

# The Jayhawk *Educator*

Winter 2001/2002

The University of Kansas School of Education Alumni Magazine



Greetings from the Dean (Page 2) ... Mathematics and Teaching (Page 5) ...  
School Sponsors Sports Camp (Page 6) ... Deaf Education Program (Page 7)



**ON THE COVER:** On an unseasonably warm December day, Jianlang Tsai, Anya Stanekwsky and Michele Costanza confer on the terrace steps in front of Joseph R. Pearson Hall before their Introduction to Computing in Education class. The course, which explores ways educators can integrate computers with their instruction, is taught by Ron Aust, associate professor of teaching and leadership.

## OF COURSE

2

### FROM THE DEAN

*New School of Education Dean Angela Lumpkin outlines the School's outstanding accomplishments and strategic goals.*

3

### SERVING ALUMNI

*Teacher certification is an on-going service to KU graduates.*

4

### RESEARCH REPORT

*Diane Nielsen, associate professor of teaching and leadership, helps kindergarten teachers infuse class activities with new language development techniques.*

5

### TEACHING NOTES

*Budig Teaching Professor A. Susan Gay considers how students view math in their classrooms.*

8

### ACHIEVEMENTS

*Accolades to School faculty and staff.*

13

### FROM THE FIELD

*Jayhawk Educator of the Year April Hawkins gives teaching tips and techniques.*

14

### ALUMNI NEWS

*Check up on your former classmates.*

## 6 SERVICE SPOTLIGHT

### *Summer Sports Program Teaches Fitness to Kids*

For more than 20 summers running, Robinson Center has been home to KU's Sports Skills and Fitness Program.



12

### *U.S. and China Sponsor Education Conference*

Tom Erb, professor of teaching and leadership, is looking for educators who are interested in connecting with their peers overseas.



15

### *Education Grad Loans Signed Dr. Seuss Originals*

John Gardenhire, 1958 education graduate, shares a family treasure and an amazing story with his alma mater.

3 Teacher Certification ■ 7 KU Deaf Education Program Moves to the School of Education and the Lawrence Campus ■ 9 Pewewardy Named Kemper Fellow ■ 10 Letter from the Editor ■ 10 Grants Update ■ 16 Call for Award Nominations ■ 17 Remembering the Teachers Who Touched Our Lives

# Greetings from the Dean

**W**hat a thrill and honor it is for me to have the opportunity to serve as the Dean of the School of Education at the University of Kansas. Since June, I have learned more about why this 17th-ranked school is one of the best schools of education in the nation. Our faculty works tirelessly in providing academic excellence in teaching and learning, research and scholarly pursuits, and service built on a foundation of mutual trust and respect.



*Barely a month into her new position, Dean Lumpkin was welcomed to the School by Aaron Meadows, a student from Central Middle School in Kansas City, Kansas. Aaron presented the dean with a T-shirt on behalf of the students and staff of the 2001 Career Horizons Summer Program. The program helps sixth-graders learn about their occupational options, enhance their study skills, increase awareness of their strengths and develop positive peer relationships. It is sponsored by Educational Talent Search, a division of the School's equal opportunity programs.*

education graduate program in the country. The Center for Research on Learning developed and disseminated the Strategic Instruction Model, which is based on more than 20 years and \$45 million worth of research. Our Center for Educational Testing and Evaluation has developed and evaluated all of the assessments for the public schools of Kansas. One hundred percent of KU students passed the test required for teacher certification in 2000. During 2000-2001, faculty in the School of Education received more than \$14 million in external funding. Our faculty are among the most outstanding teachers on campus. Many of our faculty work in and with school personnel to increase student learning.

Our 90 full-time faculty serve approximately 700 undergraduate students and more than 1,400 graduate students, as well as the citizens of Kansas and beyond. The School of Education is organized into four academic departments, which offer over 50 programs. This year, we have set as our strategic goals as the following:

- Revise curricula and programs and enhance delivery of instructional programs.
- Revise the School's Mission Statement and Code.

We are supported by an excellent staff that demonstrates a professional and enthusiastic commitment to serving students.

Please allow me to share just a few of the truly outstanding achievements of our School. I know our over 24,000 alumni share the pride associated with each of these. We have the No. 1 special

- Revise all teacher education programs in alignment with national content and performance standards in order to prepare the best possible teachers.
- Review and focus resources on the appropriate number of graduate programs that can become nationally recognized for their quality.
- Expand the offering of graduate programs on the Edwards campus and in the Kansas City area.
- Review existing structures and implement a governance structure and operational units to assist each member of the School family in achieving his or her academic goals.
- Review the Institute for Educational Research and Public Service and determine how best to help facilitate faculty research endeavors.

Of course, guiding all of our work to achieve these and other goals will be our four core values:

- Mutual trust and respect of people
- Commitment to instructional excellence
- Contributions to research and scholarship
- Collaboration and service

So, you can see what a productive past and bright future we have in the KU School of Education as we prepare future educators as leaders. Thank you for your continued support of the School. 🍎

*Angela Lumpkin*

## INTRODUCING THE NEW DEAN

### EDUCATIONAL BACKGROUND:

- M.B.A., University of North Carolina
- M.A. and Ph.D., The Ohio State University
- B.S.E., University of Arkansas

### PREVIOUS POSITIONS:

- State University of West Georgia - dean and professor of physical education, College of Education
- North Carolina State University - professor; coordinator of sport management, Department of Parks, Recreation and Tourism Management; chair of the Faculty Senate; head of the Department of Physical Education
- University of North Carolina at Chapel Hill - professor; director of the Physical Education Activities Program

### PUBLICATIONS

- 11 books on sport and sport ethics, including *Introduction to Physical Education, Exercise Science, and Sport Studies* (5th edition) and *Sport Ethics: Applications for Fair Play* (second edition; tri-author)
- More than 30 refereed articles

### PROFESSIONAL SERVICE

- President of the National Association of Sport and Physical Education

### CLASSES SHE WILL TEACH AT KU

- Introduction to Leadership
- Introduction to Physical Education, Exercise Science, and Sport

### PERSONAL INTERESTS

- Playing tennis and racquetball
- Reading non-fiction, especially biographies (A recent favorite is *My American Journey*, the autobiography of Colin Powell.)
- Learning to play the organ (but not well, she says)

# Applause! for Making a Difference

*Dean Lumpkin honors Don Deshler for Making a Difference.*

ASSEMBLY, DEAN LUMPKIN surprised Don Deshler with the School's first **Making a Difference Award**, which honors a person who has "blazed a trail, laid the foundation and worked to achieve a vision that they believed would be beneficial to others." Don Deshler, professor of special education, is founder and director of the KU Center for Research on Learning, which is recognized as one of the leading research centers in the field of education.

KU-CRL is an R&D organization noted for creating solutions that dramatically improve

our life, learning and performance, especially for those who experience barriers to success. The work conducted by the

Center has had a significant effect on existing educational practices for adolescents and young adults who are considered to be at risk for school or



job failure. Since 1977, KU-CRL has completed in excess of \$52 million of contracted research, training and program development efforts.

## Teacher Certification: An ongoing service to our graduates



*Alisa Branham*

For the past three years, Alisa Palmer Branham has served as the School's certification officer. She is a valuable resource who works closely with alumni, students, faculty and school administrators, answering thousands of certification questions each year in person, over the phone and by e-mail.

Branham said some of the most valuable information she provides includes instructions on how to add endorsements, suggestions for courses to take

for renewal in Kansas and contact information for the boards of education in other states for graduates who have recently moved.

"Our graduates' relationship with the certification office continues throughout their careers," Branham said. "They should always feel free to call me, or e-mail me for a fast response. I'm always happy to help our alumni."

You can e-mail your certification questions to [abranham@ku.edu](mailto:abranham@ku.edu) or call (785) 864-9602. Detailed information on certification is available at the School's Web site, [www.soe.ku.edu](http://www.soe.ku.edu).

### Did you know?

- KU timetables are now available at the main KU Web site, [www.ku.edu](http://www.ku.edu).
- Enrollment for courses at the KU Edwards Campus is available by phone at (913) 897-8400 or online at [kuec.ukans.edu](http://kuec.ukans.edu).
- Students who need official copies of KU transcripts for renewal or for application to another state should call the KU Registrar's office at (785) 864-4422.

## Call for Alumni Authors

Have you written a book lately?

If so, please let us know by sending an e-mail message to [jayhawkeducator@ku.edu](mailto:jayhawkeducator@ku.edu).

Please include your name, address, phone number, e-mail address, book title and a brief description of the book.

We'd like to include a section on alumni authors in the next issue.

# Professor Finds that Language Development Is Affected by Kindergarten Experiences

**F**our years ago, Diane Nielsen, associate professor of teaching and leadership, had an experience with a child that redirected her research in beginning reading. She was doing a “running record” with a first grader, in which the young girl read aloud from a book while Nielsen observed the student’s decoding strategies and followed with comprehension questions. When the girl read the word “replied” perfectly twice but paused and looked confused each time, Nielsen asked, “Are you right? Is that word ‘replied?’” The girl looked down at the page with a furrowed brow and answered, “I don’t know.”

