

# envision

Imagining possibilities | Creating the future | University of Idaho College of Education | Fall 2008

IEA PRESIDENT

## Goes to Bat

for Idaho  
Educators

University of Idaho

# envision

Fall 2008

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#### Letter Policy

We welcome letters to the editor. Correspondence should include the writer's full name, address and daytime phone number. We reserve the right to edit letters for purposes of clarity or space.



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Idaho Education Association President  
Sherri Wood. Photo by Jason Abbott

## From the Dean

I just left a meeting where a consultant said, “Everyone knows in general what the College of Education does, but few know the details. It is the dean who can really expound on the answer.” So I start this note to you thinking, “What does the College of Education do?”

I could go through the long list of programs and degrees we offer, and highlight the research and outreach we do—but the truth is, what we do on our campuses in Moscow, Boise, Coeur d’Alene and Idaho Falls is really only a means to an end.

The real answer to what the College of Education does is, “We try to change the world!”

I’ve come to this grandiose conclusion, not by looking at the activities of the students, staff and faculty, but rather based on the many conversations I’ve had with our alumni. Some of the alumni we feature (and have featured in the past) in *Envision* have been innovators in their fields, leaders of professional organizations, or achieved national recognition for their professional contributions. Others have been important civic leaders, volunteers and public servants. Both in their professional contributions in a variety of fields, and in their service to communities and schools, our alumni demonstrate on a daily basis what we do at the College of Education. We prepare people to change the world.

The coursework our faculty provides our students is intended to undergird them with the knowledge and skills to become leaders—not only in their professions, but also in society. It is important to all of us in the College of Education to prepare our students to confront the world and make it a better place for all.

I take great pride in the accomplishments of our faculty, staff and students. But I take immense pride in the many different ways our graduates are making the world a better place.



Best regards,

A handwritten signature in brown ink that reads "Paul".

Paul Rowland, Dean



An Idaho Alumna

# GOES TO BAT for Idaho Educators

**S**herri Wood is passionate about education and strives to be a voice for those educators who are too busy to speak out. That's why she's been involved in the Idaho Education Association for the last thirty-plus years and is now president, serving her second three-year term.

Since her early days as a teacher, Sherri was involved in IEA at some level. "I became involved in IEA shortly after I started teaching," Sherri said. "The teachers who mentored me in the school at Van Buren in Caldwell were members, and when it came time for me to sign the forms, it was just a matter of 'this is what we do. You need to join a professional organization.' I immediately started going to meetings and volunteering on committees."

As Sherri got more involved over her 28 years of teaching, she chaired committees, was voted local president, and then started pursuing work at the regional level. After being elected as regional president and serving on several state committees, she was elected to the state board, then elected for the state ballot to represent Idaho at the National level. She was elected president in 2005.

"I've always helped forward the cause of great public schools for every child," said Sherri. "The Idaho Education Association advocates the professional and personal well-being of its members and the vision of excellence in public education, the foundation of the future."

Sherri grew up in Marsing, Idaho on a farm and attended the University of Idaho from 1973-1977, where she pledged the Alpha Phi Sorority. She was the first person in her family to graduate from college. Being a member of the sorority gave Sherri lifelong friends as well as leadership training.

From 1977 to 2005 Sherri taught first, second and third graders at Van Buren School in Caldwell. During her last 18 years, after receiving her special education credentials, she worked with special education children. In 2005 she left the classroom after being elected by the members of the Idaho Education Association to serve as President.

"I really miss the kids and working with that

population," Sherri said. "They are great kids with amazing potential, even though their home lives are tragic and dysfunctional at times. I always had high hopes for what they were able to accomplish."

Sherri's daughter has been hired to work for the National Education Association on an awareness campaign called "Got Tuition" this fall. The campaign relates to college affordability. She attended the University of Idaho during her freshman year and also pledged Alpha Phi, but decided to attend college in Utah for her second year—to Sherri's disappointment.



Sherri Wood has been involved in IEA for more than 30 years.

But Sherri's fast-paced job leaves her little time for concern. She travels regularly to Washington DC to lobby congressional delegations, attends state board meetings, retirement board meetings, and Professional Standards Commission meetings—to name a few. "We're the eyes and ears for our teachers to make sure the profession is taken care of," she said. "Basically, we attend all policy-making meetings that involve education."

This year marks the 32nd year that Sherri has been involved in education. When she finishes out this term of IEA presidency, she isn't sure

what she'll do next. "I have no definite plans, and I don't know if I'll be ready to retire," she said.

"Maybe become house mother for Alpha Phi at the U of I," she laughed. She volunteered and worked with the members at Alpha Phi this summer as their Rush Advisor.

Whatever she decides, her dedication to Idaho runs deep. "I believe the University helped me get where I am today," she said. "It has been an honor to serve the 13,000 educators who are members of the IEA and to work on their behalf to make positive changes for the children of Idaho and for public education."

To find out more about the Idaho Education Association, visit [www.idahoea.org](http://www.idahoea.org). e

# Recreation Graduate Writes

## A Guide Book to Palouse Activities

Dan Shanahan has been an outdoor enthusiast from as far back as he can recall. He grew up on a ranch in Weiser, Idaho, and began hunting and fishing with his father in the California wilds at a young age. As a rancher and outdoorsman, Dan's father taught his son to stay active and be a good steward of the land. Living in Idaho offered him a myriad of recreational opportunities, which he and his father took advantage of on a regular basis.

After he graduated from high school, Dan went into the military and served in the first Desert Storm operation. As soon as he served his time, however, he returned to Idaho as quick as he could. "There are just so many opportunities here," Dan said. "The land is unspoiled and we're lucky to have had leaders with the foresight to make sure the land was preserved."

Dan studied forestry at the University of Montana, then transferred to the University of Idaho, where he received an interdisciplinary undergraduate degree in business, architecture and education. During this time, he was absorbed in Idaho's many recreational opportunities. After receiving his bachelor's degree, Dan immediately followed with a master's degree in recreation in 2007. His thesis project focused on developing an outline for a guide that listed recreational activities in the Moscow area. "My major professor, Mike Kinziger, told me that one of the biggest

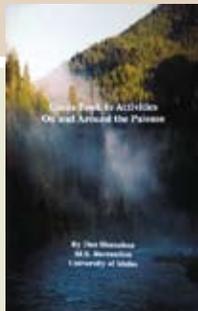
shortcomings at the University and Moscow area was there were so many places to recreate, but no way for new people to the area to know about or find them," said Dan.

For the project, Dan visited 25 sites located within 70 miles of Moscow, selected for their accessibility and geographic diversity. To add variety to the list, some of the sites selected require specialized recreation equipment and extra planning. Each site was given a rating as to difficulty and fitness level required.

"Being here for seven years, I pretty much figured out where all the major landmarks were," said Dan, who personally visited each of the sites in his book, taking along a laptop, GPS and camera.

After Dan graduated with his master's degree in recreation management, he and his wife moved to Idaho Falls, where he eventually developed his thesis into a self-published book titled "Guide Book to Activities on and Around the Palouse."

The 82-page guide includes a description of each of the 25 sites, the distance from Moscow, fitness level required, level of difficulty, special notes, and location and accessibility to the site. A map including clear directions and elevation of the area is located directly across the page from each site description. The guide





is extremely user-friendly, easy to read, and a great new resource to the residents of Moscow and the University of Idaho. Users can choose from any number of activities such as hiking, rafting, mountain biking, canoeing, skiing, snowshoeing or swimming.

But the useful information doesn't end there. In the back of the book Dan has included nine ski areas and eleven whitewater and fishing rivers, a page to record activities and dates including a detailed map of Idaho.

Although there were several people who influenced the book including Kinziger, Dan dedicated the book to his mother-in-law, Barbara Louise Gigray, who passed away from leukemia last year. "Without her I would never have finished my bachelor's degree, let alone continue on with a master's. She was a mother, educator and true humanitarian," he says in the book dedication.

