

Link

FALL 2002 : for alumni and friends of the College of Education & Human Development



UNIVERSITY OF MINNESOTA

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9

COVER STORY

Back to the future

Primers, normal school, and an extra \$600 for coaching: Retired teachers reminisce

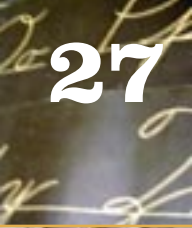


16

ALUMS AT WORK

Getting down to business

CEHD alums are everywhere—from soccer fields to boardrooms



27

REPORT TO DONORS

Support from the heart

2001–2002



4 : CURRENTS

Linking up with emeriti faculty, women and philanthropy, and other news from the college

22 : ALUMNI NOTES

News from fellow alums, awards, a call for mentors

7 : COLLEGE COMMUNITY

New faculty and staff, college initiatives

25 : ALUMNI PROFILE

Jeannette Tilley: Holding fast to her vision

14 : BRIEFLY

Nonagenarians remember the U of old

38 : CONTINUING PROFESSIONAL STUDIES

International Ed.D. program: Virtual cohort from around the world



21 : RESEARCH UPDATE

Blind spots: Maybe that collision wasn't your fault

Rational Number Project: 23 years and still counting (and multiplying and dividing)



ON THE COVER: College alumni share photos from their early years as students and teachers. In the snapshots, left to right, are Betty Ruth Raygor; Teresa Stemmer's first group of students; Margaret Virum wearing a Valentine "crown;" Grace Andrews; and, in the last photo, Wayne Gilleland (middle) and Edward Kernan (right).

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Link is published three times a year by the University of Minnesota College of Education and Human Development for alumni, faculty, staff, and friends of the college. Send correspondence to the editor, 105 Burton Hall, 178 Pillsbury Drive S.E., University of Minnesota, Minneapolis, MN 55455-0211. For address corrections, call 612-625-1310.

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The College of Education and Human Development is committed to recruiting, enrolling, and educating a diverse population of students who represent the overall composition of our society.



FROM THE DEAN
syussen@umn.edu

One-hundred and forty years ago, in the midst of the Civil War, the federal government made a remarkable investment in education and democracy, the Morrill Act of 1862. Congress gave states the means to support public universities through land grants, a bold, far-sighted commitment to support institutions that provide learning and information with direct relevance to our daily lives. Land-grant universities have evolved beyond their original missions in agriculture and the “mechanical arts,” but the commitment to serving their states and local communities remains central.

As a college in a land-grant university, we take our compact to teach, to generate new knowledge through research, and to conduct outreach, seriously. During current discussions of the college’s strategic plan, we asked, “What would it mean to aspire to be the premier land-grant college of education in the country?” Clearly, as part of a land-grant institution, civic engagement—involvement at the community level to advance education and human development—would be at the heart of such a goal.

To be the best land-grant college of education is a tall order; but a look at our current level of civic engagement shows we are well on our way.

Earlier this fall, I traveled to northern Minnesota to meet with local educators and colleagues from the College of Biological Sciences to discuss easing the shortage of biology teachers in rural communities and encourage more American Indians to consider teaching. Biology teachers and students in six northwestern Minnesota school districts will reap the benefits of expanded professional development and internships in this four-year effort funded by a \$1.7 million grant from the Howard Hughes Medical Institute.

Our Center for Early Education and Development (CEED) is partnering with local communities and agencies across the state to better prepare preschool educators and families to help Minnesota children develop early literacy and language skills. A \$1.5 million grant from the U.S. Department of Education will help CEED and its partners over the next two years to pursue this work.

The college continues to partner with schools to improve reading instruction for K–3 students with funding provided by a \$24.5 million federal Reading Excellence Act (REA) grant. This summer, more than 600 educators from schools across Minnesota attended a summer literacy institute designed and led by the college’s professors in reading instruction.

Our engagement with communities across the state to address critical issues in education and human development is clear. To become the premier land-grant college of education, we will need to be even more responsive and redouble our efforts to develop partnerships and work with communities to improve the lives and learning opportunities for children, youth, and adults. With the help of our friends and community partners, I know the college can succeed.

Steve Yussen



Link gets a makeover

Does *Link* look just a bit different? We hope so! We're excited to show off our new four-color format after many years of using only two colors in our design. Using two colors

instead of four was a way to keep printing costs as low as possible. Going



to a four-color design doesn't mean, however, that we're now spending beyond our means. Just the opposite. Because of advances in print technology, we're now able to print the magazine in four colors for less money than we were spending on the

former two-color process. Who could pass up such a good deal?

In conjunction with the change to four-color, our designer, Nance Longley, has created a new graphic image for *Link*, both with the typographical treatment of the magazine name on the cover to headings and other elements inside the magazine. Please let us know what you think: call 612-626-8782 or e-mail rader004@umn.edu.

Do you know how to get *Between the Links*?

Chances are, if you've got *Link* in your hands you're an alum or friend of the College of Education and Human Development and you're interested in

the latest news about college activities. Although *Link* comes out three times a year, we've found that the time between *Links* often seems too long to wait to share news, so we've developed a new publication, *Between the Links*. We hope it will bridge the communication gaps between

EDUCATION & HUMAN DEVELOPMENT Alumni College

UNIVERSITY OF MINNESOTA

ALUMNI COLLEGE Learning for a lifetime

issues of the magazine.

Between the Links will be sent three times a year to members of the University of Minnesota Alumni Association (UMAA) and contributors to the college. It offers a quick, easy way to stay up-to-date about upcoming events, current research, and other college news and initiatives.

You can find the inaugural issue (August/September 2002) online: www.education.umn.edu/news/links. If you are not yet a UMAA member but would like to receive *Between the Links* at home, you'll find information on joining the UMAA at www.alumni.umn.edu (under Membership) or you can call 612-624-2323 in the Twin Cities or 1-800-UM-ALUMS (862-5867).

Dozens of college alumni and friends converged on campus Saturday, Nov. 2, to explore new ideas, engage in lively conversation with classmates and professors, and get excited all over again about learning. At the first-ever Alumni College they found no tests, no grades, and no home-work—simply a day jam-packed with the best parts of college.

Alumni College students attended mini-lectures by college faculty on hot topics in education, enjoyed a festive maroon and gold luncheon, heard remarks from Dean Steve Yussen, and toured the newly renovated Walter Library.

UMAA members automatically received an Alumni College schedule and registration information in mid-September. If you are not a UMAA member and would like to receive future Alumni College information, contact Raleigh Kaminsky at 612-626-1601 or kamin003@umn.edu or see www.education.umn.edu/alum/news.html.



Linking up with emeriti faculty: George Olson, art education

George Olson, art education professor in the college from 1961 until his retirement in 1983, lives on a quiet, tree-lined street just across the Minneapolis border in Edina. His home is filled with art and memorabilia reflecting a long life of scholarship, travel, and family. Bookcases are filled with dozens and dozens of books on art and art history that Olson consults frequently. He continues to pursue many of the interests that were central to his teaching and research while at the college.

“I’ve always focused on medieval art and the Middle Ages,” Olson says. “I’m very interested in iconography—especially Greek and Russian icons. I’ve been to Russia four times and know the director of the Hermitage. I have many

friends there, both artists and historians.”

Icons of all sorts grace Olson’s home. Some are treasured because of their unique and rare qualities, others because they are gifts from friends. Some are in ornate frames, others simply mounted on wood. One featuring St. George the Dragon Slayer was a particular favorite of his late wife, Gladys, and he worked with Gaytee Stained Glass Studios of Minneapolis to design a window based on the icon that is now part of St. Mark’s Episcopal Cathedral, Minneapolis. It was dedicated to his wife’s memory in 2000. When he isn’t entertaining his three grandchildren, Olson is active at St. Mark’s, helping with Loaves and Fishes and Meals on Wheels.

A celebration of women and philanthropy

About 25 women gathered on Sept. 25 for a kickoff breakfast to celebrate the newly formed Women’s Philanthropic Leadership Circle. The Circle’s goal is to support women in educational leadership by raising money, and financial and philanthropic awareness.

The Circle is a permanent, volunteer-driven organization of the College of Education and Human Development. For



more information about the Circle or how to become a member, please call Lynn Slifer or Susan Oswald at 612-625-1310.



Top: Mary Ursu, along with other attendees, listens to Janet Hagberg, noted author and speaker, talk on the topic of women, power, and money. **Lower photo:** Organizing members of the Circle (left to right): Melissa Krull, Andrea Hjelm, Barbara Tuckner, Susan Hagstrum, Margaret Sughrue Carlson, Marcia Carthaus, and Cryst Brunner. (Missing from photo are Mona Dougherty, Mary Endorf, Barbara Gabbert, and Nancy Lindahl.)

PHOTOS: LEO KIM (left); RICHARD ANDERSON (right)



Former college dean Robert Bruininks named interim president of the U



Robert Bruininks, dean of the college from 1991 to 1997, was named interim president of the

University in June after then President Mark Yudof accepted the position of chancellor for the University of Texas system.

Bruininks left the college in 1997 to become provost and executive vice president under Yudof. He was planning to resign from that position this year to take a sabbatical in 2002–03. Instead he has found himself at the helm of the University on an interim basis. He removed himself from the candidate pool for the presidency and hopes to take his delayed sabbatical when a new president is named. Following the sabbatical he plans to return to the college to teach and pursue research.

