

envision

Imagining Possibilities | Creating the Future | University of Idaho College of Education | Fall 2009



Social Justice Leadership

Kathy Canfield-Davis with Tony Stewart — the community activist leader who helped end the Aryan Nations hate group that threatened Coeur d'Alene from 1972 to 2000.

University of Idaho

envision

Fall 2009

Editor/Writer
Cheryl Dudley

Creative Director
Karla Scharbach

Photographs
As credited

University of Idaho

College of Education
P.O. Box 443080
Moscow, ID 83844-3080
cdudley@uidaho.edu

To sign up for the monthly
College of Education e-newsletter,
e-mail: cdudley@uidaho.edu
or visit www.uidaho.edu/ed
and click on News and Events.

The University of Idaho is an equal opportunity/
affirmative action employer and educational institution.
©2009, University of Idaho.
envision magazine is published by the College of Education
for alumni and friends. Published three times a year, the
magazine is free to alumni and friends of the University.
Send address changes to: PO Box 443080, Moscow,
ID 83844-3080. Send information, Class Notes and
correspondence regarding alumni activities to: Cheryl
Dudley, College of Education, University of Idaho, P.O. Box
443080, Moscow, ID 83844-3080. (208) 885-0119, E-mail:
cdudley@uidaho.edu, www.uidaho.edu/ed

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.

Table of Contents

DEAN'S MESSAGE

- 1 Jerry McMurtry

FEATURES

- 2 Kathy Canfield-Davis: Face to Face with HATE
- 5 New Management in College

STUDENTS

- 7 Nick Shoebridge
- 8 Megan Doak – Gates Millennium Scholar
- 10 Tori Westcott

FACULTY

- 11 Jerry Tuchscherer – A Man for All Seasons
- 14 Mike Kinziger – Time to Play!

PROGRAMS

- 16 NIWP Retreat
- 18 Upward Bound
- 24 Wright Reunion

ALUMNI

- 26 Litehouse – Hawkins Brothers
- 29 Larry Prescott – Wright Fellow

ALUMNI NOTES

- 30 Alumni activity

DEPARTMENT & CENTER NEWS

- 32 ACTE
- 32 C&I
- 33 CASPEL
- 34 HPERD
- 34 CDHD

DONORS

- 35 Estate Gift

LOOKING BACK

- 37 1960...



Cover: Tony Stewart and Kathy Canfield-Davis.
Photo by Shutterworks Photography

From the Dean's Desk

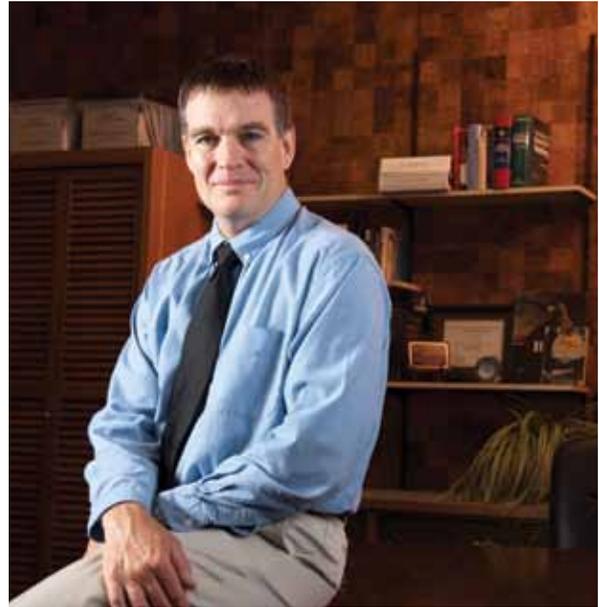
Since taking over the College of Education duties as interim dean, I have been keenly aware of the quality of our faculty, staff, students and alumni. Being immersed in every aspect of the College has also made me appreciative of how hard we all work to become the best College of Education in the nation.

And our hard work is obviously paying off. In spite of our struggle to meet budgetary restrictions and do more with less, we somehow have managed to conduct some cutting-edge research, operate some innovative and life-changing programs, and attract some of the best and brightest students. Not only that, our alumni and friends continue to increase their support, knowing how important it has become in these tight financial times. We are indeed grateful.

In this edition of *envision*, you'll read about some of these accomplishments. You'll read about an article recently published by Kathy Canfield-Davis, Russ Joki, and Mary Gardiner about Tony Stewart's fight to eradicate a hate group in Coeur d'Alene. You'll also learn about three students studying in the Department of Health, Physical Education, Recreation and Dance. Two undergraduate students share their summer internship experiences, and one shares how she became a Gates Millennium Scholar.

You'll also read about the Upward Bound programs and all they accomplished this summer, the Northwest Inland Writing Project's Writing Retreat, and a very special event: the Wright Fellows ten-year reunion. With so much going on in the College, it's impossible to fit all we're doing into one magazine, so I hope you're also reading our monthly electronic newsletter (www.uidaho.edu/ed) and maybe even join us on Facebook to find out about weekly events and news items.

As I look forward to the next year as interim dean, I hope to build upon some tasks started by former Dean Paul Rowland. For one, we're looking towards restructuring the College to become more efficient and effective. Our College Futures Council and Leadership Team have been working for more

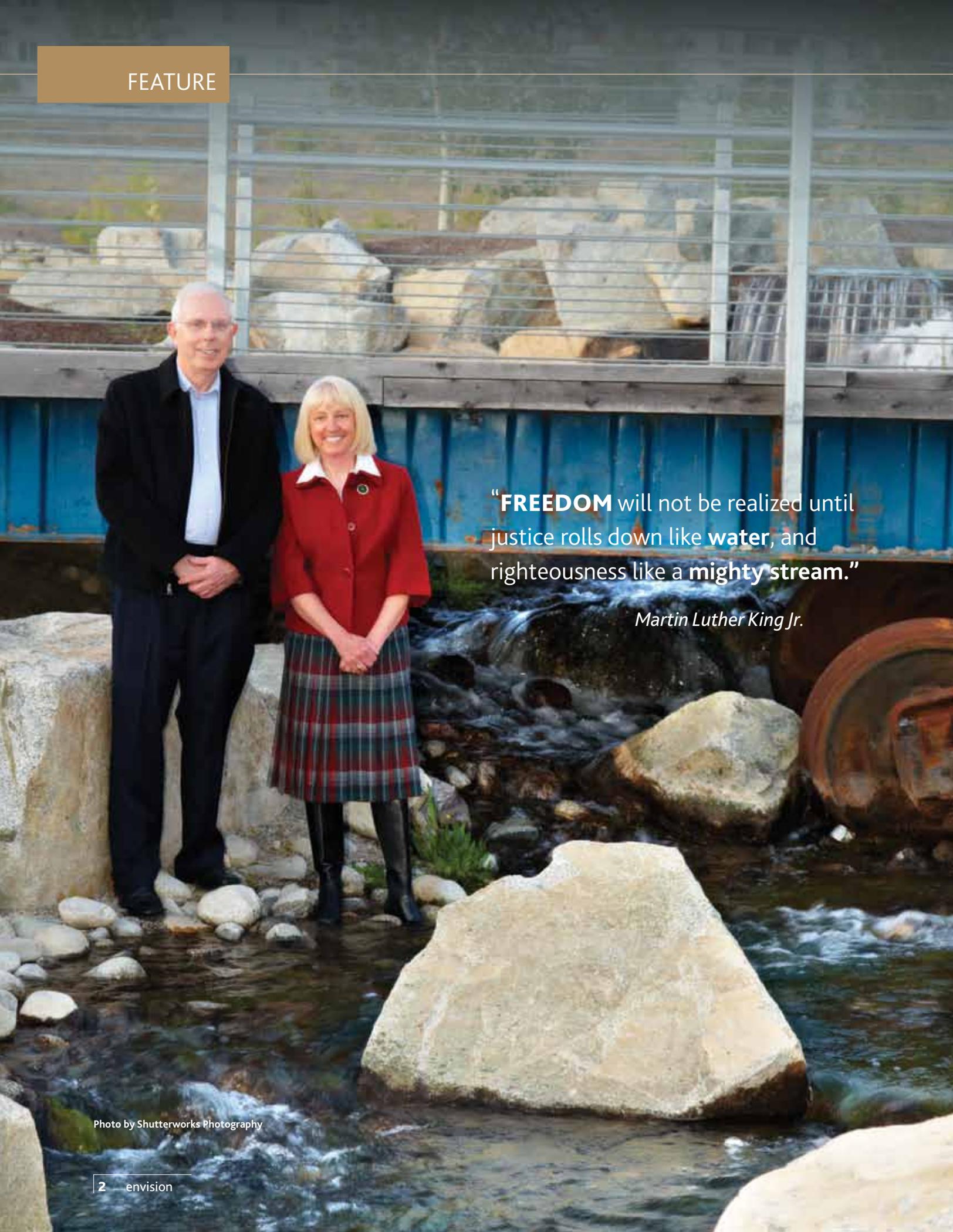


than a year on how we can shape our own future, as opposed to allowing the future to shape us. We believe that by being proactive and planning our future, we will be able to be more competitive, more effective, and even more successful.

I welcome you to join us in our future endeavors by giving us your feedback. Your support is more valuable than ever, and knowing you are behind us means so much.

Best regards,

Jerry McMurtry
Interim Dean

A man and a woman are standing in a shallow stream with large rocks. The man is on the left, wearing a dark suit and glasses. The woman is on the right, wearing a red jacket and a plaid skirt. In the background, there is a dam with a blue corrugated metal wall and a wooden walkway with a metal railing. Water is flowing over the rocks in the stream.

“**FREEDOM** will not be realized until justice rolls down like **water**, and righteousness like a **mighty stream**.”

Martin Luther King Jr.

Photo by Shutterworks Photography

Face to Face with **HATE:** Utilizing Social Justice Leadership

What does leadership for democracy and social justice look like in a community besieged by a racist hate group?

This is a question that College of Education leadership faculty Kathy Canfield-Davis, Mary E. Gardiner and Russell A. Joki posed when researching the case of Tony Stewart – community activist leader in Coeur d’Alene who helped end the Aryan Nations hate group that threatened the community from 1972 to 2000.

Canfield-Davis, Gardiner and Joki wrote an article on their research, titled “Social Justice Leadership in Action: The Case of Tony Stewart,” which was the lead article in the 2009, Volume 3 issue of *Journal of Ethnographic & Qualitative Research*. The article was also published in Gonzaga University’s *Journal of Hate Studies*.

The first part of the team’s article presents the social and historical context for the formation and work of the Kootenai County Task Force in Coeur d’Alene, which was established by Stewart to combat the Aryan Nations. The second part of the article defines five themes that represent how Stewart engaged the community in its fight against hate.

According to the article, the Aryan Nations can be traced back to post-Civil War times, when powerful groups opposed the amendments that granted civil rights to all. These groups adopted a system of beliefs founded

on twisted Biblical interpretations, believing that white people were the only true children of Israel. Other racist organizations sprang up as well, including the Ku Klux Klan, the Minutemen, and the Brotherhood.

The northern Idaho Aryan Nations group was formed after Richard Butler, a militant hater, visited the area in the early 1970s. He purchased 20 acres of land near Hayden with the goal of establishing an all-white Aryan homeland. Butler began preaching his intolerant views in his church, recruiting like-minded individuals to join his cause.

The group committed a number of serious hate crimes throughout the 1980s and 1990s – eventually taking hostage the idyllic lakeside communities of both Hayden and Coeur d’Alene.

Forming the Task Force

Shortly after the Aryan Nations spray-painted graffiti on a Jewish-owned restaurant, several local citizens, including Tony Stewart, formed the Kootenai County Task Force with the motto, “Saying yes to justice is the best way to say no to racism.” The task force was formed using a well-known leadership model called the “Tuckman” model (forming, storming, norming and performing), with the initial goal of supporting the victims of hate crimes. They also aimed to act as agents to prevent abuse in the community, educate the community on the effects of racism, and provide a forum for those who desired to verbalize their concerns regarding racism and its effects on the community.

Tuckman’s model provided a powerful agenda for the group, which helped them develop a social justice response to the hate group. After its formation, the task force brainstormed for ideas, searching for clarity about how to proceed. There were many diverse opinions. Some members wanted visibility, some didn’t. Some wanted to organize rallies while some continued to hold the belief that if a phenomenon is ignored, it will eventually go away.

