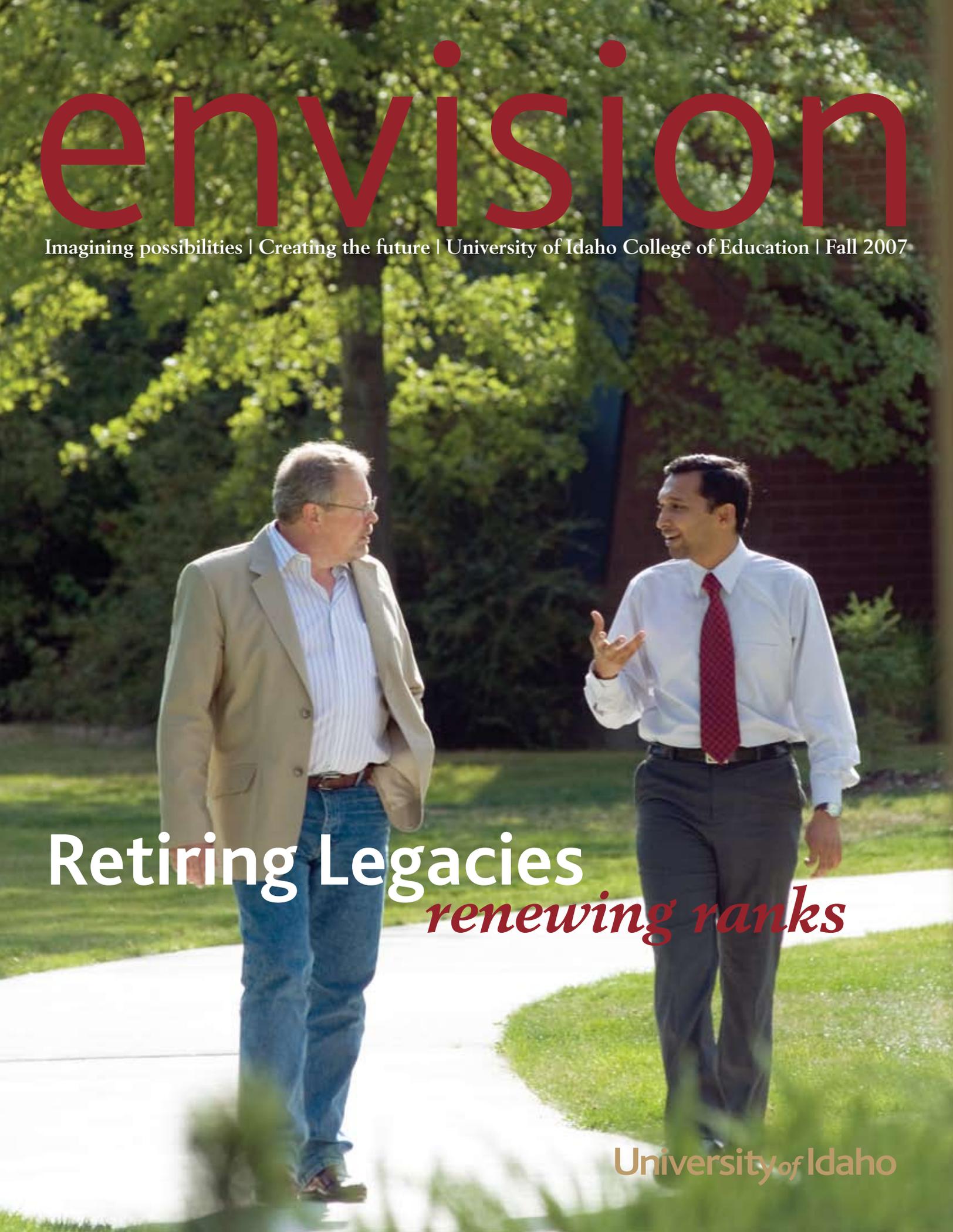


envision

Imagining possibilities | Creating the future | University of Idaho College of Education | Fall 2007

A photograph of two men walking on a paved path outdoors. The man on the left is older, wearing glasses, a light-colored blazer over a striped shirt, and blue jeans. The man on the right is younger, wearing a white dress shirt, a red patterned tie, and dark trousers. They are both smiling and appear to be in conversation. The background consists of lush green trees and a clear sky.

Retiring Legacies
renewing ranks

University of Idaho

envision

Fall 2007

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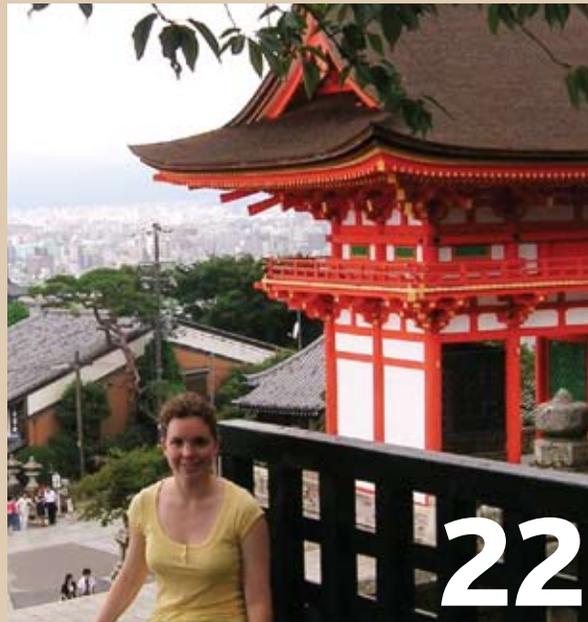


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On the Cover:

Retiring professor Tom Fairchild gets acquainted with new faculty member Sachin Jain.

From the Dean



As I enter my second year as dean at the University of Idaho, I continue to be impressed by the dynamic nature of the College of Education. Unwilling to rest on past accomplishments and recognitions, our faculty, staff and students work to continually improve what we do and how we do it while at the same time embracing the strong legacy we're built upon.

In this issue of *Envision* we note some transitions occurring in this changing and evolving organization. The articles about Dr. Fairchild's retirement and Dr. Jain's hire are paired to show how we continue to establish traditions of excellence while bringing new energy, expertise and ideas into our family. The introduction of our new faculty highlights significant changes taking place within the college that will improve the way we go about fulfilling our vision. By this time next year nearly half the college faculty will have been hired over a three-year period.

In this issue we also note the successes of some alumni who have transitioned in the past few years. These highlights help us understand how the College of Education truly does help our graduates find new challenges and opportunities in their professional lives – whether here in Idaho or around the world. We also feature some important transitions our students have made.

Other changes in the college are building upon our facilities, moving us forward in their use and development. New faculty have brought new research agendas, requiring us to make more efficient use of our space for both research and teaching. Replacing faculty office and classroom furniture in Moscow has been an important step in providing a safe and pleasant work environment for students, staff and faculty. Upgrading technology provides faculty and students with modern training and more effective instruction while upgrading our web-based instruction provides greater access to our students.

As we move forward we continue to refine our vision for the future. We become clearer about how we'll prepare professionals for the workplace and as citizens in a world that is growing more complex each day. Our vision embraces, supports and encourages transitions.

Of course, transitions are what a college is all about. We educate our students at all levels to help them make transitions in their lives: changes in careers, changes in location, and changes in relationships. We purposely confound the use of the terms graduation and commencement to simultaneously celebrate an ending and a beginning. We conduct scholarship to change the evolving body of knowledge. And in our outreach activities, we use that evolving body of knowledge to help others change their lives and their communities while we continue to change ourselves. We exist to facilitate transitions. That said, it is a relief that we have strong traditions on which to build. Our present and future are shaped by our past and our understanding of it. So as we develop plans for the future we gratefully reflect on the accomplishments of our predecessors and their contributions to positioning the college where it is today and where it will go in the future.

As you read through this copy of *Envision* I ask you to reflect upon (and quietly thank) the actions of the individuals who have been the University of Idaho College of Education family founders for the past 87 years and ask you to welcome the new members – faculty, staff and students – to our family as you have welcomed me during this past year.

Best regards,

A handwritten signature in black ink that reads "Paul". The signature is written in a cursive, slightly stylized font.

Paul Rowland, Dean

A College of Education *Relic Retires*

He calls himself a dinosaur, but no one would call him ancient. As a matter of fact, when Tom Fairchild, 33-year faculty member in the College of Education, retires in December, he won't be napping in the sun. He plans to spend more time in his private practice and work on a few books.

"When I tried to say the word "retirement," it just came out as R ... R ... R ...," Tom said. "After I finally said the word out

loud – it was a bittersweet thing. My heart is still with this program, so leaving is a collection of a lot of different feelings."

As the second graduate of the College of Education's school psychology program in 1971, Tom has provided the program with years of wisdom and experience. "But I've overcome the mistaken assumption that no one can ever give what I've offered," Tom said.

Some would argue with that notion. Tom's leadership in the school psychology program has provided a rock of stability, creative guidance, innovative teaching and advising and powerful leadership that will leave a hard-to-fill cleft in the Counseling and School Psychology program.

"Tom's legacy will be the personal connections he made with his students and with practitioners," said Department Chair Russ Joki. "His attention to organizational detail never exceeded his commitment to the human condition. It was a rare and powerful combination; it created immediate and lasting respect for Tom as a professional and as a person. Tom Fairchild is someone who can never be replaced."



As a boy, Tom learned to tap dance and play accordion.



Native Roots

Tom was born in Burley, Idaho, and grew up in Nampa. With the exception of a few years in California as a child and graduate school in Iowa, Tom has lived his entire life in Idaho.

"My mother had great dreams for me," Tom said. "She always spoke about college and doing more with my life than she was able to do with hers. She had a difficult life. She used to set my brother and I in the middle of the fields in southern Idaho while she picked up spuds – so she could keep an eye on us."

To help fulfill her dreams of grandeur for Tom, she sent him to tap dancing lessons when he was 5 years old. "Mom wanted me to be famous," Tom said. "I kept asking her why my brother Danny never got involved



Tom will continue working with local schools after he retires from the College of Education this December.

with dancing. She told me I was the clumsy one.”

But then Tom’s mother met Myron Floren – the accordion player on the Lawrence Welk show. He played “Lady of Spain” for her one evening and from that time on, she decided her sons would become musicians.

But the two boys had other ideas about music. “In about fifth grade, my brother and I decided to become famous singers like Elvis,” Tom said. “We thought it would make us babe magnets. We told our parents about our dreams, and hoped that on Christmas morning there would be two guitars under the tree from Santa. I was the first one out of bed on Christmas morning, and saw a guitar case for Danny – but didn’t see another for me. Instead, there was this big huge box. To my dismay, it was an accordion,” Tom said.

So Tom learned to play the accordion, and in the evenings would sit out on the front steps and play “Lady of Spain” for his mother. His mother arranged for him to play over the radio and at other events. “She was really marketing me,” Tom said. “The tragic part of that story – but the silver lining for me – was when my mom and dad divorced, mom had custody of my brother and

me. She needed money, so sold the accordion. I said, ‘Mom, I know that hurts you’, but on the inside I was cheering.”

