In this issue: NEW CENTER FOR VIRTUAL ENVIRONMENTS, page 7

In this issue: 100 YEARS OF TEACHER EDUCATION, page 1-3

In this issue: GLOBAL EXPERIENCE, pages 12-15

In this issue: WOODROW WILSON INDIANA TEACHING FELLOWSHIPS, pages 4-5
Dear Alumni and Friends,

This issue of the College of Education Magazine heralds a new academic year and the 100th anniversary of teacher education at Purdue. It was 100 years ago that educators initiated programs in chemistry, home economics and industrial education to prepare our graduates for leadership positions in a rapidly changing and increasingly technological world! This issue focuses on globalization and STEM education, challenges of crucial importance as we embark on our second 100 years of preparing educational leaders. We hope you join us at the Teacher Education Tailgate Party before the September 13 football game vs. the Oregon Ducks that marks the official beginning of our centennial celebration.

Global Experiences
We have witnessed incredible growth in our global initiatives over the past few years. Our students are eager to pursue the innovative learning and research programs that our faculty have developed. You will read about the latest developments in our longest-running program in Honduras and about a new site for our “Block II” students in India. We hope you enjoy the profiles of students who participated in these programs. You also will learn about exciting collaborations with new colleagues in Turkey. We have moved aggressively to ensure that our students learn to appreciate the global context of educational issues and provided support for our faculty to conduct research that has international implications.

STEM Learning
In past issues we have shared with you our priorities of promoting P-12 science, technology, engineering, and math (STEM) achievement and increasing the number of STEM teachers for the education workforce. You will find two stories related to this theme. The first describes our progress in implementing our STEM Goes Rural project, which is funded by the Woodrow Wilson and Lilly Foundations. This fall we will be accepting applications for the first class of Fellows to teach in high-need rural schools. You will also find a story about a new center focused on virtual environments.

I hope this issue conveys some of the excitement and intellectual vigor that our faculty, staff, and students are bringing to the most important educational and societal challenges of the day. Please stop back to campus to see us at one of our special Centennial events or Homecoming – and thank you for your support in helping us accomplish our important work!

Sincerely,

Kevin R. Kelly, Interim Dean
Teacher Education at Purdue Celebrates a Century

Teacher Education at Purdue had its start in 1908 when the first classes in industrial education, household economics and chemistry were held. Check out this handful of the highlights from the last 100 years.

1908
• Purdue accredited by State Board of Education to prepare secondary and vocational teachers
• Department of Education established as part of the School of Science
• Industrial education, household economics and chemistry first education majors
• George Roberts, “Founding Father of the Education Department” and professor of industrial education
• Henrietta Calvin, professor of household economics
• Edward Mahin, associate professor of chemistry

1911
• Teaching option for general agriculture

1912
• Summer school courses offered for experienced teachers

1913
• Agricultural Teacher’s Club, professional organization established (name changed to Agricultural Education Society in 1919)

1914
• Professional education in teaching agriculture and industrial arts
• Samuel Cromer, agricultural vocational education professor

1915
• First teacher’s conference in vocational agriculture

1916
• George Clinton Brandenburg (pictured to left) begins courses in educational psychology at Purdue

1917
• Oakel Fowler Hall hired as associate professor of education teaching educational sociology

1919
• Kappa Delta Pi, honorary education club, established
• Agnes Tilson first assistant professor in home economics education, replacing Mary Matthews

1922
• Industrial education transferred from Engineering to the Department of Education

1923
• Hermann Remmers added as the head of educational reference
• Studies in higher education published under Remmer’s administration, which encouraged student and faculty research

1924
• Chi Omega, establishes the Chi Omega Award for women in education

1925
• Zora Smith, professor of agricultural education

1929
• Graduate school established by Board of Trustees

1931
• George Clinton Brandenburg becomes head of the department at the retirement of Professor Roberts
• George Davis becomes head of Office of Teacher Certification and Teacher Placement
• Itinerant teacher training in home economics training approved
• Laura Hadley is the first itinerant teacher educator
• Science Institute established