In time Dan plans to hand the book over to Kinziger, who manages the recreation department in the College of Education's Department of Health, P.E., Recreation and Dance, with the hope that new recreation students will explore new sites and create a second or revised edition to the Guide

Book. "There are a lot of places and opportunities not included in the book that students can explore as part of a college practicum," he said.

Dan's philosophy on recreation is clear. While he understands that the economy is getting tighter, he believes that people shouldn't neglect getting out and recreating. "That's what you're supposed to do," he said. Which is another reason his book is so useful: the sites profiled are nearby and most are free to use. "Recreation is a growing industry," said Dan. "You don't have to spend a lot of money to get out there." While some trails and overnight camping may cost, the fees are usually minimal compared to the quality of the experience.

Dan's book "Guide Book to Activities On and Around the Palouse" is available at the University of Idaho bookstore, Hyperspod Sports, Sure Shot Sporting Goods, Paradise Creek Bicycles and Hastings. The cost is \$20.00. Dan has set up a website about the book that includes an interactive component, where he hopes users will share their recreational experiences. The website address is <http://danshanahan.spaces.live.com>. e

# University of Idaho Graduate Named *National Personal Trainer of the Year*

**B**en Greenfield, director of sports performance and personal trainer at Champions Sports Medicine in Spokane, Wash., has been awarded the distinct honor of 2008 Personal Trainer of the Year by the National Strength and Conditioning Association (NSCA). NSCA is the worldwide authority on strength and conditioning and supports the practical application of research-based knowledge to improve athletic performance and fitness.

Greenfield graduated from the University of Idaho with a bachelor's degree in sport science in 2004 and master's degree in exercise physiology in 2005. He is certified as a personal trainer and strength and conditioning coach by the NSCA, has authored



multiple books on metabolism, nutrition and fitness, and is an expert in holistic wellness management. He competed in tennis, water polo, and volleyball in college.

“The University of Idaho College of Education was integral in forming my work ethic, educational and business standards, as well as my understanding of the mental and physical characteristics required for career excellence and success,” said Greenfield, who is also a certified Serotta bicycle technician, an International Society of Sport Nutrition certified sports nutritionist and a top ranked triathlete and ironman.

Candidates for Personal Trainer of the Year are judged on continuing education, credentials,



publications, volunteer service, and clinic and committee involvement. Dr. PZ Pearce, a sports medicine physician of Spokane, nominated Greenfield for the award.

“I am honored to have received the award and it is my goal to use the recognition as a platform to provide a host of free wellness, nutrition, and fitness information through my new website at [bengreenfieldfitness.com](http://bengreenfieldfitness.com),” said Greenfield. “I want to help spread the word about wellness to as many people as possible.”

Along with Pearce, who is also team doctor for the Seattle Seahawks, Spokane Chiefs and Spokane Indians, Greenfield started Champions Sports Medicine, which is a 22,000 square foot full-service medical treatment center for injured athletes and workers. He oversees exercise physiology and biomechanics laboratories, directs the pre-participation exercise screening program and oversees a medical weight loss program at the facility. Greenfield also owns Pacific Elite Fitness, an online multi-sport coaching and training service.

Greenfield is not just a personal trainer, but an athlete as well. He is ranked number one in the Pacific Northwest for triathlon. In addition to 16 national and international triathlons, he also competed in Ironman Coeur d’Alene and Ironman Hawaii World Championships.

Besides his hands-on involvement in fitness, Greenfield sits on the board of directors for Tri-Fusion triathlon team and the Fellowship of Christian Athletes.

Greenfield was honored at the NSCA National Conference Awards Reception in Las Vegas on Friday, July 11, 2008. **e**

## St. Luke’s Hires Idaho Student

College of Education doctoral student James Lineberger has been hired as Director of Ambulatory Information Technology at St. Luke’s in Boise. He will be transitioning from his role as Director of St. Luke’s Cardiology Associates for this newly created position. James is pursuing his Ph.D. in Adult and Organizational Learning from the University of Idaho Boise. Michael Kroth is his advisor.

St. Luke’s has been developing new strategies to support the health system’s ambulatory information technology needs and hired James to focus on the technology needs of the physician services/ambulatory environment.

James has 22 years of experience in health care administration, including group practice administrator roles in cardiology and orthopedic practices. He holds a Bachelor of Science degree in Business Administration (Management) from the University of Central Florida, and a Master of Health Administration degree from Baylor University. He is also a Fellow and past national board member of the American College of Medical Practice Executives, a Fellow in the American College of Healthcare Executives, a Certified Professional in the Healthcare Information Management Systems Society and a member of the Medical Group Management Association. He is board-certified in medical practice management, healthcare administration and health information management systems. **e**

# *dancers drummers*



# *dreamers*



If you've never seen a performance of Dancers Drummers Dreamers in Hartung Theatre, you've never seen what a talented group of University of Idaho dancers and percussionists can accomplish given free rein. From beginning to end, DDD is choreographed and performed entirely by students; a production that showcases hundreds of hours of hard work encapsulated within two hours of high-octane family entertainment.

Dancers Drummers Dreamers has become a tradition on the Idaho/Washington Palouse that the community looks forward to. Sold-out performances give credence to the event's popularity every year, and its uniqueness and surprise factor continue to draw the crowds.

2008 marked the seventeenth year of the annual performance, first dreamt up in 1991 by dance professor Diane Walker and music professor Dan Bukvich. Even though the program requires a team effort and hundreds of hours to put together including late night rehearsals, students love the hard work, the friendships they form, and the reaction of the audience on performance night.

“The choreographing and composing can be chaos at first,” said Crystal Bain, a senior dance student last year from Coeur d’Alene. “But once it gets going, it’s really fun. The best part is seeing how it energizes the audience.”

Each year dance faculty give students a theme for DDD. From there, students take the theme and run with it, choreographing and performing the entire event. This year, the theme was “Shoe-be-Shoe-be-do,” with performances choreographed around jellies, crocs and work boots. A giant Shoe-Fly entertained the younger audience during short interludes as performers prepared for their next piece. Dance pieces and percussion pieces complement each other and are sometimes merged together, with short, wacky interludes that follow the program theme. In other words—entertainment is non-stop.

Four-year-old Kaden Abbott has attended DDD for the last two years. As a three year old, he was completely immersed in the storyline, dancing along with the dancers and pretending to drum with the drummers. His location in the audience—center front—drew the attention of other audience members last year, who noted his enthusiasm during intermission.

But this year Kaden was more mature and able to sit longer, completely mesmerized by the show. That is, until a giant spider snuck up behind the giant Shoe Fly during one of the short interludes.

“Look out behind you,” yelled Kaden in the middle of the intense scene.

## A Piece of Work

For Idaho students, Dancers Drummers Dreamers is about hard work and fun. This was Bain’s second year choreographing and performing in DDD. “I’m taking 17 credits this year and teaching eight classes for Festival Dance plus working on my senior concert,” she said during rehearsal. “A lot of my choreography takes place during rehearsal week because of my time factor.” Crystal choreographed two dances this year, which required choosing a piece of music composed by the music students, choreographing a dance, choosing

dancers, costumes, lighting and working with the crew to make sure the performance goes smooth. “It’s really an incredible professional development opportunity,” she said.

The time factor is an issue with many of the DDD composers, dancers and choreographers. Percussionists had just come out of a few jam-packed weeks of Jazz Festival when they began actual work on DDD. However, some actually start working on DDD first thing in the fall. “We start preparing our pieces in August,” said Dan Bukvich, faculty member in the Music Department. “The DDD ensemble meets one night a week starting in the fall. In the spring we meet with the dancers and once we start rehearsal week, the students work 8 to 12 hours per day.”