When it came time to make career plans, Tom’s mother continued to push him. Although he would have rather hung out with his close buddies after high school graduation, his mother wouldn’t consider it. “Her plan was for me was to get a post high school education,” Tom said. “At that time, Boise was a Junior College, so it was never an option. My stepfather was a Moscow High School graduate and attended the University of Idaho before going into the military. So, it was planned for me to go to school here.”

How not to become a lawyer

The second famous man that Tom’s mother loved was Perry Mason, so when she sent Tom to the University of Idaho, she intended for him to become a lawyer. “I majored in pre-law, took political science courses, and hated them,” Tom said. “It was not my thing. It was like oil and water. So I started to do the freshman/sophomore shopping and found that I loved

psychology. I had to break my mother's heart and tell her I wasn't going to be a lawyer, but a psychologist. She finally resigned herself to it when I got a Ph.D. because then she could call me a doctor."

Tom received a bachelor's degree in psychology in 1971. He assumed that after graduation he'd be able to help people, but realized that having just a bachelor's degree didn't qualify him. His adviser suggested he take a one-year graduate program in counseling. When he finished that, he contacted the state department to get certified to be a school counselor, and was told he needed to also be certified to teach.

"I realized then that I needed to take control of my education," Tom said.

Tom went back to his adviser and told him what happened. He learned about the school psychology program that required one more year of school and would prepare him to become a psychologist in schools without being certified to teach.

Tom went through the program and did an internship in a little rural school in Touchet, Wash. "I soon gained a real appreciation for what teachers had to deal with," Tom said. "I was given the janitor's room for an office, and was so excited to have a place to work with young people that I looked past the mop and broom. What came out of that year was I realized how much I loved it – but also how much more I needed to know."

Tom applied to 12 doctoral programs in school psychology and received 11 rejections. The only school that accepted him was one with the more rigorous programs – the University of Iowa. He was there for three years.

Tom planned to return to Idaho after earning his

Ph.D. "In 1974 I was looking around the state for jobs when I get a call from Tom Hipple, a former University of Idaho professor and adviser of mine. He asked if I would come interview for a position in the counseling department. They needed someone who had school psychology preparation and counseling experience to run their school psychology program that had started in 1964."

Although higher education wasn't on his mind when he went to graduate school, he accepted the University of Idaho job offer.

"I really liked the idea of serving a greater number of people by training others, but I also wanted to stay out in the trenches," Tom said. "Fortunately, the University of Idaho allowed faculty one day a week to do such things. I've worked with 13 school districts since I've been here. I've worked in the Lapwai School District for the last 20 years."

The school district experience made Tom's teaching and supervision much more meaningful. "In my classroom, I was able to share some of my experiences with my students. It was not just book learning. I was able to share with my students the real world experience," Tom said. "The feedback I've gotten over my 33 years here is that my students value that I'm in the trenches as a faculty person. Students tell me it's enriched their learning experience."

Tom has also taken one to three of his students to Lapwai with him each year. "Lapwai has an 85 percent Native American population, so it's good for my students to experience diversity. The Native American students learn differently," Tom said. "They're very visual and very creative. They're enjoyable students to work with."

Influential people

Mary Jane Kindschy - first supervisor in Moscow, ID

Jean Fitzgerald - head of psych services in Cedar Rapids, Iowa

Tom Bell - previous Dean and U of I interim president

Lee Parks - U of I colleague and co-author; Tom used to wear his name tag at conferences, then come back to Moscow and tell him how much fun he'd had

Terry Armstrong - College of Education troublemaker

Don Kees - previous director of the U of I Counseling Center

Jim Morris - previous director of U of I Counseling and Testing Center

Ruth Cannon - Special Services Director, Lapwai School District

Tom Hipple - previous major professor and catalyst for getting Tom involved in professional writing

Ozzie Kjos - colleague in CASP

Tom Trotter - colleague in CASP

Everett Samuelson - College of Education Dean when Tom was hired in 1974

Marilyn DeLeve - part of the office staff who worked tirelessly for students

Dan Fairchild - Tom's brother, whose artistic talents helped Tom launch a series of books and filmstrips that helped teachers work more effectively with special needs students

Nancy Morrison - budget specialist, College of Education

Valerie Roberts - assistant to the dean, College of Graduate Studies

Influences

There have been a number of influential people in Tom's life, but it was his first supervisor, Mary Jane Kindschy, school psychologist and elementary guidance counselor in the Moscow schools from 1964 to 1976, who really molded his counseling and teaching style. "Mary Jane was way ahead of her time when she mentored me back in the late 1960s," Tom said.

Mary Jane, now retired and living in Spokane, has followed Tom's career closely. "One of the highlights of my professional career was when Tom became one of my interns," she said. "He was extremely bright and eager to learn and had a great deal of empathy for the students. He was able to effectively communicate with the students I referred to him, and I was impressed with his work ethic."

When Mary Jane and her husband, Dwight, celebrated their 60th wedding anniversary, Tom attended the celebration, which was special to Mary Jane. "I always knew that Tom was a very caring individual, a quality which is probably one of the reasons he has excelled in his field."

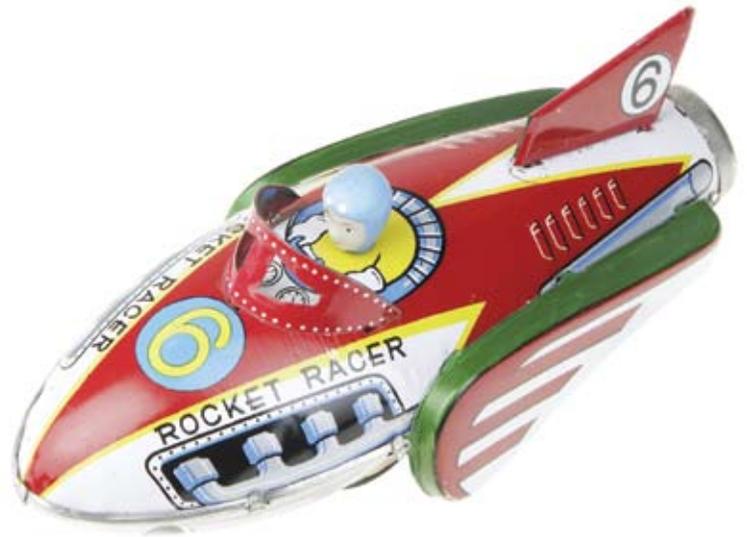
Not just a good adviser

Tom's teaching and advising has meant a great deal to his students over the years. "Tom has been a wonderful adviser," said student Jamie Meek Chaffin of Coeur d'Alene. "He's on the ball and quick with his responses. I've gotten e-mails from him at 1:30 in the morning, and I've asked him what the heck he's doing up that time of the night. He's more than a faculty member – Tom is a friend," she said.

Sarah Kaserman would agree. "Tom's encouragement and understanding played an important role in my success in the program," she said. "He's a priceless fixture in the school psychology community and is responsible for hundreds of talented school psychologists currently practicing all over the county."

Nicole Konen met Tom in 1995 when she did an undergraduate school psychology practicum for her child development degree at the U of I. Within one week she was sold on being a school psychologist. "I respect Tom more than any other professional in the field of school psychology and school counseling," she said. "Tom is someone who is excited and enthusiastic about his work. He is a professional in this field and his genuine excitement of it convinces you he probably doesn't even care what sort of money he makes doing his job. Tom is considered by most of his students the hero of school psychology."

Student Lori Meier said, "I can't say enough about the man. As a graduate student the true test of



By the numbers:

- 1 Person in charge but doesn't think so (Tom's bride of 10 years, Linda)
- 2 Pets (Ollie, toughest cat on the planet; Tyr, 127 pound German Shepherd and personal bodyguard)
- 3 UI degrees (B.S., M.Ed., Ed.S.)
- 3 Grandchildren (Talia, Ella, and Josh)
- 3 Siblings (brother, Dan; step-brother, Gayln; step-sister, Dana)
- 3.70 Teaching evaluation Mean score since 1992
- 3.83 Advising GPA based upon advising surveys (2000-2007)
- 5 College of Education deans under whom Tom served
- 5 Children (David, Brandi, Nicole, Joshua, and Megan)
- 6 Department Chairs under whom Tom served
- 6 UI Presidents under whom Tom served
- 13 Northern Idaho school districts with which Tom has provided school psychological services
- 33 Years on the U of I faculty
- 33 Years serving as Coordinator of the School Psychology Program
- 40 Years lived in Moscow
- 1,200 Graduates of the Counseling and School Psychology Programs
- 10,051 Credits generated
- ∞ Memories of being a UI student, UI faculty member, and Moscow resident

accomplishment is to work towards being the school psychologist, professional, and caring person Tom has been for us. He has well earned retirement and will have a fan-following for a long time to come.”

“I began working towards a school psych credential while teaching intermediate school in California, in the mid 1960s,” said Hal Poarch. “At a traumatic career juncture, I decided to explore the possibility of returning to school psychology and ended up coming to the U of I. Dr. Fairchild was demanding in the classroom, a fine example to his students in the field of school psychology, and a lot of fun when the work was done. I’m fortunate to have made contact with an insightful and caring mentor, professor and friend.”

Dale Hilton, a consultant psychologist in Center, North Dakota, and former student of Tom’s, believes that most people don’t realize what Tom has done for the state of Idaho, and that he’s well known nationally for his contribution to the field. Because Dale valued Tom’s advising, he wanted his daughter, Eleanora, to go through the same program, and was willing to pay out of state tuition to see that it happened. Eleanora graduated from the U of I this spring and is now working in Colorado in special education. “That was probably the highest compliment I could pay Tom. That’s how much respect I have for him,” said Dale.

One thing Dale stressed was no matter how close a friendship you had with Tom, he was still tough. “He had no favorites,” said Dale. “He had a high standard and expected high performance, even if you were at his house the night before eating dessert.”

Dale’s first job after graduation in 1985 was at a small rural school in North Dakota that doesn’t even exist anymore. He was shocked when he went into the teacher’s lounge one day and saw a poem posted on the wall by Tom Fairchild. “He’s a heck of a poet,” said Dale, “but I sure didn’t expect to see that.” Tom claims that he’s only written one poem, and has no idea how it ended up on a bulletin board in North Dakota.

Tom is also a talented racquetball player. “I used to joke with my students that if they could beat me in racquetball, I’d cancel their final exam,” Tom said. “It never happened.”

