

NEWS FOR ALUMNI AND FRIENDS OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

the Link

FALL 1999

**HAZLE
CHAPMAN:**
*on her
own terms*

UNIVERSITY OF MINNESOTA

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The Link

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from the dean
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I, LIKE MILLIONS OF OTHERS around the world, watched intently during the final minutes of the women's World Cup soccer match. The U.S. victory brought me to my feet, and I stood smiling, admiring both the victory and what the victory would mean to young women athletes everywhere.

The opportunities for female athletes have come a long way in the years since the adoption of Title IX, which mandated that educational institutions receiving federal dollars must provide equal opportunities for female and male sports participants. In our cover story, we hear from a college alumna who remembers what it was like to be a female athlete as far back as 1930: "I used to get so darned irritated with how women's sports were treated. Everything was first for men. What was there for women? There was too much weight on the men's priorities. It's great to see that changing..." says Hazle Chapman (B.S., '32, physical education). "In most sports, women play a different game, and so what? Women and men are not the same so why compare them? Let them be excellent on their own terms."

When it comes to achieving excellence, we can all learn from the college's Counseling and Student Personnel Psychology program, which was ranked number one in the nation this spring by *U.S. News and World Report*. We've featured four graduates of the program in this issue, each of whom is making a professional—and personal—impact on others' lives, in part because of the experiences and knowledge gained here at the college.

In our Issues in Education and Human Development feature, we hear from five K-12 metro-area public school principals about what they see as the greatest challenges facing educators today—and what they are doing to help ensure the success of their students and teachers. "When people ask me what the role of public education is, I'm never quite sure how to answer," says Louis Mariucci, principal at Jackson Magnet Elementary in St. Paul. "This group of people will tell you one thing; the government will have another definition; parents will have yet another. If we can't define what it is we do and why we do it, we're going to produce people with no more of a focus or concept of who they are or what it is they're after than they had coming in..."

Finally, look on pages 27-39 to find the 1998-1999 *Report to Donors*. The college continues to enhance its program of scholarships, fellowships, professorships, and outreach thanks to the generous support of individual and corporate donors. Your gifts safeguard the college's high level of excellence and help provide a solid foundation for its future.

Steven R Yussen

HAZLE CHAPMAN

Achieving excellence on her own terms

HAZLE CHAPMAN IS 90 YEARS OLD and firmly independent. “I don’t want anyone mopping up after me,” she says and the tone of her voice makes it clear she means every word.

Chappy (the name she prefers) always has been one to go her own way. She chose to come east from her native Montana to attend college at the University “because I didn’t want to be at the same college as my brothers,” who attended the state university in Missoula. She received an undergraduate degree in physical education from the college in 1932.

She went her own way as a professional, too, developing her own graduate program in outdoor education at the University of Washington when they told her they didn’t have the classes she wanted to take.

She stands out as a pioneer educator who, in the early 1950s, designed and led a program in a Seattle-area school district that took students into the wilderness

to learn outdoor skills, natural history, and biology. Even in the 1990s, such programs remain rare in school settings.

Her willingness to lead the way comes naturally. “We had to be independent,” she says of her upbringing in the prairie town of Wolf Point, Montana. “You had to be strong to survive.”

To illustrate that reality, she tells a childhood story of leaping from a haymow, parachuting with an umbrella, only to miss the pile of straw on the barn floor. After hiding from her mother all day, she finally appeared for supper black and blue and sporting an obviously broken nose. “The closest doctor was in Minot (North Dakota) so my parents put me on the train by myself with a sign around my neck—I was 10 or 11—and sent me to the doctor to have my nose set,” Chappy says matter-of-factly.

Chappy grew up playing football with her two brothers and the other local kids, and golfing and bowling with her dad. Perhaps in an attempt to slow her daughter a bit, Chappy’s mother started a girls’ club for Chappy and her friends. However, whenever Chapman and her older brother would get into



an argument, their mother would hand them boxing gloves and tell them “to settle it out back.”

Throughout high school Chappy worked every job she could land in her small home town. She wanted to go to college and that took money her parents, who ran the grocery store, didn’t have. She swept floors at the school, was a ticket-taker at the local movie theater, clerked at the jewelry store, candled eggs (holding them up to a light to make sure they hadn’t been fertilized), worked the switchboard at the telephone company, made candy at the sweet shop, helped build the town swimming pool, and then taught swimming and lifesaving courses there.

“I knew I needed \$400 for tuition for my first year in Minnesota,” she says. While the University was appealing because of the independence it allowed from her brothers, she chose it more because it offered “a very good women’s P.E. program,” Chappy says. “I loved every P.E. class I had except for modern dance. Also, I couldn’t climb a rope. But even so, I got good grades.”

One of Chappy’s strongest mentors at the University was her housemother at Sanford Hall, Leora Cassidy. “She was a shining light. She was very kind to me,” Chappy says. “I worked at Sanford as the night clerk and chaperone. I’d run my head off in P.E. all day, eat supper at the front desk and switchboard in Sanford, and go to bed at 1 a.m.”

She and her “gang” at Sanford saw an advertisement for a Model T Ford with rumble seat and decided it was the perfect vehicle for weekend trips to the lake. Chappy decided to raise money for the car—the sale price was \$25—by selling candy bars out of her dorm room. She bought them, three for 10 cents, and sold them for a nickel



Chappy treasures the natural beauty of her adopted home, Washington state.

each. “We bought the Model T and we had some great times together in that car,” she says. When the University caught wind of Chappy’s success as a candy vendor, they shut her down and brought in their own candy counter.

Chappy holds no grudges. “I have such good memories of the University and Minnesota,” she says. “It was a big university, even back then, but I always was treated as an individual. I was never a number.”

After graduating from the U, Chappy taught on the Iron Range, returned briefly to campus for a job at the student union, and then began working for summer camps and camping organizations all around the United States. She chose to move to Washington state because of its natural beauty.

In the early 1950s, after designing and completing her master’s degree on community school camps for outdoor education, she started her own business, Caravan Camps, Inc., with her longtime friend and companion, Toni Carlson, and another woman investor. Chappy organized and led wilderness experiences such as fishing trips to the Pacific coast, bike trips in the San Juan Islands of Puget Sound, climbs on Mt. St. Helens, and 100-mile hikes around the base of Mt. Rainier. Her clients, both men and

PHOTOS COURTESY HAZEL CHAPMAN

women, ranged from youth groups to soldiers from nearby Fort Lewis.

Five years after getting her master's degree, Chappy finally got the job she had envisioned: leading a camp program for outdoor education for a Seattle-area school district. "I always thought that young people should have the opportunity to play together in the out-of-doors," she says. "People learn about themselves and each other in the out-of-doors."

The program provided the basis for classes in health education, leadership, natural history, and biological sciences. Each classroom rotated through Chappy's wilderness camp, staying for a week at a time. She was a popular teacher in every school where she taught through the years, from elementary to high school to college. During her teaching career, she returned to the University of Washington for a Ph.D. in preventive medicine and public health. The year that she retired her students dedicated the school yearbook to her.

Chappy and Carlson cleared the land, built, and lived for many years in a cabin at the base of Mt. Olympus in Washington's Olympic Range. One of her joys was shooting photos that were used in Disney's first nature film, "The Olympic Elk." She also found time for mountaineering, summiting Mt. Olympus.

After Carlson's death six years ago, Chappy decided to move from her remote home to a retirement village outside Olympia, Washington. She writes haiku, organizes her many professional-quality photographs, which she shot and developed herself, and enjoys watching women's sports on television. She cheered the U.S. women's soccer team as it won the World Cup last summer.

"Women's soccer—that's what really excites me," she says. "I used to get so darned irritated with how women's sports were treated—in high school and at the U. Everything was first for men. What was there for women? There was too much

weight on the men's priorities. It's great to see that changing, although prize money in women's golf, for example, still has to improve. I enjoy watching basketball and tennis, too. In most sports, women play



"Women and men are not the same so why compare them? Let them be excellent on their own terms."

a different game, and so what? Women and men are not the same so why compare them? Let them be excellent on their own terms."