1934
• Brandenburg passes away, leaving Oakel Fowler Hall as chairman of an Administrative Committee in Education
• B.C. Lawson develops teacher follow-up workshops and becomes chairman of Agricultural Education from 1934-1959
1937
- President Elliott removes education from the School of Science and combines it with applied psychology—Frederick Knight, director
-First Vocational Guidance Conference held

1938
-Department of Trade and Industrial Education made a part of the Division of Education and Applied Psychology
-First meeting of Educational Leaders Clinic

1939
-Purdue Teacher’s Conference
-First conference for rural ministers
-Phi Delta Kappa, graduate men’s educational honorary society, established

1940
-Iota Lambda Sigma, professional industrial education fraternity, established
-First workshop for secondary school principals

1941
-Ida Kelley’s child clinic work leads to establishment of the Remedial Reading Clinic begun through the efforts of E. Lowell Kelley
-James Mitchell given the responsibilities of the Office of Teacher Placement along with Frederick Knight

1944
-Raymond R. Ryder named Teacher Placement and Licensing Officer

1945
-Purdue’s first guidance workshop offered

1946
-Elizabeth Wilson appointed associate professor of education for preparation in counseling and guidance

1947
-Harry Belman appointed chairman of the trade and industrial education section of the Department of Education
-First Student leaders in secondary schools conference
-First workshop for school secretaries

1948
-B. L. Dodds named director of the Division of Education

1952
-First “Interview Day” held at Purdue

1953
-Dodds resigns, B. C. Lawson becomes acting director
-Division of Education moved into the new School of Science, Education and Humanities

1954
-Dan Cooper appointed associate dean of School of Science Education and Humanities and director of the Division of Education

1955
-Marbury Ogle appointed Dean of Humanities, Social Science and Education
-Mary Endres first appointment in elementary education

1956
-Purdue Student National Education Association professional association established

1958
-Max Eddy named head of Industrial Education
-Lee Isaacson appointed associate professor for personnel and elementary guidance

1959
-American Society for Training and Development first student chapter established in the U.S.

1960
-Advanced educational degree luncheon

1961
-Purdue takes on administrative control over the Achievement Center for Children under the Department of Education

1962
-Alpha Tau Alpha, national association for agricultural education, established

1963
-A. M. Rempel named acting department head
-Teacher Education Council formed
-Paul Alexander named chair, acting associate dean of HSSE acting director of the division of education
-School of Science separated from Science, Education and Humanities

1964
-School of Science, Education & Humanities dissolved; School of Humanities, Social Science and Education created

1965
-Charles Hicks appointed head of Department of Education

1966
-Association for Childhood Education, professional association Purdue chapter, established
-Professional and Parent Education Conference workshops begun for those interested in the area of learning disabilities

1967
-Special education section created in the Department of Education

1968
-Office of teacher placement moved to the south campus because department growth
-Cerebral Palsy Clinic added to special education programming

1969
-Professors emeritus James Mitchell and Raymond Ryder conceive *Teacher Education at Purdue University: The First Sixty Years (1908-1968)*

1970
-Special Education Professional Training Program created with the purpose to train teachers, therapists and clinicians
1973
- Robert Ringel serves as dean of the School of Humanities, Social Science and Education

1977
- Gifted Education Resource Institute (GERI) established by John Feldhusen

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1979
- School of Education breaks from the School of Humanities, Social Sciences and Education due to record enrollment
- Board of Trustees approves School of Education—Henry Ryder, son of Raymond Ryder introduces motion to approve

1989

1990
- Education Building razed to make way for Steven C. Beering Hall of Liberal Arts and Education
- John Feldhusen recognized as the School of Education’s first distinguished professor

1991
- Robert Kane steps down as dean
- Marilyn Haring (pictured right) named dean

1992
- Beering Hall of Liberal Arts and Education completed
- Professional Development Schools established

1993
- James and Lois Ackerman give two million dollars to establish the James F. Ackerman Center for Democratic Citizenship

1996
- First course taught entirely on the internet

1999
- School of Education celebrates tenth anniversary

2000
- Learning, Education, Assessment and Performance (LEAP) Technologies introduced
- P3T3: Purdue Program for Preparing Tomorrow’s Teachers to use Technology created under LEAP Technologies
- Purdue Literacy Network Project commences

