

envision

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

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University of Idaho

envision

Spring 2009

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Letter Policy

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



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Jeff Seegmiller, Philip Scroggs, and David Paul

PHOTO BY JOE PALLLEN

From the Dean's Desk

Excellence. Despite the overuse of the term, it continues to serve as a guidepost for the College of Education. Our focus on excellence means that we do not settle for mediocrity. We are not interested in “just getting by,” rather we strive to do better. In this Envision, we provide stories that illustrate what excellence means to the college.

Our faculty demonstrate excellence through their teaching, scholarship, grants, and leadership in university, state, regional and national organizations. Our students demonstrate excellence beyond the classroom with their involvement in and leadership of student organizations and community activities. Our administration demonstrates excellence by pursuing programs that extend the outreach of the college, providing expertise for school improvement. Our alumni demonstrate excellence through their daily work and through the relationships they establish to support the future of the college.

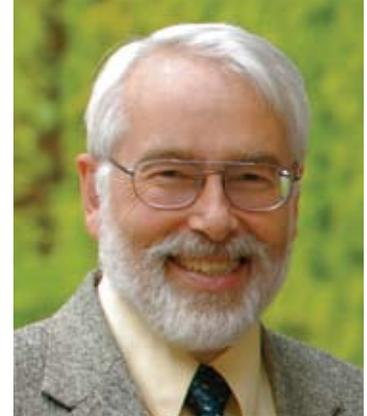
One article of particular interest to me is the one that shows how we pursue excellence in sustainability through practices large and small, institutional and individual. My own background in science and environmental education and my professional activities in the field of sustainability education have served as a basis for supporting a wide variety of sustainability efforts described in that article – from curriculum changes to more efficient lighting. As a college whose interests are in future generations, it is important that we leave those generations a better earth. I am pleased to see the many ways we are doing so as a college while continuing to challenge us all to do better.

Most of you already know about our recent recognition by the U.S. News and World Report. Despite the many legitimate concerns about college rankings, it was exciting to see that the College of Education attained national ranking among the Education Graduate Schools. Being ranked among the top one-third of the schools of education offering doctoral degrees (we are #87) provides evidence of the success we are achieving in our quest for excellence. The quest continues – stay tuned.

Best regards,

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

Paul Rowland, Dean



alumni

Teaching in the

Wilds of ALASKA

The list of excuses for students missing class or not turning in assignments is lengthy. Some are believable, some are laughable. But how many teachers can say their students missed class because they killed a whale or a walrus, or even a polar bear?

Welcome to Alaska, where subsistence is a way of life and where students are often consumed with survival activities. My journey to this place took several turns along the way, but now I'm living my dream.

I grew up in the Trenton/Philadelphia area. My parents sent me away to college right after I graduated from high school, but I wasn't ready for such a big change. A year and a half later, I came home and went to work. With some on-the-job training and a little experience, I soon found work as

Melanie Burtis (pictured on right) and student in Shishmaref



alumni

a computer programmer and later as a network engineer for many years. A large part of my responsibility in those positions was to train users in new software applications, which I really enjoyed.

My parents never went to college, and higher education goals easily took a back seat in my busy life for many years. I got married and moved around from Pennsylvania to New Jersey to California to Oregon to Idaho, where I finally decided to settle for a few years and finish college. I was definitely a non-traditional student, starting back to school at age 34 to finish something I started at 18.

My aunt and uncle had their doctorates and were professors at Trenton State College for many years back in the 70s and 80s. They were both very influential to me in pursuing higher education. I saw the tremendous opportunities that working in academia brought them and I knew I wanted some of that in my life, too—such as opportunities to interact with others interested in education around the world, the ability to teach in many different countries and environments with so many different people, and to learn so much while performing a great service. I was attracted to the intersection of a career in education and the opportunity to work with people from different cultures.

I earned my undergraduate and master's degrees at Idaho State University through their Education Department. Then I started the doctoral program at Boise State University, but found it wasn't truly in my field as it was geared more toward K-12 administration. I soon realized that the University of Idaho Ph.D. program in Adult and Organizational Learning was a much better fit for me.

After completing my Ph.D. at the University of Idaho, I worked as an adjunct professor for both the University of Idaho and Idaho State University, and then in 2007 accepted the position as Assistant Professor of Applied

Business at the University of Alaska Fairbanks in their College of Rural and Community Development at Northwest Campus in Nome, Alaska. I have always wanted to live in Alaska, and this is where higher education really paid off for me — it allowed me to pursue a dream I held for many years.

Much of my position at UAF is in the area of Workforce Development and Training, which is definitely a natural progression from being an in-house trainer on computer applications. I mainly teach in the Applied Business and Computer Information and Office Systems departments. The applied business courses include accounting and bookkeeping, office systems and procedures, business writing and communications, payroll and human resources, and supervisory skills. The computer information courses include various software courses such as Access, Excel, Word, PowerPoint, QuickBooks, Windows, and PCs for beginners. I also teach the introductory speech class in the villages in my region for the Communications Department and a Grant Writing for Rural Community Development class.



"It's the people aspect of teaching in Alaska that has been the most rewarding"



Adult students in the village of Elim

Alaskan Culture and Challenges

I absolutely love the cultural aspect of teaching in Alaska. I teach mostly adult students seeking a two-or four-year degree or non-degree seeking adult students, with an occasional high school student. I've been exposed to many aspects of living as an Alaskan and Native Alaskan these past two years. Just this past semester while teaching the speech course I was privileged to hear vivid stories of Native Alaskan culture. In their speeches, students detailed whale hunting and other subsistence activities as a part of life on St. Lawrence Island, like ivory carving, preparing native foods, and reindeer herding. Life up here is amazingly different, and that's another plus to the work here.

People here participate in courses to assist them on the job or to help them pursue new and better employment

opportunities. They also participate in an effort to give back to their village. I truly feel like I am helping people perform better in their jobs and am adding back directly to the local community with the courses I teach. Several times during a semester I travel out to a remote village to deliver a one-credit course that I developed.

The opportunity to experience life in an Eskimo village is one of the best aspects of teaching in Alaska. Village life can be likened to camping in a remote area. There are no shops, restaurants or hotels, and to get there I have to fly. The rural areas have only local roads; none of the roads in Nome lead out of the Seward Peninsula, and the roads in the villages remain unpaved and usually stretch just a few miles inland. If I'm teaching a computer course, I also take along a traveling notebook computer lab in heavy-duty cases. I was awarded a \$25,000 grant last year from the Chancellor's office to purchase this equipment to aid in technology training for those living in remote areas.

After the plane lands on the small landing strip a short distance outside the village, I'm picked up on a 4-wheeler or snow machine with a freight sled and taken to town by the airline's agent. Vehicles are rare in villages and most people use 4-wheelers, snow machines, and boats in the summer for transport around their area. I usually stay in a room at the community's multi-purpose building, but sometimes I sleep in a classroom at the school. It all depends on what accommodations are available. My classes are set up and held in the multi-purpose building along with bazaars, bingo, and Head Start.

In the village, some groceries and convenience items can be purchased, but I bring my own prepared food with me as well as a sleeping bag and emergency supplies. The emergency supplies are necessary for wilderness travel in case of any problems (one of the small planes that takes teachers to the villages crashed on a mountain a few miles from Nome this past February), and we often get weathered in or out of a village for days at a time.

The weather can vary greatly within the region. Just because the weather is clear where I am doesn't mean the weather in the surrounding areas is clear. One week this

semester, the only student to show up for my video class was in attendance merely because no one could leave the school due to a blizzard. Everyone, including students, teachers, and administrators were spending the night, and the school was cooking dinner for those stranded. The stormy weather came up very quickly and was severe. A parent drove a snow machine to the school to pick up a child, left the school with the child and couldn't find his way back to the snow machine from the school, so they returned and went back into the school to wait out the weather.

Therefore, flexibility in scheduling and teaching is a must. Maybe I make it in to the village or to class, but my students don't. Maybe my students are waiting for me to make it there, or maybe I have to wait a few extra days to get back to Nome. Every time I travel, I have to be prepared to stay longer or change my teaching schedule at a moment's notice.

In many villages there is no running water except at the school, and the water in a holding tank is all they have until spring. Most in the rural areas are still using honey buckets and using the washeteria for showers. With several hundred people relying on one water supply, toward the end of winter it is common for the villages to experience a water shortage. In the event of a water shortage, toilets aren't flushed at the school, "shower days" at the school

are canceled, and tokens for showers and laundry at the washeteria are rationed.

I've had students come to class late with the excuse that they were at sea hunting and they caught a whale. I've been told stories by long time faculty here about students not making it to class because there were too many bear in their way. Survival is the first thing many of my students have on their minds. Most of them partake of subsistence activities, meaning hunting their native foods like walrus, whale, and polar bear, fishing, and berry picking. Women come to class with fingers stained blue and red from blueberries and cranberries. There are also blackberries and salmon berries, moose hunting, and other activities such as reindeer herding. The reindeer herd (several thousand in this area) can usually be seen close to town out on the tundra during the winter. There is also a musk ox herd, and plenty of moose and grizzly bear.

I have to keep in mind the lives of my students when scheduling classes. There are special ceremonial times during the year when classes should not be scheduled or would be poorly attended. For example, there is "First Dance" week, when the community is busy with celebrations and preparations for the young ones presenting their first community Eskimo dance. There is a week of celebration on St. Lawrence Island for Yupik Days. In early spring, most people are busy with whaling and hunting



Village of Teller, Career Day Eskimo dance

alumni

activities, and in mid to late summer it seems as if everyone is consumed with fishing and berry picking activities. In the fall there is moose hunting and whaling. Class activities also need to be coordinated around student's personal lives. One time when I let my class out 10 minutes early for a lunch break, students complained because had they known, they would have started their snow machines up sooner to make it home. The snow machines need 15 minutes to run in the 20 degrees below zero temperatures.

The Rewards

It's the people aspect of teaching in Alaska that has been the most rewarding. After one of my grant-writing classes in the village of Elim, the students and I went fishing together. We cooked what we caught—silver salmon—in a traditional beach campfire. In the village of Wales I took a traditional sauna with a student over the weekend while I was weathered in and waiting for the next flight. In the village of Shishmaref, I used my first honey bucket that was set up in a closet in my classroom. In the village of Golovin, I saw the northern lights in Alaska as I took a walk after class and heard the admonition from a local girl not to whistle or sing at them or otherwise the lights would come out of the sky to kill me.

In the village of White Mountain I rode a 4-wheeler for the first time. In Nome, I attended a beach party where the main event was a boiling walrus head and we shared muktuk—raw whale—and helped the biology professor dissect a musk ox still on a mountain, who died during

childbirth. In the village of Teller, after attending a Career Day event, the school hosted a community spaghetti feed and Eskimo dancing.

Since moving up here I've started to work with and run a dog team. Nome gets a lot of activity during the Iditarod when all the mushers finally make it here from Anchorage, a journey of about 1,000 miles and 12-16 days. Our local campus hosts extra activities during the week when all the Iditarod mushers finally make it into town. Being such a small community and campus, the professors here often host slide shows that would be of local interest, such as the animals of the area like reindeer and musk ox, or the ever prominent issue of global warming and the changes we are seeing in the sea ice. I hosted a slide show to the community on my adventures at dog mushing school in Italy this past winter break. I've also given slide shows on my trips to Peru and India, and other professors have given shows to the public on their research in Bolivia and Hawaii, and our Marine Advisory Program agent has been hosting a series of International Polar Year speakers.

Teaching in Alaska has been a dream come true for me. I am grateful for my University of Idaho education and the opportunities it has afforded me. Professors Jerry McMurtry, Jim Gregson and Mary Gardiner were especially helpful during my doctoral work, and I will not forget them. Many of my experiences and lessons at the University helped prepare me for the challenges I would meet as an educator. As I go about my day in Alaska, I often reflect on that.



Village of Golovin

alumni

The Life and Times
of a one room
schoolteacher

Auressia Coral Roberts, one of the first teachers to graduate from the University of Idaho in 1894, was an ember that fanned an entire Vandal family legacy. Her love for education and knowledge radiated down through the decades to her grandchildren and great grandchildren, igniting a far-reaching network of University of Idaho graduates dedicated to honoring the family name and the University.

Auressia—later known as Ressia—was born in Elk, Kansas on June 13, 1875. In 1882, when she was 7 years old, she and her family, including her parents Fannie and Albert and sister Lena, traveled from Kansas to Idaho by wagon train to homestead on American Ridge a few miles from the town of Vollmer, now known as Troy. Auressia attended the Little Log School, which then was a preparatory school, before attending the University of Idaho in 1892 when she was 17 years old.

The University of Idaho was formed by the territorial legislature of Idaho on January 30, 1889, and opened its doors on October 3, 1892 with an initial class of 40 students. Ressia was one of those students. Her

Auressia Helm



alumni

granddaughters, Kathleen Helm Johnson, Betty Helm Sawyer, and Janet Helm Hatstrup have their grandmother's diary in which she recorded her daily thoughts and activities during her years at the University of Idaho and when she started teaching in a one-room school.

"Grandma Ressia's diary could have been written by a teenager today—if teens today were writing in diaries," said Betty. "Her entries are not very detailed, but some of them give us a living history of a young girl who became a teacher more than 100 years ago. Since writing is so much a part of education, it will be interesting to see if students today are leaving behind some written history of their own through texting and writing in chat rooms. Who knows how much of the Internet writings will be saved for future generations."

Ressia's story is a powerful reminder of how things have changed in the last 115 years. It also reminds us of legacy and influence and family history—the things we find most valuable later in life. Ressia's granddaughters wanted to share their grandmother's story and diary entries, not only because they are proud of their roots, but to honor their grandmother and the University of Idaho's role in shaping their lives.

Dear Diary ...

When Ressia turned 18 on June 13, 1893, following her first year of studies at the University of Idaho, her diary records that her friend Minnie Miller spent the day with her. For gifts she received a Bible from her mother, a black sateen apron from her friend Charlie, some lace from her Grandma Herbert, and a handbag from her sister Lena. During the summer, she prepared to go back to the University of Idaho for a second year of teacher training. Following are some of her diary entries when she was 18 years old.

