

CHALKBOARD

Indiana University School of Education Alumni Association

Fall/Winter 2006-07



OPENING A WORLD OF OPPORTUNITIES



Revving our 'engine of innovation' on the global stage

by Gerardo M. Gonzalez
University Dean, School of Education

Anyone who doubts the School of Education's global reach should talk to Suzuko Murata.

She received her doctorate in higher education administration from our school in 1969 and went on to a productive career in her native Japan, where she retired as professor emerita of education at Gunma Prefectural Women's University. Indiana University is never far from her mind, however. Although now in her 70s, she recently visited the School of Education to meet with me to express her gratitude for the incredible education she received in our classrooms. She is just one member of our large cadre of international alumni in leadership positions across the globe who have a great affection for this school and a great desire to support it.

In fact, over the years, thousands of people from around the world have come to the Indiana University School of Education to study and have then shared the knowledge they gained with colleagues and students in their home countries. We are a truly global school, from the international students populating our classes to our faculty members conducting research and developing programs all around the world, to the domestic students enriching their educations through overseas study in our award-winning Cultural Immersion Program.

The internationalization of the School of Education is nothing new. It's part of a long tradition of global engagement that began under the leadership of longtime dean W.W. Wright, for whom our current building is named. He was a special adviser to IU President Herman B Wells — the man most often credited with building Indiana University into the global powerhouse it is today.

Through generations, our faculty and students have built on this international



Suzuko Murata and Dean Gerardo M. Gonzalez

"Throughout my career, I have believed that the world needs people who appreciate cultural differences, people who can enrich other people's lives from different perspectives."

— Dean Gerardo M. Gonzalez

legacy, and I have certainly continued that tradition of support during my tenure as University Dean. Throughout my career, I have believed that the world needs people who appreciate cultural differences, people who can enrich other people's lives from different perspectives. By educating tomorrow's leaders to appreciate and value differences, we are helping to build the human capital needed in today's increasingly smaller world.

In this issue of *Chalkboard*, you will see just a few examples of our global reach. From Afghanistan to China to Mexico to Suzuko Murata in Japan, the students and faculty of the IU School of Education are paving the way to better understanding among people all over the world.

I also had the privilege of participating in a major international initiative this year. I was invited to be among a group of professors from around the world tapped by the German Science Council to evaluate

proposals from top research universities in Germany for the country's Excellence Initiative. As a result of the visit, we are discussing opportunities for further collaboration with some of Europe's most distinguished institutions. This trip underscored for me the critical role research universities like IU play as engines of innovation and economic development in the new millennium. Today, higher education is truly engaged in an intense global competition to produce the most new knowledge and prepare a workforce that can easily access and utilize that knowledge. The faculty, students, staff, and alumni of the IU School of Education are up for the challenge and ready to lead the way.

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Indiana University School of Education Alumni Association Fall/Winter 2006-07

- 1 DEAN'S PERSPECTIVE: Revving Our 'Engine of Innovation' on the Global Stage
- 2 Highlights
- 4 News Briefs
- 6 Service-learning, in Spanish
- 8 ALUMNI FEATURE: Keith Jepsen
- 9 New Faculty
- 10 Rebuilding Schools, Restoring Hope
- 13 Faculty Profile: Heidi Ross
- 15 Alumni News
- 17 Class Notes
- 20 Honor Roll
- 25 In Memoriam

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Four School of Education staff members received 2006 staff bonus awards for their outstanding work. Recipients were **Sara White**, curriculum and instruction; **Margrethe O'Connor**, teacher education; **Denise Wyatt**, teacher education; and **Susan Sloffer**, graduate studies.

The School of Education held its annual Celebration of Teaching awards program last spring. Trustees Teaching Awards were awarded to **Marilynne Boyle-Baise**, professor in curriculum and instruction; **Stephanie Carter**, assistant professor in language education; **Suzanne Eckes**, assistant professor in educational leadership and policy studies; **David Flinders**, associate professor in curriculum and instruction; **Robert Kunzman**, assistant professor in curriculum and instruction; **Martha McCarthy**, Chancellor's Professor in educational leadership and policy studies; and **Leana McClain**, lecturer in curriculum and instruction. Recipients of the Outstanding Associate Instructor Awards were **Ilene Buck**, counseling and educational psychology; **Hasan Deniz**, curriculum and instruction; **Sarah Gallini**, counseling and educational psychology; **Ingrid Graves**, language education; and **Melissa Mowder**, counseling and educational psychology. A new award, the Student Choice Award, created by the Dean's Advisory Council, was awarded to **Pat Wilson**, adjunct instructor, and **Brandon Foltz**, associate instructor.

Elizabeth Boling, professor of education and chair of instructional systems technology, was among those students, staff, faculty, and community members honored at an April 20 ceremony for their contributions

to the dean of students and the Division of Student Affairs at Indiana University Bloomington. Boling received the Gordon Faculty Award, which is named for Michael V. W. Gordon, dean of students

from 1981 to 1991. Boling has worked on the campus judicial board and on the hearing commission, serving as a Bloomington Faculty Council appointee. She also serves on the School of Education's academic fairness committee.

Ginette Delandshere was honored with the Burton R. Gorman Award for outstanding teaching for 2005–06. She is a professor in the department of counseling and educational psychology. The Gorman Award is one of the most prestigious awards a faculty member in the School of Education can receive. Criteria for the award include creativity, pioneering, and impact of teaching. Recognized not only for the innovation and creativity she brings to her inquiry methodology classes, Delandshere was also honored for her mentoring activities with her students.

David Flinders, associate professor in curriculum and instruction, is the new vice president of the American Educational Research Association. He is in charge of Division B: Curriculum Studies and will oversee the division's business at large, including awards programs and the annual conference program. He also serves on the executive council of AERA. He presented his vice presidential address, "The Shattered Mirror: Curriculum, Art, and Critical Politics," at the AERA annual meeting in San Francisco.

Ted Frick, associate professor of instructional systems technology, was elected as the newest member of the Association for Educational Communications and Technology Board representing the Systemic Change Division. His appointment became official at the organization's international conference held in Dallas in October. The AECT works to provide international leadership by promoting scholarship and best practices in the creation, use, and management of technologies for effective teaching and



Courtesy Photo

Ted Frick

department of counseling and educational psychology and has been with the center for 18 years.

The College of Education and Human Development at the University of Minnesota celebrated its centennial by honoring 100 distinguished alumni for lifetime contributions. **Jerome Harste**, professor emeritus of language education, was one of the 100 recipients.

George Kuh, Chancellor's Professor of higher education, received the Lifetime Achievement Award from the American College Personnel Association. The Lifetime Achievement Award honors a member who has a recognized level of scholarly productivity and leadership sustained over two decades or more and other long-term involvement and service to the field of student affairs. Kuh is only the fifth person to receive the award.

Robert Kunzman, assistant professor in the department of curriculum and instruction, was chosen as a 2006–07 National Academy of Education/Spencer Postdoctoral Fellow. The fellowships are administered by the National Academy of Education, an honorary educational society, and are funded by a grant from the Spencer Foundation. Now in its 20th year, the fellowship program has more than 500 alumni who represent many of the strongest education researchers in the field. Kunzman was one of 20 fellows who were selected from a highly competitive pool of nearly 200 applicants.



Courtesy Photo

George Kuh

learning in a wide range of settings.

Beth Greene has been named director of the Center for Innovation in Assessment. She is an adjunct associate professor in the

Martha McCarthy, Chancellor's Professor of educational leadership, was named as department chair of educational leadership and policy studies, effective July 1, 2006.



Courtesy Photo

Martha McCarthy

McCarthy has previously served as chair of the educational leadership program and as director of the School of Education's Indiana Education Policy Center. Most recently, McCarthy directed the High School Study of Student Engagement, which is affiliated with the school. Having been at IU since 1975, McCarthy is a specialist in education law and is the author of numerous articles and book chapters on legal issues in schools. She has been the recipient of numerous awards as well, including the Road F. Campbell Lifetime Achievement Award of the University Council for Educational Administration.

Two School of Education faculty members were honored recently at the National Art Education Association convention held in Chicago. **Marjorie Manifold**, assistant professor of art education, was honored with the Edwin Ziegfeld Award from the U.S. Society for Education Through Art for her international service to art education. USSEA presents the Ziegfeld award annually to honor one American and one international art educator who have made an outstanding and internationally recognized contribution to art education through exceptional records of achievement in scholarly writing, research, professional service, or community service.

Cindy Bixler Borgmann, associate professor of art education, Herron School of Art, IUPUI, was named the Most Outstanding Educator of the Western Region in the Higher Education Division. Borgmann also holds a faculty appointment in visual arts education in the School of Education at IUPUI.

Anastasia Morrone, executive director of the Center for Teaching and Learning and associate professor in the School of Education at IUPUI, is assuming new responsibilities as associate dean for Teaching and



Courtesy Photo

Anastasia Morrone

Learning Information Technologies within University Information Technology Services. Her responsibilities will include university-wide leadership for faculty adoption of Oncourse CL and the electronic portfolio, setting priorities for the continued development of those systems, and IT support to faculty coordinated through the campus centers for teaching and learning.

Jonathan Plucker, associate professor and director of the Center for Evaluation and Education Policy, was named president-elect of Division 10 of the American Psychological Association.



Courtesy Photo

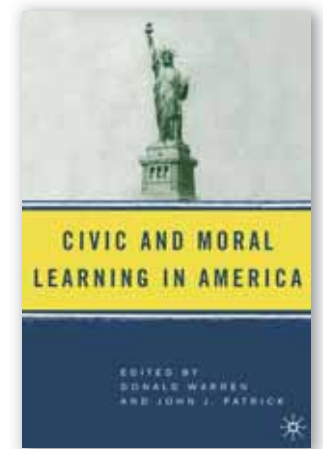
Jonathan Plucker

Joshua Smith, assistant professor of educational psychology at IUPUI, has been elected to the national leadership position of chair of the research committee of the National Academic Advising Association. Smith assumed this leadership role at the end of the NACADA National Conference held in Indianapolis in October and will maintain this position until October 2008.