For Chappy, that phrase goes beyond a mere statement. She has lived the philosophy of "excellence on her own terms" throughout her life, following her own path as an active, wilderness-embracing woman, and leading the way as an enthusiastic outdoor educator for her many hundreds of students. — *Peggy J. Rader*

Tucker Center scores big with Minnesota girls and women

IT'S A PYRAMID SCHEME in reverse. Instead of profits flowing upward to the tip, the "profits"—knowledge and awareness—spread outward, benefiting thousands of young women and men.

First, Mary Jo Kane, kinesiology professor and director of the Tucker Center for Research on Girls & Women in Sport, presents a slide show to high school girls illustrating both stereotypical (e.g., sportswomen in skimpy bathingsuits) and empowering (e.g., hitting a forehand winner down the line) media imagery of female athletes.

Then a smaller group of those girls, usually athletes and leaders in their schools, attend an all-day workshop and put together visual displays that reflect what they've learned from Kane's presentation.

They mount those displays where all the students in their schools can see and comment on them. They also make class presentations and speak to community groups about positive and negative media representation of girls, women, and female athletes.

These activities then lead to wider



Mentors from the AAUW and the Tucker Center work with girls from South High School in Minneapolis.

community conversations such as local newspaper articles or radio shows discussing issues around female athletes and their mass media portrayal.

The program is called “Image Is Everything: Achieving Equitable Media Treatment for Females” and was developed, Kane says, because “we just can’t wait around for the media to change on their own.”

The Tucker Center began the “Image Is Everything” project in 1998 at six Twin Cities metro area high schools with funding from the Minnesota Women’s Foundation (MWF) and the American Association of University Women (AAUW). In the coming year, Kane and her staff will expand the program to 15 schools across the state with funding from Nike, the Otto Bremer Foundation, and MWF. The Tucker Center’s long-term goal is to develop the program for use throughout the nation.

“My job is to use research findings to raise their consciousness and ignite critical thinking,” Kane says. “I show them examples from the media—the good, the bad, and the dangerous. Then I invite them to create their own alternative images. The girls gain organizational skills, learn how to work within a budget, find out how to network, and practice their public speaking skills. These young women become powerful voices to challenge the stereotypes and barriers that these media messages tend to perpetuate.”

Mentoring is a significant part of the program. AAUW has provided many of the mentors who have developed important relationships with the workshop participants. Graduate students from the Tucker Center also have played key roles as mentors. These mentors provide information about resources for the girls’ projects, and also help them arrange for presentations at such venues as the Minnesota AAUW statewide convention.

Girls who have participated in the

project are choosing to spread their message via such outlets as a calendar featuring female athletes from their school, Web pages, banners, and posters. “One hope we have is that once these girls have participated in our program, they know they never again have to sit on the sidelines, in sport or in life,” Kane says.



Showcasing Success

While the emphasis in the “Image Is Everything” project is on what still needs to change for girls and women to gain equal treatment, another Tucker Center project emphasizes how far athletic girls and women have come in this century. “Throw Like a Girl: A Revolution in Women’s Sports” is a half-hour video developed by the Tucker Center in partnership KARE-11 TV, and filmed by Jane Helmke, executive producer at KARE-11, and Eleanor Savage, a local videographer.

The video highlights successful female athletes from the 1920s through to day. Many of the sportswomen featured have close ties to the Upper Midwest including Karyn Bye and Alana Blahoski, members of the U.S. women’s hockey team who won a gold medal at the 1998 Winter Olympics. The video focuses especially on how opportunity has increased dramatically for athletic females since passage of Title IX, the federal law that requires all educational institutions that receive federal funding to create equal



Gold medal hockey player Karyn Bye waves to fans during her celebration parade in River Falls, Wisconsin.

sport opportunities for girls and women.

The video has been aired twice on KARE-11 and a curriculum is now being developed to accompany the tape. This curriculum is being designed for use in physical education, history, and social studies classes. The South St. Paul school district will be testing the package in a pilot project this year.

Kane hopes that once the “Throw Like a Girl” video-curriculum package is revised into final form it will be distributed throughout the state and nationally. The project is being supported by KARE-11, the Medtronic Foundation, and The Minnesota Lynx of the WNBA.

The Tucker Center is seeking additional contributions to fund both of these projects. For more information, contact Mary Jo Kane at 612-625-3870 or at maryjo@tc.umn.edu.



At age 98, Margaret Morrill (right) was the oldest living female letter winner in University history. Morrill, who died in September, lettered in field hockey in 1923. Her granddaughter, Margaret Chutich (left), lettered in women’s tennis at the University in 1977-80.

Creating a place of learning

AS STUDENTS, MOST OF US DREADED an “invitation” to talk with the school principal. However, Michael Hartoonian, professor in the Department of Curriculum and Instruction, and Dean Steve Yussen welcomed the opportunity this fall. They joined five Twin Cities K-12 public school principals to talk about how we create a true place of learning—of scholarship and community—given the challenges facing today’s public schools.

Participating in the discussion were Robin Carlson (M.Ed., ’77, English education; specialist certificate, ’90, secondary education) from Richfield Middle School; Carole Gupton (Ph.D., ’86, educational policy and administration) from the School of Extended Learning in Minneapolis; Penny Howard from Edgewood Middle School in Mounds View; Louis Mariucci from Jackson

Magnet Elementary in St. Paul; and Joanne Ventura (B.S., ’68, elementary education; M.A., ’74, educational administration; specialist certificate, ’80, special education) from Randolph Heights Elementary in St. Paul.

The discussion was inspired in part because of Hartoonian’s work around the issues of ethics, education, and economics and their integration into a democratic republic. In his article, “Education for Sale: What’s a (Democratic) Principle Worth?” he writes: “Because we fail to remember the civic purpose of education, the issue of the public school’s place in contemporary society—and its fundamental worth to the nation—is growing ever more problematic. We have become a people motivated by the gratification of individual concerns, making it no mystery why techniques and practices such as vouchers, charter schools, and tax-credits are so popular. But if people and policy-makers think of our schools as serving only the private interests of parents and their children, why not make all schools private and be done with it?”

“How did we come to think this way? When did it happen that so many students would go to school without learning respect for scholarship? When, why, and how did it occur to us that our children are consumers rather than citizens in the making—and that money can buy the best education?”

These and other questions about the role of public education, the ways we measure our efforts, and the need to build community in our schools were used to help guide the evening’s discussion. What follows are excerpts from the conversation.



Michael Hartoonian (center) and Steve Yussen (right) listen as Robin Carlson talks about the challenges facing public school administrators.



Beyond the Little Red Schoolhouse

ROBIN CARLSON: School used to be a different kind of place, a place where everybody went and learned some basic things. There were some commonalities in terms of expectations, offerings, and outcomes. Now we've become so specialized that we deal with talented kids in one way, disabled kids in another way, average kids in still another way. We've lost that continuity in curriculum, in understanding and values that we used to transmit to kids through education.

We've lost that continuity in curriculum, in understanding and values that we used to transmit to kids through education.

— ROBIN CARLSON

PENNY HOWARD: I've noticed some differences in the last few years with parents turning to us and saying, 'you set the expectations and then we'll try to follow through at home' or 'thank you for saying that my child can't come to school dressed in that attire because I can't tell him or her differently.' They are looking to us to be the primary developer of culture and expectations.

LOUIS MARIUCCI: I flounder when people ask me about the role of public education. I'm not sure there's one answer. If you ask [the group of people gathered here tonight], they will tell you one thing; the government will have another definition; parents will have yet another. If we can't define what it is we do and why we do it, we're going to produce people with no more of a concept of who they are or what it is they're after than they had coming in.

We're so much under the gun [because of pressure to meet certain district-determined standards] that our role has become even more narrowly defined—our role right now is to make sure that our MAT7 scores in reading, math, social studies, and science increase by at

least a certain percentage. We're going to hang or die on those scores.

CAROLE GUPTON: I think public schools over the years have been very efficient and not necessarily very effective. And we have bought into the efficiency. Sometimes we use efficiency to assure ourselves and others that we're being effective. Grades [and other similar standards] are wonderful for measuring efficiency. I don't know if they necessarily show we're effective in what we're trying to do with kids. Now people want effective, too. And we don't know how to do effective.