“That’s when I realized that even though she was decoding words beautifully, her comprehension was failing at the word level because she did not know the meaning of that word,” Nielsen said. “That was a great example of the fact that her teacher did well in teaching word recognition strategies, but it also confirmed something for me. Children can develop basic reading skills, but limited vocabulary knowledge will interfere with their progress as readers since reading means comprehension.”

As a result of this experience, Nielsen developed techniques to help kindergarten teachers integrate more language development into their class activities.

“We know from the research that children with well-developed language skills are better readers than those with less-developed language,” Nielsen said. “My question was: Can kindergarten teachers with large classes support the development of language by infusing more language and opportunities for talk into what they already do?”

At the beginning of this research, which was funded by a general research fund grant from KU, Nielsen studied two kindergarten

teachers to measure the effectiveness of the techniques she developed. She found that the students whose teacher who was taught to infuse more language into her everyday activities made significant gains on a standardized language test compared to the class that had no additional language-focused activities.

## Easy language development activities for teachers and parents

*These are not difficult to implement; using them means simply thinking differently about the activities you already use to engage children at home and in school.*

- Introduce a child to more “rare” words — words children might not use on their own. This can be done during story time or in everyday activities. “Johnny, please hand me the colander. It’s that bowl with holes in it that I use to drain the pasta.”
- Explain the meaning of conversations a child might overhear. “When I asked Daddy for the ladle, I meant the big spoon I use to put soup in our bowls.”
- During story book interaction, possibly on the first read but maybe on a later reading of the book, ask the children if they can explain what a word means. You can add a few of these interactions without dampening interest in the story. “There’s that word ‘replied’ again. What do you suppose it means?”
- To achieve depth of vocabulary knowledge, have children distinguish likenesses and differences. “How is a cockroach different from a ladybug?”
- Using a toy, such as an anatomically correct stuffed spider or a toy fire truck, can help kids list the attributes of an insect, animal, vehicle, etc. “Does anyone know what this is? Tell me ...(what it looks like, does, eats, etc.)”
- During show and tell, connect the object to a child’s experience, and use the talk to stretch the concept and the child through talk about it. Invite children to explain size, shape, color, etc. “Janie, how is your stuffed bear different from Tommy’s stuffed lion? How is it the same?”



“In the field of reading we talk so much about comprehension strategies, and they are critical, but they’re only one piece of the pie,” Nielsen said. “If a child does not have the basic understanding of the concepts in a reading passage, comprehension strategies fall flat. A word has to connect to something in the student’s head. Many of those basic understandings are developed in the preschool years.”

Today, Nielsen’s research is following that initial group of students who are now in second grade. She is measuring the relationship between rich kindergarten language experiences and reading achievement and will present a paper on this research at the World Congress of Reading in Scotland in July 2002. Partially in thanks to a Reading

Excellence Act grant, these techniques are beginning to be implemented in five Kansas City, Kan., elementary schools.

“While the focus of testing traditionally has been on breadth of vocabulary — knowing many different words — what’s really critical to reading comprehension is to have a depth of vocabulary, which means that a child would know, for example, that a horse is an animal and many things that make it a unique animal — what it looks like, what it eats, how it is different from a donkey — things like that,” she said. “Effective reading means having a deep understanding of those little black words on the page.”

# Mathematics and Teaching: Comments by Today's Students

—by A. Susan Gay

Since mathematics is one of those required courses in elementary, middle and high school, all of us took math courses and thus had math teachers. Perhaps now you are the mathematics teacher with your own classes of students. When you think back to your experiences as a student, what do you remember about your experiences learning math in school? Do you have positive, negative or somewhat neutral feelings? Do you remember success, frustration or both? Do you remember specific topics you studied? Do you remember your math teachers?

Today, students need skills in mathematics even more than before. All we have to do is look at a newspaper, watch television news programs or read news on the Internet to see lots of information presented in mathematical form. While making the case that all students need to possess quantitative literacy, Lynn Steen (2001), a well-

known writer on national issues in mathematics education, noted that our nation is drowning in mathematical data. Citizens need mathematical literacy to make sense of that data and make good decisions about many aspects of living. While students are in mathematics classes, they must develop these important literacy skills in order to participate fully in today's society.

For the past six summers, I have worked with high school students who come to KU to participate in Upward Bound or the Math and Science Center, both components of our TRIO Programs. Most of these students attend high school in Topeka, Lawrence, Eudora or Kansas City, Kan. A few months ago, some of my graduate students and I interviewed these students to learn how they view mathematics in their classrooms. Their comments tell us much about their experiences and their teachers. They also focus our thinking on meeting the needs of all students.

## Learning Math

During the interview, we asked the students about the overall quality of their past experiences learning mathematics. Selected quotes from the students follow.

■ “I have had some teachers who have not really worked with students with something

*When you think back,  
what do you remember about  
learning math in school?*

they don't understand and other teachers are willing to take the time to actually call them into class and have them sit and work with them on it.”

- “Last year I had a terrible teacher. This year I have a great teacher. It just depends on who teaches me. My good teacher will get up there and look over the lesson and see which problems a student would have difficulties with and go over them no matter what.”
- “They make it fun to learn math. They make it exciting. They have games that have something to do with the lesson.”
- “I didn't really like math until fifth grade. My teacher would do weird things. We would go out and count flowers and he would do anything to make us interested in math.”
- “In eighth grade, we didn't have a teacher. So, we didn't learn anything.”
- “In my math classes in the past, the other students were slower so the teacher went slower. And I was ahead of everybody else so I had to wait for everybody else to catch up. But that's pulling me back and I'm not getting the chance to learn more.”

These students know that teachers can have both positive and negative types of influence. Students acknowledge the importance of the teacher who can motivate them by making learning mathematics interesting. They also note the

*(continued on Page 11)*



# Summer Program Teaches Sports Skills, Encourages Fitness for Kids

For more than 20 years, when the college students leave Lawrence for summer break, Robinson Center has been filled with another group of students eager to spend the summer learning. But instead of focusing on academics, they have been studying sports.

Under the direction of professors Jim LaPoint and Leon Greene of the health, sport and exercise sciences department, KU's Sports Skills and Fitness Program has been host to hundreds of 7- to 14-year-olds who come to KU to fine-tune their sports skills and generally improve their physical fitness.

"Our intent is not to make them more athletic or turn them into athletes," Greene said. "We enable students to make informed decisions about physical activities as they grow older. Some do go on to become high school and college athletes, but not all of them."

The summer program is divided into two month-long sessions in June and July. Last summer, about 150 students signed up for each month, and 45 or so participated in both sessions. When the program was initiated in 1980, there were 30 participants who attended the program to learn about soccer, gymnastics and tennis. Today's camps include those activities plus archery, martial arts, swimming, team handball and softball. All of the activities are intended to encourage a fun, non-competitive environment, and the focus is on non-contact sports that students might not learn elsewhere. There also is a focus on international games, so participants learn about sports from other cultures.

"The one thing we've been consistent with over the years is to give kids an opportunity to explore many sport-type outlets they would not have elsewhere," Greene said.



**BLAST FROM THE PAST:** Jim LaPoint, associate professor of health, sport and exercise sciences, helps a participant cock her arrow and aim for the target in one of the early Sports Skills and Fitness Programs. This picture was published by the *Lawrence Journal-World* on July 19, 1984.

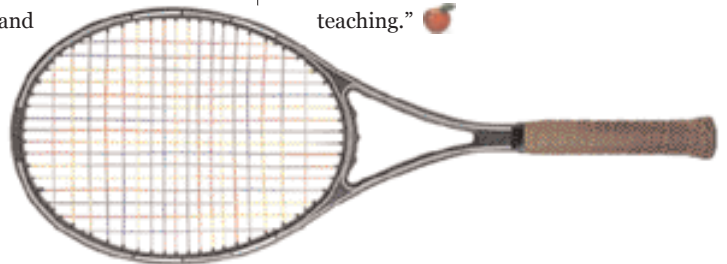
The program staff, which includes KU students and at least one local school teacher as sports skills instructors, keeps students engaged by frequently rotating the day camp's activities and also making sure that each student gets 20 minutes of aerobic exercise every day. So in one month, a student may learn how to hold and swing a tennis racquet, to stop a softball and to walk on a balance beam.

At the end of each monthly session, all students participate in a one-mile run/walk test and have their body fat measured. At the end-of-session awards ceremonies, each student is awarded a certificate of participation, and a sports skills and fitness evaluation is given to the parents, who LaPoint said are often happy to receive this information.

"This is truly a service to the community," he said. "We've had hundreds of kids come through the camp since it started, and many have such a positive experience they come back year after year. I can't count the times I've had a grown-up student walk up to me and say, 'Remember me?' – sometimes even 15 years after they came to the camp."

