

Link

SPRING 2004 : for alumni and friends of the College of Education & Human Development

UNIVERSITY OF MINNESOTA

Link

LETTERS

**SPRING 2004 : for alumni and friends of the
College of Education & Human Development**



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Marcia Moore Nesley, kindergarten teacher, puts her pencils away today Nov. 14, 2003. Marcia graduated from the University of Minnesota College of Education in 1955 and began her teaching career in Great Falls, Mont. She taught 40 children in the morning and 40 more in the afternoon.

Marcia and her husband Dean (U.S. Government weatherman) moved to Bond Lake in northwest Wisconsin 10 years ago. When the local school needed a kindergarten teacher, guess who stepped up to the plate? She retired last June.

But, other teachers occasionally need help. She is “filling in” for a teacher returning from maternity leave. But at four o’clock today, Marcia will finally put those pencils and crayons in the drawer.

Working with children is her passion, and it all began at the University of Minnesota.

—Dean Nesley, husband of Marcia for 47 years

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On the cover: Edina superintendent and national superintendent of the year Ken Dragseth (M.A., '72, educational administration; Ph.D., '80, education) enjoys the swirl of activity in a French immersion classroom at Normandale Elementary School. Photo by Leo Kim.

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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

I've been told that recent surveys show that the average person doesn't understand what we mean when we talk about "research universities." When I mention with pride that the University of Minnesota is a "research one" university it doesn't seem to resonate the way it does when we say we're a "Big Ten" university.

Why should you care about and understand the research we do in the College of Education and Human Development?

First, it expands the knowledge base for hundreds of thousands of practitioners—teachers, school administrators, physical therapists, adult educators, business trainers, child care providers, administrators and instructors at community colleges, technical schools, and universities—here in Minnesota and around the world. As we share our findings with them, they use our work to do their own jobs more effectively and efficiently and that adds to the productivity of the state and promotes excellence in education and development for Minnesota's children and youth. That's good for all of us.

Secondly, it directly benefits our own students in the college by improving their experience at the University and adding value to the education they are receiving. They benefit from studying with professors who are doing research on the most critical issues facing education and human development professionals today.

Third, our research has, for a century, been creating the foundations of the solid educational reputation that Minnesota enjoys through the country and the world. The nature of research requires patience and critical thinking. Our goal is to be honest brokers of ideas and knowledge, not dispensers of fads or quick fixes.

We feature research updates in every issue of *Link* (see page 13) and we feature many stories at www.education.umn.edu that illustrate the benefits of our research to the state, but a couple current examples come immediately to my mind.

With money from a federal Reading First grant, we are working with 600 teachers in 24 Minnesota schools to improve reading instruction. This work is based in large part on long-term research by Barbara Taylor, literacy professor in the Department of Curriculum and Instruction. The schools involved are already seeing test scores improve for their students.

In our Department of Educational Psychology, researchers under the leadership of Chris Espin, professor of special education, and Terri Wallace, research associate in the college's Institute on Community Integration, are working with special education teachers to develop a successful method for measuring progress in general classrooms for children with special needs. They are building on research begun more than 20 years ago by their colleague Stan Deno, special education professor, that has been used in schools throughout the United States to help students succeed academically.

Our researchers don't pursue their work in ivory towers. They are in schools, in neighborhoods, in office buildings, throughout the metro region and the state, working with community colleagues to answer questions that will improve lives and education for children, youth, and families. For me, and I hope for you, that is the true value of a research university.

Steve Yussen

PHOTO: LEO KIM

EDUCATION SCIENCES BUILDING: Don't stop calling!

As this issue of *Link* goes to press, the fate of funding to renovate the Education Sciences Building still rests in the hands of the state legislature which has not yet issued its version of the state bonding bill.



Funding for the building, once known as the Mineral Resources Research Center, was included both in the governor's bonding proposal and that of the higher education finance committee of the state House of Representatives. This is encouraging—but if the bonding bill has not been passed by the time you receive this *Link*, please call your state representatives and ask that they support the University's bonding request—including \$13 million for the Education Sciences Building.

For more information about the University's request and ways to support it, please visit www.supporttheU.umn.edu.



Polar Huskies more than half of the way

The Arctic Transect 2004 expedition traveling through Nunavut in Arctic Canada, has survived numerous whiteouts, winds between 50 and 100 miles per hour, and “mild” days of -50 degrees Fahrenheit. In early April

they made it to the Quoinch River where they hoped to make better time.

The team, including **Aaron Doering**, instructor in the Department of Curriculum and Instruction, posts regular journal entries, photos, and

short videos on the Web site at www.polarhusky.com. The college and Nomads Online Classroom Expeditions are cosponsoring Arctic Transect 2004 which plans to complete its journey in early June.

GIANTS!

Have you been thinking about who in the college you might like to nominate to be included as a “Giant”? These are the faculty and staff who, through the years, have made the college the outstanding institution that it is today. We've received many wonderful responses to this request already. Please add yours!

Send us your nominations for “Giants of the College.” We will print this “giant” collection in time for the college's centennial in 2005–06. Send your “Giants” to us via e-mail (rader004@umn.edu) or regular mail (105 Burton Hall, 178 Pillsbury Dr. SE, Minneapolis MN 55455) or fax (612-625-2404).

Legislators and educators: No speeches, no lectures, just good conversation

Over the winter, two different groups of faculty and staff met with legislators who requested the college's expertise.

Peggy DeLapp, elementary education coordinator in curriculum and instruction, **Byron Egeland**, professor of child development, **Scott McConnell**, professor of education psychology and director of the Center for Early Education and Development, and **Marty Rossmann**, associate professor of family education, spoke with state Sen. John Hottinger, chair of the new Senate early childhood education committee. They talked about school readiness, and comprehensive interventions to help children and families.

Another group of faculty and staff met with state Sen. Steve

Kelley to discuss the achievement gap. Topics included the need to focus on school improvement, effective use of technology, how to stabilize student movement among schools and districts, funding for out-of-school activities, and more effective use of time in schools.

Those joining Kelley were **Martha Bigelow** and **Lesla Covington-Clarkson**, assistant professors; **David O'Brien**, and **Barbara Taylor**, professors, all in curriculum and instruction; **Mark Davison**, professor of education psychology and director of the Office of Educational Accountability; **Carole Gupton**, interim director of Continuing Professional Studies; and **Jim Stone**, associate professor of career and technical education.



Walk *this way*...

Jürgen Konczak, associate professor in the School of Kinesiology, and his Gait and Posture Laboratory were visited in January by a television production crew making a documentary about Bigfoot for the Discovery Channel and Outdoor Life Network.

Konczak was asked to view film and video footage of Bigfoot sightings and to analyze and comment on the gait pattern of the creature pictured.

Konczak says, "I did not venture to confirm that this was the gait of an unknown primate species. The gait was not like the ones seen in great apes (e.g., gorillas). It had human-like qualities, but it was not a normal human walk either. If it was a 'guy in an ape-suit,' he certainly did a good job trying to be peculiar. Overall, it was a fun experience for the lab. We just don't get this stuff everyday."



Look for us in August!

Yes, the College of Education and Human Development once again will be at the University of Minnesota State Fair Building near the Snelling

Avenue entrance on Dan Patch Avenue. We'll be featuring the Arctic Transect 2004 team and its polar huskies, as well as last year's popular feature that allows you to send a postcard to your favorite teacher. Deans, faculty, and staff will be at the booth daily to share information about the college, its research and programs, and to answer your questions. Stop by and get a free ruler!

