The Jayhawk Educator

Winter 2004/2005

The University of Kansas School of Education Alumni Magazine

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Remembering the Teachers Who Touched Our Lives, *part 1*

by Omiunota Nelly Ukpokodu, Ph.D.

The early years of my life began in Nigeria and were a humbling experience. My mother, though very talented, had no formal Western education. My home environment was not surrounded by stimulating educational resources and academic support. However, somebody else made sure that I learned and succeeded — my teachers. I had a successful, quality general education that laid the foundation for my future academic accomplishments.

I believe that many of us remember the great teachers who touched our lives, kindled our interests, inspired us and challenged us to do our best. Many of the teachers I had, especially my public school teachers, believed in me and conveyed to me in numerous ways the value and power of education. They told me that education was the passport to a better life — the difference between sleeping on a bed or on a mat on the floor. After sleeping on a mat on the floor for 12 years, I knew that I did not want to sleep on the floor for the rest of my life.

My teachers were the best! They challenged, pushed and nurtured my love for learning, had high expectations for me, stretched me beyond my limits, demanded high performance and did not use poverty or parental illiteracy as an excuse to engage in a pedagogy of poverty. They were all an inspiration!

Today, I would like to remember and thank one educator in particular who made a big difference in my life. I immigrated to the United States in 1982 and immediately began my studies at The University of Kansas. First, I earned a bachelor of science degree in education in May 1983. That summer I started my graduate education at KU and earned a master's degree in Curriculum and Instruction in May 1984. In the summer of 1984, I began my doctoral program and earned a Ph.D. in May 1991.

As I began my graduate programs at KU, I met individuals who did not believe in me and who had low expectations for me, and also those who believed in me and had high expectations for me. How can I ever forget Dr. Robert Ridgway? I took a course from Dr. Ridgway in the spring of 1984 but, at that time, I did not have an opportunity to build a close relationship with him. It was in the summer of that year that circumstances brought me closer to him.

As I was completing my master's program, I began to develop interest and aspiration for a Ph.D. degree. I had developed a strong interest in a particular field. I approached the program coordinator, who initially seemed positive about my interest in the program but, to my greatest disappointment and shock, he informed me that he could not admit me into the program. I could not understand the basis for the denial. I had an excellent grade point average. I had been an honor roll student in the School of Education. I had been a recipient of scholarships from the School and also had received other national and international scholarships. The professor told me that he had some concerns about my ability to successfully complete the doctoral program. So much for high expectations! In retrospect, I can only think of four things that played into this decision: I was Black, female, linguistically different and from a Third World country. As such, he must not have believed that I had the ability to pursue an advanced degree.

Ukpokodu

As you might expect, I was crushed and emotionally distraught. I wept bitterly. However, I refused to give up on my dream or to let anyone stop me from realizing it. I thought about the situation — actually, the challenge — and pulled myself together. I went into the bathroom, dried my tears and went knocking on Dr. Ridgway's office door. I told my story and asked him if he would supervise my doctoral work. He could not believe what he had heard. Without hesitation, Dr. Ridgway quickly reassured me that I was a good student, that I should not let anyone tell me otherwise, and that he did not see why I could not be admitted to the program. He asked me to excuse him and left the room. When he got back, he handed me the signed "Do All" form, and the rest is history. I successfully completed my Ph.D. in 1991.

Dr. Ridgway, thank you for opening the door for me to realize my dream. But for you, I don't know what my life chances would have been today. You may not remember this experience but it will ever remain indelibly in my mind as long as I live.

Today, as an educator and a member of the graduate faculty and doctoral faculty at the University of Missouri-Kansas City, I am pleased to share my story with colleagues and doctoral aspirants. I learned from you what it means to give an opportunity to others to grow. I have given the same kind of opportunity to many doctoral students who were judged to be non-doctoral material. When my doctoral students express gratitude to me for the opportunity I have given them, I always tell them the gratitude goes to you, Dr. Ridgway. You made a difference in my life and I will forever be grateful. You touched one life (mine), and today I am touching many lives and will continue to do so. As educators, we should never underestimate the potential of any student.

Dr. Ukpokodu teaches at the University of Missouri-Kansas City and is involved in state and national organizations that support international and multicultural education. For more about Dr. Ukpokodu, see her "Alumni Spotlight" on page 14.

Want to know more about Dr. Ridgway? See page 17.

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Dear Nona...
Students, faculty, staff and alumni honor the memory of our dear friend and colleague, Nona Tollefson, Ph.D.

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Moving Forward

As interim dean, I am happy to have this opportunity to update you on some of the changes we have experienced in the past six months.

As you may already know, in October, Angela Lumpkin resigned as dean and Provost David Shulenburger appointed me to serve as the interim dean. It was extremely heart-warming to experience the level of support expressed by our friends across campus, across the state and, literally, across the country. In the last few months, I have learned that we can never underestimate the loyalty that our alumni and friends continue to have for the School of Education.

Fred Rodriguez

The faculty agreed that it would be in the best interests of the School if we immediately began a national search for a permanent dean. Professor Ed Meyen (SPED), former dean from 1986 to 1992, has graciously agreed to chair the search committee.

For the past three and a half years, I have had the privilege of serving as the associate dean for both undergraduate and graduate programs. At the start of this fall semester, we reconfigured our administrative structure and divided the associate dean duties into two positions: associate dean for graduate education and research, and associate dean for teacher education and undergraduate programs and partnerships. We are very fortunate to have appointed Jim Lichtenberg (professor, PRE) to serve in the first position. In keeping with my commitment to a strong teacher education program, I served and continue to serve in the second post. Mike Neal remains the assistant dean for student support services. In addition, we are fortunate to have department chairs who complement and collaborate with the deans and, with them, form the administrative council for the School.

I reminded the faculty, staff and students in my conversations with them during this time that the School of Education remains strong because of them. The quality of a school depends on the quality of its faculty. And, like other institutions, we are faced with the changing dynamics of higher education faculty, in part due to retirements. As difficult as it is to see some of our colleagues begin to move toward retirement, it is exciting to think ahead about the opportunities we have to continue to attract outstanding faculty to our School. We are at such a crossroads as we are currently conducting 12 faculty searches during this academic year. These searches represent not only our future but are also key to continuing the long tradition of excellence associated with the School of Education.

As government support for higher education becomes less reliable with each passing year, the School initiated a tuition-enhancement fee. This fall semester, the School implemented a $15 per credit hour fee for all education undergraduate and graduate courses. Approximately $700,000 will be generated for the School on an annual basis.

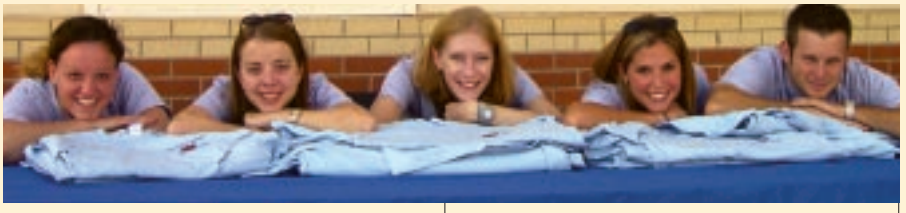
- 30 percent of the funds are designated to enhance and support **student services** including extended hours and additional student staff with technology expertise in the Learning Resource Center and in the JRP and Robinson Computer Labs. KU Career Connections, the resume referral/interviewing/job posting service at the University Career Center, is now free to education students. Funds have been allocated for travel and research support for graduate and undergraduate students, and departments will be able to add additional student service staff and student hourly workers.

- 20 percent of these tuition enhancement funds are directed to increase the **clinical supervisors**' stipends. For too long our professional colleagues in the area school districts have been paid woefully little in compensation. Now clinical supervisors of student teaching and internships will receive an increased stipend and supervisors of graduate practicum placements will receive a stipend for the first time. Other cooperating teachers who provide field experiences will also receive increased stipends.

- 50 percent will be returned to students in the form of need-based and merit-based **scholarships** for both undergraduate and graduate students. Approximately $400,000 was awarded in scholarship money for the current academic year. Part (20 percent) of the scholarship money will be used for graduate student recruitment. These scholarship funds supplement the donor-based scholarships that we have been able to provide our students, thanks to the generosity of our valued alumni and friends of the School. Our students are extremely grateful for these scholarships and, in many cases, tell us that they would not be able to continue their educational programs of study without this support. So, from all of our student recipients, a hearty thank you!

As a faculty member and administrator in the School for the past 25 years, I am continually impressed by the quality of our students at both the undergraduate and graduate levels. Their talents are demonstrated far beyond the classroom or lab settings; they are actively engaged in so many ways that contribute beyond the boundaries of a university setting. I know that as faculty, staff, alumni and friends of the School of Education, we all will remain steadfast in our commitment to excellence as we move forward.