As Tom merges into the next phase of his life, his far-reaching legacy will thrive through his former students and colleagues. Tom has set the benchmark for teaching, advising and leading, and his 33 influential years of dedication and leadership leave behind a strong school psychology program. But most of all, Tom will be remembered by his students and colleagues as a most caring, kind and compassionate person. **e**

Tom’s Memorable Moments

2007 Recipient of the National Academic Advising Association Certificate of Merit (Faculty Advising Category)

2006 Recipient of the University of Idaho Award for Advising Excellence

2005 Commencement speaker for the College of Education

1995 Started the Education Specialist Degree Program in School Psychology at the U of I Boise Center

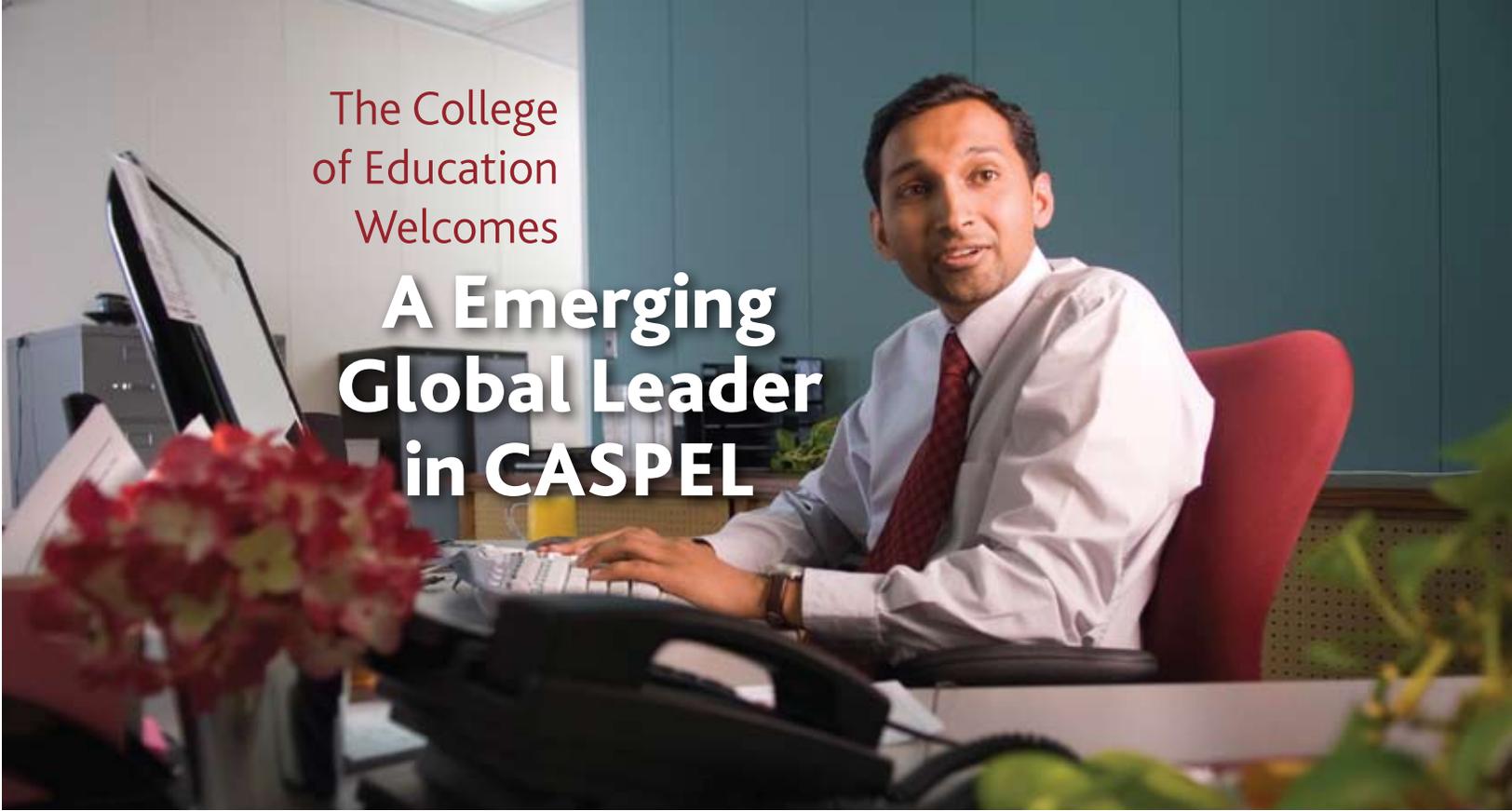
1985 Started Master of Education Degree in counseling program at the U of I Coeur d’Alene Center

1984-86 and 1988-90 Served as State of Idaho Delegate to the National Association of School Psychologists

1981-82 Vandal Men’s Basketball Team under Don Monson is ranked 8th in the nation

1980-92 Vandal Football Team’s 13-year streak against Boise State University

1975-76 and 1986-87 served as president of the Idaho Association of School Psychologists



The College
of Education
Welcomes

A Emerging Global Leader in CASPEL

New CASP faculty Sachin Jain was recently identified as an Emerging Leader at the Association of Counselor Education Supervision Conference.

Ralph Waldo Emerson said, “Do not follow where the path may lead. Go instead where there is no path and leave a trail.” Sachin Jain, new assistant professor in the counselor education program at the University of Idaho Coeur d’Alene center, has done just that. Leaving behind his home in India and a caste system that assumed he would join in his family’s business, Sachin wanted to earn a doctorate degree that would take him to new places and give him the opportunity to do what he loves – help people – in a country and with people foreign to him.

But blazing new pathways is far from foreign to Sachin – he’s lived his life perfecting the art. Because of that, he’s already received some prestigious awards that rank him in the top echelon of his profession, stamping him as a new emerging leader in the field of counseling and school psychology worldwide.

It all began when Sachin’s mother, who was only able to get a tenth grade education, pushed her three sons to get a higher education – something that children born into the merchant (Vysas) caste system in India rarely do. Sachin’s father supported the notion of an education, knowing what it could eventually mean. Sachin earned a master’s of applied psychology degree from Purvanchal University in India; a diploma in mediated learning experience provided in India by professors from International Center for the Enhancement of Learning Potential, Jerusalem; a post graduate diploma in guidance and counseling at Annamalai University, India; and a doctorate in

counseling education and supervision at the University of Wyoming in Laramie. His two brothers, who also live in the U.S., have received their doctorate degrees as well.

“My grandfather’s 50-room house is now only occupied by my parents and grandparents,” Sachin said. In India, families usually live in the same house together: cousins, uncles, aunts, children, grandchildren and grandparents, so as families grow, so do houses. “Families just keep adding more rooms onto their houses as the family grows,” Sachin said.

But breaking out of some family traditions doesn’t mean that Sachin left them all behind. While pursuing his master’s degree in India, his family informed him they had chosen a wife for him. He agreed to the marriage, but wanted to complete his master’s degree first. “I wanted to stay a bachelor as long as I could,” he laughed. He went home, met his future wife for five minutes, then didn’t see her again until their wedding day – a date set by an astrologer. After the wedding, the couple stayed for one year in India, where Sachin worked as a lecturer for undergraduate courses in learning disabilities. Previously, Sachin worked with middle school children on test anxiety and tutored several different subjects.

“In India, children are given six tests on each course (10) per year. If they fail in any two subjects, they have to repeat the grade and retake all the 60 examinations,” Sachin said. “So, many children experience a lot of anxiety come test time.”

After working in India, Sachin and his wife moved to Laramie, Wyoming, where Sachin began working on his doctorate at the University of Wyoming.

“There is not a lot of diversity in Wyoming,” Sachin said. “And the weather was a real challenge.” But because the university’s school counseling program was the oldest in the nation, Sachin believed it to be the best. He spent three successful years there, completing his doctorate in 2006. While there, he presented numerous workshops on arranged marriages, funded by the Wyoming Council on Humanities. “The divorce rate in Wyoming is high,” said Sachin, “so there was real interest in the concept of arranged marriages.” He also presented a variety of workshops on multiculturalism.

While in Wyoming, Sarita delivered a baby boy ten weeks premature, and both mother and baby were in critical condition. They were flown from Laramie to Denver, Colorado, where the family stayed for four months. Their case was telecast on the Discovery Health channel in August 2005 in a segment called “Hurry Up and Wait.”

The baby, now 2 ½ years old, weighed only three pounds at birth. “But now they are both doing good,” said Sachin. “My son’s weight is normal on the growth charts.”

After Sachin finished his doctoral work, he began searching for a job. “We wanted to live in an area that was a little more diverse,” said Sachin. So, when a position opened at the University of Texas-Pan America, he applied and was offered the job. “I liked the idea that there was a high percentage of Hispanics in the area,” Sachin said. He taught there for one year, but his wife was plagued by allergies.

Because of Sarita’s severe allergies, the family began looking for other job opportunities outside of Texas.

“Sarita saw the opening for a job at the University of Idaho,” Sachin said. “The only thing I knew about Idaho was from the movie Napoleon Dynamite.”

In spite of that, Sachin accepted the assistant professor position in Coeur d’Alene and began teaching group counseling and family therapy this semester.

Sachin’s efforts in building collaborative relationships at the community level is reflected in his work with the following organizations:

- Mexican Border Children Fund
- Jackson-Hole Middle School (conducted workshop on diversity)
- Teton Libraries
- Laramie Junior High school (Bully Prevention Program)
- University of Wyoming Lab school (conducted therapy for students with test anxiety)
- Mother Goose: Wyoming back to books program (motivating children to read books by conducting story-telling sessions)
- University of Wyoming Counselor Education training clinic
- Wyoming Council of Humanities
- Humanities Texas
- National and International Philanthropic research organization
- President’s Advisory Council on Minorities’ and Women’s Affairs (PACMWA)

Sachin was identified as an Emerging Leader at the Association of Counselor Education and Supervision (ACES) 2007 conference in Columbus, Ohio. ACES strives to continue to improve the education, credentialing, and supervision of counselors and to advance counselor education and supervision in order to improve guidance, counseling and student development services in all settings of society. The highly prestigious emerging leader recognition is designed to identify and prepare new and upcoming leaders in the profession of counselor education, and reflects Sachin’s already strong leadership abilities.

Sachin also received the 2005 NBCC-ACES International Fellows Award, in which he was competing against a number of seasoned psychologists/counselors worldwide. “They looked at bridging counseling across the globe and whether or not nominees were interested in and

working towards building those bridges,” Sachin said. The award reflected his work in teaching, writing and working across the globe, the fact that he’s authored numerous journal publications, and also that he’s received 17 grants. To bridge the gap in academia and community he’s also moderated 30 multicultural group discussion series and is affiliated with 10 counseling and related organizations across the world.

Sachin also was nominated for a 2003 Young Psychologist Award at the annual conference of the National Academy of Psychology, India; won a 2003 international poetry award; received a best presentation award from the University of Wyoming Graduate School in 2006; and was selected for inclusion in Who’s Who Among America’s Teachers 2007.

In India, Sachin wrote poetry about the human suffering he saw all around him. “There you see everything every day,” he said. In the U.S., Sachin’s life has been too busy and structured to write poetry. With his work in the College of Education’s counseling program, however, he has the opportunity to make the world a better place and blaze the trail for new upcoming teachers and counselors.

“And we love the Coeur d’Alene area,” Sachin said. “We are very happy here.” **e**



COE Faculty *Testing new Teaching Tool*

Matt Wappett is designing new classes that will use the Blackboard tools.