2001
- Assessment Research Center (ARC) established
- Marilyn Haring retires as dean
- Jerry Peters appointed interim dean

2003
- George Hynd named dean

2004
- Purdue University Psychometric Instruction/Investigation Laboratory (PUPIL) established

2005
- School of Education renamed College of Education

2006
- Center for Research and Engagement in Science and Mathematics Education (CRESME) established

2007
- Purdue Literacy Network Project renamed Center for Literacy Education and Research (CLEAR)
- National Rural Education Association relocates main office to Purdue—John Hill, director
- Campaign for Purdue ends with 16.8 million dollars raised for the College of Education
- George Hynd steps down as dean
- Kevin Kelly appointed interim dean

2008
- Purdue Center for Serious Games and Learning in Virtual Environments created
- Purdue celebrates 100 Years of Teacher Education

References
- Purdue Archives and Special Collections
- Teacher Education at Purdue University: The First 60 Years by Mary Endres, Earl Heath, Willard Hill, Lee Isaacs, Kenneth Kiltz, Muriel McFarland, James Mitchell, Raymond Ryder, and George Salen
- “The Right Angle” School of Education newsletter
Answering the Call of the Classroom
by Marydell Forbes

Franklin Mason always knew that sitting behind a desk – at least for an extended period of time – wasn’t the career for him. He also always liked math. As a philosophy major at Purdue University, Mason earned 45 math credits because he enjoyed the material.

Now Mason teaches math at Harrison High School in West Lafayette, Ind. To obtain his teacher’s license, he completed Purdue’s Transition to Teaching Program. Aspiring teachers take two semesters of core education classes, which are supplemented by courses in the area in which they plan to teach.

Mason, who previously taught philosophy at Purdue, is confident he made the right decision.

“I really enjoy it,” Mason says. “It’s both exhilarating and exhausting.”

To reach more prospective science, technology, engineering and math (STEM) teachers like Mason, the Woodrow Wilson National Fellowship Foundation has selected Purdue as one of four universities in Indiana to launch its Woodrow Wilson Indiana Teaching Fellowship program.

Funded by a $10 million dollar grant from the Lilly Endowment, a master’s degree in education will be provided for 80 future math and science teachers each year. Degrees will be awarded by Purdue, Ball State, Indiana University Purdue University-Indianapolis and the University of Indianapolis.

Each Woodrow Wilson Teaching Fellow will receive a $30,000 stipend, and tuition will be significantly reduced. In exchange, the fellows will complete two years of rigorous preparation, including their master’s coursework and intensive clinical experience in a high-need urban or rural school.

After the program’s first year, the fellows become teachers of record, with full classroom responsibility and full salary; throughout the second year, as they complete their degrees, fellows stay in close contact with Purdue faculty and receive on-the-job mentoring at their schools. Then, they commit to continue teaching for another two years, with additional mentoring and peer support from Purdue, their districts, and the statewide network of Woodrow Wilson Teaching Fellows.

Arthur Levine, foundation president, wants to ease the critical shortage of highly-trained teachers.

“We want to create a kind of ‘Rhodes Scholarship’ for teaching,” Levine says. “Woodrow Wilson has always stood for excellence in education, and we are using that reputation to attract the very best candidates. These are young people who are committed to addressing inequities in education, as well as accomplished mid-career professionals with real-world expertise to bring to the classroom.”

Mason acknowledges this critical need.

“One of the reasons I decided that this would be a good career move is that there is a shortage,” Mason says. “If you are in science or math, you’re going to get a job.”

Levine is confident the fellowships will attract top-notch candidates who get excited at the prospect of reaching out to students in high-need classrooms.

“STEM Goes Rural teachers will engage students in exciting, hands-on activities that link science and math education to rural communities and issues.”

—Sidney Moon, associate dean for learning and engagement

The 20 Woodrow Wilson Teaching fellows who attend Purdue will participate in a new transition to teaching master’s program called STEM Goes Rural that will prepare them to teach math, science and technology in high-need rural school districts in Indiana. Mason wishes fellowships had been available when he pursued his career change.

“I know a number of people who work in rural schools and they would have been delighted to have an opportunity like that,” Mason says. “I would have been delighted.”