Students Team up and Pitch in



SESO members sell T-shirts to help support student activities.

School's Student Organization Packs Activities into Fall Semester

The School of Education Student Organization (SESO) packed a lot of activities into the fall semester. Seventy-five members attended the first meeting and discussed plans for T-shirt sales, the Adopt-a-School program and the holiday food drive. Other activities included a teacher panel with teachers — student, first-year and experienced — answering questions from School of Education students and a presentation about resumes and tips about how to have a successful job search.

Nearly 50 people attended the first annual SESO Bonfire on October 21 at Free State Farm. Education, pre-ed and even non-education students joined Dr. Mike Neal, SESO sponsor and assistant dean, to socialize, cook and eat hot dogs and s'mores, and find their way out of the corn maze. Several members of SESO also volunteered their time, services and smiles to help at Cordley Elementary School's Family Math Night.

School of Education T-shirts with the slogan "Where everybody knows your name" were sold to help support activities and events planned by SESO. T-shirts are still available for $15 each. If you're looking for one, contact Tricia McNamee at tlm3355@ku.edu.

Fun at the first annual SESO Bonfire.

Executive board members Allison Draffan (president), Brad Henry (vice-president), Kristen Zucht (secretary), Tricia McNamee (treasurer), Sara Goetz (program chair), Alicia Vierthaler (president-elect) and Dr. Mike Neal plan to schedule monthly social and volunteer activities through the spring semester and are confident the high levels of enthusiasm and participation will continue.

SPED Graduate Students Organize as KUPD

Special Education graduate students met recently to hear first-hand perspectives of international disability policies. Three SPED international doctoral students, Gary Clark (professor, SPED), and a former Peace Corps volunteer talked about their experiences to an eager audience. The discussion was part of a series of meetings organized by the KU Professionals for Disability (KUPD). Karrie Shogren, a SPED graduate student from Ohio, is the founder and president of KUPD.

The impetus for the organization came when Shogren was serving as a student representative for the Kansas chapter of the American Association on Mental Retardation and became aware of the lack of participation of graduate students within state and national boards. After meeting with Chriss Walther-Thomas (professor and chair, SPED), Susan Palmer (research assistant professor, Beach Center on Disability) and other students including Stelios Gragoudas and Joan Houghton, she began to structure an organization within the department. KUPD's goal is to support students preparing to enter a career in the disability field by providing opportunities to develop knowledge of current and emerging issues in the field, network with other students and professionals, and learn about the value of involvement in state and local professional organizations. KUPD meetings are balanced between social and educational activities. The recent session provided international perspectives on disability issues with students from India, Japan and Korea talking about their lives and work. In the September meeting, Tom Skrtic (professor, SPED) discussed disability advocacy in the context of political ideologies. The November meeting focused on the job search process and achieving tenure in academic settings.

Social gatherings are also important to the organization, with at least two events planned for each semester. There are about 45 active members in the organization and Shogren says many faculty attend as well. Officers are Shogren, vice-president Gragoudas, and treasurer Houghton. Subcommittees work with Shogren to help plan activities each semester in diverse areas including multicultural issues, social events, a speakers bureau and professional issues.

During the spring semester, the group is planning to host a self-advocacy group of people with disabilities at a meeting to foster communication between self-advocates and students preparing for a career in the disability field. During this session, emerging issues surrounding self-determination for people with disabilities will be discussed. In addition, over the coming year, KUPD hopes to work with other schools of education and professional organizations to jointly host social and educational activities.

(continued on page 4)

Athletic Training Club Students Reach Out — and Clean Up!

Undergraduate students in the Department of Health, Sport, and Exercise Sciences have been stepping out of the training rooms to participate in activities sponsored by the Athletic Training Club. Josh Adams, a Fort Scott, Kan. senior who is president of the club, says that more than 30 students are active in the club.

The Athletic Training program was accredited in 2003 by the Commission on Accreditation of Allied Health Education Programs and provides a comprehensive education experience enhanced through the interaction of classroom, clinical and professional education experiences. The program provides early exposure to hands-on clinical experiences in a variety of clinical settings. Seventeen certified athletic trainers serve as clinical instructors for the clinical aspect of the program.

Members try to plan one social and one volunteer activity a month. In November, the students conducted a hats and gloves drive for the Douglas County Senior Center, gathering warm winter clothing for senior citizens. The entire athletic department was pulled into the endeavor and donated items to the bins strategically placed throughout the athletic complex. Adams said the Senior Center was selected after talking to several agencies in town. Another volunteer activity was ringing bells for the Salvation Army during the holiday season.

Social activities include a Thanksgiving potluck supper, barbecues, a holiday party including the Athletic training staff and physicians, and bowling parties.

Club members also started an athletic training newsletter that they send to current students and alumni. It helps keep current students informed and updates alumni about changes in the training room and new faces — trainers, grad students and administrators.

To raise money, the club cleans Allen Fieldhouse several times a year after basketball games — that's the whole fieldhouse, cleaned by 25 to 30 students. The first cleaning session alone this season lasted from 10pm until 3am! (Alumni attending games might remember this and encourage people to use the trash cans at the fieldhouse next time!)

In November, Athletic Training Club members conducted a hats and gloves drive for the Douglas County Senior Center.

"The club provides lots of opportunities for HSES seniors to meet juniors and get out of the training room," Adams says. "We spend a lot of hours in there!"

PRE Doctoral Students Work for Diversity

Department of Psychology and Research in Education doctoral students in the counseling psychology program make up the DREAM (Diversity in Research and Multi-culturalism) Team, a student-run organization that seeks to find, disseminate and produce research incorporating multicultural issues.

The team actively conducts research, writes papers and prepares presentations about diversity in current research. Usually, two or three team members work together to research a topic and then submit a paper to the American Psychological Association (APA) and other publications and organizations. At present, the team is looking at diversity issues in positive psychology, specifically to see if positive psychology includes the issue and whether positive psychology precepts can be applied to other cultures.

The DREAM Team meets once or twice a month, depending on the students' busy schedules, to discuss current research. For each meeting, selected articles about a topic are chosen and read. The students then discuss the articles, focusing on whether or not diversity issues have been incorporated in the research and findings.

DREAM Team members also are committed to recruiting minority graduate students. The team sends program information to historically black colleges, Haskell Indian Nations University and other institutions serving minority populations. Members also serve as hosts when students visit the campus for interviews.

Team members are surveying psychologists in neighboring states about issues in working with people with disabilities. They intend to submit the results of their survey to the APA for the summer 2005 conference; the teaching component will be submitted as a symposium for the APA Association of Graduate Students. In addition, since most of the team members work as graduate teaching assistants, they work on methods to incorporate multicultural experiences into the classes they teach and work with faculty to infuse diversity issues throughout the program.

Kelly Janowski, co-president, says that the DREAM Team is purposely kept small so that all members are able to be involved in research in a meaningful way. Currently there are seven members: Craig Beeson, Elizabeth Burns, Lindsey Hammond, Alicia Ito-Ford, Cindy Pressgrove, Jerri Turner and Janowski. Shane Lopez (associate professor, PRE) serves as faculty advisor for the group.

MARCH 10
Gene A. Budig Teaching Professor in Special Education lecture: "IDEA as Welfare Law Reform" by Rud Turnbull
4:30pm • Joseph R. Pearson Hall, Room 150

APRIL 21
Kansas City Alumni Event
6-8pm • Mission Hills Country Club

APRIL 24
Scholarship Tea
3pm • Kansas Union

MAY 6
11th Annual Gale Sayers Golf Tournament and Auction
Alvamar Country Club, Lawrence

Grant and Project Updates

New Doctoral Training Project Receives Funding

The Special Education and Teaching and Leadership departments recently received funding from the U.S. Department of Education, Office of Special Education Programs, for a new doctoral training project in District-Level Special Education Leadership (DSEL). A collaborative effort between the KU School of Education, the Kansas State Department of Education and the Kansas Special Education Advisory Council, the DSEL project will provide 10 participants with an integrated general/special education leadership program resulting in a doctorate in educational policy and leadership (educational administration specialization), state licensure in district leadership and a KU graduate certificate in district-level special education leadership. The DSEL project is co-directed by Tom Skrtic, professor; Jeannie Kleinhammer-Tramill, associate research professor; and Chriss Walther-Thomas, professor and department chair, Special Education; and Marc Mahlios, professor, Teaching and Leadership.

Collaborative Evaluation Communities in Urban Schools

Doug Huffman and Kelli Thomas, both assistant professors in Teaching and Leadership, have received a $675,000 National Science Foundation grant to help develop evaluation communities in the Kansas City, Kan. Public Schools (KCKPS). Working with the KCKPS, Huffman and Thomas will assist teachers and graduate students in the collection and analysis of data, the examination of student assessment results, the evaluation of school programs, and the analysis of science and mathematics instructional practices. In addition, the grant will provide funding to support seven doctoral students during the three years of the funding period.