PENNY HOWARD: When you require effectiveness, I think that's the point where the staff feels very vulnerable. They are good at what they do and have been measured on how well they deliver their knowledge. If they cover the curriculum by the end of the semester, then they've done a good job. We've never really looked to see if what we're delivering is really making a difference [with the students]. If we're asking teachers to change how they teach, then we need to give them permission to stumble a few times before they get it right.



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— PENNY HOWARD

Join the Conversation!

- Are public schools meant to serve a public purpose or a private need?
- Democratic citizenship means responsibilities as well as rights. Within this context, do students have a right or a responsibility to learn to read? To know their nation's history? To learn the skills that help them gain employment?
- How would our schools be different in terms of curriculum, design, structure, etc., if we agreed that our goal was to produce students who are both better off (economically) and better (ethically)?

Our hope is that this article inspires you to think about and discuss the ideas put forward here with your professional peers and colleagues. Then tell us what you think! We have set up an opportunity to participate in an online conversation on our Web site, www.coled.umn.edu/link.html. Or send an e-mail to TheLink@tc.umn.edu or a written response to Link editor, 115 Burton Hall, 178 Pillsbury Dr. S.E., Mpls, MN 55455. Responses will be posted online and also will be highlighted in the spring issue of *The Link*.



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– CAROLE GUPTON

Looking at ways to measure success

A few days prior to the discussion, 11 St. Paul public schools were put on academic probation by the district superintendent because of their poor showings on the Metropolitan Achievement Test (MAT7), a key standardized test used to evaluate basic skills. Dean Yussen asks: Can educational leaders have an honest conversation about the true purpose of education given the demanding accountability framework that school districts are under?

CAROLE GUPTON: I think until recently we weren't as concerned about the fact that some kids just weren't learning. Now, as the population continues to grow, it is no longer acceptable. I'm not sure if it is because we really thought about what it is to create a democracy with everybody in it equal or because in the

market sense we can't afford to have such a large group continue to fail and still succeed as a nation.

JOANNE VENTURA: I think when the heat is on it creates a greater sense of urgency to determine what you're about, where you're going, and what you're going to do. I've liked the emphasis over the last several years that the schools have been under fire. I really see it as facing reality—we're failing too many kids and we have to do something about it. Maybe that's the hard truth, but now we've got to pull together whatever resources and new ways we can to do this job more effectively.

Teachers need to be validated for working really hard and being committed. Yet, it's not a matter of us or them not working hard enough or not caring enough, it's a matter of all of us needing to do some things differently.

CAROLE GUPTON: We not only look at test scores, we look at surveys and anecdotal evidence from kids about their experiences during the past year to get a sense of what worked and what didn't work. Then we can

connect the test scores and the anecdotes together to get a relationship piece that we can use to build learning. It's not enough that we've drilled the information into them and they've done well on the test. By the time our kids get to fourth grade, if we haven't built a relationship between what they're learning and why they're learning, the test scores start to go down.

ROBIN CARLSON: We test kids on the language that we taught them relevant to our expectations in our school culture and when they don't pass, we say they've failed, but actually they have only failed in that one area. They may be very successful in other areas. How can we make an evaluation of students' ability to learn, ability to be interested in the rest of the world if all we're looking at is this little piece of the world that we provide them?

Creating a sense of community and safety in our schools

According to Hartoonian, successful schools are those that create a deep sense of place by combining the following attributes: aesthetics, civility, ethics, conversation, security, stewardship/public responsibility, and individual liberty. When we conceive of school as space, rather than place, we focus on "getting through it" as quickly as possible. Place, like a home, is something we nurture, something that, in return, protects us, and something we love.

JOANNE VENTURA: I truly believe that in creating a kind of community where kids are valued, where there are opportunities for individual expression, their scores will improve, and I don't think you can do it just by skills alone. I think if you broaden performance, you do it by creating community, by trying to keep the kids in your school.



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– JOANNE VENTURA

When we talk about what kids need, more than anything it is that sense of community because they don't have it in many ways. Many of our children don't have it in their neighborhoods, their churches, their families. If we create that sense of community in our schools and give kids some roots, I don't think we'll see as many kids who feel alienated and isolated, which I think is what brings about tragedies like we saw in Littleton.

ROBIN CARLSON: Creating that sense of community is difficult when you're dealing with a 30-percent turnover in the student body each year. How do we establish a sense of understanding of community values and responsibility and even a responsibility to the place called the school, the building itself, when the kids are there for six hours a day and then they get into a car and go to another community where they live? And then in a couple of years, they move from that community to another, and the cycle starts again.

CAROLE GUPTON: Our turnover rate started at more than 80 percent and now we're at 27 percent, which is unheard of considering the population I serve. Of course, we have 10 hours of their day, which allows us to become a central infrastructure for our students. But I think it's more than that. We're building families and we're building relationships and the kids want to come back.

PENNY HOWARD: It's hard to get the staff to buy into the notion that we need to be collectively assenting in our beliefs about our values and purpose as we present them to students. Too often teachers and staff see themselves as separate entities who are there to do a specific job. 'I teach math, this is what I do, and this is all the impact that I have on my students.'

ROBIN CARLSON: At Richfield, we devote the first few weeks of school every year to cultural definitions. 'This is how we get along, this is what we do in school, when you are here this is a neutral area...we're going to make this a place where we all share a common language and where we understand and respect each other.' Culture-building becomes almost the most important part of what we do and getting the kids ready to pass the eighth-grade test is moved to the back burner. It has to

be because we can't get to that if we don't take care of the other stuff first.

One major change we made this year was turning off all the bells. Everybody said doing so would create complete chaos, how would everybody know where to go, etc. We've now been in session four days and not one kid has been late for school and none of the teachers has fallen asleep in the lounge and forgotten to come back out. Everything works. It works because people in the system feel that they're responsible for making it work, not just the teacher, but the kids, too.

MICHAEL HARTOONIAN: There's an old proverb that says 'the beginning of wisdom is the ability to know what is in place and what is out of place.' It is the beginning of the intelligent mind to know, for example, what language is appropriate here, what dress is appropriate here, what behavior is appropriate here. Students may act one way at the Mall of America but when they come to school it has to be made clear to them that this isn't the mall and you don't behave in school like you do in the mall. That is really the beginning of an intelligent mind, this ability to discriminate different rules in different places.

LOUIS MARIUCCI: I think that somehow every student needs to connect to some aspect of their school—some individual, some group, something. Someone has to make a connection with that student. Ironically, my greatest connections are with the kids that require the most discipline.

JOANNE VENTURA: It's probably more important to have a relationship with those kids than with some of the other kids who have other supportive relationships outside of school.

LOUIS MARIUCCI: They walk through the doors in the morning and we care about them. It's important to show them that, too.



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— LOUIS MARIUCCI

ALUMS AT WORK

Making real-world psychology real in the world

THIS SPRING, *U.S. News & World Report* ranked the University of Minnesota-Twin Cities at the top of its list for counseling and personnel services programs. The ranking established in the public's eye what many have known for quite some time: The College of Education and Human Development's Counseling and Student Personnel Psychology (CSPP) program is remarkable.

Approved by the American Psychological Association since 1952, the program has roots that reach back into the 1930s, when the University first established a counseling center.

Today, it trains master's and doctoral students to become counselors and psychologists with a combined approach of theoretical course work and real-world practice. Faculty, whose blend of academic, professional, and editorial leadership contributes to the program's international presence, closely mentor the students through to completion.

John L. Romano, a professor of educational psychology, neatly sums CSPP up this way: "We have a dynamic, professionally involved, and caring faculty. And we attract excellent students. We try to attract students from diverse environments—different racial backgrounds, different countries, different ages. It makes for an excellent program."

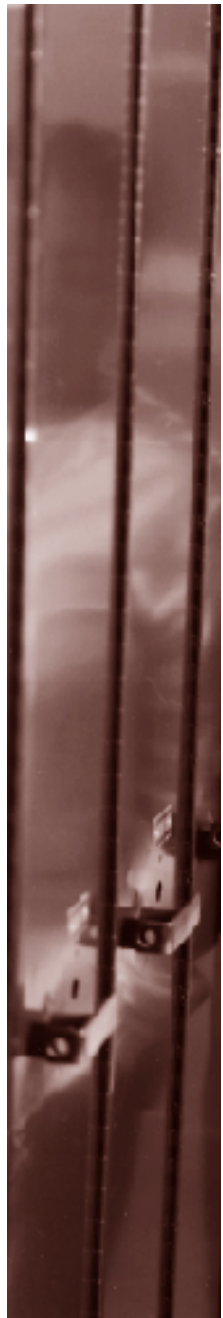
"[Our] history and the current work being done by the faculty and students lead to the national recognition," adds Professor Tom Skovholt, who for six years has coordinated the program. "We have really good students. Good students make a good program."

