 in the United States in the 100 meter dash, 200 meter dash and long jump — and seventh in the world in the 100 meter, sixth in 200 meter and fifth in long jump. Clemons’ right leg was amputated after he was injured by a roadside bomb in Iraq. Before he was able to run with his prosthetic leg, he power-lifted, but switched to track events as soon as he was able.

All three are published authors: Wiggins writes about the Afghan war in 100 Days in the Ghan; Harris wrote a theological book, The Gospel According to Joseph Smith: A Christian Response to Mormon Teaching; and Clemons tells his story in Amped: A Soldier’s Race for Gold in the Shadow of War with Bill Briggs as his co-author.

The men did not expect KU and the School of Education to be so military friendly. Clemons says, “Coming from the East Coast, I was surprised at how very nice people are. Everyone has been helpful.” Harris notes how much he enjoys his professors, “Challenging and engaging,” he says of one.

When asked about adjusting to KU and graduate school, Clemons says he is “pretty fortunate to get the schedule he has — every class is here [in JRP].” He echoes thousands of students as he notes one particular challenge: parking.

Wiggins, who has a cochlear implant because of his hearing loss, says that his transcription service helps with classroom lectures. Group projects, however, can prove difficult, “I probably get 70 percent of what is said.” His biggest challenge is figuring out how the educational theories presented in his classes, which are geared for elementary and high school students, will work in military classrooms.

Just getting used to the sheer numbers of students on campus and in classrooms was hard, Harris says. Because of his combat experiences, he prefers to sit at the back of classrooms, where he can survey the room and not have his back exposed. However, he says that his professors have been very accommodating.

Suzanne Rice, Ph.D., associate professor, curriculum and teaching, who teaches several courses, notes one particular challenge: parking.

Wiggins counsels, “Don’t just coast through on the theories. Apply them to what you’ll actually be doing.” Clemons adds, “Keep an open mind and take this opportunity to grow as a person.”

Harris offers this advice: “Do it! Don’t just consider it. Your injury doesn’t have to be the end of your career.”

Warren Dewey is the program manager for the Wounded Warriors Education Initiative program. He also serves as a mentor and meets weekly with each participant. He says that the program could not exist without the excellent support from KU, including the chancellor; the bursar’s office; the Office of Veterans Services, and Bill Steel and Dawn Tallchief from the KU Office of Professional Military Graduate Education.

The first group of eight Wounded Warriors graduated in May 2010; currently, seven are in the program. Dewey would like to accept 10 injured soldiers into the program in July 2011, five who have been medically retired and five who are still in the Army. Participants receive their full military pay or, in the case of retired personnel, a salary. Their tuition and books are also covered by funds. Injured veterans or soldiers who are interested should contact the Wounded Warrior advocate who was assigned to them by the Army. Dewey says the program is just one of the ways the Army is aiding soldiers who have been wounded in the line of duty. “We’re trying to fulfill our commitment to never leave a wounded comrade behind.”
Obremski Receives Honors
Shea Obremski received the 2010 Student Award from the American Association on Intellectual and Developmental Disabilities (AAIDD) at the organization’s annual conference in June. She was also named the 2010 KU Department of Special Education Judy Tate Outstanding Doctoral Student. This honor recognizes the outstanding professional service contributions made by a doctoral student. The award was established in 2005 in memory of Judy Tate who worked for the Department of Special Education for more than 30 years. Tate was a dedicated colleague, a tireless doctoral student advocate and a remarkable contributor to countless KU special education grant proposals.

Additionally, Obremski was honored at the Council on Exceptional Children conference in Nashville as the 2010 Outstanding CEC Graduate Student.

Obremski is a doctoral fellow at the Beach Center on Disability/Kansas University Center on Developmental Disabilities. Mike Wehmeyer, Ph.D., is her advisor.

AERA Honors Steinbrecher
Trish Steinbrecher, Ph.D., 2009, received the prestigious 2010 Special Education Research Dissertation Award at the American Educational Research Association (AERA) annual meeting in May. Steinbrecher is completing the first year of a two-year IES-sponsored post-doctoral program at Vanderbilt University. —Chris Walther-Thomas, Ph.D.

Women of Distinction
Three women from the School of Education are featured on the 2010-2011 University of Kansas Women of Distinction calendar produced by the Emily Taylor Women’s Resource Center. In all, 24 women are included. All have distinguished achievements in their work on campus and in communities locally, regionally and abroad.

University of Kansas staff member Precious Porras, assistant director of multicultural affairs, was one of four women recognized for their role in championing student achievement. Porras is a doctoral student in higher education. She earned a bachelor’s degree from Missouri Western State College in 2002 and a master’s degree from Emporia State University in 2004.

Rebecca Stowe, a sophomore in health and physical education, is part of the group Athletes Demonstrating Excellence and Taking the Lead on the calendar. She won the 2010 indoor track All-American distance medley relay as a member of KU’s women’s cross country team. She also competed on the U.S. team in the North America, Central America and Caribbean under-23 steeplechase event. Stowe holds the KU record in women’s 3,000-meter steeplechase and distance medley relay team.