Grant to Prepare Professionals to Serve Children and Youth with Emotional/Behavioral Disorders

The Department of Special Education recently received an $800,000 four-year grant from the U.S. Department of Education, Office of Special Education Programs, to initiate a new doctoral program to prepare graduates for leadership roles in special education. The majority of the funding will directly support five full-time doctoral students per year. The populations who will benefit most directly from the leadership program are children and youth with E/BD and ASD (i.e., autism, Asperger syndrome and pervasive developmental disorders) and their families.

Doctoral students will develop skills and knowledge through university coursework and experiences, including professional development opportunities. In addition, the doctoral training program will provide professional development experiences for the students through partnerships with three school districts. Two of the partnership districts, Kansas City, Kan. and Hickman Mills, Mo., are located in urban settings within Kansas City. The third partnership district, the Leavenworth County public schools, will provide experiences in a small city and surrounding area.

Richard Simpson, professor, and Brenda Smith Myles, associate professor, of the Special Education department will be faculty for the program. Deb Griswold will serve as project coordinator.

KU Summer Academy to Provide Economic Education

The KU Center for Economic Education received an $80,000 grant from the Ewing Marion Kauffman Foundation to develop and implement a two-week, on-campus, summer experience for high-potential urban, low-income high school seniors from the Kansas City metropolitan area. This KU Summer Academy will help students learn fundamental skills necessary to evaluate and make career and life decisions using an economic way of thinking and an entrepreneurial mindset. The summer workshops will focus on teaching the practical skills of creative thinking, problem solving/decision-making and planning that will empower students to become self-sufficient, responsible and productive citizens. The students will also be introduced to the academic and residential environment.

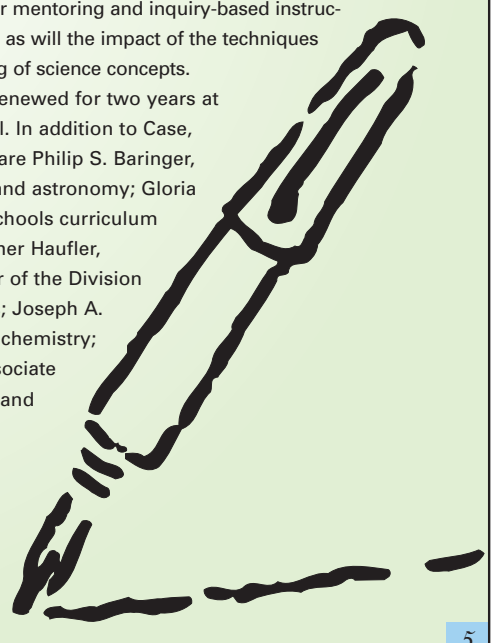
Middle School Science Academy at Topeka West

The University of Kansas has joined with Topeka Public Schools USD 501 to create a Middle School Science Academy at Topeka West High School. The $90,000 for funding the academy was provided by a Kansas Board of Regents "No Child Left Behind Improving Teacher Quality Grant." It was awarded to the KU Center for Science Education, the School of Education and the College of Liberal Arts and Sciences. A primary objective of the academy is to increase the science proficiency of middle-school pupils by improving the content knowledge and teaching strategies of their teachers, says Steve Case, assistant research professor at the KU Center for Research on Learning.

Beginning in 2005, the academy will offer three intensive summer courses for teachers that will foster a deep understanding of the basic concepts presented in the Topeka middle-school integrated science curriculum.

The academy also will study the effectiveness of university-level science courses organized around middle-school curricula and standards. The extent to which the courses promote the use of research-based teaching practice, including peer mentoring and inquiry-based instruction, will be evaluated, as will the impact of the techniques on pupil understanding of science concepts.

The grant may be renewed for two years at a similar funding level. In addition to Case, principal researchers are Philip S. Baringer, professor of physics and astronomy; Gloria Fish, Topeka Public Schools curriculum coordinator; Christopher Haufler, professor and director of the Division of Biological Sciences; Joseph A. Heppert, professor of chemistry; Douglas Huffman, associate professor in teaching and leadership; P. Allen Macfarlane, assistant scientist with KU's Kansas Geological Survey; and Susan K. Rogers, Topeka Public Schools.



Breathing *Life* into History:

Three KU Grads Show Us How

—by Joe O'Brien

In music there is band. In physical education there is gym. In science there is the lab.

In history there is . . . the textbook?

One of the ironies within history and the social studies is that the curriculum area most devoted to preparing young people for life in their community and civic society relies so heavily upon the textbook as the major instructional tool. Surely, what serves as sound and effective instruction for students in all other subjects applies to history and social studies as well.

Few middle school teachers would question the importance of students becoming actively engaged in their learning and manipulating resources to investigate and create knowledge. Why not take the next step and turn the history classroom into a learning lab where students investigate historical and geographic problems?

Three graduates of The University of Kansas teacher education program have taken this idea and transformed it into a reality in their classrooms.

Time lies at the heart of history. Students often learn the chronological nature of history by organizing historical information on a time line. Dustin Mortenson (B.S.E. 2001) at Monticello Trail Middle School takes this idea a step further as he teaches his students about chronology by arranging them in a human timeline in a three-step activity.

During the first step he assigns a particular event to each student. Students discuss each other's events in an effort to physically organize themselves into a human timeline. Mortenson records the time students take to place themselves in the proper chronological order. During the second step he assigns the same events to different students and each one must write a summary of her or his event. They are not allowed to talk, but must chronologically organize themselves by reading each other's written summary of each event. The overall time is recorded again. The third time around he again assigns each student a different event, and this time students are not allowed to read the summary as they create the timeline.

During this activity students not only are learning to chronologically organize information but are learning the events themselves. In turn, Mortenson is able to "correct" the students' timeline as they work on it and hold discussions about the cause-effect relations among certain events depicted on the timeline.

Since relating to people of the past is critical to historical understanding, Mortenson has purchased a mannequin that he dresses in costumes of the times that students are studying. Dressing the mannequin in a Colonial costume, leather buckskins or a Civil War uniform enables students to associate information they are learning with an authentic, visual representation of the time period. This prop not only aids in the students' overall understanding of history but also increases their motivation. When students enter the classroom and notice the mannequin dressed in a new outfit, they crowd around it and analyze the style. This naturally leads to a discussion about the clothing style of the times, which serves to introduce students to a new time period.

The mannequin also serves other purposes, such as initiating a discussion of the importance of cotton in the early 19th century United States and prompting students to create a character sketch of what life was like for a person of a given time period. Mortenson finds that the mannequin acts as a useful prop to help humanize history in his classroom.

His colleague at Monticello Trail Middle School, Keil Hileman (B.S.E. 1993, M.S.E. 1995), has taken the idea of a social studies lab to heart as he has spent the last decade turning his classroom into a museum. As described in the Summer 2003 issue of ***The Jayhawk Educator***, Hileman seeks ways to help students use artifacts, the tools of the trade for a historian, to capture the past.

At Liberty Junior High School, U.S. history students in Art Smith's (B.S.E. 1998) classes fill the room with rich, historical information, but in ways unlike in any other classroom.

Each year, for example, students paint three timelines on the classroom walls for

Art Smith's "lab-like" classroom includes hand-painted timelines.

the 16th, 17th and 18th centuries. Creation of these timelines serves several purposes for Smith and his students. First, students are actively engaged in the learning of history at the beginning of the year. Second, the timeline helps to familiarize his students with the chronological nature of history. Third, students are presented with an overview of Smith's course in the first week

Students in Dustin Mortenson's social studies class become a cast of characters in a living "history museum."

of school. Fourth, Smith has an invaluable teaching tool to highlight important historical information and to teach chronology and cause and effect.

The painted timelines on the wall are but one feature of Smith's "lab-like" classroom. The economic relations between Europe and the Americas are a critical component of U.S. history up to the time of the U.S. Civil War. Smith illustrates these connections through the unique use of student-created maps. Using plywood, he and his students have created maps of South America and North America, and one of Europe and Africa. The "maps" are attached to wires strung along the ceiling of his room. Smith uses these maps to illustrate economic connections, such as the "triangle trade," where students are able to physically move goods along the wires from one continent to the next. The key for Smith is that he considers his entire room one big manipulative, rich in historical information, upon which students build larger historical concepts.