July 1893: *Have been putting up fruit. Ma's sick. Charlie has a toothache. Pa gone gold mining or hunting. Dan came over and we had a long talk. Went to Vollmer this afternoon. Had ice cream and a good time in general tonight when Dan came over. Dan helped Pa haul hay today. I went out in the field, had a picnic.*

Tuesday August 22, 1893: *Received my catalogue from the University*

Monday August 28, 1893: *Went to Moscow to make arrangements for going to school. Saw several old friends, among them Nellie.*

Tuesday August 29, 1893: *Am nearly sick. Guess my trip was too much for me. Dan came over this afternoon and I expect we had our last talk for awhile as he leaves this week for Oakesdale.*

Friday September 1, 1893: *Dan left for Oakesdale. I went over and helped scrub the church and Dan gave me a goodbye there. We went over to the church together. I like Dan.*

Thursday September 7, 1893: *Had the first rain of the season. Am making preparations to go to Moscow soon. May God help me to act for the best.*

Saturday September 16, 1893: *Pa brought me to town. Nellie and I are keeping house. Went to the Methodist Church tonight. This is our first night alone. God bless my home and Mama.*

Wednesday September 20, 1893: *Went to the University and registered. Called on Mr. Cobbs and the bookstore.*

Monday September 25, 1893: *This is our first day of hard work. Worked hard. Find Algebra so hard.*

Tuesday October 3, 1893: *We celebrated the first anniversary of the state University of Idaho today.*

Monday November 20, 1893: *Went to school, oh what a dreadful day it has been—so windy. Went up for rhetorical.*

here. This building
Tuesday November 28, 1893: Went up to the University for Latin. Received a letter from Dan.

Home
Wednesday November 29, 1893: Tomorrow is Thanksgiving. Came to Vollmer on the train. Friends met me at Vollmer. Home once more.

Monday January 1, 1894: A year ago today Grant brought me to Vollmer, but Pa brought me today. Arrived in Moscow. January 2 started back to school.

Wednesday, February 14, 1894: Received seven valentines.

Saturday April 21, 1894: Fred took me to the reception at President Gault's.

Wednesday May 2, 1894: I'm taking teacher's exam, took dinner at the Commercial Hotel.

Thursday May 3, 1894: Teacher's exam

Friday May 4, 1894: Packing up. Pa came after me. Now for home. Heard from the exam, I passed—so glad. Also heard from my school, I have that also.

Monday May 7, 1894: Began my school with 16 students, got along fine.

Thursday May 17, 1894: got my certificate.

June 2, 1894: One month of school gone. So I came to Moscow—rode to Vollmer on horseback, then took the train for Moscow. Saw friends and attended church. [The trip from Mountain View Farm to Moscow is a 20 minute drive today].

The Teaching Profession 100 Years Ago

Obviously, teaching in the late nineteenth century was far different than today. Rural communities had few resources to spend on education, and there were few commercially available products for students, but still education was highly valued. Farmers often supplied the wood or other

fuel for the stove to keep the schoolroom warm in the winter. Parents built school desks and took turns cleaning and stocking the stable that housed the horses the children used to travel to and from school each day. Teachers often lived with local families, rotating from household to household. Often the school would be open only for the few months of the year when children were not needed to work at home or on the farm.

The one-room schoolhouse sometimes included students of all ages and abilities. The sole teacher was usually an unmarried woman who used the most basic resources: slate, chalk, and a few books. Teaching and learning consisted mainly of the basics: literacy, penmanship, arithmetic and good manners. Teachers used recitation, drilling and oral quizzes to facilitate learning processes. Many students did not attend school beyond the eighth grade and were required to take a test to pass on to high school.

Ressia taught for four years at one-room rural schools: two years at Golden Shield School between Troy and Kendrick, then two years at Bond School on Driscoll Ridge. Eventually her Dannie Helm came home from Oakesdale where he was employed as a photographer, and asked her to share his trials with him. "I was much surprised and hardly knew what to say," she said in her diary.

Ressia Coral Roberts and Daniel C. Helm were married December 15, 1897. Montie Daniel Helm, the father of Betty, Kathleen, and Janet, was one of Ressia and Daniel's five children who grew up on the 100-year Mountain View Farm south of Troy. He recalled the days when he walked down the road to the Bond Country School. Teachers often lodged with Ressia and Daniel, as was the custom for teachers in those days. Once students completed their eight years of country school, they could attend Troy (once Vollmer) High School.

Montie married Viola Genevieve Swenson. Their daughters, Kathleen, Betty and Janet, grew up on Mountain View Farm and attended school in Troy. Betty earned an M.S. in Family and Consumer Science at the University of Idaho and teaches FCS part time for the University. She has also taught Family and Consumer Science since 1996 at Potlatch Junior and Senior High School. Her four children also graduated from the University; two with majors in

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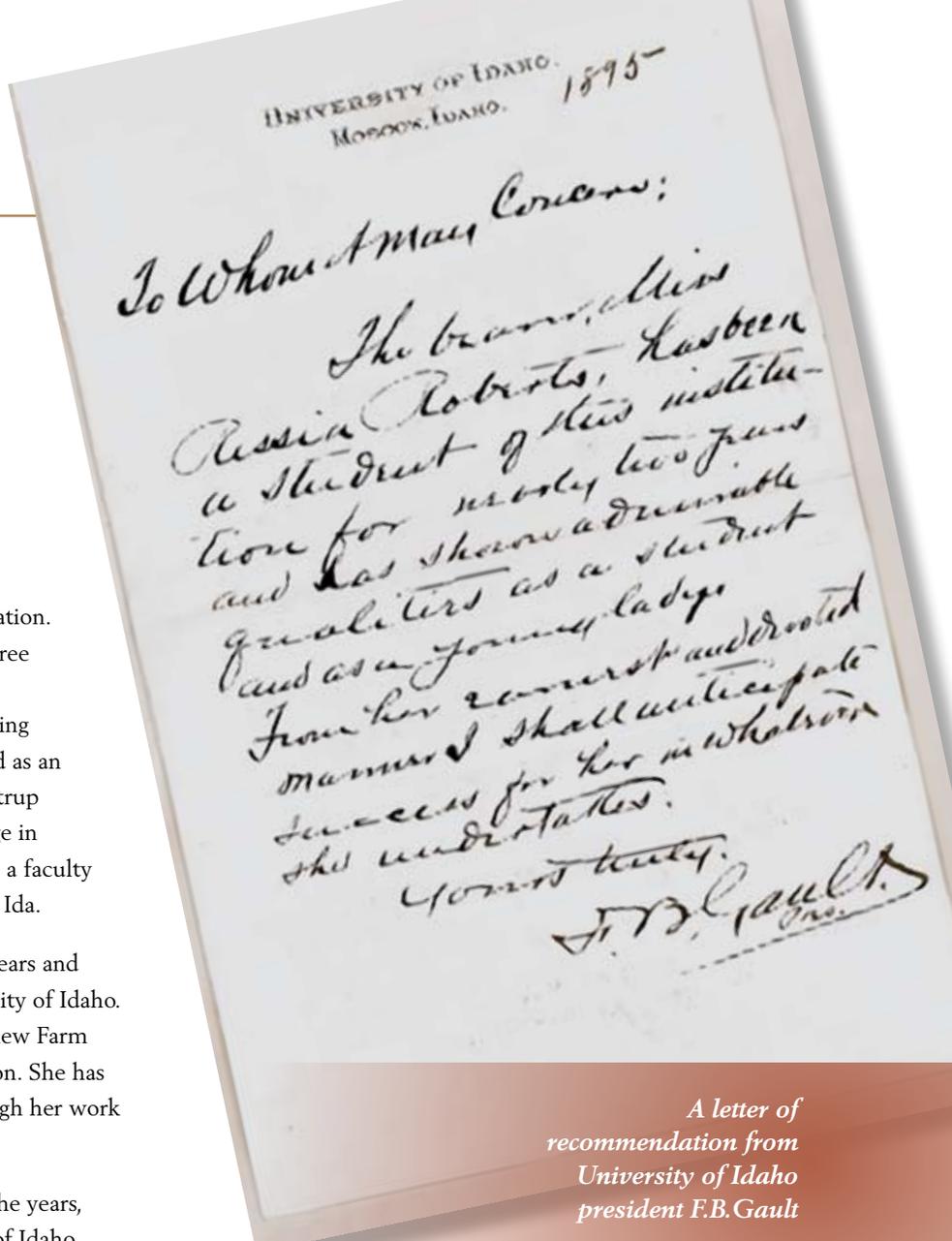
education. Suzanne Sawyer Holling (2004) majored in Physical Education and Mark Sawyer (2005) in Agricultural Sciences Education. Mark and his wife Brittany, also a 2006 University of Idaho graduate in art education, are teaching school on the island of Saipan in the Commonwealth of the Mariana Islands.

Janet ('77) also received a degree from the University of Idaho in Home Economics Education. Her son Andrew graduated in 2007 with a degree in computer science and son Christopher is a current University of Idaho student in accounting and economics. Son Michael has been accepted as an incoming freshman in the fall. Son Joseph Hatstrup is a faculty member at Thomas Aquinas College in Santa Paula, Calif; and son Nicholas Hatstrup is a faculty member at Summit Academy, in Cottonwood, Ida.

Kathleen worked at the Kibbie Dome for 25 years and retired in 2003 after 33 years with the University of Idaho. She and her husband now live on Mountain View Farm in Troy and are carrying on the farming tradition. She has many fond memories of Vandal athletics through her work with the University.

Life as a teacher has changed drastically over the years, as well as teacher education at the University of Idaho. "My Grandma Ressia would be amazed that she wouldn't have to take that long trip from her Troy American Ridge homestead to get to classes," said Betty. "We don't have rhetorical anymore, but we have 'blackboard' posts online between students in web classes. Very few of us study Latin in college. But that University of Idaho spirit remains. And we are still producing teachers who excel in educating our youth."

"I think Grandma Ressia instilled the love of reading and learning in all her family members," said granddaughter Lynetta Hatley Martin. "We've all used her influence in different ways." Lynetta's brother, Lee Hatley, was the lead actor in many of the University of Idaho Repertory Theatre plays prior to his death in 2006. Her daughter, Collette Martin Drake is a K-2 Reading Specialist and Literacy Coach in Holly Springs, North Dakota.



A letter of recommendation from University of Idaho president F.B. Gault



Ressia passed away in 1963, but her legacy lives on. No doubt she would be proud today to know that her life as a teacher meant so much to her family one hundred years down the road.

Can You Pass this 8th Grade Final Exam from 1895?

This is the eighth grade final exam from 1895 taken from an original document.

Grammar (Time, one hour)

1. Give nine rules for the use of Capital Letters.
2. Name the Parts of Speech and define those that have no modifications.
3. Define Verse, Stanza and Paragraph.
4. What are the Principal Parts of a verb? Give Principal Parts of do, lie, lay and run.
5. Define Case. Illustrate each Case.
6. What is Punctuation? Give rules for principal marks of Punctuation.
- 7-10. Write a composition of about 150 words and show therein that you understand the practical use of the rules of grammar.

Arithmetic (Time, 1.25 hours)

1. Name and define the Fundamental Rules of Arithmetic.
2. A wagon box is 2 ft. deep, 10 feet long, and 3 ft. wide. How many bushels of wheat will it hold?
3. If a load of wheat weighs 3942 lbs. What is it worth at 50 cts. per bu, deducting 1050 lbs. for tare?
4. District No. 33 has a valuation of \$35,000. What is the necessary levy to carry on a school seven months at \$50 per month, and have \$104 for incidentals?
5. Find cost of 6720 lbs. coal at \$6.00 per ton.
6. Find the interest of \$512.60 for 8 months and 18 days at 7 percent.
7. What is the cost of 40 boards 12 inches wide and 16 ft. long at \$.20 per inch?
8. Find bank discount on \$300 for 90 days (no grace) at 10 percent.
9. What is the cost of a square farm at \$15 per acre, the distance around which is 640 rods?
10. Write a Bank Check, a Promissory Note, and a Receipt.

U.S. History (Time, 45 minutes)

1. Give the epochs into which U.S. History is divided.
2. Give an account of the discovery of America by Columbus.
3. Relate the causes and results of the Revolutionary War.
4. Show the territorial growth of the United States.
5. Tell what you can of the history of Kansas [this is the state in which the test was written. Fill in your own state here].

6. Describe three of the most prominent battles of the Rebellion.
7. Who were the following: Morse, Whitney, Fulton, Bell, Lincoln, Penn, and Howe?
8. Name events connected with the following dates: 1607, 1620, 1800, 1849, and 1865?

Orthography (Time, one hour)

1. What is meant by the following: Alphabet, phonetic orthography, etymology, syllabication?
2. What are elementary sounds? How classified?
3. What are the following, and give examples of each: Trigraph, sub vocals, diphthong, cognate letters, linguals?
4. Give four substitutes for caret 'u'.
5. Give two rules for spelling words with final 'e'. Name two exceptions under each rule.
6. Give two uses of silent letters in spelling, illustrate each.
7. Define the following prefixes and use in connection with a word: bi, dis, mis, pre, semi, post, non, inter, mono, super.
8. Mark diacritically and divide into syllables the following, and name the sign that indicates the sound: Card, ball, mercy, sir, odd, cell, rise, blood, fare, last.
9. Use the following correctly in sentences, Cite, site, sight, fane, fain, feign, vane, vain, vein, raze, raise, rays.
10. Write 10 words frequently mispronounced and indicate pronunciation by use of diacritical marks and by syllabication.

Geography (Time, one hour)

1. What is climate? Upon what does climate depend?
2. How do you account for the extremes of climate in Idaho?
3. Of what use are rivers? Of what use is the ocean?
4. Describe the mountains of N.A.
5. Name and describe the following: Monrovia, Odessa, Denver, Manitoba, Hecla, Yukon, St. Helena, Juan Fernandez, Aspinwall and Orinoco.
6. Name and locate the principal trade centers of the U.S.
7. Name all the republics of Europe and give capital of each.
8. Why is the Atlantic Coast colder than the Pacific in the same latitude?
9. Describe the process by which the water of the ocean returns to the sources of rivers.
10. Describe the movements of the earth. Give inclination of the earth.

I went to school here. This building burned - later

Russia Roberts Heber

READING AND ORTHOGRAPHY - (Examination May 2, '94)

1. How would you begin to teach a child to read?
2. What do you understand by supplementary reading? Name two good books that you would use as supplementary to the third reader; to the fourth reader.
3. Give briefly your ideas of a library suitable for a school work.
4. To what extent would you teach diacritical marks? Mark diacritically the following words: Footstool, chace, cipher, scarlatina, converge.
5. What pauses are used in reading? Make and name the marks of punctuation indicating them.
6. Read selection chosen by the Superintendent.
7. Define orthography; orthoepy.
8. What is syllabification; accent; a primitive word; a derivative word?
9. Separates into syllables and indicate the accent of the following words: Virulent, vehement, extraordinary, tirade, garrulous, financier.
10. Give three rules for spelling. Spell twenty words pronounced by the examiner.