Rebecca Lo, a senior in community health education, is a Gates Millennium Scholar at KU. She is program coordinator for the Music Mentors program and winter break coordinator for the Alternative Breaks program. She is featured on the calendar in the Women Committed to the Community group.

Download the calendar at www.newsku.edu/2010/august/26/wod2010.pdf. —KU University Relations

The School of Education celebrated its 100th anniversary this year with conferences, lectures, presentations and parties. To view pictures from the events and find links to videotaped lectures, visit the School of Education Web site: www.soe.ku.edu.
Thoughts such as these may have traveled through the minds of third- and fourth-grade girls who participated in a program called Strong Girls at Schwegler Elementary School in Lawrence, Kan.

Strong Girls, developed by Mary Fry, Ph.D., associate professor of health, sport and exercise sciences (HSES), and Theresa Brown, HSES doctoral student, is a life skills intervention program that develops positive thinking, goal setting, confidence, stress management and social skills among adolescent girls. The program provides both physical activity and life skills activities for the girls by intentionally creating a positive, caring and cooperative environment.

Thanks to a grant from the Association of Applied Sport Psychologists (AASP), Strong Girls was offered at Schwegler Elementary free of charge every Wednesday afternoon during the spring 2010 semester. Approximately 50 girls...
(85 percent of the school’s third- and fourth-grade girls, ages 8-10 years) enrolled, representing a variety of backgrounds and ethnicities.

The pledge
Before officially becoming a “Strong Girl,” each girl reads, recites and signs a pledge card that says, “In Strong Girls, I pledge to try my hardest and treat everyone with respect.” The pledge becomes the foundation for every Strong Girls activity. When asked about the pledge, a girl wrote, “I think we should use it all the time and it helps others understand to be respectful and to work hard.”

Highlights and praise phrases
At the start of every session, the girls are asked to share a highlight from the week. Highlights — anything positive that occurred during the week — have included everything from seeing a pretty butterfly at recess to doing well on a school project to receiving a special hug from a friend. For example, one Strong Girl reflected, “A highlight is something that makes you feel good about yourself. Today my highlight at Strong Girls was I made a lot of new friends. And had a great time.” Praise phrases are also stressed throughout the experience. Praise phrases are positive words of encouragement the Strong Girls and the leaders frequently share with one another during the exercises, such as “way to go” or “good effort today.”

Physical activity
Every week features a segment incorporating physical activity — such as yoga, aerobics, tag games or jumping rope — and an emphasis on the importance of being active.

Team building
To help develop positive social and interaction skills, the girls engage in a team-building activity each week. Small groups of participants are given a particular lesson or idea. Working together, they collaborate to solve the task at hand. They build skills as they build a tower out of materials, for example, or pass balloons back and forth, or move a large ball across the room without using their arms.

Life skills
Strong Girls incorporates activities and discussions designed to build positive life skills for adolescents. Some of these activities take the form of skits in which the girls act out a “Strong Girls” way and a “non-Strong Girls” way to resolve a problem. On another day, a panel of women with disabilities come and talk about their outlook on life with the girls. Other activities involve group discussions about conflict resolution, the importance of forgiveness, how to introduce friends and family members, identifying personal strengths and body image awareness.

Stress management
Learning to manage emotions and life situations is another focus of Strong Girls. Each week, the girls listen to a guided imagery CD geared toward kids. The girls have time to reflect on how they feel and lessons they learn from the activities in journals they keep every week.

Future of the program
On the last day of the spring semester, a Strong Girl wrote, “I loved everything! From the aerobics…to the awesome snacks! This is the last day. I’m so sad!! I wish strong girls could be every day.”

Due to its overwhelming success and positive support from parents, administrators and participants, the codirectors are actively pursuing grants to sustain the program’s momentum. Strong Girls is continuing this fall and intends to continue next spring, expanding to include more grades.

In addition to the seed money provided by AASP, the success of the program is due to the dedicated volunteers (undergraduate and graduate students from the School of Education) who act as leaders; generous support from the Department of Health, Sport and Exercise Sciences; and Schwegler Elementary.

Also strong...
Two-time world heavyweight boxing champion and internationally known entrepreneur George Foreman visited KU on February 4. Foreman took part in a panel discussion and book signing and visited with students in the McNair and Multicultural Scholars programs while on campus. He’s pictured here with two of KU’s McNair Scholars.
Advocating for adolescent literacy

—by Julie Tollefson

This past spring, the Center for Research on Learning took a spot on the national stage when its director, Don Deshler, Ph.D., testified before the U.S. Senate Committee on Health, Education, Labor, and Pensions during a hearing on reauthorization of the Elementary and Secondary Education Act. (Deshler’s written and oral testimony, and a video of his oral testimony, can be found on the CRL Web site, http://kucrl.org/news.) Deshler’s recommendations to increase funding for adolescent literacy research piqued the interest of U.S. Senator Pat Roberts (R-Kan.), who followed up by visiting the Center in June.