“Despite the conflicting ideas, the task force stayed focused on its ultimate mission, finally agreeing to go public with a strong, social justice message,” said one task force member. The group quickly moved into the performing stage of Tuckman’s leadership model.

The article states that the community image was being destroyed; racists were being encouraged to move into the area; the quality of life for citizens was adversely affected; and economic and social problems were evident. To attack these problems, the task force created six action committees with focused tasks, and was successful in shepherding Idaho’s first Anti-Malicious Harassment Act

in 1983, resulting in the conviction of one Aryan Nations member for verbal assault against a biracial family. The legislative committee successfully shepherded five additional pieces of legislation designed to promote human rights in Idaho. Soon, the community began to see a reduction in the graffiti, hate materials, and incidents of racism. The media also began to play a powerful role in the social justice agenda by covering the work of the task force.

In 1998, the task force organized an event that reached deeply into the psyche of the community – a psyche that eventually helped eradicate the hate group. Here is how Canfield-Davis, Gardiner, and Joki's article reports the incident:

In the summer of 1998, the Aryan Nations staged a 100-man flag parade down the main street of Coeur d'Alene. In response, the task force, under Stewart's leadership, sponsored an event called Lemons to Lemonade. Community members pledged a certain number of dollars for every minute the Aryans marched. Therefore, the slower and longer they walked, the more money was raised. The Aryan march lasted 27 minutes and netted nearly \$35,000 for the anti-racism work of the task force. The proceeds were used to purchase a variety of educational programs and materials for local schools.

The northern Aryan Nations came to an end in 2000, having committed more than 100 crimes. After the group was named as a defendant in a District Court case, it was hit with a \$6.2 million judgment. Butler declared bankruptcy and his property was confiscated by the federal court. Today the 20-acre parcel is a public peace park. Butler ran for mayor of Hayden in 2003, marking one of the largest voter turnouts in the city's history. Butler lost the election, and died in 2004.

Tony Stewart was – and still is – considered the emotional and intellectual impetus that has kept the Kootenai County Task Force viable and active. He recognizes the importance of including all members of the community, as well as the dangers of complacency, silence and inaction. His leadership revealed his vision, as well as his skills for risk taking, tenacity, compassion and inclusiveness.

"Part of the secret of Stewart's success," says the article, "may have been his ability to see the world through the lenses of those whom he opposed. By seeking to first understand others, he was better prepared to lead needed social change."

The article concluded with roles that educators can take to emphasize activism and social justice work in the classroom. "The current threat to social justice in Idaho and elsewhere may be apathy and a belief that the work has been accomplished," the article states. While the FBI continues to monitor the Aryan Nations, eight other hate groups have been identified in Idaho. Professors in educational leadership need to recognize an ongoing need for a social justice agenda in teaching and outreach.

Tony Stewart, a retired professor from North Idaho College, has received many honors for championing human rights in the Coeur d'Alene area, because he refused to remain silent in the wake of racism, bigotry and hate. This year he was awarded an honorary doctor of humane letters degree from the University of Idaho.

"Societies should not be lulled into complacency," states the article, "because hate is extraordinarily difficult and dangerous to overcome. As educators, we must assert leadership."

Our New Interim Dean Up for the Challenge

The new College of Education interim dean had other career plans just a few months ago. He had accepted a position as associate dean of the College of Graduate Studies, and he had already started packing boxes in his office when Dean Paul Rowland dropped the bombshell that he was leaving.

Photo by UI Photographic Services: Joe Pallen

"I was happy with Paul's leadership and felt glad that he was leading the College toward a good, solid place," said Jerry, who has been associate dean of the College since 2003. But after learning that Rowland was leaving, Jerry felt a sense of responsibility toward the College of Education, partly because he's been here since 1995. So after some thought, he decided to apply as interim dean.

Who He Is

Jerry grew up in Colorado and received a B.A. in business administration from Rockmont College, a M.Ed. in business education from Colorado State University, and a Ph.D. in human resource development and adult life span learning from Colorado State University.

He also grew up ski racing, since "in Colorado, ski racing is what you did," he said. So he started his college career on a ski scholarship. "After college, I raced the master's series, then started coaching. I've always coached part-time just to stay involved with the sport, and the University of Idaho has been a great place for that." In addition to

his academic responsibilities, Jerry has been ski coach at the University of Idaho for the last 15 years, leading the team to numerous regional and national events.

Being a ski coach is as much about building relationships with students as anything else. "In coaching you get to know the students for four years, as opposed to just one class," said Jerry. "We've had some remarkable students come through our program. You meet them and get to watch them grow and develop. That's what I like about it."

Jerry came by education honestly. His father was a teacher and school administrator and his mother was a school psychologist. He has two sisters and a brother. His brother, whom he rafts or kayaks with whenever possible, is an ER doctor and a previous flight surgeon for the Navy Top Gun program.

Rafting together wasn't an option for Jerry and his brother this year, but they already have a private trip down the Grand Canyon planned for 2010. It will be Jerry's 6th and his brother's 10th trip there. "The shortest raft trip I've



ever been on is 18 days and the longest is 25. The Colorado River is just the greatest place to get centered,” said Jerry.

Jerry was a commercial raft guide for 16 years in Colorado and Utah. He still guides a few trips for the University’s Outdoor Program. He and wife, Amy, who is the art teacher at Moscow High School, and children Abby, 17 and Ben, 13, are very active. They ski, kayak, and mountain bike. “We spend a lot of time in the backcountry Telemark skiing,” said Jerry.

College of Education Career

Jerry came to Moscow in 1995 as a professor in the Department of Adult, Career and Technology Education. In 2003 he became interim associate dean, then permanent associate dean in 2006. He also has numerous other accolades, including being a major advisor for doctoral students, a reviewer for several journals and quarterlies, a member and chair of numerous committees, and a researcher and writer of numerous published articles and book chapters, as well as a 2000 book titled, “*Quick Skills: Decision Making and Problem Solving*.” His most recent refereed article was published in the 2009 Sept./Oct. issue of *Child Welfare Journal*. His current research is on factors inhibiting Native Americans from participating in adult physical education classes and a comparison of appreciative inquiry and traditional problem solving in rural communities.

Jerry has a vision for the College. “I think we need to be preparing kids for the jobs of the future, and those jobs may look very different tomorrow than they do today,” he said. “We need to prepare them to be flexible and

adaptable, and we have to be good role models. We need to be a stand-alone unit – meaning that we act as one unit even though we have diverse programs.”

McMurtry admits that he has a difficult job for the next year. “The job will be difficult because we’re still facing budget issues and our financial picture isn’t very healthy,” said Jerry. “But we have a good group of core faculty who are willing to look at things differently, and Dean Rowland did an excellent job of laying the foundation for progress.”

A search is planned for a new dean for the College of Education. In the meantime, McMurtry is up for the difficult challenge of moving the College towards a solid future. With the help of the College Future Council, which began meeting about a year ago, and dedicated faculty, McMurtry hopes to see a new streamlined, efficient, and nationally-recognized educational community that operates within a culture of openness, innovation and collaboration.

“Right now the College of Education’s graduate programs are ranked in the top 87 in the nation. I think we can make it to the top 50,” he said.

Photos by Anna Schwisow



Steamboat Springs, Colo. Western Regional Championships

STUDENTS

Nick Shoebridge

HPERD Undergraduate Student
Summer Internships

Photo by Cheryl Dudley

Nick Shoebridge, a College of Education exercise science and health senior from Boise, spent his summer working on a pilot study in the Department of Health, Physical Education, Recreation and Dance. The study, led by professor Jeff Seegmiller, was designed to investigate the changes in bone density in adolescent girls who have been involved in an exercise intervention program.

Seegmiller received an \$11,217.85 Institute of Translational Health Sciences grant for the pilot study. He chose Nick and a graduate student to assist him in the study over the summer. The group chose 10 girls, age 7-12, for the study, gathered pre-test data on each girl, then conducted a four-week exercise program. Post-test data was then gathered and is currently being analyzed.

"The study will help us gain a better understanding of the impact on bone density in children when they participate in activities," said Seegmiller. "It can help us understand what types of activities can prevent future bone problems like osteoporosis and fractures."

Nick was chosen by Seegmiller to help with the pilot study. "He is smart, innovative, self-motivated, and has the ability to critically think," said Seegmiller. "As an undergraduate, he has developed the attributes I expect in doctoral students. I have always had a theory that undergraduates can do research, and, so far, we are providing strong evidence that this is true."

For the last two years, Seegmiller's undergraduate students have won the University of Idaho's Outstanding Student Research Award – a competition in which undergraduate students and graduate students compete in the same arena.

One of Nick's responsibilities in the bone density pilot study was subject recruitment. "Parents contacted us, and we interviewed about 20 subjects for the study," said Nick. "We tried to get a variety of body types and ethnicities."

First, the team gathered biomechanical data to see how hard each girl landed when jumping. That data would affect bone density. Then they took bone density measures before and after the exercise intervention program.

"During the intervention program, five of the girls jumped rope for 30 minutes each day for five days per week. The other five girls performed 10 maximal jumps per day for five days per week. At the end of the four weeks, bone density information was gathered again and the two sets of data analyzed."

The most challenging thing, according to Nick, was working with parents and their schedules. But working with the high-tech equipment in the lab was fun. "We marked each subject with optical markers, and the eight cameras created a three-dimensional replica of them on the computer. The whole thing is very complex and very interesting."

The Human Performance Lab in HPERD is equipped with a Vicon System – a 3D digital optical system that tracks and analyzes movement using optical markers. The equipment can help analyze the impact of weight-bearing exercises and incorrect movements that might lead to injury.

The pilot study helped establish the methodology for a larger study in the future with more subjects.

"It was a really rewarding experience, because I learned about the research process," said Nick. "I also did a lot of the data collection and analysis."

Each of the girls who participated was paid \$60. In addition to participating in the daily exercise activities, they also had to keep dietary and exercise logs. "Hopefully, they learned a lot from the process, and it made them more aware," said Nick.

Nick graduates in the spring and is applying to medical schools. "I'm really glad that I chose the major I did," he said.



You might say that doctoral student Megan Doak is one of a privileged – or perhaps better said, more talented – few. As a Gates Millennium Scholar, she is among a prestigious group of minority students chosen to receive significant financial assistance based on high academic and leadership promise. She arrived on campus this fall to begin her doctoral studies in the Department of Health, Physical Education, Recreation and Dance, where she is studying biomechanics.

The Gates Millennium Scholarship was created in 1999 to promote academic excellence by providing educational opportunity for outstanding minority students who have significant financial need. The scholarship was initially funded by a \$1 billion grant from the Bill & Melinda Gates Foundation. Since its inception, the program has funded 13,000 students.

Megan's high school counselor nominated her for the scholarship. "It was a pretty lengthy application – around 25 to 30 pages I would guess," said Megan. "I also had to write numerous essays on various topics from my education goals to what it's like growing up on a reservation. The final step in the process was a phone interview with someone on the GMS board. After that, I was notified that I had

received the scholarship, which was the fall of 2003. I have received it every semester since then, except from 2007-2008 when I was not in school for personal reasons." After receiving the scholarship, Megan was flown to Los Angeles in November 2003 to meet with other Millennium scholars and learn how to become an ambassador.

Megan began her college studies right out of high school. She earned a bachelor's degree in athletic training, health, wellness and physical education with a minor in psychology, and a master's degree in teaching from Whitworth College in Spokane. "After I studied athletic training, I loved it, but I wanted to know more about the whys," she said. "I wanted to know more about why people were injured. Instead of treating the injuries, I always wanted to know how to prevent them." Because of that, Megan was drawn to study biomechanics. She searched for a good program in the Northwest that would meet her needs.

As a Gates Millennium Scholar, Megan could attend any accredited college she wanted. She chose the University of Idaho for a number of personal and professional reasons.

"I wanted to stay in the area because my family is in Washington," she said. "Also, the program had a really good reputation. It's more research-based and I wanted to learn how to write grants. I'd also read about their Human Performance Laboratory and just a lot of good things about the school through the National Athletic Trainer's Association. It was the perfect fit for both my personal life and my academic life."