New rankings

U.S. News & World Report has issued its 2005 rankings for professional graduate programs, naming the College of Education and Human Development 19th among 155 graduate schools of education in the country, 11th among public institutions.

Departments and programs in the college named in the top 10 include: vocational/technical, tied for second with Pennsylvania State

University; counseling and student personnel psychology, tied for third with University of Florida; educational psychology, sixth; and special education, sixth.

Ranked in the top 20 are: elementary education, tied for 11th; secondary education, tied for 13th; curriculum and instruction, 13th; administration/supervision, 14th; educational policy, in a three-way tie for 18th; and higher education administration, tied for 20th.

Riverbank Review closes its pages

Although both the college and *Riverbank Review*, a nationally known, locally produced magazine about children's literature, hoped that a partnership between them, announced last fall, would allow the magazine to get back on its feet financially, pressing debts forced *Riverbank* to make the difficult decision to cease publication at the end of 2003.

Special education grant awarded

A team of researchers led by Christine Espin, educational psychology professor, and Teri Wallace, research associate in the Institute on Community Integration, have won a \$4.5 million federal grant to help special needs students who are integrated into general-education classrooms.

The team will work with Minnesota teachers to track the individual progress of integrated special education students while at the same time evaluating those students' success in general classroom work.

Focusing a small-town lens on teaching science

The college, in partnership with the University's College of Biological Sciences, has created the Rural Teacher Associate Program (RTAP) to place undergraduate students from the U into classrooms alongside science teachers in north-west Minnesota. As teacher associates, they will help to incorporate new science activities into the classroom and get a chance to experience teaching as a career option and life outside the urban area as a living option. Teachers and teacher associates both receive stipends for their extended efforts.



What an impact!

Dean Steve Yussen, second from left, congratulates the four teachers who won the Impact Award for Distinguished Teaching. This is the first year the award was given. Awardees, from left to right: Arnold G. Rethemeier, Perham High School, agriculture teacher and 4-H leader; Lois Demers, Hopkins High School, a special education teacher; Mary Bloomgren, Peter Hobart Primary Center, St. Louis Park, a school library media specialist for grades K-3; and Jeffrey Miller, St. Peter High School, a biology teacher.



Appointed

Venoreen Browne-Boatswain joined the college in November as coordinator of multicultural programs. Her responsibilities include the Multicultural Teacher Development Project, the Common Ground Consortium, and the Homegrown Teacher Partnership Project. She received an M.Ed. in student personnel services and counseling and a B.A. in sociology from Trenton State College, Trenton, NJ. Prior to her appointment, Browne-Boatswain was community mediator, North Hennepin Mediation Center, Brooklyn Center; director of programs, Youth Links, Minneapolis; training coordinator for PeopleSoft at the University of Minnesota; and assistant director of Douglass College Center, Rutgers University, New Brunswick, NJ.

Retired

Bruce Anderson, associate professor of recreation and sports studies in the School of Kinesiology, joined the college in 1958 as assistant intramural director for men. He received all three of his degrees with the college and has served as associate director of recreational sports since the mid-1970s.

Marilyn Borkon has been with the college for more than 24 years as a principal secretary in the School of Kinesiology.

Diane Burgers, senior accountant in the Department of Work, Community, and Family Education, is retiring after 29 years at the University.

Arnold Cutler, with the college for 19 years, has served as a coordinator in math education in the Department of Curriculum and Instruction and as co-principal investigator on several National Science Foundation projects with Professor Tom Post.

Margaret DiBlasio, associate professor in art education in curriculum and instruction, has been with the college more than 25 years. She received a Ph.D. in art education from Ohio State University and joined the college in 1978 after serving as an assistant professor in art and design education at Purdue University. She was honored as Art Educator of the Year by the National Art Education Association in 1991.

Sandra Emmerson, a principal secretary in the Department of Work, Community, and Family Education and a recipient, in 1997, of an

outstanding service award for support staff, retired in June 2003 after 37 years with the college.

Michael Hartoonian joined the college in 1997 as a program director and lecturer in the Department of Curriculum and Instruction. He received graduate degrees in history and social sciences from the University of Wisconsin-Madison and served as a professor of education at Hamline University before moving to the University of Minnesota. In 2000 he was the recipient of the Lucia R. Briggs Distinguished Achievement Award from Lawrence University, Wis., his undergraduate alma mater. In 1995 he served as president of the National Council for the Social Studies. After retiring, he will become a senior fellow in the Department of Educational Policy and Administration.

Patricia Heller, associate professor in science education in the Department of Curriculum and Instruction, retired Jan. 7, 2004. She received a Ph.D. in science education from the University of Michigan and joined the college in 1979 as a lecturer. Over the years, she also lectured in physics classes at the University of Minnesota, and was a visiting lecturer

at Kansas State University, University of Michigan, and University of Washington.

Carla Hill joined the University more than 46 years ago as a secretary in University High School. Hill is an office supervisor for both special education and counseling and personnel psychology in the Department of Educational Psychology.

Deborah Lavoie joined the college seven years ago and has served as principal administrative specialist in the Department of Educational Psychology's school psychology program.

Gary Leske, associate professor in agricultural education in the Department of Work, Community, and Family Education, joined the college in 1966 as a research fellow. He received all three of his degrees with the college and was appointed an assistant professor in 1970 and associate professor in 1973. In 1989 he was recognized by the University of Minnesota Student Association with the Gordon L. Starr Award for Outstanding Service to Students.

Barbara Polister is retiring after more than 21 years at the University. She joined the college in 1987 as a principal survey interviewer and, in

2000, was named a project coordinator for the Institute on Community Integration. She has coauthored numerous articles in her field with colleagues while managing major data collection in adult services and community living.

Marty Rossmann, associate professor of family education in the Department of Work, Community, and Family Education, is retiring after almost 28 years with the college. She received her graduate degrees with the college and began her career here as a research fellow in 1973. In 1977, she was appointed assistant professor and became an associate professor in 1983. She served as coordinator of the family education program from 1993 to 1996 and as director of the department's office of special services from 1986 to 1991.

Judith Swanson, who joined the college five years ago as a trainer and curriculum designer in the Center on Early Education and Development, retired in August 2003. She worked mainly on two projects, one concerned with children with challenging behavior and another on infant mental health issues.

Bonnie Warhol, office supervisor for the educational psychology foundations program, is retiring after almost 34 years of service to the college. In 2003 Warhol was recognized with the Best Director of Graduate Studies (DGS) Assistant Award at a Graduate School ceremony and reception. Along with other job duties, Warhol has been a DGS assistant for her last 10 years at the college.

In memoriam

Charles R. Bruning, associate professor emeritus of continuing, adult, and community education in the Department of Curriculum and Instruction, died Sept. 25. He was 76. Bruning was on the college faculty from 1969 to 1993. He received three degrees from the University of Minnesota. Bruning worked at the Morris campus of the University from 1962–68, and was instrumental in establishing its Department of Education. Prior to joining the college, Bruning was a high school principal and then superintendent of schools in Hoffman, Minn. He served in the U.S. Army in 1944–45, stationed in Germany.

Howard Y. Williams, professor emeritus of adult education in the Department of

Curriculum and Instruction and the Department of Vocational and Technical Education, died Feb. 17. He was 75. Williams joined the college's faculty in the fall of 1966 and retired Dec. 31, 1995. Williams received three degrees at the University as well as an M.Ed. from Macalester College. Prior to his work at the University, Williams was a teacher and counselor at Mounds View High School and an assistant professor at Macalester College.