In the pages that follow, you will be introduced to four CSPP graduates. They share three characteristics: Each has earned a degree in CSPP, each calls the Twin Cities home, and each is making a professional—and personal—impact in others' lives.

Benita Powell

Ten years ago, Benita Powell flew from her native North Carolina to check out the Twin Cities. And she didn't much like what she saw—which, oddly enough, convinced her that this is where she belonged. "I'll never forget it, because it was rainy and cold," she says. "Everything looked so gloomy and bad, I thought this would be the place for me. Starting bad, then it would just pick up."

This explains a lot about Powell, a determined woman who has a way of making things better than they may at first seem. The counselor at Minneapolis' Roosevelt High School starts every day with a smile on





her face, “because,” she says, “I am blessed!” When a colleague feels glum, she reassures, “It’s going to be a goood day, girlfriend.”

Her enthusiasm is real, not saccharin-sweet. And it is contagious. A simple excursion with Powell—a trip to the mall, even—turns into an event.

“Come to the Mall of America with me. That’ll show you how many kids know me,” she says. “That’s why I can’t go there anymore, not even for a movie. I’d be

buying popcorn for everybody, driving them home.”

Moving to the chilly north was a difficult transition for Powell, 33. She credits students, faculty, and staff at the college for making her feel welcome. There, “people became like your family,” she says, explaining that professors offered her their home phone numbers along with their warm hospitality.

“I thought wine and cheese was a part of life up here,” she says. “Coming from a Pentecostal background to wine and cheese, I was all right.” (Still, she clarifies, juice is her poison of choice.)

Her experiences in CSPP prompted Powell, who graduated from Elizabeth City State University, to study alternative schools, a subject about which she has grown passionate. On her own time, she helps write proposals for people interested in starting alternative schools.

“I like to see my work come up as a school. It’s cool,” she says, tapping the table with cherry-painted fingernails. “You don’t get paid for it. You’re giving your heart to it.”

Powell has built a career in the Minneapolis Public School system that has been, not unpredictably, active. She works summer school. She stays for afterschool sessions. She builds coaching programs. She takes kids out to dinner at Old Country Buffet. She sings and directs, last year staging a production of the Underground Railroad. (“It was the bomb!” she says of the play’s success). She works 12 to 13 hours a day.

A solid churchgoer, Powell likes to hold the long notes singing gospel. That could be her professional credo, too. “Counseling isn’t just being in your office and having people come to you or just scheduling,” she says. That kind of counseling, she explains, is being “just a clerk.” Powell views her role more broadly—helping students succeed.

“I’m not a person to sit back,” she adds. “I’m making change.”

Shepherd Myers

“How many kids does Shep have?” Janice Kalin, a former study-buddy of Shepherd Myers, asks with an excited yelp.

Clearly, the two are long overdue for a visit. Shep—“only my mother calls me Shepherd”—has two daughters, ages six and three. During a visit one recent night, they crawled all over him like Sir Edmund Hillary and Tenzing Norgay conquering Everest. At one point his youngest, Annika, stood on his lap and waved a postcard-sized American flag over his head, a look of triumph on her face.



Much has changed for Myers since he and Kalin (see profile on page 16) were CSPP doctoral students together.

Myers, who graduated from the program in 1994, has worked since 1991 as a staff psychologist and co-director of clinical training at Aspen Medical Group in St. Paul. There, the Chicago native specializes in medical psychology, treatment of anxiety disorders, assessment and treatment of adult attention deficit disorder, relationship counseling, and hypnosis. He also supervises doctoral students.

“That’s one thing that’s great about my job, variety,” he says. “It’s a great field—doing something useful, helping people. I like being in the trenches.”

Myers credits CSPP for helping him build and broaden his skills. “One thing about CSPP is the interest is very diverse,” he says. “They don’t pigeonhole you at all.”

His current workload is rigorous. When asked about his client roster, he lets out an “Oy!” explaining that 50 to 60 clients keep him busy. But their demands, he goes on to say, are no trouble compared to a greater pressure most clinicians now face: managed care.

Myers, 43, doesn’t hide his displeasure at the thickets routinely placed between counselor and client. “I hate it,” he says. “The oversight and the paperwork, it’s tough.” Indeed, he calls managed care his biggest challenge at work, though he tries not to bring it home with him.

“The politics sometimes get to me, but you leave work at work,” he says. “It’s about boundaries.”

A couple days a week, Myers sets out at dawn to bike along the Mississippi River. That’s his time. Otherwise, he’s spoken for. “Between work and family, that’s about it,” he says with a shrug and a laugh.





Lavorial Salone

Lavorial Salone's rich, unpredictable past has taken him far.

Reporting on a newfound love of travel, for instance, Salone says that, before last year, the only time he ever left the country was "during the war." This, with a nod of great import.

Which war? Persian Gulf? No, he explains. The Vietnam War, where he was stationed in Thailand. His pierced ear and smooth, clean-shaven face put him not a minute over, say, 30. Then he confides his age: 51.

After his tour in the Air Force, Salone goes on to say, he toured again, this time as a singer with an elaborately costumed troupe. The honeyed-voice South Minneapolis headlined a band called "Loves Distinction," among others, and performed in hotels from Miami Beach into Canada. (He also worked as an accountant for a short time. "I hated accounting," he admits.)

Today, Salone confines his solos to the church choir. Yet his multifaceted experience—and ability to blend in just about anywhere—has helped in his professional life. After a stint at Augsburg College, he now works as a student counselor and supervisor of practicum students

at Metropolitan State University, which has a campus in St. Paul and another in Minneapolis.

"I always liked helping people," Salone says, sitting in his Minneapolis office, which yields a panorama stretching from the Basilica of St. Mary to the Target Center. "I love helping people develop their skills and identify their strengths. I feel I bring a more practical approach. I've been told that's helpful."

The first in his family to go to college, he earned an undergraduate and master's degree at the University of Colorado in Denver between the service and show business. In 1987, despite a strong desire not to endure another Midwestern winter, he returned to the Twin Cities to study counseling psychology.

"I thought I would be finished in three years. I thought, 'I can handle three winters,' " he says. It didn't happen that way, though. Once in school, his mother got sick; attending her illness prolonged his studies.

It would have been easy for Salone—his first name was suggested by a woman sitting next to his pregnant mother on a train—to feel isolated at the college. He was close to 40 when he started, making him a "nontraditional" student. But jobs within CSPP, along with emotional support from faculty and staff, "really helped me feel I was in the right place...like I was part of the program," he says. He completed his doctorate in 1995.

Professionally, he sees his next move into student services, perhaps as a dean of student affairs.

"I have a lot to offer non-traditional students, because that's where I came from," he says. "I could bring something new to the area rather than status quo."

Janice Kalin

Three days a week, Janice Linden Kalin rides up to the 13th floor of a steel-and-glass skyscraper in downtown Minneapolis and finds herself surrounded by all the trappings—the office art, the staff and colleagues, the

steady clientele—of the good corporate life.

She's the first to show surprise over where she's wound up.

"Going into the doctoral program [at the college], I didn't know what I would become," Kalin says, sitting at a round wood table in front of her office's wide picture window. "I didn't want to be a therapist, that I knew. But I was very open."

That degree of openness has invited opportunities for Kalin, who earned her undergraduate degree at the University of Minnesota, a master's in education and counseling psychology at the University of St. Thomas, and a Ph.D. in the CSPP program. For instance, when a potential employer once asked her, "Would you like to be an adjunct?" she affirmed right on the spot. "I said, 'Sure! What's an adjunct?'"

The part-time position grew into a career at MDA Consulting Group Inc.—a group of organizational psychologists who specialize in corporate hiring, team-building and organizational development—where Kalin, 48, has worked since 1992.

The practice dovetails especially well for the St. Paul native, who wrote her dissertation on the mid-career female MBA graduate. Completed in 1998—10 years after Kalin entered the CSPP program—her study drew its subjects from female graduates of the University of Minnesota's Carlson School of Management.