Technology initiative to train school leaders

Scott McLeod, assistant professor of educational policy and administration, and **Joan Hughes**, assistant professor of curriculum and instruction, have received more than \$2 million to fund the School Technology Leadership Initiative, a three-year project designed to give technology training to existing school leaders.

The initiative's goal is to create and deliver the nation's first comprehensive program to address a nationwide short-

age of school administrators able to effectively implement technology in their schools. It will develop learning modules that address the full spectrum of the National Educational Technology Standards for Administrators from the International Society for Technology in Education.

This initiative brings together the University, national and state educational leadership organizations, professional educational administrator associations, major technology corpo-

rations, and other educational technology organizations.

The School Technology Leadership Initiative will establish school district partnerships to recruit leaders for the program, particularly in urban and rural areas where technology leadership needs are greatest. It is funded primarily by the United States Department of Education Fund for the Improvement of Postsecondary Education (FIPSE).

Race and difference: How do they impact teaching and research?

The Assembly for Research Midwinter Conference of the National Council of Teachers of English (NCTE), Feb. 21–23, 2003, will be in Minneapolis.

Tim Lensmire, associate professor in the Department of Curriculum and Instruction and one of the key organizers of the conference, says the meeting “will focus on race and difference and will explore how these inform our perspectives and practices as

educators and researchers.”

“Teaching and Research Across Color Lines: Literacies, Pedagogies, and the Politics of Difference” will feature seven keynote speakers including Gerald Torres, coauthor with Lani Guinier of *The Miner's Canary: Enlisting Race, Resisting Power, Transforming Democracy*, and Gloria Ladson-Billings, author of *The Dreamkeepers: Successful Teachers of African-American*

Children and Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms.

The conference will take place at the Radisson Hotel Metrodome and the McNamara Alumni Center. For more details and registration form, see the conference Web site at www.education.umn.edu/ci/nctear.



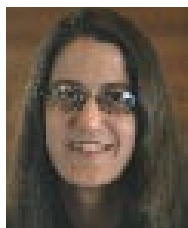
Mark Bultmann



Karen Charles



David Rapp



Kathleen Thomas

Appointed

Mark Bultmann joined the college in June as the new associate director of Student & Professional Services. He received an M.S. in counseling and student personnel in 1980 and a B.A. in psychology in 1973, both from Minnesota State University, Mankato. Bultmann has been with the University for more than 16 years as director of Student Services for the College of Agricultural, Food, and Environmental Sciences (CoAFES) and also served as undergraduate program coordinator for CoAFES' Department of Applied Economics.

Karen Charles became the college's coordinator of multicultural programs and

outreach in May. She received a master's degree in educational administration from Georgia State University in 1998. In 1987 she received a B.F.A. in ballet and a B.S. in computer science from Texas Christian University, Fort Worth, Tex. Prior to her appointment, Charles was director of arts programs at the Arts High

School, Perpich Center for Arts Education. She has worked as a teacher and administrator in the Atlanta public schools, Ga., and has taught a multicultural education course to prospective teachers at the University of Kansas.

David Rapp is a new assistant professor of educational psychology. He received a Ph.D. in experimental psychology from the State University of New York at Stony Brook in 2000 and was a postdoctoral fellow at Tufts University. Rapp's research interests include spatial representations and map comprehension, reader preferences and narrative comprehension, and comprehension of multimedia

presentations.

Kathleen Thomas joined the faculty this fall as an assistant professor of child psychology. She received a Ph.D. in child psychology from the Institute of Child Development in 1997. Prior to joining the college, Thomas was a researcher and instructor at the University of Pittsburgh and assistant professor of psychology in psychiatry at Sackler Institute for Developmental Psychology, Weill Medical College of Cornell University. Her research interests focus on developmental cognitive neuroscience, including the interface of emotion and cognition in childhood anxiety and depression. She is starting a laboratory for behavioral and eye-tracking research and is teaching courses in cognitive development and research methods.

Changing leadership in college departments

2002–03 department chairs/directors and directors of graduate studies (DGS):

Department of Curriculum and Instruction: **Deborah Dillon** continues as chair; DGS:

Timothy Lensemire

Department of Educational Policy and Administration: **David Chapman**, chair (replacing

James Hearn); DGS: **Gerald Fry**

Department of Educational Psychology: **Frances Lawrenz**, interim chair (replacing Mary McEvoy); DGS: **Jay Samuels**

Institute of Child Development:

Richard Weinberg, acting director, Nov. 2002–Jan. 2003; **Ann Masten**, director, spring 2003; DGS: **Michael Maratsos**

School of Kinesiology:

Leo McAvoy, acting director, fall 2002; **Michael Wade**, director, spring 2003; DGS: **Diane Wiese-Bjornstal**

Department of Work, Community, and Family

Education: **Roland Peterson**, interim chair (replacing Jane Plihal); DGS: **Jerry McClelland**

New leadership in college centers

James Stone III, associate professor of business and industry education, replaces Charles Hopkins as director of the college's National Research Center for Career and Technical Education (NRCCTE).

Dean Steve Yussen is acting director of the Center for Applied Research and Educational Improvement (CAREI), replacing Karen Seashore, professor of educational policy and administration.

David Chapman, professor and

chair of the Department of Educational Policy and Administration, has been appointed director of the Postsecondary Education Policy Studies Center (PEPSC).

Departed

James Hearn, former professor and chair of the Department of Educational Policy and Administration, has joined the faculty at Vanderbilt University.

Deborah Ceglowski, former assistant professor of curriculum and instruction, has taken a position at the University of North Carolina at Charlotte.

Bill Wilson has left his position as coordinator of the Common Ground Consortium (CGC) and diversity outreach to concentrate on his position as director of the Higher Ground Academy, a charter school in St. Paul. Since 1995, Wilson has led the college's CGC effort to bring students from 10 historically black colleges and universities to the college to pursue graduate study in education.

Honored

Cryss Brunner, associate professor of educational policy and administration, has been

appointed to *Educational Administration Quarterly's* editorial board.

Faith Clover, lecturer in curriculum and instruction, is Art Educators of Minnesota's (AEM) Higher Education Art Educator of the Year. She will receive the award at AEM's state conference, Nov. 1, Earle Brown Heritage Center.

Aaron Doering, lecturer in curriculum and instruction, was a delegate to Mission Antarctica's parallel event to the World Summit on Sustainable Development 2002, Sept. 2–11, Johannesburg, South Africa. As a representative of the University, National Geographic, and the Coca-Cola Foundation, Doering met with leaders such as President Vladimir Putin of Russia to raise awareness about preserving the Antarctic as a natural reserve.

Richard Weinberg, professor of child psychology, has been named Big Ten Conference representative for the NCAA Division I championships and competition cabinet for all men's and women's sports.

Harlan Hansen (C&I emeritus) and Ruth Hansen (Ph.D., '80, C&I) received a \$25,000 grant from the Naples, Fla.,

Community Foundation to demonstrate that preschool programs can raise children's literacy growth and better prepare them for entrance into kindergarten.

Clifford Hooker (EdPA emeritus) received the M.A. McGhehey Award in honor of his lifelong contributions to the field of education law at the Education Law Association's (ELA) 2001 annual conference, Albuquerque, N.M.

College initiatives

▶ Minnesota's new teachers will receive better and more consistent preparation for teaching children to read thanks to a three-year, \$1 million grant from the Bush Foundation. The grant funds Minnesota Reads, the college's new collaboration designed to revamp the curriculum and update instructional strategies of teacher licensure programs at the college and three other Minnesota schools—St. Cloud State University, College of St. Catherine's, and Augsburg College.

▶ A four-year, \$1.7 million grant from the Howard Hughes Medical Institute will support internships for future K–12 biology teachers and professional development

for current middle and high school teachers. The grant's purpose is to ease the shortage of biology teachers in rural areas of Minnesota and work to encourage more American Indians to become science teachers. The college is collaborating with the University's College of Biological Sciences and the Minnesota Department of Natural Resources on this project.

▶ More than 600 teachers and other educators attended the college's Summer Literacy Institute, where college faculty led workshops on teaching children to read. This professional training is part of a two-year, \$24.5 million federally-funded effort through the Reading Excellence Act (REA). In partnership with the Minnesota Department of Children, Families & Learning (CFL), the college will provide literacy instruction to K–3 teachers in schools with high poverty or with a need to improve student reading skills. College faculty will provide ongoing support to REA schools and will monitor and evaluate progress.

SO YOU WANT TO TEACH?

By
WILLIS E. DUGAN
and
HORACE T. MORSE

Foreword by
W. E. PEIK
Dean of the College of Education

UNIVERSITY OF MINNESOTA
1961

***Retirees reminisce about the classrooms of the past
and offer praise for today's teachers***

Back to the future

The sky was overcast and the late summer air muggy when six alumni of the college, all retired classroom teachers and coaches, gathered in the one-room schoolhouse at the historic Gibb's Farm just north of the University's St. Paul campus. Despite the weather, the mood was enthusiastic as they shared pictures from their early days as teachers and got reacquainted with old friends.

They gathered at *Link's* request to talk about their careers and to compare the challenges of 50 years ago with the challenges of teaching today. During their careers they worked with K–12 students in Minnesota, Wisconsin, the Dakotas, and several other states, one beginning in a two-room rural schoolhouse after attending one of the state's last normal schools (the precursors to colleges of education).