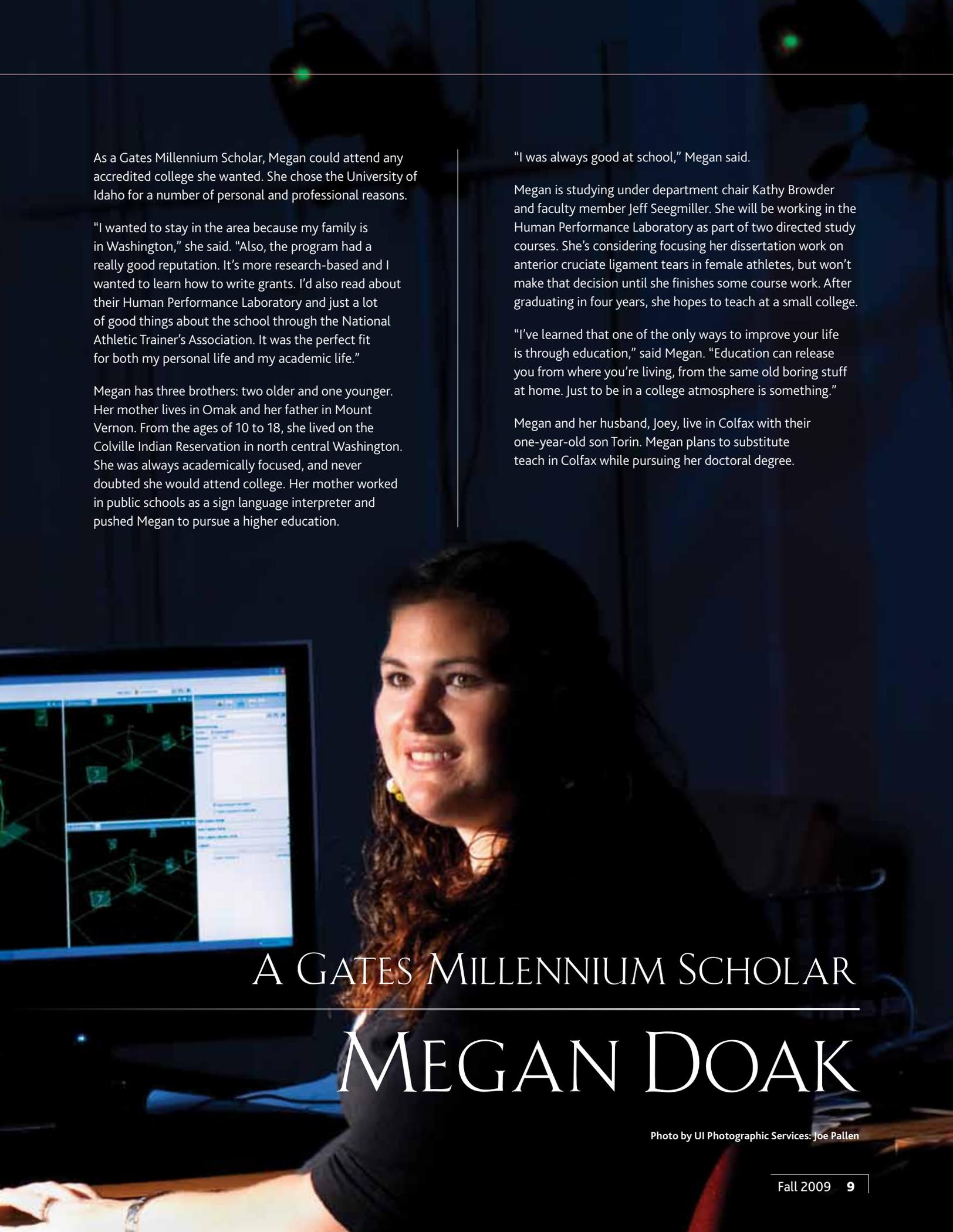
Megan has three brothers: two older and one younger. Her mother lives in Omak and her father in Mount Vernon. From the ages of 10 to 18, she lived on the Colville Indian Reservation in north central Washington. She was always academically focused, and never doubted she would attend college. Her mother worked in public schools as a sign language interpreter and pushed Megan to pursue a higher education.

"I was always good at school," Megan said.

Megan is studying under department chair Kathy Browder and faculty member Jeff Seegmiller. She will be working in the Human Performance Laboratory as part of two directed study courses. She's considering focusing her dissertation work on anterior cruciate ligament tears in female athletes, but won't make that decision until she finishes some course work. After graduating in four years, she hopes to teach at a small college.

"I've learned that one of the only ways to improve your life is through education," said Megan. "Education can release you from where you're living, from the same old boring stuff at home. Just to be in a college atmosphere is something."

Megan and her husband, Joey, live in Colfax with their one-year-old son Torin. Megan plans to substitute teach in Colfax while pursuing her doctoral degree.



A GATES MILLENNIUM SCHOLAR

MEGAN DOAK

Photo by UI Photographic Services: Joe Pallen



Tori Westcott

HPERD Undergraduate Student
Summer Internships

Photo by Cheryl Dudley

Tori is a senior in sport science and plans to graduate this December. Undergraduate students in the sport science program – which is now named exercise science and health – are required to participate in two practicums and an internship during their academic career. Since Tori plans to attend physical therapy school following her graduation, last spring she began searching for an internship in a physical therapy clinic.

With the help of instructor Emma Grindley, Tori called several clinics, hoping to find a place where she could get some experience. When she contacted Summit Physical Therapy and Massage in the Tri Cities, they just said, “We do internships – when do you want to start?”

“I started in May and became their PT aid for the summer,” said Tori. “When I got there, I worked closely with the owner, who is a physical therapist. I liked everything I did. I worked with patients and figured out what their routine was and helped them get set up for their therapy. I wasn’t allowed to start any of the machines or perform any modality, but I helped them as much as I was able.”

The clinic was the perfect environment for Tori to learn what life as a physical therapist would be like. She learned what she liked and what she didn’t like.

“I was given the chance to ask questions and get answers,” she said. “The owner was very open to me asking questions and took the time to answer. That was really nice.”

The clinic does a lot of sports rehab because it’s contracted out with the local arena football team. “It was great because I originally wanted to work with sports teams, but now I’m having second thoughts,” said Tori. “I started to figure out that the athlete’s main objective was to just get back on the field. It didn’t seem like they really wanted to get completely well.”

Tori has two younger brothers who inspired her to get involved in physical therapy. “They both played soccer, so I grew up getting excited with athletics. In high school I took athletic training and that’s what got me going down this road. I get very excited. Sometimes my brothers just say to me, ‘Man, can’t you just dial it down a little bit?’”

In August, Tori sent off her first applications to several physical therapy schools, which are highly competitive and require 200-300 hours of volunteer work. “I’m not worried about that because I’ve done more than 400 hours of volunteer work,” she said, including working at Gritman’s Therapy Solutions.

At Summit Therapy and Massage, toward the end of the summer, Tori was assigned to analyze patients and how they should be treated. “At the end, I put together a PowerPoint presentation for the group, which was a really good experience for me. They told me to make sure I kept the presentation so that I could add to it as I go into graduate school.”

Tori will have a few months break after graduation before she jumps into graduate school. She plans to get a job and save her money.

JERRY TUCHSCHERER

~ A MAN FOR ALL SEASONS

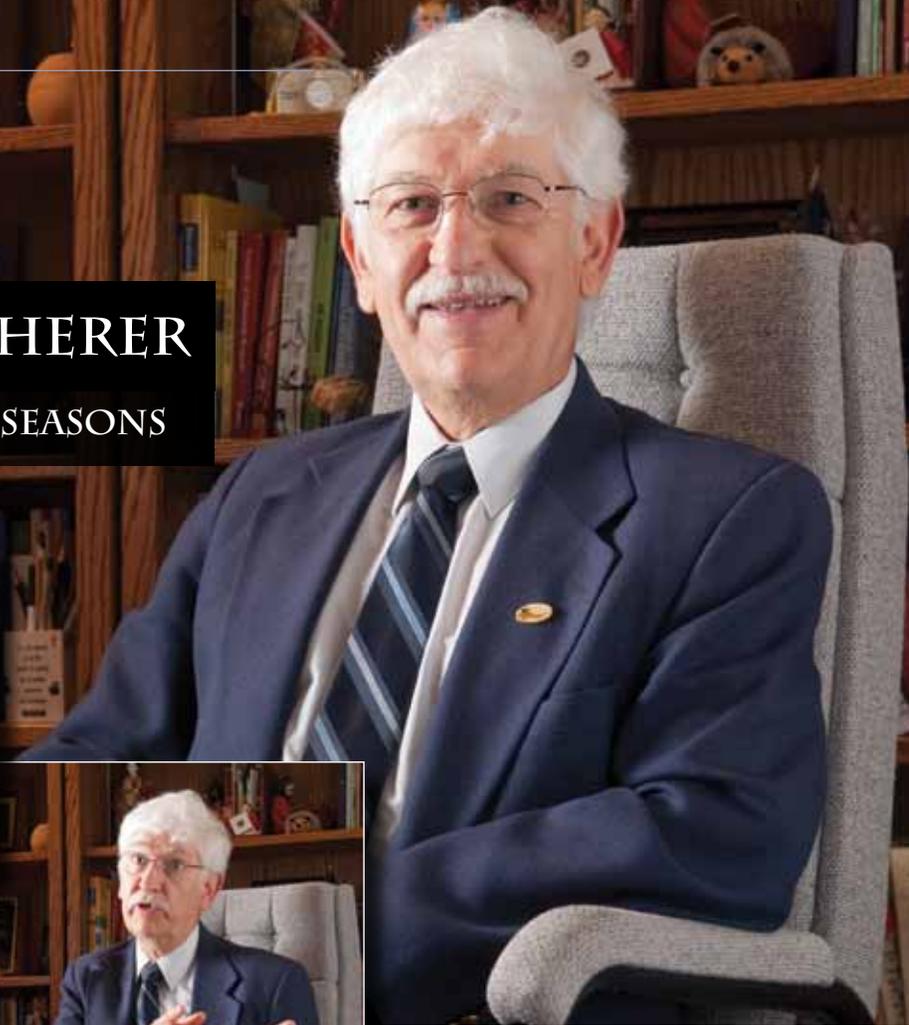


Photo by UI Photographic Services: Joe Pallen

In the hallway of Minot State University hangs a photo of Jerry Tuchscherer – actor, teacher, innovator, leader, taxidermist, auctioneer, and collector of “stuff.” And although Tuchscherer is a highly accomplished professional, many people who really know him think of him also as a natural comedian. Thus – the photo that lines the Hall of Fame at Minot State depicts his years performing comic roles in the university’s Summer Musical Theatre – long before his years as professor, associate dean, and director of the Department of Adult, Career and Technology Education at the University of Idaho.

Tuchscherer (pronounced Tuck-sheer: “like tucking in your shirt,” he said to me the first time I met him) retired this summer from a long career with the University of Idaho College of Education. He has been with the College since 1982 as a counselor education faculty, vocational teacher education faculty, director of the Department of Adult, Career and Counselor Education, and associate dean of the College. Under his leadership, several innovative programs began, such as the Wright Fellowship, the National Board Certification program, and the Taiwan student exchange program.

Jerry was born in Rugby, North Dakota – a small town about 45 miles from the Canadian border. After high school graduation, he attended Minot State University and received a degree in secondary education with English and social studies credentials. While at Minot, he also became involved in theatre and played a lead part in eight or nine musicals over the span of several years. “I was shy in high school,” said Jerry, “so theatre brought me out of my shell.”

After graduating from Minot in 1969, he taught high school at Dickinson, North Dakota, which was a comprehensive vocational school with several career technology education programs, including family and consumer science, auto tech, and electronics. While teaching there, Jerry received his master’s degree in counseling from North Dakota State University and continued summer theatre performances for the Minot Summer Musical Theatre.

During this time, Jerry also discovered his knack for writing winning grants. Eventually, he moved from teaching high school to working for the North Dakota State Department

of Professional Technical Education in Bismarck, North Dakota, where he received an Education Professional Development Act (EPDA) graduate fellowship. The State Department granted him a two-year sabbatical while he pursued his Ph.D. at Colorado State University.

In 1982, Tuchscherer began to eye the state of Idaho. He knew several people in Idaho and also loved the Rocky Mountains, so when he saw a job opening for a counselor educator at the University of Idaho, he applied. After he was hired, he became director of Vocational Teacher Education and later became director of the Department of Adult, Career, and Counselor Education, where he stayed for 11 years. From 1999 to 2004, he was associate dean of the College of Education.

"Then I had the heart attack," said Jerry. "I was a workaholic. I worked from seven to seven and often skipped lunch."