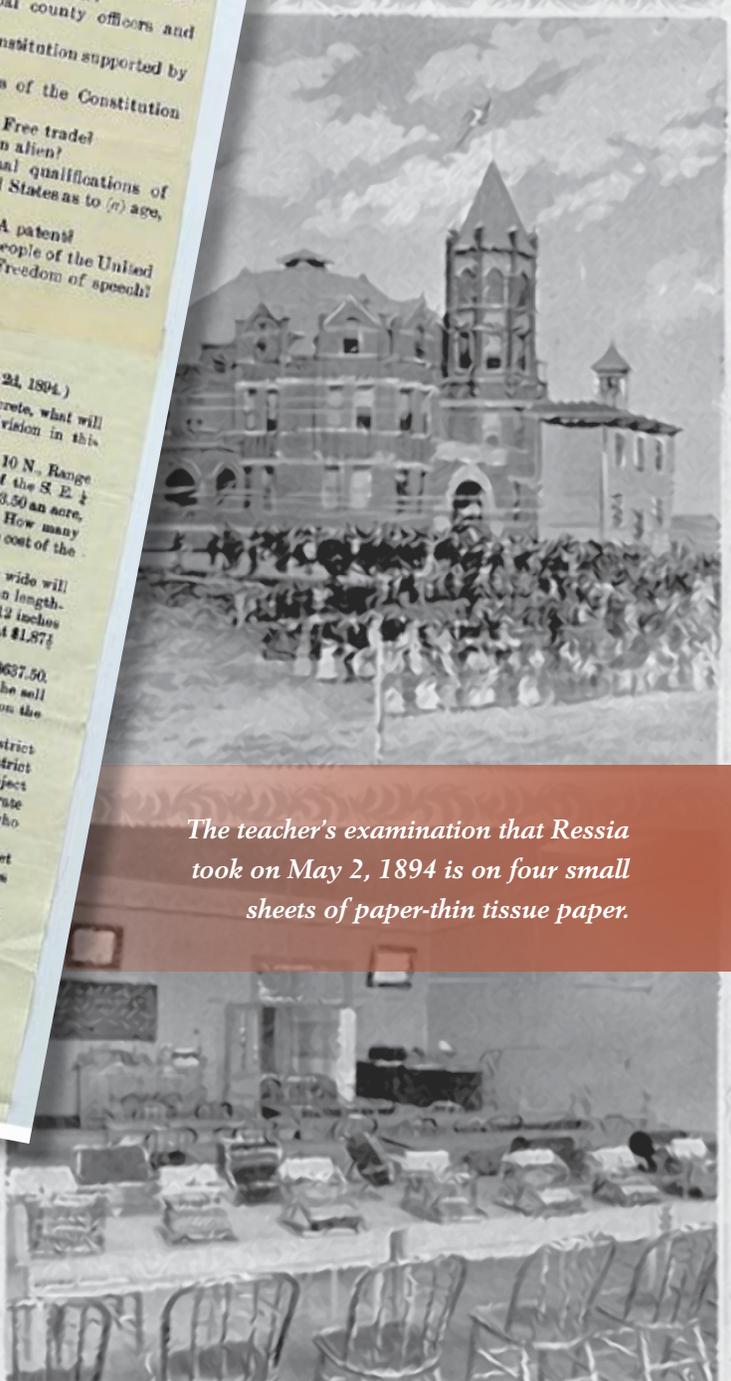
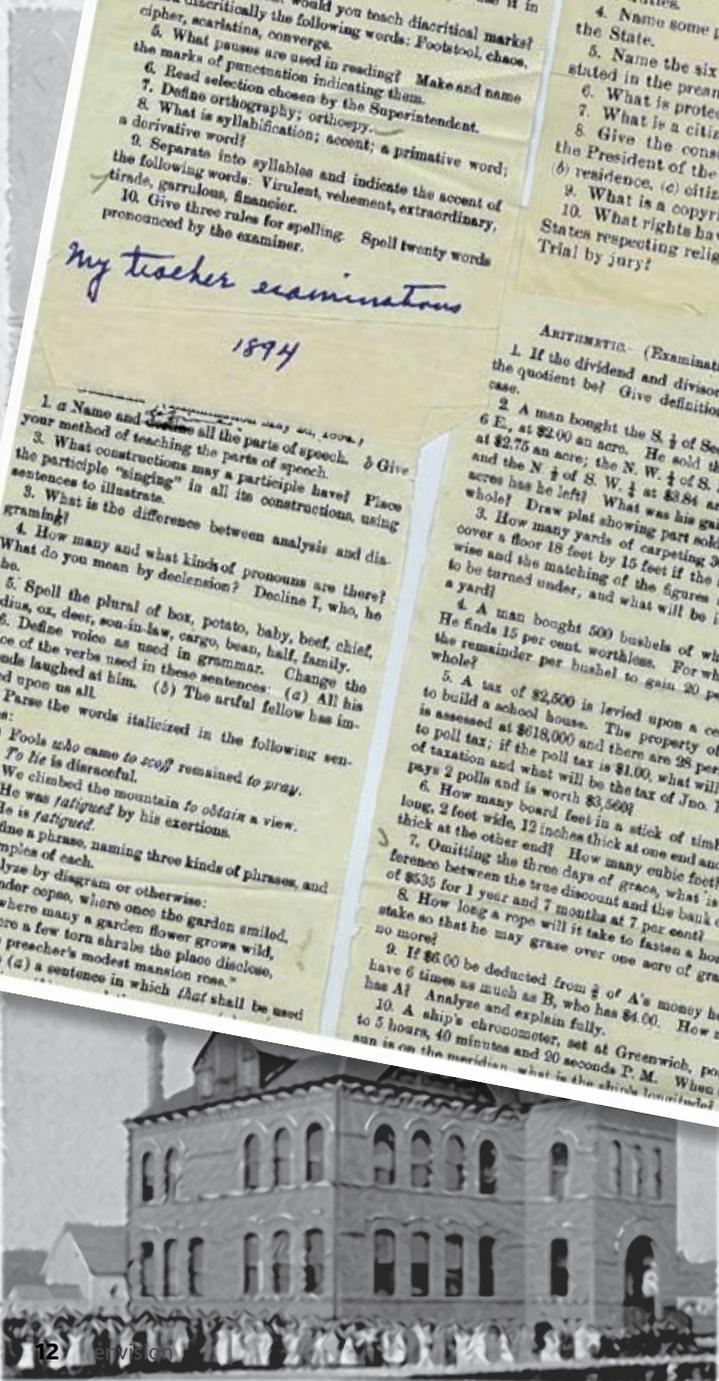
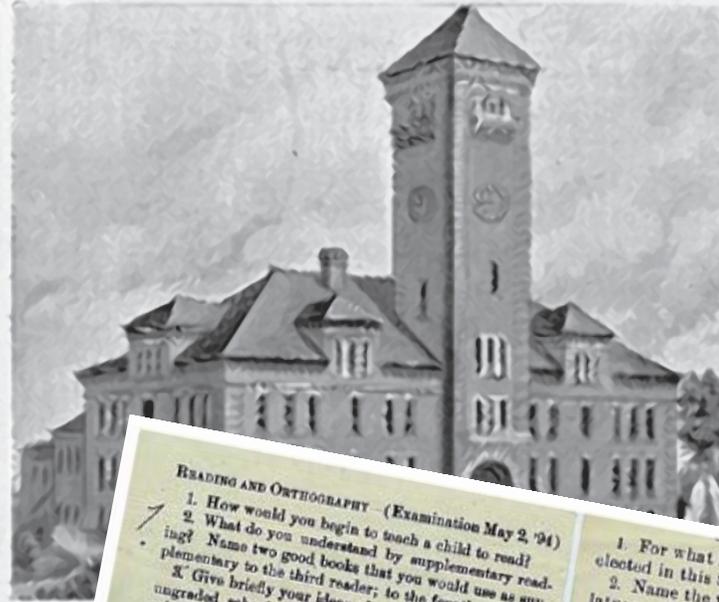
My teacher examinations

1894

ARITHMETIC - (Examination May 21, 1894.)

1. If the dividend and divisor be concrete, what will the quotient be? Give definition for division in this case.
2. A man bought the S. $\frac{1}{4}$ of Sec. 4, Tp. 10 N., Range 6 E., at \$2.00 an acre. He sold the E. $\frac{1}{4}$ of the S. E. $\frac{1}{4}$ at \$2.75 an acre; the N. W. $\frac{1}{4}$ of S. E. $\frac{1}{4}$ at \$3.50 an acre, and the N. $\frac{1}{4}$ of S. W. $\frac{1}{4}$ at \$3.84 an acre. How many acres has he left? What was his gain on the cost of the whole? Draw plat showing part sold.
3. How many yards of carpeting 30 inches wide will cover a floor 18 feet by 15 feet if the strips run lengthwise and the matching of the figures require 12 inches to be turned under, and what will be its cost at \$1.87 a yard?
4. A man bought 500 bushels of wheat at \$637.50. He finds 15 per cent worthless. For what must he sell the remainder per bushel to gain 20 per cent. on the whole?
5. A tax of \$2,500 is levied upon a certain district to build a school house. The property of the district is assessed at \$618,000 and there are 28 persons subject to poll tax; if the poll tax is \$1.00, what will be the rate of taxation and what will be the tax of Jno. Brown, who pays 2 polls and is worth \$3,500?
6. How many board feet in a stick of timber 36 feet long, 2 feet wide, 12 inches thick at one end and 9 inches thick at the other end? How many cubic feet?
7. Omitting the three days of grace, what is the difference between the true discount and the bank discount of \$535 for 1 year and 7 months at 7 per cent?
8. How long a rope will it take to fasten a horse to a stake so that he may graze over one acre of grass and no more?
9. If \$6.00 be deducted from $\frac{2}{3}$ of A's money he will have 6 times as much as B, who has \$4.00. How much has A? Analyze and explain fully.
10. A ship's chronometer, set at Greenwich, points to 5 hours, 40 minutes and 20 seconds P. M. When the sun is on the meridian - what is the time indicated?

The teacher's examination that Russia took on May 2, 1894 is on four small sheets of paper-thin tissue paper.





students

Photo by Joe Pallen, University of Idaho Photographic Services

mandolyn **DUCLOS**

I graduated from Timberlake High School in Spirit Lake, Idaho. I was involved in student government all throughout high school, and also played volleyball. I began my higher education career at North Idaho College and later transferred to the University of Idaho as a microbiology major, which I later changed to biology. Last year, I also added secondary education to my degree because I have an inherent longing to help people.

Since becoming involved in the College of Education, I've gotten more excited about teaching. I was really glad when I added secondary education because it immediately felt right for me. Secondary educators go into teaching because they love their content area and making an impact on society. Another big part of my decision to become a teacher was when I had an internship last summer in a lab. It was interesting, but I was always alone. It killed me to work with just one other person every day that I hardly conversed with. It was not worth it to me.

I've been really fortunate in all the opportunities provided to me here at the University of Idaho. I came to the education office because I was thinking about getting a master's degree in education. I was referred to John Davis, who is now my adviser. He told me about Jerine Pegg's, Anne Adams' and Rodney McConnell's research in the department. They brought me on the project and I soon fit right in, agreeing with their mission for the research. The goal is to incorporate literacy into math and science

students

junior high and high school classrooms. The idea of self-discovery and interactive learning are techniques I will want to incorporate in my own class. In working with the literacy project, I've always known that just lecturing is not effective. These faculty members are giving teachers the resources to make changes. By being a part of this project, I've been able to listen to teachers and hear about what works and what doesn't. Now I feel better equipped to be a teacher.

I feel like a revolution is going on in teaching. More teachers are realizing that they can't just stand up and lecture—they need to get students actively involved. It's hard as a teacher to stand back and watch students try to grasp the information on their own when you just want to give it to them. The project, along with the entire Curriculum and Instruction department, has gotten me really excited about teaching. I plan to get a chemistry endorsement as well as teach biology. When I was studying microbiology I wanted to do cancer research; now that I'm in biology I want to study the medicinal holistic aspect of plants.

A lot of people go into teaching because they had a great experience in school, but I was a very self-sufficient student. I don't feel like I had all the resources I should have had in school and always felt pretty neglected. Because of my own experiences in high school, I don't just want to teach students, I want to encourage them and tell them they're better than they think they are. I want to be an influence that supports them to do better in life—not just in school.

In addition to my studies, I am also the Activities Board Coordinator for ASUI. As part of the Activities Board, I hear requests for funding from ASUI registered clubs and organizations. We determine who gets money for their events and conferences from student fees and decide how much each organization gets. Another fun adventure I took on this year was being a Biology 102 TA. Since the class is for non-majors, it is pretty much like teaching high schools because I really have to get them engaged and convinced

that this stuff is important. A couple of other great organizations I am involved in are Vandal REPS where I give tours to prospective students and S.O.U.L., a multicultural group with an emphasis on community service.

Volunteering for Special Olympics Idaho is also another passion of mine. A friend of mine is the regional coordinator for Northern Idaho which is how I was first introduced to it. I really love helping this organization. The first time I volunteered was last spring and I immediately dove in to contribute what I could. I've moved up the responsibility chain from simple volunteering to coordinating entire events in Moscow. It's so much different than other sports because everyone is so encouraging. There is no discrimination on skill level in Special Olympics. We don't take the best of the best, but just make sure everybody can participate.

My mom, Kathy, has been one of my greatest influences in life. I've always really respected her. She worked as a librarian in the elementary school, and is now a junior high librarian. And she just went back to school to become an English teacher. She had a bad childhood and overcame a lot of hardship that I could never imagine going through. She has really empowered me by being an amazing role model and always preaching the importance of education. My father has supported me by loving me and being there exactly when I need him. I also have one older brother and one younger brother. Joshua is in junior high and wants to be an aeronautical engineer (considering he is the smartest of us all, he will definitely accomplish this). Tony graduated last May from University of Idaho in sociology and is actually coming back to obtain a certificate in teaching. We are shaping up to be a big family of educators.

Eventually I would like to get my Ph.D. and come back to a university and teach at the college level. Higher education and the University of Idaho, specifically, have given me so much that I want to go back and give what I can. I would also love to conduct my own research someday and contribute to the educational reform as my professors have.

"I've been really fortunate in all the opportunities provided to me here at the University of Idaho."

students



Photo by Joe Pallen, University of Idaho Photographic Services

justin **BARNES**

A Piece of *Idaho History*

Justin Barnes always knew he'd be a Vandal—not just because he wanted to become one, but because it's family tradition. His father, Jim Barnes, held undergraduate and master's degrees in history from the University of Idaho and was Director of New Student Services from 1975 to 1984. During his time as Director, he started what we now know

as Vandal Friday and was pursuing his Ph.D. when he passed away from cancer at just 37 years old.

But, the tradition doesn't stop there. Justin's Grandfather, Willard Barnes, was a history professor at the University; his Grandmother worked at the bookstore; his mother graduated from the University twice, once with a double major in history and elementary education and the second time in accounting; his older brother, Ryan, graduated in general studies; and his stepdad, Dale Ralston has a Ph.D. in civil engineering from the University and worked here for

students

25 years as a Professor of hydrogeology while running the master's and doctorate program in hydrology. In fact, nearly every member of Justin's extended family who attended college has a degree from the University. Justin's sister, Melissa was the only one to break the mold by attending the University of Missouri for a journalism degree.