Vasti Torres, associate professor in educational leadership and policy studies, received the 2006 Outstanding Faculty Award—Latino Knowledge Community from the National Association of Student Personnel Administrators.

Andrea Walton, associate professor in educational leadership and policy studies, received the John Grenzbach Award for Outstanding Published

Scholarship on Philanthropy from the Council for Advancement and Support of Education for her book *Women and Philanthropy in Education*, published by Indiana University Press.



Donald Warren, university dean emeritus, and **John J. Patrick**, professor emeritus, edited the book *Civic and Moral Learning in America*, a collection of readings on the history of civic and moral education in the United States.

Tarajeen Yazzie-Mintz, assistant professor in curriculum and instruction, received one of four Alumni of Color Achievement Awards at the Harvard Graduate School of Education Alumni of Color Conference March 3–4, 2006 in Cambridge, Mass. Spearheaded by several current Harvard Graduate School of Education students of color, this conference is intended to celebrate the work of African-American, Asian-American, Latino, and Native American alumni.

Mission statement

The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a diverse, rapidly changing, and increasingly technological society.

The IU Bloomington Office of the Provost and the School of Education are investing in the new Center for Educational Sciences Research and P-16 Collaboration. The center, which opened in fall 2006, will initially focus on schools in Lake, Marion, and St. Joseph counties and other areas with significant populations of minority and low-income students. Catherine Brown, associate dean for research and development and professor of mathematics education, is the center's director.

"The role of the center will be to expand on the work our faculty are doing to bring research-based knowledge to bear on improving student achievement from pre-kindergarten through college," said Gerardo M. Gonzalez, university dean of the School of Education. "Our faculty will work in close collaboration with teachers to help them take advantage of classroom techniques and instructional materials that our research has found to be most effective."

The center's staff will assess the needs of each participating school and partner teachers and administrators with appropriate IU education faculty members who will work to apply educational research findings, particularly in critical areas such as mathematics, science, applied technology, reading, and special education.

Key goals of the P-16 center

- Helping Indiana's schools develop plans and programs to increase the number of minority students who graduate fully prepared for college-level study at IU and other institutions of higher learning.
- Improving Indiana's schools by making IU faculty more readily available to offer their expertise to teachers in the classroom.
- Giving teachers in high-need communities access to the best teaching practices and proven curricula to convey complex material — especially in math, science, and technology — to students in ways

that lead to higher student achievement.

- Gathering data on the performance of first-year IU students and sending feedback to the high schools from which they graduated so the schools can adjust their course offerings and improve future students' ability to succeed in college.
- Expanding opportunities for teachers and students to learn through distance education and Web services.

An important benefit of the center's work is that it will give IU another way to identify and help prepare talented minority students who may be interested in applying to an IU campus. IU trustees have said they want to see increased enrollment of underrepresented minorities on all campuses.

Indiana schools in need of qualified math teachers will benefit from a grant of nearly \$500,000 awarded to Indiana University Bloomington by the National Science Foundation's Robert Noyce Scholarship Program.

The Indiana University School of Education and the Department of Mathematics in the College of Arts and Sciences partnered on writing the Noyce grant to create scholarships for 33 undergraduate and graduate students during the next four years. Students who receive the money must commit to teaching mathematics two years for each year the scholarship is received. Teaching assignments must be in high-need school districts and must be completed within six years of finishing the program at IU.

"The NSF Noyce grant is a prestigious award that will do much to enhance our ability to prepare teachers in one of the key STEM [science, technology, engineering, and mathematics] areas," said Gerardo M. Gonzalez, university dean of the School of Education. "This is a high priority for the university, the nation, and the state."

The Noyce scholarships tap under-

graduates in the Department of Mathematics who are interested in extending their mathematical training and honing their teaching skills through IUB's undergraduate secondary-teacher certification program. In addition, the Noyce grant provides stipends to students who already have degrees in mathematics to support their studies through the graduate-level Secondary Transition to Teaching Program.

"We'd like to encourage Indiana's elite mathematics students to teach and increase the number of people who are becoming math teachers," said Diana Lambdin, professor of mathematics education and the Martha Lea and Bill Armstrong Chair in Teacher Education. Lambdin also is the principal investigator for the grant.

IU School of Education Helpline

Have a question about education?

Want tips on teaching a subject?

Need the latest research on an education topic?

Wondering about certification requirements?

Interested in courses at the School of Education?

Contact the Helpline:

Phone – (800) 605-8255
or (812) 856-8255
E-mail – setchhlp@indiana.edu

U.S. News & World Report again ranks the IU School of Education's graduate programs among the nation's best. In its 2007 *Best Graduate Schools* publication, IU Bloomington was ranked at No. 17.

The school also had four specialty programs in the top 10. Based on data from 240 programs that responded to the magazine, the school was ranked seventh in elementary education and higher-education administration, ninth in secondary education, and 10th in counseling and personnel services.

"I am very pleased to see that the School of Education has once again been recognized as one of the top graduate education programs in the country," said Gerardo M. Gonzalez, university dean of the IU School of Education. "Although state funding has been decreasing for several years, our faculty continues to be extremely successful in competing for the best graduate students and the external funds needed to maintain the quality of our programs."

Schools of education ranked by U.S. News & World Report*

1. Harvard University
2. Teachers College, Columbia University
2. University of California at Los Angeles
4. Stanford University
5. Vanderbilt University (Peabody)
6. University of California at Berkeley
7. University of Pennsylvania
7. University of Wisconsin at Madison
9. University of Michigan at Ann Arbor
10. Northwestern University
11. University of Washington
11. University of Minnesota at Twin Cities
11. New York University (Steinhardt)
14. Michigan State University
15. University of Oregon
15. University of Texas at Austin
- 17. Indiana University Bloomington**
18. University of Illinois at Urbana Champaign
19. Boston College (Lynch)
19. University of Virginia (Curry)

(*2007 edition of U.S. News & World Report's Best Graduate Schools)

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Your IU Alumni Association membership supports programs that provide scholarships for students, Commencement ceremonies, student-recruitment efforts, and student-leadership programs.

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Jessica Raynor, right, assists Xoxocotla students in learning English.

Courtesy Photo

Service-learning, in Spanish

Immersion program puts future teachers in Mexican classrooms — and in new language-learners' shoes

by Ceci Jones Schrock

'The Hokey-Pokey' is truly a cross-cultural hit.

Just ask Mark Roberts and Jessica Raynor, two IUPUI students who spent four weeks in Cuernavaca, Morelos, Mexico, last summer. The pair participated in IUPUI's To Mexico With Love program, an immersion experience in language and culture that also includes a service-learning component. The program, begun in 2004 through the Office of Campus and Community Life with support and leadership from the Office of International Affairs and Center for Service and Learning, is open to all IUPUI majors who meet the minimum GPA requirement.

Roberts and Raynor taught English in an after-school program for first- and second-graders in a rural school in nearby Xoxocotla. They helped the children learn numbers, colors, short phrases, body parts, and different food items. After teach-

ing time, the kids would go outside to sing some songs and learn a bit more English. "They never grew tired of 'The Hokey-Pokey,' and it became a Xoxocotla favorite," Roberts says.

Silly songs aside, Roberts and Raynor have been forever changed since their Mexico experience and the service-learning aspect of it. That's exactly how education Professor Robert Osgood wants it. One of IUPUI's service-learning leaders, he's championed the concept on campus since arriving in 1994. Service-learning is defined as a type of experiential learning that engages students in service within the community as an integrated aspect of a course. In subsequent years, Osgood has received grants to make service-learning a part of all his courses, and he's taught elementary and secondary teachers how to embed it in their classrooms. He has been involved

"Service-learning is a very powerful tool to use for teaching. It really helps students learn about working with kids and also about how culture, neighborhood, families, and the overall environment help a child be able to succeed in school."

— Robert Osgood



Considered the language capital of Mexico, Cuernavaca, Morelos, is the location of IUPUI's To Mexico With Love program.

Courtesy Photo

with the To Mexico With Love program for the past few years, first by scouting possible service-learning sites and then by supervising education students' experiences there.

"Service-learning is a very powerful tool to use for teaching," Osgood says. "It really helps students learn about working with kids and also about how culture, neighborhood, families, and the overall environment help a child be able to succeed in school. And with the rapidly growing Hispanic population in Indianapolis and south-central Indiana, I think it's very important for our teachers to understand Hispanic culture and language."

That they did. While in Mexico, they each lived with a local family and had to adjust to a world without the creature comforts that we in the United States often take for granted — like air conditioning and fluffy beds. But it was the language barrier that was the biggest obstacle.

Participants in the program take a short but intensive Spanish course and are then thrown into life south of the border.

"I did not realize how hard this would be until I got into a cab with Jessica and we realized we had no idea what the driver was saying," Roberts says. "After a couple of minutes we realized that he was trying to tell us that we were in a dangerous neighborhood. I had never felt so helpless and alone. Being put in that position made me realize that I had to learn Spanish and learn it fast."

Raynor, too, felt the sting of being in the language minority — and the experience helped her empathize with new English speakers who come to the United States. During one of her first classroom experiences in Mexico, the teacher she was paired with was not very helpful, neither introducing her to the class nor letting her teach. Although her subsequent experiences were much better, she will never forget feeling alone, confused, and frustrated that day. "I realized I was treated like some of the Hispanic children are treated in American schools. One of my future goals is to take this experience and apply it to my philosophy of education. I sometimes lie awake at night too excited when I begin to think about my future classroom and being able to support Spanish-speaking students and their 'familias.'"

That's what service-learning is all about. One of Osgood's goals for the To Mexico With Love program is to challenge students to look at teaching as more than just imparting knowledge. "It should put them in a situation where they can take some risks, challenge themselves, and get to the point where they are asking some fundamental questions such as 'Why am I teaching?' and 'Why is teaching so important to me?'"

As the first School of Education students to participate in the To Mexico With Love program, Roberts and Raynor have set a fine example to follow. Osgood says, "The kids just loved them! And they loved the kids."