Smith and I recently presented his ideas and those of Mortenson and Hileman at the 2004 National Council for the Social Studies annual conference. The reception of Smith's fellow social studies teachers to his ideas was quite obvious, given the loud round of applause that he received upon concluding his remarks. Smith cautioned his fellow teachers, though, to "seriously" consider several questions before attempting the ideas that he, Mortenson and Hileman offered: *How much do you value the janitor's opinions of you? Do you have an electronic defibrillator that the administration can use when they think of all the possible lawsuits? Do you have running shoes in place in case the curriculum director stops by?*

While posed half in jest, there is no doubt that what these three educators seek to accomplish varies from the traditional classroom. What they have learned through their experiences with their students, and seemingly verified by the response of the 75 social studies teachers from throughout the country, that there truly is a place in the social studies curriculum where students are able to engage in the "doing" of history.

Joe O'Brien, 10th Gene A. Budig Teaching Professor in Education, is an associate professor in the Department of Teaching and Leadership where he specializes in social studies teaching.

See the Summer 2003 issue of ***The Jayhawk Educator*** *for more about Mortenson and Hileman. Hileman also was named the Kansas Teacher of the Year (see the Winter 2003/2004 issue). To access the issues online, visit soe.ku.edu and click on "News and Events."*

Encouraging Higher Education

Lisa Wolf-Wendel, associate professor of higher education at The University of Kansas School of Education, has become accustomed to teaching college students. A lot of them. But today, Wolf-Wendel is standing before fellow educators: teachers from Coronado Middle School. What they have accomplished together is a common goal among educators — encouraging students to continue the learning process into and beyond the high school level.

The Pathways Project—A Partnership is a joint effort on the part of the KU Edwards Campus, Kansas City, Kan. public schools, and the Kansas City Kansas Community College to create a sense of possibility in the minds of KCK students that college is an affordable and accessible option. All About College, a Teaching and Leadership course, is merely one step in the Pathways process. By learning how to communicate the possibilities of higher education more effectively, the Coronado teachers are successfully instilling the mission of Pathways in their students' minds.

Throughout the four-day course, participants discussed the differences between the variety of higher educational institutes, benefits of attending college, and the college choice process and how to influence it. Although the group was small, Wolf-Wendel says she still enjoyed the experience.

"Their commitment is impressive," Wolf-Wendel says. "They want to be able to make a difference for their students."

Wolf-Wendel says she agreed with what Pathways sought to accomplish and therefore thought it made sense to offer her services. "I think they want to encourage their students to be successful in academics and life. I would be happy to teach the course again."

—Amy Cox, public relations intern, KU School of Journalism major

Doing Science:

Creating Student Scientists, Not Just Science Students

—by Steve Case

Classroom science teachers have a simple question about instruction and materials intended for use in their classrooms: What works?

Recent reform efforts and new national standards point toward the importance of inquiry and project-based learning to help all students gain a deep, rich understanding of the natural world.

Students at all grade levels and in every domain of science should have the opportunity to use scientific inquiry and develop the ability to think and act in ways associated with inquiry — including asking questions, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, constructing and analyzing alternative explanations, and communicating scientific arguments. (National Science Education Standards, NRC, 1995)

As a classroom teacher when the standards were published, I remember being very excited. The standards called for inquiry, which is essential to produce the outcomes that I was trying to get from my students — critical thinking and problem solving. I also realized that this was an area of my teaching that had interested me since day one, and yet, I still did not have a clear vision of how I would implement the inquiry standard into my instruction.

Pathfinder Science grew out of this realization. It uses information technology to enable students to use inquiry to do meaningful, authentic science. The Web site includes threaded discussion areas, organizing protocols, data submission, retrieval from interactive databases, background information about research areas and a publication area for students to submit their own research work. In addition, several active listservs for the teachers and project special interest groups have been established to assist communication. Developed from the foundation of a Technology Innovation Challenge grant from the U.S. Department of Education, the Pathfinder Science Collaborative Research Network community started work in October 1997. Now it is an international collaboration involving over 1,350 classrooms in 30 countries — with an additional 12,000 individual citizen scientists including researchers, community mentors, teachers, students and citizens.

About the Pathfinder Science Community

Pathfinder Science (PFS) cultivates and celebrates the intellectual, imaginative and humanitarian promise of every learner. A virtual community, it practices mutual respect, embraces diversity and inspires a passion for learning about the material world through science. This collaborative research community grew from an attempt to fulfill the vision of national efforts to reform science and technology education.

What I mean by integration of research and education is quite simply ensuring that student learning benefits by being embedded in a research environment, a research culture in the very place where inquiry and discovery takes place. (Dr. Neal Lane, director of the National Science Foundation, 1996)

The National Science Education Standards (NRC), the Benchmarks for Science Literacy (AAAS) and Kansas Science Education Standards, all call for "science for all

Americans" and "doing science." Although simple in concept, these two phrases constitute a significant change in the way science is taught. More specifically, the standards documents call for placing an emphasis on the classroom environment by choosing worthwhile scientific tasks, facilitating classroom discourse and recognizing a need to increase knowledge and beliefs about science.

Research indicates that using "hands-on, minds-on" activities, investigating a few questions in depth, connecting school science with the everyday world of the student, and allowing students to share and test ideas with their peers are indicators of effective science teaching. The PFS community creates a research environment in which teachers have the necessary tools and where students can help construct the learning environment.

Participating teachers have greatly extended the original research concept. PFS now includes new research areas that involve mathematics and the social sciences. The community has shown rapid growth in registrations and participation since it went online in 1997. It has many participants who have not registered their classrooms to contribute data but are using PFS materials for information, discussion and student research. Recent server statistics indicate that there are 20,770 average requests per day for PFS pages — compared with 1,157 per day in 1998.

Project-based learning engages students in complex, real-world issues and asks them to acquire and apply skills and knowledge in a variety of contexts. (The Northwest Regional Lab, 1996)

Many teachers begin their participation in Pathfinder Science by "lurking" on the listserv, following the messages and developing ideas. Data collection for the various projects also occurs with the assistance of technology. This includes the use of probeware, digital cameras, sound capture, data entry and a centralized database. The data is analyzed with tools that include Geographic Information Systems, systems modeling technologies, spreadsheets and statistical applications. The Web site also allows the publication, discussion and evaluation of student research work. Improved Web

design and better interactivity with the databases has made a dramatic improvement in Internet communication. The discussion of the research activity leads to the interaction of science research with social science problem-solving methodology. These discussions occur online and at a research congress held in the spring. In the discussions and at the conference, student research activity is followed by the development of an action plan based on the research data.

An important component of fulfilling the vision of Pathfinder Science has been the professional development and support of teachers involved in the project. PFS approaches professional development from three areas of implementation: technology skills, science content knowledge and pedagogy. The goal is the implementation of a research-based classroom. PFS is using several models of professional development that include immersing teachers in a research environment, short technology skill sessions, project development, classes and presentations.

Online projects posted on our Web site cover such topics as ozone levels, butterfly migration, lichens, tardigrades, DNA and many others! We hope you will visit the site, utilize these resources and join our community.

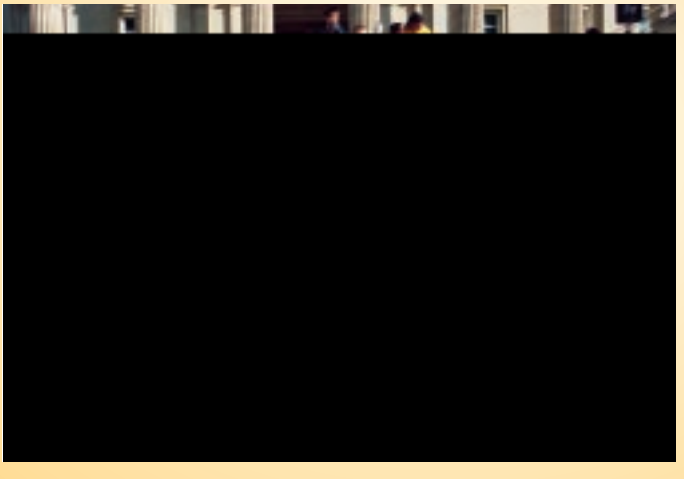
Visit the Pathfinder Science program online at pathfinderscience.net.

Steve Case (B.S.E. 1976, M.S.E. 1990, Ph.D. 2001), research assistant professor for the Center for Research on Learning (CRL) at the School of Education and assistant director of the KU Center for Science Education, is a 20-year veteran science teacher.

Case heads Pathfinder Science LLC. He also has served on the State of Kansas Science Education Curriculum Standards Committee since 1998 and presently is chairman. The State Board of Education is now considering new science standards.

Lights On Afterschool

On October 14, 2004 the Kansas Enrichment Network and the Kansas Children's Campaign released a joint report, *A Call for Quality Afterschool Programs in Kansas.* The report, the first of its kind in Kansas, lays out a compelling case for afterschool programs, and provides Kansans with a useful tool for building community support for these essential programs. The report came at the request of Governor Kathleen Sebelius. The Kansas Enrichment Network, primary authors of the report, is part of the Institute for Educational Research and Public Service in the KU School of Education.