Roberts met with representatives from KU, the Center and the School of Education to learn more about the Center’s efforts to improve adolescent literacy. In addition to Deshler, participants were Rick Ginsberg, Ph.D., dean of KU’s School of Education; Joshua L. Rosenbloom, Ph.D., associate vice provost for research and graduate studies and professor of economics; Chriss Walther-Thomas, Ph.D., chair of KU’s Department of Special Education; Janis Bulgren, Ph.D., KU-CRL associate research professor; Mike Hock, Ph.D., KU-CRL associate director; Shelly Boolejack and Devona Dunekack, instructional coaches in the Topeka, Kan., school district; and Carmen Cantrell in the Shawnee Mission, Kan., school district. The group spent an hour talking about the challenges associated with improving adolescent literacy as well as solutions developed by the Center.

The Center offers a variety of materials and programs to meet the literacy challenges facing students, teachers and schools:

• The Center’s Strategic Instruction Model® (SIM®) is a research-validated literacy program that helps adolescents learn how to learn, providing a means for them to achieve independence and success. SIM consists of a Learning Strategies Curriculum that responds to the need for direct, explicit instruction for adolescents with learning disabilities and a set of Content Enhancement Teaching Routines that promote effective instruction in academically diverse classes. The Center has developed and validated learning strategies for reading; studying and remembering information; writing; improving assignment and test performance; effectively interacting with others; motivation; and math. SIM’s teaching routines assist teachers in planning and leading learning; exploring text, topics and details; teaching concepts; and increasing student performance. As part of SIM, the Center has developed more than 150 products, including step-by-step guidebooks for teachers, practice materials for students, and an array of multimedia resources harnessing the instructional power of video, CD, DVD and Web-based applications. SIM materials are available to schools and individual teachers through professional development delivered by certified SIM instructors. For more information, visit http://kucrl.org/sim or contact the Center’s Professional Development Research Institute at simpd@ku.edu or 785-864-0626.

• The Center’s after-school literacy program promotes a model of tutoring called Strategic Tutoring, which helps students complete homework assignments and build literacy skills. Strategic Tutoring materials are available through professional development sessions conducted by certified SIM instructors. Contact simpd@ku.edu or 785-864-0626.

• Two reading programs are under development. The Xtreme Reading™ one-year class is designed to allow adolescents to develop the reading and writing skills they need to pass required classes, graduate from high school and prepare for the future. The class aims to better prepare students to attack the demands of college or a career, to read and write confidently, to solve problems independently and to work effectively as a member of a team. The Center continues to research the effectiveness of this program. The two-year Fusion Reading™ program combines a motivation program with newly developed...
reading interventions to focus students’ attention on the importance of becoming an expert reader and how the benefits of being an expert reader can help them reach their hopes and dreams. The program relies on highly engaging reading materials selected for their appeal to struggling urban students. For more information about Fusion Reading, contact the Center at 785-864-4780.

- Two of the Center’s divisions focus their efforts exclusively on using technology to support instruction. Advanced Learning Technologies (ALTEC) — committed to empowering learners of all types and ages through technology — develops such key literacy supports as instructional Web-based resources, program supports and scalable online assessment. Many ALTEC resources are available free on its Web site, www.altec.org. The site also includes a contact form for those wanting more information about ALTEC and its products. The e-Learning Design Lab explores new uses of technology to enhance learning environments. Its Online Academy Modules are designed to better prepare our nation’s future reading teachers, while its Blending Assessment with Instruction Program offers online student lessons and tutorials in math aligned with state and national curriculum standards. To learn more, visit http://elearndesign.org or call 785-864-0760.

- Soaring to New Heights, a project of the Center’s Division of Adult Studies, takes adolescent literacy beyond the classroom by preparing high school juniors with disabilities for the challenges of post-secondary education or employment. Soaring to New Heights is a collaborative effort with the Wichita, Kan., public school district; Kansas Rehabilitation Services; and the Kansas Health Policy Authority. To learn more, visit http://das.kucrl.org/soaring or contact Linda Robinson, project coordinator, at lrobinso@ku.edu or 785-864-6059.

- The Center’s Kansas Coaching Project division is a leader in the field of instructional coaching. This on-site, continuing professional development helps teachers overcome daily obstacles to the adoption of new instructional methods. Kansas Coaching Project sponsors several instructional coaching workshops throughout the year and an annual conference that draws top names in the coaching field. For more, visit www.instructionalcoach.org or e-mail jknight@ku.edu.

Accolades...

Wolfe award winners Jeff Marx (left) and Kelly Barker (center), with Dean Rick Ginsberg at the School of Education Convocation on May 15. The Wolfe Teaching Excellence Awards were established by the Wolfe Family Foundation to recognize excellence in secondary school teaching through nominations by KU undergraduate seniors. Brenda Bott also received the award but was unable to attend the ceremony.

Dale Dennis, the deputy commissioner of education in the Division of Fiscal and Administrative Services of the Kansas State Department of Education, received the Friend of Education Award.

Dorothy Newman, Ph.D., received the School of Education Distinguished Alumni Award at the School of Education Convocation on May 15. The award is the highest honor the School of Education bestows upon its alumni. She is shown here with Jennifer Ng, Ph.D., assistant professor, educational leadership and policy studies, who led the ceremony.