Levine is confident the fellowships will attract top-notch candidates who get excited at the prospect of reaching out to students in high-need classrooms.

“There might be a math major who’s still in school but is beginning to think that the lab, lecture hall or corporate
cubicle isn't where he or she wants to be,” Levine says. “It might fit an engineer who's retiring early and still wants to have an impact. It might fit a research chemist who's a few years into the profession but wants a change. It might fit any number of really bright people. If they bring the passion and intellectual foundation, we'll show them how to transform it into great teaching.”

Levine says the foundation picked Purdue as one of the universities to launch the program because of the commitment to education that he discovered throughout Indiana.

“Whether it was Governor Daniels, the legislature, nonprofit leadership, the private sector, college and university leaders, school district leadership or collective bargaining leaders—I made more than 20 trips to Indiana, and every time I was impressed with how much they wanted to do this work. The Woodrow Wilson Foundation couldn’t have asked for a better place to launch this program.”

Sidney Moon, associate dean of education at Purdue, says more than 40 rural schools, including New Tech High School in Rochester, Ind., will serve as program partners with Purdue. Candidates who do not meet the criteria for a fellowship will have the opportunity to enroll in Purdue’s STEM Goes Rural master’s program and participate in all of the activities that will be provided to fellows.

“STEM Goes Rural teachers will engage students in exciting, hands-on activities that link science and math education to rural communities and issues,” Moon says. “Purdue researchers associated with the project will investigate factors that increase achievement and facilitate the development of STEM talent in rural schools.”

Levine is pleased that prospective teachers will be trained by some of the best and brightest.

“Purdue not only has a strong education faculty, but also tremendous strength in the sciences and engineering,” Levine says. “It attracts some of the state’s best students and has a far-reaching base of alumni who are leaders in technological fields.”

Moon says Purdue is looking for people who have a passion to teach and want to take advantage of Purdue resources.

“Participants will be closely associated with the Center for Research and Engagement in Science and Mathematics Education (CRESME) and will have the opportunity to interact with leading scientists and engineers,” Moon says. “In addition, they will participate in an innovative ‘transition to teaching’ master’s program that emphasizes early experiences in schools and provides candidates with the skills to become highly engaging STEM teachers.”

Mason says he’s struck by the impact a good teacher can have with students.

“A great deal of the ability to teach depends on the relationship you have with them,” Mason says. “If the students trust you and respect you, they’ll work for you. You’ll have 100 of them every single day and you get to know every one of them.”

The key is to embrace high-need classrooms as a rewarding challenge.

“I appreciate students who struggle at first and then get it,” Mason says. “If you can reach people, that’s when you’ve made a difference.”

Learn more:
www.woodrow.org
www.purdue.edu/stemgoesrural
Improving Elementary Social Studies Education

by Chrystal Johnson

To what extent does systematic professional development in social studies transform elementary teachers’ practice? Chrystal S. Johnson, assistant professor of social studies education, and John Pearl, principal at Battle Ground Elementary School, tackled this question in a collaborative inquiry project entitled “Potent Social Studies: Using Collaborative Inquiry to Engage the Collective.”

The study attempted to enhance elementary level social studies instruction by illuminating the generative possibilities associated with collaborative inquiry as a means for professional development. Collaborative inquiry is a process where expansive learning arises from the interplay between individual and group. It provides an enlarged room for the individual to maneuver whereby new learning possibilities are formed.

Elementary social studies instruction has long been recognized as providing the building blocks for democratic citizenship development. The National Council for the Social Studies (NCSS) and others consistently advocate for the rightful place of social studies in the elementary curriculum. Despite calls for more social studies instruction, the subject remains marginalized in elementary schools.

As part of EDCI 604, Teaching Social Studies in the Elementary Classroom, eight teachers collaboratively planned social studies units for grades 3-5. Teachers utilized the “backward design” process to shift thinking about the nature of social studies learning. Implemented units focused on the kinds of information and activities that help students develop in-depth understanding of social studies concepts or big ideas. Teachers also utilized learning experiences to enhance student development of civic and moral dispositions and attitudes. All collaborative inquiry members shared equally in planning and developing their projects. Each teacher viewed this collaboration as an opportunity to engage purposeful task analysis. Reflection was an ongoing part of the project. Members attempted to make sense of their experiences and what they learned.