Streamlining global student loans

Alumnus Keith Jepsen makes borrowing easier for international students

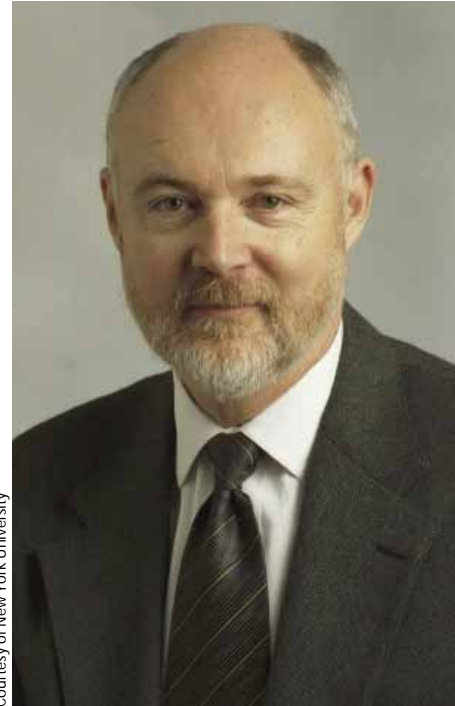
Fear, says Keith Jepsen, is the biggest reason international students are reluctant to borrow money to pay for their college educations.

"Many students have experienced something that makes them afraid to take out loans," says Jepsen, who received his EdD in higher education from the IU School of Education. "Maybe they've seen a relative have a car repossessed or a mortgage foreclosed. They just don't want debt hanging over their heads. It's my job to help international students understand the return on their investment in themselves."

That's where his company, Global Student Loan Corp. (www.globalslc.com), comes in. According to the company Web site, GSLC "fills a void in the worldwide student loan market as the only comprehensive education loan for international and distance-learning students that does not require a co-signer in the student's host country."

By eliminating the need for a co-signer in the host country, a tremendous burden has been lifted from international students. "Students from other countries find it a tremendous barrier to find someone in the United States, for example, who will co-sign for them," he says. "If they do find someone, that person might only agree to do it for one year because the debt appears to be so huge. We turned the process on its head and made it possible for lenders to use co-signers from their own countries."

In fact, GSLC created a patented "exchange" technology that has made it less risky for banks to issue international student loans. Jepsen says, "We created



Keith Jepsen

Global Student Loan Corp. so students, schools, and lenders could all communicate and transact student loans. In other words, we created a front end to the lender's back end."

Since its founding by Jepsen in 2000, GSLC has taken off, currently working with students from 80 countries to help them finance their educations. Financial institutions that have come onboard include Citibank, Wachovia, even Bank of Shanghai. With someone like Jepsen at

Fear, says Keith Jepsen, is the biggest reason international students are reluctant to borrow money to pay for their college educations.

the helm, it's no wonder. He's dedicated his career — that's 40 years — to higher-education finance. Previous positions have included chairman and chief executive officer of College Financial Assistance Corp., chief operating officer of the Illinois State Scholarship Commission, and, most recently, director of New York University's Office of Student Financial Aid (1989 to 2000).

This amazing career had inauspicious beginnings. "I was a sophomore in college when my dad died," Jepsen says. "The people in the student financial aid office were really helpful in getting me a part-time job and a student loan." From there, this self-described "undergraduate majoring in out-of-class activities" got to know the professionals in student personnel and eventually landed a work-study gig in the financial aid office. He's been working with college students ever since.

And giving back to them too. Earlier this year, Jepsen and his wife, Kathleen Dore, presented a gift to the IU School of Education's Cultural Immersion Program to fund study-abroad programs. "My wife and I think international study is the only good way to win the 'hearts and minds' of people around the world," he says. "It makes the person studying and the people with whom the student interacts better for the experience."

The School of Education welcomes eight new faculty members for the 2006–07 academic year.

Gayle Buck comes from the University of Nebraska as an associate professor of science education in curriculum and instruction. She received her PhD in curriculum and instruction from Kent State University, an MA in science education studies from Ohio State University, and a BA in elementary education from Youngstown State University. Buck's research interests include middle school science education, and her work has been featured in a variety of journals, including *Journal of Science Teacher Education*, *Journal of Research in Science Teaching*, *Middle School Journal*, *Journal of Elementary Science Education*, and *Journal of Materials Education*.

Melissa Sommerfeld Gresalfi joins the learning sciences program in the department of counseling and educational psychology as an assistant professor. Gresalfi comes to the department from Vanderbilt University, where she was a postdoctoral research associate. She received a PhD in educational psychology and an MA in education from Stanford University and a BA in psychology and french from Franklin & Marshall College. Gresalfi's research has focused on middle school students' construction of participatory mathematical identities. Most recently, she has been involved with a project that pursues research on embodied mathematical cognition, technology, and learning.

Sylvia Martinez is joining IU as an assistant professor with a joint appointment between the department of educational leadership and policy studies in the School of Education and the Latino Studies Program. A National Institute of Child Health and Human Development predoctoral fellowship recipient, she received a PhD and MA in sociology from the University of Chicago. Martinez has served as research fellow for the Alfred P. Sloan Center on Parents, Children, and Work at the University of Chicago. Through her work with this center, she was invited to write a chapter describing women's motivations for working for

the book *Being Together, Working Apart*. She has also published and presented articles on barriers to educational opportunities for Hispanics in the United States as well as classroom experiences and patterns of disengagement among Hispanic and Mexican-American students.

Andrea McDuffie is an assistant professor of special education in the department of curriculum and instruction. Prior to her appointment, she was a National Institutes of Health Postdoctoral Fellow for the Waisman Center at the University of Wisconsin-Madison. McDuffie received a PhD in special education from the Peabody College at Vanderbilt University, an MA in speech pathology from the University of Tennessee, and a BA in psychology at Emory University, where she also was selected for Phi Beta Kappa. Her research has focused on the prelinguistic skills and vocabulary outcomes in young children with autism spectrum disorders. Her research has been featured in several scholarly journals, including the *Journal of Speech, Hearing, and Language Research*, *International Journal of Developmental Neuroscience*, and the *Journal of Autism and Developmental Disorders*.

Anne Ottenbreit Leftwich joins the School of Education in January 2007 as an assistant professor in the department of instructional systems technology. She has a PhD in educational technology from Purdue University, and an MA in educational technology and a BS in elementary education from Western Michigan University. Leftwich's research interests include in-service teachers' perceptions of technology integration within pre-service education, problem-solving skills of elementary students, and problem-based learning environments. Her work has been published in the journal *Teacher Education & Practice*.

Meredith Park Rogers joins the department of curriculum and instruction as an assistant professor of science education. She received a PhD in curriculum and

instruction from University of Missouri, an MS in elementary education from D'Youville College, and a bachelor of kinesiology degree from McMaster University. Rogers's research interests include mathematics and science education, particularly related to professional development. Her work has been published in the *Journal of Mathematics Teacher Education*.

Robert Sherwood is a professor of science education in the department of curriculum and instruction. He received a BS and an MA in chemistry from Purdue University and a PhD in science education and educational inquiry from Indiana University. Most recently, he was a member of the faculty at Vanderbilt University in the department of teaching and learning. Sherwood's research interests include the use of computers and technology in science education. He is the co-author of *Technology for Teaching and Learning with Understanding: A Primer*, and his work has been featured in the *Journal of Science Teacher Education*, *Journal of Computers in Mathematics and Science Teaching*, *Educational Technology*, and *American Psychologist*.

Elizabeth Beau Vallance joins the department of curriculum and instruction as an associate professor of art education. She received an MA and PhD in education from Stanford University and an AB in psychology from the University of Michigan. Prior to joining the faculty at IU, she was an associate professor of art education in the Northern Illinois University School of Art. Vallance's research interests include art museum education, and she has published numerous articles and book chapters on this topic. Most recently, her work has been featured in *Studies in Art Education*, *Art Education*, *Journal of Museum Education*, and the *International Handbook of Research in Arts Education*. Vallance also serves as coordinator of instructional resources for *Art Education*, a bimonthly journal of the National Art Education Association, and as associate editor of *Curriculum Inquiry*.

Rebuilding schools, restoring hope

by Ceci Jones Schrock

Faculty experts work to strengthen Afghanistan's educational system

Terry Mason has a favorite story about his work in Afghanistan.

He was a passenger on a United Nations humanitarian air flight on his way into the country. The pilot came on the intercom and announced that the plane could not land in Kabul due to military action and was being diverted to Pakistan. Mason wasn't sure when he would make it to Afghanistan.

"Shortly after, we were cleared to land," remembers Mason, "and the pilot made a sweeping turn over the Hindu Kush mountain range, the Khyber Pass, and the river. That's when the metaphor of my work and the Khyber Pass struck me."

The region's most important trade route for centuries, the Khyber Pass connects Pakistan with Afghanistan. And like the Khyber Pass, Mason is bringing tangible goods such as books into the war-torn country. But he and his colleagues are also bringing something even greater — hope.

Mason, who directs the IU Center for Social Studies and International Education, is working with colleague Mitzi Lewison, associate professor in language education, on the Afghanistan Higher Education Project. They are part of a U.S. consortium that has received a \$38 million grant to restore and improve the educational system in Afghanistan. In early 2006, the U.S. Agency for International Development awarded the grant to the Academy for Educational Development, a Washington, D.C.-based not-for-profit organization that specializes in international educational programming. IU, which will receive approximately \$5 million, and the University of Massachusetts Amherst round out the consortium.

"With the political events over the last couple of decades, there have been huge difficulties for schools," Mason says. "Teachers were dismissed; they fled the country. Now, refugees are returning. Part of the effort at stabilizing the country involves restoring the educational system, which requires qualified and competent teachers."



Terry Mason, left, chats with staff at Kabul Education University after presenting them with books donated by the IU School of Education faculty.

Like family

"I never dreamed something this big would happen," says Lewison, whose previous work effectively set the stage for the Afghanistan Higher Education Project. In fall 2003, she had garnered a Fulbright partnership grant to unite the IU School of Education's language education department with Kabul Education University. Instructors from KEU came to Bloomington in spring 2004 to learn new methodologies.