"Women poured out their hearts at the open-ended question section," she says, surprised at their candor along with a survey response rate of 60 percent. Complaints about office politics, lack of balance between home and work life, distaste for golf, and feelings of isolation especially struck her.

"The biggest thing I've learned is [that] being called a super woman is not a compliment," she says.

In her own life, Kalin demurs that she is anything superlative. "I maintain" is the way she describes her approach to balancing work and family. But, as a mother of three

daughters—now ages 13, 14, and 19—she at various times has juggled parenting, academics, and jobs, including a stint as a residential real estate agent.

At the college, Kalin says she took "one class at a time." Her philosophy was plain. "You need to let some things go," she explains. "I told myself it was okay not to always get an A."

That her professors allowed her leeway on occasion helped Kalin keep her footing. "The professors got to know me and understood my situation," she says. "They respect nontraditional students. [CSPP lets] you be what you want to be."

The chaos has eased some, though not completely. With her eldest heading off to college and a Bat Mitzvah to plan for her youngest, Kalin now finds a degree of serenity in work. "Someone said, 'Your office is so neat,'" she says, twisting the heart-shaped gold earring on her earlobe. "That's because it's my space. I get to finish sentences here, too."

Moreover, Kalin has found a career where, as she says, "all the pieces fit together."

"I never thought that this would be what I would be doing, but I love what I'm doing," she says. "We're able to make real-world psychology real in the world."

—Diane Richard



OUR COLLEGE COMMUNITY



Nicola Alexander



Kenneth Bartlett



Douglas Huffman



Dick Joerger



Julie Kalnin



Jeremy Kahan

Appointed

Nicola Alexander is a new assistant professor in educational policy and administration. She received a Ph.D. in public administration from the Graduate School of Public Affairs, State University of New York-Albany and was an assistant professor at Florida Atlantic University, Fort Lauderdale. Her research interests focus on educational finance.

Kenneth Bartlett has been appointed assistant professor in work, community, and family education. He received a Ph.D. in human resource development from the University of Illinois at Urbana-Champaign and is pursuing research concerning worker development in international settings, particularly in Pacific Rim countries, and training and development in the tourism industry.

Kristeen Bullwinkle is the new Web communications specialist. Before joining the college, she served as Web editor for the Federal Reserve Bank in Minneapolis. She is an alumna of the college, with an M.Ed. in adult education.

Tracy Ellinwood has been hired as assistant academic adviser in Student & Professional Services to work with undergraduate students majoring in foundations of education or pursuing licensure as elementary teachers.

Douglas Huffman is a new assistant professor in curriculum and instruction whose research interests are concentrated in science education. He is especially interested in exploring issues of assessment, evaluation, and measurement. He received a Ph.D. in science education from the University and was a research associate in the

Center for Applied Research and Educational Improvement prior to his faculty appointment.

Richard Joerger, who has a dual appointment with the College of Agricultural, Food and Environmental Sciences, is an assistant professor in agricultural education in the Department of Work, Community, and Family Education. Before joining the faculty last year, he taught at Utah State University.

Julie Kalnin has accepted an appointment as assistant professor in curriculum and instruction. She received a Ph.D. in education from the University of California-Berkeley and will focus her research on teacher education issues.

Jeremy Kahan, whose Ph.D. is in mathematics education from the University of Maryland, is a new assistant professor in curriculum and instruction. His research

interests include studying student concepts of mathematical proofs.

Tim Matheny has been appointed assistant professor in educational policy and administration. He received a Ph.D. in educational administration and policy from the University of Michigan. His research has focused on political and historical perspectives in educational policy decision making.

Jennifer McComas is a new assistant professor in educational psychology with a special education focus in emotional and behavioral disorders. She received a Ph.D. from the University of Iowa in special education and was a member of the faculty of the City University of New York before moving here. One major area of her research focuses on strategies for redirecting students with disruptive classroom behaviors.



Tim Matheney



Jennifer McComas



Susan Oswald



Corliss Outley



Michael Rodriguez



Sheila Ruhland

Mary McEvoy, professor and director of the Center for Early Education and Development (CEED), has agreed to become interim chair of the Department of Educational Psychology for the 1999-2000 academic year. A national search has begun for a permanent department chair.

Susan Oswald is the new director of alumni relations. She spent the past 10 years in Seattle, most recently working as director of summer and special programs at a private school. She received a B.A. in elementary education from the college in 1987.

Corliss Outley has joined the college as assistant professor in kinesiology and leisure studies. She holds a Ph.D. in recreation and resources development from Texas A&M University. Her research interests encompass inner-city children's day-to-day recreational activities

and how their perceptions of their environment impact those activities.

Roxi Rejali has joined Student & Professional Services as a communications specialist. She previously worked in the University's Office of Communications & Publications.

Michael Rodriguez is a new assistant professor in educational psychology. His Ph.D. is in educational measurement and psychometrics from Michigan State University. He also is an alumnus of the University of Minnesota with an M.A. in public policy and strategic planning from the Humphrey Institute. He is pursuing research in the areas of test design and large-scale assessments.

Sheila Ruhland has been appointed assistant professor in business and marketing education/school-to-work in work,

community, and family education. She received a Ph.D. in continuing and vocational education from the University of Wisconsin-Madison. Before accepting this position, she was dean of the business division of Western Wisconsin Technical College and an assistant professor of marketing education at the University of Missouri-Columbia. Her research interests center on assessment and evaluation at the two-year college level.

Lynn Searcy has been hired as assistant coordinator of licensing and leadership development for school administrators in educational policy and administration. She also has an appointment as a lecturer in that department.

John Schepers has joined the Institute of Child Development as assistant to the director.

Julie Slapp and **David Welter** have joined the staff of the financial services office as senior accountants. Both come here from other departments in the University.

Martha Thurlow has been named director of the National Center on Educational Outcomes. Prior to this appointment, she served as associate director of the center.

Lisa Wexler, an Americorps VISTA volunteer, is working as an assistant to Rosemary Miller, coordinator of the University's Early Literacy Initiative.

MOVED ON

Leanne Baylor, coordinator of teacher diversity initiatives, has accepted a new position as a research assistant supporting policy research and analysis in the office of the University's executive vice president and provost. She also will be

working with the Center for Postsecondary Education Policy Studies in educational policy and administration.

Ron Erickson has left his position as associate director of the Office of Educational Accountability to accept an appointment as dean of instruction at Rainy River Community College, International Falls, Minn.

HONORED

Richard Beach, professor in curriculum and instruction, and Frances Lawrenz, professor in educational psychology and curriculum and instruction, have been named the new Rodney S. Wallace Professors of Teaching and Learning. The professorships are funded by Rodney Wallace, a long-time friend of the college and prominent Twin Cities business leader.

Mary Bents, assistant dean and director of Student & Professional Services, has been elected 1999-2001 president of the Minnesota Association of Colleges of Teacher Education.

Patty Finstad, director of the University Child Care Center, was named Child Care Director of the Year by the National Association of Campus Child Care.

Lynn Galle, director of the Shirley Moore Lab Nursery School, received the Midwest Association for the Education of Young Children's outstanding service award.

Charlie Lakin, senior research associate in the Institute on Community Integration, received the Dybwad Humanitarian Award of the American Association on Mental Retardation.

Josef Mestenhauser, professor of educational policy and administration, has been appointed honorary consul for the Czech Republic and awarded the Presidential Silver Medal by Czech president Vaclav Havel.

Gary McLean, professor in work, community, and family education, and **Thomas Skovholt**, professor in educational psychology, have been inducted into the University's new Academy of Distinguished Teachers.

Nancy Pudas, a teaching specialist in the School of Kinesiology and Leisure Studies and a physical education teacher at Eden Prairie High School, has been selected as a 1999 Honoree for Disney's American Teacher Awards. She is one of only 39 teachers selected from the more than 75,000

James R. Rest (1941-1999)



James R. Rest, a professor in the Department of Educational Psychology, died July 17, 1999, after living for several years with a degenerative neurological disorder, Machado-Joseph disease. Rest had been a member of the department since 1970, although he retired from active teaching in 1994.

