

# envision

Imagining possibilities | Creating the future | University of Idaho College of Education | Winter 2009

## After the Gold

Kristin Armstrong's  
Life Before and After

University of Idaho

envision  
Winter 2009

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**On the Cover: Kristin Armstrong**  
PHOTO BY JASON ABBOTT

## From the Dean's Desk



It is impossible to begin the year 2009 without invoking the word "change." Although that word has recently picked up considerable political hype, it's clear we face many changes in the coming year.

During the past three years, our general education budget, funded primarily by state appropriations and student fees, has grown. During those years, employee salaries increased and we increased the number of tenure system faculty, improved the physical quality of our classrooms, increased faculty scholarship, and increased our ability to serve students through online education investments.

But fiscal year FY09 (July 1, 2008 – June 30, 2009) brings new challenges. Budgets are reduced by at least four percent, and although much of that reduction will have little affect on our current functions, we'll be using our reserve funds to cover these cuts. We are still unclear as to how deep the cuts for the next fiscal year (FY10 that begins on July 1, 2009) will be, but we are looking at scenarios that might reduce the College of Education budget by as much as 20 percent from FY09. Obviously that means the College will undergo significant change – both short-term and long-term.

In the past, the college was able to offer a large number of programs to our students even though they had low enrollments, few graduates, and yielded few scholarly works. Nearly a year ago, a leadership team made up of department chairs, associate dean, and dean began to examine, prioritize and collect data on our programs. In the fall, faculty and staff discussed the need to reduce the number of programs and create fewer programs of higher quality.

A College's Future Council with broad representation was then constituted. The group met each week to develop a set of criteria for prioritizing programs, and then examined and prioritized each program using the criteria. The council held an all day retreat in November and then again in January, and from their work came a set of recommendations regarding the College of 2015.

The University of Idaho's College of Education of 2015 will look different from the college of the past and present. It will have clearer focus; be guided by strategic targets; and reach higher levels of excellence in our programs, our scholarship, and our outreach to the larger communities of Idaho and beyond. We will get there by making tough decisions about what we can do well and what we ought to stop doing.

Discussing the changes the College faces is not without dangers. Many stakeholders, alumni, faculty, staff and students have cherished memories about the way things have been in the past. Change can threaten those memories. Change introduces an uncomfortable level of uncertainty. Frankly, change is more work—and it is hard work.

These dangers remind me of the importance of keeping a keen eye on the traditions of the past while planning our future. It's important that our decisions ensure a sustainable future for the endeavors of our college. Thus, our future plans must reflect an understanding of our future contexts and the forces that will shape them. We must envision a future for our students and then design our programs, our scholarship and our college around what the needs – knowledge, skills, and dispositions – of our students will be in the future.

As I read the articles in this Envision I notice that much of the progress towards excellence of both individuals and institutions has been the result of important changes embraced by our alumni, students, faculty and staff. It's impressive the way Kristin Armstrong embraced change in her successful quest for Olympic excellence. She and the others featured in this magazine have understood that change is inevitable, necessary, and can be shaped to achieve excellence.

In order to make decisions that will propel us towards that future, we need to be clear about what we believe our future should be. That is where you come into our process. What essential elements of the College of Education need to be the basis for creating a picture of our future? What are those traditions that must not be lost? What does your view of the future include? What must the graduates of our 2015 College be able to do in 2020?

Your insights, conjectures, musings, and thoughts are welcome. Send them to me at paulrowland@uidaho.edu or by mail at Box 443080; College of Education, University of Idaho, Moscow, ID 83844.

Best regards,



Paul Rowland, Dean



## After the Gold

College of Education alumna and 2008 Olympic Gold Medal cyclist Kristin Armstrong is a Vandal through and through. Although she lives and works in Boise, she's proud of her northern education and cheers for the Vandal silver and gold.

"Since winning the Gold Medal, my life has become a whirlwind," said Kristin. "I sign autographs all the time. I had someone come up to me recently and ask me to sign my name and 'Go Broncos.' I said to him, 'do you realize what you're asking me? I'm a Vandal!'"

Kristin grew up in a military family and attended several different schools throughout her life. She became a junior Olympian in swimming when she was 17 and excelled as a runner and triathlete. She graduated from high school in Japan, where she attended her sophomore through senior years. Although she was extremely athletic, there were no sports recruiters in Japan, so when it came time for college in the U.S., she did not have an athletic scholarship.

Kristin pledged Kappa Kappa Gamma at the University of Idaho, and became involved with her network of friends and sorority life, which she considers one of the most important aspects of her college life. Most of her sorority friends graduated from Boise and knew each other so, she never felt like she fully fit in. Also, she was an athlete—something her friends didn't fully understand. She ran, swam, and worked out at the Kibbie Dome regularly to keep fit.

"You're going running AGAIN," her friends would say.

The second semester of her freshman year in college, Kristin realized that she *had* to play sports, so she walked on to the U of I track team. She was told she would be running cross-country—not a sport she had trained for.

"I ran through the streets of Moscow, training for the cross country team. But halfway through my sophomore year, I realized that I wasn't having any fun. Now I understand the sport better, but back then it was too solo for me. So I decided to play all the intramural sports I could and become really involved with my sorority." She also enjoyed attending all the Vandal games and supporting the sports teams as much as possible. "I was at U of I when the Vandals were on their 12-year winning streak. We were proud," she said.

Kristin came to the University of Idaho because she wanted to become a physical therapist. Sport science and exercise physiology were good fits. "One of my favorite classes at the U of I was anatomy and physiology and working on cadavers," she said. "You can teach people about their bodies and show them where things are, then they can begin to understand how to be healthy, eat right and treat their bodies well. You just need 20 minutes a day to go out and walk or something. It doesn't have to be a long period of time—just anything."

After graduating from the U of I in 1995 with a degree in Sports Science, Kristin completed an internship

in Portland, where she conducted fitness tests on firefighters in Washington and Oregon, "I loved it," she said. "But they didn't have the funds to hire me when my internship was complete."

Not quite ready for physical therapy school, Kristin moved to Boise, where she worked at the YMCA as Aquatics Director. It was when she finally started applying to schools in 1998 that the Olympic Committee contacted her and asked if she wanted to come to Colorado and train for triathlon. "I had done well in some local, regional and national races," she said. "I was invited with two other women in the US to train one year for the Olympics."

But strange as it may seem, Kristin felt guilty about training. She had always been taught that real life meant working a job. Training didn't seem like work to her, even though she was getting paid. "It didn't seem like the real world. It was a real mental adjustment," she said.

In 2001, Kristin had to make another major life adjustment. She was having pain in her hips, and was diagnosed with osteoarthritis. She could no longer run—but the bad news didn't deter her for long. Some friends invited her to go cycling, and after a few races, she was hooked. She began training for the Olympics in Athens, where she placed eighth in the road race in 2004. In 2006 she became the third American in history to earn a world championship in the elite women's time trial. She won the bronze in 2005 and the silver in 2007. Then, in the 2008 Olympics in Beijing, Kristin became the second American woman cyclist to claim an Olympic gold medal when she won the 14.6-mile time trial in just 34 minutes and 51 seconds.

While winning the Olympics was a dream come true for Kristin, the finality of it has required another mental adjustment. "People asked me after the Olympics, 'what are you going to do now?' When I got to the finish line, I thought I'd have answers, but all I have are more questions."

## Endless Possibility

But there are a few things Kristin does know about her future. She wants to start a family, and she wants to teach and coach. Most importantly, she wants to give back. "Now that I've grown up, traveled around the world and experienced life, I realize that I want to make a difference," she said. "I think as a teacher, I could inspire so many young children."

Kristin would like to teach health and nutrition to young women in sixth through eighth grade. "That's where my heart is. These young women are just starting to make decisions on their own. I love to work with this age. Some girls are developing, some are not. Their clothes don't fit. It's the most awkward and hardest age, but the most easily influenced." Kristin has always been interested in the medical field, and hopes to nurture that interest to make a difference for others.

Since she won the Gold, however, her life has been filled with speaking engagements and endorsements. As a matter of fact, she's gone six months out of the year. While she's good at talking with audiences about focus, determination and success, she's also interested in helping high school athletes who are taking steroids to enhance performance. "Steroid abuse in schools is prevalent," she said, "so I talk to them about it. Helping high school athletes understand the effects of steroids is a real concern of mine."

Kristin has been tested for drugs 28 times this year. Prior to the Olympics, she was tested 25 times. "They showed up at my door this morning," she said. "You have three hours to report for the test. Two missed tests are a positive." With the onslaught of drug abuse in athletes, Kristin feels compelled to help young athletes

understand the physical and ethical effects of their poor decisions.

Kristin is also concerned that people understand health and nutrition, and would like to help them make good decisions they can stick with their entire life. "People won't get hooked on being active unless they enjoy it. There are so many activities out there for everybody. Who cares if it's walking, running, or playing softball—it doesn't matter. People don't all have the same interests. They need to make their own choices, especially at the junior high and high school level, so they'll stay with it throughout life."

For the next nine months, Kristin will be fulfilling her obligations as an Olympic Gold Medalist. She's at peace with what she has accomplished in sports. "I just turned 35 in August 2008. I've had the highs and lows with some performances, but this is more like a closure," she said. "Sometimes I wonder how different my life would have been had I taken different roads. For example, when Dennis Dolny helped me get my internship after graduating from the University of Idaho, I had two choices: Florida or Oregon. I always wonder what would have happened had I gone to

Florida. I think a lot about how our choices can take us down different roads."

As Kristin considers and plans for her future, her past experiences combined with her desire to help others will be a guiding force. Whether teaching, coaching, speaking, competing, or being a mom, she'll always be tied to her alma mater and be grateful for what she learned at the University of Idaho.

"No matter what I do, I'll always be a Vandal," she said. **e**



Photo by Jason Abbott



Photo by Joe Pallen, University of Idaho Photographic Services

## Cosmopolitan Matthew Haley

Secondary education graduate Matthew Haley loves to travel abroad. He took advantage of as many travel experiences as possible during his college career, including alternative spring breaks both domestic and international, and most recently a month-long trip to Palestine and Israel to study peace efforts. He graduated in December, 2008.

“I’m highly committed to service work,” said Matthew, who has traveled to nearly 20 different countries, including 13 with his wife, Cara Haley, a student in the College of Engineering.