"I got to know four Afghans who came here very well — they became like family," Lewison says. "They were in class all morning every day with English and ESL instructors Cathy Raymond and Becky Mahan and worked on computer skills with Snea Thinsan each afternoon. I met with them and ate meals with them regularly, talking about the problems they were having in their teaching." With their country in almost constant conflict since the 1979 Soviet invasion and most recently the 2001 U.S.-led invasion that ousted the Taliban government, there were plenty of problems to discuss.

The Afghan visitors spoke to Lewison and their instructors about their need for new, modern teaching methods, their need to upgrade their knowledge, the fact that they know they've been left behind. Some told of having only one book to teach from or, worse, just photocopies of textbooks that are at least 30 years old.

"These teachers are very dedicated and want to get better. They are dying for content materials. In fact, one biology teacher told me, 'I think I'm teaching concepts that are wrong.'" Their plight touched Lewison, who knew she



Kabul Education University faculty attend an English improvement course taught by Noor Ahmadzai (not pictured). Ahmadzai was a member of the faculty delegation who attended IU for a semester as part of the Fulbright Partnership Grant.

couldn't stop her efforts at this one grant. "I made a pledge to my Afghan friends to try and find a way to continue this work," Lewison says.

It was around this time that Mason and Lewison got word that the U.S. Agency for International Development was putting out calls for proposals to reinvigorate teacher education programs in Afghanistan. Thanks to Lewison's partnership, IU was already well-known for its work in the region.

'They're hopeful, and it's catching'

Although much of the project's work involves improving teacher education programs at 17 teacher education universities in the country, IU's part of the project involves exchanges between the countries. Mason and Lewison have each made two trips to the country.

For her part, Lewison spent three weeks each time. On her first trip, she met with rectors from the major teacher education programs to perform a needs assessment. These include programs in Kabul, Kandahar, Herat, Balkh, and Nangarhar. She, along with other colleagues from the project, interviewed the rectors (whose role is similar to that of presidents), along with the deans of the faculty of education and faculty members from the various sites. She spent half a day with the officials from each site, discussing general conditions such as the status of teacher education programs, the libraries, the classrooms, the role of women on campus, and teacher pay; and specific curriculum and institutional development issues such as English language training and materials development and procurement.

On a second trip, she traveled across the country to help administer an English placement test in Nangarhar. This involved rough travel over dusty and muddy roads that give new meaning to the word "pothole," but she says it was well worth the effort. "When I'm there, I work around the clock, but it's very energizing. It astounds me — many of the people have no running water, no electricity — yet they're hopeful, and it's catching," Lewison says.

The crucial role of women

The Taliban, an Islamist fundamentalist group that ruled Afghanistan from 1996 to 2001, wreaked havoc on women's rights — most notably their educations. In addition to a host of other draconian laws (including forcing all women to quit their jobs and adhere to a restrictive dress code), the Taliban prohibited girls over the age of 8 from attending school and forced most professional women to end their careers.

Lewison recalls a woman, from Kabul Education University, whom she became close with during her Fulbright partnership in 2004. "She earned her BA degree, and then the Taliban came in and she couldn't assume her new position as an English faculty member at KEU and pretty much stayed at home for five years," she says.

Needless to say, the Afghanistan Higher Education Project is working to restore women's rights. Mason and Lewison acknowledge that the role of women in education is crucial. They are trying to engage more women, but tribal customs often rule out such participation. "In the provinces, it's much harder for women to get out of the house for educational purposes. We actually must find or even pay for a male chaperone to take them around, so getting them out to Kabul often doesn't happen," Lewison says. "So we are beginning to go to them instead."

Master's degree program in the works

Mason's most recent visit to the country was in October 2006. The consortium recently hired a coordinator for curriculum and pedagogy, James Mosenthal, from the University of Vermont, and Mason accompanied him to Kabul to help him get settled and begin to work with the other project staff. Mason also attended meetings with the project team and steering committee and assisted the new hire in integrating curriculum development work into the project.

One of the highlights of the trip was a gift of books that Mason made to his colleagues at Kabul Education University. The books were about various aspects of teaching and curriculum, some in specific content areas such as math, science, and social sciences — all donated by faculty members at the IU School of Education. "By sharing these resources, we create a human contact between the faculty here at IU and the teacher-educators in Afghanistan who so desperately need these

continued on page 12

"With the political events over the last couple of decades, there have been huge difficulties for schools. Teachers were dismissed; they fled the country. Now, refugees are returning. Part of the effort at stabilizing the country involves restoring the educational system, which requires qualified and competent teachers."

— Terry Mason

Faculty expert trains African AIDS counselors

Rex Stockton, Chancellor's Professor in the Department of Counseling and Educational Psychology, is playing an integral role in the training of HIV/AIDS counselors in Africa.

Known for his work creating training procedures for group counseling, Stockton was asked by the African Association of Guidance and Counseling to assist with training procedures for counselors working with people living with HIV/AIDS, starting in Botswana. Trainings have been conducted in Gaborone, Botswana (August 2004 and August 2006), and Eldoret, Kenya (July 2005). A training refresher course for the participants from Botswana was completed via video conferencing in November 2005 and December 2006.

This has been a truly collaborative effort. Stockton has sought the help of fellow education professors Keith Morran of IUPUI and Amy Nitza of Indiana University–Purdue University at Fort Wayne, as well as a colleague in the IU School of Health, Physical Education, and Recreation, Professor Michael Reece. Reece also has an interest in AIDS prevention in Africa, and the collaboration between public health and counseling psychology faculty was a natural fit to better address the major problem of AIDS.

Faculty and a team of graduate students involved in the project have been reviewing the literature in order to provide a perspective on the problem of AIDS in several countries as well as appropriate, culturally relevant training strategies. Several papers have been presented at conferences, and articles and chapters are being prepared for publication. Future plans for this project include serving as a clearinghouse for best practices in the prevention and treatment of this international social problem, including research strategies. To facilitate this, a Web page is being developed that will facilitate dissemination of the project's efforts. Since undergraduate interest on this topic is high, plans are under way to provide ways for interested undergraduates to participate in activities such as fundraising for classroom and orphan needs.

Training in Africa will occur during the summers. On the list of future activities is to bring human-service personnel from African countries to complete a training program at Indiana University for six to nine months. This would allow for a more in-depth training sequence that would further enhance the ability of those trained to become trainers themselves.

"I hope this project will benefit the people of Afghanistan and help them overcome the years of hardship they have endured."

— Terry Mason

materials," Mason says. "Leaders of the NATO forces currently deployed in Afghanistan have stated that it is this kind of humanitarian aid that will ultimately succeed in bringing peace and stability to

Afghanistan; this is not a war that can be won by military victories alone.

Donating books is only a small part of this greater effort, but it is an important one." One that is surely helping to rebuild the country. "I hope this project will benefit the people of Afghanistan and help them overcome the years of hardship they have endured. I also hope that our efforts will be well-received by the majority of Afghans, who, I believe, want to see their country prosper and take its place among other countries in the region and the world," Mason says.

With the help of the Afghanistan Higher Education Project, it's well on its way. Mason and Lewison say that in coming years, the project hopes to start a master's degree at Kabul Education University in teacher education. (Currently, most university faculty members have only bachelor's degrees and a few have earned master's degrees.) And in either January or May 2007, up to 10 Afghans will travel to Bloomington to pursue master's degrees in education. Some students will focus on curriculum and pedagogy, while others will concentrate on teaching English as a second language so they can instruct future teachers when they return to Afghanistan.

Clearly, there's much work still to be done, but Lewison says she is buoyed by the optimism of the Afghan people. "They are fabulous, and I love going over there," she says. "It's such a privilege to meet with them."



Mitzi Lewison, center, is joined by Zarghona Achekzai, left, and Mohammad Zaher Osool, right, during Lewison's visit to the Afghanistan. Achekzai and Osool are faculty members in the English Department at Kabul Education University who previously visited IU to learn new teaching methods.

Courtesy Photo

Eye-opening experience

Her love of Chinese language and culture led Heidi Ross to a career as a renowned scholar of the region

Heidi Ross's interest in China goes back to her high school days in Edwardsburg, Mich., when she discovered Chinese landscape painting. It was this hobby that prompted her to take a course on the country during her first semester at Oberlin College — and that is where her academic career was born.

Now a professor of educational leadership and policy studies and East Asian studies, Ross is a renowned scholar on the topic of education and schooling in China. In 2006, she was named director of Indiana University's East Asian Studies Center. *Chalkboard* recently talked with Ross about her research interests and her goals as the center's new director.

Q. *As someone with a long history of study in comparative education, specifically Chinese schools and higher education, why do you think international study is vital to a person's education?*

A. There are many reasons why an experience of difference is important. I often think of the quote by anthropologist Clifford Geertz, who said studying different cultures helped "to make the strange familiar and the familiar strange." This is exactly what happens when we engage with different parts of the world. I think whenever someone experiences differences in an "embodied" way — meaning they experience them in person — it opens their eyes.

Soon after graduating from college with my BA in Chinese language and literature from Oberlin, I moved to



Heidi Ross

Taiwan to teach English in a women's university there. I was just 21 and pretty much the only Westerner at the university. Most of my students were my age or a bit older, and I became close with several of them. We used to have long conversations about what it's like to be a young woman in the United States and Taiwan. It was these personal conversations that sparked my interest in cross-cultural thinking.

They also made me raise questions of identity and race.

When we come back to our home culture, the familiar is now strange. This is cultural critique, which I believe is crucial for everyone. Only after experiencing another culture can we truly appreciate a broader sense of reality and be clearer about our own

continued on page 14

goals and values. When I came back from Taiwan, I knew that I wanted to go on to graduate school to combine the study of language and culture with the study of education.

Additionally, not only is international study a tremendously enriching and broadening experience, but it also makes us humble. Modesty is often in short supply in countries that have a lot.

Q. Your current research centers around China's girls who are "left behind." Please describe your work in this area.

A. Alongside two Chinese doctoral students, I am studying young girls in impoverished counties in Shaanxi province who were forced to leave school in the fourth grade when their families could no longer afford their school fees. Thanks to a U.S.-based nongovernmental organization, these girls are now able to complete China's nine-year compulsory education. Called the Spring Bud scholarships, they were set up after the People's Republic of China's fourth population survey revealed in 1989 that 4.8 million children between the ages of 7 and 14 were not attending school — 83 percent of them were female.