College of Education faculty are trying a new student/teacher interface called Blackboard CE. The program is an upgrade of WebCT, which the University has been using since 1998 as a tool to deliver online courses and as an enhancement to classroom teaching and learning.

A group of 12 faculty was trained to use Blackboard this spring and is now using it for their fall courses. A second group was trained later in the summer for use in the spring semester.

“Right now we’re in a pilot phase with Blackboard,” said David Schlater, Educational New Media Manager in the Center for Teaching Innovation. “If faculty want interaction with students or to share grades or have students do online quizzes – all these make Blackboard a useful tool. The program doesn’t require any coding or knowledge, it’s just a point and click program. Basically, it’s a container for content.”

Within the last year, WebCT and Blackboard merged into one company and is phasing out the current WebCT, so users have to upgrade to the new

version to maintain support. The company is rebranding all its products to be called Blackboard. The new upgrade provides many new features and enhancements that improve content delivery and ease of design. These improvements will enable faculty and students to focus more on course content and reduce time spent on mastering technology.

The old version of WebCT is still in use, as well as a program designed specifically in the College of Education called Idaho Virtual Campus. But both of these programs are being phased out, so it’s important that faculty get trained to use Blackboard.

“Any one of these systems isn’t drastically different,” said Jason Graham, systems manager for the College of Education. “The most significant part of the use of Blackboard is the faculty’s content creation and how they prepare it and present it to students.”

Sites developed in Blackboard or WebCT are generally used as an adjunct to face-to-face instruction, like delivering supplemental materials and posting grades. But it’s also used for fully online courses

where there's a dependence on discussion boards and communication.

"Right now there are about 850 courses inside WebCT and about 220 in Blackboard," said David. "And there are around 3,300 students already using Blackboard." Some faculty use a regular web server, and some may not use a web component to their class at all, he said. But if faculty want to do more than deliver documents to their classes, using Blackboard has its advantages.

Matt Wappett, research faculty for the Center for Disabilities and Human Development, was one of the College of Education faculty trained this summer on Blackboard. "It's a great tool and provides interactivity," he said. "I use the quiz and grade functions in my freshmen classes. For the freshmen, though, I had to take a class period to teach them how to use it."

But students who are used to using WebCT should have few problems switching to Blackboard, according to Clark Dickin, who is using the new program to teach a hybrid class in the Health, P.E., Recreation and Dance department.

"I see Blackboard as a great tool to post announcements, get discussions going, and collect assignments," he said. I post discussion topics every week. The students respond well, and whenever they've answered or solved the problem, I go in and post a new one. I get a lot more in-depth discussion than in the classroom."

Everyone using the new system agrees that the initial work creating content is time-consuming, but once it's there, keeping it updated should be fairly easy. Not only that, the capability to go paperless is a big plus. "Assignments can just go into a dropbox where I can pull it and not have to print it," said Clark. "I can correct them and send them back electronically."

"I use Blackboard in every one of my face to face and video courses," said Professor Mike Johnson, educational leadership faculty in Boise. "It creates a much richer learning experience because you have more student-to-student writing. Students have to think about and write what they know, so I find that it really tests their ideas – they learn

things from each other in a constructiveness mode. Students have wonderful ideas that suddenly get exchanged, tested and enhanced," he said.

Faculty who decide to switch over to Blackboard have support. The Center for Teaching Innovation maintains the servers and the application and provides the training for Blackboard. "We're the frontend support for faculty," said David. "We can help them organize their courses, give them ideas about how they can take some activity and translate it to an online environment, and give them some ideas and direction. We're here to help," he stressed.

The College of Education is also testing a software program called Elluminate that integrates with Blackboard and provides users with a voice connection through the Internet. Professors and students can present and share information and hold class and small group discussions in real time. Everyone in the class can give presentations, draw, share documents and even share web tours – to name a few of Elluminate's capabilities. The College of Education is taking a leadership role at the University of Idaho testing and adopting this advanced technology.

Mike has also used Elluminate/Blackboard at other

universities. "Because of a family medical emergency," he said, "I once had to teach my class at the University of Alaska Anchorage from a hospital parking lot in Spokane using a wireless connection. My students were in 11 other states, including Alaska. My guest speaker was in Maine visiting his parents. So with the combination of Elluminate and Blackboard, you can hold a voice over the internet class with everyone connected, make presentations, have guest speakers, and have online written discussions from anywhere, even from a parking lot with a laptop and a wireless connection."

The College of Education is on the forefront of enhancing teaching and learning capabilities on the University of Idaho campus. Faculty have stepped up to test out a new system that the entire university will soon be using – leading the way for new and innovative methods of delivering education. **e**

"I once had to teach my class at the University of Alaska Anchorage from a hospital parking lot in Spokane using a wireless connection. My students were in 11 other states, including Alaska. My guest speaker was in Maine visiting his parents. So with the combination of Elluminate and Blackboard, you can hold a voice over the internet class with everyone connected, make presentations, have guest speakers, and have online written discussions from anywhere, even from a parking lot with a laptop and a wireless connection."

—Mike Johnson



COLLEGE OF EDUCATION Takes the Lead on CPR and First Aid Training

Graduate student Sarah Harris explains to her class what a drop in blood pressure means when a patient is bleeding.

Under the sponsorship of the College of Education, 22 faculty and staff earned CPR and first aid certification in September. Increasing numbers of educational and daycare settings now require that personnel obtain certification to administer care in the event of a medical emergency, so many College of Education students will be required to undergo similar training as part of their teacher education. “Voluntary participation in CPR and first aid training by faculty and staff sets a good example to our students,” said Beth Reynolds, COE Safety Chair.

First aid and CPR training provides the assurance that even common medical scenarios can be properly addressed. It teaches participants how to deal with fainting, bleeding, shock, bone fractures and burns, as well as medical conditions such as asthma, diabetes, heart attacks, epilepsy and allergic reactions. Particularly in situations where children are involved and may not have the sophistication to communicate the nature of their injuries, teachers trained in first aid can assess the problem and take action.

Generally, CPR and first aid certification stays current for two years and provides the knowledge and skills necessary to prevent, recognize and provide basic care until advanced medical personnel arrive.

“This training has also informed us about the latest changes in CPR and first aid techniques,” said Beth. “By not remaining current, a person could do more harm than good when rendering assistance.”

EMT Sarah Harris conducted the training on the Moscow campus. Sarah works for the Moscow Fire Department and is a graduate student at the U of I majoring in Recreation. She teaches the Safety Lab that accompanies the Health & Safety 288, First Aid: Emergency Response class.

Sarah used humor, authentic scenarios, demonstrations and simulations to teach trainees how to check an accident scene, obtain consent, contact 911, and administer rescue breathing, CPR and first aid. She also discussed the ramifications of the Good Samaritan Laws, which are laws protecting from blame those who choose to aid others who are injured or ill. The laws are intended to reduce bystanders’ hesitation to assist for fear of being prosecuted for unintentional injury or wrongful death.

“Sarah was a great trainer,” said COE office assistant Melodie Rai. “Her experience gave her a good perspective. We had to do chest compressions for five minutes to get the correct rhythm and posture down, which was exhausting, but really prepared us well. Sarah also stressed us protecting ourselves to prevent further injuries.”

“You may not always revive a victim, but following proper procedures and keeping the tissue viable and oxygenated will give the person the best chance for survival when EMTs arrive,” Sarah said.

Sarah assessed trainees on their performance and administered an exam at the end of training to provide certification. **e**



Amy Larson and her mother Clixie



Mandy Hasenoehrl, Carl Kiilsgard, Chantel Dougal



Richard Stewart and Wendy Seley

First Annual Scholarship Luncheon

The College of Education believes in showing gratitude by recognizing those who give. That's why Jody Sharp, coordinator of off-campus programs, organized the first annual Scholarship Luncheon on September 21 at the University Inn in Moscow. It was a chance for College of Education scholarship donors and their student recipients to meet

and acknowledge the value of financial assistance to their education. Dean Paul Rowland was encouraged by the response – 28 were in attendance – and expects that once donors and students realize the benefit of the luncheon, they will want to attend in the future.

“Donors take away financial stress and allow us to focus,” said doctoral student Wendy Seley, who has been the recipient of a generous scholarship from Richard Stewart for the past two years. “I appreciate Richard and his late wife, Carol. They’ve given me the opportunity to teach teachers,” she said.

Other students expressed similar sentiments. “I wanted to be here,” said Andrew Gillham, a graduate student in P.E. who is a recipient of the Leon Green Scholarship. Even though Andy had to leave early and teach a class, he appreciated the opportunity to attend the luncheon.



Dale Gentry and Jessica Ruth Herring

The College of Education offers thousands of dollars in scholarships each year through more than 55 different scholarships. This year 102 Education students will benefit from \$112,294 in scholarships. With increased tuition, scholarship funds are playing a more important role in education each year. They are the best possible free money a college student can get their hands on, and can keep the average college student from accruing a mountain of student loan debt.

Donors who attended the luncheon include Terry and Patricia Armstrong, Dale Gentry, Carl Kiilsgard, Bonnie Hultstrand, and Richard Stewart.

“The connections are what this is really about,” said Dean Paul Rowland. “I would not be here today if it were not for donors. For me personally, these are important events because they remind me of the generosity of our donors and the dreams they help fulfill.” e



Alexandra Caitlyn Lee-Painter, Terry Armstrong and Patricia Armstrong



Bonnie Hultstrand

Stepping Up to the Meet the Need: twelve new faculty join the College of Education

Twelve new faculty and three new professional staff positions were filled in the College of Education over the summer. Six of the new faculty are teaching at the Coeur d'Alene Center, and six at the Moscow campus.

Attracting talented new faculty from across the nation speaks for the quality of the College of Education programs, as well as the attractiveness of the area. Most new faculty said they came to Idaho because of the lifestyle they can have here, and the people they met when interviewing.



Gail Ballard

Gail Ballard will teach elementary education courses in Coeur d'Alene. She has taught undergraduate courses part time in Coeur d'Alene since 2005 and has mentored U of I interns while teaching elementary and middle school in the Lakeland school district since 1993.

Gail was raised in upstate New York and moved to Coeur d'Alene 15 years ago. She received a bachelor of science degree with honors from State University of New York at Cortland in 1992 and a master's degree in elementary education from the University of Idaho in 1996.

Gail and her husband have two sons and are currently hosting a foreign exchange student from Mexico.

"I was originally attracted to Idaho because of its beauty, climate and recreational opportunities," Gail said. "The University of Idaho was appealing because of the caliber of people that work for the university, and because it gives me the opportunity to work with local educators – people that have a direct influence on my own children."

Every January 1 you can catch Gail on the shore of Lake Coeur d'Alene participating in the Polar Bear Plunge.

Emily Duvall is teaching literacy courses at the Coeur d'Alene Center. She holds a doctorate in curriculum and instruction for language and literacy education from Pennsylvania State University, where she served as a graduate



Emily Duvall

assistant and instructor since 2004. Along with her university teaching duties, she worked as a private tutor for struggling learners in reading, writing, mathematics, social studies and science. Previously, Emily was an elementary special education teacher at Dudley Elementary School in Franklin County, Virginia.