Rest's major field of study was moral cognition. He, along with Mickey Bebeau, a professor in preventive sciences-health ecology, founded the Center for the Study of Ethical Development in 1982. Darcia Narváez, associate professor in the college's Department of Curriculum and Instruction and Rest's wife, was named executive director of the center in 1997.

Rest also was well-known for developing the Defining Issues Test, now the most widely used measure of moral reasoning development. His most recent book, *Postconventional Moral Thinking*, was published with Narváez, Bebeau, and Stephen Thoma, who studied with Rest and now is on the faculty of the University of Alabama.

Rest was the author of several other books and more than 100 articles on moral development. In 1993 he was presented with the University's Distinguished Teaching Award.

Rest grew up in New Orleans, received an undergraduate degree in history and philosophy at Tulane University, and a doctorate in clinical psychology at the University of Chicago. He completed post-doctoral studies at Harvard University.

To honor the memory of James Rest and acknowledge his contributions to the field of ethical development, the Center for the Study of Ethical Development is soliciting donations to establish a professorship in research on ethical development. If you would like to participate or have ideas for fundraising, please contact Lynn Slifer at 612-625-5511. Checks written for this purpose should be addressed to the University of Minnesota Foundation and may be sent directly to the center.

nominations received. Pudas, now in her 25th year at Eden Prairie, will travel to Hollywood in mid-November to attend the gala at which an overall Disney Teacher of the Year will be announced.

RETIRED

John Taborn, associate professor in special education, retired in September. He joined the college in 1995 from the College of Liberal Arts while maintaining his appointment there as an associate professor in the Department of Afro-American and African Studies. He initiated the transfer to pursue research and projects in multicultural urban education and to work with graduate students in cross-disciplinary studies across both colleges. Taborn received an undergraduate degree in psychology and English from Southern Illinois University, Carbondale, Ill.; an M.A. in vocational and

rehabilitation counseling from the University of Illinois at Urbana-Champaign; and a Ph.D. in school psychology through the college's Department of Educational Psychology. He served as chair of the Department of Afro-American and African Studies from 1988 to 1992 and taught in the School of Psychology and the Department of Youth Studies as well as his home department. Before joining the faculty, he served in a variety of positions with the Minneapolis school district including director of adult basic education, school psychologist, and coordinator of the University of Minnesota/Minneapolis Schools school psychology training program.

INITIATIVES

Ed-U-Tech

The college received a \$1.3 million grant from the U.S. Department of Education to develop an expanded program designed to help future K-12 teachers to learn instructional uses of technology in addition to their other classroom skills. The Ed-U-Tech Project, proposed by Sara Dexter (CAREI), will integrate technology into the college's content area methods courses to allow future teachers to learn to use technologies to support their students' critical, creative, and complex thinking. The project also will support students during their clinical teaching experiences and into their first year of teaching. It's being developed by a consortium including the college, Minneapolis Public Schools, and Seward Learning Systems, a multimedia development company.

To find out more about Ed-U-Tech, visit the Web site at ci.coled.umn.edu/edutech/.

Minnesota Literacy Summit

The Minnesota Literacy Summit drew a crowd of more than 300 policy makers and educators to the Radisson Hotel Metrodome Sept. 27-28. Speakers included Catherine Snow, Harvard Graduate School of Education and president-elect of the American Educational Research Association; Elfrieda Hiebert, University of Michigan and director of the Center for the Improvement of Early Reading Achievement; and Michael Pressley, Notre Dame University and alumnus of the college. Roundtable discussions, led by panels of legislators, school administrators, and college faculty, provided opportunities for sharing experiences and ideas. University President Mark Yudof and Sheila Wellstone, wife of U.S. Senator Paul Wellstone, also spoke.

Give us your Gophers!

The Development and Alumni Relations Office is asking for donations of old University yearbooks. All years are needed. For more information, contact Betty Johnson at 612-625-1310.

ALUMNI NEWS

1920s

Lue Elva Gannon Wivell (B.A., '25, education) celebrated her 100th birthday on August 15, 1999. Wivell, who waited until the age of 42 to marry, devoted her life to education. She resides in the Chris Jensen Nursing Home in Duluth, Minnesota.

1940s

Lorraine Dennis (B.S., '43, nursing education) retired from her position after 28 years as a professor at Roger Williams University-Bristol in Rhode Island. She was named professor emerita and is continuing to teach part-time as an adjunct professor.

Dennis is the author of two books, one of which was translated into Spanish for a Mexican publisher.

June Olson Estelle (B.S. '49, education) recently volunteered on the college's Homecoming Golden Reunion committee. After graduation, Estelle taught

for three years, married, and raised a family of three children. She retired in 1989 from Highland Junior High School in St. Paul and is enjoying reading, traveling, doing needlework, and spending time with her grandchildren.

Elfrieda Lundeberg Farseth (University High School, '20; B.A., '23, music; B.A., '48, education) is celebrating her 97th birthday this month! She has worked as an elementary school librarian in Madison, Wisconsin, and Minneapolis. She has utilized her music training by directing choirs and small groups of singers, which she declares "a very happy professional combination!"

Charles Nichols (B.A., '48, industrial education) was appointed chair of the Metropolitan Airports Commission in May 1999. He will oversee operations at Minneapolis-St. Paul International Airport and six other metro airports. Nichols was appointed director of vocational, technical, and industrial education for the Minneapolis Public Schools in 1973. Later he became a construction contractor, designing and making aircraft hangars, and was a consultant to several corporations and schools. He is former chair of the



THIS IS INDEED AN exciting time to be in education—and these are exhilarating days to be associated with the U of M! More citizens are recognizing the crucial role public education plays in sustaining a successful society. That means that the college is more important and visible than ever.

The alumni society supports the activities of the college through year-round programs and events. I would like to express my sincere appreciation to our Alumni Society Board for its gracious and generous service during this past year.

Retiring board members are Dorothy Engan-Barker, Wesley Matson, and Marty Rossman (faculty representative). Board member Laura Dulan resigned to accept a new position in the Washington, D.C. area.

Retiring service fellows are Jennifer Fretland, Melissa Gilboe, Allison Spande, Stephen Terhaar, and Esther Williamson.

I want to extend a warm welcome to returning board members Yvonne Redmond-Brown (vice president), Geri Skogen (secretary-treasurer), Barbara Billington (past president), Carole Carlson, Mary Endorf, Carole Gupton, Joan Hultman, Carl Shutts, and Ruth Stewart.

Our slate of new candidates, nominated to serve a three-year term from August 1999 to July 2002, includes Nora Eastman, Donna Grant, and Bob Koenig.

This year's service fellows are Nicholas Hamele, Rebecca Hoyt, Anthony Mallinger, Kari Nodorf, and Mala Ugargol. These teachers-in-training serve the college in exchange for scholarship assistance during their post-baccalaureate program.

The year 2000 is an exciting time for all alumni to renew their affiliation with the college. The campus looks great; faculty, staff, and students at the college are leaders in their fields, and the University of Minnesota is opening a wonderful new "front door." The Gateway visitor-alumni center promises to be absolutely stunning, and will offer increased opportunities for students and alumni to connect with the U. An official "open house" is planned for next spring.

I hope you will participate in the many special events planned throughout the year. Encourage a friend from your days at the U to join you in the festivities. And remember, "Show your colors!"

Patrick Romey
alumni society president

Minneapolis Urban League and former City Council member in Brooklyn Center.

Thomas Slettehaugh (B.S., '49, art education; M.Ed., '50, art education) began his career teaching art at the high school in Albert Lea, Minnesota. He later taught college and university art and art education classes at the U of M from 1970 to 1986 and is an associate professor emeritus. Slettehaugh's artwork has been exhibited since 1949 in both the U.S. and overseas. His last exhibit, in September 1988, was at First University of Rome, Italy. Some of his paintings currently hang in the University Campus Club.

1950s

Virginia Mattice Moore (B.S., '51, English education) died May 17, 1999, after a brief illness. Moore, 72, was a resident of East Aurora, New York. After graduating, she taught English for seven years before moving to the East Coast. She was a former chair of the East Aurora-Wales-Holland Branch of the American Red Cross. She also was a Paul Harris Fellow of Rotary International.