Matthew spent his entire 2005 sophomore year at the University of Salamanca in Spain, where he honed his Spanish-speaking skills and immersed himself in the Spanish culture. In 2006, Matthew and Cara traveled to Nicaragua on a medical service trip. Then in 2007 he traveled to Peru with the University of Idaho’s first

international Alternative Spring Break team. While there, the team built a boarding house to help students who would normally commute many miles from home to school each day in the rural Andes. Matthew also served as Spanish translator for the student team.

When it came time for his teaching internship last year, Matthew gravitated toward Moscow Junior High, where he had already done two practicums with teacher Jason Albrecht. Albrecht has been teaching at Moscow Junior High School for 14 years, and was Haley’s seventh grade teacher. He received both his undergraduate and graduate degree from the University of Idaho. Little did the two know, Haley’s internship would bring about some life-changing opportunities for the two of them, and for the students in their classroom.

Matthew had been a student in Melissa Saul’s class at the University of Idaho. Saul had received a \$79,000

Fulbright scholarship to study peace efforts in Palestine and Israel as part of her dissertation work. Albrecht and Haley volunteered to join her 13-member team with the goal of creating a new curriculum for U.S. students that would teach them about the conflict from a balanced perspective.

“We tried to get to the bottom of the most confusing conflict in the world,” said Albrecht. “We by no means have delusions that we understand or can solve the conflict; however, false information is rampant and what we can do is present both sides of the conflict factually and without prejudice. That way, our students can make their own conclusions.”

Albrecht and Haley piloted their new curriculum at the Junior High in November 2008. While the curriculum presents both sides of the conflict, it is filtered through the lens of human rights and social justice—the overarching theme that will help students put events of the conflict into focus.

Albrecht and Haley are highly vested in their curriculum. Having spent many heartfelt hours in its creation, they are now considering the next step in its evolutionary process.

*Wherever Matthew Haley ends up as a teacher, there is no doubt he’ll bring a global perspective with a good dose of energy and enthusiasm.*

Haley says his college career was like a whirlwind—not surprising given all his involvement and the impact he made in his wake. In addition to his travels and service work, he also clocked in 15 to 20 hours per week at Washington State University’s Animal Resource Center, interned in the Alternative Spring Break office at the University of Idaho, and carried up to 21 credits per semester.

“I’m ready for a change,” he said. But that doesn’t necessarily mean moving away from the Northwest.

“Cara graduates in the spring and has been offered a job with the company where she’s interning,” he said. “I hope to be a substitute teacher until something permanent opens up.”

Wherever Matthew Haley ends up as a teacher, there is no doubt he’ll bring a global perspective with a good dose of energy and enthusiasm. As for the curriculum he and Albrecht wrote: time will tell the important role it could play in understanding not just the Israel-Palestinian conflict, but real solutions to just about any conflict. **e**



Photo by Joe Pallen, University of Idaho Photographic Services



Photo by Michael Notar

## NOVA International School: A new student teaching internship

Elementary education student Laura Hannum has never been afraid to try new things. Last year she traveled to Okinawa, Japan through the Camp Adventure Program, where she spent six weeks teaching swim lessons to children 11 months to 12 years old.

“The best thing I learned during my stay there was self-discipline,” she said. “Every day I had to find my happy place, because I was with children.”

While there, Laura could see the East China Sea from her apartment window. “I watched the barges go by every day, and the people were really friendly,” she said. The experience gave her a taste for adventure and changed her outlook on life.

Laura is in her final year at the University of Idaho, and spent the fall semester student teaching second graders at Bryan Elementary School in Coeur d’Alene. “Bryan

Elementary is a Title I school, and some of the students have been really challenging,” she said. “But it’s given me the best experiences and I wouldn’t change that. I love the school.”

However, when the chance came for her to try something different for spring semester, she jumped at a once-in-a-lifetime opportunity to travel to the Republic of Macedonia and student teach at Nova International School. She bought a plane ticket to Skopje, Macedonia in November with little knowledge of the country or what to expect. She left January 9 for a 22-hour flight to the small country.

Nova’s K-8 Elementary and Middle School is an independent co-educational English language day school representing more than 40 nations. Daily cross-cultural interactions between students are a key component of the school’s international educational process.

The campus is located in a quiet residential area about two miles from the city center of Skopje. The school is state of the art: students have access to the wireless campus and computer labs, science labs, art and drama studios, an auditorium, library, bookstore, full service cafeteria, outdoor green areas and a sports court. In September 2009, the Elementary and Middle School will relocate to a new high-tech green facility adjacent to the present campus. To date it will be the only energy-efficient building of its kind in the Republic of Macedonia.

Laura will be the first University of Idaho student to intern at Nova. Michelle O’Neil of the College of Business, who spent four months in Macedonia as a Fulbright Scholar, facilitated the idea for the partnership when she met Victor Novakovski, head of Nova School. Novakovski’s mother founded the school. What resulted was a series of email exchanges between College of Education Dean Paul Rowland and Novakovski that culminated in a U.S. visit last June. A number of different partnerships were discussed, including ways for U.S. and Macedonian teachers to get professional development.

“Nova School would like its teachers both to mentor and to learn from our student teachers,” said Rowland. “We hope this relationship will grow into something more.” Rowland and Novakovski are also discussing what the University of Idaho can do to provide online professional development for teachers in Macedonia and to also facilitate a faculty exchange program. Providing student interns to the school is a first step in a potential broader relationship.

Sally Green, Internship Coordinator for the College of Education, began soliciting applications for the new internship in October. “I e-mailed all students who were doing their first semester of elementary internship in the fall and had them write a letter of interest,” she said. “Several students responded initially with interest, but Laura was the only one who stuck with it. I have at least two and possibly more students

interested for next fall.” Laura thought her chances of being selected were pretty low. “I wasn’t expecting anything to come of it because I thought there would be several students apply.”

Since her acceptance, she’s been trying to find out as much as possible about the country. She met up with a University of Idaho student from Macedonia, who offered her some helpful information. “I asked him a lot of questions about safety issues. My parents are not real comfortable with me going there, although they are supportive. But he said it was safe for Americans.”

The Republic of Macedonia is a landlocked country on the Balkan Peninsula in southeastern Europe, bordered by Serbia and the disputed territory of Kosovo to the north, Albania to the west, Greece to the south, and Bulgaria to the east. It lies in the northwestern third

of the wider geographical region of Macedonia, and inhabits about 40 percent of the region’s population. The capital city of Skopje, where Laura will be staying, has a population of about 507,000. The

region has more than 50 lakes and 16 mountains higher than 6,550 feet.

Laura will be in Macedonia from January 9 to May 20. After graduation, she is seriously considering teaching abroad. “After going to Okinawa, I became really interested in teaching in another country,” she said. “I absolutely love Spanish speaking countries. I’d like to go to Costa Rico or Spain. I love salsa dancing—but I’m afraid I’m not going to find that in Macedonia.”

Aside from the experience she’ll gain while teaching at Nova International School, Hannum was excited about one other small piece of information she learned about the country. “I was told that things are really cheap there. Someone told me that coffee is only about 80 cents,” she said.

More than anything, Laura is excited about the opportunity to meet and converse with such a diverse population. “It’s just such a phenomenal experience to get out of America and see how other people interact.” **e**



## A Long and Winding Road

The small green journal documents the entire story, from tragedy to victory, from friendship to discord. Nearly every day Master Sergeant Jack Evensizer spent in Iraq earned a few penned words—like this entry on May 5, 2006:



*“Good thing I ate my strawberry shortcake first because just as I was finishing my Coke, ‘boom boom!’ A soldier was shouting for everyone to get out. There were people jamming up at the door and I was looking around and knew we were going to die, but I didn’t see any suicide bomber. Then I heard the mortars. We made it outside and huddled against the Palace Wall behind the column. There were seven shots. The mortar attack hit pad five and created six casualties. Sergeant Collins had head trauma, lost an eye, had a chest wound. He did not make it.”*

Jack Evensizer’s journal documents the long journey from Iraq to Coeur d’Alene, where he’s pursuing a master’s degree in Organizational Development at the University of Idaho. The road to his education has been disrupted on more than one occasion by a call to serve his country.

The diversions began back in 1967 when he was a student at San Jose State University.

“I was supposed to graduate from San Jose with a degree in music in 1967, but was drafted into the Army and served two years. Actually, I got classified 1A (meaning draft was inevitable) from the draft board, so I joined—even though I was in college. It was fall semester of my junior year. I toured in Korea from 1968-69 and was happy to be there, but I always felt bad about not ending up in Vietnam, he said.”

Jack was a combat engineer in the Army, performing tasks like clearing mine fields, digging entrenchments, engineering tools, and taking care of all the engineering projects for the infantry. He was also trained in weapons and explosives.

“The service for draftees was 17 months when I first went in,” said Jack. “I signed up for three years, but got out after two on an early release program.” After his Korean tour, Jack returned to San Jose and earned a bachelor’s degree in music in 1972. Since graduating high school in 1963, it had taken him 10 years to get his first college degree and complete a Standard Secondary Teaching Credential.

Following graduation, Jack worked one year as a teacher, then took a job as chief dispatcher for an ambulance company, where he worked part time while a student at San Jose State University, until 1976 when he moved to Coeur d’Alene. He worked for North Idaho College as a music instructor for a year, and then purchased an ambulance company in 1977. He later sold the company and returned to San Jose. In 1988 he enlisted in the Army National Guard. “An Army recruiter explained the Try One program for prior

soldiers,” said Jack. “We could try it for one year, and if we didn’t like it, we could quit.”

Following his service, Jack went into the inactive reserves, then later rejoined at the brigade level, which is the control unit for battalions. He moved back to Coeur d’Alene in 1991 and transferred into the Army Reserve in that area. There were openings for infantry instructors, so Jack applied and was accepted into the 6241st Reserve Forces school. After that, he served as a Military Academy Instructor for enlisted leadership courses at Regional Training Institutes run by the National Guard. RTI schools include courses that enlisted officers take prior to basic training. He was eventually transferred to the 12th Battalion at Fort Lewis.

*“There were people jamming up at the door and I was looking around and knew we were going to die, but I didn’t see any suicide bomber. Then I heard the mortars.”*

“I was assigned to the Western States Region,” said Jack. “I taught in Montana, Washington, California, Colorado, Arizona, and Oregon. But my primary teaching responsibility was to Montana and Oregon. The first weekend of each month I would go to Montana, the second weekend to Oregon.