"Aside from that small glitch, the Vandal DNA runs pretty strong in our family," said Justin. "I heard a lot of great U of I stories growing up."

Justin was born in Moscow on August 22, 1980. He attended Lena Whitmore elementary school and Moscow High School before starting his studies at the University of Idaho in public communications in 1999. He joined Pi Kappa Alpha, just like his brother, father, two cousins, and two uncles – again, in the spirit of family tradition.

By his third year at the University, he realized that he needed to get out of town to see more of the world. He applied to study abroad and spent most of his junior year

in Costa Rica, returning to Moscow fluent in Spanish and with enough credits for a double major in public communications and Spanish.

"It was a great experience because I got to explore another part of the world and see and experience another culture up close," said Justin. "It made me realize that there's a lot out there."

After graduating in 2003, Justin spent a few months in Naples, Italy working as a camp counselor for Camp Adventure and earning 12 credits, which he applied toward a master's degree in sports management and recreation in the College of Education. While pursuing his master's, he enrolled in a research class with Dr. Sharon Stoll, who actually knows the entire Barnes family.

"We used to live across the street from them many years ago," she said. "Justin's father, Jim Barnes was well loved and well respected at the University of Idaho."



Justin Barnes with Sharon Stoll

The experience of working together was so positive that Dr. Stoll told Justin that she would provide a fellowship opportunity if he was ever interested in pursuing a Ph.D.

“It was a huge compliment to know that she would make such an offer,” said Justin. “However, at the time, I realized I needed to get out there and get some ‘real world’ professional experience.”

Upon graduating with his master’s degree, Justin spent another summer with Camp Adventure – this time as youth camp Director in Hanau, Germany – before starting to look at his first career step.

“I didn’t know exactly what I wanted to do, but I knew I wanted to try living in a different area for awhile and put my education to use,” said Justin.

His sister, who lives and works in New York, encouraged him to apply for an internship with Ruder Finn, the largest Public Relations firm in New York City. He was hired and began his internship in the corporate technology practice. At the conclusion of his internship, Ruder Finn offered him a full time position, and he ended up working at the firm for two years.

“I really liked my life in New York and almost stayed,” said Justin. “However, I realized that I needed to start thinking about my long term plan. Much as I loved the city, I wasn’t sure that the work was I wanted to do. I thought to myself, It’s now or never for this Ph.D. opportunity with Dr. Stoll.”

After contacting Dr. Stoll and confirming that the offer still stood, Justin began a doctoral program in moral reasoning and sport pedagogy in the fall of 2006.

“It was a big decision to make, but when I got back here, I realized how interested I was in the work and how much I love Idaho,” said Justin.

Currently, Justin’s doctoral research centers around the effects of a moral reasoning intervention program on freshman students in CORE Discovery classes, comparing two different classes and different teaching styles.

His dissertation is titled, “Examining the Effects of an Intervention Program Concerning Sport Competitive Theory and Moral Reasoning on the Moral Cognitive Growth of Freshmen”. He will be defending his dissertation in June. In addition to his doctoral work, Justin instructs a Sports and American Society course and co-instructs Moral Reasoning in Sport course. He also serves on the Board of Directors for the University of Idaho Alumni Association and is a graduate assistant and program manager at the Center for ETHICS (Ethical Theory and Honor In Competition and Sport). The Center provides classes, workshops, applied interventions, evaluations, assessments, and consultation about character education and all its perspectives to any organization, profession, industry, and discipline.

“The last few years have been great – I’ve loved teaching, researching, working with so many different people,” said Justin. “I’ve learned a lot. It just feels really good to know that I’m doing what I want to do and working on things that I’m really interested in. Moreover, I’ve loved that I could do it on this campus.”

The Barnes family legacy will continue to thrive at the University of Idaho through its graduates and through the student recipients of the James Barnes Memorial, established by the Associated Students of the University of Idaho. The memorial description reads: “Jim displayed extraordinary enthusiasm and service to the students of the University of Idaho. His incredible energy, sense of humor, and joy of living was an inspiration to many young people. He encouraged them to enroll at the University of Idaho and improve their lives through higher education. He gave tirelessly and joyfully of himself and is remembered by numerous alumni.”

“Justin reminds me so much of his dad,” said Stoll. “He is true University of Idaho history.”

“Because my dad was pursuing his Ph.D. when he passed away,” said Justin, “this degree is for him and my family too.”



quick **FIXES** don't work

Improving Idaho Schools from the

INSIDE 

Help is on the way for eligible North Idaho schools not meeting Annual Yearly Progress. The University of Idaho College of Education has been awarded \$682,000 from the State Board of Education Federal Title I funds to assist low-performing schools for the next three years. Schools not meeting AYP were invited by the State Department of Education to apply for the assistance, and were then selected by the College based on their readiness to benefit from the program.

The program, titled the Idaho Building Capacity Project, will provide schools with help based on a capacity building process described in Nine Characteristics of High Performing Schools, created from research done in the State of Washington. Gail Hanninen, who received her Ed.D. in educational administration and special education from the University of Idaho in 1989, has been hired as regional coordinator to oversee the project. She has hired seven capacity builders, who began work in February with 14 school and district sites in North Idaho.

The program was piloted last year by Boise State University's Center for School Improvement and Policy Studies in Caldwell and Mountain Home schools, and found to be promising. This year the program has gone statewide and will include 10 counties in Northern and Central Idaho with 28 school districts. Each of the three state universities: University of Idaho, Idaho State University, and Boise State University, have established regional offices to coordinate the delivery of services to schools in their areas. Regional coordinators in each of the three areas are responsible for providing the necessary support to the schools and school districts to improve student achievement.

programs

Paul Rowland, Dean of the College of Education, is providing oversight for the University of Idaho project, and anticipates growth in the future. “We have the potential to grow and to service other schools,” he said. “Funds are expected for a number of years, with an anticipated increase from stimulus funds.”

Hanninen has worked on a similar project in Washington State for the last five years after “retiring” and moved back to Idaho, where she was born and raised. Washington has been involved in the project for eight years, and Hanninen has had the opportunity to see how the bigger picture looks through her work there. During her career, she has also served in a number of capacities in education, including supervisor of dropout prevention programs for the Office of Public Instruction in Olympia, director of special services in Yakima and Sumner school districts, and overseer of drug and alcohol education programs, professional technical programs and curriculum and instruction. “They’ve all been challenging roles,” she said.

Last year Hanninen contracted with Boise State University to serve as a consultant for the initial set-up of the Idaho Building Capacity Project. Her past experience with Washington State was valuable for developing and piloting Idaho’s program last year. The Title I funded programs were initially started with the Bush Administration’s No Child Left Behind legislation and have been implemented in a number of states the last eight years. Idaho will benefit from the trials and errors of these other state programs.

“I think the Idaho program will change as we go along,” she said. “Invariably, when a school is not meeting annual progress, it’s a reflection of a number of systemic issues. One of our tendencies in education is to look for quick fixes, which are not sustainable. First order change may be a new curriculum—but that doesn’t change teacher behavior. Second order change is more sustainable.”

The Idaho Building Capacity Project is about assisting schools and districts in building their own internal capacity to sustain school improvement efforts and ultimately improve student achievement.

“We help create an action plan that centers around three areas,” said Hanninen. These areas include a readiness to

benefit from making changes, empowering the building leader to empower the school staff, and focusing on sustainability. “Ultimately, everyone needs to be involved in change,” she said, “including teachers and community. There is a strong relationship between schools and school districts and communities. That connectedness is important.”

The project is guided by the Nine Characteristics of High Performing Schools, developed by the state of Washington Superintendent of Public Instruction from 20 recent research studies that examined the common characteristics of high performing schools. OSPI found that there was no single factor that accounted for success and improvement in schools, but a combination of common, second-order characteristics that include 1) a clear and shared focus, 2) high standards and expectations for all students, 3) effective school leadership, 4) high levels of collaboration and communication, 5) curriculum, instruction and assessments aligned with state standards, 6) frequent monitoring of learning and teaching, 7) focused professional development, 8) supportive learning environment, and 9) high levels of parent and community involvement.

The Idaho Capacity Builders and the schools and districts they are assisting are:

Linda McGeachy	West Bonner School District
Debbie Long	Priest River Elementary
David Rawls	Kellogg School District, Plummer/Worley School District, Kendrick School District Juliaetta Elementary
Tony Feldhausen	Sunnyside Elementary Lakeside Middle School
Mollie Feldhausen	Pinehurst Elementary Lakeside Elementary
Gail Hanninen	Coeur d’Alene School District
Teresa Hurliman	Lakeside High School
Judy Adamson	Orofino School District

The Idaho Building Capacity Project is one of the many outreach programs in which the College of Education partners with and supports Idaho schools. By helping schools achieve success, the College is investing in Idaho’s most valuable asset.



programs

enhancing

professional practice

Performance evaluations can be unnerving, particularly if you're not entirely sure what expectations exist. For teachers, there is a lot at stake when it comes to evaluations, most importantly the education of our youth and the complexities of their jobs. Schools are under great pressure to achieve results, and that pressure falls directly on the shoulders of teachers. But now the state of Idaho is hoping to alleviate some of that pressure, and the College of

Education is stepping up to the plate to take a lead role in the process.

Following a debate in the 2008 legislative session over teacher pay-for-performance, Superintendent of Public Instruction Tom Luna established a task force to develop minimum statewide standards for teacher evaluations in Idaho. Idaho teachers were clearly looking for a fair, thorough and consistent system for evaluating their performance. The 23-member task force began work in May 2008, and has now proposed a statewide evaluation framework using the Charlotte Danielson Framework for Teaching, from which individual school districts can implement a fair, objective, reliable, valid and transparent evaluation process.

The state will start offering trainings and technical assistance to school districts this summer. In February 2010 districts will be required to submit their proposed model of evaluation for state approval and in the following year will begin implementing their state-approved models.

programs

The College of Education is helping school districts get a jump-start on that training. On April 22 it helped deliver a daylong workshop to eight Idaho school districts that gathered at Payette High School. The workshop, titled “Enhancing Professional Practice: A Framework for Teaching,” was facilitated by Danielson employee Cody Claver. Claver was also a member of the Teacher Performance Evaluation Task Force.

“This model clearly defines what good teaching is,” said Claver. “There are 114 school districts and several charter schools in Idaho. This program can glue everything together. It isn’t rocket science—it just brings everything together into one comprehensive program.”

The Danielson Framework for Teaching was first published in 1966 and has been adopted by thousands of educators around the world. Its success is a reflection of the importance of understanding the complexity of the teaching profession and the need to understand its intricacies in an organized, clear and succinct manner. The work has been revised several times as the teaching profession has evolved, but most importantly it identifies all the aspects of a teacher’s responsibilities.

To help alleviate the paperwork and increase the efficiency of the processes for evaluation, Claver has pushed for development of an online software program that accompanies the Danielson Framework for Teaching. The program is being piloted in Caldwell this year. “I’ve been very passionate about this software program,” said Claver, who sees it as a way to increase efficiency and save time. The group of 25 school principals, administrators and teachers who took the workshop at Payette will have free access to the software program for a period of time.

Behind the Scenes

Last year the College of Education teamed up with the College of Agriculture and Life Science to hire Paula Kitzke, a Regional Education Specialist who works out of the Caldwell Research and Extension Center. Kitzke initially intended to support new teachers in rural schools, but was pleased to find that Idaho does an excellent job of growing their own teachers. She has spent several months

meeting with building administrators and teachers to find out where her services are needed most.

“In December last year I found out about the extension class, “Living on the Land,” for people who have bought small plots of land. The class teaches new landowners how to use their land efficiently. Many of the people who lead these workshops don’t know how to teach adult learners, so I conducted a training workshop for them.”

As Kitzke’s job has evolved, it has required working closely with school districts. “I have been welcomed in every district,” she said. “People are now wondering how to utilize me, which is great.” Kitzke has also been working with after school programs, looking for ways to support them and if there is any need for training.

With the new state recommendations for teacher evaluations, Kitzke has been searching for ways that the University of Idaho can help out. She was instrumental in setting up the Payette workshop and was on-hand to see that everything ran smoothly.

“This workshop will provide the tools to school districts to create their evaluation plans,” said Kitzke, who added that the workshop was also offered for University credit to those who complete an extra assignment specific to their school district. “Some school districts in the state already use the Danielson models, and some use parts of it. This program ties everything together.”

Administrator and Teacher Response

School administrators are glad that the State is giving more guidance for evaluations. One principal stated that since starting work eight years ago, he has used five different evaluation tools. The Payette workshop group will be the very first group to bring the new information back to their districts.

“We wanted to get a jump start on the program,” said MaryBeth Bennett, principal of Westside Elementary in Payette. “It’s going to take some time to make the switch. This program is clearly defined, which is a big plus, and this workshop will put us ahead of the game.”

programs



During the workshop, participants broke into groups several times throughout the day and discussed the four domains in the Framework for Teaching, which includes Planning and Preparation, The Classroom Environment, Professional Responsibilities, and Instruction. Each domain includes several categories and subcategories intended to cover the entire spectrum of teaching.

Administrators also saw the framework as a way to establish student expectations as well. “Kids need to know expectations,” said Todd Zucker, assistant principal of Weiser High School. “We need to establish responsibilities and be consistent through the year within the building.”

While the Danielson’s Framework for Teaching is highly recommended by the state for creating an evaluation tool, it is not required. But most administrators see the program as a useful and feasible tool and one that can be slowly integrated into their existing programs.

“We’re looking to fully adopt the Danielson Framework in about three years,” said Eileen O’Shea, Director of Special Services at Emmett School District. “It is currently used in Nampa, and most school districts actually use parts of it now.”

Educators know that by having clear standards for their practice and understanding how those standards are manifested in different contexts, they can become more thoughtful and reflective of their work. While observation is an important part of the evaluation process, so is reflection and self-assessment. A combination of these three components can help teachers become better at what they do.

“Teachers are really hard on themselves and sometimes don’t reflect accurately on their own teaching,” said

Claver. “Sometimes they need guidance from an evidence perspective.” That’s what evaluation is all about.

Teaching is a cognitively demanding profession: each teacher makes hundreds of decisions daily that do not rely on following a script or on any particular instructions. The profession is physically and emotionally demanding—and the more caring a teacher is, the more demanding the job. As the state of Idaho strives to make standards for teacher evaluations clear, the University of Idaho College of Education is providing assistance wherever it’s needed.

“In some of our small school districts, the superintendents wear multiple hats,” said Kitzke. “We’re here to help them meet the timeline that the state has established.”