The picture at left appeared on the cover of national newspaper, *Youth Today*. Angela Henry, director of Iola's SafeBase afterschool program, submitted the photo for the Afterschool Alliance. The event on the capitol steps in Topeka, Kan. was sponsored by the Kansas Enrichment Network and others to celebrate Lights On Afterschool.

Dear Nona...

A woman in harmony with her spirit is like a river flowing. She goes where she will without pretense and arrives at her destination, prepared to be herself and only herself.

—MAYA ANGELOU

Dr. Tollefson with her grandsons

© MAGGIE KRUGER
KRUGER PHOTOGRAPHY

Nona Tollefson, Ph.D., professor of psychology and research in education, died June 26, 2004, at the age of 67 after a short illness. Nona's elegant, calm and warm presence will be greatly missed at the School of Education.

"Nona Tollefson was an outstanding professor and mentor," says Sherry Borgers, professor of psychology and research in education. "Students respected and admired her for her knowledge, her ability to communicate material in an understandable manner, her concern for them as individuals, her sense of humor and her willingness to mentor them as researchers and educators."

Nona joined the KU faculty in 1967 as a lecturer in educational psychology and research, became a professor in 1984 and served as chair of the department from 1987 to 1995. She received the Chancellor's Award for Teaching Excellence in 1981 and was named to the Kansas Women's Hall of Fame by the Commission on the Status of Women at KU in 1986. She also received an Outstanding Educator Award from Unified School District 497 in Lawrence in 1987 and the School of Education Budig Teaching Award in 2000. Her research focused on measurement issues, teacher education and programs in urban schools.

The family suggests memorials to KU Endowment Association, 1891 Constant Ave., Lawrence, KS, 66047 for the Tollefson Fellowship in Data-Based Education Research.

*Readers of **The Jayhawk Educator** read the above obituary in the last issue. However, this brief notice was inadequate to reflect the sense of loss felt at the School of Education. The following quotes are taken from the many messages Nona received before her death; her family has graciously shared them with us so we can honor her profound influence on the School and her students.*

. . . I want to thank you for all that you did for me and for the other students in our program at KU. Your hard work on our dissertation committees, your intelligence, your humor and your feminism — all of these things made such a difference, especially for the women in our program. It must have been a tough road sometimes being a woman in your part of the field, especially at the time you got your degree, but you passed your strength onto us, teaching us that we could do it. I wanted to tell you these things so that you'd know what a great influence you've had on me and on my career. I appreciate your patient explanations of complicated statistical procedures, your smile when we met in the hall at JRP, your energy, your great fashion sense, your support, your encouragement and your time. I hope that you are resting comfortably now and that you know what a difference you made in my life and in the lives of so many students.

I don't know a "Nona student" who won't smile when we think about your classes.

. . . I am thinking of you and our times together in Bailey Hall. Nona, I was always pleased to put students in your classes because I knew what a wonderful experience they would have. Their comments about you echoed my own! Your talent, knowledge and ability with students were excellent. Your contributions to education are unequaled by anyone I know.

. . . You are such a role model for many other students as well as myself. As another student commented, "Nona talks the talk and walks the walk!" I couldn't agree more. You showed us how to be a gracious, caring, beautiful woman while at the same time being a highly confident, competent professional. I often quote you as I encourage other women to have high goals for themselves. Along this same vein, you helped me to recognize the vital importance of higher math courses for female students as well as encouraging them to believe that they can succeed in math.

. . . I want you to know again how much I appreciate your ever-present willingness to respond with a helping hand to each request I or my doctoral students have made of you. I think you've been a key committee member on every single one of my doctoral students' dissertation committees over the past 30-plus years. Your response is always positive, always encouraging, so constructive and giving. I don't know what I or any of my students would have done without you and your continuing assistance with their research and data analysis.

. . . I have to admit that before I took courses, I was afraid of statistics and didn't think I was smart enough to be a good researcher, but you taught me to not only understand statistics and research but to embrace it. My

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Saying "thank you" for being such a great role model doesn't seem adequate for expressing how grateful I am that you have been a part of my life. You are a true inspiration for me.

students think I'm a nut when I get excited about the normal curve! I have you to thank for giving me the tools to make it understandable and fun for them. But coursework was only one aspect of how you enriched my life and my experiences at KU. Thank you for all the times you took the time to help me, support me and encourage me. There were so many times I felt like quitting and because of caring professors like you, I stuck it out and made it through. I hope that you know what a positive impact you have made on my life and in my work. I also know that I was not the only student who has been blessed to have you, so your teachings and "Nona-isms" will continue to inspire so many others. You are an incredible person, woman, educator — and I feel so lucky that I had the chance to learn and grow under your guidance.

. . . I'm sure you've heard this so many times, but I wanted to make sure you know that you have been a role model to me (and so many of us women in Counseling Psychology). Your wisdom, teaching and research skills, support and kindness have been an inspiration. I can only hope that in my career as an academic, I can come close to having the influence that you did on so many people!

. . . I don't know a "Nona student" who won't smile when we think about your classes, your fabulous teaching style, even how you would take off your earring and put it back on while at the same time explaining some intricate formula, or answering a question. So many of us loved your classes and you as a teacher and mentor.

Thank you for your inspired teaching and down-to-earth humor. Thank you for a lifetime of serving students.

. . . Beyond being an excellent instructor, you were an inspiration. You brought joy and passion to our lives and for that we will always be grateful. You have made an incredible impression in my life that I hope to be able to pass along. The first week that I attended KU, someone described you as "pure greatness!" To this day, years later, I feel that even this was an understatement. From the bottom of my heart, thank you for all that you do and have done to make such a dramatic difference in my life.

. . . I have greatly missed hearing the sounds of your three-inch heels coming down the hallway. You are one of the few women in JRP that appreciates a great handbag and pair of stiletto heels! Your teaching style was a gift and I am so glad that I had an opportunity to be one of your students.

. . . I want you to know that you are surrounded by our love and prayers. I always think of you when I am trying to solve a difficult research question — it ALWAYS helps! I also think of you when buying shoes!

I always think of you when I am trying to solve a difficult research question — it always helps! I also think of you when buying shoes!

. . . You have been a wonderful colleague, mentor and friend. During my first two years at KU as faculty you were always available to listen to my challenges and provide caring advice. Saying "thank you" for being such a great role model doesn't seem adequate for expressing how grateful I am that you have been a part of my life. You are a true inspiration for me. If I am able to accomplish a small portion of all you have both personally and professionally I will be a success.

. . . I just want you to know that more than 20 years after taking your "Tests and Measurement" class, I am still using what you taught us. You took the "mystery" out of statistics and data, and made it meaningful and even exciting!

. . . I have always felt that without your help I probably would not have completed my Ph.D. program. You had high expectations for me and encouraged me to keep going.

. . . I just wanted to write and tell you that you are the most sophisticated and elegant professor that I will probably ever have. I liked your class not only because you did such a great job of making T-tests understandable, but also fun. And, the fact that you did it each day dressed like a model made it even better. We all admired your ability to wear high heels even after you took the "cool" fall playing with your grandson.

. . . I want to thank you again for all you have done for me. Most of us would never have been able to be so comfortable as professionals without our great teacher to help us. We are trying to pass on to our students the gifts of kindness, understanding and a generous commitment of time just as you have.

. . . I guess what I really want to say is thank you. Thank you for being a professional role model and for your guidance. You lived your life with such humanity and caring it rippled out and touched us all. Your influence will continue to ripple out through your children and students for generations to come.

. . . Thank you for your inspired teaching and down-to-earth humor. Thank you for helping advisees put things in perspective and reducing their anxiety. Thank you for a lifetime of serving students.

. . . In my memory, you always will be in high heels, beautiful, in bright clothes and a sports car. You led with a gracious style and backed it up with the gravitas of intelligence, confidence and substance. Even now, I feel my description has been only of the shell most obvious to the world, and my words have not illuminated your importance in the ways I intended. So I will close with the most important truth: We love you, Nona, and we grew under your thoughtful guidance.

Alumni Spotlight

Charles S. Edmonds' (B.S. 1965) 36 years as an educator in Kansas (and one year in Missouri) has inspired his philosophy that the key to success is building a great team and empowering them to be visionary leaders.

As superintendent of schools, Edmonds' commitment to that philosophy has helped the Goddard, Kan. School District to succeed in an era of rapid and continuous change. Over the last 14 years, with his leadership, the district has more than doubled in enrollment, passed three bond elections on the first ballot, added four new schools (a fifth soon will be under construction, reconfigured grade levels throughout the district, and drawn new attendance center boundaries for all students in kindergarten through eighth grade.