When the University of Idaho first opened in Coeur d’Alene in the early 90s, Jack was interested in the MBA program. He took 28 credits at North Idaho College as pre-requisites, but then the University dropped the program. “So I started working towards a second bachelors instead,” he said.

During this time, Jack also taught at-risk youth at Glacier Mountain Academy in Sandpoint, Idaho. “I had five to six students in my class,” said Jack. “I talked with them a lot about the military. I loved it. I treated the students just like my soldiers. I challenged them to learn. My job was to get them back on track with their own schools.” Jack worked with child drug addicts and drug dealers, children who had visual and auditory problems and disabilities, and pregnant teens. The students were from all over the U.S. Little did Jack know, his work with at-risk students was preparing him for another extraordinary teaching opportunity down the road.

The University of Idaho began offering full master's degrees at the Coeur d'Alene center again, attracting Evensizer once again to continue his education. He met with associate Dean Jerry McMurtry and worked out a schedule to complete his master's degree.

But then the war in Iraq happened.

## Operation Iraqi Freedom

"As soon as we started deploying troops in 2003, I wanted to go," said Jack. "I was a senior enlisted Master Sergeant at the time. I wanted to go—partly because I hadn't gotten to go to Vietnam. But they wouldn't take me. I guess I didn't fit in their box. I ended up going to Senator Craig's office and told him my situation. He agreed that I should go."

In January 2004 the 12th Battalion at Fort Lewis was called on alert. The Army called up the NCO Academy at Fort Lewis to send instructors to Iraq to teach the Iraqi Army.

"They sent about 25 people with 12 of our instructors," said Jack. "But they didn't select me! After I wasn't selected, I went to the Sergeant Major and asked why. He told me I was too old—I was 59. After that, I lost interest, even though I was still an instructor. I said, okay, and accepted it."

In the meantime, Jack had applied for an age waiver so he could retire after age 60. With that in place, he could stay in the Army for six months after his 60th birthday. But in July 2004 Jack got a call from the brigade commander, telling him he'd been activated and was going to Iraq.

"I thought I was too old!" he said.

"No, you have an age waiver, so you can go," said the brigade commander.

So, once again, Jack's education was put on hold.

## Finally Deployed

When the 98th Division, nicknamed the Iroquois Warriors, landed in Baghdad in the fall of 2004, it was under constant threat of insurgent attacks. They were deployed to Northern Iraq, a remote and dangerous site. The Division, which had not been called up since World War II, was designated to assist the Iraqi government with training the new Iraqi Army and security forces. The mission demanded accelerated training schedules. Division instructors had to train for hand-to-hand combat and were given a mere five days of language training in Arabic.

"We trained the Iraqi soldiers with blanks," said Evensizer. "We did convoy ops—we learned how to do security halts and how to drive through battle zones. Most of the Iraqi soldiers I worked with were shepherders. Some had never worn shoes. They joined the Army because they could make \$350 a month, which is a lot of money to them. The interpreters were being paid \$1000 a month. They were big targets for the insurgents."

Communicating with the Iraqi soldiers was problematic. There was only one interpreter for the entire battalion, but soon the Americans and Iraqis invented hand signals and code words. "I learned that Wahabi means thief and Zarqawi means enemy," said Evensizer, who became good friends with many of the Iraqi soldiers. Their friendship and high regard for each other came through in Evensizer's journal entries:



January 30, 2005

*"Elections! Off duty at 0600. The rest of the team went as security detail to secure parade field while Jundeeds [Iraqi soldiers] loaded buses to go vote. Several were without body armor. Major Ramirez had them get off the bus and get it. Brigade shared their armor so every Jundee could wear some. NCOs were armed. They did patrols with Humvee. All returned without incident."*

Overall, the Iraqi soldiers are very supportive of what the Americans are doing in Iraq, according to Evensizer. "They didn't like Saddam," he said. "They know a lot about their economy and are fond of democracy—especially American democracy."

While in Iraq on June 3, 2005, Evensizer celebrated his 60th birthday and 20 years of service in the Army. His journal contains enough information to write a book about his experiences while there. In September 2005 he completed his mission and returned home. He received a Bronze Star from the Army for his heroic and meritorious achievement and service, particularly for service under severe and adverse conditions.

Jack is pleased to have served his country, and honored to have been part of such an important mission. "My years in the Army, and my classroom and business experience all culminated in my work in Iraq," said Evensizer. "I didn't realize how important my education was until I got there."

Jack has been inducted into the Golden Key International Honor Society with a 4.0 GPA. He has revived his studies and is scheduled to graduate with a Master's Degree in May 2009. **e**

## Athletic Training Students Awarded \$5,000 U of I Research Grant



Jessica Martschinsk

Jessica Martschinske, a third-year Athletic Training student in the Department of Health, PE, Recreation and Dance, has been awarded a \$5,000 student research grant for her undergraduate research project. She is the second consecutive Athletic Training student to be awarded the student-led research grant from the University of Idaho Student Grant Program. Other students involved in the project are Brooke Rey, Joanna Piekarski, Katie Harbacheck, Tim Nicoletto, Andrew Rowley, Alex Farley, Anna Conley, Chelsea Hanway, and Amy Taylor. Faculty members Jeffrey Seegmiller and Alan Nasypany are mentoring the research.

The University of Idaho awards one \$5,000 student research grant annually, with undergraduate, masters and doctoral students competing against each other. This achievement by an outstanding undergraduate student is the direct result of a strong commitment to research and professionalism in the Athletic Training Education Program.

The funds from this grant will be used to purchase a therapeutic modality unit for research purposes in the Athletic Training Lab.

"Jessica and her peers put in countless hours of preparation and pilot testing for this grant proposal," said Seegmiller, who is the faculty sponsor for the project. "Their work and efforts are commendable."

The team's research is titled "Effects of Interferential Stimulation, Cryotherapy, And a Combination Treatment With Pain, Strength, Range of Motion, And Girth as Applied to Delayed Onset Muscle Soreness."

"This was a very rewarding process. As an undergraduate I am very honored and ecstatic about receiving such an award," said Jessica.



## Peace Education

Front row left to right: Paul Deering, U of H professor, Jessica Rinker, WSU preservice teacher, Andrew Bassler, U of I College of Education student, Kristina Lawyer, teacher from Hawaii.

Back row left to right: Hisham Abdulla, Palestinian journalist, Mike Hayes, WSU professor, Joe Overton, U of H professor, Matthew Haley, U of I preservice teacher, Leena Saed, Palestinian student, Melissa Saul, U of I professor, Rula Awwad-Rafferty, U of I professor, Brian Wolfe, U of I professor, Jason Albrecht, Moscow teacher, Atef Saed, Palestinian journalist.



Melissa Saul

Taking into account both sides of a conflict is important for peaceful resolution—no matter what two parties are involved. This is the basis for faculty Melissa Saul’s research and the focus of her trips to the Middle East in 2005 and 2008.

To promote her research, Saul was awarded a \$79,000 Fulbright-Hayes Travel Grant to study peace efforts in Palestine and Israel, resulting in a life-changing opportunity to her 13-member research team. After being immersed in the culture and conflict of the area for an entire month, the team came home with new perspectives and new ideas for teaching US students about conflict resolution. The end goal: to create educational materials for seventh through twelfth graders, a documentary film and online media and presentations that will bring a unique understanding to the high-profile conflict.

The team included an interdisciplinary faculty from the University of Idaho, Washington State University and the University of Hawaii, and a pre-service teacher and teacher from each area’s local school district. Saul is co-principle investigator on the project along with Michael Hayes of Washington State University. Rula Awwad-Rafferty and Brian Wolfe, both professors at the University of Idaho, were also selected to participate in the Fulbright-Hays travel abroad project.

“Our main goal is to educate students in the US and give them a broader-based understanding of the conflict and to reduce media stereotypes,” said Saul. The majority of Americans view the Israeli-Palestinian conflict through the lens of media reporting, which is often violent and partisan. Saul is interested in narrative reporting that creates opportunities for society to consider and value non-violent responses to conflict. Her research aims to frame the conflict as it bears upon the lives of the people in the area, as opposed to a simple dichotomy.

The team’s days were filled with meeting people, groups and organizations that are working for peace, including the Prime Minister of Palestine, Palestinian diplomats, and the Israeli foreign ministry. They also visited refugee camps and schools and looked at programs for children and some of the work of peace activist groups. The group also wanted to see what everyday life was like.

“We stayed in a village for two days where Arabs and Jews lived together and we learned about their School for Peace,” said Saul. “We learned how separate the two peoples are and how difficult it is to even meet because of the separation wall between the West Bank and Israel that has hundreds of checkpoints which limit movement.”

When not interviewing, they visited cultural sites to get a feel for the way people live. “We floated in the Dead Sea, visited Masada, the Wailing Wall, the Dome of the Rock, and the Holocaust Museum,” said team member Jason Albrecht, a Moscow Junior High School teacher.

“There are many groups working together for peace and resolution, but they don’t yet know what resolution looks like,” said teacher intern Matthew Haley, who works in Albrecht’s Moscow classroom. The trip gave them both new ideas for teaching about conflict and efforts for reconciliation. They have developed a new curriculum about the Palestine/Israeli conflict since their return, which they piloted in their seventh grade class in November.

“The most important thing in teaching about the conflict is that it be balanced,” said Albrecht. “It’s been said that if you go to Israel and Palestine for a week you could write a book; if you go for a month, you can write a paper; if you go for a year, you can write a sentence.”

*“It’s been said that if you go to Israel and Palestine for a week you could write a book; if you go for a month, you can write a paper; if you go for a year, you can write a sentence.”*

“The conflict is like an onion,” said Haley. “The longer you’re there, the more complicated it becomes and the less you realize you understand.”

Albrecht’s and Haley’s curriculum is filtered through the lens of human rights and social justice—

the overarching theme that will help students put events into focus.

The curriculum includes eight major areas of concern for the region and allows students the opportunity to suggest methods for resolution. By the time the students complete the curriculum, Albrecht believes they will know more about the conflict than most adults. Not only that, the curriculum materials will apply to other conflicts as well, and teach students ways to resolve complicated and multi-faceted issues. “We hope our curriculum and other materials will help students pay attention to world issues,” said Saul. “It’s important to create global citizens who understand complex global issues from multiple perspectives.