School Districts that Participated in the Workshop:

Weiser • McCall • Donnelly • Emmett • Wilder • Middleton • Cambridge • Midvale • Payette

Charlotte Danielson is an educational consultant from Princeton, New Jersey. In addition to working at nearly all levels of education, from kindergarten teacher to staff developer and consultant, she has trained practitioners in instruction and assessment, designed instruments and procedures for teacher evaluation, and been keynote presenter at many major conferences. She is author of several books for teachers and administrators and served on the staff of Educational Testing Service as well as designing the assessor training program for Praxis III: Classroom Performance Assessments.

programs

going GREEN

college of education

The College of Education is working hard to integrate sustainability into its curricula, programs, building management and office practice. Here are just a few of the things we are doing to become more green:

Faculty Efforts

Several of our faculty have participated in the Palouse Project, which is an effort of the Sustainable Idaho Strategic Initiative to transform the academic environment to understand, practice and teach sustainable behaviors, stimulate research and knowledge about sustainability, strengthen outreach and model sustainability to make the university a leading sustainable institution.



Matthew Wappett of the Center on Disabilities and Human Development received a \$1500 Sustainable Idaho Grant for HOPE Garden, to construct accessible garden beds within the Moscow Community Garden to allow individuals with disabilities and senior citizens the opportunity to grow their own produce in a community setting. The College of Education Dean's Office is providing a partial match to the grant.



Emma Grindley, Helen Brown and Grace Goc Karp of the department of Health, P.E., Recreation and Dance, have received a Greening the Curriculum Grant for revising their curriculums to include environmental, economic or social sustainability.



Laura Holyoke, Michael Kroth, Jim Gregson and Janel Kerr of the department of Adult, Career, and Technology Education (ACTE), have received a \$4,000 grant for their proposal to the Sustainable



programs

Idaho Greening the Curriculum Initiative to infuse sustainability into their curriculum for the 2009/2010 academic year.



Jim Gregson, faculty in ACTE, is working with Anne Kern, Coeur d'Alene faculty in the Department of Curriculum and Instruction, on a green workforce grant to the National Science Foundation titled, "Planning Grant for the ATE Regional Center for Sustainability Development for Technical and Technology Educators." The purpose of the proposal is to form a Regional Center for Excellence, in collaboration with Portland Community College, to assist educational institutions, government and industry to develop a workforce that understands and adopts sustainable practices into building design, construction, energy, landscape technology and other developments related to natural resource management in rural and urbanizing areas of Idaho, eastern Oregon and eastern Washington.

The College is also providing a partial match to a grant that Professor Karen Guilfoyle is part of regarding establishing a long-term interdisciplinary research and education program focused on biodiversity conservation in the Ecuadorian Andes. The research team proposed to initiate an international undergraduate research program, two interdisciplinary research projects spanning biological, social and physical science, and international collaborative research opportunities for University of Idaho faculty. The long-term goal is to develop a collaborative, interdisciplinary teaching and research program targeting biodiversity conservation and sustainable community development. Outcomes of this funded project will include two interdisciplinary PhD degrees, multiple coauthored collaborative publications, a series of grants submitted to the National Science Foundation and other organizations, scientific capacity building within Ecuador, and improved international research, education and training opportunities for university faculty, undergraduate and graduate students.

In addition to the efforts above, faculty are reducing travel for meetings by using Eluminate and other distance technologies.

Staff Efforts



Staff are also making strong sustainability efforts. Several College of Education staff have opted to work a four-day workweek (10 hour days) to reduce energy consumption. The most recent government report puts the full cost of operating a motorized vehicle at 54 cents a mile. For Director of Off-Campus Programs Jody Sharp of Oakesdale, Wash., who works a four-day week, that savings adds up to 304 miles and more than \$164.00 per month.



Many of our staff and faculty bike to work, not only to save gas (and sometimes time), but to stay in shape as well. Administrative Assistant Michelle Weitz of Nampa has biked 70 miles round trip nearly every day to work at the Boise Center since 2006. She was recently featured in the Idaho Press Tribune. "To be efficient, I take a week's worth of clothes, shoes, socks, etc. into the office over a weekend so I don't have to carry it in my backpack," said Michelle in the article. "Instead of packing a lunch every day, I walk across the street to Winco and buy my (lunch) food for the week."



Faculty and staff have also increased recycling efforts and have programmed the main copy and print machine to print two-sided copies, cutting paper use by half. Nancy Morrison, budget specialist for the college, regularly prints reports on paper she retrieves from the recycle bins.

Building Sustainability



Carpeting tiles in the dean's office were selected for its 'greenness'. The carpet is made of recycled materials and is made to be easily replaced in just worn areas instead of the whole thing.



The college has also made several decisions to clean carpets in some areas instead of replace.



The university did some lighting upgrades in the past year to increase the efficiency of the lights in the Education Building.

Presentations on Increasing Sustainability

Dean Paul Rowland recently gave a presentation at the Association for the Advancement of Sustainability in Higher Education (AASHE) conference titled "The Little Things That Administrators Can Do To Support Sustainability Efforts." The list included:

Offer matching funds for small grants

Develop purchasing practices that are more sustainable

Encourage the use of technology to eliminate unsustainable travel

In addressing various audiences address issues of sustainability

In staff meetings discuss how to become more sustainable in practice

Use venues such as newsletters and magazines to increase sustainability awareness

Use sustainability to create a focus for what is of most worth in education

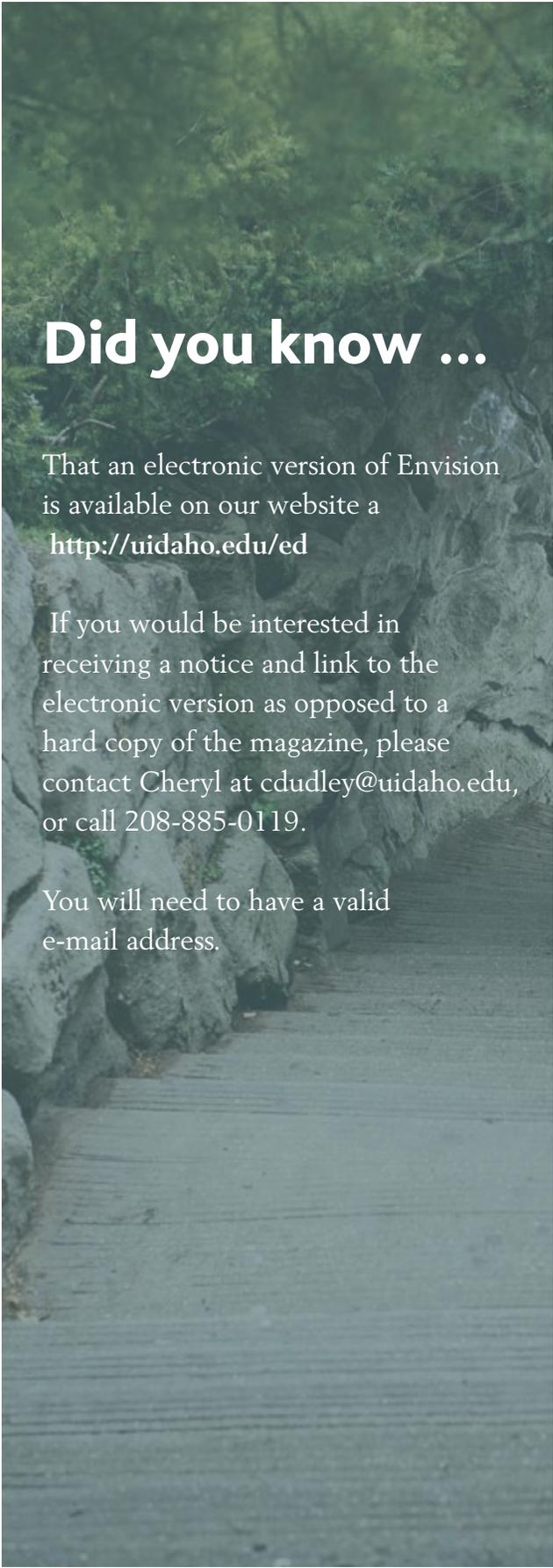
Support/initiate curriculum changes that include education for sustainability

Support faculty in working on such curriculum changes

Create a fund for EFS and contribute to it

Make sustainability a part of the fundraising case statement

Demonstrate sustainable practices when working/playing with donor



Did you know ...

That an electronic version of Envision is available on our website a <http://uidaho.edu/ed>

If you would be interested in receiving a notice and link to the electronic version as opposed to a hard copy of the magazine, please contact Cheryl at cdudley@uidaho.edu, or call 208-885-0119.

You will need to have a valid e-mail address.

research



Photo by Joe Pallen, University of Idaho Photographic Services

FORGING TRAILS, Discovering Secrets

Researching the Life of Frank Parsons

Adult, Career, and Technology Education faculty member Ernie Biller has his own style when it comes to researching Frank Parsons, the founder of the career counseling profession. Not knowing of any specific funding source for a grant to support his research, he dug into his own pockets and traveled to original sites to find out the truth. For the last 14 years, he's focused his

research on the life and history of Parsons, who is considered the father of career counseling. As an advocate for the original principles and methodology that formed his profession, Biller is driven to know Parsons' true story.

Biller came to the University of Idaho in 1992 from Ohio State University, where he had been a professor of rehabilitation counseling. He was hired here to teach the career development classes for the Professional Technical and Technology Education Program and the Counseling Program. "Every professional technical education teacher, before they are certifiable, has to have at least one course

in career guidance, and the same holds true for school and rehabilitation counselors,” said Biller.

Biller’s quest for information about his profession’s roots began when he was at a conference in Albuquerque, New Mexico in 1994. He was there to attend the National Career Development Association Conference along with other practitioners, teachers and counselors. The keynote speaker, John Krumboltz, a professor from Stanford, gave a talk on what career counselors ought to be doing, attempting to infuse new thinking into a 100-year-old profession. But some of the things Biller heard from Krumboltz left him uneasy.

“Krumboltz’s words really bothered me, but I didn’t know enough of the history of career counseling or Parsons’ contribution to it to stand up and justifiably object to the speaker’s remarks,” said Biller. “I just knew in my gut that the things the speaker stated were greatly in error.”

Krumboltz said that the ideas and teachings of Frank Parsons are too simple and outdated to be relevant to today’s needs for career counseling and development. Being trained as a special educator and rehabilitation counselor serving persons with learning disabilities, and having published three books on that subject, Biller has a very sensitive nature about what counselors do. “I felt that this presentation was so unjust. I just wanted to stand up and say, ‘no, no, we are still guided by Parsons’ principles!’”

Biller believes that Krumboltz violated a basic principle of philosophy known as “Occam’s Razor” that day. This principle states that the simplest explanation to a scientific or economic problem is usually the right one. Krumboltz tried to discredit Parsons’ theory on the basis of it being “so simple a computer could do it,” and then presented his own alternative theory, which was in fact more complex and never really caught on in actual practice.

“In 1994 the amount of formal philosophy I knew was zero,” said Biller. “So perhaps it was the presenter’s violation of this very straightforward principle that inflamed me.

I can now claim that, not only was the presenter wrong, but the simplicity of Parsons’ three-step process explains why it has endured for 100 years with no signs of abating in usefulness. As a matter of fact, all career development textbooks on theory still tout Parsons’ theory as the founding one that is still applicable to today’s counseling practice.

In 1994 Biller had only read a couple of references by Parsons. “I had never really researched him because he’d been dead since 1908,” said Biller. But it was Krumboltz’s speech that launched Biller on his 14-year quest to dig out the truth about what he heard that day regarding Parsons and the profession of career counseling.

The Journey Begins

Frank Parsons was born on Nov. 14, 1854, in Mount Holly, N.J., of Scotch-Irish and English parents. A brilliant student, he entered Cornell University at the age of 15, graduating first in his class three years later with a degree in civil engineering. He also went on to become a lawyer. In 1902 he became director of the Breadwinner’s Institute, which offered education and a diploma to poor immigrants at the Civic Service House in Boston. He used the bureau to train young men to be counselors and managers for YMCAs, schools, colleges and businesses. In 1908 Parsons presented a report describing a systematic procedure and framework for career guidance. His work, titled *Choosing a Vocation*, was published posthumously in 1909. Parsons’ work inspired the leaders at Boston’s public schools to institute the very first formal career guidance and counseling program in the nation and the world.

Biller had no idea what his research about Parsons would uncover. “I’m an obstinate, unrelenting type of person who does not like to take any other researcher’s word—written or spoken—as the final truth,” said Biller. “This allowed me to follow my instincts with my research, and it has really paid off. If I can’t tell the story the way it was truthfully founded, I won’t tell it at all. The story was so much larger

*“I won’t write
anything unless
I know it’s right”
said Biller*

research

than what I thought,” he continued. “I’ve left no stone unturned. I’ve not let travel, books, articles—or anything, get in my way. I’ve been to Boston three times, the special collections library at Harvard, Parson’s home twice, Kansas state where he taught, cemeteries, talked on the phone and visited churches where there are records of him.” Biller even got his hands on some original Parson documents that no one else has seen.

Biller felt he had to conduct empirical research because his profession had done no real research on Frank Parsons and how the profession of career counseling got started. “When I did begin looking at documents, I realized that everything contradicts what is in our records and being taught.”

One of the first errors Biller encountered with his research came from the very first book on the history of vocational guidance written by John Brewer in 1942 and published by Harvard University Press. In the editorial about the Civic Service House, where Parson first began his talks on the north end of Boston, Brewer wrote that the building had been torn down. There was a picture of the building in the book, so Biller decided he wanted to visit the site.

“I arrived on Salem Street in Boston to see where the building had been,” said Biller. “I just wanted to be within the context of the area. So I get to the address 112, and I’m looking at this building that has the same architectural framework, same windows and all. Everything about this building is the same as the picture in the book.”

I said to myself, “either they rebuilt the building after Brewer did his research, or Brewer was wrong.” So Biller checked the Boston building and records department and found that there were no records of the building after 1940. But that didn’t mean it had been torn down.