...and apologies

Several readers noted that we inadvertently reversed E. Thayer Gaston’s name in our 2009 timeline foldout. We are very sorry for the error. Read more from their letters:

Congratulations on an interesting and informative magazine. I especially enjoyed the TIMELINE in the fall issue, but noticed an error... E. Thayer Gaston was one of my professors in Music Education, c. ’42. In my senior year I was searching for a topic for my term paper. Mr. Gaston suggested “Music Therapy,” until then unheard of by me or my classmates, but something Mr. Gaston thought was a coming thing and would be needed in the aftermath of WWII. At that time research resources on the subject were practically non-existent, but with some help from the Menninger Clinic, U.S. Military Services and ideas from Mr. Gaston I was able to produce an acceptable paper. Mr. Gaston not only launched the curriculum at KU. but became known and recognized by music therapists as the “daddy” of music therapy in the United States. — Etta Kathryn (Kitty) McGauhey Riddle, c. 1942, Fine Arts, B.M.E.

...I studied under Dr. Gaston from 1965 until his death in 1970, and I proofread his textbook, Music in Therapy, which was — to my understanding — the first college-level music therapy textbook. I also understand that Dr. Gaston was largely responsible for KU being the first college or university to offer a bachelor’s degree program in music therapy. — Marvin R. Barg, B.M.Ed., 1968, M.M.Ed., 1973
A cap, a gown, a Hill… and a 51-year wait

Ellyn Larsen returned to Lawrence this past May to participate in the School of Education and the University of Kansas graduation ceremonies — ceremonies she had to skip in 1969 because of finances. For her 85th birthday in 2009, her children purchased a cap, gown and hood so she could finally walk down the Hill.

Ellyn is a remarkable woman, a true inspiration and, like many of our School of Education alumni, quietly and without fanfare making an enormous difference in the lives of young people.

Her presence at the School of Education Convocation on May 15 made a special day even more significant. Before the ceremony began, students who had just finished their undergraduate degrees excitedly flocked around her. These students had read the following letter written by her daughter, Judy Bowker.

Mom earned her undergraduate and graduate degrees while she farmed, taught school and raised four children. Her degrees took her years to obtain because she mostly went to school in the summers and by correspondence. She would drive all us kids from our farm in Bonner Springs, Kan., and drop us off at Bailey Hall early on summer mornings. We kids walked to somewhere in downtown Lawrence to take swimming lessons, all of which were at different times because we were different ages. After the lessons, we would all walk back to Bailey and wait on the bench in the little, glass “igloo” entry in front (some of us swinging our feet that didn’t reach the floor!) until she was finished. That gave her time to attend class! I don’t know how Mom and Dad afforded the swimming lessons because we earned some of our household money every summer running a melon stand. But Mom is one of the most industrious individuals I’ve known and I’m sure she figured out the budget somehow!

She didn’t go straight through her college education, but she finished her master’s degree in 1969, the same year I (her third kid) graduated from KU with a bachelor’s degree. 

Mom worked as a teacher for as long as I can remember, working in small schools in Kansas where she often had more than one grade level in a single class. After she earned her master’s degree, she worked as an elementary school guidance counselor. She loved — and still loves — little kids. She spent the last part of her career in Bellevue, Wash., and Yerington, Nev., where she designed and implemented the counseling program. She always used an “open door” policy and worked to keep her position one that interacted with kids rather than one that administered tests. She worked with kids in all sorts of programs — some learning programs and some programs using stuffed animals to help kids talk about their feelings and ideas.

Mom worked a short time in Alaska with special needs kids, in Kansas where she taught while she was pursuing her master’s degree, and in northern California where she served as guidance counselor for a short time at an elementary school. After Mom retired, she moved to Salem, Ore., where I live. She volunteered at a local grade school as a classroom assistant. She also volunteers in a choir where older folks sing with younger folks (elementary school children) for Christmas presentations at the state capitol in Salem, Ore. In the last 10 years or so she has started a little business where she sews “working” aprons for kids — art aprons with all the supplies, “engineering” aprons with tools, gardening aprons, kitchen aprons, etc. She creates about 200-250 aprons a year and sells them all over the place.

Mom’s KU education has served her well! Throughout her time at KU and for all these years since, Mom was — and continues to be — a Hill-loving, wheat-waving, Rock Chalk Jayhawk.

I’m so glad I have her genes.
1950s

Who, What, Where

What have you been doing since you left KU? We want to know! Please complete the white sheet included with this issue and mail it back to us. Or, you may e-mail your information to us at pnaught@ku.edu. Many thanks to these graduates for writing.

1940s

Leo Horacek (B.M.E., 1941, B.M., 1947, M.M., 1949, Ph.D., 1955) retired from West Virginia University in 1981 and has since engaged in flying, flight instruction and church choir directing. He is now active teaching elderly-hostel courses on various subjects.

Sue I. Leonard (B.S.E., 1943) returned to her hometown of Topeka, Kan., after graduation and taught first grade for two years. In 1946 she went to Germany and spent two years teaching for the Army Dependents Schools. Back in Topeka, she then applied and was accepted for the Harvard/Radcliffe Program in Business. From there she went to San Francisco and worked for two years as a training officer for the Bank of America. Her husband was transferred to the small California town of Shafter, where she taught for two more years. Again after two transfers for her husband, Leonard began her “own” teaching career in Bakersfield, Calif., for 14 years before her move back to Lawrence, Kan., in 1999, where she worked for five years as a substitute in the Lawrence School District.