During the past two decades, over 200 million Chinese workers have left farming for service and manufacturing jobs in the cities — with nearly 70 million children "left behind." These children are being brought up in the care of grandparents (many of whom are illiterate) or are staying with other relatives or spending significant portions of their time alone. For girls who might have been discriminated against 15 years ago, school is becoming the only thing for them to do. I'm interested in how larger social reform shapes education and how China will take care of its children during this moment of massive social change.

Q. What are your goals as the new director of IU's East Asian Studies Center?

A. Of course, my overall goal is to make certain that the work of the center is moving forward. The East Asian Studies Center is one of 10 Title VI centers housed at IU — we are tied with the University of Wisconsin-Madison for the most of any university in the United States. Title VI grants are awarded by the U.S. Department of Education to institutions of higher education to establish resource centers for the teaching of world cultures, societies, and languages as well as outreach to K-12 teachers, business, and the community. Ultimately, the rest of the country looks to us to train the next generation of academics, teachers, professionals, and government workers in the area of East Asian studies.

This year, our center, in partnership with the Center for East Asian and Pacific Studies at the University of Illinois at Urbana-Champaign, was named a Comprehensive National Resource Center for the Study of East Asia, one of 17 in the nation. A special consortium initiative, Science and Technology in the Pacific Century, will bring together East Asian and U.S. scholars, students, and policymakers to consider the impact of East Asian science and technology on business and society in both East Asia and the United States. I'm intrigued by the question of who is going to train the next generation of scientists and whether they will be working with their peers in China, Japan, and Korea.

In terms of creating a pipeline for the teachers of East Asian languages that our public schools need, the IU School of Education is the only school of education in the state that can certify Chinese, Japanese, and Korean language teachers. I'd like to see IU recognized as the Midwest leader in certifying these teachers, and I hope that the center, the state of Indiana, and the School of Education can work together to increase the teaching of these languages in our classrooms.

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The School of Education honored three alumni with the Distinguished Alumni Award during a dinner ceremony on September 29

Bonnie Beaumont, BS'76, is a kindergarten teacher at the Center for Inquiry in the Indianapolis Public Schools, a magnet school for grades K-8. She has dedicated the last 30 years



Bonnie Beaumont

to teaching 5- to 7-year-olds in urban public schools. Beaumont also is an adjunct instructor at IUPUI and the University of Indianapolis, teaching early childhood and language arts classes at the undergraduate and graduate level. For 20 years she has coordinated the Annual Community Read-In Day, a program where guest readers — government officials, professors, professionals, parents, custodians, etc. — spend the day in classrooms reading to children. Beaumont is a recipient of numerous awards, including the Teaching Excellence Award from IUPUI in 1996 and the Above and Beyond the Call of Duty Award from Indianapolis Public Schools in 1991 and 2004.

Carole L. Hahn, EdD'73, is the Charles Howard Candler Professor of Educational Studies at Emory University in Atlanta and teaches courses in comparative education and social studies research and methods. In



Carole L. Hahn

2006, Hahn received the Jean Dresden Grambs Distinguished Career Research in Social Studies Award from the National Council for the Social Studies. Her book, *Becoming Political: Comparative Perspective on Citizenship Education*,

received the 1998 Jubilee Award from the Danish Secondary Teachers' Union. In 1996, Hahn received the Exemplary Research Award from the NCSS. She is past president of NCSS and was the national research coordinator for the U.S. portion of the Civic Education Study conducted under the auspices of the International Association for the Evaluation of Educational Achievement. She is an advisory professor at the Hong Kong Institute of Education. She is currently working on several projects focusing on comparative multicultural global citizenship education.

Sharon Robinson Kurpius, PhD'78, is the director of training for the counseling psychology program at Arizona State University. Previously department chair, she has received formal recognition for her research, teaching, and service, as well as her efforts to promote diversity. Active in many professional associations, Kurpius has held many leadership positions, including vice president of the Division of Counseling and Human Development of the American Educational Research Association, president of the Society for Consulting Psychology for the American Psychological Association, president of the Arizona State Counseling Association, and president of the Arizona Association for Counselor Educators and Supervisors. She has published more than 100 articles, authored/co-authored four books, and received several awards, including being named a Distinguished Multicultural Scholar by the National Association for College Admissions Counseling.



Sharon Robinson Kurpius

Webb and Weigand receive IU's highest alumni award

Ronald J. Webb, BS'60, and **James E. Weigand, EdD'64**, are recipients of the 2006 Distinguished Alumni Service Award. The award is the highest honor reserved solely for IU alumni and provides recognition for outstanding career achievements and significant contributions benefiting the recipient's community, state,



Ronald Webb



James Weigand

nation, or IU. Webb and Weigand were recognized at a ceremony held in Bloomington on June 17, during IU's annual Cream and Crimson Alumni Weekend.

Webb served in the U.S. Air Force during the Vietnam War and was held a prisoner of war in Hanoi for nearly six years after a mid-air collision led to his capture. After his release, he continued his career in the Air Force and earned two Silver Stars before retiring as a colonel in 1985. President Ronald Reagan appointed him a special assistant to the administrator of the Federal Aviation Administration, and President George H.W. Bush appointed him FAA aviation assistant to the secretary of transportation.

"Though I made the Air Force a career, the fine education I received at IU certainly was a major factor in the success of my 25 years in the service. My degree in education has certainly served me well over the years, and I am deeply honored to have received IU's Distinguished Alumni Service Award," Webb said after Cream and Crimson Alumni Weekend.

continued on page 16

Weigand developed the Department of Science and Environmental Education at the School of Education after receiving his doctorate in 1964. He was a special assistant to the IU president for 10 years before his appointment as dean of the School of Continuing Studies in 1979. Weigand helped to establish many international programs within the school. He also has been a speaker at Mini University since its inception in 1972, never missing an opportunity to share his wit and wisdom with participants in the continuing education event. Since retirement, Weigand has been a special assistant to the president of the IU Foundation.

"I am the youngest of seven children, growing up in the Depression years. I entered the military in the 1940s, and a little thing called the GI Bill made it possible for me to go to college. Without the GI Bill, I wouldn't have received an education, wouldn't have been a teacher or had the career and experiences I've had," Weigand reflected during his comments at the recognition dinner. "There are so many people in this state and country with a lot of brain power who can't afford a college education. The alumni and friends of Indiana University need to work harder in providing opportunities for young people to attend college by making charitable donations and generating more scholarship funds," Weigand added.

Coomes named 2006 Robert H. Shaffer Distinguished Alumnus

Michael D. Coomes, EdD'87, associate professor and chair of the Division of Higher Education and Student Affairs in the College of Education and Human Development at Bowling Green State University (Ohio), received the 2006 Robert H. Shaffer Distinguished Alumni Award.

The Shaffer Award is presented annually to graduates of the Indiana University doctoral program in higher education who exemplify the traits that characterized Robert Shaffer's work for

more than four decades. Under Shaffer's direction as chair of the Department of Higher Education and Student Affairs (then known as the college student personnel administration program) in the School of Education, IU became a major center for student affairs and one of the top producers of college presidents in the country.

Hernandez and Kirsch receive 2006 Elizabeth A. Greenleaf Distinguished Alumni Award

Myrna Y. Hernandez, BS'94, MS'99, residential-life complex director at Minnesota State University, Mankato, and **Rodney P. Kirsch**, MS'82, vice president for development and alumni relations at Pennsylvania State University, were selected as the 2006 Elizabeth A. Greenleaf Distinguished Alumni Award recipients.

The Greenleaf award is presented annually to one or more graduates of the master's program in student-affairs administration who exhibit the sincere commitment, professional leadership, and personal warmth characteristic of the distinguished mentor after whom the award is named.

McElroy receives American Civic Education Teacher Award

Teachers from Indiana, Kentucky, and Maryland are recipients of the inaugural American Civic Education Teacher Awards, recognizing exemplary work preparing young people to become informed and engaged citizens. Following a nationwide search, **Galelyn McElroy**, MS'76, a coordinator at Central High School Magnet Career Academy in Louisville, Ky., was selected to receive this annual award. ACETA is sponsored by the National Education Association, the Center for Civic Education, and the Center on Congress at Indiana University.

Teachers receive creativity fellowships from Lilly

Twenty-eight School of Education graduates were among 120 public school teachers and administrators from across Indiana to receive Teacher Creativity Fellowships from Lilly Endowment Inc. Three School of Education graduates were among six recipients of the first "distinguished fellows" grant for projects requiring additional financial support and time away from the classroom. These educators spent their summer engaged in projects such as studying monarch butterfly sanctuaries, hiking the Appalachian Trail, exploring shipwrecks, and studying renewable energy power plants.

Distinguished Fellow recipients include **Martha Cook**, MS'86; **John M. Frank**, BS'76, MS'79; and **David L. Shafer**, BS'90.

Teacher Creativity Fellowship recipients include **Scott Barajas**, BS'97; **Kathleen J. Bibby**, MS'78; **John Brogan**, MS'78; **Debra Burns**, MS'03; **Christine Frazer**, BS'70, MS'73; **Patricia L. Gainey**, MS'79, EdD'94; **Charles Gareri**, MS'84; **W. Kay Gibson**, BS'89; **Jennifer Hudspeth**, MS'04; **Jack Kapsa**, BS'72; **Patricia R. Larsen**, BS'80; **Donald E. Martin**, BS'71; **Martin R. McAfee**, BS'67; **Jacqueline L. McBride**, MS'99; **Shirley H. Megnin**, BS'83, MS'85; **Mary B. Nicolini**, BS'87, MS'94; **Sharon Orr**, BS'68; **Mary Plaster**, MS'81; **Lisa A. Roberts**, BS'93; **Diane Rogers**, BS'94; **Kathleen Y. Sharp**, BS'70, MS'74; **Curtis R. Shedlak**, BS'78, MS'83; **Nancy Shipman**, MS'84; **Clare M. Stahl**, BS'79, MS'82; **Natalie Stewart**, BS'98; **Daniel J. Struck**, BS'67, MS'71; **Rebecca Swanson**, MS'02; and **Lillian Waicukauski**, BS'90, MS'98.