1960s

Sara Carbert (B.A., '63, elementary education) was named teacher of the year at Essrig Elementary School in Tampa, Florida. She started

teaching first grade at Essrig in 1987 and is a strong proponent of introducing the arts to her students.

1970s

Frederick Adelman (Ed.D., '73) died of cancer at his home in Santa Fe, New Mexico, at age 77. He was a retired Air Force officer, serving in the Air Force for 32 years and flying as a fighter pilot in World War II. He also served in the Korean and Vietnam wars and worked as a meteorologist and aerospace safety director for the Air Force. He was an aerospace professor and department head at the University of Minnesota. Adelman enjoyed opera and helped to develop the North Star Opera in the Twin Cities, serving as its president for many years.

Jennifer Braaten (B.A., '70, education) has been appointed the first female president of Midland Lutheran College in Fremont, Nebraska. She is the first female president at any of the 28 colleges and universities affiliated with the Evangelical Lutheran Church in America. Braaten began her education career teaching history and sociology to high school students. She also taught at Palm Beach Community College, Florida Atlantic University, and the College of Boca Raton. Since 1991 she has

been serving as provost and vice president for academic affairs at Lynn University in Florida.

Mary Broderick (B.S., '62, nursing education; M.A., '65, nursing education; Ph.D., '77, educational policy and administration) was appointed president and chief executive officer of Catholic Eldercare, Incorporated in February 1999. Broderick spent 18 years in senior administrative roles at the College of St. Catherine, where her focus was the education of health professionals. She was interim president of the College of St. Catherine from 1997 to 1998 and vice president and academic dean of the Minneapolis campus from 1987 to 1997. Her work includes establishing several academic programs and community partnerships, including the Minnesota Center for Health Care Ethics and Success Family Housing. A registered nurse, Broderick taught nursing earlier in her career.

Marilyn Hawley Byrnes (B.S., '49, child welfare; M.Ed., '75, elementary education) serves on the board of directors for retired teachers of the Minneapolis Public Schools. She retired from Minneapolis Public Schools after teaching in the primary grades for 30 years. Currently Byrnes is volun-

teering for several school districts. She is director of Story Theater at the Westonka Senior Center and is chair for SALT (Seniors and Law Enforcement Together) in Mound.

Liberty (B.S., '71, elementary education) has been a substitute teacher in St. Paul, N. St. Paul, and Mahtomedi school districts. She was a member of the St. Paul Police Reserve, earned a two-year electronics degree, completed course work in drug abuse and human relations, and studied human intelligence at the graduate level. After completing a degree in theatre arts, she became involved in community theatre and comedy in the Twin Cities. Currently, she is working for U.S. West.

1980s

Kristeen Bullwinkle (M.Ed., '89, adult education) recently accepted a position as the Web communications specialist at the college. Before joining the college, she served as Web editor for the Federal Reserve Bank in Minneapolis.

Daniel S. Johnson (M.Ed., '80, recreation, park, and leisure studies) was named executive director of the Blue Cross and Blue Shield of Minnesota Foundation. He has been associate director of the foundation since 1997, responsible for public

relations and community affairs. Johnson lives in West St. Paul with his wife and two children. He is a community meal volunteer, youth coach, and scout leader.

Susan Oswald (B.S., '87, elementary education) has returned to the college as director of alumni relations. She says she is looking forward to connecting with our alums! Oswald had been living in Seattle, Washington, for the past ten years, working in the education field coordinating special events and programs for youth, adults, and communities. She is married and has a three-year-old daughter, Uma.

1990s

Julie Hutcheson (M.Ed., '96, teacher leadership) is a kindergarten teacher at the American Indian Magnet School in St. Paul. She is Native American enrolled at Keewanaw Bay Ojibwa Community in Michigan. Hutcheson is a national board certified teacher with a certificate in early childhood/generalist and was elected last fall to the Professional Teaching Standards Board of Directors.

Diane Bales (M.A., '95, child psychology; Ph.D., '98, child psychology) has been chosen as one of 30 fellows for

Sowing the seeds of change



FOR 20 YEARS **FRANCES KIDD** worked to create opportunities for girls' athletics in the Minneapolis schools. Then, in 1972, she retired. It was the year Title IX came into being.

The irony is not lost on Kidd (M.A., '49, physical education), who directed the district's physical education programs for girls from 1952 to 1972. (Title IX mandates that educational institutions receiving federal dollars must provide equal opportunities for female and male sports participation.)

"In 1972, my entire budget was \$6,000," she recalls. "My successor's budget in 1973 was \$60,000.

"The changes are here to stay and these girls playing soccer and hockey and basketball will never give it up," Kidd says. "I hope all the men can get used to it. These changes have a wider meaning than just sports. Men have to look at women differently now. We're not the little pantywaists they'd like to think we are."

Kidd grew up playing sports such as volleyball, basketball, and softball in girls' teams at the settlement houses of Minneapolis in the 1920s. She also played on girls' teams in the summer programs run by the city parks. But the teams played only against themselves—not against other girls' teams at other locations. Their competition was mainly for gym time or field time that always went first to the boys' teams.

She received a three-year undergraduate teaching degree at the University of Wisconsin-La Crosse and taught physical education in Hudson, Wis., from 1928 to 1945. Family and friends persuaded her to return to her hometown in 1945 where she continued to teach P.E. while also completing an M.A. in education in the college. In 1952 she accepted the directorship for girls' athletics in the Minneapolis schools.

"I got together a lot of the P.E. teachers from the various schools—there were 11 high schools at that time," Kidd says, "and we set up an unofficial, informal league for the girls' teams to play one another. I bought all the golf balls and tennis balls because the coaches didn't have any money."

She cut some innovative deals with the coaches of the boys' teams to gain gym and field time for girls' teams. "There's more than one way to skin a cat," she says with a chuckle. "But it was very clear they didn't want the girls to have anything because they believed that meant the boys would have to lose something. It's unfortunate, but I think some people still believe that."

Kidd, who celebrated her 92nd birthday this year, is a big fan of the women's and men's Gopher teams, following football and basketball especially. She also likes soccer and is pleased to see women's hockey becoming more common although it isn't a sport she watches. Title IX has made dramatic changes in the past 27 years and Kidd cheers them all without regret, knowing that while she wasn't around to personally reap the benefits, she was one of those who sowed the seeds.

An endowed scholarship fund for men's and women's physical education students is being established in honor of Frances Kidd. For more information or to find out how to contribute to this fund, please contact Lynn Slifer, director of development, 612-625-5511.

PHOTO COURTESY FRANCES KIDD

Zero to Three's prestigious "Leaders for the 21st Century" program. Bales, a project coordinator for the Children, Youth, and

Families at Risk Program at the University of Georgia, will focus her work during the two-year fellowship on addressing the knowledge,

skills, and sources of support for custodial grandparents of infants and toddlers. She is a member of the National Association for the

Education of Young Children and the Society for Research in Child Development.

Skip Wenda (B.S., '84, elementary education; Ph.D., '96, work, community, and family education) served as director of teacher education at Sierra Nevada College-Lake Tahoe, Nevada, until March 1999 when he became administrator of the Southern office of the Nevada Department of Education in Las Vegas. In addition to serving as administrator, Wenda is the administrator of Teacher Licensing for the entire state of Nevada, a technology consultant for the Adult Education Department, and a member of the Commission for Professional Standards.

Straight to the top



Geraldene Hodelin (M.A., '86, home economics education; Ph.D., '99, education) hasn't wasted any time in putting her Ph.D. to work at the highest level. On September 1, 1999, she became the dean of the faculty of education of liberal studies at the University of Technology-Jamaica, in Kingston. As dean, Hodelin supervises approximately 45 full-time academic staff, 25 adjunct or part-time staff members, and 20 administrative and support staff.

The University of Technology, formerly known as the College of Arts, Science, and Technology (CAST), began a collaborative relationship with the University of Minnesota in 1986. That same year Hodelin, a teacher at CAST, decided to pursue an M.A. in home economics education. It seemed natural to her to earn her

degree in the College of Education and Human Development because of the newly developing relationship between CAST and the U.

Prior to and during the period when she was working on her M.A., she also worked with home economics faculty (now family education) in the college and in the College of Home Economics (now Human Ecology) to develop and establish a four-year B.Ed. degree at CAST/Utech.