LaPoint said that in addition to the service and teaching opportunities the camp offers the student instructors, running the camp has enhanced the way he teaches KU students.

"As a university professor, it is invaluable to go back in the summer to teaching 7-year-olds," LaPoint said. "It really emphasizes the essentials of good teaching." 🍎





BY THE NUMBERS

**650** undergraduate students enrolled in the School of Education for the fall 2001 semester

graduate students enrolled in the School of Education for the fall 2001 semester **1,470**

**90** faculty in the School of Education

**4** departments in the School of Education

**100** percentage of KU education students who passed the test required for teacher certification

average GPA of newly admitted undergraduate students when they entered the School in 2001 **3.4**

**24** average ACT score of those students

undergraduate and graduate students who received scholarships from the School of Education for the 2001-2002 academic year **246**

**352,604<sup>.52</sup>**

dollars awarded to those students

ranking of the School of Education among public institutions with teacher education programs in the United States **17**

# KU's Deaf Education Program Moves to School of Education

Elizabeth "Beth" Yoder, Lawrence master's student in Deaf Education at the University of Kansas, may not notice an administrative change in the Deaf Education program at KU — and that's just fine with her and 23 other students in Deaf Education.

Administration of the KU Deaf Education Program, the only such program offered in Kansas, has moved from the School of Allied Health at the KU Medical Center campus in Kansas City, Kan., to the School of Education on the Lawrence campus.

Tom Skrtic, chair of special education, said the change will help KU expand the research component to make it consistent with other graduate programs in Special Education. The School also plans to revise the teacher education component of Deaf Education to meet new state certification standards issued this fall.

In addition to teacher certification, KU's nearly 50-year-old program is the only one in Kansas to offer master's and doctoral degrees in Deaf Education, as well as an undergraduate minor for education students preparing to teach in regular classrooms. Although allied health faculty had administered the program, the School of Education has granted the degrees in Deaf Education.

Classes will continue to be offered at KU's Edwards campus in Overland Park, said Sally Roberts, acting director for Deaf Education. The course in the anatomy and physiology of the ear will continue to be offered at the School of Allied Health.

Yoder, who is deaf, completed KU's five-year-teacher education program last spring and plans to specialize in teaching the deaf and hard of hearing. She is one of 24 students enrolled in the program, Roberts said. Eighteen of these students are certification candidates, 16 of whom are seeking master's degrees. Four are seeking doctoral degrees, and two are undergraduates minoring in Deaf Education.

Teachers such as Suthaharan "Sutha" Ramanathan, Olathe, who received his bachelor's degree in Education from Gallaudet College in Washington, D.C., and a master's degree in Deaf Education from Western Maryland University in Westminster, are enrolled in KU's program to earn certification required in Kansas. Both Gallaudet and Western Maryland are nationally known for serving a deaf student population. KU's program is one of about 50 graduate and undergraduate programs in Deaf Education offered throughout the United States. 🍎

*This story was contributed by University Relations.*

## Teachers: Do you need more international information in your classroom?

The outreach programs of KU's International and Area Studies have many free resources for you to use in your classroom, including videos, a free newsletter twice a year, classroom materials for check-out, and conferences and workshops designed for professional development. For more information on our international resources, activities and events, call (785) 864-4237.

# Faculty and Staff Achievements

*Of course, with 90 faculty and 110 administrative and research staff, we can't possibly list all of their achievements — a comprehensive list could easily fill a magazine this size. Here are a few highlights of teaching, research and service from earlier this year.*

**Monica Brown**, assistant professor of special education, presented the paper "Culture, Disability, and Student Alienation" at the 23rd Annual Council on Learning Disabilities in Charlotte, North Carolina, in October.

**Gary Clark**, professor of special education, was recognized by the Council for Exceptional Children's Division on Career Development and Transition for his pioneering work as a founder of the special education career education and transition movements in the United States. Among other major contributions, he was commended for his body of research and scholarship in career education and transition, including winning the first federally-funded transition grant in 1972, and for his "family tree" of doctoral graduates, which is four generations strong and includes 70 members.

**Jim Ellis**, associate professor of teaching and leadership, has been invited to write a commissioned paper on curriculum for the National Academy of Sciences' "Taking Stock of the National Science Education Standards: The Research" workshop and to present the paper in Washington, D.C., in May 2002.

**Tom Krieshok**, professor and chair of psychology and research in education, presented the paper "This is not your parents' career counseling training" in the symposium "Career counseling training: Empirical models, social justice settings, and diverse populations." The symposium was conducted at the annual meeting of the American Psychological Association, August 23-27, in San Francisco.

**Jim LaPoint**, associate professor of health, sport and exercise sciences, was selected to referee the Kansas 6A State Soccer Championship game this fall at the Shawnee Mission Soccer Complex in Overland Park, Kan. This marks the third time in five years that coaches have selected him to referee this game.

**Steve Lee**, associate professor of psychology and research in education, and **Nona Tollefson**, professor of psychology and research in education, received a two-year, \$228,000 grant from the Kauffman Foundation to fund the "Evaluation of the Urban School Improvement Initiative." The purpose of the grant is to evaluate implementation and other relevant educational variables of the Urban High School Improvement Initiative in Kansas City, Mo., high schools.

**Shane J. Lopez**, assistant professor of psychology and research in education, co-edited *The Handbook of Positive Psychology* with C.R. Snyder of KU's psychology department. The volume, which was published by Oxford University Press, was released in December.

In August, **Angela Lumpkin**, dean and professor of health, sport and exercise sciences, published the fifth edition of her book *Introduction to Physical Education, Exercise Science, and Sports Studies*.

In early October, **Paul Markham**, associate professor of teaching and leadership, was notified by the U.S. Department of Education that he was selected to receive a New Teachers and Personnel Grant from the Office of Bilingual Education and Minority Languages Affairs. The grant will provide \$95,000 per year for the next three years.

**Rebecca Oliver**, pre-education adviser, published the article "The Relationship Between Community Development and Academic Achievement of Undergraduate Students in Residence Halls" in the spring edition of the *College Student Affairs Journal*. Phyllis McClusky-Titus of Illinois State University was co-author of the article.

**Christopher Morphew**, assistant professor of teaching and leadership, **Susan Twombly**, professor of teaching and leadership, and **Lisa Wolf-Wendel**, associate professor of teaching and leadership,

attended the Association for the Study of Higher Education's annual meeting November 14-18 in Richmond, Va. Along with Cora Hedstrom, doctoral student, Morphew presented the paper "The public liberal arts college: Case studies of institutions that have bucked the trend toward university status and implications for mission and market." Twombly participated in the focus dialogue "The band played Dixie: Race and liberal consciousness at Ole Miss." She also presented the paper "Can you teach these students: Policies, practices and values that drive the faculty labor market and hiring process in community colleges." Wolf-Wendel presented the paper "Academic motherhood: Managing complex roles in research universities."

On September 29, **Fred Rodriguez**, associate dean and associate professor of teaching and leadership, returned to his undergraduate alma mater, Chadron State College, in Nebraska, to receive the Distinguished Alumni Award.

**Sherrie Surbaugh**, associate director of the Center for Economic Education, participated in a 10-day



## LEADERSHIP ROUND-UP

At the April rededication of Joseph R. Pearson Hall, we had the rare opportunity to capture seven education deans in one photo. Dubbed the "rogue gallery of deans" by former Dean Haack, the seven deans represented 44 years of leadership in the School of Education. Pictured are Edward L. Meyen (1986-1992); Richard L. Whelan (1992-1994); George Baxter Smith (1941-42 and 1946-53; his tenure as dean was interrupted by World War II); Karen Symms Gallagher (1994-2000); Paul H. Haack (1985-86); Dale P. Scannell (1969-1985); and Jerry D. Bailey (2000-2001).

economic education study tour to Ukraine November 29 through December 11. The tour was sponsored by the National Council on Economic Education.

**Barbara Thompson**, associate professor of special education, was in Lima, Peru, in early November to speak at the Ninth Latin American Congress of Behavior Analysis and Modification (XI CLAMOC). She presented "Integracion en las escuelas regulares para estudiantes con discapacidades: Las estrategias y las prácticas recomendadas." She also worked directly with the early childhood and primary-level program personnel at the Ann Sullivan Center in relation to their inclusive programs. Barbara has worked with the Ann Sullivan Center since 1986; the Center has served as an international practicum and research site for many of the School's special education graduate students.

**Ann Turnbull**, professor of special education, was elected Vice President of the American Association on Mental Retardation, the oldest professional association in the field of mental retardation and developmental disabilities. The office leads to her presidency in 2003-04, which follows that of her husband, Rud, who has served as AAMR president in 1985-86. In addition, Ann and Rud are co-editors of a new AAMR monograph titled Family Quality of Life.