Each of the recipients of the creativity fellowships received \$8,000 to pursue self-designed plans for personal and professional growth. Since 1987, 1,696 Indiana educators have received grants. The recipients of the distinguished fellows grant received up to \$25,000 with an additional \$25,000 available to the teacher's school district to cover the costs if a replacement teacher was necessary.

C L A S S N O T E S

Before 1960

Glenn H. Hymer, MS'51, writes, "Just turned 84 and going for 100." He lives in Fremont, Mich. He is a retired rehabilitation director and high-school science teacher.

Wendell L. Parker, BS'51, was named the poet laureate of the Indiana General Assembly in 1985 and served one year. Also a songwriter, Parker attributes the genesis of his songwriting to his days at IU Bloomington, where he met Marvin Chandler, BS'57, who helped him make his first tape, lead sheets, and demonstration records.

Retired teacher **Esther L. Voss**, BS'54, MS'61, of Indianapolis, reports that she renewed friendships with two fellow alumnae. Voss met with Patricia Green Hentges, BS'56, a retired teacher from Seattle, and **Barbara Minninger Schutz**, BS'55, of Shelbyville, Ind. Hentges was at IU Bloomington for Mini University. Voss and Hentges lived in Sycamore Hall from 1952 to 1954. The three alumnae met at Voss's home in Indianapolis.

Eight friends who graduated from IU more than 50 years ago reunited to visit IU Bloomington in the spring. The women included: **Elizabeth "Betsy" Mauzy Beckman**, BS'55, MS'67; **Hazel I. Ganoe Kriesel**, BS'55, MS'86; **Barbara J. Shrader Rohrer**, BS'55, MS'88; **Barbara L. Gray Steinsberger**, BS'54; Janet Wert Crampton, BS'55; Jane Zaiser Frazer, BA'54; Cornelia "Connie" Feallock Scheid, BA'55; and Susan J. Wallace Voelkel, BA'55. The alumnae visited their old rooms in the Pi Beta Phi house and celebrated Pi Phi Founders Day with the active chapter and the Bloomington Alumnae Club. They also ran into **Julia "Judy" Abel Eichhorn**, BA'53, MS'56, who was president of the sorority chapter when the women were pledged and initiated.

Carolyn Hays Hippensteel, BS'55, is a retired administrative assistant for the Ohio House of Representatives and Senate. She lives in Columbus with her husband, Donald, BA'49.

1960s

Phillip M. Summers, BS'60, MS'63, former president of Vincennes University and a leader in the creation of the Community College of Indiana, now Ivy Tech Community College of Indiana, was inducted into the Indiana Academy. Established by the Independent Colleges of Indiana, the Indiana Academy strives to further the development of public service, higher education, the arts and sciences, and the general culture of the state. In keeping with the spirit of the Indiana Academy, Summers played an integral part in moving Vincennes University's new theater from an idea to reality. The 850-seat Red Skelton Performing Arts Center was built in memory of the hometown comedian and clown. Skelton's costumes and hand props are housed at the performing arts center, including his Freddy the Freeloader costume. Summers is an adjunct professor of psychology at IU Bloomington. He is a 1996 recipient of the Indiana University Alumni Association's Distinguished Alumni Service Award.

Joyce E. Kirby Abraham, BS'61, is a retired bookkeeper living in Beaumont, Calif.

Judy R. Slick Williams, BS'63, is the director of school libraries at the Colegio Americano in Ecuador, South America. Previously, she was a library media consultant at the Indiana Department of Education's Office of Learning Resources, where she worked for seven years.

William R. Murphy, BS'64, MS'67, and his wife, **Vera M. (Stillabower)**, BA'64, MAT'67, are both retired from teaching after 29 and 40 years, respectively. They are both enjoying retirement in Shelbyville, Ind., and like to attend IU football games. William teaches two math classes at Franklin College. The Murphys have one son and three grandsons.

Richard H. Williams, PhD'64, has authored a collection of short stories, *As Time Goes By*, published by Mountain Mist Productions of Australia. While at IU Bloomington, he had graduate assistantships in education psychology and mathematics, he writes. Williams lives in Miami.

Retired teacher **Joan Kinstler Duggins**, MS'65, writes, "We moved to Florida from Louisville, Ky., in the fall of 1996. We continue to enjoy attending sports events and traveling." Duggins and her husband, Edward, live in Dunnellon.

Richard A. Miller, BS'67, practices law at Richard A. Miller & Associates in Merrillville, Ind. He lives in Crown Point.

Tradeshaw Week, a print and online magazine, named **Hugh K. Sinnock**, BS'67, one of 20 essential-to-meet people in Las Vegas. Sinnock is the regional operations director of Reed Exhibitions in Las Vegas. He and his wife, Elaine (Zuroff), BA'67, live in Henderson, Nev.

Donald L. Schwartz, MS'68, has represented IU at Livingston (N.J.) High School's college and careers night. He taught at the high school for 31 years. Schwartz, who lives in Livingston, photographs high-school and college sports as a hobby.

Michael W. McConnell, BS'69, MS'71, EdD'79, MS'81, is chair of the Indiana Education Employment Relations Board. In his career, he has been involved in education, served as a law-firm manager, and worked as a consultant to a CPA firm.

1970s

Richmond (Ind.) Community Schools named **Karen A. Berry**, BS'70, 2006 elementary Teacher of the Year. A first-grade teacher at Charles Elementary School, Berry has taught for 36 years. She can be reached at karenbe@rcs.k12.in.us or kberry66@juno.com.

Judith A. McClain Daviero, BS'70, and her husband, Henry, BS'72, celebrated their 35th wedding anniversary in New York City.

"Hey to all those who knew me when I was a student at IU Bloomington," writes **Stephen M. Faust**, BS'70, MS/EdS'71. "If the name does not ring a bell, perhaps some other facts about me will: I took a lot of pictures, majored in education and educational development, but I spent most of my time in the biology department. Sean, Conrad, Chin-ye, Maggie Feeley, and a certain Tri Delt were friends of mine. After I left school, I had all sorts of adventures: capturing reptiles in South American jungles and the Sonoran Desert; exploring Mayan ruins; discovering a host of prehistoric whales, crocodiles, and turtles; wedding a model and having two kids. One of my kids is a doctor. The other builds big, fancy houses. I received just short of five degrees and spent lots of time designing experimental instructional programs." Faust has been married for 21 years and lives in St. George, S.C. He can be reached at sfmysterywriter@bellsouth.net.

Thomas E. Gatewood, EdD'70, is an associate professor emeritus of secondary education at Virginia Tech, where he has worked since 1980. He was director of educational programs at Virginia Tech's Northern Virginia Center from 1996 to 2003. Gatewood has also served as a founding member, president, journal editor, and

board member of the National Middle School Association. He lives in Hamilton, Va.

After 15 years as vice president of SunCorp, **Bruce R. Sutchar**, BA'70, MS'74, is now a financial analyst at Pearre & Associates, the Chicago agency of Massachusetts Mutual Life Insurance Co. Sutchar continues his roles as executive director of the American Family Coalition and as the special assistant to the bishop of the American Clergy Leadership Conference in Chicago. Sutchar and his wife, Ilse, live in Hanover Park, Ill. They have five children, ages 14 through 20.

Alan B. "Arch" Sutton, BA'70, writes, "The 2005 World Series victory by the White Sox brought me back in touch with **Art Berke**, BS'71, a former classmate and roomie. We used to listen to Howard Cosell's five-minute sports show at 8:25 a.m. in the parking lot across from Ernie Pyle Hall, then sprint up to Gretchen Kemp's ('54) editing class before the 8:30 a.m. bell rang." Berke, who lives in Secaucus, N.J., is vice president of communications at *Sports Illustrated* in New York City.

After 24 years at the U.S. Department of Housing and Urban Development, **Candis L. Brunk Harrison**, BS'72, MS'74, retired in September 2005. She spent the last 10 years of her career as manager of www.hud.gov, the department's Web site. In 2003, she was co-chair of a government-wide effort to propose policies for all U.S. government Web sites, in compliance with the E-Gov Act of 2002. Following that effort, she was co-chair of the U.S. Government Web Managers Advisory Council, which assists agencies in implementing government-wide Web policies, provides workshops and training, and operates a Web site for government Web managers. Now enjoying her retirement in Tuscon, Ariz., she remains engaged in the government Web management community by publishing a blog at www.candioncontent.blogspot.com.

Susan B. Work Sanders, BME'72, MS'76, has taught elementary music and has worked with the Goshen Community School Corp. since 1984. She also works part time in the children's department of the Goshen Public Library. Her husband, Michael, BME'73, has taught in the public high schools of Indiana for 30 years. He is currently the band director of Northfield High School in Wabash.

Marsha J. Nichols Baltzell, BS'73, planned to retire from the Fayette County (Ind.) School Corp. on June 5, after 33 years of teaching special education. She taught emotionally disabled, mildly mentally disabled, and learning disabled children. She also served as a consultant for seven school corporations. "I plan to travel and enjoy! I have one married son and two wonderful grandchildren," she writes. Baltzell and her husband, Robert, live in Connerville, Ind.

Retirement hasn't slowed down **Karl V. Hertz**, EdD'73. Hertz serves as president of Thiensville, a village in Ozaukee County, Wis. He also reports that he does consulting with the Bickert Group, an educational search firm.

Richard A. Schwier, BS'73, MS'74, EdD'79, received a 2005 3M Teaching Fellowship. Canada's only national award for university teaching and leadership. Sponsored by 3M Canada and the Society for Teaching and Learning in Higher Education, a maximum of 10 awards are given each year. Schwier is a professor of curriculum studies at the University of Saskatchewan's College of Education. He lives in Saskatoon, Saskatchewan.

Marilyn L. Chance Shank, BS'73, was elected the

2006 east-central district chair of the Public Relations Society of America, representing Indiana, Ohio, Michigan, Kentucky, West Virginia, and western Pennsylvania. A former member of the IUAA Executive Council, she is vice president of Shank Public Relations Counselors Inc. in Indianapolis.