Research shows that journalism and education can shape the course of events. Saul hopes that future generations will be better equipped to resolve conflicts by adopting an agenda for peace. **e**



Photo by Teedie Dineley Johnson

## Inactivity and Obesity: A National Epidemic in Adults and Children

Front row, from left: Larry Olsen, Rosemary Jaworski, Colleen Hughes, Daniel D. Adame. Back from left: Dr. Kenneth Cooper, David Paul



Exercise Physiologist David Paul

**F**itness experts from the University of Idaho Department of Health, PE, Recreation and Dance are concerned about the alarming rise in obesity and inactivity in our nation's children.

To look closely at the issue, faculty member and exercise physiologist David Paul was selected to be part of a reactive panel for the annual American Public Health Association (APHA) meeting and expo in San Diego in October. The topic: obesity in school children.

The panel of experts included Paul, who is a member of the APHA, Larry Olsen, a consultant from Las Cruces, NM, and San Diego school nurse Rosemary Jaworski. The Keynote Speaker was Kenneth Cooper, a nationally renowned physician who coined the term "aerobics," and who promotes the philosophy that exercise is medicine.

Cooper is most interested in disease prevention, and recently pushed legislation to require mandatory exercise requirements for Grades 1-8, and fitness testing for children in grades 3-12 in Texas. The Cooper Aerobics Center ([www.cooperaerobics.com](http://www.cooperaerobics.com)) in Dallas, Texas, which Cooper opened in 1970, is a multi-divisional health and fitness complex dedicated to all levels of fitness. Cooper published his first book, "Aerobics," in 1968, and since then has helped millions of people start exercising.

The APHA wanted panel members with different perspectives to respond to what Cooper had to say and what they feel needs to be done about the rising obesity rate in school children. The panel discussed Cooper's work in relationship to their professional roles in public school settings.

"Cooper puts science first," said Paul. "He's spent 30 years at his clinic establishing the relationship between exercise and heart disease. A National Health and Nutrition Examination Survey established that the incidents of obesity in children have become alarming. The rates have tripled (ages 12-19 yrs) and quadrupled (ages 6-11 yrs) since the 1970s, and there's a clustering of other diseases associated with it. It's pretty scary to see 1.6 million new cases of diabetes this past year (in adults, from 2007)," he added.

The protocol for the panel discussion was an introductory talk by Cooper followed by the panel's reactions and audience questions. Cooper discussed the results of a large study on the physical fitness of American youth performed in Texas in 2008. More than 2.5 million Texas students grade three through 12 were evaluated using a nationally recognized fitness test called FitnessGram® that measures body mass index (BMI), aerobic capacity, flexibility and three tests of upper and lower body strength.

*"The children who passed the fitness tests had high academic scores."*

The results were shocking. Less than one-third of the third grade boys and girls could pass all six of the age and sex-adjusted tests, and there was a steady decline until the 12th grade when less than 10 percent could pass all six of the tests. There also seems to be an obvious correlation between the results of the fitness tests and academic performance.

"In similar tests in California, the children who passed the fitness tests had high academic scores," said Paul. Cooper and the panel discussed the correlation between the fitness test and academic grades as well as attendance and discipline issues.

When a school in Missouri instigated a rigorous fitness program, their delinquency rates went down. "There is an understanding that if kids have higher physical activity, they're more productive in school," said Paul. "What you see in this country is a patchwork of problems. For example, heart disease is really high in Boundary County, Idaho, whereas it's low in Ada county. High BMI generally co-varies with low socio-economic issues. Ethnicity is also a factor," he said.

Paul has a B.P.E from Purdue, an M.A. in exercise science from East Tennessee State University and a Ph.D in exercise physiology from Ohio State. In addition to teaching advanced courses in HPERD, he is an adjunct with the Bioregional Planning Program and interested in community-level factors that might explain the progression of diabetes and heart disease within communities.

"Can the way a community is designed—its physical layout like parks, sidewalks and streets as well as socio-economic factors— explain clusterings of obesity throughout the state?" said Paul. "Is it a rural issue; is it a city issue?"

Many people think that urban sprawl is responsible for obesity. But that theory isn't always true in Idaho. "We only have one true city in Idaho and that's Boise," said

Paul. "Ada County has low heart disease and diabetes rates, whereas Canyon County has low heart disease but high diabetes rates. It's the more rural communities where you see these types of problems in Idaho. So it's a much

more complicated issue than people think," he said. The overall relationship for the state isn't crystal clear, but it's safe to say that many rural communities have high rates of diabetes and/or heart disease, so the physical structure of communities cannot be the only factor.

Paul was pleased to be a part of the APHA panel discussion on obesity and fitness in children. His department has adopted a mission to promote active and healthy lifestyles in both the local community and across the nation. In addition to Paul, other researchers within the department are busy advancing their mission.

Several other states have accepted Cooper's challenge to test their students' fitness in grades three through 12. If the results in other states are as poor as in Texas, this may awaken our nation to the critical issues we face concerning the lack of fitness and the obesity problems in our children. With the help of scientists and doctors like David Paul and Kenneth Cooper, who are devoted to rooting out the issues surrounding our national health crisis, the answers may soon be in sight. **e**



## Hope Community Garden

The Center on Disabilities and Human Development (CDHD), in partnership with the Palouse-Clearwater Environmental Institute (PCEI), received a \$1500 Sustainable Idaho Initiative grant to expand the capacity of Moscow Community Garden. The new garden, named Hope Community Garden, will provide raised garden beds and compact gravel pathways designed specifically for wheelchairs, individuals with disabilities and other community members who need an accessible plot for gardening.

The project includes nine raised beds with attached seats for ease in bending, resting and planting, and two planting tables to accommodate wheelchairs. One of the nine raised beds will be set aside as a community plot to allow gardeners to grow and donate produce to Backyard Harvest, an organization that facilitates the delivery of excess garden produce to local food banks.

“There are many day to day activities that persons without disabilities take for granted ... one of those is gardening,” said College of Education faculty Matt

Wappett, principle investigator for the project. “In Moscow there is an especially active and vital part of the community that revolves around agriculture and gardening, and yet gardening in all its simplicity can be an activity that is wholly inaccessible to a person with disabilities or even elderly individuals.”

“Having accessible plots in the community garden will provide us with more than fruits and vegetables,” said Jennifer Magelky-Seiler, Hope Garden supporter. “It provides us with the opportunity to be a part of our community in a way that we do not currently have. Living in an apartment, we, like many people, do not have outdoor space in which we can plant a garden.”

The project will rely on community and university volunteers to complete. PCEI will oversee the legwork and construction elements of the project while U of I students will provide the majority of the work this coming spring.

Local outreach experiences allow students opportunities to be active participants in learning and to give back to their community. The Hope Garden project will educate students about the environment, sustainable efforts, individuals with disabilities, and community advocacy. In addition, the project will improve the quality of life for gardeners by providing opportunities for social interaction, encouragement of self-reliance, provision of healthy green space, and opportunities for therapy, exercise and recreation.

Hope Community Garden will be a model for future University of Idaho collaborations with community partners. Although the focus of the grant will be on sustainability, the process of working together highlights the importance of building relationships, determining mutually beneficial outcomes, and establishing common goals.

“Thankfully we live in a community with a strong support infrastructure for this type of project and we look forward to working with PCEI, the Cooperative Extension, and other community partners to see this through to completion,” said Wappett.

*“Just because somebody has a disability, doesn't mean they can't play a part in sustainability; and that is a key element to this project.”*

The College of Education will match 25% of the grant award, and CDHD is looking for additional funding through local sources. The project is scheduled to be completed June 2009.

“The new accessible garden will provide us with the opportunity to mix with members of our community, to share gardening insights, and show the community that people with disabilities enjoy doing many of the same activities that they do,” said Magelky-Seiler.

“Just because somebody has a disability, doesn't mean they can't play a part in sustainability; and that is a key element to this project,” said Wappett. “We not only want people to feel valued and included, but we also want to make sure that people with disabilities who are concerned about sustainability and the origin of their food have an opportunity to make a difference, just like anyone else would.”

The Center on Disabilities and Human Development within the College of Education is one of a 67-member university network of centers serving individuals with disabilities and their families. CDHD functions as a bridge between the

university and the community, bringing together the resources of both to achieve change. In addition, CDHD trains and educates the next generation of leaders in disability-related issues, creating meaningful change that advances policy and practices, and disseminates research based information that will benefit our communities.

Palouse Clearwater Environmental Institute is a respected organization that provides community service opportunities for individuals who have a developmental disability as well as youth at risk, working with private landowners to restore streams, rivers, and wetlands, while expanding students' minds to scientific concepts and the importance of maintaining a sustainable world. In addition, PCEI has a strong interest in promoting the inclusion of all community members in the experience of growing and harvesting their own food. **e**



## A New Korean Foreign Exchange Program

From an early age, Tao Keonghee of Korea wanted to see different countries and learn new customs and different ways of doing things. After coming to the University of Idaho College of Education three semesters ago, she observed an interesting evolution in the student population. The number of linguistically, culturally, ethnically and racially different students is growing throughout the U.S. As a matter of fact, statistics indicate that by the year 2050, 47 percent of U.S. students will be of color. Globally, more than 50 percent of students

will be from minority groups. This significant demographic change, Tao noted, is something teachers may not be prepared to handle.

Tao is committed to helping the students in her classroom—preservice teachers soon to face these issues—understand the different ways diverse students think, feel, learn, and form relationships.

“The issue in education now is that although the U.S. student population is becoming radically diverse, teachers are becoming more monolingual,” said Tao. “The

number of mainstream teachers is growing, so there is a mismatch in ethnicity between students and teachers, who do not have the knowledge base or skills to approach, work with, and form relationships with these different ethnic children,” she said. According to research, it is because of that mismatch and the demographic change in student population that many minority students are failing in our K-12 school system.

To help her pre-service students understand diversity first-hand, Tao has created a study abroad foreign

exchange program. In June 2009, she will be traveling with some of her students to Japan and Korea, where they will study at Sungshin Women’s University, Tao’s alma mater. For every four University of Idaho students who studies in Korea, one Korean student will come to the University of Idaho.

“Our students here are going to be the teachers in the next generation,” said Tao. “They need to know how to approach these ethnically different students. Maybe this experience will widen their horizons and help them realize there are different ways of valuing things. When it comes to teaching and learning, its all a very culturally imbedded social practice. We do it this way in America, but when they see it done differently in Korea, they will see there is not only one way.”