Endowed professorships

The following faculty members have been awarded endowed professorships for a three-year period of time starting July 1, 2004:

- **Patricia Bauer**, Institute of Child Development, Wallace Professorship for the Advancement of Teaching and Learning
- **Sandra Christenson**, Educational Psychology, Emma M. Birkmaier Professorship in Educational Leadership
- **Mark Davison**, Educational Psychology, the American Guidance Service/John P. Yackel Professorship in Educational Assessment and Measurement

Honors

Agricultural education students won top honors at the National Collegiate Agricultural Education Conference last fall in Kentucky. The University of Minnesota quiz bowl team was named national champion. Members were: **Pam Kipp**, **Mike Miron**, **Kris Poirier**, and **Tim Uhlenkamp**. Their coach was **Brad Greiman**, assistant professor of agricultural education.

In the debate contest, the University team of **Jared Bitzan**, **Jacob Robinson**, **Cara Soper**, and **Karin Tesmer** earned national runner-up honors. Their coach was **Richard Joerger**, assistant professor of agricultural education.

Graduate students **Nadir Budhwani** (WCFE, '04) and **Shannon Rader** (WCFE, '06) and undergraduate student **Michael Miron** (WCFE, '04) have been awarded the 2004 President's Student Leadership and Service Award by the Office of the President.

Deborah Dillon, professor and chair of the Department of Curriculum and Instruction, received the University of Georgia's first annual College of Education Lifetime Achievement Alumni Award at an awards ceremony, April 21, Athens, Ga.



Ken Dragseth: Not your stereotypical suburban superintendent

by Mary Beth Leone-Getten

In some respects, being superintendent in Edina, Minn., the tony upper-middle class suburb just outside of Minneapolis, could have been a straightforward proposition. Because of its affluence, stable population, and community commitment to educational excellence, the district has avoided many challenges that plague public schools with more diverse student populations.

And yet, against the backdrop of suburban prosperity, Edina Public Schools Superintendent Ken Dragseth has become a vocal advocate for all who are underserved in public education, stepping up to take the heat while leading the district to make some bold educational choices.

In recognition of his efforts, Dragseth has received many honors. Most recently he was named National Superintendent of the Year by the American Association of School Administrators.

Dragseth admits that, while tremendously rewarding, his approach hasn't made life easy. But Edina's superintendent has navigated the complicated world of public education with a surprisingly simple philosophy: Do what's best for kids.

This rule of thumb has taken Edina schools to the leading edge of educational research and practice in the U.S., and, by some measures, the world.

“There are so many complicated decisions you have to make in education—about budgets, staff, programs—but when you ask the question, ‘Is this right for kids?’ it becomes much easier to make those decisions,” says Dragseth.

Dragseth grew up on a farm in South Dakota and attended a K–12 school of 250 students. There was never any doubt that the Dragseth children would go on to college. His mother had been a teacher and Dragseth remembers the presence of aunts and uncles who were educators as well. His father, the first to attend college in his family, became a vocal member of the school board as a way to make sure that local kids had educational opportunities and choices beyond high school. After earning a degree at Gustavus Adolphus College in St. Peter, Minn., where he met his future wife Mari (now a media specialist in the nearby Hopkins district), Dragseth came to Edina in 1967 as a middle-school math teacher, a job he loved and might have kept indefinitely if circumstances had been different.

But with the Vietnam War in full swing, after only two years on the job, Dragseth was drafted. After finishing Navy Officer Candidate School, the 24-year-old was assigned to a job as a supply officer, supervising 30 men—a crash course in leadership that changed the direction of his career.

Back in Minnesota, he used the G.I. Bill to study at the University of

Minnesota, earning a master's degree in educational administration in 1972 and a doctorate in education in 1980. Dragseth likes to say he "grew up" in the district, methodically working through the administrative ranks before being named superintendent in 1992.

Leading by serving

Dragseth classifies the life of a superintendent as, "the best and worst of education jobs, rolled into one." He acknowledges long days and countless meetings, but relishes the challenge of working with his many constituents—who all need to be heard and responded to. "In spite of strong opinions on both sides," Dragseth says, "a successful superintendent can get the board to work as a team to take action on issues."

To guide the staff that supports Edina's 7,000 students, Dragseth practices "servant leadership," a philosophy where leadership begins by serving others first, then leading in a way that creates more leaders.

He believes this is the best leadership style for public schools because it takes the view that the opinions and actions of every single person matter. Chace Anderson, another alumnus of the college and assistant superintendent of Edina Public Schools, says, "Even when he may have preferred a different approach or outcome, I always knew that Ken understood the complexities of the job and has respected my decisions."

Welcoming diversity

Dragseth is passionate about giving students, staff, and the community more exposure to the diversity that exists outside the city's borders. "Edina students are going to live in a world that is much

different from what they see here and we are remiss if we don't prepare them for life in that world," Dragseth says.

In 1989, Dragseth became a founding member of the West Metro Education Program (WMEP), a voluntary consortium of urban and suburban school districts formed to address issues of school integration and promote community acceptance of differences. This landmark group brought about the first voluntary school desegregation effort in the country through a program that gives 2,000 low-income Minneapolis students the opportunity to attend suburban schools. Through the program, Edina schools educate about 200 urban students.

When the WMEP proposed opening a school in Edina, Dragseth became the center of a political firestorm that culminated in what he called, "the most controversial and angry board meeting in my tenure," with people polarized on issues of race and local autonomy.

In the end, the state government withdrew funding, and the community abandoned the project. Dragseth has no regrets about pushing the issue. "I still strongly believe we have an obligation to make sure all kids have the opportunity to be successful, no matter where they live."

Honoring adolescent sleep patterns

In 1994, the Minnesota Medical Association (MMA) contacted Minnesota superintendents to ask them to consider later start times for high school students based on research that adolescents have natural sleep patterns that lead to later bedtimes, causing teens to be in a constant state of "sleep debt," which interferes with learning, can lead to depression, drug and alcohol

use, and difficulty dealing with others.

As a result, in August 1996, Edina Public Schools become the first district in the United States to adopt a later start time. Making the change was a big logistical undertaking, including more than 20 attempts to find a bus schedule that worked. Scores of parents were upset about its impact on family schedules.

Dragseth's leadership has prompted the district to make many decisions based on cutting-edge research, often substantiating its choices by conducting studies in partnership with the college.

"I feel very fortunate to have such an excellent resource to help us validate and expand our educational practices with sound research," Dragseth says. He

enlisted the University of Minnesota's Center for Applied Research and Educational Improvement (CAREI) to do a study comparing students in Edina to students in early-start schools over the first year.

By year's end, parents, students, and teachers were all pleased with the change and Edina students had performed better academically, with fewer attendance problems and less tardiness. Minneapolis, which followed Edina's



Dragseth chats with a fellow member before a recent early morning Rotary Club meeting.



Later that same afternoon Dragseth presided over a meeting at the district office.

lead to become a late-start district, has shown a significant reduction in school dropout rates and less depression.

Uncovering gender bias

Sometimes underserved students show up in unlikely places. After attending a series of year-end student award ceremonies, Dragseth noticed a surprising trend when looking at the programs: the students most likely to achieve academically were almost all girls.