Cynthia Stevens Dwyer, MS'74, EdS'90, is a literacy-curriculum specialist for the Highlands County School Board in Sebring, Fla. She also teaches graduate courses in reading and writing. Her first children's book *Can You See Me Now?* was published by Thumbprint Press.

Bryan W. Dye, BS'74, is a freelance writer and editor in Hemet, Calif. He writes, "I just published an illustrated book about the adventures of me and my six dogs, *And Now There Are Five Dogs and Other People.*"

Kim Irwin Manlove, BA'74, MS'78, and **Marissa Sison-Manlove**, MS'77, are the recipients of the Richard M. Fairbanks Circle of Hope Award for 2006 from Fairbanks Alcohol and Drug Treatment in Indianapolis. The Manloves lost their 16-year-old son, David, in the summer of 2003, as a result of huffing, the inhaling of household chemicals. They have used their personal experience with addiction as an opportunity to educate adolescents, parents, educators, and community members about drug and alcohol prevention and adolescent addiction treatment. The Manloves, of Indianapolis, have been instrumental in the development of Parents for a Drug Free America, Fairbanks Adolescent Parent Support Group, Parent Advisory Board, National Inhalant Prevention Coalition, and the Vigil for Lost Promise.

Ronald L. May, EdD'74, is president of Ancilla College in Plymouth, Ind.

Making careers in education a family affair, **Richard L. Bohling**, MS'76, EdS'79, is principal of Lincoln Elementary School. His wife, **Michele (Horan)**, BS'86, MS'90, is a special education teacher at Parkview Intermediate School. The Bohlings live and work in Bedford, Ind.

Cathy E. Blackwell Ryan, BME'76, MS'79, EdD'85, is an assistant principal at Silver Creek Elementary School in Sellersburg, Ind. "I've been there five years and love it," she writes. "We have almost 900 kiddos in the building, kindergarten through fifth grade." Ryan also teaches graduate courses in education at Indiana Wesleyan University. In February 2006, she met IU classmate **Fleur V. Barnes-Rowell**, BME'79, **Sally A. Meth**, BME'78, and **Donna J. Murphy**, BME'80, in New York City. "We all went and had lunch at the Carnegie Deli. It was absolutely the best fun I've experienced in a long time," she writes. "We spent three hours at lunch, talking about IU, the School of Music, and the people we remembered and knew. I love those ladies! Contact me if you are from that group of music majors in the '70s. Would love to hear from you!" Ryan can be reached at cryan@wclark.k12.in.us.

Julie E. Stogsdill, BS'76, joined the staff of Hospice of the Calumet Area in April. As director of development, she coordinates all fundraising and public relations for the agency. She has worked for not-for-profit organizations for 22 years. Stogsdill works in Munster, Ind.

Richard J. Callan, BS'77, MS'85, of Greenwood, Ind., is the co-creator of educational activities featured in three new books of the series *Hands-On Math and Literature with MathSmart*, published by Didax Educational Services. Callan is a teacher and education consultant at Bunker Hill Elementary School in Indianapolis.

Linda M. Stuhler Comerford, MS'77, is the sole proprietor of Comerford Consulting in Indianapolis. She provides writing, grammar, and public speaking workshops, among other seminars. She writes, "My daughter **Christen E. Comerford**, BS'01, got married to Charles Kozlik on April 22. They work for KPMG and reside in Washington, D.C."

Carol L. Eubanks-Riccardi, BS'77, is a teacher at Kirby Middle School in St. Louis. She has taught every grade level, from kindergarten to college. She also taught soldiers from the 10th Mountain Division of the U.S. Army. In the spring, she received a master of arts degree in teaching from Webster University in St. Louis. Eubanks-Riccardi has also kept busy writing and now boasts more than 100 bylines in various periodicals. She and her husband, Robert, live in Florissant, Mo. They previously lived in Europe for six years.

Walter D. Bourke, BS'78, MS'84, EdD'93, is superintendent of Franklin Township Community School Corp., serving 7,800 students in Marion County, Ind. Before his role as superintendent, Bourke had been director of secondary education for Lawrence Township Schools since 2003. He is active with the Indiana Principal Leadership Academy. He and his wife, **Shawn L. (Ewers)**, BSN'78, have two children, Joel, 23, and Haley, 20.

"Hope everyone is enjoying a healthy 2006," writes **John "Rick" Marinaccio**, BS'78. "I will be assuming the duties of guidance department chair and opening a new school in Henry County, Ga., which is a suburb of Atlanta. I have two boys, Andrew and David, who will be starting high school and middle school, respectively. If there is anyone in the Atlanta area with a boat who would like to meet for an afternoon on Lake Lanier, please let us know, and we'll show you our favorite island spot on the lake!" Marinaccio can be reached at rick.marinaccio@henry.k12.ga.us.

Teresa M. Loser Shaffer, BS'79, is executive dean for the Elkhart (Ind.) campus of Ivy Tech Community College. She started her career at Ivy Tech in 2005 as associate director of admissions for the Elkhart campus.

1980s

Julie A. Gohmann, BA'80, MS'82, has been a sales representative for Cardinal Health in New Albany, Ind., for 23 years. Gohmann adds that she and her husband, Stan Farrell, are the proud parents of five daughters.

After 20 years of service, **Christopher S. Allbright**, BS'85, retired from the U.S. Army. He now teaches English and journalism at Central Catholic High School in San Antonio. His address is csallbright@hotmail.com.

Janet K. Kleopfer, BS'85, MS'90, and Thomas R. Anderson, BA'86, adopted two children from Guatemala: Casey Kleopfer Anderson, 3, and Callie Maria Elizabeth Anderson, 10 months. Kleopfer is a teacher at Madison (Ind.) Junior High School.

Kelley L. Budny Alani, BS'86, and her husband, David, BA'88, relocated from Fishers, Ind., to Bloomington in November 2005. The Alanis have three children, Hannah, 11, Joseph, 5, and Thomas, 3.

Loren J. Rullman, BS'89, is executive director of IU Bloomington's Indiana Memorial Union and IU Auditorium. Rullman completed his PhD in educational leadership and policy studies in August 2005 from the University of Missouri–St. Louis. His dissertation *Sources of College Student Political Cynicism* was named a finalist for Dissertation of the Year by the National Association of Student Personnel Administrators. He was also awarded an Outstanding Young Alumnus Award in October 2005 from Valparaiso (Ind.) University. Rullman lives in Bloomington with his wife, **Allison (Kendall)**, MS'88, and daughter, Cailey.

1990s

Kelley L. Fallon, Cert/BA'90, BS'95, is an instructor of history and chair of the humanities division at the Indiana Academy of Science, Math, and Humanities of Ball State University in Muncie, Ind.

Lawrence A. Frank, BS'92, is head coach of the National Basketball Association's New Jersey Nets team. "I went to IU specifically because I wanted to be a coach

and I had great respect for coach [Bob] Knight," Frank told *The Indianapolis Star* newspaper. Frank served Knight as a manager during four basketball seasons.

Judith L. Kunkle, MS'92, is the director of graduate medical education at Wayne State University in Detroit. She lives in Whitmore Lake, Mich.

Edward M. Kominowski, BA'93, MS'95, is director of development for Relevant Radio, the largest Catholic talk-radio network in the country. He leads the development efforts for the southwest Florida market, where Relevant Radio has two stations.

Judith M. Hornick Mendoza, BS'93, lives in Chicago and is a part-time freelance writer and editor for various education publishers. She and her husband, Michael, have two daughters, ages 3 and 1.

Andrew N. Weinzapfel, BS'93, MS'02, is the new football coach for Bosse High School in Evansville, Ind. He previously served as defensive coordinator for the Bulldogs. Weinzapfel has taught social studies at the high school since 2002.

LuAnne Moonshower Suer, BS'94, and her husband, Justin, BS'94, MBA'02, have three children. Previously, she taught for five years. She has now received a real-estate sales license. They live in Floyds Knobs, Ind.

Daniel K. Weckstein, BS'95, and his wife, Kellie, had their first baby, Collin James Weckstein, on Jan. 11, 2006. Daniel is the assistant principal of Hopewell Junior High School in West Chester, Ohio.

An attorney at the Indianapolis office of Ogletree Deakins Nash Smoak & Stewart, **Craig W. Wiley**, BS'95, JD'98, was named one of 15 "Up and Coming Lawyers" by *Indiana Lawyer's* 2006 Leadership in Law awards. He specializes in labor and employment litigation. He is president of the Indianapolis chapter of the Federal Bar Association, a member at-large for the Indianapolis Bar Association's Board of Managers, chair of the IBA's Legal Services Advisory Council, and chair-elect for the Indiana State Bar Association's Employment & Labor Law Section. Wiley is co-author of *The Employment and Labor Law Handbook for Indiana Lawyers* and author of a monthly column in *Indiana Lawyer*, "Update on Labor and Employment Law." Wiley and his wife, **Sara J. (Hutcheson)**, BS'99, MS'02, and their daughter live on the south side of Indianapolis. She is a language-arts teacher at Beech Grove Middle School.

Leigh D. Blackburn Stella, BS'96, MS'03, is a sixth-grade math teacher at Westfield (Ind.) Intermediate School. She and her husband, Kevin, BA'97, had their first son, August "Augie" Mack, on Feb. 8, 2006.

Jack L. Morelan, BS'98, is assistant director for facilities of the athletic department at Northwestern University in Evanston, Ill. He oversees athletics and recreation activities on the main campus, and he is in charge of game-day operations for men's and women's soccer and lacrosse. Previously, he served as general manager of the Tucson (Ariz.) SportsPark and as program coordinator and event manager at the University of Arizona. He has also overseen game-day operations for the NCAA men's basketball tournament and for the National Professional Fastpitch women's softball team the Arizona Heat.