Unlike the dancers, the only audition for percussionists is their answer to one question: Do you want to work with all this? Graduate music education student Kristin McMullin completed her sixth year with DDD as a percussionist this year. “We get maybe four hours of sleep per night during DDD week,” she said. All-in-all, we each contribute about 100 hours to the event.”

If the work involved in putting DDD together isn’t impressive enough, perhaps the imagination and creativity is. It’s the only known performance of its kind where university undergraduates from different departments work together to create such an eclectic, explosive performance.

“DDD has been transdisciplinary since its inception,” said dance faculty Greg Halloran, who goes on to explain that it doesn’t end once students graduate. “Some of our musician drummers who have graduated are now out there working with dancers because of

their involvement in DDD.”

DDD creator Walker said, “No Script! No Score! The majority of theatre and music events begin with a pre-written script or score. All we give the DDD participants is the title of the show. What develops from there is all original work that comes together in performance. The students are coached by the faculty but nothing is dictated. The concept of DDD is unique



Joel Hoyer played the Shoe Fly in DDD this year.

but also the approach to creating the show is unique—at least in this region of the country.”

University of Idaho graduate Justin Horn comes back to the University every year to write music and play with DDD. “He’s kind of a ring-leader,” said Halloran. Musicians Christian Litten, Erik Blume and David Burgess worked with Horn and Navin Chettri this year on some of the music pieces. “For the most part, we do this for the experience,” said Litten.

The faculty involved in DDD including Halloran, Heller, Bukvich, and retired dance professor Walker, act as directors of the performance. “We sit in the theatre and proxy for the audience,” said Halloran. “We try to make it a good experience for them. I’m always conscious of the flow and the concert. If it isn’t smooth, I try to figure out what we need to do.”

Even though students usually choreograph the dances, Halloran worked up a dance this year using giant exercise balls. “It was a gift to our graduating seniors,” he said.

Amanda McGavin of Idaho Falls is one of the three graduating dance seniors this year for whom Halloran dedicated his dance. This is her fourth year in the program and she choreographed two dances for the show. After graduation Amanda intends to get a job as a dancer on a cruise ship for a while, then pursue a graduate degree. “DDD will always be one of my fondest memories,” she said, “I’ve met some of the most amazing people. It’s a very unusual production and a

chance to work with live musicians.”

The hard work that the music and education students invest into Dancers Drummers Dreamers each year is rewarded with sold-out performances. But that’s not the only reward the students get, according to Bukvich. “DDD is the most valuable thing we do all year,” he said. “It’s an opportunity for undergraduate students to compose and choreograph an entire production.”

“Besides that,” said Litten. “It’s a lot of fun.”

In addition to the fun, hard work and entertainment value of DDD, if we talk in educational jargon, critical thinking certainly comes into play. “It seems as if this is one way we can argue that the performing arts have a process that could be the equivalent of scientific inquiry and to promote the arts as valuable in the educational process,” said Walker.

For everyone involved in Dancers Drummers Dreamers, the event denotes something special between the university, the community and the students who work so hard to make it entertaining. The faculty get to watch what they’ve taught their students, students work together to choreograph and produce a show from beginning to end, and the community sits back and wonders what will happen next.

As for Kaden—next year when he’s five, perhaps he’ll be able to control his excitement a little more—and perhaps not. After all, who’s to say that maturity should include self-control in an event like DDD. **e**



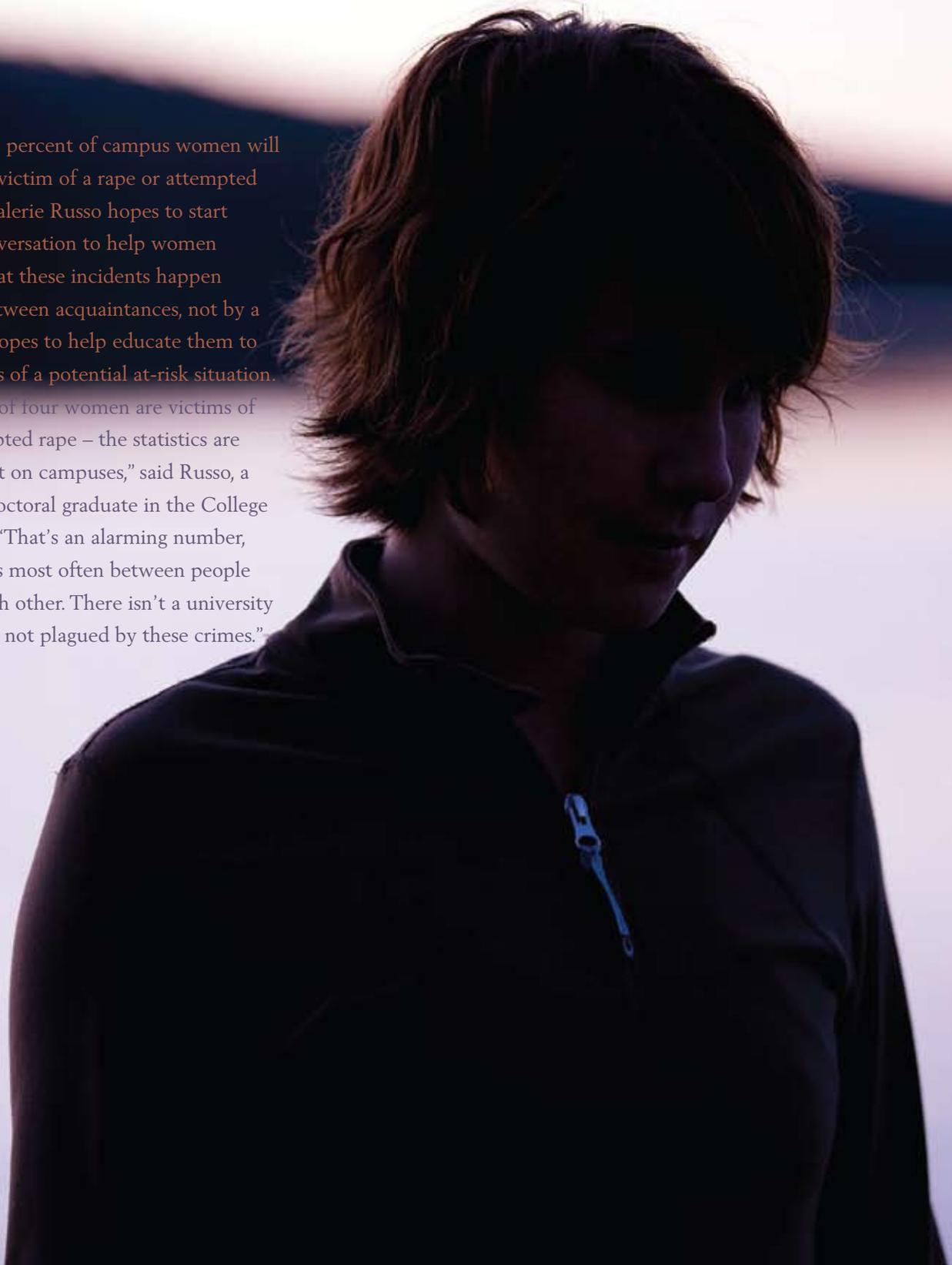
From left: Joscelyn Ware, Amanda McGavin, Sami Pederson and Jamie Wollenberg performed “Sleepless Dreams of Fairy Foe,” choreographed by Elena Hicks.

IDAHO STUDENT

# Starts National Conversation ON CRISIS PREVENTION

Since 25 percent of campus women will be the victim of a rape or attempted rape, Valerie Russo hopes to start a national conversation to help women understand that these incidents happen most often between acquaintances, not by a stranger, she hopes to help educate them to know the signs of a potential at-risk situation.

“One out of four women are victims of rape or attempted rape – the statistics are very consistent on campuses,” said Russo, a spring 2008 doctoral graduate in the College of Education. “That’s an alarming number, and it happens most often between people that know each other. There isn’t a university in the country not plagued by these crimes.”