To verify that there was indeed a gender difference in student achievement, Dragseth formed a committee to take a historical look at things that could be used to measure success or failure in the district—like tardiness, awards, participation in sports, or behavioral problems.

The findings were eye-opening: beginning in late elementary school, girls do better than boys in most every positive category, while more boys receive suspensions, are diagnosed as learning disabled, and are represented in greater numbers in remedial, intervention, and special education programs. “Left unchecked, more and more boys will simply not attend college,” Dragseth says. “This is a crucial educational issue that really affects how successful boys will be in life—not just school.” Some predict

that by 2015 only 35 percent of students attending college will be males.

Based on these findings, Edina has implemented changes to create a learning environment that works for both male and female students, including continued research on the topic, a more diverse staff, and more positive ways to discipline and counsel students.

Thoughts on public education

His tenure as National Superintendent of the Year has given Dragseth the opportunity to explain the intricacies of American public schools to educators and administrators around the world and to reflect on the successes and challenges in public schools today.

One of our biggest mistakes, he says, is incessant testing of our students, which he fears sends the wrong message about learning—teaching kids to study in order to do well on a test, but not for the value of the information itself.

“Tests are only one measure of student success and there are hundreds of important things we teach in our schools that can’t be tested or measured.”

On a recent trip to China, Dragseth asked a school principal about China’s testing practices and liked her answer: In China, she said, students are rarely tested before ninth grade, because they don’t

“As much as we value the success of every student, because of individual differences—languages, family situation, learning abilities—it is not realistic to expect every single child to pass the same test.”

want to destroy their love of learning.

Dragseth is equally concerned and puzzled about the push for more government control over public education from politicians who ran on promises of small governments. He views No Child Left Behind as a law that sets everyone up to fail, even in high-achieving districts like Edina.

“As much as we value the success of every student, because of individual differences—languages, family situation, learning abilities—it is not realistic to expect every single child to pass the same test.” It is, he says, unfair to decide whether a school has failed its students on that basis.

During his international travels, he found that most of the schools he visited were respectful of American education, praising our broad curriculum, strong parent involvement, and especially the fact that students with special needs are educated in the same schools.

As for the future of American public education, Dragseth sums it up this way: “The next five to 10 years will be crucial to determine whether America will support our public education system, or abandon it to the point where it is only for the poor and disenfranchised.”

Leaving schools behind: When students drop out

According to the Children's Defense Fund (2002), one high school student drops out every nine seconds. That's an astounding statistic and here are a few more dropout facts: Students most likely to drop out come from Hispanic, African-American, Native American, and low-income backgrounds; live in single-parents homes, and attend large urban schools, according to the National Center for Education Statistics (2002).

"Dropout statistics are particularly alarming because jobs that pay living wages have virtually disappeared for youth without a high school diploma," says **Sandra Christenson**, professor of school psychology and Birkmaier Professor in Educational Leadership. She and colleagues have been studying school completion for more than 12 years, using a model they developed called Check & Connect.

Check & Connect is an intervention program aimed at marginalized students who have been identified as at-risk for dropping out or school failure, including youth of all ages, with and without disabilities. It is designed to improve student engagement at school and with learning through relationship building, problem solving, and persistence. It has three main components:

- ▶ a mentor who works with students and families for a minimum of two years
- ▶ regular checks on school adjustment, behavior, and educational progress of students
- ▶ timely interventions to re-establish and maintain the student's connection to school and learning and to enhance students' social and academic competence.

"Relationship building is the cornerstone," Christenson says. "We have to build trust with both the student and the parents for the program to work. Another key element of the program is intervention that helps the student learn to solve problems and to cope and persist in the face of challenges."

Engagement is a key concept for promoting successful school completion, Christenson says. Engagement, in the sense she uses it, encompasses academic behavior, student behavior, cognition (value of education, relevance to future, self-regulation), and psychological (feeling that s/he belongs at school, relationships with teachers and peers). Engagement variables are within the power of families and educators to change; schools and parents can promote school completion.

Check & Connect reduces truancy. In one study, by the end of ninth grade, 91 percent of Check & Connect students

versus 70 percent of the control group had persisted in school. Of the Check & Connect group, 68 percent were on track to complete high school within five years, versus 29 percent of the control group. Also, improved attendance rates for students in elementary schools have been demonstrated.

In a recent article, Christenson wrote, "The costs associated with the present incidence of school dropout are staggering and are estimated in

the billions of dollars in lost revenues, welfare, unemployment, underemployment, crime prevention and prosecution (Christenson, Sinclair, Lehr, & Hurley, 2000). Given the consequences to society and to the individual, the importance of facilitating school completion for all students is a critical concern for researchers, policymakers, and educators across the country."

For more information:
www.ici.umn.edu/checkandconnect

Kinesiology researcher pursues EXTREMELY interesting innovations

Victor Koscheyev, director of the School of Kinesiology's Laboratory for Health and Human Performance in Extreme Environments, and two

students test a new spacesuit (the blue garment pictured) that may someday allow astronauts to heat only part of their spacesuits while keeping fingers warm to perform manipulations, or by cooling in case of overheating. The liquid cooling and warming garment (LCWG) fits under bulky outer spacesuits and directs heated or cooled water through coils that cover only key sections of the body. The NASA-funded project is headed by Koscheyev, a senior fellow, and co-investigator Gloria Leon, psychology professor. The group has filed for a patent on the suit which has received a certificate of recognition for creative development of a technical innovation that has helped NASA to achieve its aeronautical and space goals.

Before coming to the University of Minnesota, Koscheyev worked in the Russian space program. His laboratory supports and enhances protection and performance of people in extreme environments through interdisciplinary laboratory research.



“Manning” the classroom

A student and colleague reflects on John Manning’s life as a literacy leader

by Brenda Shearer

Shearer is a professor of reading education at the University of Wisconsin, Oshkosh, and was a doctoral student of John Manning from 1985–92.

The life of John Manning is characterized by paradox. On the one hand, there is pageantry. Manning’s flamboyant attire is legendary in the corridors of Peik Hall where he will soon be ending three decades as a professor of reading education. (Manning will be retiring in 2005.) On the other hand, his life and his work are characterized by a high degree of discipline. These two qualities, pageantry and discipline, are integral in his life.

It has been more than 20 years since I met John Manning when I began my doctoral studies at the University, but his ideas continue to influence my thoughts and actions. I remember Dr. Manning telling us that he attempts to see things in students that they do not recognize in themselves. This was evident in my dealings with him, and it was one of the reasons he was recognized with the International Reading Association’s Outstanding Teacher Educator Award in 1987.

After completing a doctorate at Boston University as a student of Donald Durrell, a giant in the field of reading, Manning taught for six years at California State University, Fresno, before joining the College of Education and Human Development in 1965. Since then he



Manning works with a student in the literacy program at Bethune Elementary in Minneapolis.

has been a visiting professor and lecturer at more than 300 major colleges and universities and has served as consultant to more than 500 national agencies, state departments of education, and major urban and local community school districts.

He has written numerous book chapters, articles, and curriculum publications, and is an author and educational consultant to Scott Foresman Publishers.

In 1985, Dr. Manning was elected president of the International Reading Association (IRA), the premier professional organization in the field, with almost 100,000 members throughout the world. He continues to serve as a consultant to the Mississippi State Literacy Initiative two weeks per month, working with students and teachers in some of the poorest communities in the United States.