The students will be in Korea and Japan for six to seven weeks next summer, and will stay in dorms at Sungshin Women’s University, which also has a K-12 school on-site. While there, they will take two three-credit courses and work with the Korean children. One course will be an Asian historical overview of the educational system and cultural ways of Korea. The second course will be a practicum where students will create lesson plans and work with the Korean children.

“My students will observe the Korean teachers and the methods used, the basic pedagogy and curriculum and compare and contrast with their own methods,” said Tao. “They will talk with me about those differences and what went well and how they might do things differently. How can you give that kind of experience at a university alone? Just talking cannot replace the hands-on experience these students will be getting.”

Tao has felt the mismatch between student and teacher firsthand in her own classroom—a dissonance that she believes boils down to the ability to communicate clearly and form relationships. She believes teachers in K-12 settings face these same issues.



Keonghee Tao Han

“I am one of the few professors of color my students encounter,” she said. “I feel a distance between me and them, and I am studying how as a person of color, I can work with white students who have such different backgrounds.” She has worked hard and tried several different methods to create better communication with her students, such as having students sign up to co-teach classes with her, listing student and teacher expectations, and increasing the level of communication via weekly emails. This semester she feels she’s finally making a connection with her students, and believes the extra workload has been well worth the reward.

Interested in culturally responsive teaching, Tao has planned for three different areas of research while in Korea. She hopes to document the transformation her students experience; compare and contrast the teaching methods of the Korean and American teachers; and study how foreign language learners learn English. She plans to share some of her findings at the National Reading Conference when she returns to the U.S, where she chairs a study group that looks at they ways culture, race and ethnicity affect the

way we teach and learn. “I’m going to share my own experiences here at the University of Idaho because I’m now seeing hope and possibility,” she said.

Tao is recruiting students for the Korean and Japan study abroad foreign exchange program now. “We are working hard to keep costs at a minimum for students,” said Tao, who noted that total costs for the trip will be around \$7500 per student. She hopes to recruit six to eight students for the summer 2009 and is looking for funding sources to offset the costs for students.

To learn more about the Japan/Korean study abroad program, contact [achavez@uidaho.edu](mailto:achavez@uidaho.edu) or call 208-885-6587. **e**

# The College of Education Advisory Council: A Diverse Group

The College of Education Advisory Council is made up of 18 professionals who advise the College of Education Dean. With the task of informing the Dean on affairs in the field, each council member has their own area of specialty. The council meets two times a year, but each member is on-call to the Dean at any given moment for counsel and advice. Meet these dynamic University of Idaho alumni and friends, tasked to play an integral part in College of Education decision making.

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## Steve Anthony

*City of Coeur d'Alene Recreation Director  
Coeur d'Alene, Idaho*

Steve graduated from the University of Idaho in 2001 with a bachelor's degree in parks and recreation administration and in 2003 with a master's degree in Sports Management. He is employed by the City of Coeur d'Alene as Recreation Director. He served two terms as President of the Idaho Recreation and Parks Association (IPRA) from 1987-1989 and has also served as District Representative, Regional Council Representative, and Conference Chairman.

Steve won the IPRA Fellowship award in 1991 and was named Northwest Young Professional of the Year in 1985. In 1998 he was named the Sporting Goods Manufacturers Association (SGMA) Sports Hero for the State of Idaho.

Steve is the staff liaison to the Arts Commission, Jewett House Board, Parks and Recreation Commission and Special Needs Recreation. He has served on the State Board of Directors of Special Olympics,

Kootenai County United Way Board of Directors, and Panhandle Kiwanis board of Directors. He is also a past president and regional player representative of the Idaho Amateur Softball Association.

In May 2002 Steve was named State Commissioner of Idaho Amateur Softball Association and is currently the Chairman of the Senior Softball Committee. He is also the advisor to Special Needs Recreation of Kootenai County.

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## Donald Barlow

*Washington State Legislator  
Spokane, Washington*

Don was born in Oklahoma and moved to Boise with his parents when he was a child. He graduated from Boise High School and then played football for Boise Junior College. He transferred to the University of Idaho and graduated in 1962 and again in 1967 with a master's degree in counseling. He earned a Ph.D. from Penn State in 1978, then moved to Spokane. He is also a licensed mental health counselor.

Don worked for the Spokane Public Schools for 13 years as coordinator

of special programs and served as president of the Spokane School Board for nine years. He now has his own consulting business called Kish-Ko Counseling. Kish Ko means "first born" in Don's Ottawa Tribal language. Through his business, he teaches life skills classes, helping students with parenting, fatherhood, relationships, and how to deal with losses.

Don has served as a Washington State Legislator for the 6th legislative district, which has required his full attention.

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## Sherry Bithell

*Boise Schools  
New Meadows, Idaho*

Sherry grew up in Blackfoot, Idaho and graduated from the University of Idaho in 1965 with a bachelor's degree in business education. In 1980 she earned a master's degree in secondary education from Boise State University and in 1988 she earned an Ed.D. in curriculum and instruction from Brigham Young University.

Sherry taught school for 42 years in Deary, Bishop Kelly, Nampa and Borah schools. She is married to

Walter Bithell, a Boise attorney, and has three children and seven grandchildren.

In addition to classroom teaching, Sherry has served as adjunct faculty for the University of Idaho, Idaho State University, Boise State University and Albertson College. She has also served as business education division supervisor of Boise Public Schools and integration specialist for Boise schools.

Sherry received Idaho Business Education Teacher of the Year in 1988, Pride of Boise Education Award in 1993, and Idaho Association of Teachers of Family and Consumer Sciences Administrator of the Year in 2005. She is an honorary member of the Family Career, Consumers, Leaders of America.

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## Richard Bradbury

*Truckee, California*

Richard grew up in Boise and attended the University of Idaho from 1950 to 1954, where he pledged Phi Delta Theta and earned a bachelor's degree in education. He participated in intercollegiate swimming for three years, and was swim team captain in 1953, co-captain in 1954 and awarded Most Inspirational Swimmer in 1954.

Richard has lived in Northern California for nearly 50 years and served as Northern California Chairman for the Kibbie Dome Fund in 1968-69. He was on the University of Idaho Alumni Board from 1971-72. He also helped

regenerate a scholarship fund in honor of Eric Kirkland, a swim coach who influenced his decision to attend the U of I.

Richard was asked to join the College of Education advisory board because of his thirty-plus years of entrepreneurial experience. He began his appointment in 2003, and has brought diversification of experience and perspective to the board.

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## Paulette Crowley

*Superintendent  
Spokane, Washington*

Paulette was born and raised in Moscow. She earned a bachelor's degree in Home Economics with a minor in science from the University of Idaho in 1969. In 1971 she earned a master's degree in textiles and clothing from the University of Minnesota, and in the 1980-90's worked on and earned a specialist degree with principal certification from the U of I Coeur d'Alene campus. In 1996 she earned a Ph.D. in leadership with a superintendent credential from Gonzaga.

Polly has been superintendent of West Valley School District in Spokane since January 2005. Prior to that she was assistant

superintendent, middle school principal, high school assistant principal, and middle and high school and community college teacher in various districts and community colleges.

She currently serves on the Spokane Workforce Development Council, Spokane Regional Chamber of Commerce K-12 Roundtable, Whitworth University Advisory (for principal certification), U of I College of Education Advisory Council, and is President of Northeast Washington Association of School Administrators.

Polly's husband, parents and children are also University of Idaho graduates. She and her husband have seven grandchildren.

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## Judy Drake

*Retired  
Coeur d'Alene, Idaho*

Judy graduated from Coeur d'Alene high school, then the University of Idaho in 1963 in English with a teaching certificate. She began teaching in Coeur d'Alene that same year. She quit teaching temporarily when her children were young, then returned to the profession full time in 1974. In 1980 she earned a master's degree



*"People who graduate from the College of Education programs are well prepared."*

*- Donald Barlow*

in educational administration from the University of Idaho. Judy's husband, Bill, is also a graduate of the University of Idaho in the College of Business (1958). The couple has been married for 45 years.

Over the last thirteen years Judy has served in the Coeur d'Alene School District Central Office as the Director of Secondary Education, coordinator of Professional Technical Education, and Executive Director of Staff and Community Relations. She retired in June 2006.

In 2007 Judy received the Warren Bakes Advocate Award from the University of Idaho Coeur d'Alene and in 2008 she received the Lifetime Achievement Award for Idaho Middle Level Education.

## C. Joyce Kratz Klatt

*Cardiopulmonary Rehabilitation Supervisor  
Coeur d'Alene, Idaho*

Joyce received a bachelor's degree in exercise science in 1988 and a master's degree in exercise science in 1989 from the University of Idaho. She met Paul Klatt while attending the University of Idaho. Paul graduated in 1989 with a degree in Civil Engineering.

Joyce has had an active career in the area of health and sports medicine. She is currently supervisor of cardiopulmonary rehabilitation inpatient and outpatient programs at Kootenai Medical Center in Coeur

d'Alene as well as Heart to Heart Prevention/Wellness Screening Program. She has been an active board and committee member in a number of organizations, including the Washington State Department of Health Advisory Board, the American Heart Association Mended Hearts Coordinator, past adjunct instructor for the University of Idaho Coeur d'Alene and Phoenix Community College, and regional member and presenter for the American College of Sports Medicine.

## Flip Kleffner

*Retired  
Moscow, Idaho*

Flip was born in Lewiston and grew up in Boise, where he and his family owned a sporting goods store for 50 years. He received a degree in sociology with a teaching certificate from the University of Idaho and played football and baseball while here. He was a three-year letter winner in football from 1951-53 and lettered one year in baseball as the team captain in 1953. He is also an Idaho Athletics Hall of Famer.

Flip played professional baseball for the Phillies from 1955-57, then helped run the family business in Boise, which sold in 1974. He was on the Boise City Council from 1972-76 then served as Chairman of Ada County Commissioners from 1976-78. In 1980, Flip and his family moved to Moscow, where he served as the University of Idaho Director of Alumni Relations until 1997. In addition to College of Education advisory board, he also serves as the northern regional director for the Idaho Community Foundation.

Flip and his wife, Jo, have six children and 14 grandchildren, many who have graduated from the University of Idaho. Because of the couple's volunteer work, they were awarded the 2007 Idaho Treasures Award.