Initial results suggest that powerful, systematic professional development goes a long way toward bringing social studies into the forefront. The study found that with professional development, elementary teachers can develop a sustainable appreciation for and inclusion of social studies in their everyday teaching.
Virtual World Used for Study
by Laura Hoffman
A Purdue professor will create a new center that will serve as a central location for researchers to study virtual environments.

Bill Watson, an assistant professor of curriculum and instruction, created The Purdue Center for Serious Games and Learning in Virtual Environments as a place for professors to collaborate on their work with virtual environments and video games. Watson said the reason professors are devoting so much time to studying virtual environments is so they can see how the virtual world can be used as a learning environment.

“With the center we can look at the best way to utilize that environment (virtual), whether it be for business training or K-12 education,” Watson said. “We can promote learning by focusing on virtual environments.”

While multiple virtual environments can be used as a learning environment, Watson said the multiuser virtual environment Second Life has been analyzed by numerous professors. He said he taught a distance learning course where he and his students used Second Life as a meeting place to discuss class material.

Watson said students were able to choose characters called avatars which created a virtual representation of themselves. He said in Second Life his students could ask him questions, discuss topics with other classmates, upload files such as PowerPoint in a virtual space, and visually interact unlike on Blackboard. He said it enabled students to have a more normal form of communication.

“It allowed us to have a little more natural learning experience and come online and share resources,” Watson said. “With the high cost of gas and flying, more companies may move towards virtual meetings online.”

While more online courses may choose to utilize virtual learning environments in the future, Watson doesn’t believe the classroom will ever disappear. He said he does think that by using virtual environments, the traditional classroom will be changed in how they set up a learner-centered atmosphere.

“We can look at students engaged in learning and get them in an environment where they can explore and solve problems and actively pursue learning.”

The center will be located be Beering Hall in room 3292 and will open in October. It will have computer workstations for developing serious games and virtual environments, as well as less powerful computers where users can play serious games and interact in virtual environments like Second Life in a stable environment. The center is being funded by Purdue Discovery Learning Center, the Office of the Vice President of Purdue for Research and the College of Education. Watson hopes to have the center involve faculty across the campus in the future.

“Purdue has a lot of people very strong in the area (virtual learning environments), which is one of the reasons I came to Purdue last year,” Watson said. “The center will be a place to bring that strength together to serve as a strong area for research.”

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A Passage to India

In the fall of 2007 Erik Malewski, assistant professor of curriculum studies, traveled to the second most populous country in the world to investigate the educational situation for child laborers. India, along with the United Nation's International Labor Organization, is working to correct the country’s child labor problem.

According to their 2001 census, the Indian government estimated that there are 12.6 million children under the age of 14 working. Efforts are under way to move children from factories and fields to schools.

Guided by Sanjeev Kumar, director of the United Nation's International Labor Organization in India and coordinator of India's governmental child labor relief efforts, Malewski explored India's field of education. During his month-long stay he spent two weeks in schools in Bangalore. He evaluated projects and curriculum at Belaku, a child workers’ rehabilitation school in Chamarajanagar.

Malewski contends more needs to be done than simply pulling children from exploitive labor situations. All of the conditions that contribute to underage working children must be investigated and accounted for in intervention efforts. The environment and teaching methods at the schools were impressive but he recommended working towards enhancing the family circumstances of the children as well. Improving parental relationships and the social and economic circumstances of family all play a role in ending child labor.

In addition to sharing his observations and expertise with the schools, Malewski spoke at Delhi University, the Institute for Economic and Social Change, and the Indian Institute of Technology Bombay, where he also had an opportunity to meet with the Institute's president.

The experience was a fulfilling one for Malewski who is now interested in furthering his connections in India. He states, “I returned from India with a more nuanced perspective on cultural differences and similarities between our countries and the effects of globalization. In the future I’ll continue building my relationships with India.”
Ayse Çiftçi, assistant professor of counseling psychology, and M. Carole Pistole, associate professor of counseling psychology, visited Turkish universities this past July to explore possible future collaborations. Through engaging conversations and meetings with fellow counseling faculty and university administrators, Çiftçi and Pistole discussed the similarities and differences in the nations’ university systems, the U.S. and Turkish programs, current counseling issues in both nations, and possibilities for faculty and student collaboration.