On many occasions I have sat in filled auditoria at national conferences to listen to the man who could make you feel as if you were the only person in the room. Recently, the Wisconsin State Reading Association honored Dr. Manning at a special reception, “High

Tea with John Manning,” during the 2004 WSRA Conference. At that tea, as I listened to this remarkable man, I saw the same passion that could still hold the audience spellbound.

In June of 1999, I watched him working with young students enrolled in a summer reading program in Taylors Falls, Minn., guiding and inspiring them as they read to him. Although it had been almost 50 years since he began teaching, his face had the radiance of a first-year teacher, rapt in that elusive “teachable moment.” That day, I was reminded that not a single week goes by, ever, that John Manning is not found in a public school somewhere.

When Dr. Manning walks across campus, you will notice that he stops to greet the person sweeping the sidewalk by name and the person trimming the shrubs by name and they greet him back. He knows something about them and mentions it. These are the kinds of lessons that he taught me. They are the kinds of lessons I try to impart to my own university students. Of all the things that Dr. Manning has accomplished, the title I know that means the most to him is “teacher.”

Perhaps the best way to capture the

essence of the man is to allow his words to speak for themselves. What follows are excerpts from my 1999 interview with my teacher, my mentor, and my dear friend, Dr. John C. Manning:

On valuing students

“Apparently Durrell saw something in me that I didn’t see in myself. And I see that in terms of my own graduate students, all of my own students at the University, all of the students in the public school. I see things in them that they do not see in themselves or know they possess: that they can influence others; that they are convincing; that they are contributing.”

On ethics, morality, and teachers

“Schools must be places of morality and ethics. Absolutely. And to talk about schools without discussing issues related to morality is absurd. What I’m talking about is the behaviors of the classroom teacher who has internalized morally and ethically the Ten Commandments and whose behaviors clearly indicate that.”

On recruiting “the best and brightest” teachers

“I want teachers who are bright, who are intelligent, who know something. On the other hand, I’m unaware of any strong relationship that exists between the best and the brightest and common sense, for example; the best and the brightest and forgiveness, for example; the best and the brightest and moral judgements, for example; the best and the brightest and ethics. I’m unaware of those correlations; you’ll have to point them out to me. I want teachers who can find their way to school; I want that. But I want a teacher who exercises some humanity.”



Manning consults with a licensure student at Bethune.

John Manning makes an impression on everyone he meets.

Throughout his career, Manning not only has been active in the college and organizations such as the International Reading Association, but he has worked throughout the country in the public schools and with students learning to teach.

He is currently involved in the Mississippi State Reading Initiative and the Minneapolis Public Schools First Year Teacher Project. Knowing Professor Manning would be too modest to be interviewed for an article in his honor, we’ve asked several former students, colleagues, and associates to give us their perspectives and memories of John Manning.

Louise Botko (B.S., '65, elementary education) worked with Manning in her role as reading curriculum coordinator, North Area Minneapolis Public Schools, in the 1970s

“One of the things that I really admire about John Manning is that he not only did research but he also was able to implement it, which teachers really appreciated. His attitude was, ‘Give me a group of kids, and I’ll teach.’ He was passionate about teaching children how to read.”

Annie Cooper (B.S., '03, foundations of education; M.Ed./initial licensure student), she was a student of John Manning’s in spring 2004. She plans to be a K–8 teacher.

“Dr. Manning is an amazing professor whose positive spirit and warmth is felt by all.”



Manning and a licensure student work with a student in the literacy program at Bethune.

Melvin Hoagland (Ph.D., '76, *educational administration*) former north area superintendent for the Minneapolis Public Schools, worked with John Manning from 1967–80 “Classroom teachers loved him. He taught some classes for teachers after school and on Saturday—they flocked around him. I often said that he was like a pied piper.”

Maythee Jensen Kantar (M.A., '85, *elementary education*; Ph.D. '90, *curriculum*), professor and chair, Department of Communication, Writing, and the Arts, Metropolitan State University, St. Paul
“Dr. Manning was always kind and respectful, putting the needs of students first, always trying to understand a situation from their point of view.”

Deborah Dillon, professor and chair, the college's Department of Curriculum and Instruction
“John Manning has provided leadership in reading education at the international level and in Minnesota. John has given large amounts of time and expertise by working with teachers and children experiencing reading problems in schools across the state. It is amazing to see John walk into a classroom, begin a conversation with a student, and engage that youngster in reading and responding to texts. With equal ease John can talk with teachers, observe them teach, and offer skilled advice on teaching practices that might help them reach kids with reading problems. I personally value

John's optimism about kids, the teaching profession, and life.”

Verla Klassen (M.A., '73, *elementary education*; Ph.D., '84, *education*), teacher, Bethune Elementary; coordinates the college's literacy practicum and student teacher visits to Bethune; teaches summer courses in the college
“One of the things that is so remarkable about John Manning is that he not only models for children, he models for those of us he is teaching and working with. He brings a lot of joy to the people he meets at the University and at every level.”

Alan Farstrup (Ph.D., '77, *reading curriculum and instruction*), executive director, International Reading Association
“Dr. John Manning has dedicated his professional life to the improvement of reading instruction in public schools. He has been a superb mentor to an entire generation of graduate students, students who have gone on to provide leadership in their communities, schools, and universities. Truly, his contributions cannot be overestimated.”

Benji Kamrath (B.S., '03, *foundations of education*; M.Ed./ initial licensure program student in elementary education; former U of M quarterback), student of Manning's in 2003
“He's probably one of the most kind individuals I've ever met. He was an excellent professor—everybody enjoyed his lectures. Another thing I really appreciate about Dr. Manning is that when we went to our practicum sites, he was always right there, every day, waiting for us and helping us out as we put those practices into good use with children.”

Alden Moe (B.S., '63, *elementary education*; Ph.D., '71, *education/reading*), Richard James Mertz Professor of Education and chair, Department of Education, Rollins College, Winter Park, Fla.
“He was excellent at conducting in-service demonstrations for classroom teachers and he wanted all his doctoral students to be able to do so as well. On the day of my demonstration, there were about 20 teachers ready to observe me teach a reading lesson to a group of six or seven students. One student, Warren (I will never forget his name), said, ‘I'm not going to the damned reading circle,’ and headed for the door. I brought him back to the table, sat him next to me, and, with some very good luck, taught the lesson. For Dr. Manning, this was all in a day's work.”

Edward E. Paradis (B.S., '63, *elementary education*; M.A., '68, *education*; Ph.D., '70, *education*), director of teacher education, University of Wyoming
“In my mind Professor Manning has no equal for working with public schools having the most difficulty. Few people understand the children, teachers, and principals of these schools. His life was spent in those schools and to this day he remains in them. He's kind of a ‘tough love’ guy, but forever he stands beside those he loves.”

P. David Pearson (Ph.D., '69, *reading education*; former member of the college's faculty), dean of the Graduate School of Education, University of California, Berkeley
“I had the good fortune to be one of John Manning's very first Ph.D. advisees at Minnesota (from 1966–69). John's advisement was exemplary on many grounds, but two stand out in my mind. First, he helped me understand that educational research is hollow if it cannot be extended into schools where it can improve the professional knowledge of teachers and the achievement and opportunity of students. Second,

he had the wisdom and generosity to make sure that when I wanted to tackle a topic or a problem that was not part of his portfolio, I got connected with other faculty in the college who could help me pursue that interest.”