The conversation ranged widely and included discussion about accountability for teachers, a debate on discipline, and explanations of how they learned to reach and teach children of all abilities. Now in their 70s and 80s, this group has fond memories of their classroom years but are not necessarily the traditionalists you might expect.

The participants pose here on the schoolhouse steps (clockwise from upper right): Edward Kernan (B.S., '48, physical education), Grace Andrews (B.S., '36, education), Wayne Gilleland (M.A., '57, physical education), Teresa Stemmer (B.S., '62, education) and husband Warren, Betty Ruth Raygor (Ph.D., '72, education), Margaret Virum (B.S., '48, child welfare), and Edward's wife, Aleen.





Different paths to teaching

Margaret Virum: I grew up in the Minneapolis schools and I went to the University of Minnesota where I got into teaching

by accident. I wasn't intending to do that at all, but I ended up teaching in the Minneapolis schools for 49 years and I loved it, so I know I ended up in the right place. I still enjoy kids but I'm not too fond of all the other rigmarole involved in teaching these days.

Teresa Stemmer: My mother wanted me to be a teacher. I didn't want to be a teacher. I wanted to be a nurse. But I was barely 16 and I had the opportunity of going to normal school and it was the last year the normal school was going to be offered so I took that. I went off into the country and taught at a school with 35 children in two rooms. I had 25 children. I was 17 but I lasted two years. I went to another rural school for three years, then taught in schools throughout that part of Minnesota.

Grace Andrews: I taught English and history, mostly in Edina, for 25 years. I did some tutoring and taught all

grades between seventh grade and seniors. I also was assistant librarian for several years.

Betty Ruth Raygor: I'm a transplant to Minnesota. My first teaching experience was in Sioux Falls, S.D. during World War II. [After time in Ohio and Michigan] we moved to Minnesota. I decided to go back and get my master's. I was director of a Title I program in Roseville and then became director of special education. I ended up at Hamline teaching in their education department and needed a Ph.D., so I came to the University for that.

Wayne Gilleland: I was born and raised in Minnesota, Scott County. After high school I got a small scholarship to go to the University to play basketball. But the war interfered and the whole freshman basketball team went down and enlisted on Jan. 13 of '43. I graduated from the University in '48. My first job was in Waseca. Best place I ever worked. I'd go back there tomorrow. I got \$205 a month and saved \$50. I taught math and science.

Edward Kernan: My first job was in Robbinsdale where in my second year I had the first team in the Lake Conference to win its way into the

state tournament.

I stayed there for five years. [After teaching and coaching and administrative positions at both the K-12 and university levels] I left education for

business. I retired from the administrative director's position of the largest law firm in the world, Sidley and Austin, in Chicago.

Defining accountability then and now, in the classroom and on the field

Edward Kernan: There was no question that as a coach you were accountable. You were on display once a week and whether or not it was said out loud, you knew you had to produce or your job was in jeopardy. I've often thought there should be some way in education that every field could be as accountable as you are in athletics, a clear-cut system that tells everyone you're doing a good job or a bad one.

Margaret Virum: But was being accountable having a winning team? Or was it showing that you were working with boys or girls and helping them to make the most of everything they could possibly be?

Edward Kernan: I think accountability in athletics is not just winning but also in feeling you did the job to get the best out of the individual you're teaching, whether it's a win or him playing up to his potential. If you do that, even if you have a mediocre season, you'll still be satisfied.

Wayne Gilleland: An important part of working with athletes is teaching them how to lose, too.

Margaret Virum: When I taught first, second, and third grades there was nobody saying I had to prove that my kids are performing thus and so. No one but I knew if any particular kid should be doing better than he was. It was up to me to see that and do something about it.





As a teacher you need to figure out the abilities of every kid in your class—even if, as when I started out, there are 38 of them—and teach each of them so they can do their best.

Edward Kernan: That's right. They won't all achieve at the same level, but to help each reach the highest level possible.

Margaret Virum: Today accountability is testing, you know, and if your kids don't do well in the test—wow! I think all

the testing happening now is doing a big disservice to education and it is not really accountability at all. Some kids just don't do tests very well.

Teresa Stemmer: In the rural schools we were accountable to the state of Minnesota through the county school superintendent. He came in and interviewed us and watched what we were doing, and interviewed the children. We got graded on how we were doing with all eight grades and as long as we followed the state curriculum guidelines, it was just beautiful.

Grace Andrews: I never heard much about accountability in my early years of teaching. As a teacher you did the very best you could. At the end of each day

I would look at those 30-some students and I would think, "What did I do for him today in 45 minutes? What did she get out of this 45 minutes?" How do you reach each of 30 children in only 45 minutes? And now they expect teachers to do that while also giving reports on 150 children every week or even each day. It seems to me that's rather ridiculous. That's all according to this accountability business. I say, "Very silly." Throw all those tests out. Forget about them and teach.

Betty Raygor: I think we all allowed for a tremendous amount of variability in the classroom. We've always had good teachers, dedicated teachers. All of us here had good teachers ourselves when



we were in school and we remember them and they influenced our lives, so we know this is true. It has less to do with a set curriculum or particular textbooks or tests. Just teachers dedicated to helping children, using common sense.

Parent-teacher relationships

Grace Andrews: In a small town, the teachers were more or less looked up to. I can't remember having anyone, any parent, cross with me about any-



thing. Although when I coached plays I noticed that if their child was in the play, the parents would think it was the best play ever put on, but if their child wasn't in the play, they weren't so impressed.

Margaret Virum: In the early years, parents were a big mainstay for me. In those days, most of the mothers were not working so they would come whenever you asked them to come for meetings, conferences, to volunteer, and to help. Most of them were very appreciative of what you did for their kids.

Betty Raygor: I remember I was teaching first grade and one day the children were playing a chase and kiss game on the playground and this little white

girl was kissed by a black boy. She told her family and the father had beaten her and then he came to the school and screamed and hollered at me that they shouldn't be doing this out on the playground. It was hard to deal with because children don't even see any difference in skin color unless their parents make an issue of it. But the father was very irate and the children weren't allowed to play that game any more.

Wayne Gilleland: In a small town they respected teachers so much. For example in my first job, my wife and I were having our first child. Every class—and I taught six classes—brought a gift for the baby. We got a crib,



comforters, a stroller. It was unbelievable.

Discipline and respect

Edward Kernan: When we were teaching, we had to dress presentably and I think the kids respected us more because of that. Teachers today—the things they wear—I guess I'm old-fashioned but I don't think they get much respect in part because of the way they present themselves. Of course, we come from a more disciplined era in time, all of us here. There were a lot of modes of discipline until Dr. Spock came along.

I personally don't like what I'm seeing now.

Margaret Virum: When I was at the University I had an instructor who said that if you had a good curriculum, discipline will be no problem. I hadn't taught yet but I thought that had to be crazy. But she was right. When I first started teaching I had law and order. But later I changed to a more child-centered and individualized curriculum.



I had centers where they could use sand or water or do sewing or woodworking or art. They would sign up for a center the day before and the next day they would come in and go right to their centers and they were all busy without any particular effort or disciplining from me. There was none of this fooling around when I was out of the room, run-

ning out to the hall to see when I was coming back and saying "Look out, here comes teacher!" I found out that curriculum really does help your discipline.

Betty Raygor: I think of my earlier teaching experiences when teachers were allowed to do just about anything to children they wanted to and there were some pretty sadistic teachers who were really hard on their kids.

I had a principal in South Dakota who was very difficult to deal with because she was the kind of person who would

come into your room any time she felt like it. She walked into my room one day and heard me just as I said to this little third-grade boy, "That isn't necessary." Without hearing anything else, she took that child out of his seat, took him out into the hall, shook him and shook him, and banged him into the lockers. You could hear that child's head hitting the lockers. All the children in the room could hear it. I was so upset. Then after she did this and



screamed at him, she called me out and asked me what he had done. I said he hadn't done anything except talk out of turn. So over the years, I

think we've made tremendous strides in stopping that type of thing. I think students preparing to be teachers today are given so many more discipline tools than we had. Oh, if I had had those tools when I started it would have been so much easier!

The public will not allow the kind of treatment that children were given 50 years ago. And they shouldn't.

Grace Andrews: I think discipline for a woman teacher is very different than for a male teacher. I know I looked for the best boy in the class, the leader of the other boys, and I got him on my side. That worked very well for me.

The art of teaching

Margaret Virum: At the time I started teaching after graduating from the University there was a "Miss Woods

Kindergarten School" that gave two-year degrees and promoted a teaching method that was very structured. And there were times in my first classroom when I thought, "Oh I wish the University had taught me to take six children, sit them



in chairs, hand them a book, and tell them to do this or do that."

But it wasn't long before I realized how lucky I was that I had gone to the University instead of Miss Woods because we were given a philosophy, we were given theory. And that was useful my whole career in teaching. I understood not just how to do something but why.

Teresa Stemmer: When I taught in Shakopee I taught first grade. I had 38 students. You remember the Dick and Jane books? Those little primers? I sent these books home with the children and this one mother came, it was November, this mother came in and threw that little book on the desk and said, "He can't read this." We talked

and I said, "Well, I'll just give your son a little more attention. We'll work on this together." She went away happy, and I worked with that boy, and soon he was reading just fine. He just needed a little extra help. He grew up and was inducted into the Shakopee High School Hall of Fame and went on to college. He was just what we call a slow learner.