“I thought, ‘oh my gosh, I think I’ve got a scoop here,’” said Biller. “I contacted the Boston Historical Society, which has a marker program. They’re the oldest historical society in Boston. They go around and do all the research on the buildings and identify their historical places in Boston’s history.” Biller told them he thought there had been a mistake. He thought the building still standing on 112 Salem Street was the founding birthplace of the American Counseling Movement. In November 1998, Biller’s theory

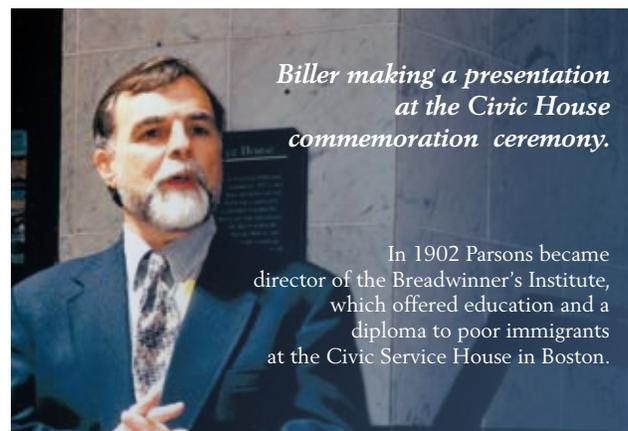
was confirmed and the building identified as the original Civic Service House. The following year, the Boston Historical Society held a commemoration ceremony to honor the site.

At the turn of the century, Meyer Bloomfield and Philip Davis began working at the Civic Service Center to teach new immigrants the English Language, American History, and social skills. Their work was funded by Pauline Agassiz Shaw. Biller was able to track down Bloomfield’s son, Lincoln Bloomfield, who was professor emeritus at MIT. He also found the husband of Davis’s daughter, whose godfather was Parsons. He was a professor emeritus and science historian from Harvard University. Both men attended the ceremony. The ceremony and commemoration were a satisfying capstone on part of Biller’s research.

Biller’s Second Surprise

Although Parsons is considered the Father of Vocational Guidance, during the day he was actually a social reformer—a story that has never been fully told, according to Biller. Parsons was a member of the Populist Party, which sought to represent the interests of farmers and laborers in the 1890s, advocating increased currency issue, free coinage of gold and silver, public ownership of railroads, and a graduated federal income tax. But the populist movement also involved some anti-Semitic rhetoric, leading Biller to believe that Parsons very likely had a dark spot in his heroic background.

Biller found out about Parson’s anti immigration stance while reading a dissertation and history journal article by



Biller making a presentation at the Civic House commemoration ceremony.

In 1902 Parsons became director of the Breadwinner’s Institute, which offered education and a diploma to poor immigrants at the Civic Service House in Boston.

the late historian, Arthur Mann. In his work, Mann noted that Parsons saw great perils in unrestricted immigration and was also guilty of a Darwinism type of racism. This discovery put Biller's research to a standstill while he tried to wrap his mind around this viral portion of Parsons' life.

"I tried to understand what was going on in the late 1890s to 1900s," said Biller. "We didn't have the holocaust as a reference point, so Parsons held these beliefs long before that happened. But in researching antipopulist writers of the late 1940s and early 1950s—the period that Arthur Mann did his dissertation and article on Parsons—I discovered that the anti-Semitic leanings of the populists of the 1890s most likely helped grease the skids of the anti-Semitic sled that eventually propelled Hitler into committing the atrocities known as the holocaust. As much as I did not want to buy into that 'slippery slope' logic, I have to admit it is plausible."

Biller knew that Parsons was really passionate about a just society and followed the philosophy of mutualism, which has both a biological and a sociological perspective rooted in the science, philosophy and religious beliefs of the day. Mutualism describes a relationship between two species of organisms in which both benefit from the association. On the sociological side, the philosophy holds that common ownership of property—or collective effort and control governed by sentiments of brotherhood and mutual aid—will be beneficial to the individual and society.

Biller notes that what may have constituted a mutual or just society in Parsons' day does not necessarily fit in a twenty-first century context. However, the correlation between the political stance in Parson's day and some current political sentiments may be timely.

"I won't write anything unless I know it's right," said Biller. "If I don't know the truth, I won't write it, including Parsons' involvement in the Populist Party. Once Biller's work is published, no doubt he will be the expert on the man Frank Parsons, including all of his different dimensions. Because of his empirical research,

Biller has gone down roads less traveled and dug out new treasures about the man who deeply influenced the profession of vocational guidance.

"My belief, early on in my research, was that Parsons' development of career counseling was much more than a chance event," said Biller. "It is certainly true that it takes a village to raise a child; it is also true that it takes a village of caring historians, professional and amateur, to lay the foundation for writing an accurate and meaningful history."





research

making exercise

FUN!

HPERD Begins Pilot Study on Children's Health Issues

Professor Jeff Seegmiller, a faculty member in the Department of Health, P.E., Recreation and Dance, has been awarded an \$11,217.85 grant from the Institute of Translational Health Sciences to conduct a pilot study titled "Pre and Post intervention Measures of Bone Strength Among 7-12 Year Old Girls." Professors Philips Scruggs and David Paul of HPERD will also be involved with the study, which is

expected to continue through fall 2009.

The pilot grant is designed to help investigators obtain proof of concept for preparing and supporting full-scale grant applications.

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

Osteoporosis is generally a problem with females past the age of 20, which is when they begin a downward trend on bone density. The National Osteoporosis Foundation talks about the importance of good nutrition and exercise, and makes recommendations for children in regard to exercise,

research

but the recommendations aren't specific enough. They talk about high-impact, weight-bearing exercises, but there is no clear information on specific durations or intensity of those activities.

"I see it as a problem when we say that all children should do specific exercises, because not all children are equal in size and weight," said Seegmiller. "What may be fun for one child may cause stress fractures in another. There is the mechanics of landing to consider, as well as nutrition factors, bone density and body mass index."

Seegmiller was involved in a study at Ohio University in 2007 looking at female military recruits and why they developed stress fractures during basic training. "Here's a good example of taking the general population and having them all do the same thing," said Seegmiller. "Some can handle it, and some cannot. The same can be applied to children. We just need to get to the point where we have evidence that one exercise does not fit all."

The HPERD team's research is unique because of their ability to perform biomechanical analysis using their lab's Vicon System, which is a high-tech 3D digital optical system that tracks and analyzes movement using optical markers, then produces three-dimensional images. With their new system, the team can analyze the impact of weight-bearing exercises on their subjects and also study incorrect movement that could lead to injury.

Seegmiller, Scruggs and Paul know that their research has potential to branch out to become a much larger study. With their research they hope to answer questions, acquire

good knowledge, and get that knowledge out to the population where it will benefit the population.

"If we're going to create knowledge, it is our hope that it will be translated to people who will be able to use it," said Seegmiller. "We hope it will answer questions that are current problems in society."

Translational research means taking medical discoveries from the laboratory into the clinic and out into the community. The goal of the ITHS is to make a positive impact on human health locally and globally. To achieve this goal requires collaboration between many groups, including academia, industry, non-profit agencies, government, and most importantly the community. The HPERD research team aims to do just that.

"There are many parts to this grant that tie in to other areas of research at HPERD," said Seegmiller. "We can eventually work with other groups of people, including adolescents, young adults and males. We can also start comparing children who live in different environments where we see large populations of obesity and figure out how we can help children develop healthy lifestyle changes that will carry them through life."

The pilot study will take place over the next year and will include ten research subjects. It will begin with a pretest for bone density, bone mineral content, body fat, measures on diet calcium intake, and other important measurements. After all measurements are recorded, the subjects will participate in a four-week intervention program that will include 30 minutes of jumping rope for five days and 20

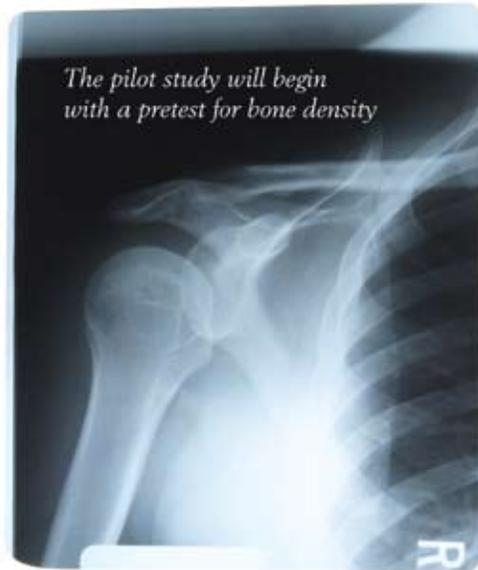


"I see it as a problem when we say that all children should do specific exercises, because not all children are equal in size and weight," said Seegmiller.

research

maximal jumps per day. Following the intervention, the subjects will be measured again and the pre- and post-test data compared.

“When we find out more about the affects of exercise intensity and duration on bone density, it will help us be more specific with recommendations,” said Seegmiller. The outcome of the research team’s studies will prepare the foundation for future research that supports the department’s mission to promote active and healthy lifestyles. With scientific data, the team hopes to identify how exercise needs to be tailored to fit a person’s body make-up. With that knowledge, perhaps the population can once again find exercise fun, and not just a “duty” that most rarely have time for.



The Institute of Translational Health Sciences is a NIH funded “collaboratory” consisting of the University of Washington, Seattle Children’s, and Fred Hutchinson Cancer Research Center. The ITHS will also strengthen translational research ties with Group Health Center for Health Studies, the Benaroya Research Institute as well as existing clinical and research infrastructure developed through the University of Washington across the five state WWAMI region (Washington, Wyoming, Alaska, Montana and Idaho).

The Human Performance Laboratory

An important requirement of the HPERD team’s research is the new Human Performance Lab currently under construction in the P.E. Building. The construction is expected to be completed in July. A portion of the completed lab space will be home to Seegmiller’s Vicon digital optical system, which requires extreme stability to ensure proper readings.

The Human Performance Lab renovations have been long in coming. Elsie Matthews, a generous donor to HPERD causes donated \$94,000 for construction of the lab and

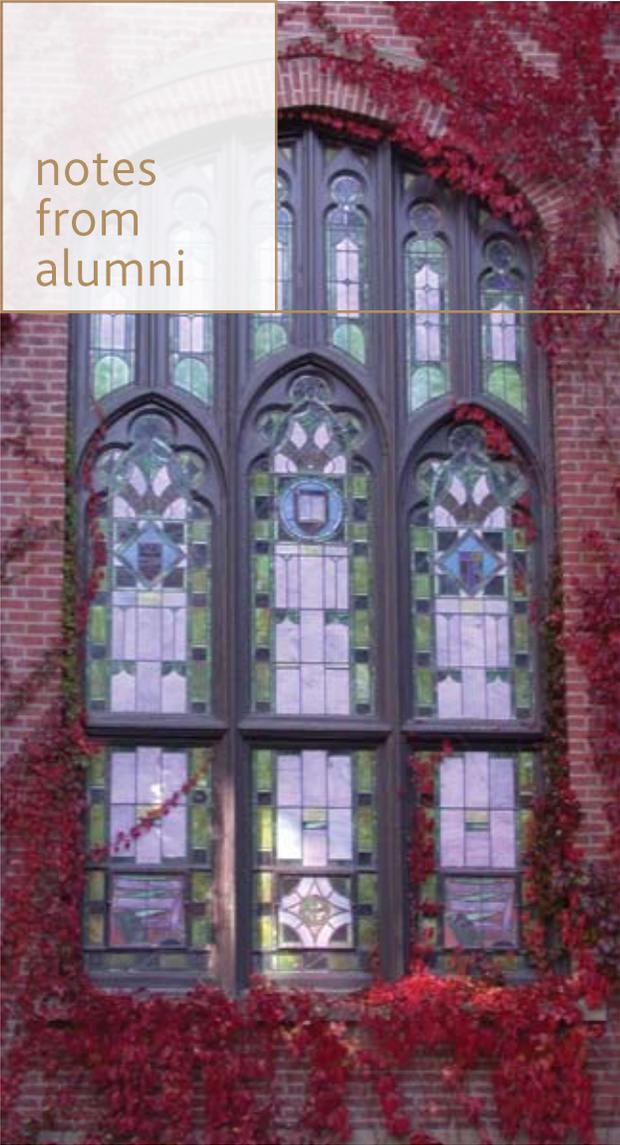
to purchase some equipment. Construction began two years ago, right before a fire in the women’s sauna, which destroyed some of the lab’s designated area. Clean-up and insurance claims delayed the construction for several months.

Elsie Krey Matthews and her late husband, Richard Matthews, have shared a strong belief in the value of education for young people. Elsie received her bachelor’s degree in education from the University of Idaho in 1952, and was a member of Alpha Phi sorority. She played field hockey while in college, and was mentored by past faculty Dr. Edith Betts and

Mabel Locke. Richard earned degrees in engineering and education from Texas A&M University and Cornell, and served as a career Air Force officer.

Elsie maintains a strong belief in the value of education for young people, and has donated a total of \$266,000 to the Department of Health, P.E., Recreation and Dance—the largest donation to the Department. In addition to her donations to the Human Performance Laboratory, she also established the Elsie Krey and Richard I. Matthews Health, Physical Education, Recreation and Dance Scholarship Endowment of \$50,000. Richard passed away in 1999. The couple has four children: Martha, Norma, Chuck and Kim. Elsie’s father, Norman Krey, was an executive with the Kaiser Aluminum Company.

It is because of donors like Elsie Matthews that the College of Education can provide outstanding research for our faculty and students. “With her gifts, Elsie has faithfully supported HPERD’s efforts to improve the quality of life for children,” said Kathy Browder, chair of the HPERD department. “This lab renovation is a dream that she has shared with us, and it is wonderful to see that dream finally fulfilled.”



notes
from
alumni

My wife, Debra, is a PE teacher at Lakes Middle School and on March 22 we celebrated 29 years of marriage. We have two grandchildren, Franklin and Jackson, who live in Seattle with Kristin and her husband Jeff. After retiring, I became a licensed contractor and built and sold a home in Pinehurst, ID. Golfing and bowling are two enjoyable pastimes that we enjoy as a family. Jarrod and Jackson are spending the winter in Phoenix, AZ. caddying and enjoying much warmer weather than we have experienced in North Idaho.”

Carolyn Hondo

(M.Ed '03, PhD '03)

Carolyn Hondo was awarded the Limited English Proficient (LEP) award by Superintendent of Public Instruction Tom Luna in April for her work to improve the achievement of students with limited English proficiency.

“These award winners exemplify the great impact an educator can have on a student’s life,” said Superintendent Luna. “Students with limited English proficiency face many challenges because they have to achieve in academics and also overcome language barriers. These great educators are helping students rise above these challenges every day, and I am proud to honor their hard work, dedication and successes in the classroom.”

Philip W. Batchelder

(B.S. '71 in Secondary Education and M.S. '83. in Secondary Education Administration)

“Our three children, Kristin '96 Chemical Engineering, Jarrod '04 Business, and Jackson '08 Criminal Justice, also have degrees from Idaho. I retired from teaching in 2006 after 32 years. I spent nine years in Kellogg teaching English and History and coaching football and girl’s basketball. Afterwards I moved to Coeur d’Alene School District and taught at Lakes Junior HS, Coeur d’Alene HS, and when Lake City HS opened I finished my career there teaching US History and Honors World History.



notes from alumni

Carolyn is the assistant principal at Burley Senior High School in Burley, Ida. She is a tireless and exemplary advocate for educational excellence and equity for Idaho's LEP students. Her expertise, talent, and work ethic have been instrumental in the success of Burley Senior High School's academic and extra-curricular programs. Her expertise in dropout prevention has helped her district and Idaho in starting the critical conversation and process of reducing the dropout rate among LEP and other minority students. Carolyn's school also received the LEP School of the Year award.