**Rud Turnbull**, professor of special education, was re-elected chairman of the Board of Trustees of the Judge David L. Bazelon Center on Mental Health Law, America's oldest public interest law firm specializing in disability law and policy advocacy. With his wife, Ann, he has published two texts, *Families, Professionals, and Exceptionality: Collaborating for Empowerment* (fourth edition) and *Exceptional Lives* (third edition), both with Charles E. Merrill/Prentice-Hall.

**Michael Wehmeyer**, associate professor of special education, and **Sean Smith**, assistant professor of special education, received funding to study technology use and mental retardation. The project, which involves the U.S. Department of Education, the National Institute of Disability Rehabilitation Research (NIDRA), and the Disability Rehabilitation Research Project (DRRP), will provide \$1.54 million over five years.

**Steve White**, associate professor of teaching and leadership, and **Jim Tramill**, associate research professor in the Institute for Educational Research and Public Service, along with several faculty from the KU School of Fine Arts, received a one-year, \$225,000 grant to provide professional development opportunities for music educators. The proposal was developed as a partnership between Kansas City, Kan., public schools and the KU Schools of Education and Fine Arts.

**Flora Wyatt**, assistant professor of teaching and leadership, received a two-year, \$25,000 Title II Enhancement Grant from the Kansas State Department of Education for the research project "Engaging in inquiry based on school data and teacher concerns through action research implementation: KUPDS Alliance Schools." The award will support research activities at KU's six PDS partner schools, including Saturday workshops on action research, on-site action research teams and site workshops or mini-courses focusing on action research as needed in each site school. Breakout sessions will include KUPDS interns and classroom teachers.

## PEWEWARDY NAMED SCHOOL'S NINTH KEMPER FELLOW FOR TEACHING EXCELLENCE



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Cornel Pewewardy is congratulated on the first day of fall classes by Provost David Shulenburger for being named a W.T. Kemper Teaching Fellow.

On the first day of fall semester classes, Cornel Pewewardy of the teaching and leadership department was initiated into a prestigious club. He was named one of the 2001 W.T. Kemper Fellows for Teaching Excellence.

Led by Provost David Shulenburger, the "surprise patrol" walked into Pewewardy's Education in a Multicultural Society class to present him with a check for \$5,000 and congratulate him on being one of only 20

University faculty to receive the honor. Pewewardy, who had just finished showing a multicultural video, was about to lead the class in reviewing the syllabus when the surprise patrol filed into the room.

"I kind of got startled at first," he said. "It wasn't until the Provost entered the room that I realized why they were there."

Pewewardy, who is starting his fifth year on the KU faculty, is a multicultural education instructor. His goals include enabling students to become culturally conscious of their operating worldview and to critically examine different ways of understanding the world and social relations. In addition to his position in the School, he serves as an adjunct instructor in American Indian studies at Haskell Indian Nations University.

Margery Ridgeway, the doctoral student who nominated Pewewardy for the Kemper Fellowship, said she wasn't surprised that he was selected for this honor.

"He is by far the most outstanding teacher I have ever had," she said. "He puts his heart into his teaching. I teach full-time now, and a lot of things I teach come right from his class."

Ridgeway says she often uses projects introduced to her by Pewewardy, such as the eye-opening "race box" activity, in which students try to classify the race of faces of strangers in photographs. Students often are surprised by the variety of responses, which lead into discussions on perception and race. She said this activity is just one of many examples of how her experiences under Pewewardy's mentorship have helped her to engage her students.

"Cornel's not just a lecturer who says, 'These are the facts.' Anything he teaches ties into the rest of the world."

### School of Education Kemper Fellows through the Years

- 1996** Marilyn Amey, associate professor of educational policy and leadership  
Nancy Peterson, professor of special education
- 1998** Floyd Hudson, professor of special education  
Diane Nielsen, associate professor of teaching and leadership  
Fred Rodriguez, associate professor of teaching and leadership
- 1999** Arlene Barry, associate professor of teaching and leadership  
Brenda Myles, associate professor of special education
- 2000** Tom Krieschok, professor of psychology and research in education

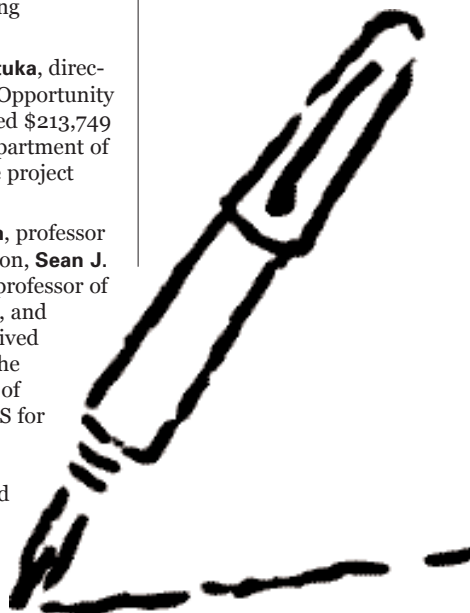
# Grant Awards Update

The School of Education receives more than \$14 million each year to fund a wide variety of research and projects across the broad field of education. Here are a few highlights of recent grants in the School:

- **Gary M. Clark**, professor of special education, received \$200,00 from the U.S. Department of Education/OSERS for the “Interprofessional/Transition Education for High Incidence Disabilities Personnel Preparation Project.”
- **Don Deshler**, professor of special education and director of the Center for Research on Learning, and Jean B. Schumaker, associate director of the Center for Research on Learning, received \$700,000 from the U.S. Department of Education/OSERS for the project “The Institute for Academic Access: A Research Institute to Improve Results for Adolescents with Disabilities in General.”
- **Don Deshler** and Daryl Mellard of Vanderbilt University received \$210,051 from the project “National Center on Learning Disabilities.”
- **Ngondi A. Kamatuka**, director of Education Opportunity Programs, received \$213,749 from the U.S. Department of Education for the project “Camp at KU.”
- **Edward L. Meyen**, professor of special education, **Sean J. Smith**, assistant professor of special education, and **Don Deshler** received \$200,000 from the U.S. Department of Education/OSERS for the project “Implementing Curriculum-Based Standards for Students with

Disabilities via Online Instructions.”

- **Mary Morningstar**, program associate of special education, and Jeannie Kleinhammer-Trammill, associate research professor of special education, received \$200,000 from the U.S. Department of Education for the “National Personnel Development in Secondary Special Education and Transition Project.”
- **John Poggio**, professor of psychology and research in education and co-director of the Center for Educational Testing and Evaluation, received \$1,028,000 from the Kansas State Board of Education for “Reading and Writing Assessments.”
- **Michael Wehmeyer**, associate professor of special education, and Sean Smith, assistant professor of special education, received \$299,871 from the U.S. Department of Education for the “Mental Retardation and Technology Disability and Rehabilitation Research Project.”



## Dear School of Education Alumnus,

It is my pleasure to introduce you to the inaugural issue of *The Jayhawk Educator*. Shortly after she arrived at KU in June, Dean Lumpkin asked me what I wanted to do most in my job. I told her, “I want to tell the story of this School.” As I have been in this position for three years, I know there are many wonderful stories to tell. So when she asked me to create a four-color magazine to replace the School’s newsletter, *Innovations in Education*, I was very excited by the possibilities.

The focus of our magazine mirrors the three-pronged mission of the School of Education – teaching, research and service. This issue of *The Jayhawk Educator* features each of those important topics, as well as faculty and staff achievements, an alumni spotlight, alumni news and contributions from one graduate, one current student and two faculty members. I hope you enjoy this new communication medium which we developed especially to help you feel informed about what is happening at your alma mater.

When you have finished reading this magazine, I invite you to share your thoughts about it by sending an e-mail to [jayhawkeducator@ku.edu](mailto:jayhawkeducator@ku.edu). We want to hear from our graduates so that we may better inform and serve you. If there is some information you find especially helpful, please let us know. Although you are no longer at KU, you are still a part of the School of Education family, and we hope that this magazine is one of many ways to help you feel it. Rock chalk!

Sincerely,

Allison Rose Lopez  
Editor, *The Jayhawk Educator*  
Assistant to the Dean - Advancement

# Mathematics and Teaching

cont. from Page 5

power of a teacher's decisions, teachers' willingness to work with them and the void felt when there is no teacher.

## Having High Expectations

In the interview, students were asked if their current math teacher had high expectations for their achievement in math.

- "Oh yeah, that's a definite. She tells us, 'Now you guys, you know you have to get this work in.'"
- "Yes. He makes sure we understand everything before he goes on."
- "No. She just puts it up there. If you don't do it, she doesn't care. If you do it, she doesn't care, really."
- "Yeah, because she is always pushing me to the upper level. She keeps pushing me."
- "Yes, she tries hard to get us to finish all our work. She gives us make-up work for the stuff we miss."
- "His expectations were very low. He had a very large schedule, and so he really didn't teach us. We had to self-teach ourselves."