Margaret Virum: Some kids just don't develop the same way as other kids. When the President and other people on television start talking about how every kid must read by the third grade I just want to—I get so mad I talk back to the television.

Grace Andrews: I had a boy come to my seventh-grade class. His parents had been killed in a car accident and his grandparents were having a great deal of trouble with him. So they sent him up here to live with an uncle who was supposed to iron out his problems. He came to my class and he was somewhat of a problem, but I felt sorry for him. I don't know what I did, I just showed him some sympathy, I guess, but I had him eating out of my hand before very long. He used to come and visit me and tell me how much I helped him and straightened him out.

Margaret Virum: Do people really understand everything that goes into teaching? People seem to think—especially if you're teaching kindergarten or first grade—that you really don't need too many brains or too much education. After all, you've got these cute little kids and you just set them down and teach them—how hard can it be?

— Peggy J. Rader

Teachers provide lifetime lesson plans

After celebrating an alumna's 100th birthday in the pages of *Link*, we started wondering how many alumni we could find who are 90 or older. We published a request for news from this special population and were pleased to hear from quite a few lively nonagenarians. They were asked to reminisce about two things: their time at the University (most were here during the Depression) and their early teaching experiences.

Marian Lambert
(B.S., '33, physical education)
Age 91, St. Peter, Minn.

"The early thirties were hard times, and so we would all bring our lunch with us to campus every day. We'd sit in a lounge to eat and all prop our feet on the table. One day Dr. Norris walked in (J. Anna Norris, a pioneer in teaching women's athletics at the U). She caught us, and we all jumped up. After all, we were supposed to be ladies."

"I was so happy to be getting paid to be a teacher in Glenwood Falls, Minn., after spending a year as a volunteer teacher in Florida. But in those days you didn't stay in one place longer than two

years. You kept moving up. So when an opportunity came in Sioux Falls, S.D., I took it."

Dorothy Falk Hawker
(B.S., '33, physical education)
Age 91, Buffalo, Minn.

"I was in a very close knit group of girls and we had a block of football seats [at Memorial Stadium]. Football was big then under Bernie Bierman, and every Saturday morning we would play a game of field hockey, then grab our blankets and hike over to the stadium to yell our lungs out."

"I was one of two physical education teachers at Minneapolis Central High School, and we each had 100 girls in our classes. I still gasp when I think of how we were able to organize those classes in a democratic manner. Each class nominated and elected its own squad leader. Can you imagine?"

Eleanor Day Johnson
(B.S., '31, math education)
Age 92, Slayton, Minn.

"The University of Minnesota was a much smaller place back then than it is now. It was full of good



Eleanor Day Johnson and Dorothy Day Aarness

friends and good times, that's for sure. And it allowed me to get the education I needed to be a teacher. That's what I always had wanted to be."

"I taught math, and math students were usually the best students. They were the kinds of kids who wanted to take a hard subject, and everyone thinks that is math. But I tried to make it simpler and more fun than that. I loved it. That's why I started doing it."

Dorothy Day Aarness
(B.S., '33, home economics)
Age 91, St. Louis Park, Minn.
(Eleanor Day Johnson's sister)

"I have many fond memories of riding the trolley to class. I remember the trolley and the skipper who drove the trolley. He was always cheery and nice."

ick then, there weren't too many choices for women. It was either education or nursing. But I knew I wanted to sew. I had sewed from the time I was about 10 years old, so home ec seemed like a good

choice for teaching. The year I graduated was a very bad year. I didn't get a job, not that year nor the next. But I got some work at the University when they started up the General College and after the Depression I started teaching home ec in several schools."

John Richardson Jones
(B.S., '31, political science)
Age 92, San Luis Obispo, Calif.

"I had to get through on a very limited budget, so starvation comes to mind. We would go to White Castle and get three hamburgers for a dime and a cup of coffee for a nickel. Then we'd fill the coffee with cream and sugar, and it gave us a high-calorie meal that would last for a half-day."

"After graduation I headed west and abandoned my Model T Ford in Portland,

Ore. I heard about a teaching and coaching position in Sedro Woolley, Wash., and I made \$1,200 my first year. But this was during the Depression, so my salary went down to \$1,120 the second year and \$1,060 for the third. That was for a whole year, not a month!”

Josephine Downey
(B.S., '28, French)

Age 94, St. Paul, Minn.

“I started out teaching Latin and French at Sanford Junior High School in St. Paul.

I could write a volume about the evolution of foreign



Josephine Downey, then and now

language teaching. At the beginning we used only a grammar-oriented textbook. Then I acquired the first set of foreign language records and had the students put on a dance to earn the money to buy a record player, only to find out that we didn’t have an electric outlet in the classroom to plug it into!”

Florence Langdon
(B.S., '54, education)

Age 97, Hudson, Wisc.

“I was in summer school in 1952. (Langdon got a teacher’s license in 1925 and graduated from the University nearly 30 years later.) It was during the Korean War, and I remember talking a lot about the war, and even with some of the young men who fought in the war.”

“[My first job] was in Golden Valley, Minn., and my first-graders were so beautifully dressed, so well-groomed and so polite. It was a joy every single day for me to be with them, and I especially enjoyed teaching the students to read. I always took pride in the reading lessons. Any child can learn to read.”

Juanita Erickson
(B.S., '30, music education)

Age 94, Venice, Fla.

“Money was tight and I had to put myself through school. I was a professional trumpet player. I learned to play it in grade school. So I was playing in a band all over Minnesota and Iowa, performing in dance clubs at night and then going to classes during the day.”

“I was one of the forerunners in teaching music in

rural schools during the Depression. I taught grades 1–8 in eight different schools near Winthrop, Minn., which is where I grew up. I taught every instrument to anyone who wanted to learn. The best part was when students put on shows with lights and curtains and everything.”

Iantha Powrie LeVander
(B.S., '35, speech education)

Age 89 (will turn 90 on 1/13/03), St. Paul, Minn.

“The big issue on campus was that the students wanted to do away with the compulsory military drill. Today they can select whether or not to do it, but back then they were ordered to do it. It took the headlines of the newspapers of the day. Students would hang out the windows of the campus buildings [in protest].”

“For my first job, I was recommended to Glenwood City, Wisc. I was a city girl. I had never lived in a small town before. I had to go before the district board for interviews, and the board was made up of people like the banker lady and the owner of the hardware store. I got a real kick out of that.”



Margaret Mattison Carlson
(B.S., '28, education)

Age 96, Dallas, Tex.

“I have always been very proud of the education I got in Minnesota and of the degree I hold from the University. I attended my 50th reunion and the college gave me the original papers recommending me as a teacher. I treasure the years I spent there.”

“I taught at Pine City High School in 1928–29. Then I married Eugene Carlson, also a University graduate, and we worked in Australia, the Philippines, and Japan.”

— Scott Holter



Alums at work

Getting down to business

They run around major league soccer stadiums when all the fans have gone home. They get drugstore managers excited about their jobs. They produce the wires that make your fridge work, that serve your soft drinks at fast-food restaurants, that make your motor hum. They pour commitment, energy, and enthusiasm into each day, whether in the office, the factory floor, or the playing field. Graduates from the College of Education and Human Development can be found all over the professional spectrum, not just in the classroom. Here are three who show you don't have to be a classroom teacher to believe in education.

Alice Lodermeier: Changing the world one training at a time

She's just stepped into work for the day and already Alice Lodermeier has a 10-minute emergency meeting. As training and development specialist at Snyder's Drug Emporium, Lodermeier works at the company's headquarters to train employees of 180 Snyder's stores. The CEO has called the meeting to answer the question on everyone's minds: Did we get the new acquisition?

The 10-minute emergency meeting took less than 10 minutes. "We didn't get it." There's disappointment in Lodermeier's voice, but she quickly perks up, always looking for the positive spin. "It's all right." Today's situation calls for a policy she stands by: Focus on the good. "Every day is a good day," she points out. "It's just some days are better than others."

Lodermeier is 24 and has quite a few policies: Always be the first to say hello. Always return your calls and e-mail within 24 hours. Don't procrastinate—you never know what might come up.

"Corporate America has been hard for me to learn," she says. "I like to plan, but it's hard to make plans. In retail, nothing is for sure until it happens. You just have to keep moving at the speed of a cheetah."

Lodermeier graduated from the college in 2000 with a B.S. in human resource development and agriculture, food, and environmental education. She

grew up on a farm 40 miles west of the Twin Cities, near Waverly, Minn., where she is now building a house. In 1997 her family was Minnesota Family Farm of the Year, a program sponsored by the U of M's extension service.

As a student at the U, Lodermeier worked in the college's external relations office, making the occasional appearance as Goldy Gopher at events. "I'm really proud to say I went to the U. I think everyone should be proud of that." She takes this enthusiasm for the U into her current position, making appearances as Goldy at Snyder's store openings.

"I do things as long as I feel I'm helping people and I enjoy it. Right now, I'm here to help Snyder's be the best drugstore chain it can be," Lodermeier says. "We are 'the best drug store' by treating people with respect and making each visit an enjoyable one. I wouldn't be here for one second longer if I didn't believe that."

Anytime she steps into a Snyder's store, Lodermeier walks down the aisles straightening things up, making everything look its best. She's seen the company's CEO do the same. Her enthusiasm for whatever she's involved with quickly spreads: "All my family and friends now shop at Snyder's. I hope you shop there."