Edmonds

The district's leadership has grown under Edmond's tutelage from a handful of principals to a team that includes all school building administrators and interns, directors, teacher representatives and parent leaders. In an annual retreat setting, Edmonds engages the leadership team in the use of humorous simulations to prepare for the future by reviewing real-life incidents that have occurred or anticipating situations that likely will be encountered as a result of the changes the district is undergoing.

Edmonds recently has begun presenting workshops at state and national conferences about team building via the simulation process. The principal theme of his sessions is, "There's always more than one right answer." He also advises participants to "listen, listen, listen . . . and then listen some more," and to keep egos in check.

"Practicing the simulations builds team unity and spirit," Edmonds says. "It prepares your team for unknown situations that will arise and helps them develop a vision for the future."

Thanks to Annette Singletary, director of community relations, Goddard School District USD 265, for this update.

Ardyss Wherry received a B.S. in elementary education in 1965. Her husband, **John Wherry**, received a B.S. from KU in secondary education-language arts in 1962, a M.S. in the same field in 1966, and an Ed.D. in school administration in 1969.

Both taught in the Kansas City, Kan., Public Schools. John taught English and journalism at the high school level and Ardyss taught third grade. John also served as director of public information in Kansas City before moving to the Washington, D.C. area to become executive director of the National School Public Relations Association. In 1989, after 13 years in that position, in 1989, he founded the Parent Institute, located in Fairfax, Va.

In his work with public schools throughout the U.S., John felt a growing need to effectively involve parents in the education of their children. "Schools can't do it alone," he says. "Parents have to be part of the team in order for all children to succeed in school."

The Parent Institute has grown to be the No. 1 provider of parent involvement materials to schools and school districts in the U.S. and Canada. The institute publishes newsletters for schools to give to parents as well as booklets, brochures and videos about topics that help parents help their children do their best in school. More than 10 million parents each month read various Parent Institute newsletters. Several million copies of the institute's booklets, brochures and videos are distributed each year.

The institute also offers an electronic Web content service that provides parent involvement materials to school Web sites on an automatic daily basis. Technology is an important part of this publisher's operations. Newsletters are delivered electronically as well as in print, and the company provides newsletters personalized with the subscribing school's name.

Ardyss joined John as the business manager for the Parent Institute, and from a start in their basement, the publishing company has expanded to a staff of more than 30 people. They have found educational publishing a way to be involved in and support their long-time interest in education that began with their early days in classroom teaching.

The Parent Institute and The Teacher Institute offer a variety of helpful materials online and in print.

That interest in education also led to an expansion of their business with the start of another division of their company, The Teacher Institute. That division focuses on materials for teachers, including the *Better Teaching* newsletter and numerous booklets of interest to teachers ranging from motivating students to bringing lessons to life to dealing with discipline problems.

The company keeps close ties to what is happening in education. Every year a scientific survey of educators is conducted to find out current concerns and needs. John says, "Being an educator is a tough job. It is important that we listen to them

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so that we can provide the best possible materials to serve educators' needs."

Both agree that the most rewarding thing about their work has been the chance to help students, either by providing their parents with ways to help them, or by providing materials to teachers. "It is always gratifying when a principal calls and says, 'I sent home one of your publications, and my parents said it really helped.' It makes us, and all our staff, feel like we have accomplished something important."

The most difficult issue has been managing growth in a controlled way. John says, "There is great interest in our products and services and we want to keep our quality high," John says. "We also work hard to stay in touch with our customers' needs through surveys and regular telephone contact. That's an ongoing challenge."

On the Web, visit parent-institute.com and teacher-institute.com.

Omiunota Nelly Ukpokodu (B.S. 1983, M.S.E. 1984, Ph.D. 1991) became an assistant professor at Northwest Missouri State University in 1993. In the fall of 1998, she moved to the University of Missouri-Kansas City, where she now is an associate professor in the Division of Curriculum and Instructional Leadership and Teacher Education.

Ukpokodu's major teaching areas are social studies, multicultural education and urban education. She teaches social studies at the graduate and undergraduate levels, including "Multicultural Perspectives in Education," "Teaching and Learning in Urban Classrooms," "Curriculum and Methods for Motivating Students," "Teaching Diverse Student Populations in Today's Classrooms" and "Teaching for Equity and Social Justice." She developed these courses to meet the needs of today's practicing teachers who face tremendous challenges in their classrooms, especially in urban schools.

She is working on two book projects, and many of her publications have appeared in peer-reviewed national and international journals.

Ukpokodu, right, receives the mayor's proclamation for the 2004 Kansas City National Association for Multicultural Education conference

She is actively involved in several organizations including the National Council for the Social Studies (NCSS) and National Association for Multicultural Education (NAME), for which she has served as the regional director. She organized and founded the Missouri Chapter of NAME (MoNAME) in 1996 and presently serves as its president. In 2004, Ukpokodu chaired the 14th Annual International conference of the National Association for Multicultural Education in Kansas City, Mo. and received the distinguished service award. She previously had received this award for co-chairing the Eighth Annual International in 1998 in St. Louis.

Ukpokodu serves as a liaison between the National Association for Multicultural Education (NAME) and the International Association for Intercultural Education (IAIE), and has served as vice-chair, conference program chair and president of the International Assembly of the National Council for the Social Studies (IANCSS).

As if this weren't enough, she has served as a member of the management team for the Missouri Department of Elementary and Secondary Education academically deficient school program and presently is facilitating a curriculum diversity infusion initiative for UMKC faculty and faculty at Rockhurst University in Kansas City, Mo.

"In general, my efforts are toward helping to prepare a cadre of educators who will commit to the quality and successful education of each child in their classrooms," Ukpokodu says. "This means teachers who will approach their work responsibly, with creativity and imagination; teachers who have the habits of mind to reflect on their practice with the goal of improving it; teachers who see themselves as change agents and who view their responsibility as not just transmitting knowledge but empowering their students to gain the knowledge, skills and dispositions to transform their lives, families, communities and the world to become more humane, just and peaceful."

School Welcomes New Development Director

Cordt

Chuck Cordt is the School's new development director. He is employed by the Kansas University Endowment Association to plan and implement a strategy to raise private gifts. Chuck started with the Endowment Association in 2001; he previously worked with the School of Medicine and the athletics department.

Sports have always been a big part of Chuck's life. He has been the statistician for the Kansas City Chiefs for 17 years, one of a crew of 12. From his great vantage point in the press box, Chuck assists compiling all of the details regarding rushing, passing and return yardage, along with penalties, tackles and several other stats. "It's a lot of fun," says the long-time Chiefs fan. "I get to hang out with Len Dawson."

Chuck started out in radio. While earning his bachelor's degree in communications from Washburn University, he served as the part-time sports information director for the Washburn teams. He interned at WIBW radio in Topeka, and then moved to Hays where he worked at KAYS. After Chuck returned to Topeka and was working at KMAJ, Washburn asked him to return as their sports information director, this time in a full-time capacity. He moved on to assist with fundraising for seven years and was director of the Washburn Alumni Association for four years before coming to KU.

The School is happy to welcome Chuck with his enthusiasm and expertise to the position.

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 jayhawkeducator@ku.edu. Many thanks to these graduates for writing.

1930s

Basil R. Covey (B.A. 1938, M.A. 1943, Ed. Specialist 1948) taught 42 years as a teacher in six different districts in Kansas and is now retired. He played basketball as a KU freshman 71 years ago (and, as a matter of fact, is just now receiving a knee implant due to an injury sustained during play in 1933).

1940s

Sidney Hahn Culver (B.M.E. 1946, M.S.E. 1968, Ph.D, 1972) and her husband, Gordon Culver, both retired as professors from the University of Nebraska at Lincoln–Teachers College, which now is renamed the School of Education and Family Sciences. They remain active as teachers and learners in the Osher Life-Long Learning Institute (OLLI) and recently moved into a "beautiful new retirement community" in Lincoln, the Grand Lodge at the Preserve. Dr. Culver writes that she still plays her cello in a variety of chamber groups.

1950s

Kendall C. Hay (B.S.E. 1955, M.S.E. 1961) retired 10 years ago after teaching two years at the elementary level and then serving as an administrator for 34 years. His assignments during those years included being principal of an elementary school and assistant superintendent-curriculum director at school districts in Ottawa, Columbus and Wellington, Kan.

J. Bryan Sperry (B.S.E. 1950, M.S.E. 1955) also received a master's degree in mathematics from North Dakota State University in 1963. He taught at the secondary level for 11 years, then taught two years at North Dakota State and 32 years at Pittsburg State University.