Students know when a teacher has high expectations, and they recognize the difference between learning important concepts and just sitting in the classroom. They appreciate teachers who push them to do their best, who expect them to understand mathematics and who check to see that understanding is there.

## Helping Students Be Successful

Students were encouraged to identify what math teachers could do to help them be more successful.

- "Explain more. Get more details. Break it down so we'll know what it is they are talking about."
- "See where their students are at and then help their students. They could do it indi-



A. Susan Gay

vidually to see where their students are at and then where that student would like to go in a math career."

- "I guess to provide me with their time."
- "They can push you harder rather than baby you around."
- "Encourage you instead of telling you you can't do something."
- "Make fun stuff."
- "Try to encourage me and other students to excel in math."

These comments tell us that we need to be sensitive to those who need a boost in their mathematical confidence, to those who need individual attention to succeed, to those who need challenges, and to those who need someone who is concerned about their individual misunderstandings.

Hearing from these students about their teachers and their classes gives us cause for both optimism and concern. As teachers, parents and friends, each of us can support students as they study mathematics. We can celebrate their achievements and their perseverance. In addition, words of encouragement will remind students that we also know that mathematics is important and that efforts to understand mathematics are valued. 🍎

## Reference:

Steen, L. A. (Ed.) (2001). *Mathematics and democracy: The case for quantitative literacy*. Princeton, NJ: The Woodrow Wilson National Fellowship Foundation.

A. Susan Gay is associate professor of mathematics education in the School of Education's Department of Teaching and Leadership and in the College of Liberal Arts and Sciences' Department of Mathematics.

# Calling Jayhawk Job Seekers...

University Career and Employment Services is sponsoring the **21st Annual Education Interview Day** on Wednesday, March 13, 2002, in the Kansas Union Ballroom on KU's Lawrence campus.

Approximately 95 school districts from across the country will be interviewing candidates for teaching positions in elementary, secondary and special education. Interviews will be approximately 30 minutes each.

KU alumni are invited as well as the general public. Alumni wishing to sign up in advance for interviews must be registered on CareerConnections with University Career and Employment Services. The cost for this service is \$40.

Unreserved interview slots will be available for scheduling on the day of the event with no admission or registration charge; however, some school schedules will be full and other schools will cancel if they have no prescheduled interviews. Interested candidates should bring copies of their resumes.

For information, call (785) 864-3624 or e-mail [uces@ku.edu](mailto:uces@ku.edu). You also may visit [www.ku.edu/~uces](http://www.ku.edu/~uces), which will include a list of participating schools.

# KU Connections Overseas: Professor Finds Education Insights in China

**H**ave you ever dreamed of visiting China? Tom Erb, professor of teaching and leadership, is looking for educators who are interested in connecting with their peers overseas.

“Now more than ever, it’s important to keep international conversations going,” he said. “One of the real advantages of international communication is the ability to look at one’s own situation through new eyes and get new ideas for how to improve American education.”

Erb is on the steering committee for next year’s China/U.S. Conference on Education, which will be titled, “Middle Schools in the Middle Kingdom.” The conference will be July 19-29, 2002, in Beijing, People’s Republic of China. Erb has been attending the conference for the last three years as part of KU’s delegation to the conference, which has included teachers from KU’s PDS school partners.

Erb said that collaborating with Chinese educators has shown him that many issues which previously had seemed unique to America also exist in China.

“They are dealing with the same problems we have here but with different details and at a different size,” he said.



During the 2001 China-U.S. Education Conference, Professor Tom Erb visited with students at a high school in Chengdu, China. The students had many questions about the educational experiences of American students their age.

There are 58 million students enrolled in China’s middle schools.

Erb said that the conference topics proposed by the Chinese for next year’s conference address the same issues that concern American educators and parents.

“There’s a saying, ‘I don’t know who discovered water, but it certainly wasn’t a fish.’

Through conversations with the Chinese, we get a different perspective of our own educational system.”

If you are interested in more information about the 2002 China/U.S. Conference on Education, e-mail [thomaserb@ku.edu](mailto:thomaserb@ku.edu) or call (785) 864-9672. 🍎

# How One KU Grad Fosters a Love of Reading in Her Students

by April Hawkins  
B.S. 1990, M.S.Ed. 1997

As a language arts teacher at Piper Middle School in Kansas City, Kansas, one of my main goals is to help students become literate adults. However, I am concerned with the number of my adolescent students who have a general lack of interest in reading. I have noticed that enthusiasm about reading and the amount of time that students spend reading outside of school decrease as they progress through their middle school years. Middle school students are pulled in many different directions — spending time with friends, playing video games, watching TV and participating in sports and other extracurricular activities. These activities all seem to take precedence over reading in teens' lives. As educators, it is imperative that we help our students find the time and desire to practice reading. Without practice, it is unlikely that our students will improve at this important skill.

With all of this in mind, I have tried to find ways to make reading fun. One of my most successful experiences has been the development of our middle school reading club, which the school librarian, Mrs. Jimmie Blowers, and I initiated three years ago. We wanted to create a supportive, nurturing environment for middle school readers and hopefully affect their attitudes toward reading in a positive way. Knowing middle schoolers, we suspected that if we could make reading a fun social experience, the positive attitudes would spread to their friends, too.

The reading club's activities are open to all of our middle school students. We meet for 30 minutes every Tuesday after school in the library. These meetings are informal, with the goal that we will provide a fun environment that supports a love of reading. At some of our meetings, I give book

talks on current young adult novels that have been nominated for awards such as the Heartland Award for Excellence in Young Adult Literature. At other meetings, students discuss the books that they have enjoyed reading. Our students have designed posters promoting reading and their favorite books to decorate our hallways and have written and videotaped book reviews to show over our TV monitors to the entire school. These activities all help to create a positive atmosphere for reading among our students.

The reading club sponsors a variety of special activities and events. We have taken short field trips to read to local preschool children. Our students also have participated in literature festivals and poetry festivals where they have met famous authors. We have planned activities for Read Across America week, including a Dr. Seuss birthday party where students were able to bring and share their favorite children's books.

We just finished our second annual school-wide special event to celebrate Teen Read Week. During September, I surveyed all of the adults in our school about the literature they like to read in their spare time. Their responses included a wide range of genres, such as Kansas ghost stories, *Chicken Soup for the Soul* stories, articles about history and true-life heroes — the list went on and on. I compiled the choices, asked the students to rank them and divided the students into small groups based upon their interests. On the last day of our first quarter, students met with their groups for two hours in the afternoon. During the first hour, the adult in the room read the selection that he or she chose and discussed it with the students. After this, there was silent reading time for our entire building. We ended the day with refreshments and time for everyone to discuss reading. This was a very positive school-wide experience that the adults enjoyed just as much as the students! It was fun for the

students to see that Mr. Smith, the football coach, also likes to read about the Civil War and that Mr. Nall, the computer teacher, enjoys *Chicken Soup for the Teenage Soul*.

The reading club has also organized several author visits to our school. In the past two years, students have met Lois Ruby and Vicki Grove. This year, we are organizing a visit by June Rae

Wood. Prior to her visit, our entire school will read and discuss the novel *The Man Who Loved*

*Clowns* during our teacher advisory period. I think that this will be a great chance for all students and adults in our building to have a common book to read and discuss, and I imagine that our discussions with Mrs. Wood will reflect this wonderful experience.

We started our reading club three years ago with just a handful of students, and our activities and membership have steadily grown larger each year. Now, we even have high school students who occasionally come back to visit our meetings! The reading club has been an effective way of fostering a positive attitude toward reading among our students. 🍷

April Hawkins is congratulated by Michael Rooney, superintendent of her school district,



Kansas City USD 205, after she receives the 2001 Jayhawk Educator of the Year Award. The award is given by the School of Education's National Advisory Board.

**As educators,  
it is imperative  
that we help  
our students find  
the time and desire  
to practice reading.**

# Who, What, Where

## 1940s

**J. W. Greene** (B.S. 1940) is retired as assistant vice president of American States Insurance Company and lives in Satellite Beach, Florida.

## 1950s

**Maxine B. Allen** (B.S. 1955, M.S.Ed. 1959) is a retired school administrator and lives in Overland Park.

**Sylvia Mahon Allgaier** (B.S. 1958) is a retired school administrator who is working as a consultant in education. She lives in Richardson, Texas.

**Chloe (Warner) Childers** (B.S. 1952) was a gold medal winner in the National Science Olympics and is on the 65+ Colorado Women's Softball Team. She is a retired insurance agent living in Greeley, Colorado, with her husband, Charles L. Childers (B.M.Ed. 1956).

**Patricia J. Cormack** (B.S. 1958) retired after 27 years of teaching high school and community college math. She lives in Abeline, Kansas.

**Dana F. Johnson** (Ed.D. 1958) retired as professor emeritus of fine arts from the University of Northern Colorado and lives in Newton, Colorado.