This is the first year the State Department of Education has awarded educators and programs of excellence specifically for their work with LEP students. With federal funding from Title III of the No Child Left Behind Act, the Department created the awards program to recognize the Administrator, Teacher and Paraprofessional of the Year as well as Programs of Excellence at the elementary and secondary levels. The awards are granted based on a competitive nomination process.

Gerald R. White

(B.S. '56, MS.Ed. '60)

"I started as a teacher then became a principal, then matriculated into private industry as a facilities engineer, closely followed by an assignment as a training specialist for North American Aviation's Space and Information Division on matters pertaining to the development of the Apollo spacecraft. Immediately following that, I became director of Manpower Development for the worldwide company ITT Cannon Electric. I then took the initiative to become trained as a nursing home administrator in Spokane.

Two years later I spent time as the director of Spokane's Community Action Council until the federal government pulled its funding. I then branched out into ownership of the Management Training Center and MDA Clay Company in Spokane. After going bankrupt there, I launched my sales

career selling life insurance, health insurance and business insurance. This led me to a position as sales associate for a Spokane publishing house that produced Chamber of Commerce membership directories and maps.

My wife Donna and I spent the next 20 years working in 16 different states and countless Chambers of Commerce, helping them develop and publish their directories and community profiles. Finally in 2004 we retired to our home in North Bend, Oregon. Between the two of us, Donna and I have eight children, 16 grandchildren and four great grandchildren.

Along the way I became a Masters Swimmer, winning gold and silver medals up to and including state championships and world championships. My latest win was three gold medals in the 75-80 age group in 2006 at the Oregon State Masters Swimming Championships.

I relay this to you to make the point that a degree from a major university is the greatest foundation one can have on which to launch the rest of their life work. The opportunities for multiple careers have always been there for the motivated university graduates.

Thanks to the University of Idaho for allowing me to attend as a returning veteran of the Korean War, even though I had a lot of academic ground to make up after graduating from Kendrick High School that had no prep coursework for its students in the 1940s."



Gerald and Donna White at the World Senior Games in St. George, Utah in 1989.

ACTE

Adult, Career and Technology Education

WBEA Conference Rewards the Best

Understanding the inner workings of business is becoming more essential as citizens seek financial success in an increasingly global society. Few people in the state of Idaho have helped fulfill the need for business education more than College of Education professor Marty Yopp.

When it comes to business education, Professor Marty Yopp is premier in the state. In fact, of the 273 secondary business teachers in the state, 33 percent have either taken classes from or are products of Yopp's business education program at the University of Idaho.

In recognition of her outstanding dedication and service to business education, Yopp received the prestigious President's Award at the 2009



Western Business Education Association conference in Coeur d'Alene. The Western Business Education Association is an affiliate of the National Business Education Association and is made up of business educators from 11 Western States and three Canadian Provinces. The organization seeks to share educational

experiences that will prepare individuals to excel as consumers, workers, and citizens in our economic systems.

As a longtime member of the NBEA and WBEA, Yopp has attended and presented at numerous conferences. She began teaching at the University of Idaho in 1986 and over the course of her 22-year tenure, has encouraged her students to join the associations and take advantage of the many professional development opportunities offered. She has also served as chapter advisor for Business Professionals of America for the past 22 years.

Yopp earned an Ed.D. in higher education from George Washington University in Washington D.C. and is an accomplished researcher and writer. She has published 20 refereed publications and 12 other publications, eight book chapters, seven books, 49 professional meeting papers and presentations, and has managed 32 grants totaling in excess of \$222,000.

In addition to Yopp, two University of Idaho graduates received awards at WBEA. Business Education graduate Tacey Keylon, a teacher at Lake City High School, won the Outstanding Business Educator Award for High School, and Kathie O'Brien, a University doctoral student who works at North Idaho College, won the Outstanding Career & Technical Student Organization Advisor Award.

The president of WBEA is Angie Neal, a doctoral student at the University of Idaho Boise Center. She is also currently the Program Director for Business and Marketing Technology Education at the Idaho Division of Professional-Technical Education.

C&I

Curriculum and Instruction

Multi-Million Dollar NSF Grant Puts University of Idaho Scientists in Schools

By Cynthia (Sunni) Freyer

The University of Idaho has received a \$2.94 million grant from the National Science Foundation for a water resources project that connects the research community



with middle and high school classrooms in rural northern Idaho and eastern Washington. Assistant professor Jerine Pegg of the department of Curriculum and Instruction is a co-principal investigator and education specialist for the project.

The five-year project pairs graduate-level research scientists with middle and high school science teachers to enhance education on water resources through new classroom activities, workshops and field projects. Ten teachers in Moscow, Genesee, Troy, Potlatch, Lapwai, Garfield-Palouse (Wash.) and Pullman (Wash.) school districts will work with the graduate student research scientists each year, reaching a total of about 3,000 middle and high school students.

The program, spearheaded by the University of Idaho's Waters of the West (WoW) program, emphasizes collaboration in classrooms and in field projects at water basins. Science topics will be linked to local and regional water resource topics, such as aquifer depletion or the politics of salmon, dams and Indian Tribes.

Ten science or engineering graduate students will receive \$30,000 fellowships each academic year from the grant, awarded under the NSF Graduate Teaching Fellows in K-12 Education (GK-12) Program, according to project leader Barbara Williams. Williams is a key member of WoW, the university's Blue Ribbon graduate education and research program, and a faculty member in the department of biological and agricultural engineering.

William's project team at Idaho includes co-principal investigators Pegg, assistant professor, College of

Education; Paul Allan, WoW; and Jan Boll, WoW director. Allan is the project's administrative director, Pegg is the education specialist and Boll is the senior science adviser. Pegg and Allan will guide graduate student scientists in the development of age-appropriate lessons for their classes, meet with grad students and teachers to assess and oversee project work, visit classrooms to observe and more.

Graduate students in the WoW program are being given priority status for the fellowships. Students will also come from two other interdisciplinary programs: Environmental Science and Environmental Engineering.

"This project will help graduate students learn how to talk about complex scientific concepts in a way that is meaningful to lay people or people from other disciplines," said Williams. "Because scientists, generally speaking, do not communicate well with people outside their peer group, this is a critical skill. It's particularly needed to improve communication between scientists and the lay public."

The WoW program is responding to a worldwide need for professionals who can help resolve water resource management problems involving the perspectives of different disciplines. The program received \$1.6 million in start-up funding over five years from the University of Idaho as one of its Blue Ribbon initiatives launched in 2006. "WoW, environmental science and environmental engineering students are being trained on campus to work in interdisciplinary environments among peers," said Boll, "while this project will train them to communicate and collaborate more effectively with nonscientists and other scientists."

Middle and high school students also benefit, said Pegg. The aim, she said, is to build interest in science careers and for students to become more knowledgeable about the science associated with managing water resources.

"And let's not forget teachers, who win, too," said Pegg. "We believe they will become more skilled in teaching and inspiring interest in science. They will also have experienced, practicing scientists helping in their classrooms – a boon for those in rural districts."

The Science Mathematics Engineering Education Center (SMEEEC) at Washington State University and the Palouse Discovery Science Center (PDSC), Pullman, Wash., are

partners in the University of Idaho project. SMEEC is helping through equipment loans to participating schools, and PDSC is providing access to science demonstration equipment and outreach activities.

CASPEL

Counseling, School Psychology
and Educational Leadership

Mary Gardiner's Boise Program

By Jessica Henderson

*(Reprinted with permission from the Boise State Women's Center)
Twenty nine women from the Treasure Valley area were honored by Boise State University's Women's Center for their important work challenging sexist stereotypes and norms, advocating for equality, role modeling healthy self-esteem,*

breaking ground in traditionally male-dominated fields, or challenging other forms of oppression. College of Education faculty Mary Gardiner was honored as one of the 29 Women Making Herstory.



On the corner of Broadway and Front, not far from City Hall, is the Boise

office of the University of Idaho. It's where Dr. Mary Gardiner, professor in the Department of Counseling, School Psychology, and Educational Leadership, commits herself to changing the educational system through the power of knowledge.

In her 34 years of experience, she has also held positions as public school teacher, tutor, college associate dean (WSU), researcher and advisor. She has written four books, four book chapters, and numerous journal articles with regard to school leadership, cultural and diversity

preparedness. Today, her life's work provides information to enhance educational success and reduce Idaho's dropout rate among students of color.

"I'm not a big hero," she says. "I'm a mom. I've got two boys, 11 and nine, and I go to work." Mary may be humble about her accomplishments and her commitment to the job, but others see her as a person who has made important contributions that bring about change and encourage progress.

Her "little program in Boise" prepares future/current school principals and superintendents, and administrators working in higher education. Part of Mary's work is advising students and serving on a number of committees. With the power of motivation, she counsels them about ways to achieve success and understanding oppression for students of color within a predominately white Idaho.

"My passion is all about enhancing human potential and reducing the 'isms,'" she says. "My Christian beliefs influence me." Mary comes from a background of Anglican faith. "My family wasn't super religious," she says as she recalls reading the Bible around the kitchen table, remembering life on a ranch that centered on "family being everything."

"We were not wealthy, we were privileged," she explains. "[My family is] the biggest education of all and the best." Living on 1,200 acres of land in Australia allowed her to appreciate the advantages of higher education. Though with all her books and degrees, she explains, the significance of her work didn't seem to matter until she began her own family in 1997 by adopting her son, Ryan, who happens to be of African American descent.

Mary first moved to the U.S. in 1987 to attend the University of Virginia in Charlottesville. She had traveled from Australia to America one time prior, for a service club conference. "I wanted to do some doctoral work in another country, preferably English speaking because of my limited language skills," she says. "I fell in love with the U.S."

The entire population of Australia, she explains, is similar in size to New York City. The United States provided more diversity and "much more different and interesting" experiences. She began by immersing herself in her studies at the University of Virginia as a research assistant in the Department of Educational Studies.

In 1990, Mary began working at Washington State University in Pullman as an assistant professor. A divorced woman, in 1997 Mary became a single mother after adopting her first son Ryan. She worked in the Department of Educational Leadership and Counseling Psychology, had earned a tenured position, and was also offered the associate dean position of the college. "I worked my way up," she says. "Work was very positive."

Throughout her 19 years in the United States, Mary maintained a work visa. It allowed her to be a permanent "alien" resident within the United States out of respect for her Australian family. It was not until 2006 she decided to become a naturalized U.S. citizen. She has two American children Ryan, her adoptive son, and Kyle, whom Mary gave birth to 1999. "I can understand [the frustration of the immigrant]," she says, "The feeling of insider/outsider."

In 2001 Mary moved to Boise with her second husband and children. She began working with the University of Idaho as a professor in the Division of Teaching, Learning, and Leadership. Living in a predominately white Idaho presented certain struggles. With the lack of diversity, some children did not understand Ryan or his family. "Kids have said things they shouldn't have, or always want to touch his hair," she says. "He's had to educate them."

Mary explains that when she adopted Ryan in 1997, she did not fully understand the complexities surrounding adoption, but she was willing to learn. She had put herself up as a potential parent for a child of any ethnicity. Through an adoption agency, PLAN, located in McMinnville, Oregon, they were able to contact Lutheran Ministries of Georgia where she was able to connect with Ryan's biological family. Mary knows how lucky she is, "I'm very glad that I did [adopt him], but it's not been without difficulty for Ryan." Mary is currently single and together with help from her ex-husband, David, who also lives in Boise, is doing her best to raise two children into well adjusted, educated, and enlightened men.

Through her research and raising Ryan in a multiracial household, she has an educational opportunity to mentor students about overcoming oppression and discrimination within schools, society and higher education. "I make it meaningful," she says. "They have the power to do the difference. If I can connect with them in this mission together we can make a difference."

Since 1991, Mary has advised more than 17 students with their doctoral dissertations. Her encouragement has led former students to take their degree and use it to influence the educational system in Idaho. She believes leadership can help make a tremendous difference. Dr. Anderson says, "Dr. Gardiner has proven that one person's caring influence can surely reach out and touch others."

HPERD

Health, PE, Recreation and Dance

Accreditation: What it Means for the Recreation Program

The Department of Health, P.E., Recreation and Dance has been granted a five-year renewal on its National Recreation and Park Association (NRPA) accreditation. Faculty members Kevin Johnston and Sharon Stoll,



and program director Mike Kinziger have been working on the accreditation documentation for the past nine months.

"Accreditation is quite an honor considering how few schools are able to meet the necessary criteria," said Kinziger. "The process is

rigorous and requires a lot of time to assemble the documentation for the council review."

The NRPA Council on Accreditation provides quality assurance and quality improvement of accredited recreation, park resources, and leisure services programs in colleges and universities throughout the United States.

Earning a degree from an accredited institution is beneficial to students. Recreation students from accredited programs are immediately eligible to sit for the Certified Park & Recreation Professional (CPRP) Examination, an increasingly recognized credential in the field. A further benefit is broader recognition in the academic community and the professional field. Employers can be assured that graduates of accredited programs are fully qualified for entry-level positions.



“Accreditation also allows our graduate students to teach in other accredited college and university recreation programs across the nation,” said Johnston.

The University Recreation program is the only NRPA accredited program in the state. Accreditation is granted to an institution or a program that meets or exceeds stated criteria of educational quality and has two fundamental purposes: to assure program quality and to assure program improvement.

An institution seeking accreditation first submits a preliminary application indicating its intent to pursue accredited status and the support of its administration for doing so. The program develops an extensive self study, hosts an on-campus team of qualified reviewers, receives and responds to a written report of the team’s findings, and is finally reviewed by the entire ten-member Council, which determines the accreditation status and any follow-up actions the program must take to maintain it. Every five years a similar review process is completed, and annual update reports are submitted during the intervening years.

Accreditation was granted with four conditions that need to be met by February 2010. They include: 1) providing documentation to substantiate consultation with practitioners, 2) formally evaluate professional and career advising process and apply findings to further development, 3) re-work course syllabi to reflect how standards are being met through detailed course content

outlines, scheduling and assignments, and 4) ensure all course syllabi reflect up-to-date texts.

These conditions can be easily achieved by the deadline,” said Kinziger.