Jerry knew he had to change his lifestyle after that. He stepped down from the associate dean position and resumed teaching in the ACTE Department and advising teacher candidates for National Board Certification.

A New Era

Tuchscherer can look back over his career with satisfaction. Many of the programs he helped start continue today – programs that have improved teaching, grown leaders, and nurtured children to become better learners.

For example, through the program Tuchscherer helped establish in the College, teachers earn the highest symbol of professional teaching excellence: National Board Certification. The process for certification is expensive and the process arduous. The initial College of Education program to assist teachers in earning their certification was funded by a generous Albertsons grant written by Tuchscherer. He and Sue Hovey continued the program long after the Albertsons grant funds dried up, assisting around ten new teachers each year with financial assistance from the College and the State Farm Foundation, as well as providing guidance and help to teachers finishing the academic requirements of the certification. The University of Idaho is one of few schools that offers National Board Certification assistance to teachers.

Another example of Jerry's leadership was the Taiwan student exchange program, which operated from 2001 to 2007, and attracted young Taiwanese students who wanted to teach at the university level. Initially around 150 students applied, but the College was only able to accept 35. "These students brought in a lot of revenue to the University and international perspectives," said Jerry. "Now we have other students from Taiwan coming to the University

because of our good reputation – we have children and cousins of those initial students. That program changed the complexion of the College. Nearly all the Taiwan students returned home and became university professors."

But the best thing about the Taiwan exchange program, according to Tuchscherer, was the lifelong friendships he made with many of the students. He has been to Taiwan five or six times to visit since the program's inception.

Professor Jerry Fischer has traveled to Taiwan with Tuchscherer. "At every dinner, he could silence the whole room when he asked for a fork," Fischer said with a laugh. Tuchscherer never did acquire the skill of eating with chopsticks.

Another important program that was started during the Jerry Tuchscherer era was the Thomas C. Wright Fellowship Program. Dale Gentry, College of Education dean at the

"Teamwork has been the hallmark of his professional career." – Dale Gentry

time, and Jerry, began discussions with Tom Wright in about 1998, and the first Wright Fellows cohort of eight teachers began in 2000. Since then, the Wright Fellowship program has helped more than 80 teachers earn a master's degree and become leaders in their schools and communities.

"Those were the fun years," said Tuchscherer, who also recalled organizing a group of 40 Indonesian principals' visit to the University of Idaho in 1989. "These Indonesian



Tuchscherer's retirement party. Paul Rowland, right

principals wanted to visit vocational technical schools in the U.S.," said Jerry, "so we rented a bus and traveled over 1100 miles with them." The bus the College used was generously rented to them by Boise State University for one dollar per day. But there was one problem – the bus said "Boise State University" on the side.

"We had a banner made and placed it right over the top of the BSU sign, then we had new black carpeting installed inside the bus to replace the royal blue, worn-out carpet," said Jerry.

Former College of Education Dean Dale Gentry spoke up during Tuchscherer's retirement party about that trip. "I recall Tuchscherer organizing that project with the Indonesians," said Gentry. "He took them on a trip with a BSU bus and stopped at Reno for a night."

According to Tuchscherer, the trip was well worth it. Several graduate students from the group ended up staying at the University and getting their degrees.

"Jerry is dedicated, innovative and adventuresome," continued Gentry. "Teamwork has been the hallmark of his professional career."

Retirement Plans

Tuchscherer plans to enjoy some of his hobbies in retirement, such as auctioneering, taxidermy, attending car shows and hunting for antiques.

"I haven't thought a lot about it," he said, but admitted that he looked forward to having time to do the things he loves. Like spending time with his brother from Minnesota who also enjoys car shows, and possibly taking his two GTOs with him. He also collects clocks and other antiques. "I have a lot of clocks," he said, "which drives my wife crazy because none of them tell the right time."

Jerry is also a licensed taxidermist, and as an auctioneer is affectionately nicknamed "Colonel." He used to be auctioneer for benefits – something he'll now have more time for.

While he admits that it's a little hard to let go of his career with the College of Education, he also acknowledges that having extra time will be good. "I've been fortunate to have had some of the most fantastic support staff," he said, "and I have loved teaching."



FROM THE MINOT STATE COLLEGE SUMMER THEATRE PROGRAM

Jerry Tuchscherer has only to walk on stage to get a spontaneous laugh from the audience. He plays the part of Billis in "South Pacific," Bellamy in "Fantasticks" and the Lord Chamberlain in "Iolanthe." Well-suited for comic roles, Jerry has portrayed the Mayor in "Music Man," Senex in "A Funny Thing Happened on the Way to the Forum," Spettigue in "Where's Charley?" and the Lord Admiral in "H.M.S. Pinafore."



TIME TO PLAY!

Recreation Professor Mike Kinziger Retires

This is how Mike Kinziger's informal resume reads: Good father to three children. No longer considers himself the center of the universe. Shows up, listens, tries to laugh. A teacher, but his work is human nature. Real life is what he knows.

After 16 years as director of the recreation program in the Department of Health, Physical Education Recreation and Dance, Mike Kinziger is retiring to live out his dream life on his 16 acres near Deary, Idaho. Interestingly, when he looks forward to retirement, he is in as much awe as when he looks back at his accomplishments.

"I can feel a softening of the air," wrote Mike in his retirement speech. "I still want to do so many things, like finish my book, climb mountain peaks, travel to strange and familiar places, listen to new music, read great books, soak in the wonder of my family and pursue fitness and health. I want to watch birds through tiny binoculars, collect special stones, flowers, bits of wood and old bones. I want to grow

beautiful flowers and grand vegetables, let the inner me talk through journaling and stories and creative writing."

While his dreams of retirement are rich, memories of his time spent teaching at the University of Idaho are just as satisfying.

"I've really enjoyed advising my students and taking them on numerous outdoor trips," he said. "I've led 50 or more 7- to 10-day nature trips. I've climbed mountains, paddled, and hold seven long-distance canoe records. In 1985, I did a 600-mile trip down the Yellowstone River in five days. Last year my canoeing partner and I paddled the river again and broke the record we set 25 years ago."

The list of Kinziger's University of Idaho teaching and advising duties is short compared to the long list of the professional services and involvement in recreational activities, memberships, workshops and clinics he has conducted over the years. Like teaching white-water

canoeing in northern Wisconsin, the Idaho Panhandle, and the Yellowstone River (36 times); or backpacking in Beartooth, Selway Bitterroot and Wind River Mountains (a nine-day backpacking trip that covered 20-26 miles and that he taught 19 times). That's just the tip of the iceberg.

"I do find it disconcerting to admit that I might be slowing down," said Mike. "While a younger man fears that to go too slow is to risk missing something, an older man knows that to go too fast is to miss everything."

The Young Mike

Mike Kinziger was born in Wisconsin, the oldest of five children who all became teachers. He received his bachelor's degree in secondary education from the University of Wisconsin-Stevens Point in 1970 and his master's degree in recreation and park administration in 1980 from the University of Wisconsin-La Crosse. In 1992 he earned a Ph.D. in recreation from the University of New Mexico. For the majority of his career, Mike has been a teacher, coach, lecturer, advisor, sport specialist, and competitor. He was also a single parent to three daughters.

From 1971 to 1973 he served in the U.S. Army as an athletic and sport specialist. He spent time in Thailand and Vietnam, coordinating sport workshops and special programs. In 1972 he competed in the U.S. Olympic Games in Munich, Germany, in the sport of European handball. He taught physical education and social studies and coached boys football, basketball and baseball in Mauston, Wisconsin, in 1970, and again after he returned from the Army, until 1977. He then lectured at the University of Wisconsin until coming to the University of Idaho in 1993.

"I've really enjoyed my time at the University, and it's been fun to push the HPERD department's agenda of healthy lifestyles," said Mike. "I've also really enjoyed advising my students because I really care about them."

Kinziger says that the quality of students entering into the recreation program at the University of Idaho has gotten better every year, due in part to the involvement of the City's Parks and Recreation Department that offers practicum opportunities for students. Not only that, 82 percent of recreation undergraduate students are placed in jobs right out of college, and 95 percent of graduate students are placed in jobs.

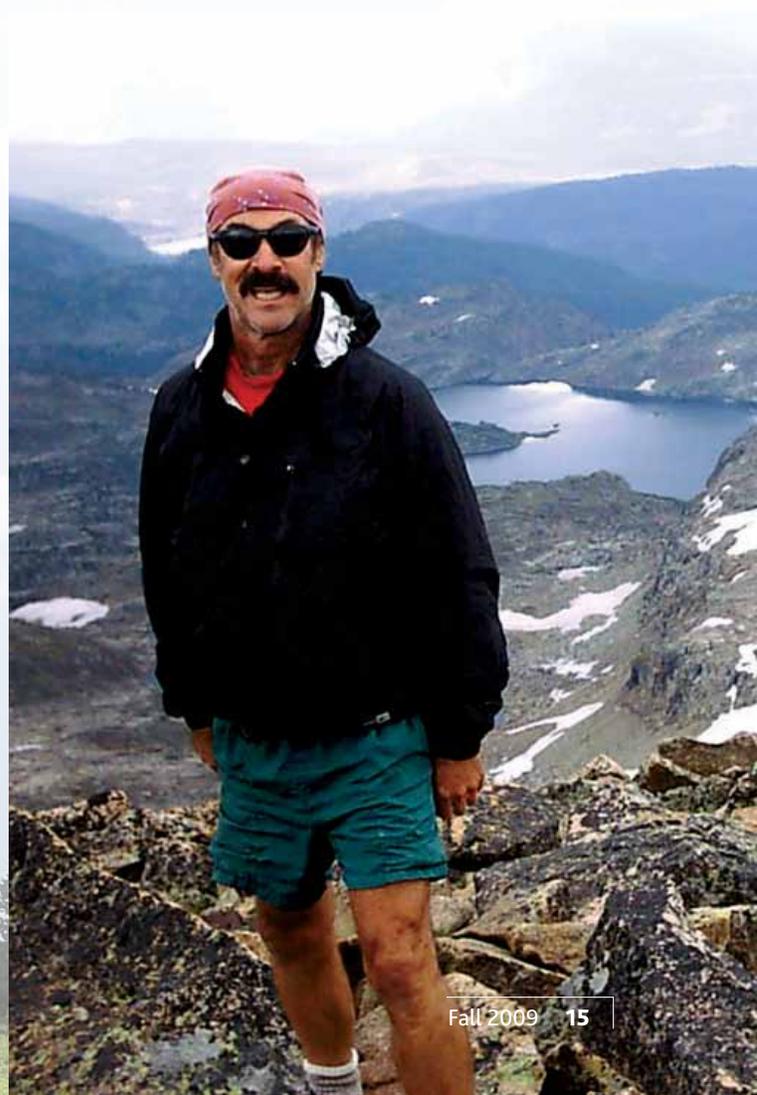
"The future of the state of Idaho will be in outdoor tourism," said Mike. "In Idaho you see more and more playgrounds and parks. And really, the reason we all work is so that we have money to play."

Mike carries into his retirement years of great memories and life lessons sprinkled with anticipation for all he now has time to do. For example, he left September first for a solo six-week wilderness canoe trip to Canada's Woodland Caribou Wilderness Area where he navigated more than 120-150 different lakes. "The only luxury items I took were my GPS, solar battery charger, and my Kindle," said Mike. He also canoed the Grand Rhonde River in Oregon and went on a 10-day backpacking trip in Montana. Once the weather cooled and the garden produce was harvested, Mike resumed work on his book, "Favorite 125 Games," which he's been working on for years and hopes to publish soon.

"The key to contentment is an attitude of gratitude," said Mike. "Life is good and far more fragile than most of us ever realize."

"When I was a child, I remember vividly my mother's words to me day after day: Michael, go outside and play, go outside and play."

"Now it's time for me to go outside and play ..."



Becoming Lenient and Generous

The NIWP 2009 Writing Retreat

The Northwest Inland Writing Project's writing retreat this July took place at Camp N-Sid-Sen on the northeast shores of Lake Coeur d'Alene. Ten writers assembled at Spirit Lodge, drawn together by their desire to have time to write and interact with other like-minded creators. The College of Education helps sponsor the NIWP retreat each summer.

The visiting writer was Bill Woolum, English professor at Lane College in Eugene, Oregon. He led the group through workshops and writing exercises aimed at breaking down writer's block and spawning creativity.

Woolum made the idea of leniency his theme for the week, encouraging writers to be transformed from a possible strict, narrow view of the world to a more lenient one. Leniency is way of exploring, in a non-judgmental way, the world, truth, and one's experience.