Emily is married with a 6 1/2-year-old daughter named Isis. Her husband Gary is a disabled/retired veteran who was injured in Viet Nam. She is Canadian, born in Saskatoon, but grew up all over eastern Canada and Europe before ending up in Ottawa, Ontario to pursue her undergraduate degrees in political science and philosophy from Carleton University.

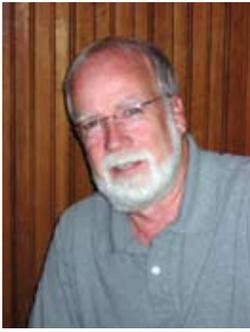
Emily moved to Virginia after she married and earned an M.Ed from Virginia Tech and post-grad certification in special education. Several years later the family moved to Pennsylvania so that Emily could work on her doctoral degree in curriculum and instruction at Penn State.

Her dissertation is on transforming a state-mandated, standardized test of third grade reading into a dynamic assessment for children with learning disabilities.

"I applied for a position in Idaho because there were not a lot of natural disasters in Idaho and it sounded somewhat romantic and remote," Emily said.

"The friendliness, openness, and genuineness of the faculty in Moscow and Coeur d'Alene let me know that people in Idaho are pretty special. Honestly, how we treat others in this world is an important part of my personal philosophy for living, so good people were crucial to relocation."

Coeur d'Alene appeared to offer a lot for the Duvall family as well – lakes, mountains, wildlife, and the opportunity to enjoy family activities like skiing, sailing, biking and horseback riding. "We've also recently become enamored with gold panning and searching for gemstones and my husband is ready to fish up a storm, so being in Idaho seems like the best place on earth for us! People in Idaho not only seem to have hobbies and interests – they actually take the time to do them! It's a great lifestyle," Emily said.



Steven Duvall

Steven Duvall is teaching school psychology courses at the Coeur d'Alene Center. He holds a doctorate in developmental and child psychology from the University of Kansas and most recently served as an assistant professor at Fort Hays State University in Kansas. He also holds an Ed.S. in school psychology from Pittsburg State University. Prior to his administrative and teaching duties at Fort Hays, Steven was a school psychologist serving four rural school districts in Kansas. He also has supervised and trained special education teachers.

Steven worked as a public school psychologist from 1980-2001 in eastern Kansas and directed the school psychology training program at Fort Hays State University in Kansas from 2001-2007. His research interests include special education delivery models and parental involvement in children's education. Outside interests involve psychoeducational evaluations and ecobehavioral assessment of homeschool instructional environments.

Steven and his wife, Vickie, moved to Hayden, Idaho from Kansas this summer. They have three grown children and three grandchildren.

"Coming to the University of Idaho represented teaching and research opportunities while working with a great group of people in nationally approved programs," Steven said. "I loved the area because of its natural beauty and available outdoor activities, and it got us closer to one daughter, grandchildren and other family members living in western Washington."

Deanna Gilmore is teaching courses in diverse learners in schools and social/cultural contexts, foundations of literacy development, and content area reading and writing methods for secondary pre-service teachers. She is working on the Moscow campus and holds a bachelor's degree in education from Eastern Washington University, a M.Ed. from Western Washington University, and a Ph.D. from Washington State University.



Deanna Gilmore

Deanna spent eight years teaching and living in isolated villages in Alaska. "That was one of the highlights of my life," she said. "It broadened my mind as I saw the beauty of other cultures." Emily also lived two and a half years in Ireland, where she taught special students. She was also an elementary principal in Montana before pursuing her Ph.D. at Washington State University.

Deanna and her husband, Rick, have four children and twelve grandchildren. "I am truly enjoying meeting my students, colleagues and getting to know the quaint town of Moscow," she said. "It has flavor!"

Deanna moved to Spokane with her parents when she was 14 years old. "I was attracted back to Moscow because I grew up in the Palouse country. My dad and mom were wheat and dry pea farmers from Plaza, Washington. After forty years of traveling and living in other environments, I am finally home," she said.

Keonghee Tao Han is teaching language arts and practicum classes in Moscow and also writing about diverse students' literacy learning experiences in U.S. classrooms.

Tao is originally from Seoul, Korea, but has lived in many different U.S. states for the last 21 years. She comes to Moscow from Reno, Nevada, where she's lived for the last 14 years. Tao loves to work out and travel to different places.

"I decided to come to the University of Idaho because it is known as a great research university as is the University of Nevada, Reno, where I worked the last two years," Tao said. "Also, people here are so friendly and welcoming, and the city is quiet and beautiful."



Keonghee Tao Han

Sachin Jain is teaching school counseling courses at the Coeur d'Alene Center and is a National Certified Counselor. He comes to Idaho from the University of Texas-Pan America where he was assistant professor in the counselor education program. He holds a diploma of mediated learning experience, a master's degree in applied psychology with specialization in clinical psychology, and a post-graduate diploma in guidance and counseling, which he earned in India. He taught counseling courses at the University of Wyoming, where he also earned a doctorate in counselor education and supervision in 2006. He was recently recognized as an "Emerging Leader" at the Association of Counselor Education and Supervision 2007 conference in Columbus, Ohio.

Sachin has five refereed research publications, twenty-seven funded research projects/workshops, and more than twenty-five research presentations at the international, national and regional level.

Sachin's wife Sarita is pursuing her master's degree in sociology. The couple just celebrated their fifth wedding anniversary and have a 2 1/2-year-old son.

Anne Kern will be teaching general and science education courses in Coeur d'Alene in the spring semester. She comes to the University of Idaho from the University of Minnesota, where she supervised student teachers while working on her doctorate for the past two years. While in Minnesota, Anne assisted in a multi-state research project funded by the National Science Foundation, investigating the effectiveness of teacher induction programs. She will complete her doctorate in curriculum and instruction for science education in December. Her research focuses on facilitating high school students' understanding of basic chemistry topics.

Anne was a high school science teacher in Newberg, Oregon for more than a decade; a research chemist at Stanford Research Institute for 13 years, and a lab supervisor in California.

She was born in Quebec, Canada, and grew up in Santa Barbara, California. She has a bachelor's degree in chemistry from the University of California Santa Cruz, and a master's degree from Portland State University.

Anne wanted to be back in the Pacific Northwest because of the lifestyle and the collaboration that the Coeur d'Alene campus has with the public schools in the area.

Melissa McConnell has taught for 12 years. She came to the University of Idaho last year from the University of Houston-Victoria, where she was assistant professor in the special education department. Prior to that, Melissa taught at the University of Wyoming, worked with autistic children in McKinney, Texas, and was employed as a speech-language pathologist in Rock Springs, Wyoming.

Melissa has a bachelor's degree in speech-language and hearing sciences, a bachelor's degree in elementary education and special education, and a master's degree in curriculum and instruction with an emphasis in early childhood and special education. She is currently working on her doctorate degree with plans to graduate in December with an Ed.D. in curriculum and instruction with an emphasis in early childhood special education and literacy. Her research interests include special education, early childhood education, literacy interventions and pre-service teacher training.

Melissa is married to College of Education assistant professor Rodney McConnell. They have a daughter, Lauren, who is a junior at the University of Idaho. Melissa also has a stepson, Jason, and two granddaughters.

"I spend most of my free time with family, and am looking forward to exploring the Inland Northwest," Melissa said.



Sachin Jain



Anne Kern



Melissa McConnell



Alan Nasypany

Alan Nasypany is serving as the Athletic Training Education Program Director and Clinical Coordinator in the Health, P.E., Recreation and Dance department on the Moscow campus. Alan has a background in athletic training and education and has worked in a variety of settings including clinic, high school, and university. He has a bachelor's degree in athletic training from Wingate University in North Carolina, a master's degree in education from Frostburg State University in Maryland, and a doctorate in physical education teacher education from West Virginia University. He has many research interests including clinical education, teacher supervision, and chronic back pain.

"I have a beautiful wife Emma and am currently living with her, three dogs and a cat in a 31-foot RV until our house in West Virginia sells," said Alan. When he's not working, he can be found with his other lady – his acoustic guitar.

"I chose the University of Idaho mainly for the good people and the exciting challenges," Alan said. "I've never seen the Northwest before and we're excited to explore it."

David Paul is teaching physical activity behavior in the department of Health, P.E., Recreation and Dance. He has a Ph.D. in exercise physiology and nutrition from Ohio State University; an M.A. in exercise science from East Tennessee State University; and a B.P.E from Purdue University in physical education and biology.

David came to the University of Idaho from a 7-year fellowship in human nutrition at the U.S. Department of Agriculture in Beltsville, Maryland. His research interest is studying the interactions between physical activity and nutrition on risk of preventable diseases.

David has also become interested in studying the relationship between the built environment and its effect on physical activity and the risk of preventable diseases, such as obesity and diabetes. "The U of I is developing a strong program in this area through the Building Sustainable Communities Initiative," David said.

David is originally from Georgetown, Ontario, Canada. He became a U.S. citizen in March, 2007 and has been married to Monica Pedroni for 5 years. The couple has two cats. David enjoys playing ice hockey and cycling.

"I've found Moscow, and North Idaho in general, to be a beautiful place. I wanted to get away from big city life."

Jeff Seegmiller joins the Health, P.E., Recreation and Dance department and WWAMI programs with a professional background in athletic training, biomechanics, and human anatomy. After working as a clinician at an orthopedic clinic, the Washington Redskins Professional Football team, and West Texas A&M University, he earned his doctoral degree at Illinois State University.

Jeff served as the graduate program coordinator at Ohio University for the past four years. However, as a native Utahan, he could never call anywhere else home until now. "I'm excited to be in the west once again," he said, "and pleased to work with such a wonderful group of colleagues here at the University of Idaho."

Melissa Saul is teaching elementary and secondary social studies methods and curriculum, instruction and assessment strategies. She has a bachelor's degree in sociology from the University of Washington, a master's degree in education from Portland State University, and is working on a doctorate from Washington State University in cultural studies in education. Her research interests are in peace education, global education, global feminism, and education for sustainable development.

Melissa has been researching peace education in conflicted areas for the last two years and has traveled to Palestine and Turkey to complete her research on international efforts for peace education in Israel and Palestine.

Melissa is from Portland, Oregon and has lived in the Palouse area for 15 years. She loves the environment and people. She has three children ages 10, 12, and 17.

"I enjoy spending my free time sailing on Lake Pend Oreille," she said.



David Paul



Jeff Seegmiller



Melissa Saul

Abraham (Abe) Wallin is teaching elementary education courses at the Coeur d'Alene Center. He has been an instructor and teaching assistant for the University of Idaho department of Curriculum and Instruction since 2004.

Abe's first teaching experience was in the Czech Republic as a student teacher at the British International School of Prague in 2000. He then taught at St. Croix Boys' Camp School in Sandstone, Minnesota for two years. He was also employed as an Education Coordinator at Ellsworth Day Treatment in Ellsworth, Wisconsin.