In 1996, she decided to return to Minnesota to pursue a Ph.D. in education to prepare herself for the changing needs of the University of Technology-Jamaica. "I felt at that time that the University of Minnesota was the place for me to do a Ph.D. as I was already familiar with its high academic standards," Hodelin says. "I also knew I would get the mentoring, coaching, and support that I needed to work toward my professional and personal goals."

During her work toward an M.A., Hodelin had worked closely with several professors in the college, including Ruth Thomas, Jerry McClelland, and Jane Plihal. She also worked with professors from Human Ecology such as Janice Hogan, Paul Rosenblatt, and Keith McFarland.

"They understood very well my personal and professional needs. I felt that a return to this supportive academic community would be a good way to take on the rigors of a Ph.D. program, especially at my age," Hodelin says with a smile. Her faith was not misplaced, she adds.

"They helped me focus and fine-tune my goals," she says. "In addition, other faculty, like Melissa Anderson and Karen Seashore Louis, by their lived examples and their professional guidance and instruction, help me to prepare for academic leadership."

Hodelin's dissertation topic was "What is it like when children leave home to go to college: The life experiences of Jamaican parents." Jerry McClelland was her adviser.

Along with her professional pursuits, Hodelin has nurtured a 27-year marriage and three children. A son and a daughter are university students and her youngest son is in a two-year college prep program in Jamaica.

PHOTO BY DWANA WATERS

Tell us your news!

Alumni updates will be posted in the spring 2000 issue of *The Link*. There are three ways to contact us:

- 1) send an e-mail to TheLink@tc.umn.edu
- 2) drop us a note to Alumni Office, College of Education and Human Development, 105 Burton Hall, 178 Pillsbury Dr. SE, Minneapolis, MN 55455
- 3) "sign" our alumni guestbook on the Web at asp.coled.umn.edu/guestbook/form.asp

Call for nominations

The deadline for submitting Alumni Society annual award nominations is January 30, 2000. Don't miss this opportunity to help make history! For annual award nomination forms, see our Web site:

www.coled.umn.edu/alumni/awards.htm

The **Robert H. Beck Faculty Teaching Award** recognizes a college faculty member for outstanding contributions to education. The award is given for excellence in teaching and advising, innovation in academic program development, and outstanding educational leadership. The nominee must be a full-time, tenure-track faculty member in the college for at least three academic years, including the current year. Nominations must be made by students currently enrolled in courses administered by the college.

The **Gordon M. A. Mork Outstanding Educator Award** recognizes an alumna or alumnus of the college who has demonstrated excellence in the field of school-based education. The nominee must be a graduate of the college and must serve (or have served) in teaching, counseling, or other non-administrative roles in a school-based educational setting. Individuals may self-nominate.

The **Larry Wilson Award** recognizes individuals who have demonstrated excellence in educational achievement outside the traditional school environment. The nominee must be a graduate of the University of Minnesota and be (or have been) an active educator in a non-school-based setting (business, professional or non-profit organization, public agency, etc.). Individuals may self-nominate.

Mark Your Calendars!

The College of Education and Human Development Alumni Society has many enjoyable events planned for the coming year. For more information about any of these alumni society activities, please contact Susan Oswald at 612-626-1601 or see the college Web site at www.coled.umn.edu/alumni/.

(DATES SUBJECT TO CHANGE)

OCTOBER

- 8 Paul Bunyan Lecture Series, "How Minnesota and Wisconsin Have Led the Nation in K-12 Educational Policy"
- 21 Public kick-off of "Campaign Minnesota"
- 21 "Gopher Break Reception" at the Education Minnesota Professional Conference
- 29 Class of 1949 (and earlier years) Golden Reunion—College Homecoming Breakfast with Dean Steven Yussen and UMAA President Nancy Lindahl
- 30 U of M Homecoming Parade and Football Game vs. Purdue

JANUARY

- 13 University of Minnesota CEHD Campus Career Fair
- 26 UMAA legislative briefing and kickoff
- 28-29 Regional alumni event in Naples, Florida
- 30-31 Regional alumni event in Miami, Florida

FEBRUARY

- 2 National Gopher Job Shadow Day
- 18-19 Regional alumni event in Arizona
- 20 Regional alumni event in Palm Springs, California
- 27 UMAA Mentor Connection social/women's hockey game vs. Wisconsin

MARCH

- 2 Read Across America Day
- TBD Phi Delta Kappa Distinguished Lecture presentation

APRIL

- 3 Spring Recognition Awards and Reception—The Gateway center
- 17 Hospitality room at the Minnesota Education Career Fair
- 24-28 AERA Annual Meeting and college reception—New Orleans, Louisiana

MAY

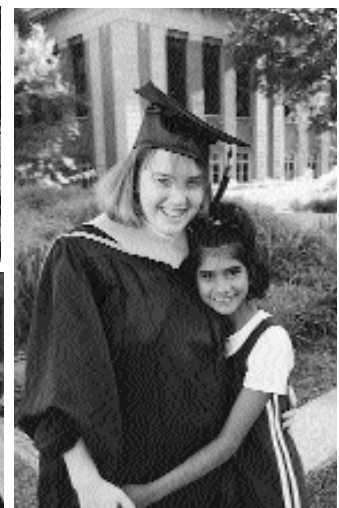
- 8 Commencement reception and ceremony
- 8 UMAA Distinguished Teaching Awards

JUNE

- 1 Spring post-baccalaureate celebration and picnic

Alumni Society board meetings are held on the third Wednesday of each month (except July and Dec.)

Congratulations to our newest alums!



More than 475 graduates, the largest number in college history, welcomed Education Commissioner Christine Jax as commencement speaker at the 1999 ceremony in Northrop Auditorium. Before the event, graduates and their families and friends celebrated with food and music on the auditorium steps.



Also last spring, the college's post-baccalaureate license students gathered to celebrate the successful completion of their student teaching requirement.



PHOTOS BY DIANA WATERS





REPORT TO DONORS

1998 - 1999

Transformation. It's a word that reflects positive, often dramatic change. Transformational is a word we often use when speaking of the private support the college receives. Whether it's a major gift to establish an endowed faculty position or permanent research fund, or many small gifts through the Annual Fund to provide student scholarships, private support helps to transform us. It enhances the college's ability to educate, conduct research, and share its work with the community, the nation, and the world.

As this issue of *The Link* arrives in your mailbox, the University of Minnesota will be announcing *Campaign Minnesota*. With a goal of more than \$1 billion, *Campaign Minnesota* represents the most ambitious fund drive the University of Minnesota has ever undertaken. In the months to come, you will hear more about the college's vision for our portion of the campaign, and the corresponding opportunities for transformational giving by alumni, donors, and friends.

Again this year at the College of Education and Human Development, we have benefited from the generous support of the people and organizations listed on the following pages. These contributions help to transform the college by providing a "margin of excellence" through student scholarships, faculty and research support, and outreach to parents, schools, communities, and organizations.

We extend our warmest thanks to you, our donors and friends, and look forward to working together with you to continue transforming the college in remarkable ways.

Lynn Slifer
director of development

Report to Donors

JULY 1, 1998 - JUNE 30, 1999

YOU WILL NOTE a few changes in this year's *Report to Donors*. As always, the *President's Club* recognizes the college's most generous benefactors—individuals, families and organizations—who have given generously to ensure the continued excellence of the college's faculty, students, research, and outreach. However, you will notice several new giving societies, created to more accurately recognize those who donate at higher levels.

The college's unique donor club, *The Education 1000*, has been discontinued. Those donors who give annually continue to be recognized in our annual donor listings, and the college has adopted the University's two new annual giving clubs: *The Maroon Club* (\$1,000-2,499 annually) and the *Gold Club* (\$2,500-24,999 annually).

We have made every attempt to accurately list donors at the correct levels of giving. If you find an error, please contact Betty Jo Johnson at 612-625-1310.

Bold names indicate membership in the University Alumni Association.

Italic names indicate deceased.

The Presidents Club

Builders for the Future

recognizes donors who make gifts of \$1 million or more:

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Regents Society

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The University recognizes those individuals and couples who joined the Presidents Club with gifts and pledges totaling at least \$10,000, the minimum level for the Presidents Club before July 1, 1998:

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John P. Yackel

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donors listed gave \$1,000 to \$2,499 in 1999

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