One of Lodermeier's main responsibilities is to train people to become managers of Snyder's stores, and to train the trainers of other chains. Lodermeier walks into each training

with a "Guess what, guys? I'm excited." She starts every staff meeting focusing on the positive: "Tell me something good that's happening in your store right now."

Her attitude has spread. "Now I call up the stores and say, 'Hello, I'm Alice,' and they say 'Are you excited?'" If a meeting is too low-energy, Lodermeier will liven it up by throwing candy at the managers, wanting everyone to feel lighthearted and have a good time.

Lodermeier's goal in HRD is to "help people do their job as confidently and competently as possible. When people know their jobs, they can do them well. **Underlying everything I want to do is my desire to educate people,**" Lodermeier says. "I want to change the world. I guess I'll do it one training at a time."

Lodermeier firmly believes in taking the time to appreciate people. "When I feel bogged down I'll call the stores and say 'You know what? You do a good job.'" That action alone—unrequired, unsolicited, done as an end in itself—makes a difference.

Things may not always go as planned, but any day can be a good day for Alice Lodermeier, as she travels through it at a breakneck pace, one minute asking "What's neat about elephants?" or "Guess what, guys?" and then turning around the other direction, excited, looking always for the best, and moving at the speed of a cheetah.

**Kim Johnson:
Wired about excellence**

About 50 miles north of the Twin Cities at a manufacturing plant in Cambridge, Minn., Kim Johnson's desk features a fossil, a handful of agates, and Gumby. Next to them is a Zen proverb: "How you do anything is how you do everything."

Johnson's own life stands as a testimony to trying anything and everything. His past includes trying to unionize a day care chain, learning how to identify dead bodies as a member of the Army Reserves, and working at all levels at manufacturing plants, from factory floor to operations to administration to head of company.

Johnson began his educational path as an indifferent student at St. Olaf University in the late '60s and lost his student deferment from the Vietnam War when his grades became failing. "A lot of those folks in college were premed and prelaw...I was preadolescent," Johnson recalls with a laugh.

He went into an airborne unit in the Reserves, but his unit was decommissioned, so instead of jumping out of airplanes he ended up learning how to identify the dead by their dental records. Always attracted to education, Johnson also began taking classes at the U. He graduated from the college in 1973 with a B.S. in elementary education, ready to pursue a career in teaching.

"There was a glut of teachers in K-12 at the time," Johnson says.



He found work at Learning Tree, then the largest national and the only day care chain in Minnesota. Early childhood care provision, as a business, was just getting started and Johnson says conditions were bad for both the children and the teachers. Although instructors were exploring new innovations in day care curricula—ways to develop coordination, color recognition, counting—there was no support network for them to bring these innovations to light. Day care instructors made five dollars an hour, about half of what teachers made. As excited as they got about developing curricula and moving the field forward, teachers in day care simply weren't taken seriously.

Johnson worked with a small group to form a teachers' union at the Learning Tree facility in Fridley. An election was held under National Labor Relations Board auspices, and the union failed by a narrow margin. Disillusioned and blackballed locally from day care jobs, he had few options for remaining in education.

Because his family owned a manufacturing business at which he had worked, Johnson knew the business world so he went to work setting up computer systems, doing system analysis, and designing employee-computer interfaces. His work often included teaching people how to use the systems, an excellent fit for a former teacher.

In 1988 he earned an M.B.A.



from the University of St. Thomas and continued to advance his career. Johnson is now vice president of corporate planning and development and former COO of Park Manufacturing, makers of wire harnesses, which he joined in 1994.

“Is it electric? Then it’s got wire. If it’s electric, we can build it,” Johnson explains. Wire harnesses are used in power generation, telecommunications, vehicles (under the dashboard), beverage dispensers, security systems, exercise equipment, lawn care, floor care, refrigeration, and more.

“My model for production is the same as for education,” Johnson says.

“I think that smaller is better—smaller community-based schools, not the big factories.

What you want is smaller, more focused units. For a company that means 250 people, tops.”

Commitment to quality is Johnson’s highest priority, whether in business or education.

“It’s not as easy to measure for education. What’s missing in the education model is the quality aspect of the total cost. If something works, even if it costs more—smaller classrooms, product testing—the quality of the end result can outweigh the cost.”

Now Johnson melds his experience and philosophy in business and education. He remains committed to education, serving for seven years on his local school board in the St. Anthony Village-New Brighton district. His ability to apply concepts from one area to another surfaces again and again; he says he learned from the school’s superintendent the skills needed to head a company: Let people have authority and responsibility. Smaller is better. Be flexible. And, of course, find ways to apply principles you learn to other fields and situations.

Mike Beauvais: Majoring in the major league

Extremely popular across the world, soccer is still just catching on here in the U.S. That’s the challenge Mike Beauvais faces every day in his work as senior account executive for Chicago’s

major league soccer team, the Fire.

“It all goes back to when you’re little—if your parents are into soccer then you will be. I think now there’s finally generations of soccer players growing up,” Beauvais says. “A lot of Little League players are also soccer players. When I was little, it was only Little League.”

Beauvais graduated from the college in 2000 with a B.S. in sport studies. While still a student he interned for the Minnesota Timberwolves, planning and organizing their game-day operations and promotions, and then moved to the Minnesota Thunder pro soccer team, working for two years running team and game-day operations. Through mutual contacts he found himself in Chicago, selling the Fire and the game of soccer.

His thirst for the professional sporting life was whetted during a stint as a P.A. announcer for the Eau Claire Cavaliers, from his hometown of Eau Claire, Wisc. “I thought, ‘Maybe I could do something like this for a living.’”

Knowing that Beauvais “was really passionate about getting into sports,” a friend from Eau Claire told him about the college’s sport management program, started by kinesiology instructor Jo Ann Buysse six years ago. The program seemed like the perfect fit to launch his career at the business end of sports—the program allows students to gain specialized knowledge leading directly to a career in professional sport management.



For the Fire, Beauvais uses this specialized knowledge and his unbridled enthusiasm to find innovative ways to promote the team and to promote soccer, which still takes a real grassroots effort.

If you look at more mainstream sports in the U.S., Beauvais says, you see advertisements and heavy media coverage that lead to certain expectations. Although soccer might catch on faster with more media time, this lack of high-profile coverage helps maintain authenticity in the sport, he says.

“In football, everyone wants to see a Hail Mary to Randy Moss. Basketball, everyone wants to see Kevin Garnett. Soccer fans want to see more scoring, but

people realize that it’s more about the team,” Beauvais says.

“It’s thrilling to be a part of this. While baseball is having problems, we can just focus on the game. All of our contracts are much lower; our game is geared toward the fans. The fans don’t come out, we don’t have a team. Our struggle is no longer getting soccer to catch on, but getting casual fans to really follow the Fire. And go crazy for them.”

Although he’s happily found his niche, Beauvais is quick to say that working in sports is not all fun and games. “It’s not a nine-to-five job. A lot of people think it’s all fun. Most of the time it is. But it’s a lot of hard work. If

you’re thinking about going into sports, wanting to work for your favorite team you have to be highly motivated. You have to have lots of goals and objectives and be willing to do anything.”

Despite the long hours, Beauvais says the work is satisfying in that results are easy to see. “You can see that all of the work you put into marketing has paid off. It’s pretty easy in

sports—your main

goal is to get people out at your games. It’s to get a buzz about your team and the game. When you see the screaming Fire fans, you know all your work promoting this one game pays off. But you don’t have just one game.”

Soccer’s time has come, and Mike Beauvais with it. Why not have some fun? Beauvais is in Cardinal Stadium, in Naperville, Ill., home of the Chicago Fire, after the fans have all gone home. Fire employees run out on the field, kick the ball around, letting loose, living it up. Among them is Beauvais.

— Rebecca Noran

Maybe that collision wasn't your fault

Ever pull out into traffic and almost get hit—or actually have a collision—because you “never saw the guy coming” or because the car that hit you “came out of nowhere”?

New research from the college's School of Kinesiology and its Human Factors Research Lab indicates that maybe your excuses for the accident aren't as lame as they might sound.

The research shows that the front posts framing a vehicle's windshield can seriously block a driver's view of oncoming traffic leading to collisions

and serious accidents. Even those carefully checking both ways before entering an intersection can miss seeing oncoming traffic.

The authors of the study, Michael Wade, director of the School of Kinesiology, and Curtis Hammond, a Ph.D. student in kinesiology, say this research is the first to do controlled tests of the specific problem of “forward looking blind spots.”

Wade and Hammond created driver simulation software that demonstrates the “A-pillars” in a car—only

10 centimeters wide—commonly block a driver's line of sight. Test drivers in the lab simulations who crashed repeatedly said they never saw the oncoming vehicle. “It just appeared,” they said, as if out of nowhere.

“These blind spots can comfortably hide the presence of even very large vehicles,” Wade says. “Even repeated scanning is insufficient to reveal the approaching test vehicle without an actual craning of the head around the pillar. But the approaching cars were easily visible for perhaps

10 seconds prior to the collision by anyone not seated in the driver's seat.”

The study also has implications for railroad crossings, especially those crossings without signaling devices, and for pedestrian safety at intersections.

The authors recommend two approaches to address the hazard: An increased emphasis in driver's training to alert drivers to the specific hazard of the blind spot; and engineering solutions applied to either vehicles themselves or to intersection design.