Tom Post, math professor, the college's Department of Curriculum and Instruction
“John has always impressed me as a person of the highest integrity. His ability to work effectively to craft leadership in the public schools and his dedication to his students has always been an inspiration to me. His Ph.D. students are literally a who's who in reading education and have gone on to distinguish themselves in the profession.

“My son Colin was once a student in our program and is currently teaching in the Rosemount-Apple Valley District. He contends to this day that the most useful course that he took while he was here was the reading methods course offered by John. This despite the fact that he took his math methods course from me!”

Summer Schachter (Ph.D., '78, *education*), taught school for 13 years and is now an investment adviser in Glenwood Springs, Colorado
“John has had and still does have an incredible gift when it comes to educators—he has been able to put into words what we have in our hearts and souls. John's appearance is always dramatic. I took a class from him in California and in those days he always wore white. There's a question in everyone's mind when you first meet him: How much substance is behind the show?

“I learned more from him in that one short course than I ever learned in four years of teaching and five years of college. John Manning is incredibly bright, untraditional, and probably widely underappreciated. Once he retires he's probably irreplaceable, because that kind of teaching isn't rewarded nowadays.”

—Rebecca Noran

Looking for partners in educational innovation

by Suzanne Miric

This spring, about 25 school staff developers and college faculty gathered at the newly refurbished Coffman Union on the East Bank to eat lunch and exchange views on both old and new K–12 diversity issues.

Another day, at the Earle Brown Continuing Education and Conference Center on the St. Paul campus, Scott McLeod, assistant professor of educational policy and administration, engaged about 60 teachers and administrators in creative uses of school data at an Urban Leadership Academy workshop.

And on yet another occasion, at the president's residence at Eastcliff, teachers from all over the metro area participated in a focus group on professional development.

What do all these events have in common? They are part of the vital network of relationships and bridges that link the college with the greater K–12 educational community. Helping people connect and grow professionally is what the college's office of continuing professional studies (CPS) is all about. CPS provides

collegewide leadership for the development and delivery of credit and non-credit continuing professional studies programs.

More than ever before, K–12 educators are providing the college with valuable insight and direction into what today's diverse and busy educators need and want. Through focus groups and discussion groups taking place this year, CPS has been actively listening to educators' needs and desires and encouraging the development of programs that meet those needs.

For example, CPS is involved with planning two school partnerships that provide timely, well-researched, and economical professional development options to Twin Cities educators. One, through the Anoka-Hennepin School District, will allow family and consumer science teachers to earn middle-school licensure in seven short months starting in fall 2004. Another, through District 287's annual Summer Institute, will, for the first time, allow students to earn University of Minnesota credit for certain classes.

At the same time, CPS is updating and expanding successful programs such as the Urban Leadership Academy (ULA). ULA, a partnership program with four metro-area school districts, attracts administrators and teacher leaders from throughout the metro area for workshops that challenge and build the skills and knowledge of educators in a meaningful and sustainable way.

This summer's ULA, June 29–30, will feature three presenters who are leaders in their field: International consultant and "positive deviance" practitioner Jerry Sternin; Karen Seashore, professor of educational policy and administration; and popular improv

comedian and consultant, Stevie Ray. For registration information, contact CPS at cpstudy@umn.edu; 612-625-5060, or visit www.education.umn.edu/CPS/ULA.

As CPS wraps up the 2003–04 school year, it anticipates more and varied partnerships and programs to enrich the professional development of all those committed to the educational excellence and the well-being of our children and youth. Browse the CPS Web site for summer and fall professional development classes at the college: www.education.umn.edu/CPS. Suggestions for better serving the needs of education and human development professionals are always welcome!

Picture yourself at the U this summer!

It's not too late to register — see www.education.umn.edu for the wide range of research-based classes that can only be found at the U.

Be a part of the bigger picture!

From the Negev Desert to Buffalo, Minn.

Distinguished alumni gather from around Minnesota and the globe for annual awards event

The college Alumni Society presented its spring 2004 awards before a crowd of more than 100 people at the McNamara Alumni Center on April 1. University President Robert Bruininks, former dean of the college, attended to present a University of Minnesota Outstanding Achievement Award on behalf of the University's Board of Regents to alumnus Ismael Abu-Saad of Israel.

Outstanding Achievement Award

The Outstanding Achievement Award is the highest non-degree honor that can be bestowed on University alumni.

Ismael Abu-Saad, honored with the OAA at the spring awards ceremony, grew up in a family of 11 children in the Negev region of Israel. Against great odds, he earned bachelor's and master's degrees in education from Ben-Gurion University. When he completed a Ph.D. in educational policy and administration at the college, he became the first Israeli-Bedouin to receive a Ph.D.

He returned to Israel to teach at Ben-Gurion University, where he is one of a small number of Arab-Israelis who have achieved tenure in the higher education system there. Abu-Saad made it his goal to increase the number of students from Bedouin communities, especially Bedouin women.

He established the Center for Bedouin Studies and Development that helps prepare Bedouin students for the university and provides financial aid. In four years the number of Bedouin women studying at the university

increased from eight to 120. Recently he established a "Budding Scientists" program for Bedouin

high school students who are on a science track. He also created a mentoring program for Bedouin students to help them thrive in the university environment.

This past fall a book he coauthored, *The Future of Indigenous Peoples: Strategies for Survival and Development*, was published by the American Indian Studies Center at UCLA. Last year, the University of Minnesota Alumni Association highlighted Abu-Saad's remarkable career by featuring him in one of their public relations campaigns. He was featured in the spring 2001 *Link* which can be read online at www.education.umn.edu/alum/link/2001spring/Abu-Saad.html.



President Bob Bruininks (right) presents the OAA to Ismael Abu-Saad, professor at Ben-Gurion University, Negev.



Alumni Society President Bob Koenig (left) and Dean Steve Yussen (right) congratulate the recipients of the 2004 Gardner Award, Judy Jacobsen and Daniel Hertz.

William E. Gardner PreK-12 Outstanding Educator Awards

Named for William Gardner, a distinguished emeritus faculty member and dean of the College of Education from 1976–91, this award went to two long-time teachers who have a passion and love for teaching.

Daniel Hertz received both a B.A. and B.S. degree from the University. He has been a math teacher and a counselor in the Minneapolis Public Schools since 1985 and since 2002 he has worked as a counselor at the Wellstone International School in St. Paul.

Judy Jacobsen received an undergraduate degree from Winona State College and an M.Ed. from the University. She's been a full-time teacher of grades three, four, and five in the Mounds View School district for 36 years.

Larry Wilson Award

Recipients of this award must be University graduates and be, or have been, active educators in a non-school-based setting.

Joel Barker received a bachelor's degree in English education and journalism from the college in 1966. He heads his own consulting company, Infinity Limited, which provides training and consultation in strategic exploration, visioning, and leadership of change to long-range planners and top executives of major international companies. Known as the "paradigm man," he is the author of *The Future Edge* and is coauthoring, *Five Regions of the Future: A Revolutionary Roadmap to the 21st Century*.



Larry Wilson (left) congratulates Joel Barker (center), recipient of the Larry Wilson Award. With them is Barker's nominator, Scott Erickson.



Corrie Beck and John Cogan, professor of educational policy and administration, after Cogan received the Beck Faculty Teaching Award.

The Robert H. Beck Faculty Teaching Award

This award is presented to a member of the college's teaching faculty. **John Cogan**, professor of educational policy and administration, came to the college in 1969. His areas of expertise include social studies and global environmental education, comparative and international education, and citizenship education.