## Kathryn (Kaye) Knight

*Boise, ID*

Kathryn graduated from Lewis Clark High School in Spokane and came to the University of Idaho, where she pledged Pi Beta Phi. She met her husband, Larry, a pre-

med student, while in college. The couple has been married for nearly 53 years.

Kaye taught first grade at Lawton Elementary School in Seattle and since then, has been active in a number of positions. She initiated and then directed the Meridian School Volunteers, and served as an Ada County Planning and Zoning Commissioner.

She was also president of Ada County Medical Auxiliary, Idaho Historic Preservation Council, the Morrison Center for the Performing Arts, the Boise Philharmonic Association, and the Idaho Ronald McDonald House.

Kaye received the University of Idaho Silver and Gold Award, 2003 Jim Lyle Alumni Award for outstanding service and the 2005 Women of Today and Tomorrow, Silver Sage Council, from Girl Scouts of America.

She is currently on the board of directors of the Women's and Children's Alliance crisis center for battered and abused women and children.

The Knights have raised five children, three of them graduates of the University of Idaho, and enjoy the company of 11 grandchildren.

## Kali Kurdy

*Retired  
Boise, Idaho*

Kali was born in Burley, Idaho and moved to Boise when she was 10. She attended the University of Idaho from 1969 to 1973, receiving

a bachelor's degree with teacher certification.

Kali taught at Borah High School for 33 years and retired two years ago. Since then she has been programs manager for the Idaho Council on Economic Education, helping with economic education throughout the state, and helping grow the International Economic Summit. Last year she served as an educational consultant for North Star International School of Business and Economics.

Kali's husband, husband, Mike, is also a University of Idaho graduate from the college of Education. He received both his undergraduate and his masters in Psychology here, and also taught at Borah High for 32 years.

"I hope we can encourage and help facilitate, more young people to pursue education degrees," she said. "I am finding in my travels and through my experiences that having a teaching degree is not only a valuable accomplishment, but it can also open many doors internationally."

## Parker McCreary

*Retired  
Wenatchee, WA*

Following a two-year military stint at the end of the Korean War, Parker returned to the University of Idaho in 1956 to complete his degree in Journalism. He began his career as editor of the East Side Journal in Kirkland, Washington from 1958-1961 then returned to Idaho to purchase the Latah County Press

at Troy. Two years later he sold it to the Daily Idahonian and joined that company until 1965.

Parker served as Assistant to the President for Development and University Relations at the University of Idaho then became the first Executive Director of the University of Idaho Foundation until 1975.

Parker volunteers as Vice President for the board of directors for the Women's Resource Center, is a member of the finance committee of the Chelan-Douglas Land Trust, and President of the Jolen Irrigation District.

"My wife Beverly, an honorary Alumna at UI, enjoyed with me our experiences in having three of our children and one of our grandchildren carry the Silver and Gold Vandal emblem," said Parker.

## Linda Nye

*Artist  
Portland, OR*

When Linda was a junior at Parma High School, she visited the University of Idaho and decided that's where she wanted to go to college. After graduating from the University with a master's degree in counseling, Linda taught grades two through six as a reading specialist in Vancouver, Washington, St. Helens, Oregon, and Pasco and Kennewick, Washington. Linda's husband, Larry, is also a U of I graduate.



*"I am honored to serve and support the University of Idaho, which offered me the opportunity for a rewarding career."*

*- Judy Drake*

When Linda and Larry purchased the manufacture sales company Courtney & Nye, Inc. in 1988, Linda became corporate secretary/treasurer for the firm. They sold the company in 2001 and Linda became a full time artist. She loves to paint water media paintings of animals and landscapes around the Donnelly and McCall areas, where she and her husband own a cabin.

Linda and Larry have a daughter, son and three grandchildren.

She has enjoyed being a part of the advisory board and solving problems and brainstorming new ideas.

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## Nancy Reberger

*Retired Teacher  
Boise, ID*

Nancy graduated from Kellogg High School and then earned a B.S. in education from the University of Idaho in 1964. She married Phil Reberger, also a U of I graduate, and taught elementary school while he was in the Navy in Florida, Texas and Hawaii. They moved to Washington DC after Phil was out of the military, and during that time Nancy stayed home with their two young children.

The family moved to Boise, where Nancy became involved in volunteer work and began teaching again. She taught Junior High math in Boise for 16 years and then retired. She currently is involved in many volunteer organizations, most actively in the Assistance League

of Boise and the Corporation for National & Community Service.

Nancy's hobbies include tennis, skiing, quilting and biking. She and Phil also enjoy spending time at their cabin in McCall and with their two grown children and two-year-old grandson.

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## Linda Renn

*Chelan, Washington*

Linda Renn was born and raised in Nampa, Idaho. She is the fourth generation of her family that has lived in Idaho—her grandparents came here with the railroads in the early 1900s.

Linda graduated from the University of Idaho in 1963 with a physical education major. She and her husband spent their working career in Seattle area in the construction and real estate development industry. They retired in 1998 and moved to Chelan in 2001. Linda spends plenty of time relaxing and working on her main hobby—quilting.

Linda never taught school, but volunteered regularly in the schools

while raising her children. She has always been interested in education. Currently, due to having an autistic grandchild, she has been studying special education and is most interested in teacher preparation for university of Idaho's special education program.

Linda and her husband still spend summers in Seattle at their beach place on Whidbey Island. They have a son living in Eagle, Idaho and other children in the Seattle area who visit the "Renn family bed and breakfast" regularly. Winters are spent in Chelan where they cross country ski and enjoy a slower-paced environment.

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## Patricia Riffle

*Seattle, Washington*

Patricia grew up in Boise and graduated from the U of I in 1963 with a bachelor's degree in elementary education. She received a master's degree in counseling from Seattle University. She is an alumna of Pi Beta Phi and has been extensively involved with U of I organizations since graduation.

Patricia taught school in the gifted program in Edmonds, Washington, and has since been involved in numerous organizations and projects aimed at gifted education. She helped develop legislation and lobbied the Washington State legislature for a budget line item that funded gifted programs. She was instrumental in the formation of WAETAG, a professional group for teachers of gifted.

She is active in her community and was Vice President of the Eastside Housing Association, which recently built a 52-unit apartment complex for families in transition.

Patricia and her husband, Keith were part of the 2002-2003 steering committee for Campaign for Idaho, for which they raised \$123 million. The couple has two children and seven grandchildren.

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## Katherine Siddoway

*Retired School Administrator  
Hayden Lake, Idaho*

Katherine grew up in St. Anthony, Idaho with five siblings. She came from a family of sheep ranchers—a profession started by her great-great grandfather that is now operated by her brother, his son, and grandson.

Katherine attended the University of Idaho from 1965-69, earning a bachelor's degree in education with a P.E. major and a health sciences minor. After graduating she taught P.E. in Lake Washington School District in Redmond,

Washington. Later she earned an MA in educational leadership at Seattle University and was hired as an administrator in late 1970s. In 1990 she was appointed principal for the new high school, then retired in 1999.

After retirement, Katherine moved back to Idaho and did some consulting work with the U of I Coeur d'Alene. She was on the Idaho state assessment and accountability committee to develop the Idaho Standards Achievement Test (ISAT). She continues to serve on a private school board in Seattle, is an avid golfer and member of the Hayden Lake Golf and Country Club, where she also serves on the board.

Katherine was Washington State Principal of the Year in 1998 and has also won the University of Idaho Silver and Gold Award.

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## Kathy Supko

*Northwestern Mutual Investment Services  
Boise, ID*

Kathy was born in Lewiston, Idaho, and graduated from the University of Idaho in elementary education in 1975. After graduation, she lived in Moscow and began a career as a Financial Advisor with Northwestern Mutual Financial Network.

She moved to Boise in 1986 and continued her career with Northwestern and is still with them today as a Wealth

Management Advisor.

Kathy has two sons.

She has served on many industry committees over the years and contributed many hours to local charities. She enjoys traveling, wants to golf more, and loves living in Boise.

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## Christopher M. Tarabochia

*RightNow Technologies  
Bozeman, Montana*

Chris grew up in Kent, Washington and graduated from Kent-Meridian High School in 1990. He attended Highline Community College in Des Moines, Washington on an athletic scholarship for one year then came to the University of Idaho and graduated in 1998. During his senior year he was Idaho state president for Business Professionals of America.

After graduation, Chris and his wife Dawn moved to Salt Lake City so that Dawn could begin her doctoral studies. Chris began working at the University of Utah in Administrative Computing Services.

He and his wife and three children now live in Bozeman, Montana, where Chris works for RightNow Technologies as Technical Product Manager.

Chris has traveled all over the world. He has a patent pending in the area of document access and knowledge and is working on new software products. **e**



*"I am honored to serve on the advisory council. Education is the mission of my life and I'm a Vandal through and through."*

*- Paulette Crowley*



**Mildred L. Meserve (Malloray), ('42)**



is living in a retirement home. She has 11 grandchildren and 9 great grandchildren. She met her husband, Bob Meserve at the University of Idaho. He passed away in 2000.

**Harry A. Dennis, MS.Ed, ('52)**

"I retired from Park University in Kansas City, Missouri in 1986, where I was V.P./Dean. Now at the age of 83 years old, I am playing tennis three times a week. It's great to be back in Idaho where my roots are. I was born in Hagerman in 1925."

**Richard F. Omans ('61)**

Spokane, WA

"After graduation I became a teacher for three years, then Superintendent of Schools for 27 years and a contractor for five years. U of I, I love you! I am retired today at 70 years old."

**Larry D. Kirkeby, ('62)**

"I graduated from the University of Idaho in 1962 and began a career teaching middle school in Coeur d'Alene, Idaho. I was teaching math and science and coaching basketball. At mid-year I was drafted into the Army, however due to the efforts of Senator Frank Church, my reporting date was delayed. This allowed me to enlist in the USAF. I retired from the Air Force after 22 years as a Lieutenant Colonel. During my Air Force career, I flew mostly B-52 Bombers and 1972 found me bombing in Vietnam. I was the radar navigator, which means I had the job of dropping the bombs.

"My flying career included assignments in bombers, reconnaissance and cargo planes. I was also honored to have been chosen for a tour at the Air Force Academy in Colorado Springs as an Air Officer Commander. My last tour of duty was Barksdale Air Force Base in Bossier City, Louisiana. The day I retired from the Air Force I returned to education as principal of a private Christian school.