According to Russo, there are signs women can watch for to help them take preventative measures before an assault occurs. Russo has studied women's issues for years and has an extensive background in crisis prevention.

"Knowing what to look for and how to keep yourself from getting into a situation in which you might become a victim is paramount to reducing the statistics and reducing your risk of becoming a victim," she said. "Also realize you can do all the 'right' things and still be victimized. The offenders of these crimes are the ones who truly can prevent them."

Russo began working on her doctoral degree in higher education administration with an emphasis on counseling and health and wellness eight years ago, and successfully defended her dissertation, "Alternative Campus Self-Defense Course: Investigating Participant Impact/A Qualitative Case Study," in April. She earned her master's degree in clinical psychology from Antioch University in Santa Barbara, Calif., and a bachelor's degree in human development at Evergreen College in Washington.

In 1995, Russo moved to Idaho and began working in the Women's Center part time. She moved to the Dean of Student's office in 2001, where she serves as director of violence prevention programs and resource specialist. Her position entails a wide variety of duties, including providing and facilitating sexual assault risk reduction education, crisis services and referral.

"We provide orientation programs at the beginning of the year," said Russo. "We train resident advisers, counselors and anyone who has anything to do with helping students."

Russo also provides consultation and training to high schools, universities, hospitals, police departments, lawyers, advocacy organizations, counselors, and to audiences at nationally accredited conferences.

Don Lazzarini, who works with Russo on the violence against women on campus project, is a former California police officer, detective and senior district attorney criminal investigator. Russo and Lazzarini have 40 years of combined experience in counseling and criminal justice, and both hold faculty adjunct positions on campus. The programs and services they provide cover a wide range of issues, including stalking, domestic violence and sexual harassment.

Russo is known for enhancing best practices in the field of sexual violence. She played an active and participatory role in the revisions and implementation of the new Idaho Rape Law in the spring of 2002.

"If I were a parent, I would want to know what the University is doing to tend to the inevitable problem,"

said Russo. "Also, while we continue to target women and tell them what not to do, we need to talk to the offenders about inappropriate behavior."

She said that men also need education about the reality of sexual violence and how to address other men about inappropriate behavior.

Russo claims that the country has gotten caught up in giving the issue back to women. Rape usually happens within a social context, and there may be alcohol involved. When the boundaries aren't respected, a woman may feel violated and it may take awhile



Valerie Russo serves as Director of Violence Prevention programs on campus.

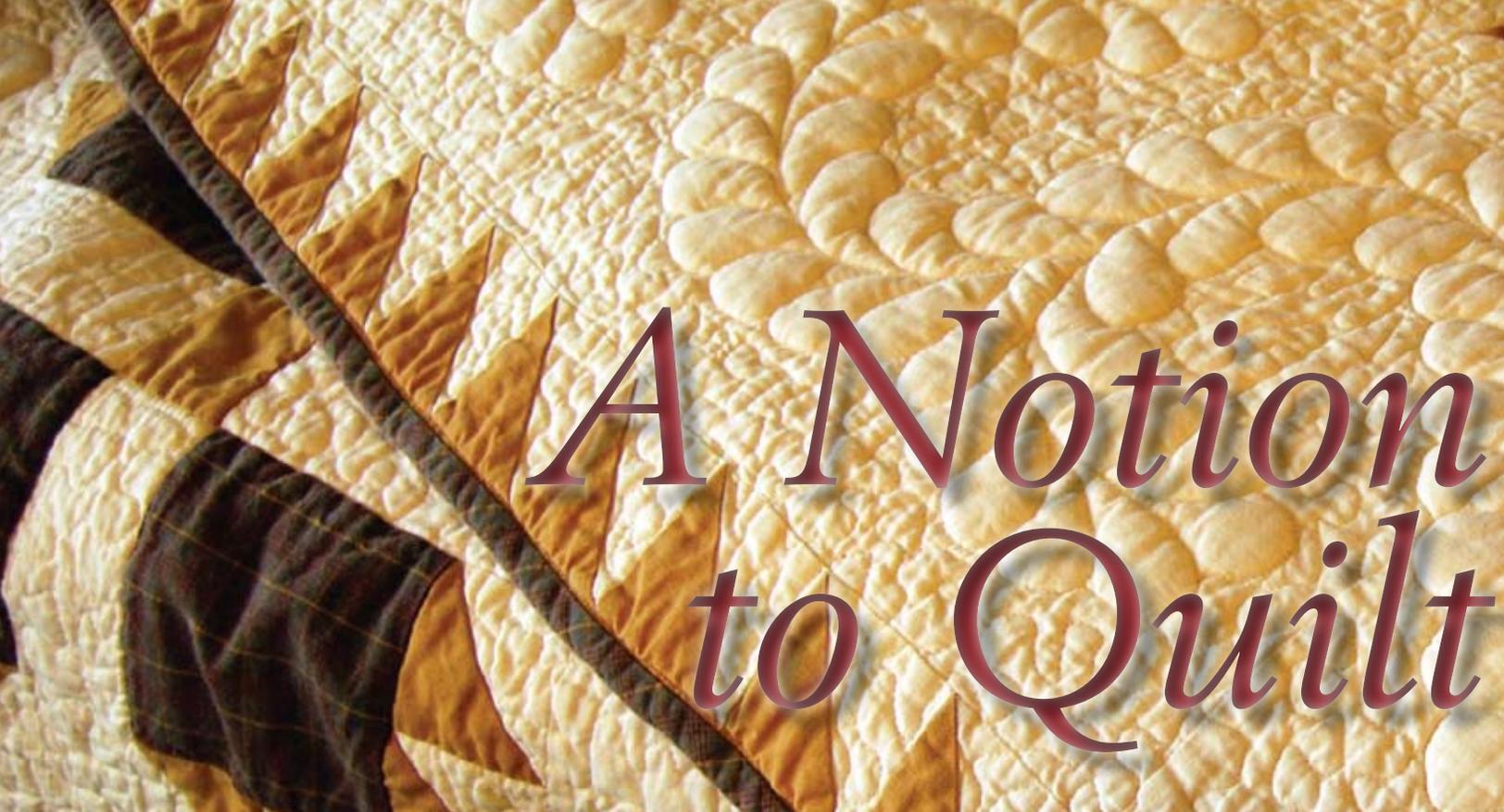
before she is ready to talk about it.

"But it's not okay for an injured person to decide the fate of their perpetrator," said Russo. "That's often how it works when we're dealing with sexual violence because it deals with a person's body, and we tend to think of it as a private issue, when in reality it is a public health issue."

While Russo believes in and supports learning self-defense methods because it builds self-confidence, she also knows that most women are not strong enough to fight off a 180-pound person. "I talk about strategizing at step one before the situation gets too far," she says. "Right now there's a gap in campus services nationwide. Just because we're offering self-defense programs, doesn't mean we're addressing the issue."

Russo hopes that her research will help move along the national conversation that will eventually result in changes and work towards a reduction in the statistics for campus violence against women.

For more information about the resources and services offered by the Dean of Students Office, contact Russo at (208) 885-2956 or [vrusso@uidaho.edu](mailto:vrusso@uidaho.edu). 



# A Notion to Quilt

When it comes to Sunbonnet Sue, Tumbling Block, Log Cabin, or Rail Fence, Assistant Professor Don Wattam of the U of I Coeur d'Alene Center is an expert. He's not an architect or a builder—he's a talented quilter. And, even though he's probably familiar with the quilt designs listed above, his talent really lies in the fact that he designs all his own original quilts in AutoCAD, then chooses the colors and fabrics and stitches them all together into amazing works of art. Although Don's hobby is unique to his gender, he comes by it naturally.

While growing up, both his parents knitted and crocheted and his grandmother tatted, so he spent plenty of time around crafty and creative people. His grandfather was a cabinetmaker, built houses and was a farmer. "I was always around that—I was interested in the arts," he said. But Don claims his initial desire to make a quilt came from wanting to do something really special for a person he cared deeply for.