Rationally speaking, it's been a great research project

The Rational Number Project is over but even after 23 years, questions remain. “It's the longest-lasting federally funded cooperative research project in the history of math education,” says Tom Post, professor of math education and a principal investigator on the project for 18 years.

For the mathematically challenged, “rational number” refers to concepts including fractions, decimals, ratio, and measurement. The researchers in the study, funded all these years by the National Science Foundation, examined, among other things, proportionality and the contributions of multiplication and division understandings to rational number concepts.

“We then worked on effective professional development

programs for teachers based on the research,” Post says. “We've also designed appropriate assessment practices to help us evaluate these approaches.”

The project has culminated with almost 90 papers and articles produced (see them online at rationalnumberproject.education.umn.edu), three mathematics courses designed specifically for elementary teachers who traditionally do not have significant math backgrounds, and two curriculum textbooks for teachers.

“The project included 10 to 12 years of studies with children, looking both at how they come to understand these concepts and, perhaps even more importantly, how they come to misunderstand them,” Post says.

“People are realizing, for example, that fractions—how

they're being taught and how students continue to struggle with them—are a major problem. Something needs to change and our work with the Rational Number Project points in one direction for that change.”

Post and his colleagues, including Kathleen Cramer, associate professor of math education, are strong believers in concrete, constructivist systems for teaching math that are based on theories of cognitive development. What that means in the classroom is creating an environment within which the mathematics occurs. Instead of worksheets filled with fraction exercises, for example, students will read a story about children planning a bike trip. Students then do a series of calculations involving fractions or some

other math concept that allow them to determine the best choices for the bike trip plan.

“By creating an environment where kids can talk about the mathematics the teacher allows the students to internalize the math,” Post says. “This approach takes mathematics from simple exercises to activities that allow for reflection, working with others, and truly understanding the concepts. This is kid-friendly material with academic validity.”

Other universities involved in the 23-year project are: Northern Illinois University, Purdue University, University of Wisconsin-River Falls, University of California-San Diego, University of Michigan, and Universitat Osnabruck, Germany.

When children are young they frequently are asked what they want to be when they grow up. Typical responses include astronaut, doctor, firefighter, ballerina, or teacher. For many of us who originally pursued a career in education, what we do now in our professional lives

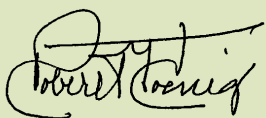
is not necessarily what we started out to be. In this issue of *Link* one of the stories features alumni who have pursued careers outside the education arena (see page 16). Their work has taken them in directions that they could not have imagined as students sitting in classrooms in Burton or Peik Halls.

After years of teaching and working in higher education administration, I chose to spend the remainder of my professional life in parish ministry. But what I learned in those years in education, I carried with me into my new career. There are many others just like me. This college and university equips people for all kinds of careers and teaches us transferable skills in critical thinking, problem solving, project management, resource development, and interpersonal communications. Our alumni can be found everywhere—from classrooms to boardrooms.

As president of the CEHD Alumni Society, I extend a special invitation to you to join the 54,000 members of the University of Minnesota Alumni Association. By joining UMAA, you will also become a member of the college's alumni society, which has 5,000 members. I have been a life member of UMAA since 1989. It has been my connection to the college and University wherever I have lived.

Stay connected. Participate in activities throughout the year. Maintain your association with one of the top-rated colleges of education in the country.

Wherever your career path has led you, your "home" will always be the University of Minnesota. The welcome mat is always out.



Robert Koenig, Ph.D., '73
president, CEHD Alumni Society



1930s

Virginia Palmer Moe (B.S., '31, art), an Edina, Minn., portrait photographer, died Aug. 5 at the age of 94. She started the first nursery school in Duluth, managed Abbott Hospital's Alcove Gift Shop, and created an artists' collective and studio with 70 members. She opened the Jinny Moe Creative Camera Studio in the Woods, specializing in family color portraits taken in her back yard. Moe was a major collector of 19th century daguerreotype portraits by Jeremiah Gurney. She also mentored many young women photographers.

1960s

Deanna Briese (B.S., '65, art education) has served for more than 10 years as the drug elimination grant coordinator for King County Housing Authority in Auburn, Wash. She began her career as an elementary education teacher in Columbia Heights, Minn., and has extensive experience in social services, grants administration, and governmental relations.

William Hicks (M.A., '54; Ph.D., '60) died July 22 in Baker, La. at the age of 84. He is a former faculty member and dean of the College of Education at Southern University, Baton Rouge campus, at which he worked for more than 25 years. His research examined teacher preparation issues involving college admission criteria and

national teacher examinations. Known as a mentor and a Minnesota booster, Hicks encouraged at least 50 Southern University graduates to take jobs in the state. Before coming to Minnesota to earn master's and doctorate degrees, he served as a first lieutenant in World War II in Italy and the Philippine Islands. Memorial contributions can be sent to the William R. Hicks College Memorial Scholarship Foundation, 13611 Ector Drive, Baker, LA, 70714.

Robert Spiecker (B.A., '66, education) died unexpectedly at the age of 52 June 24. Spiecker worked for 34 years at Compton Community College in Compton, Calif., where he served in various capacities, including coordinator of student activities and coadvisor to the associated student body. Prior to relocating to California, he taught French in several Minnesota high schools.

1970s

Marjorie Boeck (Ph.D., '70, educational psychology) received board certified status of Diplomate of the American Board of Bariatric Medicine. Boeck earned a medical degree from Duke University in 1976. She is the 247th physician to earn this unique honor and designation. Bariatric medicine is the medically-supervised treatment of obesity and its associated conditions.

Charles Burnside (Ph.D., '75,

educational psychology) was named interim executive director of business administration for Robbinsdale Area Schools. Burnside is a retired principal, teacher, and private business manager. He is past president of the Suburban Elementary School Principals' Association, past president of the St. Anthony Elementary and Secondary Principals' Association, and past chair of the Metropolitan Council of Principals.

Aletha Holcomb (B.S., '76, science education) was one of four teachers recognized by the Minneapolis Public Schools as Teachers of the Year. Halcomb is a science teacher at North High School and has been teaching for more than 30 years.

Robert Koenig (Ph.D., '73, educational policy and administration) was elected president of and to a second three-year term on the CEHD Alumni Society board. Koenig taught music in public schools in both Wisconsin and California. In 1969 he joined the staff of the College of Education as a researcher in the Bureau of Recommendation. In 1972 he became assistant to the director of Minnesota Higher Education Commission. In 1974 he left higher education to serve for more than 25 years as an ordained minister in the Presbyterian Church in California, Wisconsin, Pennsylvania, and Minnesota.

Laurie Lofgren (B.S., '76, home

economics education) was named general manager of Northwest Airlines' operations in China. Lofgren has held many leadership positions with the airline for the last 10 years. She will be responsible for Northwest's marketing, sales, operations, and administrative functions throughout China.

Erma McGuire (Ed.D., '71, educational administration) was elected to a three-year term on the CEHD Alumni Society board. McGuire, retired assistant superintendent of St. Paul Public Schools, is active in several organizations including the Minnesota Association of School Administrators, Scholia, Zonta International, and the American Association of University Women. McGuire is a trustee of the St. Paul Teachers Retirement Fund, and a program chair of St. Paul Retired Teachers Inc.

John G. Nee (Ed.D., '72, industrial education) is professor emeritus of engineering and industrial technology at Central Michigan University. He has taught and administered engineering and technical education for 37 years. Although retired, he teaches in the areas of solid modeling and design analysis. Currently he is project editor for a tooling design textbook that will be published by the Society of Manufacturing Engineers.

Patrick Strother (B.S., '78,

English education) was elected to a three-year term on the CEHD Alumni Society board. Strother is president of Strother Communications Group (SCG), a Minneapolis-based public relations firm. He also is an adjunct instructor of public relations at the University's School of Journalism and Mass Communication.

Mae Wright (M.A., '74, educational psychology) died July 30 at the age of 89. Wright was an elementary and special education teacher and became a learning disabilities teacher for Minneapolis public schools where she worked for 17 years at the Blaine, Grant, Harrison, and North Star schools. She retired in 1978. In 1985 the Wright family was featured in a *Star Tribune* series



U of M friends, volunteers, and alumni—a winning combination

Outstanding volunteer alumni, friends, and alumni programs were recognized at the UMAA 20th annual volunteer awards ceremony Sept. 14 at the McNamara Alumni Center. CEHD alumna **Marcia Carthaus** (pictured above, second from left), president of the Southwest Florida Alumni Chapter, was recognized as one of two National Volunteers of the Year. Carthaus worked with **Harlan Hansen** (above, second from right), CEHD emeritus professor, who was the winner of the Friend of the Year Award. Both of them helped the Southwest Florida chapter to sponsor four events that drew more than 500 people, and to establish the first U of M Mini-College, which has become the prototype for "Great Conversations on the Road" (see page 26). Presenting the award were **Margaret Sughrue Carlson** (above, left), UMAA president, and Deborah Hopp (above, right), national UMAA president.

In addition, the CEHD Alumni Society received a Program Extraordinaire Award for "Celebrate Reading with Goldy and Clifford—A Book Drive for Kids." Since the book drive's beginning in 2001, over 1,200 books have been donated to early readers and Barnes and Noble has contributed \$11,600 for the purchase of additional books. The 2003 book drive will be March 2-8.