Although the Republic of Turkey, established by Mustafa Kemal Atatürk in 1923, is younger than the United States, Turkey is replete with history. Turkey possess remains from Alexander the Great, the Roman Empire, Islamic and Christian religions, and the Ottoman Empire. Istanbul, Europe’s most populous city, lies in both Europe and Asia, with the continents separated by the Bosphorus, a strait linking the Black and Marmara Seas. Despite the rich, ancient history and perhaps due to the sweeping changes introduced by Atatürk, both Orta Doğu Teknik Üniversitesi (Middle East Technical University—METU) and Bogazici are English speaking universities. All of the faculty members speak English, and the graduate psychological counseling programs use U.S. textbooks. Çiftçi and Pistole were met with gracious Turkish hospitality at METU, Ege University, and Bogazici University. Now that they have made initial contacts with faculty and administrators in Turkey, Çiftçi and Pistole plan to continue communication and anticipate collaborations—such as summer courses in Turkey and faculty exchanges—will develop as a result of the trip.

How did utilizing videoconferencing affect what you learned?
It allowed us to go beyond the walls of Purdue when analyzing case studies. We took into consideration cultural aspects of each case—how one thing might be considered “taboo” here but be acceptable elsewhere. It also affected how well I communicated. My peers challenged me to explain and clarify my ideas while connecting them to instructional design concepts and potential solutions.

What did you like best?
The videoconferencing alone was a fantastic experience. Traveling to Turkey to have class face-to-face made it even more amazing. I really enjoyed getting to know the Turkish students as peers and as friends. We challenged each other’s ideas in a way that brought us all together as a class.
Teaching Exchange Program
by Tanya Brown

Ten Russian teachers and school administrators visited Purdue University and area high schools in April as part of an educational exchange program. “Teachers to Teachers: Language, Technology, Math and Science Exchange” identifies and rewards Russian educators with concentrated professional development opportunities, short-term internships and workshops. The Russian educators observed best practices in teaching and worked to establish partnerships with their American colleagues. The exchange gave Russian guests the opportunity to collaborate with their U.S. counterparts to develop new teaching methods and create or expand materials and curricula.

The exchange is a program of the Bureau of Educational and Cultural Affairs, and the U.S. Department of State. The teachers and administrators arrived at Purdue on March 30.

“Teachers’ exchanges have become an important component of international education and intercultural communication,” said Anatoli Rapoport, assistant professor of social studies education and program administrator. “Teachers to Teachers is a two-way street with shared experiences and the exchange of best practices enriching curricula in both American and Russian schools.”

Rapoport said Purdue also hopes to see new partnerships develop between schools in both countries as a result of the program.

The American Councils for International Education: American Councils of Teachers of Russian-American Councils for the Collaboration of Education and Language Study administers the program.

While in Indiana, the teachers visited historical landmarks in Tippecanoe County, as well as museums, theaters and schools in Indianapolis and Chicago. In addition to meeting with local community leaders, participants visited the Indiana Department of Education. Internships at McCutcheon, Harrison and Lafayette Jefferson high schools, Tecumseh Junior High, Wea Ridge Elementary and Central Catholic Jr.-Sr. High School offered in-class experiences for the participants.

The teachers also participated in a weekend home-stay with host families to allow them to experience American family life. At the end of the program, the teachers participated in a two-day U.S.-Russia conference.
Alumni Teaching in Japan

“It’s amazing how much a chance encounter in a hallway can change your life,” said Dusty Miller (EDU ’07). Last spring JoAnn Phillion, associate professor of curriculum studies, mentioned to Miller an opportunity to teach in Japan. Now he and fellow alum, Danny Williams (EDU ’07), are gearing up for a two year teaching commitment in Ota City, Japan.