"When I was in the military from 1987-1993 in Wichita, Kansas," Don said, "I worked with an older woman named Betty who was a military civil servant budget officer. She was like everyone's grandma, really caring and devoted. Whenever someone would leave, she would give them a little glass bluebird of happiness. I was there for six years when we found out she had cancer. Shortly afterwards, I got out of the military and went home, but kept in touch."

While at home, Don decided to try his hand at making a quilt for some friends who were expecting

a baby. He asked his mother to help him pick out a pattern. "The quilt, which was a Texas Star pattern, turned out to be the hardest quilt you could ever make," he said. But during the process of making the baby quilt, Don decided he could make a quilt for Betty to take to the hospital with her, which he did. Although he received a thank-you from her after he sent it, he never found out if she was able to take the quilt to the hospital or not.

Since then, his craft has evolved into something beyond the ordinary. "My undergraduate degree is in drafting and business," said Don, "so the process of looking at or designing a pattern is very easy for me."

As an example of Don's talent, he has three original-designed quilts in the permanent collection at the Montana Museum of Art and Culture in Missoula. The 4 x 12 foot quilts hang in the School of Education at the University of Montana, and have been there since 2005. Don also has a quilt published in the 2000 book "Sew Many Stars" by Gail Searl.

While you might think that quilting is a mite bit feminine for a man—think again. Those stereotypes are no more applicable to women sharpshooters than men quilters. However, I did ask Dr. Wattam if any of the girls he knew in his younger years had problems with his hobby, or if he was ever a tad embarrassed to admit his favorite pastime.

"I have to admit that I was, but not for very long," said Don. "I've been doing this for 15 years. In my early 30s, it wasn't something I advertised, but there are a



Curriculum and Instruction faculty member Don Wattam finds relaxation in the art of designing and sewing unique quilts.

lot of men quilters in Montana and a lot of big-name male quilters, like John Flynn. I've been fine with it. I love breaking down gender barriers. And, it's great going into a fabric store and having clerks look at me like I'm going to break something."

When Don was married, he made his wife four quilts. He also quilted 30 table runners for the reception as gifts for wedding guests and made a 60" x 60" quilt that went over a table that the wedding cake was on. But while he's been a prolific quilter at times, there have been periods when he hasn't had the time to work on any. "When I did the pieces for Montana, I was adjunct and a stay at home father," said Don. "For me quilting is therapeutic and very relaxing. It allows me to clear my mind, yet at the same time I'm able to recharge."

Now that Don is married and has a son, quilting has become a family affair. Don's wife and son will count the quilt pieces while Don sews them together. "I explain that when you take 1,000 pieces and connect them, then you have 500, and you connect them and you have 250 then 125, and you essentially go from 1,000 to one fully completed quilt—so there are milestones to the process."

Don owns two open-arm Elna sewing machines, one for piecing and one for quilting. He rarely hand quilts a project, but admits that some of the more intricate patterns require it. He can design a quilt in one to eight hours. "I print it in black and white then hand color it," he said. "That gives me an idea of what colors I want to use." He likes to use optimal contrast in his quilts, but he says that color depends on whom the quilt is for. Piecing together the quilt can take 40-50 hours, then another 40-100 hours to quilt it, depending on the size.

Right now Don is in the middle of a quilt for his new home—a wall hanging that he started over Christmas break last year, which has a Mariner's compass and flying geese on it. "I have a remarkable stash of quilts in various states, some started and some that need to be bound," he said. There are certain aspects of quilting that are quite tedious. If I had a wish list with an infinite amount of time, I could get more done—but there's never enough time for quilting," he said.

Since Don began teaching at the University of Idaho College of Education Coeur d'Alene in 2006, he's had limited quilting time. Starting a new job and getting settled in a new home has taken up ample spare time, but he's certain there will come a time when he can kick his creative energies into gear, take out his crayons and sewing machine, and stitch out some absolutely amazing, original heirlooms. **e**

# *Up for the Challenge*

## New Department Chair Takes on Curriculum and Instruction

**P**aul Gathercoal is just settling into his new position as Chair of the Department of Curriculum and Instruction, but already appreciates the small-town feel of Moscow and Coeur d'Alene. Having moved here from densely populated Southern California, he finds himself relaxing in the slower-paced lifestyle of the North Idaho rural environment. In a way, it's like coming back home.

Paul grew up in Corvallis, Oregon, and studied at Southern Oregon College in Ashland, where he received a bachelor's degree in Education in 1971. In 1969, however, the U.S. began a lottery for draft numbers, and Paul received a number four. After a two-year education deferment, he went into the Army from 1971 to 1973.

When he returned to Oregon from the Army, Paul was hired by the Eugene School District to teach fifth grade as part of an internship to get his master's degree from the University of Oregon. He graduated with a M.Ed. in 1974.

Looking for adventure and challenge, Paul decided to take up an offer to teach in Australia for two years. But two years turned into 14 years, and before he knew it, Paul had two children and some fairly firm roots in Adelaide, the balmy capital of South Australia. "Adelaide was a town of more than a million people, but it felt like a town of about 20,000," said Paul. To him, that small-town feel was important.

He taught a variety of grade levels in Australia, starting out as an elementary teacher, then becoming a music advisor where he traveled to different schools. "I then went to an open space school where there were seven teachers who taught grades 4-7 at the same time. Then I became their media studies advisor and then their state projects officer for media studies for the last eight years I was there." But teaching wasn't all he

did. He helped develop curriculum that was taught in elementary and secondary schools. "When I left, 80% of the schools were using our curriculum," he said.

But then Paul's need for more challenge knocked at the door again. In 1988 he went home from work and told his family he needed some professional development. "How about if we sell everything here, go back to Oregon and I get a Ph.D.?" he asked. His wife and children replied, "but we like it here."

The family finally did agree to a time away from Australia, but kept their home, fully intending to return in two years. While Paul pursued his Ph.D. at the University of Oregon in Eugene, his wife got her bachelor's degree in business. After two years, the extended family didn't want Paul and his family to go back to Australia.

So instead of returning to Australia, the Gathercoals went to Minnesota, where Paul served as assistant professor at Gustavus Adolphus College in St. Peter, Minnesota from 1990 to 1997, where he earned associate professor and tenure. Then, in 1997 the family moved out west where Paul began working for California Lutheran University in Thousand Oaks. They stayed for the next 11 years, and Paul earned full professor and tenure there.

"It was very nice, but the dense population finally pushed me out," he said. "In California, I had to think about what time it was before I drove anywhere. I like space. Living in a high density population was not something I enjoyed."

With that in mind, Paul decided to apply for the Department Chair position in Curriculum and Instruction at Idaho. "It isn't something I had ever done, so it sounded challenging," he said. "And it takes us full circle, back to the Northwest."

Paul arrived in Moscow in June. He spends four



Paul Gathercoal is new chair of the Department of Curriculum and Instruction.

days in Moscow and three days in Coeur d'Alene each week. His wife, a musician who plays jazz, blues, pop and covers, prefers Coeur d'Alene, and Paul finds that the Coeur d'Alene faculty like having him there one day a week.

"When I came for the interview, it became evident to me that we are basically a state faculty," he said. "There is plenty of potential growth in Coeur d'Alene, and my plan is to have a close relationship with the city and with North Idaho College, particularly in the area of teacher education."

In addition to serving as department chair, Paul is also president of Corroboree, LLC, a company that provides quality materials and professional development programs for educators. He is author and co-author of numerous articles and conference presentations on educational technology, class meetings, the books *Judicious Coaching*, *Judicious Discipline*, and *The Judicious Professor*, as well as other educational topics marketed by Corroboree.

"I spend a lot of time writing," he said. "Our latest book, *The Judicious Professor*, is a philosophy for students in teaching and learning in higher education."