"Leniency helps one be more awake and conscious of the world and one's experience because it lightens the pressure to be critical and to judge the world," said Woolum. "Without prejudice, one is awake to more of the splendor of the world's variety."

So with leniency in mind, writers – including me – focused on being generous of heart, mind, feelings, insights, observations, and the use of language. Each afternoon we practiced writing, based on Woolum's writing prompts during the morning workshops, and as the week progressed we became more free in what we wrote.

Each evening the group shared their day's writings. Some wrote poetry, others memoir and others fiction. Some worked on books they were writing, and some expanded on unfinished poems or wrote new verses.

We soon realized that something special happens in a group that shares their deepest thoughts. Something kind of magical.

"Deep wishes, strong dreams, and wistful tinges of regret surfaced when writers shared their writings the first evening," said Woolum. "The retreat's inner beauty began to take shape: those sharing their writing were unconstrained as was the atmosphere of support and respect. From my perspective, the retreat was moving into a realm of experience deeper than simply getting some writing done. The retreat was becoming spiritual. Not only the spirit of trust, but the spirit of creativity, innovation, experimentation, and exploration pervaded the room."

Some writers, at first, were hesitant to share their writing. But as the feeling of mutual respect and support pervaded, they took the risk and found it to be an emotional high. Others, like me, were able to transcend a writing block and make progress on a memoir that I hope to publish. But published or not – the exercise was valuable to our work, our relationships, and our journey to get to know our world and ourselves on a deeper level.

Just as important – we became better writers.

"I left this retreat invigorated and inspired," said Woolum. "Such concentrated good writing, good people, and good will made it difficult to leave. I know we can't be on retreat fifty-two weeks out of the year, but it's enriching to be able to spend one week this way."



"When we were not involved in the writing process, we could meander down to the clear, cool water for a lovely swim or a row around the lake with friends," said Terry Schmidt. "One of the best parts of the retreat was getting to know new and interesting people. Sharing personal writing allowed us to get know each other on a more intimate level than is usually possible in a short time."

"The retreat gave me time to work on my novel and time to work on my memoirs about places where I have lived," said high school teacher Duane Pitt of Odessa, Wash. "I enjoyed the freedom of writing for the sake of writing. Since I returned home, I have completed my memoirs. I feel refreshed and ready to go again."

The NIWP Writing Retreat is open to anyone. If you'd be interested in joining next year, contact Bev Wolff at bev@roadrunner.com for more details.



Oh Northern Idaho!

Esto Perpetua

We

toured in the old, red impala on U.S. 10
 from Fourth of July Canyon to Cavendish Grade,
 Kootenie, Benawah, Latah, Clearwater
 Boundary, Bonner, Shoshone, Nez Perce.
 Cruised past rolling hills, cold rivers,
 wild huckleberries, pine.
 Caught cutthroat trout, bass, perch, pike, and salmon.
 Attempted rafting along the Lochsa, Snake, and Selway.
 Harvested Austrian winter peas, lentils, camas root.
 Mined silver, gold, lead, phosphorus,
 and dug new star garnets.
 Spotted the yellowjackets, horseflies, junebugs, wasps.
 Honored Julia Jean Mildred Francis Turner
 a.k.a. Lana Turner.
 Practiced the square dance, rain dance, owl dance,
 jingle dance.
 Found syringa, mountain bluebird,
 Cataldo Mission, Appaloosa

By Christy Woolum
 Written at the NIWP Retreat

Who attended:

Alex Reid, Moscow
 Michael Riley, Potlatch
 Rachel Clark, Moscow
 Chris Petersen, Moscow
 Christy Woolum, Colville
 Bill Woolum, Eugene, Oregon
 Cheryl Dudley, Pullman
 Wilma, Moscow
 Bev Wolff, Moscow
 Terry Schmidt, Moscow
 Duane Pitts, Odessa, WA

UPWARD BOUND

summer 2009



Silver Valley Upward Bound

The Silver Valley Upward Bound program held its "Experience Summer" 2009 program in Coeur d'Alene. Nine Silver Valley Upward Bound participants from Kellogg and Wallace high schools took classes such as Environmental Science, World Issues, Building Your Dream Home – Math Concepts, College Success, and French Food and Culture. Classes were held each day on the North Idaho College campus in the University of Idaho classrooms. Participants stayed at Camp Cross on Lake Coeur d'Alene and also participated in other activities such as Frisbee-golf, canoeing, and hiking.

In addition to educational and recreational activities, Upward Bound students found ways to give back to the community.

"Promoting volunteerism and community service is a priority for the Silver Valley Upward Bound program, and we are trying to instill in our participants that community service is one way to make our program, our community, and our lives better," said project director Marcee Hartzell.

The group partnered with Holy Trinity Episcopal Church to serve community members in Spokane's West Central neighborhood. The church is on a corner in the poorest

per capita income community in Washington state, and is home for transients and families who cannot break the poverty cycle, domestic violence, or drug addiction. Some are third- or fourth-generation welfare recipients. The Silver Valley Upward Bound students volunteered at Trinity's



Adam Dechand (left), UB participant, Warren Jones, outreach coordinator, and Josh Hedgecoke, UB participant.

Dinner Table every Wednesday evening, interacting with the hungry and homeless. It was an invaluable experience.

"This was an amazing life lesson for the participants," said Hartzell. "They learned what it means to serve and learned the true sense of community and the importance of supporting our neighbors. They explored issues of poverty, the barriers to success, and, more importantly, how that relates to their own lives."

To better understand the issues of poverty, the Upward Bound students studied the book, *A Framework for Understanding Poverty*, by Ruby K. Payne. The book addresses demographics, education, income, race, gender, topography, the difference between generational and situational poverty, and most significantly, how to overcome it.

"Many of the Upward Bound participants come from low-income homes and are first-generation, college-bound students, and these lessons hit very close to home for them," said Hartzell. Through this service project, Upward Bound students became more deeply engaged in what community means and gained an understanding of the critical issues surrounding poverty.

"These lessons not only apply in the real world, but within our own program as well," said Hartzell. "Silver Valley Upward Bound is our community, we are each other's neighbors, we are here to support each other, to learn from each other, and to grow from each other. We are here to help each other move through the stages of life more successfully."

Roti and Dhall: Upward Bound Math Science Students Learn to Cook Ethnic Dishes

Learning to cook involves understanding mathematical measurements and some science – something that a group of Upward Bound Math Science students learned this summer. Among several classes program Director Kirsten LaPaglia organized for the group, some of the most interesting were three ethnic cooking classes, including Indian, Middle Eastern, and Polish.

The Moscow Food Co-op partnered with UBMS by offering all the needed food at cost. Jennifer Whitney, an independent contractor who offers cooking classes through the Co-op, agreed to teach the cooking classes to the students.

"It's really exciting to work with this age," said Whitney. "And supporting community programs is part of the Moscow Co-op's mission."

The cooking class was an entirely different component of science that La Paglia hoped would bring a cultural awareness to the group. "It's not only the science of cooking, but also of the senses," she said. "We emphasized that it's a totally different type of science not necessarily about exact measurements."

Narayanan "Sri" Srividya, a researcher at WSU, helped Whitney teach the class. "I cook every day because I prefer to know what I eat," she said. For the Indian cooking class, Sri helped the group make roti, a whole wheat flat bread; poriyal, which is steamed vegetables with coconut, black lentils and mustard seeds; and dhall, which is another



Jacquie Bourgeois, Silver Valley Upward Bound. Participant, dines with a small girl and her family

vegetable dish made of lentils, vegetables, cumin seeds and turmeric. The dishes were served with rice. For dessert, Sri cooked rava kesari, a semolina dish made with ghee, cardamom, cashews and raisins. The Upward Bound students were anxious to try out the food they cooked – and there were few leftovers at the end of the evening.

"The traditional way of eating is to sit on plantain leaves on the floor," said Sri, introducing students to some of the cultural differences of other countries.

Whitney says she enjoys teaching people how to cook with little-known foods. She says that Indian food is one of the most popular community cooking classes she teaches. Student Steen Miller of Parma, Idaho, enjoyed cutting the vegetables for the dhall. "I especially liked cutting the onions," he said. Steen is attending his fourth year of the UBMS program. His sister, Robin, was a Upward Bound

PROGRAMS

Bridge program student last year and now works for the University of Idaho program while attending college classes.

Bridge students have attended Upward Bound programs and are between high school and college. The Bridge program helps students ease into college life. Another Bridge student in the cooking class was Blake Fries of Post Falls, who is doing an internship at Gritman Medical Center and taking Political Science 101 as well as a writing class. Fries is working at Kootenai Medical Center and plans to become an anesthesiologist.

In addition to the cooking classes, LaPaglia coordinated with local faculty and volunteers to offer classes in wilderness and environmental ecology, college entry math, freewriting, computer programming, and power engineering. The group spent time again this year at the McCall Outdoor Science Center focusing on the EpSCOR (Experimental Program to Stimulate Competitive Research) outreach component and doing a ropes course in Alibon, Washington. Evening activities include Frisbee-golf, rock climbing, and other not-so-ordinary activities.



"The Upward Bound Program is definitely the best opportunity some students have for the summer," said Bridge student Phillip Maddi. "Even though it's hard work, it's worth it."

Upward Bound Northwest Nations

Twenty-one Upward Bound Northwest Nations students experienced something new this summer. On June 18 they flew to New Orleans to work with Katrina Corps to help restore elementary schools damaged by Hurricane Katrina and to tour the area.

To help the students understand the racial, economic and social realities associated with Katrina reconstruction, the students traveled to the National Civil Rights Memorial in Montgomery, Alabama, then to the Birmingham Civil Rights Institute, and finally to the National Civil Rights Museum in Memphis, which is housed in the hotel where Martin Luther King Jr. was assassinated.

All these experiences were used as the academic content for three courses the students worked on when they returned to the University campus: A mapping course utilizing GPS and GIS hardware and software to produce computer-generated maps of the areas visited; an English course where students used literature to critically analyze their experience and document their understanding; and a qualitative research course designed for students to understand data collection, research, and how to explain their findings in both writing and art.

Many of the students had never traveled outside of their own state, and some had never flown on a plane. When Griselda Solis of Wapato found out they were flying to New Orleans, she was surprised. "That whole day I was in shock that we were going to New Orleans," she said.

When the group toured New Orleans, the sites helped them understand the magnitude of the Katrina disaster. "We went into some places that were still muddy," said Solis. "The tour guide took us to see the "Live Oak," which is a place where this family's only option was to climb a tree. A whole area is dedicated to the flood, and it showed us how many people are still missing."

Tiana Higgins of Plummer and Stevie Vela of Wapato were both in their second year with the Upward Bound Program. Their first impression of Louisiana was the humidity.

"We arrived at 11:00 at night, and it was still hot and humid," said Stevie.

The first day in New Orleans was spent painting and working on the foundation of the Free Academy. They also visited Preservation Hall on Bourbon Street and other sites around the city.

The group stayed in St. Jude's Community Center, a homeless center in New Orleans, for two nights. "Some things you just can't explain," said Ashley Gauthier, a high school junior from Plummer, Idaho. "St. Jude's was one of my favorite places because it was so different than what we were used to. The whole experience made us appreciate life. We had never really thought about Katrina, but now that I have, it makes me think."

"I loved it there," said Tiana. "I didn't want to come back."

Gauthier and Solis enjoyed visiting the Martin Luther King Jr. assassination site. "He's my hero," said Gauthier.

The girls were also impressed with the city of New Orleans. "People there are a lot different," said Ashley. "Their culture makes them close, and what they went through made them close. Some things you just can't explain unless you experienced it yourself."

After returning to Idaho, the group assimilated the data they gathered on their trip. For the writing element, they read James Baldwin's autobiography, "*The Fire Next Time*," comparing the book to their own experiences in New Orleans. They also created mosaics using glass and stone, and made maps of their favorite sites using GIS software.

"We also wrote a paper using quotes and called it 'Silent Sorting,'" said Gauthier "We put the quotes all together on a poster – it was our Sharing History poster."

For the mapping class, students were told to choose three of their favorite places. "I chose Bourbon Street, St. Jude's and the first elementary school we worked at," said Ashley.

"It made me realize how bad the hurricane was," said Griselda. "Because we saw it on the news only, seeing it in person was so different. It made me appreciate life."

"It made me want to travel the world," said Ashley.