Jeanne Smith Pearson (B.S.E., 1948) recently sold her home of 32 years and moved into a senior housing facility.

Jean Chenoweth Tushino (B.S.E., 1949) is a retired school psychologist.

1950s

Forrest D. Fernkopf (M.S.E., 1958) was an elementary school principal in inner-city Lafayette Elementary School in Topeka, Kan., for many years. After retiring as a principal, Fernkopf went to work as a supervisor of student teachers for eight years at Washburn University. During that time he developed and published a video program to help children learn beginning skills for reading and writing.

1960s

Robert L. Covey (B.S.E., 1962) earned a master’s in health education from Oregon State University. He was an assistant track coach at Oregon State in 1962-1963, then became head cross country and track coach and professor in the Health and P.E. department at Bakersfield College in California, where he worked for 42 years.

Lyle Dixon (Ed.D., 1963) spent 52 years in the college classroom teaching students, including future teachers. He and his wife Carol will celebrate their 67th anniversary this fall. The Dixons have three daughters and seven grandchildren, including one who will graduate from KU in December. Dixon has fond memories of KU, and recollects “sitting in the attic of the old education building and feeling it sway in the wind in 1950.”

Marlea Zimmer Gruver (B.S.E., 1966) began her career in music therapy working with children classified for special education. She completed a master’s degree in counseling at Emporia State University, then worked for 20 years as a grief counselor in Burlington, N.J. In 2009, she started a new position as a counselor for Life Counseling Services, based in Pennsylvania. Gruver puts her piano minor to use playing in a local program called Musical Enrichment for Elders, which supplies short classical concerts to people with certain disabilities.

Linda Jeanene Wingate Lemon (B.S.E., 1968) earned a master’s degree in education from Emporia State University, and then went on to earn a master’s degree in history from Northwest Missouri State University. She is currently teaching at Johnson County Community College.

Jarvis “J.” Ulbricht (B.S.E., 1965, M.S.E., 1969) retired in 2009 as professor emeritus from the Department of Art and Art History at the University of Texas at Austin. Ulbricht taught at Texas for 34 years after previously teaching for 10 years in Shawnee Mission, Kan., and at Wichita State University and the University of Iowa. Ulbricht is author of more than 50 art education articles and book chapters.

Alumni Spotlight

Lorraine Darwin (B.S.E., 1993, M.S.E., 1998) has received a $10,000 Presidential Award for Excellence in Mathematics and Science Teaching and will attend an awards ceremony later this year at the White House to honor this year’s recipients. Darwin teaches 11th and 12th grade pre-calculus, trigonometry and advanced placement calculus at Cabot High School in Arkansas. The annual award from the National Science Foundation recognizes the best pre-college-level math and science teachers from across the nation. Following a state selection process, a panel of distinguished scientists, mathematicians and educators selects recipients. The award-winning teachers receive an expenses-paid trip to Washington D.C., where they will members of Congress and participate in celebratory events. “It will be an unforgettable experience to share this with so many wonderful educators from across our nation,” Darwin says. “It is truly an honor to represent Cabot High School, Arkansas and KU. My experience at KU prepared me in several different ways. My classes as a math major were consistently challenging, and they provided me with more than enough background to be competent with the material I teach. Receiving the award is undoubtedly the greatest honor of my teaching career. It’s a tremendous encouragement to me as I seek to make a difference in the lives of my students. It motivates me as I continue my work in education.” —KU University Relations

Margaret “Maggie” Satkowski Braun (B.S., 1977, M.S., 1982) was awarded the 2008 Outstanding Special Educator of the Year Award by the Learning Disabilities Association of Kansas. She has taught in a variety of special education classrooms for a total of 32 years in Kansas, South Carolina and Tennessee. She and her husband Walt have lived in Manhattan, Kan., for the last 20 years. Maggie has taught special education at Manhattan High School for 17 years, serving as the special education department head for 10 years. She has two sons, Connor and Preston. Preston is a senior in the School of Education at KU. He was one of 15 KU education majors to study last summer in China through the Kansas Asia Scholars Program.

Drew Szyszkowski (B.S.E., 2008), science teacher at Eisenhower Middle School in Topeka, Kan., has received the Distinguished Staff Award for First Year Teacher at Secondary Level for District 501. At the awards ceremony on April 27, Eisenhower principal Steve Roberts said, “Drew is the only teacher I’ve known in 11 years as principal who eats lunch in the cafeteria with the kids every day! He is excited to be a teacher and shows a genuine interest in his students.” Two other KU alumni were honored at the same ceremony: Patricia Nash (B.S.E., 1979), received the Elementary Educator Award for her PE teaching and leadership at Lundgren Elementary, and Pamela Johnson-Betts (B.S.E., 2009), received the Classified Support Award as executive director for the TPS Foundation, the district’s fundraising organization. —Alona Brandham