Paul and his brother Forrest have already presented a two-day professional development institute in Coeur d'Alene, where participants explored, learned and were given strategies for developing teacher styles around the principles in *Judicious Discipline*.

Paul is also a sports enthusiast. He coached elementary school soccer and basketball and men's and women's basketball teams in Australia. He also played football, basketball and baseball throughout his K-12 schooling and four years of soccer at Southern Oregon College. "At times I was playing on five different teams," he said.

"As I look back on my career," said Paul, "I tend to stay in one place, immerse myself in the culture of the area, and set goals. Once I've achieved those goals, I look for other challenges." For now, Paul is coming to terms with his new job and becoming familiar with protocols and information.

"We're happy where we are, and look forward to serving the University and the state of Idaho."

To find out more about Paul Gathercoal, visit his website at [www.uidaho.edu/~gathercoal](http://www.uidaho.edu/~gathercoal). e

## COLLEGE OF EDUCATION

# Partners with Meridian School District

It's been said that focusing on people is the most effective way to change an organization. Meridian School District, in partnership with the University of Idaho College of Education, is doing just that with its new Aspiring Administrators Academy poised to begin this fall.

The academy will provide a select cohort of Meridian teachers the opportunity to pursue a master's or education specialist degree in educational leadership.

"I am very excited to start this new adventure with the University of Idaho and the Meridian School District," said teacher Debbie Dawson of Eagle Hills Elementary School, who has been selected as a member of the first academy. "I'm looking forward to using this opportunity to make my four children proud of their mother. I want to teach them that education is an important life-long process."

Meridian School District is the largest district in the state of Idaho with 46 schools and more than 32,000 students. As a high-achieving and forward-thinking district, it's not surprising that it chose the University of Idaho as a partner. Superintendent Linda Clark sees the academy as an opportunity for Meridian School District to advance its mission of helping employees continue to improve their skills and knowledge.

Jan Horning, an administrator of federal programs for Meridian School District and a University of Idaho doctoral graduate, came up with the idea of the Aspiring Administrators Academy. After retiring and returning to the district on a part-time basis, she was tasked with developing a training program that would address various levels of administration. Her program will involve four levels of training that include: Level 1, students in the cohort group; Level 2, training for building assistant principals; Level 3, training for principals in their first or second year on the job; and Level 4, training for veteran administrators.



Meridian School District teachers and administrators met to register for U of I classes. Russ Joki, U of I Department chair, is bottom left.

"We have more than 90 building-level administrators in our district, which is feeling the national trend of folks retiring," said Horning. "Every year we replace several of them. The Aspiring Administrators Academy has been developed to begin the process of 'growing our own' to ensure a strong candidate pool."

Although Horning is a University of Idaho alumna and a "Vandal through and through," her reasons for choosing to partner with the University of Idaho had more to do with the University of Idaho Boise's eagerness to partner with Meridian School District.

"Our district decided to partner with the University of Idaho because of a previous proposal the institution had presented to us almost two years ago," said Horning. "Because of that, and because of the cooperation and eagerness of the Boise Center staff, Meridian School District chose the University of Idaho to provide classes for our first cohort group."

University faculty and affiliate faculty from the school district will teach classes at the new academy, which will be delivered to the District Service Center

at a convenient time for teachers. “The program really will be designed by the teachers,” said Horning, stating that the number of classes teachers decide to take each semester will be up to them.

On May 21, 2008 the first Administrators Academy cohort of 15 teachers met to register. Russell Joki, chair of the University of Idaho’s Department of Counseling, School Psychology and Educational Leadership at the Boise Center, met with the group and provided registration materials. He also encouraged the cohort members to apply for the new College of Education Educational Leadership Distinguished Fellows Program.

“This is a great opportunity for each of you to become a Fellow,” Joki said at the time. “This new scholarship has 25 slots for teachers who want to pursue a degree in educational leadership.”

The Distinguished Fellows Program was created by the University of Idaho in response to the growing need for scholar-practitioners in leadership roles at the school and district level throughout Idaho. It advances the university’s commitment to serve Idaho by assisting promising leadership with financial support. The scholarship provides \$2,000 per year to part-time educational leadership students. Several of the Meridian Academy cohort members already have been named fellows.

Teachers who have been chosen for the first academy are looking forward to starting the program and are grateful for the chance to advance their skills and credentials.

“The Aspiring Administrators Academy will give me the opportunity to earn a degree with the influence of the Meridian District,” said Katie Rutan, a teacher at Heritage Middle School, who also grew up in the district. “I have great respect for the leaders of this district. I love the idea of getting to know my peers and coming away from this cohort group with a better understanding of the district as well as the rigor of a position in educational leadership.”

Rutan’s father also was a graduate of the University of Idaho Educational Leadership doctorate program.

Even though Meridian School District always has provided training for building- and district-level administrators, consistent training has been difficult to accomplish. In the past, training was done periodically throughout the year, but there was not a systematic

training plan in place. The academy now will provide a preplanned year-long training model for administrators, regardless of their position or longevity.

“With this opportunity, I can become a leader in my profession while problem solving in a field I love and for which I have a great passion,” said Sharon Borton, who teaches at Meridian Middle School. “The timing for the Administrative Cohort was perfect and I’m looking forward to the challenge.”

As Meridian School District aspires to grow new administrative leaders, the University of Idaho looks forward to providing the means and financial assistance necessary to deliver a strong program to a vital segment of society – those who influence the destiny of our youth.

“I would like to acknowledge the willingness of the University of Idaho Boise Center in developing this new program,” said Horning. “Dr. Joki has been very helpful as we develop our class schedules and other details. Hopefully, we will be able to implement a program that continues the legacy of having strong, highly qualified administrators in our buildings.” e

#### **The new Meridian Academy cohort includes:**

Jan Smith, Chaparral Elementary School  
Jacob Price, Christine Donnell School of the Arts  
Matt Mura, Crossroads Middle School  
James Orr, Crossroads Middle School  
Brian Scott Hill, Eagle Elementary School  
Debbie Dawson, Eagle Hills Elementary School  
Rachel Edwards, Eagle High School  
Valerie Gorman, Heritage Middle School  
Katie Rutan, Heritage Middle School  
Shelly Green, Lowell Scott Middle School  
Donna Hensley, Meridian Elementary School  
Sharon Borton, Meridian Middle School  
Sharon Muniz, Mountain View High School  
Jennifer Anderson, Mountain View High School  
Tom Agresti, Sawtooth Middle School

For more information about Meridian Administrators Academy, contact Jan Horning at (208) 855-4500 or [horning.jan@meridianschools.org](mailto:horning.jan@meridianschools.org), or Russ Joki at (208) 364-4099 or [rjoki@uidaho.edu](mailto:rjoki@uidaho.edu).



A group of Upward Bound students toured Therapy Solutions in Moscow.

## Upward Bound Students Connect:

*With each other  
With their instructors  
With the community*

The University of Idaho TRIO programs have taken on new dynamic energy and goals in recent years, attracting students likely to pursue higher education and engaging them in compelling hands-on projects that not only benefit the students, but the community as well.

Program managers in TRIO, a federal program housed within the College of Education, worked hard this year to offer Upward Bound students stimulating courses for their six-week campus visit. Each student chose a morning and an afternoon class that culminated in a final product, and feedback from students, instructors and community members confirmed that the program is really working.



Janette Garcia

Upward Bound students attend the University of Idaho summer program to engage in meaningful activities aimed at spurring their interest in learning, with the end goal of inspiring them to attend college. The new program model connects students with professionals in their field of interest and engages them in activities that nurture that interest. TRIO programs serve high school students from low-income families, families in which neither parent holds a bachelor's degree, and low-income, first generation military veterans who are preparing to enter postsecondary education.

This summer's TRIO programs divided students into two groups called Upward Bound: Discover, and Upward Bound: Explore. Each group had numerous learning opportunities. In addition to academics, students participated in educational field trips and recreational activities such as rock climbing, theatre, dances, sports, and cultural events.