Upward Bound to College Scholarship: One Student's Dream Come True

Phillip Maddi of Port Orford, Oregon, had no idea when he joined the University of Idaho's Upward Bound Math Science program three years ago that it would be instrumental in him receiving a major college scholarship.

Maddi has participated in the UBMS program for the last two summers and the Upward Bound Bridge program this summer – a program designed to help high school graduates who have been involved in Upward Bound programs transition

to college. He took a college-level, online political science class and also did an internship with the College of Engineering this summer.

"The internship was mostly working with metals," said Maddi, who added that the engineers are creating a new product they hope will be lightweight space shuttle material. Maddi loved the internship because he aspires to become an engineer. He became interested in engineering two summers

ago when he took a summer UBMS course from civil engineering faculty member Fritz Fiedler.



Phillip Maddi

PROGRAMS

"When I first took the UBMS program three years ago, the only thing I wanted to do was go into the military because I thought that was the only way to be successful in my family," said Maddi, whose father is a sergeant major in the Army. "When I came here, it opened my eyes to all the different possibilities that college can give you."

Because of his UBMS experience, Maddi plans to study engineering in college. "I'm going into renewable resource engineering," he said. "Although my summer engineering internship wasn't directly related to that, it got me acquainted with lab protocol procedures. And it's cool that I got to work with carbon nanotubes."

But even more cool is that Phillip has been awarded a highly competitive Ford Foundation Scholarship, which will pay 90 percent of his college expenses. Out of the 4,000 Ford Foundation scholarship applications, only 100 are awarded each year.

"When I went for the scholarship interview, most of the questions were about what I did during the summer in the UBMS program," said Phillip. "Because of my involvement, they saw me as someone committed to working hard. I think that this program was one reason I got the scholarship."

Phillip believes that the UBMS program is definitely the best summer opportunity for high school students. "A

lot of kids want to get a job, but even though Upward Bound is a lot of hard work, the payoff is so immense it's worth not having a job for a few weeks," he said. "You also form a lot of strong relationships."

Maddi has been accepted at the Oregon Institute of Technology – for the most part, because the Oregon-based foundation that awarded the scholarship requires him to attend an Oregon institution, but also because of the degree he will be pursuing. "I'm excited that the college I'm going to is the first to offer a bachelor's degree in renewable resources," he said. "When I graduate, I'll be leading development on some groundbreaking fuel source or designing structures that are 100 percent off the electricity grid, and self-sufficient."

Phillip was able to get involved in the Idaho summer Upward Bound program because it wasn't offered in his area. The program has since changed to be more regionally specific, so none of Phillip's four siblings will be able to attend the Idaho program.

"We're still looking for opportunities for my siblings that are similar to this," said Phillip who is the second of five children in his family.

"I feel fortunate to have been involved in this program."



ABOUT TRiO

Upward Bound and Educational Talent Search programs are federally-funded TRiO programs that provide academic assistance and support services to promising youth and adult learners who have been historically underrepresented in higher education due to economic deprivation, poor academic preparation, or first-generation college status. The College of Education manages five summer TRiO programs as well as Educational Talent Search. Summer programs include Clearwater Valley Upward Bound, Silver Valley Upward Bound, Upward Bound Math Science, Northwest Nations Upward Bound, and Bridge. The Bridge programs helps Upward Bound students who have graduated from high school, transition to college.





Doing it Wright:

A 10-Year Reunion of Wright Fellows

PROGRAMS

Photos by Mark LaMoreaux

More than 50 Wright Fellows joined together on June 23 to honor the man responsible for funding their graduate education. Thomas Wright of Seattle, a University of Idaho graduate, former owner of a book publishing company, and generous philanthropist, began funding the Wright Fellowship in 1999. Since then, he has provided the funds to further the education of nearly 100 Idaho teachers.

The ten-year Wright Reunion, hosted by the College of Education, was a time for Wright Fellows to show gratitude and reunite with friends.

Each year, 8-10 applicants are chosen to receive the competitive, prestigious Wright Fellowship. The chosen cohorts spend two consecutive summers on the University of Idaho campus, as well as several school-year visits

to campus during their two-year program, which incorporates classroom research during the school year.

That's what makes the Wright Fellowship program different. It allows teachers to remain in the classroom while they conduct research and work on their graduate degrees. The result of the program is high-performing teachers who return to their schools and communities and make significant, positive changes.

At the 10-year reunion, Wright Fellows gathered for lunch and a reception at the University of Idaho Commons, where many Fellows spoke directly to Mr. Wright about the meaning of his contribution and the role it has played in their careers and personal lives.



Bruce Sweeney (L) and Tom Wright

"It's been an honor and a privilege to be a Wright Fellow," said Nancy Mueller of Coeur d'Alene to Wright. "Words alone cannot thank you enough. I received my National Board Certification, which was all about me as a teacher. The Wright Fellowship is all about me as a learner. It was different and uncomfortable because, as a learner, I am as fragile as the children in my classroom."

Larry Prescott, art teacher from Rexburg, said, "As a Wright Fellow, I learned more about the spirit of teaching. My confidence was bolstered and I took major changes back to my classroom. I've gone where no one has gone before in Madison County. Kids' lives are being changed."

The reunion continued in the evening at the University Best Western, where President Nellis, Tom Wright, and College of Education Interim Dean Jerry McMurtry spoke.

"Thank you, Mr. Wright, for being an example of the legacy of leadership," said President Nellis.

Tom Wright was moved by the Wright Fellows' testimonies. "The stories are magnificent," he said. "The way this organization has grown is a testament of the goodness of people and their desire to help."

The College presented Tom with a framed photo, taken earlier in the day, of he and the Wright Fellows group.

Dean McMurtry stated that since the Wright Fellows program began he's seen Idaho teachers become state and national leaders. "The Wright program has raised the bar for graduate education," he said.

Wright Fellow Nancy Larson of Charter Academy in Coeur d'Alene summed up how most teachers at the reunion felt about Tom Wright when she said,

"You are a hero in Idaho."

Applications to the Wright Fellowship are taken in the spring of each year. For more information, visit our Web site under "Hands-On Experience" (www.uidaho.edu/ed); or e-mail coe@uidaho.edu or call (208) 885-6772.



For Doug and Edward Hawkins of Sandpoint, Idaho, the road to success wasn't paved with gold. Instead, it was grounded in hard work, faith, and paved with something of a little different color – like bleu cheese.

The owners of the famous salad dressing company, "Litehouse," attribute their hard work, their faith, and their father's culinary artistry in creating the first salad dressing recipe, to where they are today: a multimillion dollar company that gives back to their community and continues to grow.

So how do two brothers educated at the University of Idaho to teach and coach, create a powerhouse salad dressing company?

It all started with their father, who went to trade school in Weiser, Idaho, to become a chef. "It was because of the struggle in the restaurant business that Dad created the first bleu cheese salad dressing," said Edward. He was working at a restaurant in Spokane on East Trent when the restaurant owner shared that he didn't understand why someone couldn't make a good bleu cheese salad dressing.

"Dad prayed about finding a recipe," said Edward. "Then one night he woke up with the recipe that had a buttermilk and mayonnaise base. People loved it, and after that he used it in all the restaurants where he worked."

In 1958, the Hawkins bought a restaurant in Hope, Idaho – 16 miles east of Sandpoint and with a population of about 175 – called Hurschell's Lighthouse. In 1961, with the suggestion of cousin Will Hawkins, who graduated from the University of Idaho in business that year, the family changed the name of the restaurant to The Litehouse – long before the salad dressing fame occurred. They wanted the name to be unique.

"The restaurant was a good business in the summer, but not in winter," said Edward. But something interesting was happening during the early restaurant ownership years.

When people came to The Litehouse to eat, they brought along their empty mayonnaise jars to buy salad dressing. Eventually the family decided to figure out how to make the dressing work for them.

LITEHOUSE

The Hawkins Family Legacy

Litehouse Dressing Goes Public

In February 1963, the family purchased jars and lids and decided to go retail with Litehouse salad dressings. "Dad sat down and formulated the recipes on paper and mixed the first dressings and sold them in Sandpoint in 1963," said Edward. By then there were other recipes, including French and Thousand Island, and later, Ranch and Roquefort.

In spite of financial duress, it was always a given that the four Hawkins children, oldest brother Doug, two sisters Diana ('67) and Claudia ('70), and then Edward, would attend college. Doug finished his degree at the University of Idaho in 1966 in Physical Education and taught school until 1969. Edward graduated from the University of Idaho in 1974 with a degree in elementary education. "I would deliver salad dressing to the Lewiston, Clarkston, and Moscow area, while I was a student the University," said Edward.

After graduation, Edward taught and coached volleyball, basketball and track in Sandpoint for three years, but both brothers really wanted to be in the salad dressing business full time. "We struggled terribly financially and were basically broke," said Edward. "In the mid-1960s we had sold some stock to friends, who eventually decided they wanted someone else to manage the business. Dad was an artist, but not a good businessman." So in 1970 a food broker was hired as general manager of the company.

"But it turned out that the new manager had a gambling problem," said Edward. "We were doing \$100,000 in volume each year. We were selling and making the dressings. Then one day Doug went to one of our suppliers and was told he hadn't been paid. It ended up we were about \$50,000 in debt. In 1972 we were broke. We owed all these vendors money we didn't have."

With the financial trouble came health problems for Dad Hawkins, who ended up in the VA hospital in 1974. While Dad was away, Doug decided to make the salad dressing a business priority over the restaurant. So instead of filing for bankruptcy – which the family did not believe in – Doug negotiated with vendors to trade salad dressing for the raw materials to make the dressing. Suddenly, several independent stores in Spokane now carried Litehouse dressing.

Rosauers then started requesting the dressing, followed by Safeway. The brothers told both stores okay, but they

needed to be paid on delivery. "Before long we were out of debt." Said Edward. Safeway at that time was the largest grocery in the world. Doug would deliver the dressing to Spokane, receive checks on delivery, then drive to Seattle to buy glass jars and lids.

How to Grow a Business

At the end of 1974 the company had made \$150,000 in volume. It grew to \$250,000 the next year. In 1976 they brought in the Albertsons stores in Boise and went to \$425,000



Doug (L) and Edward Hawkins

then \$500,000. In 1977, they started selling to QFC stores in Seattle, purchased their current plant site in Sandpoint, and reached \$1.5 million. The company continued to grow into the 1980s and in 1984 hit \$6 million – then suddenly stopped growing. So early in 1988, Doug, Edward, and Phil Curry – a financial consultant – rented a hotel room in Coeur d'Alene to brainstorm and set some new goals for growth.

"The goals were to grow outside the Northwest," said Edward. "At that point, the club businesses like Costco and Sam's Club were just taking off. We decided to go there and also into food service businesses. We also decided to create a package that would work in salad bars. We bought a machine that would make little salad dressing pillows." The company goal: \$20 million in five years.

"We happened to have a guy we hired as a truck mechanic who could really sell dressing," said Edward. "It was divine influence. This employee was flying someplace and asked the person next to him what he was up to. The guy was

buying for Sam's Club. We ended up getting exclusive business with Sam's for salad dressing." The same employee connected with a young man who was trying to sell salad kits. Because of that connection Litehouse ended up being the largest supplier of salad dressing to Fresh Express. They easily hit the \$20 million goal in five years.

In 1995, the company started looking to expand East, and in 1997, acquired a plant in Michigan that was also in the dressing business. In just a few years, the Hawkins' had taken the Litehouse Company from \$20 million in the 1980s to \$150 million and around 500 employees, including many Hawkins family members.

Giving back – the key to success

The Hawkins attribute much of their success to the people around them. "Part of our mission here in Sandpoint is to create good, stable jobs in our local community," said Edward, who was CEO of the company for 30 years, up until last year. "I don't know what I did to help the business get here. It's all the people around me who did it. I was a physical education minor in college and took a lot of coaching classes – so I guess I can say I've coached every day." As a matter of fact, Edward continued to be involved in volleyball for 20 years after he quit teaching, and helped with club programs and coached track for 11 years. But he didn't just coach athletes – he coached the employees of Litehouse Company and is currently coaching the new CEO. Edward said that his college education helped him become a lifelong learner, which he attributes to the company's success. "No one can take away your education," he said.

In 2008, Litehouse was selected as the Employee Stock Ownership Plan (ESOP) company of the year because of their training and educational processes for employees. "Our next leader will be grown from within," said Edward, who added that eventually the company will be 100 percent employee owned.