**Robert E. McMullen** (B.S. 1954, M.S. 1958) is a teacher and administrator in the Shasta Union H. S. District. He lives in Redding, California.

**Clifford Peltz** (M.Ed. 1951, Ed.D. 1957) retired as professor of education from Illinois Wesleyan University. He lives in Bloomington, Indiana.

**Marth Cannon Relph** (B.S. 1950) is a retired federal librarian and lives in Emporia, Kansas.

**Dana Richmond Saliba** (B.M.Ed. 1953) teaches music and lives in Parsons, Kansas.

**Vincent L. Sternitzke** (Ed.D. 1957) is a self-employed licensed psychologist. He lives in Vallejo, California.

**H. David Zerfas** (B.S. 1957) is retired as a consulting systems engineer at IBM. He lives in Hot Springs Village, Arkansas.

## 1960s

**David J. Atkisson** (B.S. 1968) recently moved from St. Louis to Hilliard, Ohio, with his wife, Mary Ann. He is an insurance compliance supervisor for the Ohio Department of Insurance.

**Vicki Allen Barham** (B.S. 1964) is director of Alumni and Friends for the Conservatory of Music at the University of Missouri – Kansas City. She lives in Fairway, Kansas, with her husband, Peter.

**Raena L. Borth** (B.S. 1966) teaches fourth grade in the Shawnee Mission West School District. She is married to Ray Borth (B.S. 1965), who is senior partner in the law firm Short & Borth. They live in Leawood, Kansas.

**Ronald H. Duncan** (B.S. 1961) lives in Stockton, California. He was the Stockton Pupil Personnel Association Professional of the Year before he retired in June.

**Wayne M. Erck** (B.M.Ed. 1968, M.S.Ed. 1970) recently was promoted to brigadier general in the U.S. Army Reserves. He is principal of Lake Zurich High School. He lives in Elgin, Illinois, with his wife, Jennifer L. Erck (B.S. 1968, M.S.Ed. 1970), who teaches third grade in Schaumburg, Illinois.

**Ruth Hatch Haas** (B.S. 1967) is director of the Cape Fear Museum, the oldest history museum in North Carolina. She lives in Wilmington, North Carolina.

**Sarah Brooner Hatzfield** (B.M.Ed. 1963) is an ESOL teacher at Neuva Esperanza Academy. She lives in Philadelphia.

**Roxana Kanzig Hausman** (B.S. 1965, M.S.Ed. 1990) is a KALL teacher in the Lawrence Public Schools.

**Paula Jean Hirsch** (B.S. 1966) is a proposal development specialist and technical writer at Global Management Systems, Inc. She lives in Germantown, Maryland.

**Janette Johnson** (B.S. 1966) works at Prudential Greater Topeka Realtors. She lives with her husband, Steven, in Berryton, Kansas.

**Rita Wright Johnson** (B.S. 1963) is a retired teacher and lives in Heathsville, Virginia, with her husband, Paul.

**Jessica Shellman Kirk** (B.S. 1969, M.S.Ed. 1969) is a teacher and behavior specialist at Blue Valley USD 229. She lives in Roeland Park, Kansas.

**Diane A. Low** (B.S. 1968, M.S. Ed. 1976) is a teacher in the Lawrence Public Schools.

**Jack Manahan** (B.S. 1969, MPA 1982) is a principal and consultant with American Management Systems, Inc., an international technology consulting firm. He and his wife, Patricia, live in Peoria, Illinois.

**Larry H. McCallister** (B.S. 1964, M.S.Ed. 1986) is a commodity standardization specialist at General Services Administration and lives in Overland Park, Kansas.

**William A. McCane** (B.S. 1963) is a school counselor in the Kansas City School District. He lives in Blue Springs, Missouri.

**Mary Warburton Norfleet** (B.S. 1963, M.S. 1965) is clinical professor of psychiatry and behavioral sciences at Stanford University School of Medicine. She lives in Palo Alto, California.

**Ann Porter** (B.S. 1967) is principal of Lewis and Clark Elementary in the Grand Forks Public Schools in North Dakota.

**Donald E. Racy** (M.S.Ed. 1966) is a retired secondary mathematics teacher from USD 477 in Lawrence, Kansas.

**Joyce Ballew Rich** (B.S. 1962) is a retired teacher and lives in Lakewood, Colorado.

**Elizabeth A. (Orth) Roberts** (B.S. 1961) retired from her position as director of education at the Wichita Center for the Arts. She is active in various community activities and serves on the board of directors for a non-profit children's daycare center.

**Marilyn Roelse** (B.S. 1966) teaches English part time at Sunnyslope High School and lives in Phoenix, Arizona.

**Donna Lee Lamb Simmons** (B.S. 1960, M.S.Ed. 1964) is a self-employed piano teacher. She lives in Camarillo, California.

**Betty J. Stewart** (B.S. 1968, M.S.Ed. 1986) is a literacy coach in the Platte Valley School District. She lives in Loveland, Colorado.

**John G. Woodward** (M.Ed. 1963) is an ABE/GED instructor at Saint Mary College Outfront and lives in Lansing, Kansas.

## 1970s

**Terry Axline** (B.S. 1970) is Research and Marketing Coordinator at the Albuquerque Biological Park. She also is a member of the Celtic singing group Rye Creek, which recently released its second CD, "Through the Ages."

**Philip Basler** (B.S. 1972) is a general manager at Macola Software. He lives in Lee's Summit, Missouri.

**Kenneth M. Beal** (Ed.D. 1979) is director of Fort Scott Community College.

**Janet Scott Broers** (M.S. 1976) is a retired school principal and lives in Lawrence with her husband, Harley.

**Patrick K. Cantwell** (B.S. 1971) is director of preventative healthcare at Unicity. He has been volunteering as a youth basketball coach and league administrator for 35 years and served 27 years with the U.S. Postal Service. He lives in Wichita, Kansas.

**Janet M. Carpenter** (B.S. 1970) is a doctoral student at Syracuse University. She lives in Liverpool, New York, with her husband, Patrick.

**Anne Elder Coady** (B.S. 1972) teaches third grade at Bickerdyke Elementary in USD 407. She lives in Russell, Kansas, with her husband, Nick.

**Joel A. Colbert** (M.A. 1976, Ed.D. 1977) is assistant dean of the California State University – Dominguez Hills School of Education and lives in Long Beach, California.

**Jeanne Corbin** (B.M.Ed. 1975) is a self-employed music therapist and music educator. She lives in La Porte, Texas, with her husband, Michael.

**Margot Hoagland de Labar** (M.S. 1977) has been teaching elementary school for four years. She wants to infuse her students' learning with the human values she has learned during three trips to India. She lives in Redondo Beach, California.

**Charles Deveaux** (B.S. 1974) is a pilot for American Airlines. He lives in Chicago.

**Nancy Divinye DiOrio** (B.S. 1974, M.S.Ed. 1988) was chosen by the Kansas Reading Association as the recipient of the Kansas Literacy Award – Professional Division, and is currently the state chairperson for the Kansas Reading Association's Kansas R.E.A.D. Week. She is a reading specialist in the Shawnee Mission, Kansas, School District.

**Gail Stubbs Dunker** (B.S. 1972, M.S.Ed. 1973) is a professor at Johnson County Community College. She lives in Stilwell, Kansas.

**James E. Foster** (Ed.D. 1975) is retired as superintendent of Caddo Parish Public Schools in Shreveport, Louisiana.

**Susan Geiss** (B.S. 1976) is a teacher in USD 290 and lives in Ottawa, Kansas.

**Rosemary Pinet Hartner** (B.S. 1973) teaches at a magnet school in the Vista Unified School District. She lives with her husband, Rick, in Vista, California.

**Daryl E. Hartter** (B.S. 1974) is senior research scientist at Battelle Memorial Institute, a pharmaceutical research and development company. He lives in Columbus, Ohio.

**Cheryl M. Hawker** (M.A. 1971) is professor of mathematics at Eastern Illinois University.

**Edna B. Hobbs** (M.S.Ed. 1970) is a retired special education teacher from USD 259 and lives in Wichita, Kansas.

**Randy L. Kovach** (B.S. 1976) is senior account executive at ALK Associates, Inc. He lives in Princeton, New Jersey.

**Sue Littlefield** (B.S. 1973) is a teacher in the Park Hill School District in Kansas City, Missouri.

**Meredith Marden** (B.S. 1977) is teaches third grade in the Jefferson City Public Schools. She lives in Lakewood, Colorado.

**Jeanie D. Maryott** (B.S. 1978) is owner of Maryott Wine & Spirits and lives in Wichita, Kansas.

**Dianna McKenzie** (B.S. 1972, M.S.Ed. 1978) is a special education coordinator in the Lawrence Public Schools.



**Pamela States Owens** (B.S. 1972) is a teacher in the Blue Springs R-IV Schools. She lives in Blue Springs, Missouri.

**Pamela Jean Polk** (M.S.Ed.) teaches second grade at Holy Trinity Episcopal Day School. She lives in Crofton, Maryland.