Changing the world

Thousands of graduates have passed through the gates of the University of Minnesota. All are exceptional in their own way; some are truly helping to change the world.

Two years ago the University of Minnesota Alumni Association (UMAA) launched an advertising campaign—"Changing the World One Graduate at a Time." Three graduates were selected and each appeared in an ad celebrating their accomplishments and the influence the University had on them.

Fame and celebrity were not among the criteria. Making an impact in their chosen field was.

Three more alumni have been selected for phase two of the ad campaign; one of the ads features Dr. Ismael Abu-Saad who received his Ph.D. from the College of Education and Human Development in 1989 (see page 39). He then returned to his village in Israel's Negev Desert to become a pioneer in education to the Arab Bedouin community.

The college's nomination letter for Dr. Abu-Saad stated: "Especially at a time when so much of the news from Israel tends to fill us with sadness and horror, Dr. Abu-Saad's story is one of hope and vision for the future—a vision he is able to pursue in large part because of his experiences and education here at the U."

The UMAA agrees.

on black families with deep roots in the Twin Cities.

1980s

David Dahl (M.A., '87, special education) is the new principal of Armstrong High School in the Robbinsdale District 281. Prior to his appointment he was an assistant principal at Armstrong and was named 2001 Minnesota Assistant Principal of the Year by the Minnesota Association of Secondary School Principals.

Laurie Hanzal (M.Ed., '89, elementary education) was one of four teachers recognized by the Minneapolis Public Schools as Teachers of the Year. Hanzal teaches fifth grade at Kenny Community School.

Sherry Landrud (M.A., '88, deaf education/educational psychology), program facilitator of

deaf/hard of hearing itinerant, ECSE and EBD programs, ISD #287, was elected to a three-year term on the CEHD alumni society board. Landrud serves in mentoring programs for new teachers, and is a member of the AG Bell Association and the Cochlear Implant Association. She is regional coordinator for deaf/hard of hearing programs and due process coordinator for her school district.

Doug Ploof (B.S., '82, agricultural education) was one of two Minnesota educators honored by the Minnesota Forest Educators for using innovative methods to teach forestry. Ploof is an agriscience teacher at Little Falls Community High School. He teaches two forestry classes each trimester and, as part of his curriculum, takes his students on field trips to forests, teaches them about

maple syrup harvesting, and shows students how to make tables and chairs from raw materials from the forest. The award was presented by Lt. Gov. Mae Shunk at a ceremony at the State Capitol Aug. 22.

1990s

Zhining Chin (Ph.D., '92, curriculum and instruction) was appointed coordinator of assessment, evaluation, and research for Hopkins School District 270.

Cynthia Hays (Ed.D., '98, educational administration) was appointed director of administrative services for Hopkins School District 270.

Christine Jax (Ph.D., '98, educational policy and administration), commissioner of the Minnesota Department of Children, Families & Learning, was appointed to the Education Leaders Council (ELC) board of directors. ELC was established in 1995 to add a fresh voice of practicing education reformers to the education debate. It includes 11 chief state school officials who oversee the education of more than 30 percent of the nation's K-12 public school students. ELC has members and officials from 32 states.

Jay Rasmussen (Ph.D., '97, curriculum and instruction), professor of education and director of graduate programs in

continued on page 26

Mentors needed for new HRD student-alumni mentoring program

The Human Resource Development Student Organization (HRDSO), in partnership with the Alumni Relations Office, is organizing a mentoring program for undergraduate and graduate students. We are seeking practicing or recently retired professionals in human resource development to mentor students as they pursue their career goals.

The HRD mentoring program will connect students with HRD professionals involved in personnel training and development, organization development, and/or career development. Mentoring is an opportunity to interact with current students, reconnect with the University, and have an important role in a student's academic and professional development.

The program will take place during spring semester 2003 (January through April) and involves meeting or talking with students one or two times per month. To learn more about this opportunity and to receive a mentor application form, please contact HRDSO president, Tonya Nepsund, neps0005@umn.edu, or call the alumni relations office (612-626-1601) by Nov. 15.



Alumni profile: **Jeanette Tilley**

Jeanette Winter Tilley proves that you don't have to be what they tell you to be. Tilley (B.S., '37, commercial education) grew up in Billings, Mont., where her father owned a hardware store. In her parents' minds, she was destined to grow up and join the family business, but Tilley had her own ideas about her future.

"I had always planned on going to college, but it seemed so impossible. I wanted an education, but it became kind of a hidden desire," Tilley says. Although her mother was encouraging, her father was deadset against her continuing her education. He told her "no daughter of mine would go to college and learn more than I know." The cost also made it seem impossible. "We were not wealthy people. We were having a hard time keeping that hardware store going," Tilley recalls.

Despite these odds, Tilley worked evenings and weekends during high school at the public library and saved enough to attend Carleton College in Northfield, Minn., where she also worked at the

library. But after two years at Carleton she went back to Montana and went to business college, taking classes in shorthand and typing. These skills helped her find a job at a good company and she saved enough to return to Minnesota and continue working toward her educational goals.

"Before I returned to Minnesota I had to decide whether I was going to keep a good job or go back to college," Tilley says. "It was a tremendous decision. It was the Depression, and jobs were hard to get. My friends thought it was a good enough job to keep, but I wanted to go back to college."

Tilley struck a deal with her mother: she would ask her boss for a raise. If she got it, she would keep the job, if not she could go back to college. "Wages were going down instead of going up. So I went to my boss and asked for a raise and he blew a gasket! 'What makes you think you can get a raise?'"

He later offered her the raise, but Tilley chose to return to Minnesota anyway and attend the University, majoring in business education in the college. She wrote to her parents about her life and that first letter's

matter-of-fact details and affection made a huge impact on her parents.

"When [my dad] learned that I was still his daughter, Jeanette, I think that made the difference," she says. "I think he thought that I was going to get snooty about everything. But everything changed once he saw that I was still writing to 'mom and dad,' once he realized I wasn't putting on the dog. He was so proud of me."

After graduating from the college in 1937, Tilley taught at high schools in Minnesota and Billings until World War II. She worked in war-related jobs for several years and then taught at the State College of Washington in Pullman, Wash. She received a master's degree in business education in 1945 from the University of Southern California, went to Honolulu to teach first in a private business college and then at the University of Hawaii.

She recalls Hawaii with great fondness; it was there that she met her husband and ate her first papaya. In Hawaii, "Everything was perfect. I got married. I loved Hawaii. I loved that fruit, papaya—it was delightful to eat it. Have you ever tried papaya?"

Tilley left Hawaii with her

husband in 1951 and, almost 20 years after working so hard to leave, moved back to Billings to take over the accounting for her parents' hardware store. When her mother died her father sold the store and Tilley took care of him. Her husband had died, so she and her father shared a house "and enjoyed life as much as we could."

In 1987 Tilley decided to endow a Jeanette Winter Tilley Scholarship to encourage women to continue their study in business and marketing education. The scholarship benefits women students needing financial aid and alternates years between the College of Education and Human Development and the Carlson School of Management.

Now 90 years old and living in Montana, Tilley says, "I felt I did a good job teaching typing, shorthand, accounting. I gave kids the means of earning a living. Oh, they worked so hard, because they knew if they made a success of their bookkeeping and shorthand they would do well for themselves. I like teaching, and those youngsters liked me too."

—Rebecca Noran

education at Bethel College, St. Paul, was named a Fulbright research scholar. He is spending the fall of 2002 studying literacy in Norway. Rasmussen is being hosted by the University of Oslo where he will participate in discussions and projects on curriculum reform, teaching, and assessment.

James R. Thompson (Ph.D., '94, educational psychology) was named chair of the Department of Special Education at Illinois State University. ISU is the second largest teacher preparation program in the nation.

2000s

Art Sesma (Ph.D., '00, child development) was elected to a three-year term on the CEHD Alumni Society board. He is a child development scientist at the Search Institute, Minneapolis. Sesma is a member of the Society for Research in Child Development and the Society for Research in Adolescence. He is an active community volunteer in his neighborhood block association and youth athletics.

Let us know what you're up to!

Write or e-mail
Raleigh Kaminsky,
alumni relations director
105 Burton Hall
178 Pillsbury Drive S.E.
Minneapolis, MN 55455
kamin003@umn.edu

New award named for former dean, William E. Gardner

The CEHD Alumni Society announces the establishment of a new award honoring former dean William E. Gardner. The William E. Gardner PreK-12 Outstanding Educator Award will recognize a graduate of the college who has demonstrated excellence in the field of school-based education. The nominee must be (or have been) in teaching, counseling, or other non-administrative roles at the pre-kindergarten, elementary, middle, or high school level.

William Gardner served as faculty member in the Department of Curriculum and Instruction, associate dean and acting dean, and dean (1977-1991). Dean Gardner, now retired, plans to attend the April 2003 ceremony where the first award recipient will be honored.

Nomination forms for this award and the Gordon M.A. Mork Outstanding Educator Award, Larry Wilson Award, and Robert H. Beck Faculty Teaching Award will be available after Dec. 15 by calling 612-626-1601 or on the alumni Web site, www.education.umn.edu/alum. Nominations for all awards are due Jan. 31, 2003.