Kassie Shook (M.S.E., 2003) is one of seven teachers named a 2010 Kansas Master Teacher. Emporia State University established the Kansas Master Teacher awards in 1953. The awards are presented annually to teachers who have served the profession well and who also typify the good qualities of earnest and conscientious teachers. “Kassie is a teacher who makes an immediate positive impact on the school, the teachers and, most importantly, the students. She is a team player who works collaboratively with staff to design the best education possible for each individual student,” says Suzanne Knowlton, special education teacher at Sunflower Elementary School in Lawrence, Kan. “Kassie is the teacher every parent would want to have for their child.” —Lawrence Journal World

Two School of Education alumni are among the 31 beginning educators from around the state named 2010 Kansas Horizon Award recipients. The awards, sponsored by the Kansas State Department of Education, recognize exemplary first-year educators. Both Andrew Bricker (M.S.E., 2008) and Michael Karlin (B.S.E., 2007, M.S.E., 2009) are science teachers. Bricker was honored for his teaching at Lawrence High School and Karlin for his work at Gardner Edgerton High School. As recipients of the Kansas Horizon Award, these educators are invited to join the Kansas Exemplary Educators Network (KEEN), a network of educators from around the state who have been formally recognized for exemplary performance. Members of KEEN have an opportunity to network with other outstanding educators and participate in a number of professional development programs throughout the year.
1970s

Susan S. Borck (M.A.E., 1977) left a 15-year career at IBM and now owns and operates a bed-and-breakfast, along with her husband George, outside of Chappell Hill, Texas. She also operates a design business in Chappell Hill.

Edward Flynn (B.S.E., 1971) is sales director at GlavoSmithKline. He is also currently a graduate student at KU studying adaptive special education.

Dr. Judith A. Hay (M.S.E., 1976) went on to earn her Ph.D. from KU in 1991. She is now the coordinator of graduate secondary education at the University of Arkansas at Little Rock.

Pamela Kuda Quinn (B.S.E., 1972) earned a master’s degree from Texas A&M-Commerce in 1978 and has spent her career in media and higher education. She is currently provost for the LeCroy Center for Educational Telecommunications of the Dallas County Community College District, Texas, where she heads up the Dallas TeleCollege, the online campus for the Dallas district; and Dallas Telelearning, a production and marketing arm for distance learning coursework.

Linda Minson Stark (B.S.E., 1975) attended graduate school at Pittsburg State University in 1980 and earned a degree in counseling. She moved to Tulsa, Okla., and taught third grade at Minto Valley Christian School for six years, then taught seventh and eighth grade. She graduated from the University of Oklahoma with a master’s degree in human relations and is currently working for the state of Oklahoma as a vocational rehabilitation counselor for high school students with disabilities.

Toni T. Zeto (B.S.E., 1977) taught art for two years in the Shawnee Mission, Kan., school district, then moved to Los Angeles and was an art director for two years. She moved to London, working as a photographer and writing songs, then returned to California as an art director for movies. She became an illustrator, sang in a band and recorded several albums. Zeto also worked for American painter Sam Francis as illustrator for the Lapis Press. Since then she has taught first and third grade for 14 years, and is currently working on several children’s books.

Deborah K. Brown (B.S.E., 1980, M.S.E., 1988) has been the K-12 social studies curriculum specialist for the Shawnee Mission, Kan., school district since 2006. Before that, she taught social studies for 26 years at the middle school level.

Jan Latham Glenn (B.S.E., 1981) taught first, fifth, sixth and seventh grades in Missouri and Kansas. She completed M.S.E. and Ed.S. degrees in educational leadership from Northwest Missouri State University and an Ed.D. from University of Missouri–Columbia.

Glenn served as superintendent and principal of Avenue City R-IX from 1994 to 2002. Since 2002 she has been at Northwest Missouri State University, first as alternative certification director then teaching director. In 2006 she became an assistant professor in the Department of Educational Leadership where she currently serves as interim department chair.

Robert Sprackland (M.S.E., 1987) has written several books, with the eighth being published in 2009. His latest book, Pocket Professional Guide to Lizards, was released in July 2010.

1980s

Mary T. Brownell (Ed.D., 1990) is a professor at the University of Florida. She has recently been named the Irving and Rose Fien Endowed Professor.

Kelly Jo Kerns (M.S.E., 1999) is the associate director for student life at the University of Iowa and has worked there since 2007. In 2009, Kerns assumed the role as president of the Association of Fraternity/Sorority Advisors (AFA). The AFA is a professional higher education association with close to 2,000 members that works with campus-based fraternity and sorority advisors, as well as headquarters staff members.

Gene “Kevin” Liu (B.S.E., 1996) recently returned to education by joining the Confucius Institute at the University of Kansas as associate director. He manages the Institute’s public programming, including community Chinese culture and language classes, and helps coordinate the distance learning (IDL) classes for the Confucius Institute’s K-12 programming.