The Hawkins' generosity doesn't end in Sandpoint. They contributed funds for equipment in the Department of Health, Physical Education, Recreation and Dance Human Performance Laboratory and have also received the University of Idaho Silver and Gold Award. And their Vandal tradition continues: In addition to all four of the Hawkins siblings carrying the silver and gold, Edward currently has two sons attending the University of Idaho, and Doug has a son in graduate school and a daughter-in-law in law school.

The original Hurshell's Lighthouse in Sandpoint is now a family beach house – but the lighthouse symbol continues to be a beacon of hope for a small logging community plagued with economic problems. "Giving back to our community is what we're about," said Edward.

KEY DATES:

- 1958:** Ed and Lorena Hawkins purchase the Hurschell's Lighthouse Restaurant in Hope, Idaho.
- 1963:** The Litehouse sells its first jar of salad dressing outside the restaurant.
- 1974:** Founder's sons, Ed Jr., and Doug Hawkins, take over the business.
- 1984:** Ed Hawkins, Sr. passes away.
- 1992:** A building addition allows the company to quickly double its output of salad dressing.
- 1997:** Litehouse merges with Chadalee Farms of Lowell, Michigan.
- 2001:** The company purchases Sandpoint Cheese Factory in order to make its own bleu cheese.
- 2003:** For the company's 40th anniversary celebration, Litehouse markets a new dressing called Big Bleu.
- 2006:** TechHelp and the National Institute of Standards and Technology Manufacturing Extension Partnership recognized Litehouse for excellence in product and process innovation with Idaho's first Spirit of Continuous Innovation award.
- 2008:** Litehouse appoints Jim Frank, former Director of Fresh Merchandising for Albertsons, as President and CEO of the company.

Mind's Eye 2009

Madison High School Photography

Edited by Larry Prescott, Breck Wightman, and Kate Hill



ALUMNI

Wright Fellow Prescott Provides New Opportunities for Students

Larry Prescott of Rexburg, Idaho, is a 2006-07 Wright Fellow and an art and photography teacher at Madison High School. After receiving his graduate degree from the University of Idaho and participating in the Wright Fellows Cohort VII, he returned to his school with big ideas.

It didn't take him long to make some exciting changes to his photography classes. In June of this year, his 14 photography students had an art show in Rexburg, where each student displayed one of their prints from the school year.

"I'm proud of what the students are doing and what they're producing," said Prescott. "The kids are just absolutely doing a great job."

But the art display isn't all these students accomplished this year. They've also produced a book, titled "*Mind's Eye 2009*," which is available for purchase at www.blurb.com. Each student designed a two-page spread for the book. "The book is going to be a yearly tradition," said Prescott. "The title next year will be *Mind's Eye 2010*. This book marks the infancy of the Madison Photography program. I spend a lot of time and energy envisioning the future of what I will offer my students. This is just the beginning."

Two years ago, the possibility of a student-produced book didn't exist, and there was no opportunity for students at Madison High School to even make photographic images. In 2006, Prescott proposed the idea of creating a photography class, and the following spring he got the green light. But just last year the program had no computers, no cameras, no tripods and no printers. Then some local businesses took it upon themselves to offer considerable financial support.

Prescott feels fortunate to work with young students and encourage their ability to see, think, and create. "I believe photography is the art of seeing, thinking, composing, processing, and presenting images," he said. "I encourage students to make images that inform, surprise, enlighten, confound, delight, disturb, or mystify the viewer. Photography is an exciting language for expressing the full range of human ideas and emotions – from the profound to the playful."

The Wright Fellowship program is a highly competitive scholarship that provides teachers the opportunity to pursue a graduate degree at the University of Idaho. New applications are taken each spring. For more information, visit www.uidaho.edu/ed and click on "Wright Fellowship."



Charles W. “Bill” Eimers (’48, ’49) and Maxine Eimers

of Grangeville, celebrated their 65th wedding anniversary on May 7, 2009. The couple was married May 7, 1944, at Chanute Field, Illinois, where Bill was stationed in the Air Force. The couple met when they were both freshmen at the University of Idaho in 1940.

Both Bill and Maxine retired from teaching in 1983. Maxine had taught first grade in Grangeville Elementary School and Bill was superintendent of District 241. The couple has four sons – all University of Idaho graduates – eight grandchildren, and three great-grandchildren.

“I enlisted in the military in 1942 when I was a sophomore at the University of Idaho in Moscow,” said Bill. “When I enlisted, I had hoped to be a pilot, but due to a little deficiency in my

right eye, they directed me to basic training at Kerns Field in Salt Lake City, Utah. From there to Madison, Wisconsin, for electronics school, and from there to Chanute Field in Illinois.

“Time looked like it was running out, so my college sweetheart, Maxine Grover, and I were married in the chapel at Chanute Field. Following electronic training, they sent me to Boca Raton, Florida, for radar training. My wife came down there also, as they said it would be a longer session to train for a new bomber that was being built for war in the Pacific. That was a good session since my dear wife could be with me. Following this school, she went back to Idaho while I was sent to – of all places – Pratt, Kansas, where I was assigned to the 29th Bomb Group, 6th Squadron in radar maintenance.

“We went by train to California and picked up the 6th Squadron B-29, and thence to Hickham Field where we were in the ‘big war’, when we saw the sunken battleships and bullet holes in the buildings. We just stayed there overnight before we flew on after refueling the next day. We flew on to Kwajalin, refueled, and then on to Guam.

“I came home in December 1945 and returned to the University of Idaho to finish my education (bachelor’s 1948, master’s 1949). I started teaching school in Lewiston, Idaho and also coached basketball and football. Eventually I moved into administration, becoming a secondary principal and closed my career as Superintendent of Schools for District 241 in Grangeville after 33 years of teaching, coaching and the rest. My wife also spent many years teaching grade school, and retired along with me in 1983.

“I am 87 years old now and have had a wonderful life.”





Rocio E. Ayala

('05 B.A., '08 M.Ed.)

"I've been working for the Idaho Division of Vocational Rehabilitation for almost one year. It's a great accomplishment and honor to be working and practicing in the area/field I studied in my master's and where I'm also a licensed counselor. I love helping people with disabilities who want to have a future and work."

Nolan Crusat

('08 B.S. Physical Education)

"I am just finishing up my second week of medical school and soaking up the sun in Southern California. My roommates, parents, and I, all went to the *Price is Right* show on August 4th, but unfortunately, we weren't obnoxious enough to get on stage. It was still a great experience, nonetheless! The camera did video our section of the crowd, so expect to see us on the *Price is Right* on November 5th ... don't miss it!

"Classes have been great. We have been dissecting cadavers every day followed by anatomy lecture. I never knew that so many of the structures we are learning existed. I'm also taking Biochemistry, Physicians and Society, Essentials of Clinical Medicine, and OMM (Osteopathic Manipulative Medicine). Essentials of Clinical Medicine is great, because we get to practice our history and physical exam on standardized patients, which are actors who are paid to portray a patient with a certain set of symptoms/complaints. So far, it's been a great learning experience, and I look forward to the years ahead of me."



ACTE

Adult, Career and Technology Education

Annual Idaho Professional-Technical Education New Teacher Pre-Service Workshop August 3 - 7 in Boise.

Faculty member John Cannon of the Department of Adult, Career, and Technology Education coordinated the annual Idaho Professional-Technical Education New Teacher Pre-Service Workshop August 3 - 7 in Boise.

Thirty-six new professional-technical education teachers from across the state participated in the workshop, which was designed to assist them in areas such as agriculture production, family and consumer sciences, health occupations, marketing, and skilled and technical sciences.

Many of the participants were also University of Idaho students taking courses for state certification in the occupational specialist areas.

Professional-technical education provides youth and adults with the technical skills, knowledge and attitudes necessary for successful performance in a highly effective workplace. The state's economic vitality depends on people

equipped with these skills who also understand how to balance their responsibilities of family and community. Programs for youth are provided through secondary schools that operate in concert with the college system.

Nearly all of Idaho's high school students are enrolled in at least one professional-technical education course, and last year, more than 50,000 adults participated in short-term training to improve their job skills.

The August workshop was a collaborative effort between the Idaho Division of Professional-Technical Education, the University of Idaho, and Idaho State University. Cannon coordinated the workshop with the help of faculty members Jim Gregson and Laura Holyoke from the Moscow campus, who facilitated several of the learning sessions.

C&I

Curriculum and Instruction

Northwest Inland Writing Project's Summer Invitational Institute

Ten local teachers attended the Northwest Inland Writing Project's Summer Invitational Institute this year, which ran July 6 through 31. The program was facilitated by teachers Christy Woolum, April Niemela, Sherry Sanden, and College of Education faculty Rodney McConnell.

Visiting poet Marti Mihalyi offered a public reading one evening in the Commons that was attended by nearly forty guests.

The Invitational Summer Institute offers intensive leadership training to help participants become successful teachers of teachers. The institute also offers:

- Time to write daily for both personal and professional purposes
- Immersion in the process of writing, including participation in peer response groups
- The opportunity to review foundational research in the field of writing process, writing assessment, writing portfolios, writing to learn, and writing to communicate
- An opportunity to prepare and demonstrate research projects and professional development workshops
- Six graduate credits from the University of Idaho College of Education
- Full scholarships to pay for graduate credits.

The Northwest Inland Writing Project is dedicated

to improving the teaching of writing in Idaho and Washington schools. With its primary focus on academic literacy, NIWP's Invitational Summer Institute is the centerpiece of the writing project's work with teachers and administrators. Each summer, NIWP brings together K-college teachers and administrators in all subject areas to share knowledge and experience about how writing can be taught and used in classrooms.

The College of Education NIWP is already accepting applications for the 2010 Summer Invitational Institute, including full scholarships for the first twelve applicants who are accepted by December 1, 2009. After December 1, partial scholarships are available until all seats are filled. Interested applicants can contact April Niemela at aniemela@cableone.net or Christy Woolum christywoolum@yahoo.com, or visit the NIWP Web site at <http://www.niwp.org> for more information.

The Northwest Inland Writing Project is one of over two hundred writing project sites across the nation, all of which are equally funded by the National Writing Project. All writing project sites are closely associated with universities, which provide a 100 percent fund match. The charge to all sites from the National Writing Project is that each group focus on professional development for pre-K - college teachers regarding the teaching of writing. The Summer Invitational Institute is the centerpiece of this work.

CASPEL

Counseling, School Psychology and Educational Leadership

Coeur d'Alene Leadership Institute

The University of Idaho Coeur d'Alene Center began offering educational leadership courses this fall that focus on the specific challenges faced by Coeur d'Alene teachers. Access to the program is not limited to Coeur d'Alene educators, however. Teachers from districts throughout northern Idaho are invited to participate.

The new program, called the Coeur d'Alene Leadership Institute, is the second educational leadership program spearheaded by assistant professor Kathy Canfield-Davis. The Lakeland-Post Falls Leadership Academy has been offered in Post Falls since January. Both programs meet the goals outlined in the University of Idaho strategic plan and support the University's land-grant mandate to provide all areas of the state with outreach, education and research.

"In this challenging economy, educators are looking for effective approaches to building a strong professional future

by strengthening their leadership abilities," said Canfield-Davis. "The 30-credit educational leadership program offered at Coeur d'Alene this fall is tailored to meet the needs of northern Idaho educators in the classroom.

"It's important to have local programs that address the issues facing north Idaho school districts," said seventh-grade science teacher Michelle Williams, who is also pursuing a master's degree in educational leadership at University of Idaho Coeur d'Alene. "Professional development opportunities are a win-win situation for you, your colleagues, and your students. Putting ourselves back in the classroom as a student reminds us of the daily challenges our own students face."

The courses in the educational leadership program provide teachers with a larger lens to see the educational system and the challenges administrators face. Teachers will gain insights into particular regional issues, and ultimately deliver an enhanced quality of instruction to students.

HPERD

Health, Physical Education, Recreation and Dance

Athletic Training Education Receives CAATE Accreditation

The Department of Health, Physical Education, Recreation and Dance was recently granted continuing accreditation by the Commission on the Accreditation of Athletic Training Education (CAATE) for its Athletic Training Education Program. Program Director Alan Nasypany and Assistant Professor for Athletic Training and WWAMI Medical Education, Jeff Seegmiller, have worked tirelessly during the past two years to ensure that this effort was successful.