"Great Conversations" goes on the road

UMAA, in partnership with the College of Continuing Education and the University of Minnesota Foundation, is expanding its successful "Great Conversations" lecture series by taking it on the road this winter to Naples, Fla., Scottsdale, Ariz., and Los Angeles, Calif. For alumni and friends who live in these areas, this will be a special opportunity to connect with other U of M alumni and to hear from notable faculty members, Michael Osterholm (director of the University's Center for Infectious Disease Control) and Charles Nolte (professor emeritus, Theatre Arts Department). Event dates are Jan. 25 (Naples); Feb. 22 (Scottsdale); and March 29 (Los Angeles). For additional information contact UMAA at 1-800-UM-ALUMS or www.alumni.umn.edu.

NEW GIFTS TO THE COLLEGE

Irving Harris has made a pledge of \$1,000,000: \$600,000 is designated for the Harris Center for Infant and Toddler Development and \$400,000 for Baby's Space, a child care center based in the Minneapolis Native American community.

Margaret Sughrue Carlson (Ph.D., '83), has made a gift commitment of \$100,000 through her estate for scholarships.

Mary (Ph.D., '87) and **Verlane Endorf** have committed \$100,000 through their estate in support of the Women's Philanthropic Leadership Fund.

Thelma Ingebritson (B.A., '38) has made a gift of \$10,000 to support scholarships for students who are returning to school to be teachers.

A. Marilyn Sime has established a \$25,000 endowed fellowship named the Mary Corcoran Endowed Fellowship in Evaluation Studies, in honor of Emeritus Professor Corcoran.

Dorothy Tucker has made a gift of \$27,500 in support of the Tucker Center for Research on Girls and Women in Sport.

The **Edwin H. Ziegfeld** Trust has made a gift of \$51,181 for scholarships for art education students. The late Dr. Ziegfeld (B.A., '46) was chair of the art and art education department at Teacher's College, Columbia University, and a nationally known expert on art education.

The college has received proceeds from the following estates:

► \$11,715 from the estate of **Helen Perry** (B.A., '21) for the Lotus Delta Coffman Fund.

► \$44,386 from a charitable gift annuity of **Mildred Blair** (B.A., '30; M.A., '40) for the Fund for Excellence.

► \$25,000 from the estate of **Norine Odland** to be added to the Norine Odland Fund.

► \$273,305 from the estate of **Katherine Miles Durst** (B.A., '25) to be added to the Katherine Miles Durst Fund for the Institute of Child Development.

► \$33,036 from the **Marguerite Henry** Trust to be added to the Sidney and Marguerite Henry Endowment.

Support from the heart

What does the term “private support” really mean to the College of Education and Human Development? Since 1996 and the start of Campaign Minnesota, it has meant nearly \$17 million in gift commitments to the college. These gifts translate into:

- ~ Over \$16 million in permanent endowment funds that generate nearly \$1 million annually to support everything from scholarships to faculty research to outreach in our schools and communities.
- ~ Eleven endowed faculty chairs and professorships—including the newly funded Nancy M. Lindahl and the AGS/John Yackel professorships—that support faculty research in such areas as brain development in babies, the effects of sport on girls and women, literacy and reading, and parent-child attachment.
- ~ Nearly 60 permanent scholarships, graduate assistantships, and fellowships providing many of our students the means to complete their education, come back to school, or continue on in advanced studies.
- ~ The philanthropic commitment of almost 6,000 alumni and friends of the college in supporting the vital work we do.

These numbers are impressive. Yet I believe that the term “private support” is much more than numbers. It is about values, about giving back to an institution you believe in, about giving, not just for tax purposes but also from the heart.

As we move into the final months of Campaign Minnesota, we extend our thanks to all those individuals, foundations, and businesses listed on the following pages. Their generosity moves the college forward and gives our faculty and students enhanced opportunities for research, learning, and outreach. Your gifts make the College of Education and Human Development a better place.



Lynn Slifer
director of development

Report to Donors

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.....

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VIRTUAL COHORT

International school leaders converge on the college from around the globe

They're American graduate students enrolled in the College of Education and Human Development. At the same time they are teachers and administrators in schools all around the world.

They're studying together in a cohort yet they spend most of the year thousands of miles apart.

Somehow, as strange as it sounds, it works.

"There's a commitment that you make, emotionally and subconsciously on some level, that you will finish what you start when you work in a team," explains Tracey Carey, assistant principal of Dhahran School, an American international school in Saudi Arabia. Carey is in her first year of the college's cohort program designed for international educators who want to earn Ed.D.s in educational policy and administration.

Over the course of three years, students such as Carey attend a four-week session each summer at the University's

Twin Cities campus; then the students return to their international jobs and continue the Ed.D. program through online courses during fall and spring semesters.

The cohort provides its students with a unique opportunity to continue their professional development, building not only their expertise but also a professional support network across the globe. The structure of the program—summers in Minnesota, distance education the rest of the year—is one of its greatest strengths, students say, allowing them to continue their education while also keeping their careers abroad.

"Part of the attraction is knowing that we're able to work with others who live all over the world," says Michael Adams, another first-year student in the program and director of Colegio Granadino in Manizales, Colombia. "No matter where you are, whether it's Colombia, China, Uganda, there's a common theme of what staff members felt when they first arrived in the classroom. We can laugh a bit and are amazed a bit, and as a cohort we can talk about what we can do to help our teachers adapt."

"We're together here for classes, but I think some of the professional links we forge here will extend beyond that," says Scott Finnamore, first-year cohort student and head principal of Tianjin International School in China. "I might fire off an e-mail to someone from the program seven years from now and say 'Hey, I've got this really bad problem, what do you recommend from your vantage point?' We're not just talking about the protean

self here."

Returning to Minnesota in the summers can be a bit of a culture shock—reimmersing yourself in English after living in a Spanish-speaking country, or staying in an apartment bigger than the house you live in during the rest of the year—but these self-described "third-culture adults" don't see that as a drawback.

"The longer you work internationally, the more you sense that you are no longer a fully integral part of the American culture, but you're not necessarily a fully integral part of the host culture," Finnamore says. "There's this new third culture that arises out of the foundations of the other two, and so you find that you're most at home with other people who are in the same line of work, you can relate the best to that community."

Students have found that community in the international cohort program. "It's kind of exciting to live between cultures and be able to have multiple identities in that way," says Carey, who has lived in Pennsylvania, Florida, Minnesota, and now Saudi Arabia. "It's also exciting to be able to meet people who have that cultural identity in different places, and to be able to broaden that sense of your own identity. There's a definite relevance to what we do, and that means a lot."

—Rebecca Noran

The Ed.D. in educational policy and administration is just one of many specially tailored opportunities for professional development at the College of Education and Human Development. To find out more about other programs in professional development and continuing studies, see www.education.umn.edu/GPS or contact the continuing professional studies office at 612-625-5060; cpstudy@umn.edu.



From left to right: Tracey Carey, Karen Hall, Scott Finnamore, Darren Arbour, and Michael Adams

FROM BEDOUIN VILLAGE **TO STADIUM VILLAGE AND BACK**

He was born in a tent and, as a child, rode a donkey to the nearest school. What he does today is nothing short of remarkable. Ismael Abu-Saad earned a Ph.D. from the University of Minnesota's College of Education and Human Development in 1989. Then he returned to his sun-scorched hometown where he became a pioneer in education to the Bedouin Arab community of Israel's Negev desert. A scholarship, and many Minnesota colleagues, made it possible. He is now an associate professor of educational administration at Ben-Gurion University (BGU) in Beer



Dr. Ismael Abu-Saad

Sheva, where he established the Center for Bedouin Studies and Development. The Center helps prepare students for acceptance into BGU and supports their retention.

"I believe if you really want to help a community, education is the key for empowerment," says Abu-Saad. "And I would not be where I am today without the support of the University. By helping one person, Minnesotans are having an impact on the entire Bedouin Arab community of the Negev." Join Dr. Abu-Saad as a proud UMAA member. Visit www.alumni.umn.edu or call 1-800-UM-ALUMS.

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Mark your calendars!

The Alumni Society has many events planned for the coming year. For more information about these and other alumni society activities, see www.education.umn.edu/alum or contact Betty Jo Johnson at 612-625-1310. For more information on out-of-state events, please contact the UMAA at 1-800-UM-ALUMS or www.alumni.umn.edu.

(dates subject to change)

NOVEMBER

2 Alumni College—A Learning Odyssey

DECEMBER

15 Student scholarships and alumni awards information available

JANUARY

21 UMAA Legislative Briefing and Kickoff

25 Great Conversations on the Road, Naples, Fla.

31 Nominations due for student scholarships and alumni awards

FEBRUARY

22 Great Conversations on the Road, Scottsdale, Ariz.

MARCH

2–8 Book Drive for Kids

29 Great Conversations on the Road, Los Angeles, Calif.

APRIL

TBA Spring Recognition Awards Ceremony and Reception, McNamara Alumni Center

21–25 AERA annual meeting and college reception, Chicago, Ill.

25 Alumni and student hospitality room at the Minnesota Education Career Fair, Minneapolis Convention Center

TBA UMAA Distinguished Teaching Awards

MAY

2 Phi Delta Kappa Distinguished Lecture

15 Commencement reception and ceremony, McNamara Alumni Center and Northrop Auditorium

JUNE

5 Spring postbaccalaureate celebration and picnic, Nolte Courtyard, Minneapolis campus

Alumni Society board meetings are held on the second Wednesday of every other month (except July and December).