Abe has a bachelor's degree in secondary education from Minnesota State University Moorhead, a master's degree in curriculum and instruction from the University of Idaho, and is working on a doctorate degree in curriculum and instruction that he hopes to finish spring 2008.

When he came to the Moscow campus in 2004 to begin his master's program, Abe had only seen the campus on the Internet. "I packed my truck nonetheless and made my trek from central Minnesota to the U of I. In addition to the professional opportunities the College of Education has afforded me, it was here that I met my significant other, Wendy Seley," he said.

Abe is excited to be working at the University of Idaho. "The potential for research is almost limitless and this is one draw that made it such an attractive professional opportunity," he said. "The collegial atmosphere around the college and the campus is welcoming to graduate students and new faculty alike. The attitude the faculty brings – that of a community of learners – is refreshing and helps ease any worries that one may initially have when entering this new position with so many responsibilities. Overall I am thoroughly pleased to be here and I hope to be part of this powerful institution for years to come."

Professional Staff

Sally Greene is the new Coordinator of Clinical Experiences and is in charge of placing all interns in the Moscow area and of out-of-state placements for student teachers. Sally is also teaching two sections of Ed 201, and will be teaching the 401 proseminar class.

Sally is from Lewiston, Idaho and has a bachelor's degree in education and a master's degree in history from the University of Idaho. She received her educational administration certification in 1998.

She was a teacher and coach at Grangeville High School in Grangeville, Idaho from 1981 to 1986 and a history and government teacher at Moscow High School from 1987-2000, where she also coached a variety of sports and was assistant principal/activities director for two years. From 2005-2007 she was assistant principal at Sacajawea Junior High School in Lewiston, Idaho.

Sally has traveled extensively in Europe and the U.S. She likes biking, golf and pretty much anything with sports. Her two black labs keep her busy.



Abraham Wallin



Sally Greene



Jill Bielder

Jill Bielder is the new Director of Development for the College of Education. She and her husband, Emmett, moved to Idaho from Illinois, where she's been working as the Annual Fund Director for the College of Mass Communication and Media Arts and WSIU Public Broadcasting at Southern Illinois University Carbondale.

Jill is originally from Portland, Oregon and after moving around the country for many years, decided to move back to the inland Pacific Northwest to be closer to family and enjoy the quality of life that Idaho provides. She enjoys the arts and outdoors.

"I'm looking forward to enhancing the connections between alumni and the college," said Jill. She welcomes comments, suggestions, and ideas from friends and alumni of the college.



Lori Bonner

Lori Bonner is the new IMTC Librarian. She was born and raised in Idaho, but lived a few years in Montana and Washington. "I've lived as far south as Boise and as far north as Kellogg, eventually making my way to Orofino where my husband and I built our home," Lori said.

Lori received a bachelor's degree in secondary education, social science, and a minor in library science from the University of Idaho in 2004. "I used the College of Ed IMTC a great deal while completing my degree and always found it to be a useful and inviting resource. I

completed my student teaching at Orofino High School 22 years after graduating from there," she said.

Lori's library career began in the high school library, and the librarian at Orofino High School has remained a good friend and mentor throughout the years. She inspired Lori to return to school and pursue library science as a vocation.

In the mid 1980s Lori worked at Boise Public Library in the youth services department. This experience introduced her to children's and young adult literature and would later motivate her to volunteer with children's programming at Clearwater Memorial Public Library. Her volunteer work soon turned into a paid position and she spent nine years at the Clearwater County Free Library District. "I've organized and implemented summer reading programs, been the story time lady, cataloged books, provided reference and readers' advisory services, and prepared the library budget," Lori said. In 2006 Lori took a position at the WSU humanities library in Pullman. "I thoroughly enjoy helping people of all ages discover and use information to improve their understanding or simply to satisfy a curiosity," she said.

Lori loves the four seasons and diverse outdoor terrain that Idaho offers. Her hobbies, or preferred activities, include mountain biking, cross-country skiing, needlecrafts, watching public television, music, and reading. **e**

The New College of Education Vision Statement

The College of Education envisions being a leading, diverse, nationally recognized educational community that

- prepares professionals through integrated programs grounded in research;
- generates and evaluates knowledge through disciplinary and interdisciplinary scholarship; and
- informs professional practice and community life through the exchange and utilization of knowledge.

The college community achieves this vision through a culture of openness, innovation and collaboration.

alumni



TO INFINITY AND BEYOND

An Idaho Teacher Takes Education to the Outer Limits

Fourth grade teacher Chris Naccarato was awarded the first NASA Outstanding Educator Award. From left: Wilson Perez, Jocelyn Smith, Chris Naccarato, Maurizio Cheli, Kasey Killian, Don Killian.

While Idaho teacher and mission specialist Barbara Morgan flew in the STS-118 spacecraft to the International Space Station in August, fourth grade Priest River, Idaho teacher Chris Naccarato prepared his space curriculum for the coming academic year. Naccarato is a big NASA fan, evident not just by his jam-packed classroom space décor, but also by the fact that he devotes an entire semester each year to space education. But we're not talking about an ordinary semester of space education. What Naccarato does in his classroom exemplifies the extraordinary and gets an entire community involved and excited about space exploration.

Naccarato started teaching in Priest River, Idaho in 1992, and received his M.Ed. degree from the University of Idaho in 2001. Because of his work promoting the NASA program and using the resource materials available through the College of Education's Instructional Materials and Resource Center, the Idaho NASA Space Grant Consortium and the Idaho NASA Educator Resource Center awarded him the first NASA Outstanding Educator Award in 2007.

"When I began teaching 14 years ago," said Naccarato, "I became frustrated when students lacked motivation to follow their dreams. This inspired me to start National Astronaut in the Classroom Association (NACA) to bolster the principles of honor, team and country in my students. I wanted to rejuvenate the classic passion children have for watching birds, clouds and kites. I wanted to give them a reason to look up," he said.

Many in the small town of Priest River look forward to Astro Day – the culmination of a year of Naccarato's planning and organizing and educating his fourth graders. Students line up in matching green space suits designed by parents and decorated with authentic space badges to entertain their parents and the star guest of the day – a visiting astronaut. The 2007 guest was Maurizio Cheli and his wife Marianne from Modena, Italy, the 17th astronaut Naccarato has invited to Priest River since he began teaching there. That's only part of the extraordinary. The other is that Naccarato single-handedly raises all the funds to bring the astronauts to his school.

Priest River is a small town nestled in the panhandle of north Idaho with a population of less than 2,000 and the nearest airport 50 miles away. Logging is the most common industry. But that didn't matter to the Chelis, who not only loved meeting Naccarato's class, but also loved the mountainous northwest landscape. "We plan to drive the long way back to Seattle over the North Cascades Highway to catch our flight home," Cheli said, "to see more of the sights."

But seeing Idaho was only part of Cheli's overall positive experience. He also was amazed at Naccarato's class. "I have never seen something this organized," said Cheli over lunch in the small school cafeteria. "These children are amazing." Cheli had earlier given a presentation to the group and shown slides of his space mission and his most current work as an Italian fighter jet test pilot. The class, filled with questions,

was interested in the logistics of space flight, like what do the astronauts eat, and what the bathroom is like – important questions to 10 year olds. “Life on board the spacecraft is hectic,” Cheli said. “With gravity, it’s very difficult to keep still. And from space, the earth is blue and the sky is black.”

The class sang Italian songs, performed a flag routine to music, and shot off rockets from the baseball field behind the gym. Four pilots from Fairchild Air Force Base in Spokane, Washington, also presented to the class and participated in the rocket-launching competition.

North Idaho Roots

Chris Naccarato grew up in Sandpoint, Idaho, under the guidance of two parents who were also teachers. His father, Junior “Nick” Naccarato spent 19 years in the Army then returned to Sandpoint where he taught and was the principal of Sandpoint School for 36 years. His mother, Mary Lee, also taught in Sandpoint for 25 years. Nick had grown up in Priest River on the land where the elementary school now sits and where Chris teaches.

“My dad’s treehouse used to be where the principal’s office now is,” Naccarato said. The house where his father grew up still stands a block from the school. After his father passed away last year, Naccarato dedicated part of Astro Day to honor him.

“We shot off a rocket that I had decorated for my dad,” he said. “And I swear this is true. The rocket went

straight up, then took a detour left and flew over my dad’s old house, then came back and landed in the field in front of us.” The trajectory of the rocket seemed uncanny, since there was nothing to change its path from going straight. But Naccarato’s mother had an explanation. “Your father never was a good driver,” she laughed.

Do you want to be an Astronaut?

One of the major reasons Naccarato created Astro Day was because so many children dream of becoming an astronaut, but there are few programs that really inspire and nurture those dreams.

“I want to be a trustee of space flight to keep the kids interested,” said Naccarato.

Principal Kendra McMillan praised Chris for his work in the school. “I hear from many students that having Chris as a teacher has changed their lives,” she said. “Every year his students grow tremendously between the fall and spring semester, apparent by the increase in their ISAT scores. Chris is such a huge asset to our school.”

“I’m still reeling from the Idaho NASA Educator Award,” said Chris. “There’s not much that gets to me, but this really did.”

For more information about the NASA materials available to teachers, contact Lori Bonner at 885-7257, or e-mail her at lbonner@uidaho.edu.

Alumni That Make a Difference



Brian L. Christenson, Ph.D.

Since Brian Christenson graduated with a doctoral degree in education from the University of Idaho in 2006, he’s been on warp speed. Not only did he establish the first Lewis Clark State College senior research symposium, he also teaches social sciences at LCSC, the University of Idaho and

Boise State University, and is chair elect for the LCSC faculty senate this year. That’s not to mention all he’s accomplished since he received his bachelor of social work from LCSC in 2002 and his master of social work in 2004 from Eastern Washington University.

• Brian said the senior research symposium was unlike anything the college has ever seen. He was the program administrator for the first annual symposium this past May.

“We’ve had programs for years for students to present on their own,” Brian said in an interview on KXLY Television in Lewiston, Idaho. “But this year we brought all the seniors together from 10 different programs for one, two-day symposium.”

Seniors presented their research and disseminated their findings in either oral or visual presentations. Keynote speakers from all over the Inland Northwest also shared their research projects. Brian said he’s thrilled with how the symposium’s inaugural year went and can’t wait to get even more departments involved next year. The second annual LCSC Senior Research Symposium will take place May 2008.

• Brian has also been busy preparing sections of his doctoral dissertation for publication. In August, the Child Welfare Journal published one of his chapters and featured it as a best practice model. The article was co-published with College of Education associate dean Jerry McMurtry.

Brian's dissertation research was focused on the recruitment, retention and training of foster/adoptive families in Idaho, more specifically the newly implemented Parent Resources for Information Development and Education (PRIDE) pre-service training program for foster/adoptive families throughout Idaho.

Brian has had direct social work practice experience in the disability field, education, and the child welfare field including child protective services, adoption, foster care, evaluation, and foster/adoptive parent training.

"My education at the U of I and influence from key professors changed my world, especially Dr. McMurtry and his leadership," Brian said.