**Judy Raney** (B.S. 1974) is a postmaster for the U.S. Postal Service. She lives in Warwick, Rhode Island.

**Kathy Collins Reilly** (B.S. 1972) is director of Legal Services at School Administrators of Iowa and lives in Des Moines.

**Linda Greenwell Robinson** (B.S. 1972, M.S.Ed. 1976) is director of KU's Wheat State Whirlwind Tour, which is hosted by the Chancellor's Office. She recently was elected to the Lawrence Public School Board, and she is chair of the School of Education's National Advisory Board.

**Sandra Sherman** (B.S. 1975) works at Stanford University and lives in Palo Alto, California.

**Laura J. Stewart** (B.S. 1977) is a special agent for the Office of Criminal Investigations of the U.S. Food and Drug Administration. She lives in Olathe, Kansas, with her husband, Rex.

**Lauren L. Swindler** (B.S. 1971) is taking a teaching sabbatical to write children's stories. She lives in Normal, Illinois, with her husband, Jim.

**Dale B. Taylor** (M.M.Ed. 1971) was a featured speaker at the July 2000 "Rescue" Conference at the University of Pretoria, South Africa. He is chair of the Environmental and Occupational Health Hazards Subcommittee of the Wisconsin Turning Point Public Health Plan Implementation project. He lives in Eau Claire, Wisconsin.

**Mary Sue Myers Williams** (M.S. 1971) teaches first grade at Morse Elementary, which is in the Blue Valley School District.

**Stanley E. Whitley** (B.S. 1970) was elected to the U.S.A. Masters Track and Field Hall of Fame in December 2000. He lives in Alta Loma, California, with his wife, Crystal.

## 1980s

**E. Blake Hart** (M.S.Ed. 1988) is an engineer at Bechtel Savannah River, Inc. He lives in Aiken, South Carolina.

**Steve Hitchcock** (B.S. 1981) is a teacher in the Richmond R-XVI Schools and lives in Richmond, Missouri.

**Robert N. LaGarde** (Ph.D. 1982) is a school psychologist in the Richland School District and lives in Kennewick, Washington.

**Nancy J. Kelpe** (B.S. 1981) is a teacher in the Clovis United School District. She lives in Fresno, California.

**Michael J. Maher** (B.S. 1987, M.S. 1990) is a chaplain at Loyola University - Chicago.

**Paul Mattan** (B.S. 1984) is a physical therapist with Venture Healthcare. He and his wife, Alyssa, welcomed their new son, Michael Allen, to their family on April 11. They live in Marietta, Georgia.

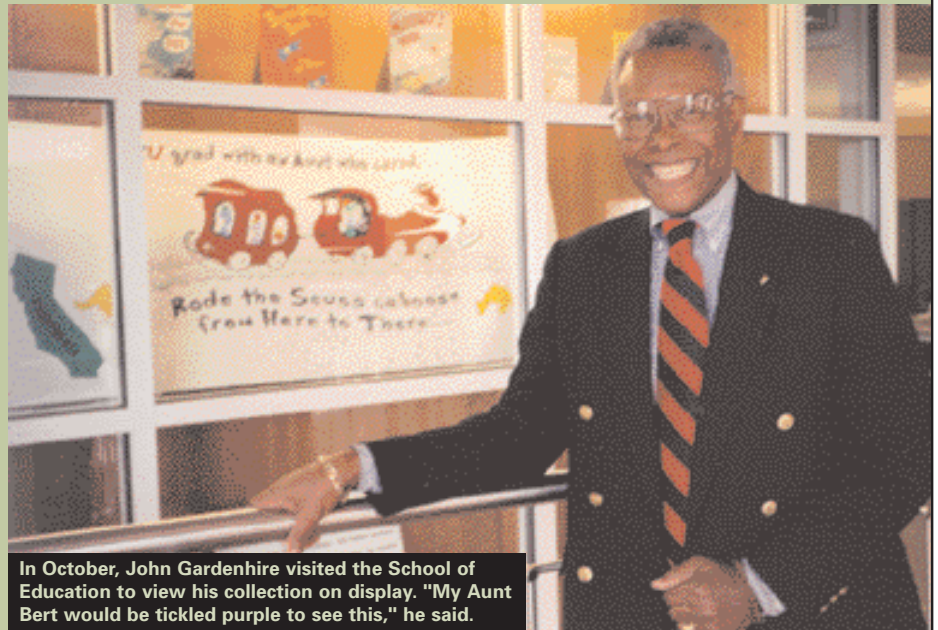
**Annie L. Miller** (B.S. 1984) is an environmental research specialist at the Kansas City, Kansas, Public Library.

**Douglas L. Murphy** (Ph.D. 1989) is associate dean of the School of Allied Health Sciences at the University of Texas Health Science Center at San Antonio.

**J. Dirk Nelson** (Ph.D. 1989) is assistant vice president of Academic Affairs at LeTourneau University. He lives in Longview, Texas, with his wife, Renda J. Nelson (M.S.Ed. 1993), who is an instructor at the same university.

**Kathleen O'Kane** (B.S.E. 1980) works in health education in the Scientific Activities Division of the American Academy of Family Physicians. She lives in Grandview, Missouri

(continued on Page 16)



In October, John Gardenhire visited the School of Education to view his collection on display. "My Aunt Bert would be tickled purple to see this," he said.

## Whimsical Books by an Author with Flair Loaned to KU by a Grad Who Cares

*The Cat in the Hat* paid a special visit to the KU School of Education this fall, and he brought many friends with him. In September and October, students, faculty, staff and visitors enjoyed an extensive collection of signed, first edition Dr. Seuss books, which were on display in the Learning Resource Center and in the glass case near the Welcome Center.

The collection was loaned to the School by KU education alumnus and Topeka native John F. Gardenhire, who earned a bachelor's degree in Common Learnings in 1958. Gardenhire's father worked for the Santa Fe Railroad and, each year, he would place his son on a train to San Diego, where young John would spend his summers with his Aunt Bert in Dr. Seuss' house. That's right. Aunt Bert was Alberta Fouts, the longtime housekeeper for Theodore Geisel, the man behind the famous pseudonym.

Through the years, Geisel gave Aunt Bert many books with personal inscriptions. She later passed down this unique collection to her nephew, who gave them to his young daughter to read. As a result, many of the books have the slight tatter that comes from a child's repetitive reading and play.

John Gardenhire grew up to become Dr. Gardenhire, an English professor who retired as chair of the English Department at Laney College in Oakland, California, after a distinguished career. He was selected as the College's Teacher of the Year in 1991 and was the guest speaker for the KU Black Student Union's Black Awareness Week in 1993. He began volunteering for Equal Rights for Fathers in 1976, served as president of that organization from 1980 to 1985 and was named the organization's Man of the Year in 1986. He also published *Understanding Sentence Structures* and *Reading Analytically* with Kendall/Hunt Publishing Company and co-chaired the Task Force on Racism and Bias within the National Council of Teachers of English.

Special thanks go to Jerry Bailey, associate professor of Teaching and Leadership and director of the School's Institute for Educational Research and Public Service, for helping to secure this loan to the School. He discovered the collection through a passing comment during a casual visit and was able to convince Gardenhire to let the School borrow this priceless family heirloom.

The School of Education is very grateful to John Gardenhire for sharing this treasure with KU and for setting the example that there are many ways a graduate can support his alma mater.



**Jill B. Pierce** (Ph.D. 1984) is vice president of external relations at the National Mental Health Association. She lives in Alexandria, Virginia.

**Lisa D. (Coon) Ricketts** (B.S. 1986) lives in Lenexa, Kansas, with her husband, David, and sons Matthew, 10, and Trevor, 8. She is senior operations supervisor for the JCPenney Catalog Logistics Center.

**Mary-Kris C. Roberson** (B.S. 1989) is an English teacher in United School District 383, Manhattan-Ogden. She lives in Manhattan with her husband, Derrick.

**Betty L. Schrandt** (B.S. 1981) is a technical writer for the U.S. Army Corps of Engineers. She lives in Lansing, Kansas, with her husband, William.

**Janel Bullock Torres** (B.S. 1981) is a kindergarten teacher at Victory Christian Academy and lives in Perryton, Texas.

**Anthony K. VanReusen** (Ph.D. 1985) is associate professor of special education in the College of Education and Human Development at the University of Texas at San Antonio.

**Kimberly Young** (B.S. 1984, M.S.Ed. 1992) is a coordinator in the Lawrence Public Schools and lives in Topeka, Kansas.

## 1990s

**Art Baldwin** (B.S. 1997) is territory manager at Schering Sales Corporation and lives in Olathe, Kansas.

**Mary T. Brownell** (Ph.D. 1990) is an associate professor at the University of Florida. She is married to Steven W. Smith (Ph.D. 1989), who is a professor at the same university.