1990s

Budig Lecture by Paul Markham, 4:30 p.m., 150 JRP

March 10, 2011
Budig Lecture by Michael Wehmeyer, 4:30 p.m., 150 JRP

March (date to be determined), 2011
Budig Lecture by Eva Horn, 4:30 p.m., 150 JRP

May 7, 2011
Dr. Bob Run, a fundraiser for the Bob Frederick Awards for Outstanding Student and Educator

May 21, 2011
Convocation

June 17, 2011
Strategies for Educational Improvement Conference

2000s

April Basgall (B.S.E., 2005) earned a nursing degree in 2007. She is currently a stay-at-home mom with two children.

Elizabeth A. Billinger (B.S.E., 2005) teaches ESOL at the elementary school in Pipek, Kan.

Karen Acosta Caballero (M.A., 2008) is currently earning her Ph.D. at KU.

Darcie L. Callahan (M.S.E., 2007) is employed by Cotey College in Nevada, Mo., as transfer and career planning coordinator. She is also a VISTA supervisor.

Aislinn Meyeres Costello (B.S.E., 2002) earned a master’s degree in special education from KU in 2003. She then taught second grade in Blue Valley from 2003 to 2008.

Stephen M. Durick (B.S.E., 2008) teaches physical education for kindergarten through fifth grades at Valley Park Elementary in Overland Park, Kan.

Corey Forbes (M.S.E., 2002) taught ninth grade science in the Olathie, Kan., school district before returning to graduate school in 2004. He recently completed a master’s degree in behavior, education and communication and also a Ph.D. in science education, both from the University of Michigan. Forbes is now an assistant professor of science education at the University of Iowa.

Andrew Granat (B.S.E., 2004) is teaching middle school Spanish in the Douglas County, Colo., school District in southern Denver. He is currently completing a master of school counseling degree at the University of Phoenix.

Margaret Granat (B.S.E., 2004) is teaching fifth grade in the Douglas County, Colo., school district in southern Denver. She earned a curriculum and instruction master’s degree from the University of Phoenix in 2009.

Dr. Catherine D. Krammer (B.S.E., 2000) earned her master’s and doctorate degrees from KU in 2002 and 2007, respectively. She is an assistant professor and director of special education at Lake Erie College in Painesville, Ohio.

Kathlene Schumm (M.S.E., 2001) currently teaches special education and high school and middle school English.

Amber Stubblefield (B.S.E., 2005) earned a master’s degree in 2007 from the University of Tennessee. She then worked at Mount Olive College as an assistant athletic trainer and full-time faculty member, and at Carson Newman College as an assistant athletic trainer and instructor. Stubblefield currently resides in Panama City Beach, Fla., with her husband, where she is an adjunct instructor for Mount Olive College.

In Memory

Michael A. Dunlap, a graduate student in the department of educational leadership and policy studies, died suddenly on August 2, 2010, from an aneurysm. He was a beloved and inspirational journalism teacher at Blue Valley West High School in Shawnee Mission, Kan. Dunlap also served as mass communication department chairman, and was program facilitator for journalism for the Blue Valley Unified School District. His previous teaching experience includes Lawrence, Leavenworth and Shawnee Mission North High Schools. At each school, his students excelled at state and national journalism and yearbook competitions. In addition to his classroom work at Blue Valley West he also served as a yearbook consultant, instructed seminars for high school yearbook workshops, and has been on the faculty of summer journalism workshops at Ball State University, Kansas State University and the University of Missouri.

He was recognized by Emporia State University as part of the 2010 Kansas Master Teacher Award Program. Mike is survived by his mother Darlene Dunlap; his partner, Jeff Morrison; brother Patrick (Anita); sister Pamela Johnson (Darin); half-brothers Kenneth (Wylene) and John C.; and many other relatives and friends.

Dr. Lloyd E. Hudman (Ed.D., 1970) was a geography professor at BYU from 1970 to 2003. He passed away in August 2009.
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**Contributors received between July 1, 2009 and June 30, 2010.**  
* Indicates the donor is deceased
When I first filled out scholarship applications in 2003 I wrote about how badly I wanted to become a teacher. My applications didn’t change too much over the next five years. After all, I was still a student, not only trying to convince the scholarship committee that I would make a good teacher, but also still trying to reaffirm the idea to myself. However, it is now 2010, and I am entering my third year of teaching. I know that I love teaching and I know that it is a career that I am committed to. As a result, this last round of application forms was all about one thing — becoming a better teacher. Thanks to your support and philanthropy there is one less thing standing between myself and my desire to become the best teacher that I can be. —a scholarship recipient

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From left: Donor Steve Dalke with recipients Amara Benskin, Christine Laskowski, Ellen Jordan, Preston Braun and Samantha Overfield.