Excellence in Educational Leadership Award

This award is presented by the University Council for Educational Administration in recognition of excellence in preK-12 administration. **Thomas Nelson** is superintendent of schools for the Buffalo-Hanover-Montrose Public Schools and a past classroom teacher, Minnesota state senator, director of state relations for the University, and Minnesota commissioner of education.



Thomas Nelson, '91, receives the Excellence in Educational Leadership Award from Nicola Alexander, assistant professor of educational policy and administration, and Dean Steve Yussen.

Advanced Study Scholarship

The primary criterion for this scholarship is the belief that the student has the potential for making a significant contribution to education. **Hilda Wiley** is a doctoral student in the school psychology program. **Agnes Kiss** is a doctoral student in the educational psychology foundations program.

Larry Wilson Student Scholarships

The recipients of these scholarships have demonstrated an interest in non-school-based education and have exhibited leadership or leadership potential and academic success.



Robert Koenig, Larry Wilson, and Steve Yussen with the winners of the Larry Wilson Student Scholarships, Alison Spenader and Frank Ginther.

Frank Ginther is a Ph.D. student in adult education in the Department of Work, Community, and Family

Education. **Alison Spenader** is pursuing a Ph.D. in the Department of Curriculum and Instruction, in second languages and cultures education.

Initial Teacher Licensure Scholarships

These scholarships recognize academic performance and potential for making a significant contribution to the field of education. **Ikhlas Abdelkhalig** is enrolled in the early childhood education and early childhood special education M.Ed. program. **Candida Gonzalez** is enrolled in the second languages and cultures M.Ed. program.

Pop artist and cultural icon Andy Warhol once said that everyone will be famous for 15 minutes. This past April, several alumni and students had their 15 minutes of fame when they were honored as recipients of alumni society scholarships and distinguished alumni awards.



What a pleasure it was to recognize education alumni who have made their mark in the classroom and in the world and to present scholarships to our future education professionals. Their stories and accomplishments inspire us and leave no doubt that College of Education and Human Development students and alumni have contributed in so many important ways to our society.

It is through the generosity of alumni and friends that we are able to grant scholarships to students through our Alumni Society Endowed Scholarship Fund. Recently, we asked several donors what inspired them to give to the scholarship fund. Many recalled the great education they received at the “U” and the impact it has had on their lives. One said, “The world needs teachers and I want to make sure they are around.” That fits with psychologist and philosopher William James who said, “The great use of life is to spend it for something which outlasts it.” Gifts to the endowed scholarship fund will do that and make a difference. Others commented on the wonderful memories of campus and the “Golden Gopher spirit.” We thank everyone who has given to the college to help this next generation of educators attain their degrees. Our scholarship fund continues to grow and with your help next year we will be able to award even more scholarships.

Our alumni society’s busy year comes to a close in June. We are proud of the programs and activities we offered during the year to students and alumni. Hats Off! to outgoing Michael Jerpbak, Art Sesma, and Geri Skogen for their dedicated service on the alumni society board of directors. We will miss them.

This spring the University of Minnesota Alumni Association’s year-long “Century of Memories” centennial celebration ends. As UMAA begins its 101st year of serving the University through advocacy, connections, and spirit, I urge you to become a member of the UMAA or to renew your membership and become a part of a second century of creating memories. As Garrison Keillor said, “We were lucky to have come here.”

Robert A. Koenig, Ph.D., '73

president, CEHD Alumni Society

1920s

Helen Allen (B.S., '26) died Nov. 11, 2003, at the age of 96. Allen, a former teacher, was one of the college’s oldest living alumni and was featured in the winter 2002 *Link*. Her love of teaching was only surpassed by her pride in being a College of Education and Human Development alumna.

1930s

Elizabeth Atkins (B.S., '38) died March 23. Atkins, who was 88, was a teacher in Grand Marais, Mich., and a long-time nursery school teacher in Edina, Minn.

1940s

Margaret Moe (B.A., '46) died Jan. 6 at the age of 84. Moe taught school in Minnesota before taking a position with the Girl Scouts of America as executive director of the Independence, Mo., Girl Scout Council. In 1953 she took a national staff position with the Girl Scouts and moved to Washington state. She was an avid world-class traveler and a wildlife enthusiast.

1950s

Marcia Moore Nesley (B.A., '55) retired this past fall after a long career as a kindergarten teacher. She began her teaching career in Great Falls,

Mont., teaching 40 children in the morning and 40 more in the afternoon. After Nesley and her family moved to Bond Lake, Wis., she resumed her teaching career until her retirement.

1960s

Arlene Clapp (B.A., '60) was named chair of the board of Minneapolis-based CornerHouse.

Thomas Zellmer (B.A., '69) celebrated his 25th anniversary as principal of Parkvalley Catholic School, Golden Valley, Minn.

1970s

Antoine Garibaldi (Ph.D., '76, educational psychology) president of Gannon University, Erie, Penn., has been appointed to the Board of Trustees for the University of St. Thomas, St. Paul, Minn. Garibaldi also was elected vice chair for programs of the Board of Directors of the Council of Independent Colleges.

Sharon Studer (Ph.D., '78, educational psychology) was appointed an independent non-executive director of Taylor Nelson Sofres, a world leader in market information. Studer was a partner in KPMG’s consulting practice, held several positions with Control Data Corporation,

and served as a vice president of Knight Ridder. She resides in the United Kingdom.

1980s

Terry Tofte (Ph.D., '84, educational policy and administration) retires June 30 after serving four years as Northfield, Minn., superintendent and previously as principal of Black Hawk Middle School in Eagan, Minn.

1990s

Natalie Rasmussen (B.S., '90) was a recipient of a Milken Family Foundation National Educator Award. Rasmussen is a science teacher at North High School in Minneapolis, Minn., and was one of 100 teachers honored in 2003. The award honors educators for creative teaching strategies. Rasmussen is pursuing her doctorate in curriculum and instruction in the college.

Larry Shellito (Ed.D., '98, vocational education) was installed as Minnesota's adjutant general of the Minnesota National Guard. In civilian life, Shellito is former president of Alexandria Technical College.

Ross Young (M.A., '95, English education) and **Marcia Holmes Chapman** (B.A., '64), both high school graduates from schools in the Classic Lake Conference, received 2003–04 Outstanding Alumni Achievement Awards April 14 for their achievements in the fine arts. Young is an English teacher at the Area Learning Center in Osseo, Minn., and a professional actor. Chapman, a former elementary school teacher at Thorson Elementary School in Crystal, Minn., is the cofounder and executive director of Ballet Arts of Minnesota.

2000s

Ann Marie Peterson (Ed.D., '01, work, community, and family education) was honored by Minnesota Business Educators, Inc. with The Teacher of the Year award for her outstanding contributions to business education. Peterson has taught at the high school level and at Minnesota Riverland Technical College, Austin Community College, and is currently teaching at South Central Technical College and the University of Minnesota. She is president of the Southwest Minnesota Business Educators, Inc.



Linking up with emeriti faculty at Pearson's in Edina

Every three months for the past six years a group of emeriti faculty meets at Pearson's restaurant in Edina to reconnect: **Donovan Johnson**, 93, retired in 1973 as a professor of math education; **Frank Braun**, 76, retired in 1991 as an associate professor in curriculum and instruction and coordinator of placement of graduates; **Eugene Anderson**, 67, retired in 1998 as associate professor in curriculum and instruction and coordinator of field experiences in the educational career development office; **Charles Glotzbach**, 83, retired in 1986 as a professor of educational psychology; **William Edson**, 89, retired in 1983 as a professor and director of the educational career development office; and **Warren Meyer**, 94, retired in 1976 as a professor of marketing education.