**Nettie Collins-Hart** (Ed.D. 1996) is assistant superintendent for Instructional Services at Chapel-Hill-

Carrboro City Schools in Chapel Hill, NC. She previously was director of curriculum with the Lawrence Public Schools.

**Sandra Villalobos Del Rio** (B.S. 1998) is an educator in the Kansas City, Kansas, Unified School District. On May 10, she and her husband, Juan, welcomed their new son, Nathan Ismael, to their family.

**Diana Foster** (M.S.Ed. 1994) is a resource teacher in the Blue Valley, Kansas, School District. She previously was a student learning center teacher for 10 years in Kansas City.

**Marcie Gilliland** (B.S. 1990, M.S.Ed. 1992) is a therapist at Drake University and lives in Des Moines, Iowa.

**Reba Jo Lucky** (M.S.Ed. 1992) is the School Nurse at Olathe South High School.

**Cynthia A. Lutz** (B.S. 1997) is a personal banker at First State Bank & Trust and lives in Lawrence.

**Britton C. Haney** (B.S. 1997) is a math teacher and the drum line instructor at Shawnee Mission Northwest High School. He lives in Shawnee with his wife, Aimee.

**Christopher S. Mann** (B.S. 1991) is director of consulting at Invensys CRM. He lives in Littleton, Colorado.

**Lori Mitchell** (B.S. 1991) is a counselor at Emporia High School.

**Tim Patterson** (B.S. 1990) is a quality assurance associate at JRH Biosciences in Lenexa, Kansas.

**Catherine Horinek Rude** (B.S. 1988) teaches seventh grade science in Hopkins School District in Hopkins, Minnesota.

**Jamey Gulley Seaba** (B.S. 1991) is an assistant middle school principal in the Blue Valley School District and lives in De Soto, Kansas. He received his master's degree from the University of Colorado in 1997.

**Marla Caye Vardell** (B.S. 1993) works at Legacy Auction Gallery. She lives in Newberg, Oregon.

## WHAT HAVE YOU BEEN DOING SINCE YOU LEFT KU? WE WANT TO KNOW!

Please include this information:

Name  
Address  
City/State/Zip  
Phone  
Graduation Year  
Degree, Sequence  
Personal Update

Mail to:  
KU School of Education  
Attn: Jayhawk Educator  
Joseph R. Pearson Hall  
1122 West Campus Road, Room 214D  
Lawrence, KS 66045

Or e-mail: [jayhawkeducator@ku.edu](mailto:jayhawkeducator@ku.edu)

*Each graduate is listed in the decade of the first degree he or she received from the School of Education. Only degrees from the KU School of Education are listed.*

## CALL FOR NOMINATIONS

*Do you know Jayhawks who are superstar educators?*

# Tell Us About Them!

It's time for all alumni and friends of the School of Education to nominate those special teachers or administrators who exhibit outstanding work and leadership in education. The School of Education National Advisory Board's Awards Committee is now seeking nominations for the Jayhawk Educator of the Year Award and the National Excellence in Teaching Award.

The **Jayhawk Educator of the Year Award** recognizes an outstanding educator in the state of Kansas. Each nominee for this award must hold a degree from the KU School of Education. He or she must have served a minimum of five years as a classroom teacher in any curriculum area in a public elementary or secondary school in Kansas or in a Kansas institution of higher learning. An administrator must have served a minimum of seven years as an educator in an educational institution in Kansas to be eligible.

The **National Excellence in Teaching Award** recognizes excellence in teaching nationwide. Each nominee must be a full-time practicing classroom teacher (early childhood through secondary) with a minimum of five years of teaching experience and

be a KU School of Education graduate. He or she must have made significant contributions to the teaching profession, such as leading in-service activities, and have served as a role model through active mentoring.

To nominate an outstanding educator for one of these awards, please mail a letter of nomination, including the nominee's name, school, mailing address, phone number and e-mail address, by March 15, 2001, to:

KU School of Education  
Attn: NAB Awards Committee  
Joseph R. Pearson Hall  
1122 West Campus Road, Room 214  
Lawrence, KS 66045-3101

# Remembering the Teachers Who Touched Our Lives

## *“A True Teacher” by Sherry Borgers*

I have been fortunate to have many good teachers. There was Mrs. Day, my first grade teacher who was so nice and who made a huge contribution to my self-efficacy as a student. I had many good teachers between her and my doctoral advisor, Dr. Proff, who taught me how to focus on the important goals in therapy and who reminded me that Don Quixote was the patron saint of counselors. Fred (Proff) would say, “The poor misguided fool meant well, but he was always fighting the wrong battle.” Yet the person who may have contributed the most to my success as a teacher was not really my teacher in the formal sense; he was Dick Rundquist — a colleague, chairperson, counseling center director and supervisor, and my dear friend here at KU.

Dick was such a special teacher because he touched my life in so many ways and embodied what we teach about being good counselors. When I came here in 1973, I immediately experienced the unconditional positive regard about which we talk. He coupled this with high expectations for me in my professional role. He did not hesitate to disagree with me or tell me I was wrong, saying, “We just have to agree to disagree.” He took responsibility for his beliefs and expected me to do the same. This offered me the opportunity to try new things and to develop my areas of interest for teaching and writing. Even if he believed some topic was a “crock,” he defended my right to pursue it and encouraged me to do so. He was a true mentor — not that he would have ever used this term — combining expectations for me to make good professional decisions with true regard for me as a person.

My relationship with him continued for 28 years, even after he retired. Dick died recently, but he taught me so much about the important ingredients of teaching: enthusiasm for learning, following my interests, accepting responsibility for my behaviors and decisions, and acceptance of others. He lives on in my memory as I am sure he does in the memory of hundreds of former counseling psychology students and faculty.

*— Sherry Borgers is professor of counseling psychology in the Department of Psychology and Research in Education.*

## *“Mrs. McNellis, My Hero” by Ameshia Tubbs*

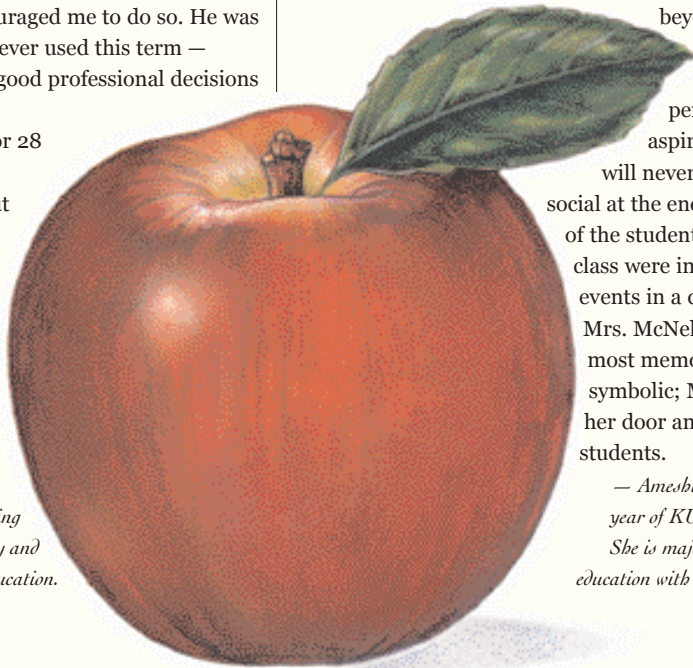
The teacher who inspired me the most was Fran McNellis, who taught American History and the advanced placement class in U.S. Politics at Lawrence High School. Mrs. McNellis was an amazing teacher who had compassion for her students and a passion for history. She possessed a tremendous love of learning which was contagious to those who knew her.

To this day, I am in awe of the various ways Mrs. McNellis integrated current events into history discussions; she possessed an unmatched ability to create instructional relevancy. During a recent phone conversation, my hero told me that the most exciting part of teaching was the interactions between students in class. “It was fun to see students discussing, challenging and questioning things,” she said. The discussions in Mrs. McNellis’ classroom were never without controversy. She facilitated classroom discussions that forced us to verbalize and defend our opinions. I was challenged to exercise my mind in new and exciting ways.

Through an American history project on world population, I learned how much I enjoy research. Mrs. McNellis taught me to use primary and secondary sources to inform my opinions and my research. I would like to inspire my students to question events in history and to use multiple sources in their quest for answers.

Her concern for students extended beyond the classroom. Mrs. McNellis always made time to learn about the personalities, goals and aspirations of her students. I will never forget attending a dessert social at the end of my senior year. All of the students in the U.S. Politics class were invited to discuss current events in a different setting — Mrs. McNellis’ home. The social is most memorable to me because it is symbolic; Mrs. McNellis opened her door and her heart to her students.

*— Ameshia Tubbs is a student in the fifth year of KU’s teacher preparation program. She is majoring in secondary social studies education with a minor in secondary education.*



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e-mail [jayhawkeeducator@ku.edu](mailto:jayhawkeeducator@ku.edu).