CAATE provides comprehensive accreditation services to institutions that offer Athletic Training degree programs and verifies that all CAATE-accredited programs meet the acceptable educational standards for professional entry-level athletic training education. All students must graduate from a CAATE accredited program in order to sit for the Board of Certification Exam.

"It is a very exciting time to be involved with the program," said Nasypany. "During the past two years, we've completed a comprehensive review and initiated programmatic reform to create an innovative curriculum that will lead the profession into the next decade. This reform has produced immediate results in the preparation of the Athletic Training students as measured by the first time national board exam pass rates that are 83 percent better than the national average and nearly 200 percent better than historical pass rates among program graduates. We will continue programmatic reform throughout this year, culminating in a program that is well

DEPARTMENT AND CENTER NEWS

positioned to attain national prominence and deliver the highest quality athletic training education to our students.”

The standards of education for accreditation by CAATE are established by The American Academy of Family Physicians, The American Academy of Pediatrics, the American Orthopedic Society for Sports Medicine, and the National Athletic Trainers’ Association, Inc. The standards include objective criteria and academic requirements for specific and defined processes as well as programmatic outcomes for the evaluation. The Standards are reviewed on a periodic basis to assure currency and relevance by the sponsoring agencies as well as the colleges and universities and Athletic Trainers who utilize the services of the CAATE or who employ the graduates of CAATE accredited programs.

“I want to extend my appreciation to our medical director Dave Rych and the Athletics Department athletic training staff for their work and continuing commitment to the quality of our Athletic Training Education Program as our primary clinical site,” said Department Chair Kathy Browder. “I would also like to recognize the efforts of our colleagues at Pullman Sports Physical Therapy, Moscow High School, Moscow Family Medicine, Moscow Mountain Physical Therapy, and Inland Orthopedic Surgery & Sports Medicine, who provide valuable clinical experiences for our students.”

The Athletic Training Education Program is on a regular cycle for a next comprehensive review in 2013-2014.

CDHD

Center for Disabilities and Human Development

The Center on Disabilities and Human Development is moving to a new location in the University of Idaho Business Incubator. The new site will provide easier access to the University as well as ample parking and disability accessible space. The scheduled move-in date is November 1st. CDHD plans to host an open house in the spring.

“We’ve been working with many people on campus involved in setting up our Internet, phone lines, parking, and in general preparing the building for our occupancy,” said CDHD Director Julie Fodor. “Campus support for the move has been incredible – there are many people working on our behalf to make this a smooth transition and create the space to match our needs.” CDHD will occupy three-quarters of the incubator building.

The CDHD is improving lives for people with disabilities and their families through exemplary and innovative education, outreach, research, and service.



Estate Gifts

College of Education Receives Two Major Estate Gifts

The College of Education recently received funds from two estates that had listed the University of Idaho as beneficiaries. Because the College of Education was not specifically named as the beneficiary, the funds were automatically deposited into the University of Idaho President's Excellence Fund. Development Director Christina Randal recently discovered that both Diann Haslett and Helen Beirne had College of Education interests, so she worked with Interim President Steven Daley-Laursen to have the estate funds shared with the College of Education. "The College has a high need for outside support," said Christina, "so if people have an interest in making a gift to the College, they should contact the development director to make sure funds are appropriated according to their wishes."

Diann L. Haslett

When Diann Haslett passed away August 7, 2007, at the age of 67, the University of Idaho received a portion of her estate – to date, nearly \$800,000. The College of Education is receiving close to \$400,000 of her gift and plans to set up endowments in her name to provide much-needed support for College of Education faculty and scholarships for our students.

Diann L. (Nordby) Haslett was born June 6, 1940 to Arwin and LoRene Nordby of Moscow, Idaho. She graduated from Moscow High School in 1957 and received her bachelor's degree in teacher education from the University of Idaho in 1963. She received a master's degree from Washington State University and spent her career teaching at Huntington Beach High School in California. Diann married John Haslett Jr. of Sunset Beach, California in June 1977. John passed away in May 2006.

The College of Education is establishing two scholarships with Diann's gift; one endowment will be in her name and will provide \$8,000 in scholarships to College of Education students. A second scholarship will be seeded with \$45,000, and will be called "Teachers for Teachers." The proposed use of the scholarship will be for students in elementary, secondary and special education who have financial need. Haslett's contribution of \$45,000 will be the seed for an ongoing fund-raising effort to encourage current teachers to make contributions to this endowment, and by pooling their money with others, the scholarship endowment will grow to provide additional scholarships for our future generation of teachers.

The College of Education is also establishing a faculty excellence endowment in her name to provide ongoing support for faculty research and travel.

Helen Beirne

Helen Dittman Beirne passed away on September 19, 2005, at the age of 85. She had been a resident of Alaska since 1956. She named the University of Idaho as one of three charitable beneficiaries of her estate. Helen spoke favorably



of the University of Idaho and desired that it would use the funds to educate and care for others, which was her lifetime goal and mission.

Helen was a dynamic and amazing woman who affected positive change

DONORS

in her lifetime. She always had a strong connection with the University. Her sister, Olive, and several nieces and nephews have also graduated from the University.

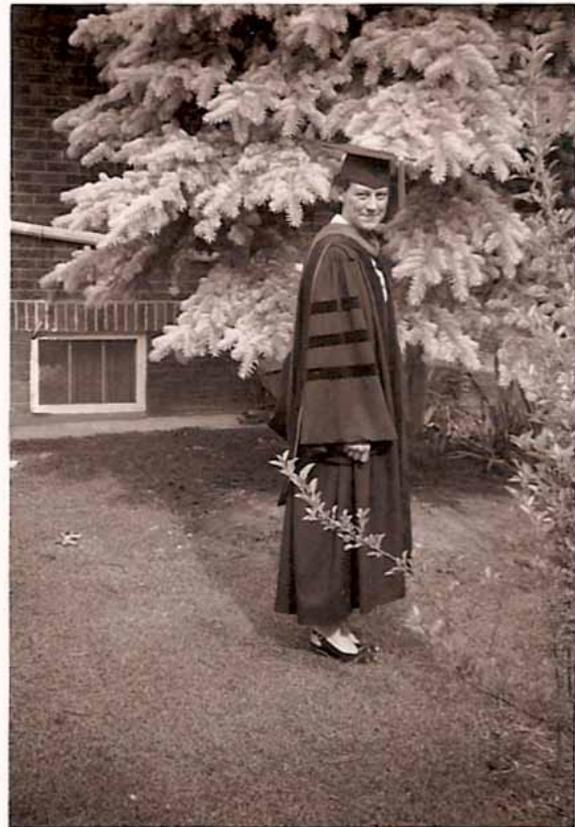
Helen grew up in St. Maries, Idaho, and earned a B.S. in Physical Education in 1944, then later earned a Ph.D. and spent a career in public service. Helen moved to Alaska and was influential in the state government as state legislator and Commissioner of Health and Human Services. She was deeply committed to education. Her interests and endeavors were varied. She spent much of her career working with disabled children.

"It was Helen's hope that the University of Idaho would be able to use the funds to educate and care for others, something that was her lifetime goal and mission," said her estate attorney.

"She was deeply committed to education, especially in the fields of special education and speech and hearing pathology," said her niece, Sonnet Farrell. "We are confident that anything that best serves students and helps them achieve their potential would have greatly pleased Ms. Beirne."

Half of Beirne's estate will stay in the President's Excellence Fund while the other half will honor her interests and contributions to the College of Education. A scholarship fund of \$50,000 will be established in her name, targeting students who demonstrate financial need who will be studying special education. The remaining \$12,500 will be directed toward the College's development budget for travel, mailings and other communications.

Helen Bierne is survived by a grandniece, three siblings, and several nieces and nephews.



To find out about giving to the College of Education, contact Christina Randal at (208) 885-7537 or cdrandal@uidaho.edu.

TO 1960

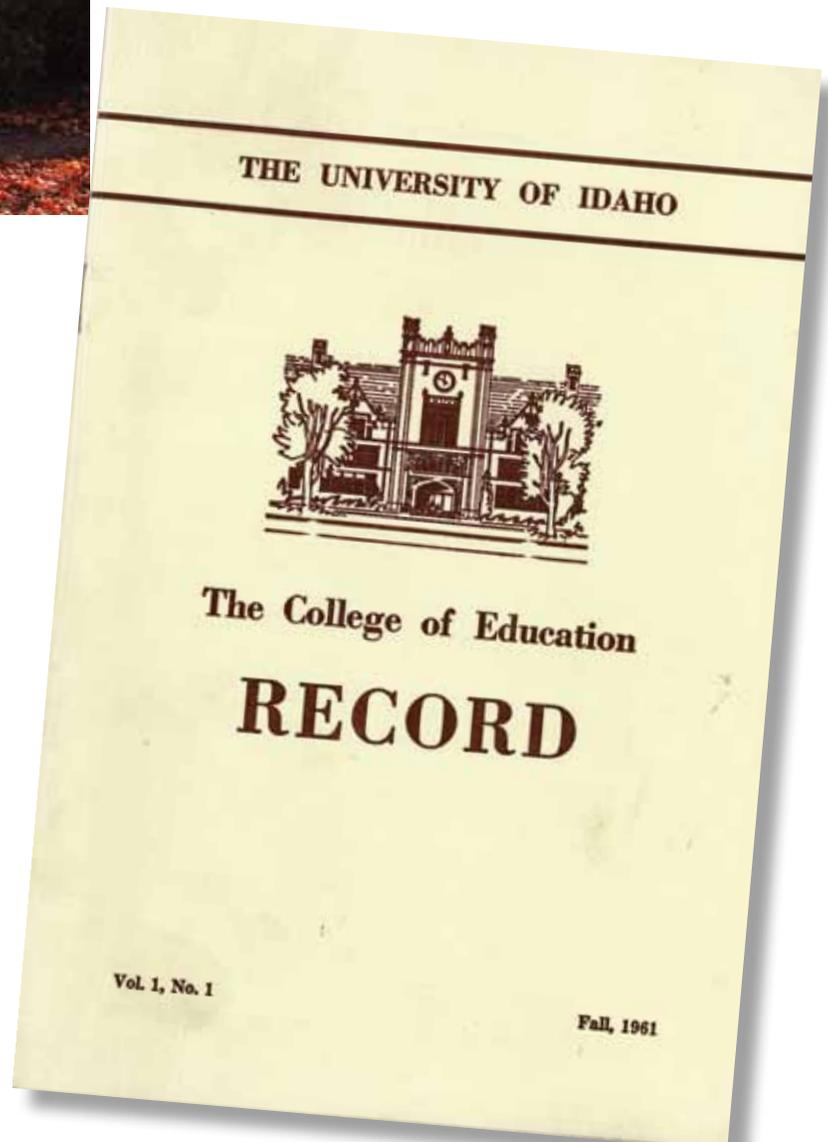
On April 9, 1960, the College of Education celebrated 40 years of teacher education. The first issue of the "College of Education Record" was printed in the fall of 1961, launching a new venture in communication. Some years prior, a mimeographed newsletter was distributed throughout the state, but had been discontinued at the time of the new **Record** publication. Administration saw a need for some satisfactory form of communication between students, faculty and professional colleagues.

The **Record** was issued three times per year and included short articles, reviews of current publications and research projects. Alumni and friends also contributed news.

The first issue of the **Record** contained an article about the College of Education's 40-year anniversary written by Dean J. Frederick Weltzin. The concluding paragraph of the article says:

"The magnitude of the contribution of the professional teacher education division of the University thus created over forty years ago is demonstrated by the numbers of its graduates. With the addition of the graduates of June 1961, a total of 5,317 persons have received degrees, including 3,860 bachelor's degrees and 1,457 master's degrees in education. In addition, many hundreds of students in other divisions of the University have qualified for teacher's credentials by completing appropriate courses in the College of Education."

In 2010, the College of Education will celebrate its 90-year anniversary. At that time, we'll see how our graduate numbers have accumulated since 1960, and how far-reaching our influence has become. Stay tuned.



PO Box 443080
Moscow, ID 83844-3080



Nonprofit Org
US Postage
PAID
Permit 679
Boise ID

We Want to Hear from You!

Name: _____

Class Year: _____

E-mail: _____

Address: _____

City: _____

State: _____ Zip: _____

Telephone: _____

Tell Us What's New

*Please send to: University of Idaho, College of Education,
P.O. Box 443080, Moscow, ID 83844-3080 or you can
send an e-mail to: cdudley@uidaho.edu*