1960s

Janice Nelson Killian (B.M.E. 1968) is currently the chair of music education at Texas Tech University in Lubbock, Texas, and the immediate past head of the college division of the Texas Music Educators. Previously, she served 12 years on the music faculty at Texas Woman's University in Denton, the last three years as head of the music department. With the exception of a three-year stint on the music education faculty at SUNY-Buffalo, Killian taught K-12 music from 1968 to 1990 in Kansas, Connecticut, Minnesota and Texas. Killian received a master's in music from the University of Connecticut in 1973 and a Ph.D. in music education from the University of Texas-Austin in 1980. She now serves on the editorial review boards of *Journal of Research in Music Education* and the *International Journal of Research on Choral Singing*. Her areas of research include boys' changing voice, music preference and educator preparation. She has been published frequently in music education research journals, and is co-author of *Essential Elements for Choir* (a textbook series for grades 6-12 choirs).

Marieta L. Spurgeon McMillen (B.A.E. 1963, M.S.E. 1965) taught art in Kansas City, Kan. and in the Basehor-Linwood system, for every grade level from kindergarten to high school. She also taught in St. Joseph High School in Shawnee, Kan. Marieta was fully occupied with children, including two adopted special needs boys, more than 20 foster children and one exchange student from Finland. Retired in 1995, she then taught infants and toddlers at the Berkeley Child and Family Development Center operated by the University of Missouri in Kansas City. She moved to New York in 2000, where she is an adjunct professor at Davis College and works at the Boys and Girls Club. She has just published her first mystery novel under her maiden name. Marieta writes, "I live in New York but I am a Kansan through and through! Believe it!"

1970s

Janet Campbell (B.S.E. 1979) writes, "In answer to 'What Have You Been Doing Since You Left KU?' in your recent issue, the answer for me is, 'I never left.' I received my education degree in 1979 and went to work immediately for Audio-Reader on campus. I've had several different jobs at Audio-Reader and in 1996 became the general manager of Kansas Public Radio and Audio-Reader."

Kay Parks Bushman Haas (B.S.E 1973, M. A. 1978) is an instructional resource teacher, working with new-to-the-district teachers in the Olathe, Kan. School District. In addition, she is an adjunct lecturer in the School of Education and for Continuing Education at KU, serving as the instructor for "Teaching Literature for Young Adults." Previously, Haas spent most of her career teaching English in both Ottawa and Shawnee Mission, Kan. She was selected as a regional finalist for Kansas Teacher of the Year (1993) and was named a Kansas Master Teacher (2000). She also has received the Nancy Landon Kassebaum Award for Excellence in Teaching (1993). Haas has been on the board of directors for the Assembly on Literature for Adolescents of the National Council of Teachers of English and served as its president in 1992. She has served on a variety of committees for the National Council of Teachers of English including the executive board as the associate chairperson of the secondary section (1995-1997). Haas also served on the board of directors for the Kansas Association of Teachers of English (1997-2000) and was a member of the William Allan White Award Selection Committee (1995-1997). She has published columns and articles in *The English Journal* and *The ALAN Review*, and she co-authored *Using Young Adult Literature in the English Classroom* (Merrill Prentice-Hall).

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Alumni Awards and Honors

Campbell

Judith A. Jordan Campbell (B.S.E. 1998) was named the Hillsborough County School District (Tampa, Fla.) Teacher of the Year in 2002-03. After completing her elementary certification, Campbell taught for one year in the Kansas City, Mo. School District before moving to Florida. She has taught in the Hillsborough schools for four years. She married Clifton Campbell in 2003 and had her first child, Jordan Alexander, in 2004. Campbell earned her master's degree from South Florida University in 2003.

Sara Dilday (B.S.E. 1997, M.S.E. 2001), who teaches at Starside Elementary School, a Kansas University Professional Development School in DeSoto School District 232, was selected as the elementary-level semi-finalist from Region 3 for the honor of Kansas Teacher of the Year.

Mark Stutz (B.S.E. 1991) received a Ph.D. in Curriculum and Instruction from Kansas State University in December 2003. His dissertation title was "Prediction of Academic Achievement in National Athletic Trainer's Association Undergraduate Athletic Training Programs." Stutz is in his sixth year as director of the Athletic Training Education Program at Fort Hays State University. He was named the 2004 Edmund Shearer Advisor of the Year by Fort Hays State University. The award is given annually to a member of the faculty who has demonstrated qualities associated with outstanding academic advising. In addition to the university award, Stutz also is nominated for the national advisor of the year award.

David Hodges (B.M.E. 1972) writes, "I finished my master's degree in conducting at the American Band College, Southern Oregon University, this summer. Having graduated from KU in 1972, that is a long wait, but it took me that long to find a graduate school that was aimed totally at the band classroom and in conducting. There were 225 master's candidates in the program this summer and it will expand to 260. I would love to see KU start a program like this. It would be fantastic to do this in the Midwest, at KU, and have 100 to 200 candidates in a master's program.

"I have had the privilege of teaching 28 years in the public schools and now, for the past four years, at Sterling College. My wife, Julie, attended KU for one year. Her father was Jim Ralston, conductor of the choral program at KU since the mid-1960s. We have two sons at KU. Jacob was a National Merit Finalist who is now beginning his fifth year. He will graduate with an architecture degree and then enter the School of Medicine. Isaac, in his fourth year, is working to become a physical education teacher. With two sons at KU, that makes ours a four- or five-generation family of Jayhawks. I think that is pretty neat. We have three more children, as well: Kacey, Zachary and Matthew.

"I am proud to be a Jayhawk! Congratulations for all of the things the University is doing well."

Cynthia (Meyer) Mackey (B.S.E. 1976) retired from the United States Air Force as a lieutenant colonel in 1998 and is now the women's golf coach at McKendree College. She lives in O'Fallon, Ill. with her husband, Glenn A. Mackey, a retired USAF colonel.

W. Eugene Werner (Ed.D. 1970) became chair of the Department of Education Administration at Emporia State University in 1970. He also served as professor and chair of the Division of Administration, Curriculum and Instruction and the Division of Administration, Teacher Education and Industrial Technology. Dr. Werner retired in 1996.

1980s

Greg Adamson (B.S.E. 1984, M.S.E. 1988) is the director of sales training and development for Hospira Worldwide, Inc. in Lake Forest, Ill.

Joel P. Rhodes (B.S.E. 1989) received a Ph.D. in history in 2000 and is currently an assistant professor in the history department at Southeast Missouri State University. Joel and wife, Jeanie, have three children: Alex, Olivia and Ella.

1990s

Carri Stillions Basinski (B.S.E. 1994, M.S.E. 1999) taught elementary school until 2003 and is now a stay-at-home mother.

Staci Blount (B.S.E. 1996, M.S.E. 2003) taught math and coached at Atchison High School for seven years. This fall, she started a new job teaching math and coaching at Patton Junior High on Fort Leavenworth. Staci was married in 2001.

Jodi Boughtin (Ed. Specialist 1999) lives in Omaha and is a school psychologist at the Papillion-LaVista Schools in Nebraska.

Aimee (Stults) Curtis (M.A. 1999) is currently employed as the assistant director of graduate education at Avila University in Kansas City, Mo. In addition, she teaches a weekly basic English class for non-English speaking adults in her community.

Bianca Elliott (B.S.E. 1991, M.S.E. 1995) returned from working with teachers in Mongolia for two weeks in June and July. The teachers, from throughout Mongolia, worked on character and moral/ethical behaviour topics. On her way home, Bianca was in Beijing long enough to walk on the Great Wall of China and Tienneman Square, among other adventures. She has been asked to return to Mongolia later this fall.This is her third year traveling to former Soviet countries and working with the teachers. Her previous trips were to Romania and Russia. She is unclear where she will be next summer but says she is sure it won't be on this hemisphere.

Ingrid Olson Gill (B.S.E. 1992) is the 2004-05 president of the Junior League of Wichita, Inc. She lives in Wichita with her husband Hugh (B.S.B. 1991, M.B.A. 1995, J.D. 1995) and daughters, 3-year-old Grace Anne who is "completely smitten" with new sister Edith Jane (Edie), born October 19, 2004.

2000s

James Brauer (B.S.E. 2002, M.S.E. 2004) is teaching special education at Eisenhower Middle School in Kansas City, Kan. He is working toward a master's degree in adaptive special education at KU.

Alison De Tray (B.S.E. 2003) teaches chemistry at Bishop Miege High School in Shawnee Mission, Kan.

Richard F. Ehinger (M.S.E. 2002) is teaching math and science at Gulliver Academy in Miami, Fla. and coaching girls' basketball.

Kelly J. Newman Kilian (B.S.E. 2001) married T. J. Kilian in 2002 and is teaching fifth grade in the Blue Valley, Mo. School District.

Amanda Yarbrough (M.S.E. 2001), upon graduating with a master's degree in counseling psychology, worked in a prison for mentally retarded offenders for more than two years. She is working on a doctoral degree in counseling psychology at Indiana State University.

In Memory

Roberta Bobbitt Embrey (M.S. Deaf Education 1955) died February 24, 2004, in Claremore, Okla.