Jennifer Cramlet

Jennifer Cramlet of Spokane, Wash., and a 2007 graduate of the College of Education in elementary education, spent six weeks in Ghana, this summer to teach English, math and science to 14- and 15-year-old students. She traveled there with the Institute for Field Research Expedition, a non-profit organization.

There were seven children in Jennifer's classroom who all spoke some English. "The kids didn't have books," Jennifer said. "They just wrote down the information I wrote on the board and then studied from their notes." Teaching there required some creativity since there was only one book for the entire classroom.

She had always wanted to visit Africa – to do more than just go on a safari. This opportunity allowed her to travel to Africa and to utilize her new teaching skills.

Jennifer stayed with a host family in Africa, and now aims to help her host mom – who bakes bread and tea loaves in a mud oven – to start a bakery. "A little money would make a pretty big difference for her in that small area," Jennifer said.

Jennifer's visit wasn't all about work. In her free time she camped in a rain forest, hiked, and visited botanical gardens and waterfalls.

Jennifer hopes to teach upper elementary students in third to sixth grade, but for now she will be a substitute teacher in Spokane, where her husband is studying to be a pharmacist

Sam Carroll

Shortly after Sam Carroll graduated from the University of Idaho in 1972, he was offered a job in Australia. He started teaching high school math in Victoria, and from 1974 to 2006 taught in Queensland.

"I tell people I'm a retired teacher," Sam said in

an e-mail. "In April I started a full time position at a private high school as a finance manager. So life is interesting as a retired teacher."

This past spring, Sam had the opportunity to be a voluntary tutor in Daly Waters, North Territory, Australia. Consequently, the Queensland Association of Mathematics Teachers – of which Sam is a member – asked him to write an article for their magazine. Sam adapted the article for American readers, and wanted to share it with College of Education alumni. Here is his story.

On February 2, 2007, I boarded the morning QANTAS flight in Brisbane that was headed to Darwin. Even after a four-hour flight, I still had a nine-hour bus ride to look forward to before reaching Daly Waters.

I had been accepted as a volunteer tutor through Volunteers for Isolated Students' Education. Initially I heard of this organization through Education Views, which seeks retired teachers who are willing to offer their services in an isolated location in return for transportation and lodging.

I had been accepted as a secondary tutor in math, physics, chemistry and English from February 5 through March 30 for a student in Daly Waters, a location of comparable latitude to Managua, Nicaragua.

My accommodation was in a donga, or as was described to me, a "glorified shipping container." The bedroom was big enough to have a single bed, a wardrobe, and a dresser. Perhaps most important was that fact that there was an air conditioner. The lounge was perhaps twice as large as the bedroom. It contained a nice lounge chair, a deck chair, a small folding table, a small refrigerator and a small television. The schoolroom was at the other end of the donga and was a little smaller than the bedroom.

Our nominal timetable was from 9:00 a.m. to 3:00 p.m. Monday through Friday. We also had two lessons Saturday morning. The organization emphasized that my tutoring position was not a tourist trip, and I had little time to do anything of a tourist nature. However, I did take a boat cruise on Nitmiluk Gorge and attended a film festival in Katherine.

One might think that going to an isolated location leaves little chance of meeting someone you know. But I discovered that the cook was one of my former students, and another person recognized one of their former teachers.

At the end of the appointment, I concluded that I would go again. This adventure will definitely be one of the highlights of my Christmas letter this year. **e**



Camp Adventure

College of
Education
Students Travel
Abroad for
the Summer

College of Education student Katie Scott spent part of her summer working with children in Tokyo.

College of Education seniors Michael Wold, Laura Hannum and Katie Scott didn't spend their summer on the beach or working a minimum wage job. They traveled abroad and worked with children for ten weeks.

Mike worked at an athletic club in Seoul, Korea; Laura was on a military base in Okinawa, Japan; and Katie worked at an embassy in Tokyo – all as part of Camp Adventure™ Youth Services, where students from over 80 colleges and universities participate in service learning programs for children on military bases and embassies overseas and in the U.S. The program helps students gain skills and experience working with youth and gives them the opportunity to travel and learn new cultures.

In addition to valuable experience, students receive 12 university credits, round-trip airfare, a living stipend, and the opportunity to explore new places. The program is administered from the University of Northern Iowa.

Mike, Laura and Katie spent their weekends for five months training at Washington State University for Camp Adventure. WSU is one of 10 training sites

across the U.S. for the program, which was founded by Christopher R. Edginton, Ph.D. of the University of Northern Iowa.

What did you do?

Laura lived on a naval military base near the China Sea, where she taught swimming lessons to children 11 months to 12 years old.

"We had to make up new lessons every day for swim lessons," Laura said. "We also had to swim several meters a day, and by the end of the 10 weeks, we had to be able to swim a mile. It was hard work," she said.

Katie agreed. "I worked with 3-5 year olds all summer," she said. "I was living in a hotel in Tokyo where military personnel go on vacations. We took a subway to work and had two different groups of kids – a morning and an afternoon group. Even at 4:00, we were exhausted. It's hard to spend that much time with kids."

"The humidity there was really high," said Laura. "The country uses a flag system to indicate the weather: red, green, and black. Black flag days meant the days

were really hot and could be a health danger. Kids can't do outdoor games when it's a black flag day. There were a lot of black flag days while I was there."

Mike, who lived in an apartment in Seoul with six other Camp Adventure students, worked with two separate groups of children at the athletic club. The morning group was 3-5 year olds and the afternoon group was 5-12 year olds. "In Korea, the babies are considered one at birth, so the 3-year-olds were really just two," said Mike. "It was a lot like babysitting for the young group."

Would you do it again?

"I would," said Laura. "There are a lot of preliminary costs and hoops to jump through. I started out from scratch, so I stayed here for spring break and got my lifeguard training out of the way, and then when school got out I stayed for two extra weeks and got my Water Safety Instructor training done. I didn't have a passport, any of my certifications, or anything – so I had to get all that done. There were times I thought this was totally not worth it. But once I got through all that, I was excited. And, if I were to do it again, it wouldn't be nearly as expensive."

Katie wasn't sure she'd go again, but highly recommended that students try it out. "Camp Adventure has a real chain of command, which is good for developing life skills, but I didn't really like that part of it. Overall, I'd recommend it because I spent 10 weeks in Tokyo, and how cool is that. The experience for me was still about kids. Their faces still flash in my mind."

"I carry a photo of one of the kids on my key chain," said Laura.

"I'd do it again if I knew where I was going," said Mike. "The second year, you're more likely to be sent to where you want to go."

This year, none of the three were sent to their first choice place. Even though students rate their preferences, there are no guarantees.

What is the best thing you experienced?

"The best thing I learned was self-discipline," said Laura. "It changed my outlook on life. I had to make the choice to be happy because I was around kids every day. Some days I'd be on my way to work and say, 'okay – find your happy place.' Also, I had never been abroad and I love kids," she added. "It also opened up the opportunity of working for the Department of Defense School System, which is one of the reasons I went."



Katie Scott worked with 3-5 year old children at the embassy in Tokyo.

"Working with kids was a perk," said Katie. "Traveling was a bonus – but I was there for the kids. I learned there is something beautiful about everyone. One day I was sitting on the floor talking with one of the naughtiest kids I had – he was Japanese and didn't speak very good English – and I told him to look up into my face. When he did, he said, 'eyes – green,' and right then my heart just melted. I forgave him for everything."

Katie was also able to climb Mt. Fuji one night – another highlight of her trip. "We got there at like 4:00 in the morning so we could see the sunrise," she said. "There were probably thousands of people on the mountain, so we weren't alone. They recommend you climb it at night because it's so hot during the day. It was incredible."

The first two weeks Mike was in Seoul, he toured the area. "We went to the DMZ into North Korea. It was actually not cool at all, but it was the most famous thing I did. South Korean and North Korean guards stood facing each other. Our military guide kept telling us not to point because if we did, they'd shoot at us," he said.

"I was in island mode the whole time," said Laura. "The East China Sea was right next to my room, so I could watch the barges go by. People there were so friendly, and so fun. And there were a lot of pineapples."

In spite of the variety of experiences each student had, they all agreed on one thing: it was incredibly rewarding and really reinforced their passion to work with kids.

The College of Education has a long history of working with the University of Northern Iowa (UNI). Teacher preparation students who want an international experience can be placed abroad for their internship through a program at UNI. **e**



ACTE

Department of Adult, Career & Technology Education

International Economic Summit Event

The University of Idaho Center on Economic Education is hosting the fall International Economic Summit on December 12 at the Coeur d'Alene Casino. The Summit is part of a statewide effort by the Idaho Council on Economic Education gather together teams of high school students for a one-day event they have been preparing for all semester. Last spring there were 60 teams and 240 students involved. This December 450 students are expected to participate.

Marty Yopp, Director of the University of Idaho Center on Economic Education states that The Idaho Council on Economic Education is an affiliate member of the National Council on Economic Education. The council's program provides teachers in grades K-12 with the training and curriculum necessary to help their students better prepare for the economic realities of the global economy of tomorrow through the advancement of economic literacy.

The Summit program begins with a ten-week economics curriculum designed around the theme of international trade and globalization. Over the course of the semester, students prepare to serve as "Economic Advisors" to their assigned countries. Their research centers around the economic, political, and social conditions of their assigned country including its strengths and weaknesses, and a strategic improvement plan for their



countries based on their research findings. Students will propose and submit an import plan and economic issue statement prior to the Summit.

“The students dress in costumes and engage in a variety of activities including the trading event,” said Marty. “It’s a very colorful event.”

During the Summit, official scorekeepers keep track of points awarded to each country for the various activities of the day. At the end of the Summit the points are

tallied and winners determined. The day closes with the Awards Ceremony. Awards are given in several categories including:

- Summit Grand Champion
- Top 1st World Country
- Top 2nd World Country
- Top 3rd World Country
- Winning Costume
- Winning Table Display
- 100% Geography Test
- 100% Economics Test

For more information go to: www.econsummit.org.

C&I Faculty Receive BOE Grant

Curriculum and Instruction faculty members Jerine Pegg, Anne Adams and Rodney McConnell are teaming up to help local math and science teachers integrate literacy into their programs.

The Idaho State Board of Education has awarded a \$200,000 grant to the university, with Jerine, Rodney and Anne as principal investigators. The grant is for one year and is renewable.

The title of the grant project is "Literacy Instruction in Math and Science for Secondary Teachers" with a focus on integrating literacy into secondary math and science courses with sixth grade through high school math and science teachers.

With Anne's expertise in the field of math, Jerine's expertise in the field of science, and Rodney's expertise in the field of language arts, the team will be effective in helping local math and science teachers integrate literacy strategies into their courses with the goal of improving academic performance in all three subjects.

Retired U of I literacy expert George Canney has also played a fundamental role in the grant. At his suggestion, the three PIs, with input from George, significantly revised an original grant proposal that George had previously worked on but did not receive. George's name is listed on the grant and the team used some of his knowledge of the Idaho literacy/political landscape as they structured the proposal.