The first order of business is to ask "what have you heard from the college?" At the meetings, "We reminisce about our good times at the college. We had a fantastic time. It was a very casual, warm relationship we had with people—when anybody got an award, it was everybody celebrating with them," Johnson says.

The group has fond memories of a college with a strong central community, where college personnel and their families got together and sang at events like the holiday party, and got together for the "piscatorial practicum," a spring retreat in Brainerd with fishing, cards, gourmet food, and plenty of banter.

That banter continues to thrive at Pearson's. The lunches are an opportunity not only to stay connected with the college but to catch up on their lives in retirement. "It helps us recapture the good feeling of past associations," Anderson says. Braun adds, "I like the formality. We still carry our pocket calendars with us and schedule the next event when we meet, so we know we're getting together again."

Two illustrious alumnae recognized with University's Outstanding Achievement Award

In a ceremony Nov. 19, 2003, at Eastcliff, the official home of the University president, **Dorothy McIntyre** and **Mary Tjosvold** received the University's highest honor granted to alumni, the Outstanding Achievement Award. Regent David Metzen presented the medals to each woman.

Dorothy McIntyre (M.Ed., '70, physical education) was recognized for her accomplishments as a "tireless advocate, inspiring role model, and dedicated leader with the Minnesota State High School League, who has provided generations of female athletes with opportunities to compete, learn, and grow."

In his letter of support, David Stead, executive director of the Minnesota State High School League, wrote, "Emblazoned in the annals of girls' athletics will be the name, Dorothy E. McIntyre, a 'farm kid' from Iowa who, through the networks she built, began the dialogue about girls' sports that reverberated throughout Minnesota schools."

Eloise Jaeger, kinesiology professor emerita wrote: "Among her many achievements one stands out above the rest and that was to achieve inclusion of girls' interschool sports in the Minnesota State High School League... Minnesota became a breakthrough state, ending for good the dearth in athletics for girls and young women in Minnesota and the nation that had existed for more than 40 years."

McIntyre, who taught high school and coached girls' sports before joining the League, has received numerous

honors, among them, being named to the *Star Tribune's* "Top 100 Sports Figures of the Century," receiving the Ann Bancroft Award, and being recognized with the National Federation of State High School Association's Award of Merit.

Mary Tjosvold (B.S., '64, math education; S.L.D., '74, special education; M.A., '75, educational administration; Ph.D., '75, educational administration) was recognized for her work as a "dedicated community leader and volunteer," working as national chair of the American Refugee Committee, serving on the board of the University of Minnesota Bioethics Center, and working as a volunteer with Minneapolis Public Schools, as well as her role as a "leading Minnesota entrepreneur and businesswoman, founder and CEO of Mary T. Inc."

A group of 20 of her employees at Mary T. Inc. in their letter, wrote, "For those of us who work for Mary T. Inc., it is common knowledge that Mary Tjosvold possesses an indomitable spirit, an inner drive to help those in need, and a tireless pursuit of fairness and equality in all of her many endeavors."

Steven Miles, professor of medicine and geriatrics at the University, in his letter of support, wrote, "I have also known Mary as a tireless innovator in long-term care for disabled children and adults. In this field she perfectly blends her heart with her management skills and training in education to produce well-run facilities with highly motivated staff who have excellent morale. Mary T.'s [staff



Dorothy McIntyre (left) and Mary Tjosvold enjoy their OAA medals.

know what to do, why they are doing it, and why it is important to do it right."

Tjosvold was a teacher before completing a Ph.D. at the University and the management program at Harvard University. She heads Mary T. Inc., which owns and operates 46 group home residences in three states, providing care and services to seniors, people with physical and developmental disabilities, medically fragile children and adults, and people with traumatic brain injuries. The corporation also operates handicapped-accessible rental town homes in three states at below-market rates.

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a celebration of giving

The ant and the grasshopper

We are all familiar with the tale of the ant and the grasshopper. The ant diligently prepared for winter by working hard and laying in a store of food, while the grasshopper hopped about playing and lived for the moment. Once winter came, the grasshopper realized the moral of the story: “It is best to prepare for the days of necessity.”

Another version of this famous fable might go as follows:

Alpha G. works hard her whole life and plans well by making sure she has a will. In addition to taking care of her family, her charitable bequests include the College of Education and Human Development. Harry W. spends much of his time after retirement worrying about his assets while avoiding thoughts about estate planning and his own mortality.

When Alpha passes away, her estate is distributed according to her wishes; through her will she has created an endowed scholarship fund—her legacy to future students. Unfortunately, Harry dies never having completed a will and his hard-earned estate goes to distant relatives he never even knew.

It is not difficult or expensive to write a will. It does require preparing for the “days of necessity.” That means thoughtful planning about what you really value: family, friends, and special organizations or institutions that have meant something to you during your lifetime.

If you have questions or would like more information on wills and bequests, please contact Lynn Slifer, development director, College of Education and Human Development, 612-625-5511, slife001@umn.edu.



The following is standard language you can provide to your lawyer if you wish to make a bequest to the college: “I give, devise and bequeath to the University of Minnesota Foundation, Minneapolis, Minnesota 55455, (percentage of residue, sum or description of property), the principal and income of which shall be distributed by the Board of Trustees to the College of Education and Human Development for the purpose of (fill in purpose).”

New scholarship honors spouse

When Bill Walter thought about what to get his wife Judy for her 60th birthday he thought of the University of Minnesota. Both he and Judy are graduates of the U, he from the Institute of Technology and the Carlson School of Management, and Judy from the College of Education and Human Development.

As a gift, Bill established an endowed scholarship fund in Judy’s name for students who are planning teaching careers in urban settings. Bill’s commitment is being leveraged by a match through a new program at the University, making matching funds available to all new endowed scholarship funds of \$25,000 or more.

“Judy’s dedication to teaching and to setting high standards for students has been an inspiration,” Bill says. “The rewards for giving do come back to you hundredfold. It’s the right thing to do and it feels good.”

New gifts to the college

H. William Walter has established an endowed scholarship in honor of his wife, Judy, with a pledge of \$150,000. This scholarship will support students who want to teach in urban settings.

Mary L. Topp has made a future commitment of \$250,000 to support reading and language arts through the Department of Curriculum and Instruction.

Jeffrey and Mary Werbalowsky have made a gift of \$35,000 to the Baby’s Space Fund.

Margaret Palm has made a future commitment to the college of \$25,000.

The **Buuck Family Foundation** has made a gift of \$10,000 to the Baby’s Space Fund.

The following gifts were given in support of the Arctic Transect Project: \$75,000 from the **Wood-Rill Foundation**, and \$50,000 from the **Comer Science and Education Foundation**.



EDUCATION & HUMAN DEVELOPMENT
Alumni College

UNIVERSITY OF MINNESOTA

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- tour of the Elmer L. Andersen Library—Archives and Special Collections

No tests, no grades, and no homework—simply a day jam-packed with the best parts of college, here on the Twin Cities campus! CEUs will be available.

UMAA members automatically will receive an Alumni College schedule and registration information in September. If you are not a UMAA member and would like to receive Alumni College information, contact Raleigh Kaminsky at 612-626-1601 or kamin003@umn.edu.