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… I am the first family member to attend college and the first to obtain an advanced degree. Because of my background in teaching pre-Kindergarten students who are considered “high risk,” I understand the value of a good education for all children and how important it is to have good teachers… Working as a graduate teaching assistant, I enjoy helping pre-service teachers understand the importance of becoming a GREAT teacher. Again, thanks for your support because without scholarship donors like you, there would be many students such as myself unable to pursue the career that will make a difference. —a scholarship recipient

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… I feel particularly touched to receive this scholarship after reading about Professor LaShier’s life and career. I, too, have been described as a person who loves both teaching and adventure. In 1994 I sold all of my extraneous belongings, bought a 1974 Merry Miler camper van, packed up my professional wardrobe and my German shepherd puppy and proceeded to move myself from my birthplace in Oklahoma to the “last frontier” of Alaska to begin my teaching career. It is my desire to share this joy in learning; to see to it that more students have the opportunity to view learning about the world they live in as a physical and intellectual adventure, rather than just a class to take or a test to pass. This desire has led me to pursue a doctorate in science education… I hope that one day I may be as worthy of the admiration of my students as Professor LaShier certainly was. — a scholarship recipient

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* Indicates the donor is deceased

From left: Recipients Michael Crawford, Megan Gerwick and Emily Thompson, donors John and Julie Tollefson, and recipient Jennifer Watson
I am honored and delighted to have been selected for this award….It is hard to believe that I am finally almost there. Four years ago, I began working toward an education degree, started teaching biology labs and quickly found that I am born to be a teacher….During graduate school, I was given my own human anatomy dissection lab and the freedom to make the class my own…I will miss everything about teaching KU anatomy, even the smell of preservative — but if moving on means getting closer and closer to the high school classroom, I will do it joyfully…. —a scholarship recipient
…Although I have never met Dr. Sundbye, she has had a profound impact on my teaching career and the research that I conducted for my master’s thesis. I was first introduced to her work in the mid 1990s at the Kansas Department of Education while working on a grant to rewrite the reading and writing standards…I regret that I have never had the privilege of meeting Dr. Sundbye to thank her in person for her important work that has helped many of my students develop better reading comprehension. You can probably imagine my surprise and delight when I received the Nita Sundbye scholarship award. Thank you so much for contributing to my education through this scholarship. —a scholarship recipient

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like many educators, there is a long history of teaching in my family. I am a fourth-generation educator and third-generation university faculty member. When it comes to teachers who have touched my life, I can apply my Grandmother Young’s frequent saying, “I am so fortunate.” Because this is the case, it made selecting one teacher to write about difficult, so I chose to write about two — my Grandmother Young and my Grandma Feldman. Each taught not only in classrooms, but also taught me important aspects of teaching through their actions and stories. I learned about the importance of meeting the needs of individual students, the value of giving students time to learn, why encouraging reading in a variety of genres and content areas is a good thing, and how to really listen to and engage in conversation with students.

When my Grandmother Young was 8 years old, her mother passed away and her father moved the family from Polo, Mo., to Kansas City. As a single parent, my great-grandfather had multiple responsibilities and worked long hours — making it impossible to take my grandmother to school each day. Every morning she would ride the streetcar as far as it would take her to the bottom of a long hill, about half of a mile from East High. When the principal of the high school learned about her trek up the hill he began waiting for her each morning to drive her the rest of the way to school. She recounted this story to me many times and expressed how much of a difference that educator made in her life. By meeting her individual needs, the principal made a difference in her ability to successfully navigate high school. Although educators today might not be able to pick up a student at the bottom of the hill and drive her to school, the story has always served as a reminder to me about finding a way to meet the individual needs of students when possible. It can make all the difference in their educational experience.

Grandmother Young was also a master seamstress and knitter who made nearly all of her own clothing and many key garments from my childhood (e.g., holiday dresses, fall sweaters, homecoming suits, prom dresses and all of the bridesmaid dresses for my wedding). The garments she made were impeccably constructed with attention to every small detail. I watched her work tirelessly on the projects and for many more hours/days/weeks than most people would have in order to make sure they were done right. This example taught me the value of perseverance and also how it often takes time — a lot of time — to really learn and accomplish something so that the finished product is of high quality.

I give Grandma Feldman credit for introducing me to a variety of literary genres and helping me appreciate the need to expose students to all kinds of texts. I was lucky to grow up in close proximity to both my sets of grandparents and as a result spent many days with all of them. It’s hard to remember ever being with Grandma Feldman for any significant amount of time when she didn’t read something to me. When I was a young child, she read poetry from books like Favorite Poems Old and New, short stories about Uncle Wiggly, instructions for how to make a stuffed felt teddy bear, references for identifying the birds she attracted to the yard, and descriptions of nature from The ABCs of Nature.

Another common activity with Grandma Feldman was playing a game of Checkers, both the Chinese and the red/black grid variety, or some other board or card game. I learned early in my life how to reason and think about strategies through the questions she asked and the conversations we had as we played the games. The topics weren’t always about the game but spanned a range of ideas. As an educator, I look back on those times when Grandma really listened and talked with me and realize how an adult taking the time to engage with students can help them develop intellectually, socially and emotionally.

Finally, Grandmother Young always had the best shoes (a closet full of them), and Grandma Feldman had the most beautiful flower gardens. So, I also learned from them how both a great pair of shoes and taking time to stop and smell the flowers are pretty important, too.

Kelli Thomas, PhD, is an associate professor of curriculum and teaching and also serves as director of graduate studies for the department. Among other awards, Thomas received the Meredith Geiger-Gould Teaching Award in 2007, named by the graduating seniors as the faculty member who best exhibits excellence in classroom teaching. Her research interests include mathematics teaching, learning and evaluation in the classroom.
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