George, a former elementary classroom teacher, has been a U of I professor since 1974, preparing K-8 preservice teachers to teach reading, as well as working with hundreds of inservice teachers over the years. He retired last year from the U of I, and currently consults weekly about literacy instructional matters with the K-8 Coeur d'Alene Tribal School teachers and administrators. He will work closely with outside evaluator Mike Trevisan of the Assessment and Evaluation Center at Washington State University, assist in the design of the teacher training sessions, and draft the final report of the project.

Participating school districts in Idaho include Avery, Bonners Ferry, Kellogg, Whitepine, Plummer-Worley, and Pierce/Weippe.

CASPEL

Department of Counseling and School Psychology, Special Education, and Educational Leadership

Rehabilitation Counselor Education: the Importance of CORE Accreditation

Marlon Shirley woke up in a daze after his motorcycle accident, looked down and realized his right foot was missing. From there, his life changed dramatically. As a U.S. Navy Petty Officer, he had four months to prove to the Navy that he could return to active duty as an amputee. He did just that and far more. In 2004 he earned a gold medal in the US Paralympics Team at the Athens Games, earning the title of world's fastest amputee.

Not all persons with disabilities re-enter life with such gusto, but with the help of rehabilitation counselors, they can re-enter life successfully with expert support that can help them deal with the mental and emotional challenges they face.

The University of Idaho College of Education's Rehabilitation Counselor

Education Program trains professionals to counsel persons with any number of problems to help them move from psychological and economic dependence to independence. The objectives of rehabilitation may involve employment, transition services, disability management, employee assistance, mental health counseling, environmental modification through technology, and independent living.

The U of I provides the state of Idaho with most of its rehabilitation counselors, so offering an accredited education program is important to successful rehabilitation statewide. Jerome Fischer, coordinator of the Rehabilitation Counselor Education program, works hard to make sure this accreditation remains intact. In August, the program was re-accredited for another eight years by the Council of Rehabilitation Education (CORE), the accrediting body for master's degree programs in Rehabilitation Counselor Education.

Jerry began working on the accreditation renewal a year ago. The process is arduous and thorough, including volumes of paperwork and an on-site visit. The on-site team interviewed faculty, students and

administrators in March, and looked at resources and program protocols in both Moscow and Coeur d'Alene.

The CORE report that followed the review acknowledged the strengths of the U of I RCE program, noting that, "the program is clearly responsive to the needs of the region in terms of preparing rehabilitation counseling personnel." All of the nearly 40 requirements for accreditation met CORE standards, with only five suggestions for improvement.

Jerry, professor in the department of counseling and school psychology, has been the RCE program coordinator since 1993.

"Our excellence in providing rehabilitation counseling education continues, and CORE accreditation validates the quality of work," said Jerry. To receive the full eight years of accreditation speaks for the quality of the program as well.

Michael Graham, administrator of the Idaho Division of Vocational Rehabilitation, an agency of the State Board of Education, noted the importance of CORE accreditation for training rehabilitation counselors.

"Research shows that when you have certified counselors, you get better

"We started out contacting districts that were considered high need, meaning they weren't meeting Adequate Yearly Progress or had a large proportion of low income families, and then expanded it out to include other rural districts," said Jerine.

Administrators in the districts encouraged teachers to participate.

The project began in August with a one-week workshop on campus. Fifteen teachers participated. "We really focused on writing to learn and reading to learn – using literacy to learn math and science concepts," said Jerine. "It's not teaching them reading skills, but how they can better interpret their reading in math and science texts and particularly writing strategies that help students process the concepts they learn."

Teachers in the workshop chose a unit they would focus on during the fall and then developed two lessons they would teach. They are now in the schools integrating the lesson plans they developed.

"We also have a project website that has a discussion board," said Jerine. Teachers can post to the site about successes, challenges, struggles and anything else they want. "They also provide support for each other via this web site, since many of them are spread far apart geographically," said Anne.

Every time teachers post to the discussion board, it e-mails all the teachers. "Every day we get a couple of e-mails from the teachers," said Jerine.

The C&I faculty also serve as a resource for ideas on what activities could be used to teach various concepts

while integrating literature strategies, as well as recommending a variety of useful materials. They have also provided each teacher with a small budget with which to purchase some support materials for their class.

Teachers will return to campus for three more workshops, and the three PIs plan to make three site visits to each of the classrooms of the teachers who are participating in the project.

Participation in the project is considered professional development for teachers, and each will receive a stipend once the project is complete.

"I am hopeful that the teachers will use the literacy strategies to support their students in making meaning of the concepts they are learning and in deepening their understanding," said Anne.

results," he said. "We look to CORE accredited institutions to produce those counselors for us."

In the area of rehabilitation, Idaho is highly productive, and counselors are in high demand. "The nation is conducting around 250,000 rehabilitations each year," Graham said. "In Idaho last year we did 1,196. This year, we'll do a little over 2,000. Compared to the National average, we're way more productive with our rehabilitation counselors."

From 1999 to 2006 the University of Idaho's Rehabilitation Counselor Education program admitted 98 students. There are 29 students enrolled for the 2007-08 academic year. But we're still not meeting the state's demand for rehabilitation counselors.

Graham said vocational rehabilitation agencies gave an educational forum to universities and agency directors in October to discuss how to get more professionally trained counselors. "We're just not producing enough counselors," said Graham.

Not only are we lacking in the number of professional counselors we need now, we already know that future needs will increase dramatically.

"We're just starting to see the

return of our soldiers from Iraq," said Jerry. "The good thing is that we're paying attention this time and are determined not to make some of the same mistakes we've made in the past. We're realizing that soldiers are returning home with post-traumatic stress syndrome and are preparing to deal with that. Add an amputation or other injury, particularly brain injuries, and you have a real need for qualified counseling – which is why this program is so important."

Graham is also concerned about the state's future need for rehabilitation counselors. "Statistically, for every soldier killed in Iraq, 18 will come home with some disability," he said. "There have been 30 Idaho soldiers killed already, which means that in Idaho alone, 500 soldiers will come home in need of rehabilitation counseling."

Jennifer Gordon, a graduate of the University of Idaho's RCE program now works for the Washington State Division of Vocational Rehabilitation. She highly recommends the program for anyone who wants to help other people.

"The profession is really rewarding," she said, "but you have

to be open to working on yourself and addressing those things that might be in the way of being an effective counselor. A big part of becoming a rehabilitation counselor is self-awareness and not allowing your own issues to get in the way."

"The program was excellent for preparing me for the job. I couldn't have been prepared better than I was," she said. "One of the things I valued was the program taught me so much about myself to where I was prepared to be an effective counselor in any setting – not just rehab."

Brenda Kotewa, another RCE graduate, said, "Going through the University of Idaho program was an incredible experience. I took some classes in Boise, some in Twin Falls, some in McCall, some in Moscow, and some online. I think that made for a well-rounded experience. Jerry, as well as Ernie Biller have always been outstanding professors as well as advisors. I value them more than words can say."

For more information about the Rehabilitation Counselor Education program, contact Jerome Fischer at 208-885-5947 or e-mail jfischer@uidaho.edu.

HPERD

Department of Health, P.E.,
Recreation and Dance

HPERD Locker Room and Lab Renovation Underway

Kathy Browder, chair of the department of Health, P.E., Recreation and Dance, received a phone call one Saturday morning last January that changed some plans for her department.

"I'm standing in the parking lot of the P.E. Building and smoke is rolling out of the doors," Jackie Williams said on the phone. "You'd better get over here right away."

The quick response of local firefighters prevented the fire from damaging the entire building, but the locker room was ravaged by heat, smoke and soot. A towel left on the heating element in the sauna had started the fire. Luckily, all the fire doors had been closed – something Kathy had been stressing to her staff. The sauna was built in 1972, so the wood walls were dry and burned quickly. "The gym floor above the locker room was hot even a couple of hours after the fire was put out," said Kathy. "The damages were around \$500,000."

It has taken six months to assess those damages, but restorations are now underway and are expected to be complete in early November. "The biggest problem is that smoke and soot got into the HVAC system and into the pool area," said Kathy. "So the

damages ended up being far more extensive than originally thought."

But what changed for HPERD, in addition to a damaged locker room, was the renovations planned for the Human Performance Lab – which is adjacent to the locker rooms. The plan is to capture a portion of the locker room (use has decreased since the new Student Recreation Center was built and the space is no longer utilized as much) and expand the Human Performance Lab to nearly double its current size. With five faculty now conducting research in Exercise Science, the new lab space is much needed. Renovations were planned to start months ago, but with the damages to the locker room and the time it took for the insurance adjusters to assess the costs, they were delayed.

HPERD has been cramped for space since hiring new research faculty. "Our one lab has served as our research and instructional facility," said Kathy. "As we've revised our curriculum and refined the way we deliver our classes, we've included more lab breakouts, which has caused a crunch for space. And with five faculty who will be sharing the lab, we really need this space to increase our

research and teaching capacity."

In addition to the increased research lab space in the P.E. building, HPERD has requested space for an instructional lab in the Memorial Gym building, which would allow them to dedicate the renovated lab to research.

The renovations, funded by donor Elsie Krey Matthews, will cost \$90,000 to \$140,000.

"We don't have the entire \$140,000 for renovations right now," Kathy said, "so we're not sure we'll be able to do the second phase, which would include capturing another space from the locker room that would be converted to a computer lab for pedagogical, dance and exercise science research."

New faculty have received start-up grants that will equip the lab nicely. "Probably over the next year as those startup funds are expended, we'll spend around \$300,000 in equipment for the lab," Kathy said. When the entire project is complete, it will have cost around \$500,000.

Preconstruction bids are in for the renovations and construction should begin after the locker room restoration is completed.

Looking back...

This news was copied from the first College of Education "Record" publication, 1961.



Elements of Social Change

By John A. Green

To those whose lives have been lived during the modern social and technological revolution, change has become a way of life whose effects are often given no more than cursory notice since the impact is imperceptible when viewed from the time lapse of the day, the week, or even the year. It is only when one transcends daily ties and views in retrospect the continuum of the decade or the generation that the inventory of change becomes impressive – made more so by the changes which current trends foretell for the future.

There are four elements of change which directly bear on the school program, changes which may occasionally be modified by the influence of the school, and certainly changes which have implications which must be considered by those who plan the school program. These elements are: (1) the changing role of the family, (2) threats to individuality (3) population growth and (4) trends toward centralization.



Physical Fitness: A National Concern

By Leon G. Green

Americans have always been willing and able to cope with national emergencies. They have met the advent of war, floods, depressions, atomic power, pestilence and dwindling morale with vigor and self sacrifice. Not only have they rallied to the attack but have successfully overcome all obstacles which demand a common cause. Now we have a national emergency that calls for our immediate attention: "The soft American." Let us not forget that youth is the time to develop physical fitness and healthy personalities. We owe it to them, for fitness is not bestowed, it is achieved. It is not a gift, it is a conquest. It does not abide, it must be preserved.



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