"My next career was selling insurance and investments, primarily to teachers, with a company called Horace Mann, named after the educator. I was with the company about 20 years before I, again, retired.

"After a year or so I became restless and looked for a little something to keep my mind alive. I stumbled upon the perfect job for me. I am teaching GED to inmates in a medium/maximum security prison. The students range from 17 to 57 years old. I find this a very rewarding job after my other demanding careers. I'm glad to be back in teaching."



**Nick Hallett ('62, '82)**

"Great newsletter! I teach online classes in Education Administration as adjunct faculty and am interested in the Elluminate program. I have participated in Elluminate sessions and found the program very effective.

"I worked in the U of I College of Education from 1992-96 as Ed Ad professor and as Department Chair. I enjoyed the teaching a great deal, but returned to public schools as a superintendent in 1996 to rural Rupert, Idaho. When I was recruited for this position, I had to ask where Rupert was, but I found it to be my own paradise. I live right on the Snake River, so I water ski in the summer and snowboard at nearby Pomerelle Ski Resort in the winter.

"I had a great experience as superintendent until I retired in 2005 only to take a position as Director/Principal of the ARTEC Regional Professional Technical Charter School. We have 400 students who receive charter school instruction in their home high schools that are spread throughout Magic Valley. I recently completed a supervisory "walk through" of each teacher's classroom in the seven different home high schools. My "walk through" required a long day and almost 200 miles with classrooms in Gooding, Buhl, Twin Falls, Kimberly, Jerome, Burley, and Rupert. I graduated from U of I with a BS in 1962 and completed my doctoral program at U of I in 1982. My father was a U of I graduate and I now have a grandson attending there. Go Vandals!"

**Helen Tomlinson Washburn (B.Ed.'63, M.Ed.'67)**

"I was recently appointed by Governor Matt Blunt of Missouri to the Missouri Coordinating Board for Higher Education. I am also President Emerita of Cottey College after retiring from that position in 2004 after 18 years. I was inducted into the University of Idaho Alumni Hall of Fame in 2000."

**Joan Edwards ('69)**

"Thanks for sending me the news. I enjoyed the Envision magazine. I graduated from the U of I in 1969. I just retired from teaching elementary education in Olympia, Washington."

**Linda Glod ('70)**

has published a new coffee table book titled "White Lace Covered Windows." The book is about Poland's culture and traditions expressed in photography and poetry. Glod captures the history, beauty, elegance, spunk, tragedy, courage, tenacity, and energy of Poland in her work. The book is published by Xlibris and can be purchased online.



**In Memory - Jim Rondeau ('70)**

who received his Doctorate of Education degree May 31, 1970, passed away September 20, 2008.

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## Kathy Heinemeyer ('71)

"I read the FMFI (Found Money Fund of Idaho) article in *Envision* and was surprised to learn that Terry [Armstrong] is still at the U of I. I was in one of his classes back in 1969-70, which is a long time ago! I always felt that it was because of Terry that I got the position teaching second grade in Genesee. Getting that job was remarkable for me because my husband was still in grad school and was also finishing his ROTC commitment. That, of course, was the Vietnam era and as my husband, Mike, says, 'the draft was the only lottery I ever won!'

"I spent two and a half years in Genesee before Mike was commissioned a Second Lieutenant in the Air Force and we left the area. Mike was only planning to complete the required four years, but he retired 28 years later at the rank of Colonel in 2001. During that time we lived in 15 houses in 12 cities all over the US and with one overseas assignment in Germany (FABULOUS). We then moved back to Lewiston and have been here since.

"Of all my college professors, Terry Armstrong was my absolute favorite and if I didn't thank him back in 1970, I just wanted to let him know how grateful I have always been for what he did on my behalf. I am the eldest of ten children and had to put myself through college (as did my husband), so getting such a wonderful position near the U of I was a financial necessity for us."

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## Marla Schwartz ('71)

was selected as a 2008 Earth Expeditions participant last summer and traveled to Costa Rica to study neotropical systems. The program is jointly offered by Project *Dragonfly* at Miami University, the Cincinnati Zoo & Botanical Garden, and partners worldwide.

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## Barbara Berndt M.Ed ('76)

"This November I am celebrating 25 years in my own business and over 30 years in employment counseling with the disabled. I credit my success to my masters program at the U of I, and the great internship I had at WSU in founding their Disabled Student Services program (1975-76 ... yikes!) Please see my website [www.expertvocational.com](http://www.expertvocational.com)."

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## Ron L. Andersen ('77)

Just published his first book titled "Abraham Lincoln—God's Humble Instrument." Ron is Chief Operations Officer for an international corporation with 25 operations in the U.S. and Latin America under his supervision. His book was released December 2008. Ron can be contacted at [srla27@msn.com](mailto:srla27@msn.com).

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## Alethia Fasolino ('80)

"In 2007 my husband and I moved to Texas. We live in a beautiful gated community with lots of fun activities and friendly people. After 42 years in Idaho, we are enjoying the mild winters in Texas."

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## Dick and Anita Molstead ('83)

"I just received and read "Looking Back" in the last copy of *Envision*: 3 pennies yields \$250,000. WOW! Thanks to Terry for initiating the idea and the fund. Anita and I keep trying to retire, but so far haven't been very good at it. We are currently serving as Interim Superintendents in the Nevada-Utah Conference and are keeping tabs on 9 schools in the district. We have property on Hayden Lake, and hope to build there next summer. We are grateful for the graduate program U of I provided for us."

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## Karin Sobotta ('85)

"I just read the new *Envision* and loved reading about the Found Money Fund of Idaho! That was a pretty neat experience for me when Terry and I were on the "Fantasy" game show. What a hoot! Anyway, sounds like the fund continues to gain monies (like the \$41 in pennies from the elderly lady). It really is an amazing story.

"I'm in Tri-Cities, Washington, doing well as Head Physical Therapist/Director at Court Club Physical Therapy. We are located in a fitness facility, so have access to all equipment. We do a lot of aquatic therapy, which is fun. It is a very fulfilling and rewarding job. Athletically, I am still competing, believe it or not. I just returned from Indian Wells, CA where my USTA 5.0 tennis team played at Nationals. We finished fifth, though—had an injured teammate in the first set of the first match, so had to forfeit her in the third and deciding match. My partner and I won all three of our matches, but still feel disappointed. It is satisfying though, since I am still recovering from two shoulder surgeries. Good thing I'm in PT! It's nice to be back. I still play competitive racquetball and softball as well. Anyway, I love my Idaho memories and will always be a Vandal!"

---

## Taylor Raney, ('02)

*Principal of Wilson Elementary School  
Caldwell, ID*

"I just received, for the first time, your publication [*Envision*]. I wanted to let you know that I am a proud Idaho COE alum and a new principal in Caldwell. I look forward to receiving this publication again and want to let you know that you have a friend in Caldwell Schools!"

---

## Lori J. Head, Ph.D., ('03)

*Pocatello, ID*

has been busy. She is Adjunct Dance Faculty at Idaho State University, manages Mind Your Body Health Studio in Pocatello, teaches figure skating in Idaho and Utah, and operates a Dance/PE academy at the Pocatello Charter School.

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## Heather Thielke, ('05)

"I was one of your students in the Physical Education program. Soon after student teaching, I was lucky enough to land a Wellness job at a high school not too far from where I grew up. To make a long story short, it was a challenging yet a huge growing experience for me that first year. I then landed my dream job after that first year ... elementary PE. I love everything about the job and feel that the U of I program really prepared me for this work. Take care and GO VANDALS!"

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## Sean Burlile, Ph.D., ('07)

has accepted a new position at the Veterans Administration Central Office in Washington, DC. "It has been my pleasure to serve the veterans of Idaho and I look forward to serving America's veterans at a National level." Sean reported to work in Washington, DC on November 10, 2008."

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## Jeff Fox ('07)

was selected as the College of Southern Idaho Executive Vice President and Chief Executive Officer. Prior to his appointment last August, Fox had taught English and Japanese at CSI since 1987 and chaired both the Academic Development Center and English Department. He received his doctorate in Educational Leadership from the University of Idaho last year. He also hosts a "Jazz With Jeff Fox" radio program that is syndicated in 45 cities around the world.

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## Rebekkah Monitz ('07)

is currently the vocal music and guitar teacher at Coeur d'Alene High School. She was a vocal performance major at Western Washington University and graduated from the University of Idaho with a Master of Education degree. Rebekkah has performed with Opera Plus, Coeur d'Alene Summer Theatre, Lake City Playhouse, The Songbird Performing Arts Theatre and the University of Idaho, to name a few. **e**



## ACTE

Adult, Career and Technology Education

Nearly 200 North Idaho high school students from Lewiston, Post Falls, Coeur d'Alene and Lake City high schools were on campus December 11, 2008 to participate in the annual DECA Conference hosted by the Department of Adult, Career and Technology Education. The event was designed and managed by University of Idaho students majoring in business and marketing education and technology education.

DECA is an international association of high school and college students that helps prepare its members for future careers in marketing, management and entrepreneurship in business, finance, hospitality and marketing sales and service.

"Planning, coordinating and managing an event like this is a great hands-on service learning

activity for our U of I students who are close to completing their teacher certification," said Allen Kitchel, event manager and assistant professor in the department. "Our students have an opportunity to work with high school advisors and develop their event planning and leadership skills. It helps prepare them for a career in education as business or marketing teachers at the high school level," he said.

High School advisors attending the conference were Jon Hastings, Coeur d'Alene; Russ Blank, Lake City; Cindy Mathewson and Mitch Swanger, Lewiston; and Ryan Vordahl, Post Falls.

Steve Janowiak, Assistant Dean of Student Affairs and Director of Student Engagement Programs, gave the welcome talk during the opening session of the conference. The high school students then chose one of 13 marketing categories for their competition. Each contestant completed a role-play event in which they were given a marketing scenario in the category they chose. They also took a 50-question multiple-choice exam. The combined score of these two activities determined the winners.

The day-long event provided students with practical hands-on practice of their skills in problem solving and leadership. For more information about DECA, contact Allen Kitchel at [akitchel@uidaho.edu](mailto:akitchel@uidaho.edu), or (208) 885-4437.

## C & I

Curriculum and Instruction

Coeur d'Alene faculty member Emily Duvall has facilitated a creative partnership with two elementary schools in North Idaho: Ponderosa Elementary in Post Falls, and Bryan Elementary in Coeur d'Alene.