Dana Marie Gilbert Knappenberger (B.S.E. 1983) died suddenly on February 22, 2004 in St. John, Kan. She taught at Sunset Elementary School in Lawrence, Kan., the same school she attended as a child, before moving to St. John. After substituting for a time, Knappenberger began teaching mathematics at the USD 350 Junior and Senior High School. She is survived by her husband, Don; son, Tyler Hammond; daughter Kaylea Knappenberger; and parents, Verlin and Suzanne Gilbert of Lawrence.

Ogden R. Lindsley, professor emeritus, died October 10, 2004, in Kansas City, Kan. He was professor of educational administration in KU's School of Education for 19 years, gaining emeritus status in 1990. Dr. Lindsley enlisted in the U.S. Army Air Corps in 1942. He was captured in 1944 when his plane was shot down over Yugoslavia and was imprisoned in a German prisoner of war camp until he escaped in 1945. He received a Bachelor of Arts degree with highest honors in experimental psychology and histochemistry in 1948 from Brown University. He received a Master of Science from Brown in experimental psychology in 1950 and a doctorate in psychology from Harvard in 1957 under the direction of B.F. Skinner. Dr. Lindsley was director of the Behavior Research Laboratory of Harvard Medical School from 1953 to 1965. He was a Harvard research associate in psychiatry from 1953 to 1961 and an associate in psychology from 1961 to 1965. In 1965 he joined Kansas University Medical Center as a professor, director of educational research and a research associate in the Bureau of Child Research. Dr. Lindsley received the Hofheimer Research Prize in 1962, the Golden Plate Award in 1964, the Thomas F. Gilbert Distinguished Professional Achievement Award in 1998, and the Award for Distinguished Service to Behavior Analysis in 1999. He published more than 140 articles, book chapters and books. His wife, Nancy Hughes of Lawrence; three daughters; two grandchildren; and two great-grandchildren survive him. The family suggests memorials to Standard Celebration Society, sent in care of Michael Fabrizio, president, 1110 24th Avenue, Seattle, Wash. 98144. *—Lawrence Journal-World*

Wendell G. Mohling (Ph.D. 1993) died August 17, 2004, in Fairfax, Va., after suffering a stroke earlier in the month. Dr. Mohling served as National Science Teachers Association associate executive director for professional programs and as 1992-93 NSTA president. Prior to joining NSTA, he taught biology and general science for 30 years in Nebraska and Kansas. An ardent champion of aerospace education, Dr. Mohling was a Kansas finalist in the NASA Teacher in Space program, served as a NASA space ambassador, and administered several NASA student competitions and teacher professional development programs. He earned a bachelor's degree in science education in 1964 from Peru State College in Peru, Neb.; a master's degree in natural science from the University of Oklahoma in 1968; and a Ph.D. in curriculum and instruction from The University of Kansas. Dr. Mohling is survived by his wife, Carol, and daughter, Maria. Contributions may be made to the Wendell Mohling Memorial Fund, 2353 Hunter Mill Road, Vienna, Va. 22181, c/o Carol Mohling.
—National Science Teachers Association

Judy Tate (Petry) died September 18, 2004 in Lawrence, Kan. following a long battle with cancer. Judy was the business administrator for the Department of Special Education for 30 years. Don Deshler (professor, SPED, and director, Center for Research on Learning) wrote about her influence on the lives of faculty, staff and students during her tenure: "Judy has been an extraordinarily faithful and loyal friend, colleague and mentor to all of us. She has devoted herself to ensuring the success of others. We are all beneficiaries of her creativity, brilliance, tenacity, work ethic and deep concern about individuals with disabilities and their families. As faculty, staff and students, we have all been shaped and molded by her efforts. We have been so fortunate to have known and worked with this extraordinary human being." Tate is survived by two daughters, Shanna Williams of Lawrence, and Melissa Gerleman of Wichita; a sister, Susan Steele of Los Angeles; and five grandchildren. The School of Education faculty and staff will honor Tate's memory through an annual student research award. Contributions may be sent to the Judy Tate Memorial Fund, KU Endowment Association, 1891 Constant Ave., Lawrence, Kan. 66047.

Remembering the Teachers Who Touched Our Lives, *part 2*

by Robert W. Ridgway, Ed.D.

I'm lucky. I grew up in a family of teachers. Both my parents taught before I was born, and since Dad was successful as both a teacher and athletic coach, we moved to a larger town or city every three or four years during my youth. This meant that I attended several schools and was exposed to a number of different teachers. I was made aware that each generation of our family had more formal education than the previous one. During my early years, I knew I was supposed to earn a doctorate. I didn't know what one was, but I was supposed to get one.

During my primary school years, I went to the Kansas State Teachers College Demonstration School in Emporia while Dad was working on his master's degree and had the advantage of teachers and professors who were among the best in the U.S. at the time. My second grade teacher was Kathyrn Kaiser, later an outstanding professor at the University of Denver. She led our class through learning activities very advanced for the time. We took field trips to the local railroad yards to learn about sheep and cattle on their way to the stockyards in Kansas City, to dairies and to industrial plants. In the spring, our class planted a garden, and during the summer session, we proudly took samples of our produce home for our families.

My fifth grade year was in Burlington, Kan. I was fortunate to have Miss Jenkins. There were between 50 and 60 children in our class, but she treated us as though each of us were important to her. She was a stickler for correct grammar. One memory that keeps coming back to me is that when someone asked, "Can I do —?. " Miss Jenkins would answer, "Yes, you can, but you may not." I also remember "A noun is the name of anything," "Exclamations show surprise," "Conjunctions hold the words together" and the rest of the rhymes that explain the parts of speech.

By the time I was in high school, Dad was coaching at Baker University in Baldwin, Kan. Here Mr. Copeland, our social studies teacher, made certain that we could write concise papers. His instructions included, "Make it like a lady's skirt — long enough to cover the subject, but short enough to be interesting." (And this was in the late '30s!)

My college years were interrupted by WWII, as was the case with many people my age. Upon my return, I started to work on a degree in chemical engineering.

Jim Maloney was chairman of the department, which was the only one in the School of Engineering requiring the course in Western civilization and a special section of speech. He wanted his engineers to be well-rounded citizens, able to make organized presentations to the heads of the their companies. Paul Gillis had just come to the faculty from Cal Tech to work in atomic energy. He selected three of us from his class in physical chemistry to develop some new lab experiments. He instructed us to bring new thinking to old topics.

These men helped me realize that I really wanted to be a teacher, so I changed my major to science education. When I entered graduate school at KU, my first goal was to get an administrator's certificate. (Money and power, I thought!) J. W. Twente was my advisor, and helped me see that administrators can't do much without a good staff.

After finishing my master's degree, and spending two years as a secondary school principal, I returned to KU to complete a doctorate in curriculum and instruction. Thanks to financial help from the GI Bill, a graduate fellowship, evening jobs as a checker in a grocery store, plus officiating high school football and basketball games, my wife, my children and I survived.

KU faculty members were of great help to me during this time. Cloy Hobson, head of the curriculum laboratory, was my doctoral advisor. He was always very supportive. When faculty members on my committee had questions about my dissertation he would say, "It is your work. You decide the best way to do it." I later found myself saying the same thing to my advisees.

Fred Montgomery, head of audio visual education, was always full of good ideas. He provided the funding needed for the first article I had published in a national journal. Fred always encouraged people to do things they thought were beyond their abilities, and they usually came through.

Dean Kenneth Anderson demonstrated confidence in me, and provided me the flexibility and freedom to initiate new programs in the School of Education.

Looking back on the teachers who influenced me, I started with my parents who not only encouraged me, but also taught me things other students didn't know. For instance, my study habits resulted in part from Dad teaching me about Ebbinghaus and "forgetting curves" while I was still in grade school.

Please note that all along the way I had teachers who influenced my work on the faculty at KU. Parents can be good teachers. Use learning activities that are different from those students are accustomed to. Be certain that things you write meet the standards set by Miss Jenkins and Mr. Copeland. Engineering courses can enhance your sense of inquisitiveness and your research skills.

J. W. Twente taught me it takes a staff to be successful; Cloy Hobson, that I should trust my own judgment after I had thoroughly studied a situation; Fred Montgomery, that I should try things that were new to me; and Ken Anderson, that a good administrator gives flexibility to people worthy of trust.

These people — and others — helped prepare me for a profession that requires good teaching, writing research proposals, research skills and skill in presenting results — both oral and written.

Teaching is rewarding — and fun — when you have had good mentors.

Dr. Ridgway was a faculty member in the Department of Curriculum and Instruction (now part of Teaching and Leadership) at the School of Education from 1954 to 1990. He served the School in a variety of roles, including associate dean, department chair and director of the library at Bailey Hall. Dr. Ridgway and his wife, Mary Kay, live in Lawrence, Kan. and still attend School of Education events.

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