Scott L. Walter, MLS'98, MS'03, completed a PhD in higher education administration at Washington State University in August. His dissertation was titled "The Librarian in the Academy: Exploring the Instructional Role of Librarians in Higher Education." Walter is an associate university librarian for services and a professor of library administration at the University of Illinois at Urbana–Champaign. He lives in Champaign with his wife, Kirsten Pauli, and daughter, Wendy. Walter can be reached at swalter@uiuc.edu.

Abigail M. Hunt Ghering, BA'99, MS'02, is the assistant dean and associate director of the Academic Support & Enrichment Center at Denison University in Granville, Ohio. She is the former Student Alumni Association graduate assistant for the IU Alumni Association in Bloomington, Ind. She and her husband, Robert, DDS'02, had a son, Adam Hunt, on May 10. The Gherings live in Gahanna, Ohio, a suburb of Columbus.

Alison E. Fapp Kos, BS'99, and **Mark R. Kos**, BA'99, both teach American history. Alison teaches fourth-graders at Franklin Elementary School in Glen Ellyn, Ill. Mark teaches at Fenton Community High School in Bensenville. They had a daughter, Delaney Elizabeth, on Sept. 12, 2005, and live in Montgomery.

2000s

Kelly K. Randazzo Nawrocki, BS'00, has been a Spanish teacher at Woodland Middle School in Gurnee, Ill., for six years. She completed her master's degree in teaching and leadership at St. Xavier University.

With more than 17 years of experience in the institutional advancement area, **Gary A. Bouse**, EdD'01, is now vice president for institutional advancement at Mississippi University for Women in Columbus.

Allison B. Carrie Henry, BS'01, is a first-grade teacher in Louisville, Ky. She and her husband, Michael, BA'01, in Louisville.

"I just wanted the IU IST [instructional system technology] family know that I've landed on my feet at Portland Community College in Oregon," writes **Peter Seaman**, MS'01, "and I'm back on the listserv again and looking forward to sharing and growing professionally with all of you. I'm also available for career counseling, if anyone wants any. I have made the (so far) successful transition from the U.S. Coast Guard to the community college sector of higher education. I'm absolutely thrilled to be here, though for a while I wasn't sure I'd be able to find a job as an instructional consultant at a college or university. For those of you who have never met me, I was a member of the unparalleled, unsurpassed, and absolutely legendary rookie class of 2000, which you certainly *have* heard of. There was no class like us either, before, or since! (And there are still members around campus to stick up for us, if needed.)"

"I teach fifth grade in Franklin Township on the south side of Indianapolis," writes **Anne E. Imwalle**, BS'02, of Greenwood, Ind. "I have been lucky enough to meet many teacher friends who are also IU fans! Now I can share the unique IU bond not only with college friends but also with co-workers!" Her address is [anne.imwalle@ftcsc.k12.in.us](mailto:imwalle@ftcsc.k12.in.us).

Ambrosia A. King Sauer, BS'02, is an eighth-grade English teacher at Creston Middle School in Indianapolis. She and her husband, Aaron, BS'02, DDS'05, live in Indianapolis.

Jake Hughes, BS'03, teaches math at Reitz Memorial High School in Evansville, Ind.

Kristin H. Griffith Stout, BS'03, is a reading-recovery teacher for Fayette County Public Schools in Lexington, Ky.

Sidni D. Feldman, BS'04, teaches second grade at Orchard Park Elementary School. She lives and works in Indianapolis.

Christopher B. Simmons, BS'04, finished his first year of teaching in his hometown of Orleans, Ind., at Orleans Elementary School.

Dawn M. Smith, BS'04, teaches special education in the Washington Township School District of Indianapolis. "I continue to spend weekends and summers as a counselor for Bradford Woods and Camp Riley, where I first became interested in special-needs children," she writes. Smith lives in Montgomery, Ind.

In May, **Angela D. Barnes**, MS'05, received a 2006 Indianapolis Power to Light Golden Apple Award for technology in education. She is an English and language-lab teacher at Ben Davis Ninth Grade Center in Indianapolis. With her project "The Odyssey Soundtrack," Barnes's students designed CD labels

that included eight songs to interpret character, plot, theme, setting, tone, and mood from the eight chapters of *The Odyssey*. The assignment helped students understand the epic, its current relevance, and why it has endured so long.

Mary T. Bier, BS'05, is a first-grade teacher at Western Primary School in Russiaville, Ind. She lives in Kokomo.

Selected from a pool of more than 300 middle and high school teachers, **Joachim H. "Joe" Ladwig**, BS'05, was selected as Monroe County (Ind.) Teacher of the Year for 2006 by the Wal-Mart Foundation and Phi Delta Kappa International, a professional association for educators. The award comes in Ladwig's first year of teaching science and math at Lighthouse Christian Academy in Bloomington. A \$1,000 gift was awarded to his school.

Ashley B. Ransburg, BS'05, writes, "I am excited to announce the official publication of my children's book *Evie Finds Her Family Tree*. 'Evie' was a project in my writing methods class in the fall of 2004. The project blossomed into a book that caught the eye of the Indiana Historical Society Press, which happens to have a large genealogy department. They snatched it up immedi-

ately, due to the genealogical aspects of the story." Ransburg can be reached at aransburg@gmail.com.

Kara J. Fuda Ripp, BS'05, and Robert Grant Ripp, BS'05, were married on July 9, 2005, in Richmond, Va. She is a teacher for Hilliard City Schools. The Rippes live in Canal Winchester.

Jason L. Rodocker, MS/JD'05, is the director of student activities and Greek life at Washington and Lee University in Lexington, Va.

Abigail J. Smiley, BS'05, writes, "I'm teaching first grade in Anderson, S.C., and loving life in the South!" She lives in Simpsonville.

Jennifer S. Todt, BS'05, is pursuing a master's degree in speech pathology at IU Bloomington.

Justin M. Williams, BS'05, writes, "I am teaching driver education, searching for a full-time teaching position, and working for the U.S. Postal Service." Williams lives and works in Greensburg, Ind.

The editors gratefully acknowledge the assistance of the Indiana University Alumni Association in compiling class notes. To submit information, write to the Alumni Association at 1000 E. 17th St., Bloomington, IN 47408, or visit the IUAA on the Web at www.alumni.indiana.edu.

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I N M E M O R I A M

Landon E. Beyer

Aug. 10, 1949–April 15, 2006

Landon Edward Beyer, former associate dean of teacher education at the School of Education, died on April 15, 2006. He was a professor and associate dean of teacher education at Indiana University from 1997 to 2004; professor and chair of the Knox College Department of Educational Studies in Galesburg, Ill., from 1981 to 1984 and from 1990 to 1994; associate professor and chair of the Department of Education at Cornell College in Mount Vernon, Iowa, from 1986 to 1988; and, assistant professor at the University of Rochester Graduate School of Education and Human Development in Rochester, N.Y., from 1984 to 1986. He had also been a K–12 classroom teacher, in Stoughton, Ore., and Madison, Wis., and the Hannahville Indian Reservation, in Wilson, Mich. He was an alumnus of the University of Wisconsin–Madison, where he received bachelor's degrees in philosophy and in curriculum and instruction, a master's degree in philosophy, and a PhD in philosophical and social foundations of education. He was the author of eight books and more than 80 publications in professional journals.

Beyer was an active member of several professional societies. During his career, he organized numerous conferences on education and curricular issues in addition to being the invited keynote speaker at international education conferences, most recently in Taiwan and Portugal. Over his career, he received numerous awards for excellence in teaching, including the Distinguished Elementary Education Alumni Award from the University of Wisconsin School of Education. He spent his personal and professional life pursuing social justice through education.

Lawson Hughes

March 13, 1921–June 12, 2006

Lawson Hughes, professor emeritus of instructional system technology, died on June 12, 2006. He retired from the Indiana University School of Education after a teaching career spanning 28 years. He earned a BA degree from the University of Tennessee and MA and PhD degrees from Indiana University, with a major in experimental psychology. He was very proud of the fact that, while a graduate student, he held an assistantship under W. K. Estes, who was later awarded the U. S. Medal of Science by President Clinton.

Hughes began his teaching career at Coe College in Iowa. He later conducted research on the potential effects of space flight on humans at the Martin-Marietta Co. of Denver. Joining the Indiana University faculty in 1962, he taught in the Audio-Visual Center and later in the instructional systems technology department of the School of Education, retiring in 1990. He especially enjoyed his work with graduate students and guided many through the research and dissertation-writing process. His former students are now to be found across the country and around the world pursuing their professional careers. Hughes also served on the advisory board of the Center for Rate-Controlled Speech at the University of Louisville, where he researched time-compressed speech.

William H. Medlyn

May 15, 1925–Sept. 10, 2006

William Medlyn, professor emeritus of the IU School of Education, died on Sept. 10, 2006. A World War II veteran, he served in Europe with the Company B 66th Infantry Regiment in the 71st division of Patton's third army, and his unit liberated the notorious death camp at Gunkirchen Lagen.

Medlyn earned a bachelor's degree in 1949, a master's degree in 1951, and his doctorate in 1955 from the University of Michigan. He began his professional career in Stanton Township as the youngest superintendent in the state of Michigan. In 1955, he became the school superintendent of the Novi Schools. He also was an adjunct faculty member at the University of Michigan from 1956 to 1957. In the summer of 1963, he taught at Cal Poly in San Luis Obispo. He joined the faculty of the Indiana University School of Education in 1962, where he taught courses in school administration and worked to place school administrators.

In addition to his professional responsibilities, Medlyn supported civic organizations. He was a charter member of the Rotary Club in Novi, Mich. He was also a member of the Rotary Club in Bloomington. He had a 55-year membership with Phi Delta Kappa, an honorary educational fraternity, where he held the offices of membership chairman and president of the Alpha Chapter. He is recognized as a George E. Reavis Associate of the Phi Delta Kappa Educational Foundation.

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These photos illustrate the experiences of students participating in the Cultural Immersion Projects. During the projects' 33-year history, more than 2,500 IU School of Education students have engaged in student teaching, community involvement experiences, and cultural and academic study on the Navajo Reservation and 13 overseas sites, including the countries of Australia, China, Costa Rica, England, Ireland, India, Kenya, New Zealand, Russia, Scotland, Spain, Turkey, and Wales.



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