In spring 2008, instructor Gail Ballard and Duvall, along with U of I preservice elementary education teachers, provided instruction to both the teachers and children at Ponderosa in integrated language and literature. Duvall provided a series of first grade writing classes, worked with special education teachers, provided a staff development workshop, and developed a series of fun learning centers for fifth graders—to name a few activities.

During the fall 2008 semester, the focus was shifted to Bryan Elementary. Each Monday, 14 elementary education majors from the U of I Coeur d'Alene Center spent the day with teachers and



children focusing on literacy. For Idaho Family Reading Week, U of I students dressed as pirates and read the book "How I Became a Pirate," to school children. Activities like these serve two goals: it provides college students with firsthand teaching experience and also provides elementary teachers with additional help for struggling readers. There is also a parent component to the partnership, facilitated by the IdahoReads VISTA program, which helps coordinate the classroom activities and four family nights that included a meal, free books and family activities.

This semester the group will work at both schools on Tuesdays and Thursdays, providing literature circles, working on an afterschool program, and helping with writing. For the fall 2009 semester, Duvall hopes to teach all elementary education classes in a school, thus transforming the elementary education program into a community-integrated and service learning program.



## CASPEL

Counseling, School Psychology and Educational Leadership

Meridian School District cohort

The College of Education responded to a request from the Sandpoint school district for "cohort" teaching three years ago with delivery of an on-site, live master's degree in educational leadership to about 30 Sandpoint educators.

Following its success, on-site, face-to-face delivery of graduate degrees has become a popular method of helping busy teachers complete a master's or education specialist degree. Last year the College of Education Boise began a cohort program in Meridian. This year another cohort was introduced in the Lakeland-Post Falls School District. The new Leadership Academy offers a Master's Degree in Educational Leadership with or without Principal Certification. Debbie Long, Idaho's National Distinguished Principal, is teaching one of the courses. Building the new cohort was a team effort that

included the College of Graduate Studies, Graduate Admissions and the U of I Coeur d'Alene Center.

There are several benefits to forming student cohorts, both for the College and the student. While students form strong bonds and synergies that radiate back into their schools and identify future leaders, the College facilitates a unique and tailored learning process that increases leadership and delivers new ideas and teaching methods to schools. Student Graduate cohorts spell success for the local districts that are a vital segment of society.

For more information about Educational Leadership cohorts, contact CASPEL department chair Russ Joki, [rjoki@uidaho.edu](mailto:rjoki@uidaho.edu), (208) 364-4099 in Boise or Kathy Canfield-Davis, [canfield@uidaho.edu](mailto:canfield@uidaho.edu), (208) 292-1286 in Coeur d'Alene.



## HPERD

Health, PE, Recreation and Dance

HPERD will bring two Latin dancers to campus this year for the University of Idaho Jazz Festival February 25 - 28. The dancers will provide clinics and workshops to students and the community throughout the week, complementing the 2009 Jazz Festival Latin theme.

Juliet McMains and her partner Sasko Despotovski will teach Salsa, Mambo and Cha Cha to University of Idaho dance students and the community. For an added zing, the dance duo will perform at Saturday night's show with the Jose Rizo's Jazz on the Latin Side All Stars band on the main stage.

Dance is becoming an increasingly popular part of Jazz Festival, providing an outlet for jazz lovers who need to move to the music. A dance floor will be provided in the Kibbie Dome during the Wednesday, February 25th performance. For more information, contact Mary Heller [mary@uidaho.edu](mailto:mary@uidaho.edu) or (208) 885-6273.

## TRIO

In January the TRIO program hosted a Student Leadership Summit on the Moscow Campus. The conference provided statewide TRIO participants ages 13 to 30 with leadership training and challenges. Students used leadership skills to solve problems and also participated in service learning activities. Through these activities, students developed and refined their personal and professional leadership skills.

TRIO consists of five educational assistance programs funded under Title IV of the Higher Education Act of 1965. In the mid 1960s, in support of President Lyndon Johnson's "War on Poverty," Congress established a series of educational support programs to help low income and first generation Americans enter college, graduate and move on to participate more fully in America's economic and social life. The University of Idaho has a long tradition of serving students through TRIO programs.

## CDHD

The Tools for Life: Secondary Transition and Technology Fair will take place March 2 -3 at the Best Western Coeur d'Alene. The conference is designed to help high school students with disabilities and those who support them plan and prepare for life after high school. The conference is a vision of the Idaho Interagency Council on Secondary Transition, and is sponsored by the Idaho Department of Education, Center on Disabilities and Human Development's Assistive Technology Project, and Council on Developmental Disabilities.

Conference coordinators and presenters have witnessed the blossoming and self-determination of the young adults with disabilities who have participated in these efforts over the last few years. Breakout sessions will cover such topics as assistive technology, education, self-determination, employment, post-secondary education, supporting rural families and community living.

For more information on the conference contact the IATP at 1-800-432-8324 or email Kristen Hagen at [kristenh@uidaho.edu](mailto:kristenh@uidaho.edu). **e**

## donor profile



## Rutledge Family Scholarship

The Rutledge Family. From left to right: Sandy, Clyde, Helen, Sharon. Back row: Susan and Sally. Missing: brother Jess Rutledge.

Helen Rutledge appreciated education, was a lifelong learner, and encouraged everyone to expand their education. Helen's Swedish immigrant parents raised nine children on a homestead near Enumclaw, Wash. She attended Washington State University in 1925, but returned to Seattle to help pay the family mortgage.

Clyde's family homesteaded in the Cascade, Idaho, area where they had moved from Illinois. Clyde was one of eleven children. Coincidentally, Clyde Rutledge had attended the University of Idaho during 1925 also.

Helen and Clyde met in Seattle in 1930 when Clyde was driving a truck for Union Oil Company. They moved to Boise in 1936 where he joined his brothers in operating a roofing business. Clyde was an excellent horseman who trained Appaloosa mustangs from the Owyhee range. This hobby provided his four daughters and

one son the varied delights of horses, which included trail rides, rodeo competition, and racing.

Helen was determined that her daughters, Sharon, Susan, Sandy, and Sally, would become teachers. She resumed her stenographer career in 1956 when Sharon began her musical education at Willamette University. Sharon graduated from the University of Washington in 1960 and taught English for a few years. Later, she taught piano in her home for twenty years. Susan ('62), Sandy ('65), and Sally ('67) all graduated from the University of Idaho and later completed master's degrees. Jess attended Boise State University, joined the Marines, trained racehorses in the East, and has retired in Boise.

Sally taught fourth grade in the Meridian School District for 30 years and instilled her love of Idaho history in her students. When traveling, she stopped to read every

historical signpost she passed in the state. Susan (Hill) taught math in several locations as she moved with her husband, Jon, in the Marine Corp. She retired from Boise State University as Director of Academic Skills in the Technology Department. Susan's daughter, Helen, graduated from the University of Idaho in 1987, and met her husband, Steve Hagen, '87, '92' on campus. Sandy (Lancaster) taught Special Education in several states as she moved with her husband in the Forest Service. She worked as a consulting teacher and a school psychologist for 20 years in the Treasure Valley.

In June 2008, Sally passed away. In her will, she gave \$10,000 as a scholarship to the University of Idaho, establishing the Rutledge Family Scholarship. After donations from individuals, Sandy was able to endow Sally's scholarship. The first scholarship to elementary education majors with junior or senior standing will be awarded for Fall 2009.

The Rutledge family gift to the College of Education is invaluable. Not only does the family's legacy live on with each student who receives their gift, the scholarship enables more students to pursue their dream of education.

A gift to the College of Education through a will or revocable trust can help the college accomplish its mission and make a lasting impression on future generations. For more information about planned giving, contact Christina Randal at [cdrandal@uidaho.edu](mailto:cdrandal@uidaho.edu) or call (208) 885-7537. **e**

# Looking back...



## I Wonder

In 1939 a group of University of Idaho Faculty members drafted a letter to be opened at the University's Centennial in 1989. The two and a half page letter documented the state of affairs at the University and in the surrounding community.

Some of that letter has been shared in previous editions of *Envision*. On January 30, 1939, Professor Jay Glover Eldridge, Dean of the University Faculty and head of the Department of Modern Languages, penned a two-page addition to the letter titled "I Wonder."

## Here are Dean Eldridge's questions about the future 70 years ago:

### Out of a thousand things:

1. Will anyone be interested in this added sheet?
2. Is this ink, or the typed message, or printer's ink, or pencil best preserved?
3. Has the direction not to open until the Centennial been observed?
4. Has this box been forgotten? Lost?
5. How many of our young people present today will be here in 1989?
6. University enrollment in 1989 (I have seen it grow from 150 in 1901)?

### Invention:

7. What additions to these of my time: telephone, electric light, automobile, airplane, radio, etc?

### Public Education:

8. Will high schools still grow? (3.7% in 1890, 60+% 1939)
9. Will "social studies" continue in popularity, crowd out languages?
10. Will the apparent recent return toward (not to) fundamentals succeed?
11. Will "method," so praised by "Education" experts prevail over "subject" matter?

### Politics

12. How long will totalitarian states and dictatorships last? (Stalin, Mussolini, Hitler, Japan's military clique.)
13. Will FDR succeed in 'wrangling' a third term?
14. Will the two-party system continue?
15. Will Republicans and Democrats alternate?
16. Will Nebraska's unicameral system spread?

### Religion

17. Will Civil War divisions of North and South Presbyterians, Baptists, etc. continue?
18. Will 70% to 80% of our students continue to express denominational membership or preference?
19. Will USA churches unite as Canadian groups have?

### Social

20. Will fraternities grow, or decrease in membership? (Masons, Beta Theta, Pii)
21. Will decent women smoke, paint nails, lips, cheeks as they have come to do in the last 20 (10) years?
22. Will cycles of behavior continue to operate, as in the past centuries?

### Music

23. Will old dances (Waltz, etc) return?
24. Will our classics (Bach, Handel, Beethoven, Brahms) be crowded out by "modern" new (in part) cacophonous forms?

### Literature

25. Will decency return to the novel and the drama or will the world accept filth as realism?



If you'd like to respond to Dean Eldridge's questions, or would like to pose some questions of your own, e-mail them to [cdudley@uiaho.edu](mailto:cdudley@uiaho.edu).



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