This summer Upward Bound also had six Bridge students who successfully completed eight college credits in only seven weeks. Four of these students are continuing at the University of Idaho this fall, and two are headed for Lewis Clark State College. Bridge students are graduated high school seniors who have attended Upward Bound programs at the University of Idaho during their high school years.

## Discover

The Discover group was comprised of students from the Clearwater Valley and Northwest Nations programs. "Our academic model for the Discover group allows our students access to opportunities and resources that are not typically available to them," said Michael Highfill, Director of Clearwater Valley Upward Bound. "It also allows students to see themselves as having a positive impact upon their community and

the world they live in, which helps them become more engaged in their education and driven towards a future where they can apply that education. Our academic projects this summer were challenging and demanding yet, based on student outcomes, were engaging and rewarding."

Students chose from nine different projects including volunteerism, music, engineering, veterinary science, architecture, mass media, broadcasting, ecology, and performance arts.

The volunteerism group learned the value of community action by working at Sojourner's Alliance, a safe haven for homeless women and children. "Working for Sojourner's Alliance meant a lot to us," said student Ivan Guzme, a high school junior at Wapato, Washington, and Xan Knapton, a senior at Kooskia, Idaho. "We helped them with renovations and did some general maintenance."

Music students worked with Moscow musicians from Guitar's Friend to create a band. They rehearsed, recorded and performed a benefit concert at Friendship Square. The proceeds—\$520—were donated to Sojourner's Alliance.

The students who chose engineering worked on designing and building a model "smart house," which included automated systems such as security surveillance, automatic interior doors, irrigation, and even an alarm system to remind homeowners to take medications.

"Students were exposed to all the various levels of engineering concepts and design during Phase I of our



Alexandra Steiner



Teara Lyons

project,” said instructor Richard Hill, a University of Idaho graduate student studying neuroscience. “They also toured Schweitzer Engineering. Once they understood the concepts, students built small robots before designing and building the model smart house.”

Veterinary science students worked with Washington State University veterinary medicine students on understanding the various systemic systems. Students used information to create children’s books for area preschools on how the systems work.

Architecture students worked with the College of Art and Architecture, the Spalding Nez Perce Historical Museum staff, and the Nez Perce Tribe in the creation of architectural models for the future remodel of the Spalding Museum.

Mass media students worked with the Media Center to create and publish a summer edition of *The Blot*, the UI’s student magazine.

Broadcasting students created, produced and performed radio shows on KUOI, the University’s student radio station. The shows promoted awareness and information on social justice issues.

Ecology students studied habitats on the Palouse



Rigo Alvarado



Roger Crozier, Olivia Morales (keyboard), and Dawnelle Dickinson.

and created a butterfly sanctuary that they plan to donate to a Moscow kindergarten class.

Performance Art/Theatre students worked in tandem with the Repertory Theatre in the modernization of Shakespeare’s *Twelfth Night*. Actors performed at the close of the summer program.

Matthew Sowder, director of *Upward Bound Northwest Nations* who has been with the program for four years, was pleased with the program this year, although he admitted it takes a few weeks to wind down from all the activity.

“We saw a lot of growth in our students’ writing,” he said. “We saw students put their thoughts on paper



# explore

From left: Megan Nolan, Jennifer Bentley, Stephanie Steward, Stephanie Bresnahan, Patrick Dosono, Desirea Bunch and Austin Calzada.

and by the end of the program could write a one-page essay. That was a big deal.”

“It was a terrific summer,” said Highfill. “Our students worked very hard to take advantage of every opportunity, both academically and socially.”

## Explore

The Upward Bound: Explore group, which included Silver Valley and Math-Science students, spent the first three weeks of their six-week program on campus, then traveled to the McCall Outdoor Science School for two weeks, where students studied local water issues, learned about ecosystems, and explored various outdoor pursuits. Their last week was spent back on campus. Their on-campus classes included Anatomy/Yoga, Science and Social Justice, Creative Writing, GIS/GPS, Landscape Architecture, and Geography.

The Anatomy/Yoga group visited Therapy Solutions at Gritman Medical Center one morning, where they learned about the various therapies the Center offers as well as career opportunities. After a tour, students entered into a lively roundtable discussion with Therapy Solutions Director Ryan McAllister about the different types of therapy and what a career in the field involves.

“Therapists can work in a hospital or in an outpatient setting,” said McAllister. “And, with an aging population, there’s an increasing need for therapists. The interaction with your patients can be very fulfilling.”

The Explore group also practiced volunteerism by putting on a benefit car wash for their close friend Krista Wenzel, who was recently diagnosed with an aggressive form of bone cancer. Krista, who would have been a Bridge student this summer, is undergoing treatments and was not able to attend Bridge.

Krista’s sister, Julia—also a high achieving student and on campus for Upward Bound: Explore, said she talked with her sister every day. Both Krista and Julia skipped a year of high school to graduate one year early. Julia won the Franklin D. Roosevelt Personified Leadership Award this year—an award voted on by the Upward Bound students.

“The bar was set high, and for many of the students it was challenging to reach that expectation,” said Marcee Hartzell, Director of the Silver Valley Upward Bound group. “I am proud to say they everyone exceeded my expectations.” Some of the highlights included the team-building at the Ropes Course, the 7-Habits of Highly Effective Teens presentations, the hard work in hot weather devoted to helping the Palouse Clearwater Environmental Institute in their community garden, white water rafting, and the downtime at the McCall Outdoor Science School, when students got to know one another. “I think it was evident that the students learned a lot about themselves and their course content,” Hartzell said.

Explore students showcased their projects during a year-end banquet. The GIS/GPS group presented



Jessica Chidester and Stephanie Bresnahan.

their Google Earth research on the Colorado River; the Gender and Science group demonstrated their “Take A Stand” game to show how everyone has different values; Landscape Architecture students presented their designs for an amphitheatre in the arboretum; the Anatomy/Yoga group demonstrated their knowledge of biology terms and showed a movie they had made; and the Creative Writing group read some of their works.

The McCall Outdoor Science School was a highlight for the Explore students. They presented their research on trail erosion and macroinvertebrate habitats, and also stressed the value of their experience there.

By the end of the summer, students had formed close-knit friendships, promising to remember each other until they meet next summer. **e**

The Upward Bound program is part of the TRIO slate of programs created in 1968 as part of the federal “war on poverty” initiative.

Only 36% of low-income students complete a bachelor’s degree as compared to 84% of high-income students. Universities continue to decrease aid to low-income families, making college an even more remote dream to many high-achieving, low-income high schoolers. Upward Bound students are three times more likely to attend college. As a matter of fact, 92% of Upward Bound students enroll in college.

The University of Idaho will receive more than \$3 million in federal grant awards for the three Upward Bound projects. The three approved grants total \$3,741,780 over four years.

Mikala Bricen,  
Arlie Sommer and  
Olivia Morales.



The College of Education has been awarded a three-year \$300,000 grant from the Idaho Department of Education/Mathematics and Science Partnership to help Idaho teachers integrate writing and literacy into their science curriculums. A team of Idaho faculty is partnering with 19 Idaho teachers from the Lake Pend Oreille School District for the project.

On June 16-20, the Lake Pend Oreille teachers participated in a workshop in Sandpoint, Idaho that helped them begin designing their science curriculums for the coming school year. Topics of the workshop included inquiry-based science instruction, literacy strategies, science content, and aligning science instruction with standards.

“The main focus will be on having the students create science notebooks,” said Jerine Pegg, principle investigator on the project. “We’ll look at vocabulary, reading, writing and oral discussion as aspects of literacy, with writing as the main focus.”

Pegg invited Dr. Michael Klentschy, Superintendent of



Jerine Pegg, left, is Principle Investigator for a Department of Education/Math and Science Partnership grant.