ETHICS

Ethical Theory and Honor in Competition and Sport

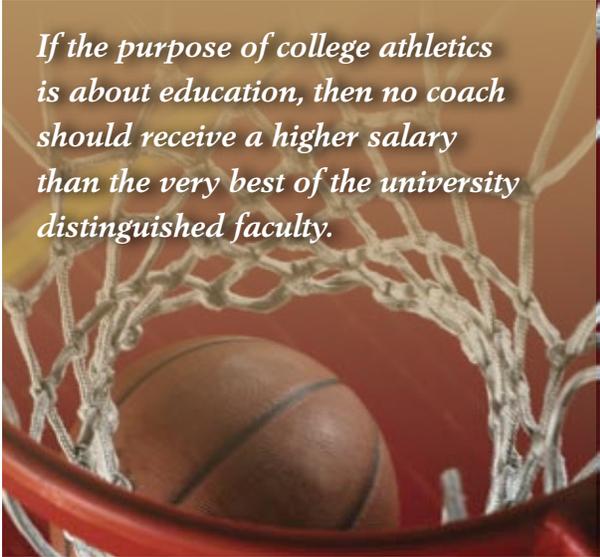
Topic: When is Enough, ENOUGH?

By Sharon Stoll, Director

In a remake of a Humphrey Bogart movie called Sabrina, Harrison Ford plays the title role of a multi-billionaire who can’t seem to get enough— of everything—houses, property, businesses, and of course money. The heroine of the movie, Sabrina, pointedly states: “More is not necessarily better, sometimes more is just more.”

When I read of the latest extravagant salary of a coach—I was reminded of this line—when is more just more? Or to put it more bluntly—how much is too much, or enough, enough?

John Calipari agreed Tuesday, March 31, to leave Memphis and the dominant basketball program he built and take on the challenge — and riches — of returning



If the purpose of college athletics is about education, then no coach should receive a higher salary than the very best of the university distinguished faculty.

Kentucky to college basketball glory. Calipari will receive an eight-year, \$31.65 million deal plus incentives, according to the university, making him the highest-paid coach in college basketball.

At the same historical moment, colleges and universities across the US are weathering the worst recession in decades. Faculty are being dismissed, programs dropped, support services reduced, and student fees increased. Education is taking a serious hit and students can expect higher tuition, smaller scholarships, more rejection letters and bigger classes.

In considering these two stories—Calipari’s salary and the state of the recession on education— something is terribly remiss. It seems to me that “enough is enough”. We surveyed 20 colleges and found that not one school thought that the purpose of athletics was to improve the commercialization of their product or pay coaches extreme salaries. Rather, the purpose of athletics is always about education, character, and sportsmanship.

I wonder when institutions are going to ask this important question: *When is enough, enough?*

I suggest that either the institutions rewrite their mission statements about athletics and admit that coaches’ salaries do not match the mission of the institution, or put a cap on coaches’ salaries so that athletics matches the mission statement. If the purpose of college athletics is about education, then no coach should receive a higher salary than the very best of the university distinguished faculty.

A salary of 3.65+ million a year is just more—far more—and screams of a value system like my mother would say as, “Putting on the dog and throwing out the cat.” In other words, the institution makes a display of wealth or importance of its basketball program while ignoring the economic threat to the real purpose of the institution: learning, research and service.

I love athletics and everything about the people who coach and dedicate their lives to helping young people gain the wonderful benefits of play and games. However, I am hard pressed to support the present salary practices for big time athletic coaches. Enough is enough. And it’s about time that we begin the discussion— even the automakers have to justify outrageous salaries.

The Center for ETHICS* at the University of Idaho offers study, intervention, outreach, consultation, and leadership in developing and advancing the theory, knowledge and understanding of character education including moral and ethical reasoning, moral development, ethical leadership, and ethical application. To learn more about the Center, visit www.educ.uidaho.edu/center_for_ethics.

CDHD

Center for Disabilities and Human Development

Each year students who have participated in training at CDHD’s Clinical Services apply for national American Psychological Association internships. Completing a 2,000-hour internship is required for graduation and psychology licensure. Internship applicants undergo a competitive matching process and not all students who apply receive internships.

Two of CDHD’s Child and Youth Study internship students received their first internship choice—in part due to the training they received at the Child and Youth Study Center and in part due to their academic work. One student will complete her internship at Denver Children’s Hospital in Denver, Colorado and the other will complete her internship at the VA Medical Center in Salem, Virginia.

The Child and Youth Study Center began 10 years ago when psychologist Rand Walker took a student intern into his practice to help with a rapidly increasing need

for services for children and families. It worked so well that soon he began to envision a place where students could gain the hands-on clinical experience they needed under the guidance of trained psychologists while offering a much-needed service to the community. With that vision, Walker eventually partnered with the College of Education's Center on Disabilities and Human Development (CDHD) to open the Child and Youth Study Center. CDHD Director Julie Fodor and Walker consolidated resources and grew the program to five supervisors and up to nine University of Idaho and Washington State University student interns per year, in addition to post-doctoral fellows.

TRIO

Thirty-three Upward Bound Math Science students spent spring break in Seattle learning about Science, Technology, Engineering and Mathematics (STEM) careers. Director Kirsten LaPaglia and five staff members oversaw the group's activities, which included visiting a number of educational facilities and businesses.

The first stop was Central Washington University in Ellensburg, where students learned about CWU's Science Talent Expansion Program (STEP), whose goal is to increase recruitment, retention and performance in science, technology, engineering and mathematics, particularly with underrepresented students in those fields. STEP originated at Central in 2002 as a small pilot program with an objective to encourage more high school students to become interested in the fields of science, mathematics and technology.

In Seattle the group visited the University of Washington Health Sciences Center, where they were given an interactive presentation and the opportunity to practice anesthesiology on a dummy. Next they were given tours at the Institute for Systems Biology, Zymogenetics and CASE Forensics.

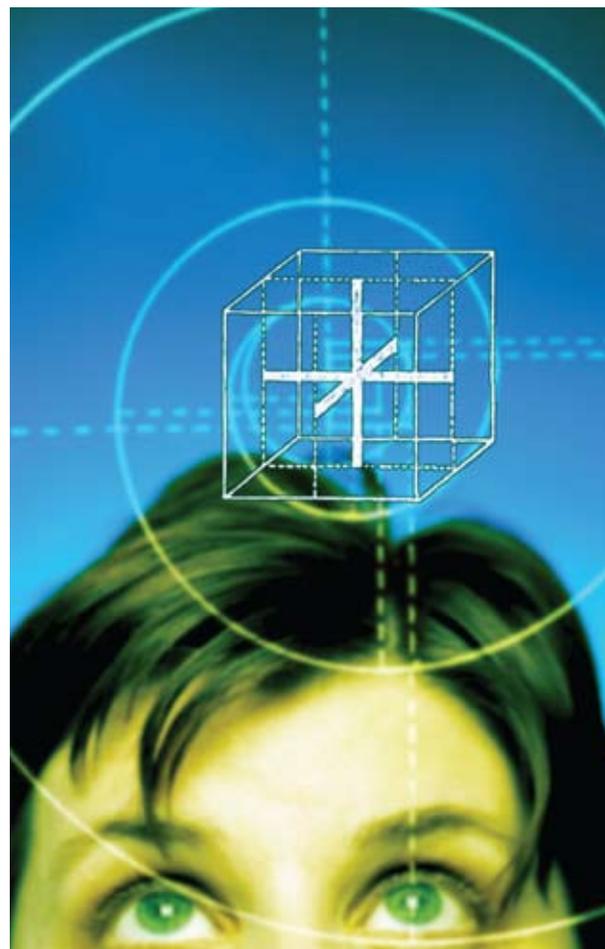
"The students broke into groups of 5-6 and toured the places they were most interested in," said LaPaglia. "The group who visited CASE Forensics were really interested to find out that some of the forensics cases were about why and how things break. It was a new perspective for them."

Students also toured Boeing, the Seattle Aquarium, Space Needle, Pike Street Market, and the Pacific Science Center.

"Boeing was super duper cool," said one student. "It's cool knowing that it's the biggest building on earth—it's 472 million cubic feet! I like how people jog in the tunnel because it's easier and how people ride bikes in the factory to move around because it's so big."

"I've always seen cool science on TV, but once you get to see it up close, it's a lot more interesting and cool," said another student.

The Upward Bound Math Science group will start their summer session on June 21 this year with some exciting sessions. This year students can study power engineering, cryptology programming, wilderness, free-writing, McCall outdoor exploration and take part in some fun activities like ethnic cooking, swimming, Frisbee golf and soccer.



donor
profile

Anaheim Angels

Senior Advisor **Bill Stoneman**

gives back to college

University of Idaho Hall of Famer Bill Stoneman is the perfect example for the cliché, “what goes around comes around.” He exemplifies the full circle of giving the university strives to instill in its students as it provides them with the education to go out into the world and become

successful—and hopefully remember their alma mater.

Stoneman graduated from the College of Education in 1966 with a degree in physical education, has had a successful career in professional sports and sport business, and is now giving back to the university in more ways than one.

Stoneman played baseball for the University of Idaho from 1965 to 1966, then after graduating from the College of Education with a degree in P.E., joined the Chicago Cubs minor league team in Caldwell, Ida. In 1969 he joined the Montreal Expos for their inaugural season and in 1972 was



Nick Hazeltine and Bill Stoneman

Photo by Cheryl Dudley

donor profile

selected to play for the National League All Star Team. In 1975 he pitched two no-hitters, won 17 games and set the Expos record for most strikeouts in a single game. He then retired as a baseball player and joined Royal Trust Canadian, a financial institution, until 1983 when he joined the Expos as assistant to the president.

From 1984 to 1999 Stoneman was the vice president of baseball operations for the Expos. In 1995 he was inducted into the Expos Hall of Fame, and in 1998 he received the University of Idaho Hall of Fame Award.

All this prior experience set Stoneman up for his next job as General Manager of the Anaheim Angels Baseball Club from 1999 to 2007. He is now on a three-year contract as Senior Advisor of the Angels.

In spite of all his accomplishments, Stoneman doesn't necessarily like to talk about himself. He's more interested in seeing others become successful, particularly recipients of his generous College of Education scholarship.

In 2005 Bill and his wife, Diane, laid the foundation for a scholarship endowment for physical education majors. The Physical Education, Sport Science, and Health Club (PESSHA) launched a campaign to raise the match. The first scholarship was awarded in 2007, and in 2008 the scholarship was endowed.

"The University played a huge part in everything in my life that followed graduation," said Stoneman, who visited campus during Mom's weekend and the days following. In addition to giving presentations to several business classes, Stoneman also met this year's recipient of his scholarship, Nick Hazeltine of Walla Walla, Wash., who is a freshman pursuing a degree in Physical Education.

Hazeltine's mother and grandmother were on campus for Mom's weekend, and the three met with Stoneman over lunch.

"Gosh what a good guy," said Hazeltine's mother, Bobbi, who coaches basketball at Walla Walla Community College. "We wanted to ask him all these questions about baseball because we're big fans, but he didn't want to talk about himself. He just wanted to know about Nick and what Nick was interested in."

It also turned out that Stoneman had another connection to the Hazeltine family. Bobbi's uncle, Dave Cummins, and Stoneman were in the same fraternity together at the university. "We would have never known that," said Bobbi.

The Hazeltine/Tatko family has a deep Vandal history. Nick's mother received her bachelor's and master's degrees from here; his grandfather, Bob Tatko, great aunts Louise Tatko Cummins and Margaret Tatko Kubic, both pledged Gamma Phi, uncles Doug Tatko and Mike Tatko and aunt Sandy Tatko Gorman all graduated from the University of Idaho. Because of the long tradition the family has here, Stoneman's scholarship means that much more to the family.

"It has been a great honor to receive the Stoneman scholarship and it has also really helped me financially," said Nick. "It was an amazing experience meeting Bill because of how much of a celebrity he is, yet he still was very humble, down to Earth and just a great guy. I would say Bill has motivated me to be a better person because of how much fame he has had, yet he acts like someone who hasn't had any of that."

Stoneman speaks fondly of his University of Idaho professors, and was happy to have the opportunity to get to know them more personally later in life. Walking down the hall on the top floor of the Albertson Building, Stoneman saw many of his old fraternity brothers. He was visibly moved, and it was obvious he missed the place. Someone asked him about his fondest memory of the University of Idaho. He replied, "there are too many to recount, and some I shouldn't share. But the people I met here continue to mean the world to me."

Bill and his wife have two children, Jill and Jeff, who both also attended the University of Idaho. Jill graduated with a degree in Architecture in 1995, and Jeff transferred to Clemson after one year.

"Bill and Diane's generosity is very meaningful to the College of Education," said Christina Randal, College of Education development director. "We have very few scholarships for a large number of students, and we are honored they have chosen to invest in the students of the University of Idaho."

looking back... to 1948

Just how much have things changed in the last 60 years?

A 300 student cross section poll taken at the University of Idaho in 1948 by R. L. Ormsby, head of philosophy, left him with no doubt that the students questioned knew exactly why they had come to school: to find out how to make a living.

That was the primary reason listed by 278 of 300 students participating in the poll. The secondary reason indicated that most of the students realized that money isn't everything, and 240 said they had also come to get acquainted with ideas. "Only 24 students admitted they had thought remotely of finding a husband or a wife," said Ormsby.

"World Peace" drew an almost unanimous vote as the most pressing social problem of the time.

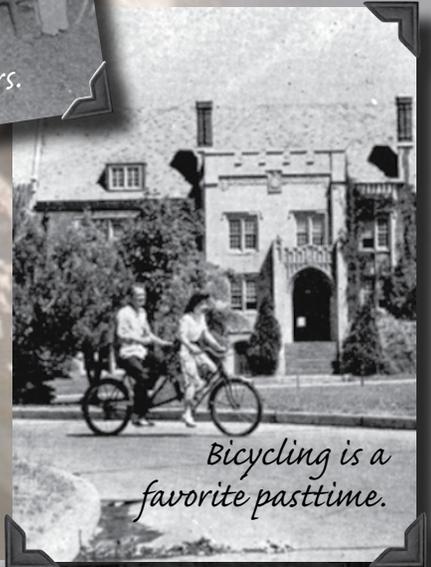
Summer School in the year 1948 promised some of the most enjoyable programs of entertainment, sports, and public events. "The recreational plans for 1948 are still more extensive," said an article in The Bulletin. "More than ever the University will seek to make use of the exceptional recreational resources of the interesting geographical area in which the institution is located. Students have been heard to say that a person's college experience is not complete without at least one summer term. That attests to the value of the profitable and interesting program available during the summer months."

Some of these programs included folk dancing, golfing, music under the stars, bicycling and visiting a lookout station on the top of Moscow Mountain.





Music under the stars.



Bicycling is a favorite pasttime.



Art out in the wide open spaces.



Visiting a lookout station on Moscow Mountain.



Comfortable living quarters add to the pleasure of Idaho's Summer School.

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