Schools of the El Centro School District in El Centro, California, to work with the group. Klentschy is co-director of the California Science Subject Matter Project Regional Center and has served as Co-PI on several elementary science initiatives. He also authored a book on using science notebooks in the classroom and was a contributing author for the Scott Foresman science curriculum. Klentschy worked with teachers as they planned their own lessons using

the science notebook models. His expertise in integrating literacy into science was a major asset to the Lake Pend Oreille district teachers.

In addition to Pegg, the University of Idaho team includes Anne Kern of the University of Idaho Coeur d’Alene; elementary science instructor Gail Ballard of Coeur d’Alene, environmental science faculty David Newcombe, physics faculty Frederick Ytreberg, and chemist Jennifer Pollard.

## ACTE

Department of Adult, Career & Technology Education

The College of Education and the College of Engineering have been awarded a \$138,775 nuclear education grant from the Nuclear Regulatory Commission. The grant will provide funds to develop a 12-credit certificate program that will enable participants to assess criticality in nuclear facilities.

Professor Lee Ostrom of the Department of Adult, Career and Technology Education and Professor Fred Gunnerson of

Mechanical Engineering are Co-Principle Investigators on the project.

Criticality is a sustained nuclear reaction, which involves high radioactivity and dangerous conditions in nuclear facilities. The training program, which will be offered nationwide via DVD and online support, is in response to an expressed need from nuclear facilities.

Ostrom will be assessing the effectiveness of the certificate program by measuring given standards once students have completed the requirements.



Lee Ostrom, Idaho Falls faculty

## CASPEL

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

This fall Gabriela Ruiz will serve as an exchange professor with the College of Education Educational Leadership Program in Boise. Gabriela is from the Universidad Iberoamericana, Puebla, México. She will be in Boise from August 15 to late December, and will exchange positions with Professor Carolyn Keeler. She is also bringing her 10-year-old daughter, Maria.

During her stay here, Gabriela will teach a course titled “Spanish for Educators and Mexican Culture,” which will be open to all University of Idaho Boise Center staff as well as practitioners. She will also be available to guest present in any area on the above topics.

Other news out of CASPEL: The Counseling and School Psychology program has been awarded a \$650 grant through Career and Professional Planning Service-Learning Center. Service learning enhances classroom learning by adding an experiential component that extends to the community. CAPP provides students with services and activities that empower them as they make critical life decisions and pursue career success. The Counseling and School Psychology program was one of eight that received funding for the fall.



CDHD Office assistant Toby Schultz accepts an award from Moscow City Council.

## CDHD

Center for Disabilities and Human Development

The University of Idaho’s faculty and staff at the Center on Disabilities and Human Development (CDHD) hosted 19 artists and showcased 27 pieces of artwork for the Moscow Art Walk 2008. An open house celebrated the first day of Art Walk, which debuted local artists with disabilities.

“CDHD staff and faculty have brought Art Walk to the center for the past five years and it has become an opportunity for us to give back to the community,” commented Julie Magelky, Associate Director of CDHD.

CDHD staff volunteered to deliver posters, maps, brochures, cones and numbers to the downtown businesses of Moscow for the Art Walk. “CDHD’s commitment to people with disabilities, their families, and their communities is obvious,” said the Moscow City Council, who presented an award to CDHD for their enthusiastic support of the annual event. Office assistant Toby Schultz accepted the award on behalf of the CDHD.

## HPERD

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



Mayor Nancy Chaney, (right) Grace Goc Karp (front) and Kathy Browder, Chair of HPERD, all spoke at the celebration.



City Supervisor Gary Riedner

HPERD has been working with the City of Moscow to provide safe routes to school for children. Last May city and university officials along with parents and children gathered to celebrate Safe Routes to School progress. Mayor Nancy Chaney, City Supervisor Gary Riedner, Moscow School District Superintendent Candis Donicht, and Kathy Browder, Chair of HPERD, all spoke at the celebration.

The Safe Routes to School grant provides funds to support infrastructure projects that improve pedestrian and bicycle routes to school as well as educational

programs that provide safety awareness in the community and schools. While the City of Moscow has focused on infrastructure improvements, HPERD is busy working with community, school and law enforcement officials to educate students and families to participate in biking and walking to school.

HPERD is concerned about the health effects of children who are leading more sedentary lifestyles. "Three years ago our department sat down and committed to figuring out how we could impact communities in Idaho by promoting active healthy lifestyles," said Browder. "This is the first real tangible product of our commitment."

Grace Goc Karp, professor of Physical Education at the University of Idaho, will be working with P.E. teachers on the Safe Routes to School initiative this coming year.



## Fall Literacy Conference

The College of Education, the Inland National Council of Teachers of English, and the Northwest Inland Writing Project are hosting a Fall Literacy Conference on Friday October 3, 2008.

The conference will offer research presentations and workshop opportunities for educators interested in early childhood literacy, literacy for second language learners, literacy instruction for children with special needs, and elementary, secondary, and post-secondary level teachers.

For more information about the conference, contact Rodney McConnell at [rmac@uidaho.edu](mailto:rmac@uidaho.edu), or 208-885-7637.



Rodney McConnell

# Looking back...

## Found Money Fund Reaches Another Milestone

The Found Money Fund of Idaho (FMFI), which was started by College of Education professor Terry Armstrong in 1981 with three found pennies on a sidewalk on Nez Perce Drive, is now worth more than \$250,000—a quarter of a million dollars.

The money, which started as a joke for an end-of-the-year party by Armstrong and Carol Yenni (Wilson), a then administrator in the U of I president's office, is collecting interest until the University's bicentennial in 2089, at which time it will be available for scholarships. The fund's interest gains and principle have—and will—remain untouched until then. Of the \$250,013.74 in the fund, \$133,454.86 is accrued interest.

The story of the Found Money Fund of Idaho has become a University of Idaho legend. As the fund became nationally known, money began pouring in, both from University of Idaho alumni and non-alumni alike. Armstrong even had the opportunity to be a guest on an NBC game show, where he and a U of I athlete collected \$2,100 for the fund. He's also received some pretty interesting finds over the years, such as foreign money, trinkets, and tin boxes filled with pennies.

Quentin Walker, a custodian in the University of Idaho residence halls, saved all the pennies he found while at work in Wallace Complex. He turned them over to the FMFI in May 1985. The \$94.62 in pennies weighed over 50 pounds. His gift pushed the fund total over \$5,000.

Mabel Locke, whose tenure as professor and head of women's physical

education at the U of I between 1930 and 1971, was a loyal finder. She presented the fund with a lucky \$2 bill she found in front of the women's gym in 1954. Terry still has the bill, since Mabel insisted it would bring the fund great good luck.

John and Winifred Dixon collected golf balls during their morning walks along the 18th fairway at the University of Idaho golf course. For five years they sold them at the Saturday Friendship Square Farmers Market in Moscow and donated the money to the FMFI.

"An elderly woman called for me to pick up her found money," said Terry. "After considerable trouble, I located a rather run-down place. She met me at the door with a pillow case filled with \$41.00 in pennies."

Armstrong knows all the best places to look for coins, such as around parking meters, around outdoor concession stands, near the change returns at grocery stores, and at car washes. But he cautions those avid finders to use discretion when searching for lost money.

"Once a United Airlines stewardess offered to give me a quarter after she observed me looking for coins in phones at the Seattle airport."

To find out more about the FMFI, contact Terry at [terarm@uidaho.edu](mailto:terarm@uidaho.edu), University of Idaho College of Education, PO Box 443080, Moscow, ID, 83844-3080.

Also, look for the Found Money Fund of Idaho story in the next Here We Have Idaho Magazine.



Terry Armstrong shows off some of the foreign money donated to the FMFI.



## We Want to Hear from You!

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Class Year: \_\_\_\_\_

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*Please send to: University of Idaho, College of Education,  
P.O. Box 443080, Moscow, ID 83844-3080*

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