Purdue’s College of Education, with the help of Linda Austin, director of the Office of Field Experiences, and JoAnn Phillion, associate professor of curriculum studies, collaborated with Gunma Kokusai Academy to recruit teachers for their English immersion program.

“We have one English native speaking teacher and one bilingual Japanese teacher in every class,” explained Hiroshi Watanabe, director of Gunma Kokusai Academy and chairman of Fuji Buhin Industries, Inc. “It is our educational philosophy that we instill in the students better understanding of cross-cultural diversity as well as an awareness of being Japanese. In order to achieve our goal we need qualified teachers with different cultural backgrounds from around the world.” Currently Gunma has teachers from Australia, Bhutan, Canada, Fiji, India, Ireland, New Zealand, Philippines, United Kingdom, and United States.

Watanabe said one reason Purdue was chosen for this collaboration is due to its reputation for academic quality. Location also played a part. Lafayette is a sister city of Ota City and Watanabe established his company, Fuji Component Parts U.S.A., Inc., in Indianapolis 20 years ago.

Following Watanabe’s visit to Purdue last fall, Austin and Phillion travelled to Japan to tour Gunma and meet with school administrators, teachers, and the mayor of Ota City. “To my joy, they thought our school would offer a good environment and a great opportunity of teaching experience for the graduates of Purdue University,” Watanabe said.

Austin and Phillion coordinated the recruitment efforts by organizing callouts, handling the applications and maintaining communication with the Gunma contacts. As part of the application process Watanabe interviewed Miller and Williams at Purdue at the end of June and shortly thereafter offered a position to each of them.

“Through the interviews with the chairman and the telephone interviews with school administrators, they proved that they have rich knowledge and experience necessary for English Immersion Education,” Watanabe said.

Prior to departing for Japan, Williams explained, “I’ve been preparing for working and living in Japan by doing research on the Internet and reading a variety of books on customs, etiquette, Japanese language, climatic information, and curriculum of the school. In addition, I have been chatting with a number of people from Canada and the United State who have been living and working over there for a number of years. They have been able to provide me with lots of advice.”

Adding to their teaching salaries, they will also receive a housing allowance and a commuting allowance if necessary. But as elementary teachers at Gunma, they plan to gain so much more over the next two years.

“There are many things I hope to gain from this experience,” Miller said. “Most importantly, I want to develop and strengthen my teaching skills. I hope to benefit from working in a school with other highly qualified teachers and learning successful techniques and tricks of the trade. It’s great that I not only get the chance to teach abroad but I get to do so in a country with such a rich history.”
I was fortunate enough to complete Block III this past Maymester in Magdeburg, Germany. There were many activities that I enjoyed very much throughout this Maymester session. First of all, I really enjoyed touring around Germany and experiencing first hand the differences from our culture to theirs. Our group traveled to Berlin, Magdeburg, and Weimar. These are three wonderful cities in Germany that were all very different. Another unforgettable experience was visiting Buchenwald, a concentration camp right outside the city of Weimar. That was an experience that I will remember for the rest of my life, and something that I will be able to share with my future students. Lastly, we also were given the opportunity to tour many museums that taught us more about the history of Germany. Those are just a few of the wonderful activities that occupied our afternoons while in Germany.

The history of Germany definitely impacted me the most. It was very interesting to read about the history of Germany in books, but when I was actually able to see where these historical events took place it really put the facts into perspective. My experience in Germany will help me as a future teacher in various ways. I will be able to share my experiences, photographs, and knowledge about another country and culture with my future students. I will have a better understanding of different cultures, communities, and ways of life because I was able to experience life in another country for awhile.

I would most definitely recommend this Block III trip to anyone who is considering studying abroad. This is one of the few opportunities that are given to education majors that would like to study abroad. Also, this is another wonderful opportunity to really get to know people in your major as well as the professors that are teaching the course. This was a wonderful experience that I will never forget.

Carly Melchior (back row, orange shoulder strap)
Major: Elementary Education
Year: Junior
Hometown: Newburgh, Ind.
After spending three weeks studying on Purdue’s campus, sixteen Elementary Education students and I completed the Block III classes in Germany. The first couple of days were spent in Germany’s capital, Berlin. In Berlin, we were able to shop and get accustomed to the German way of life. We toured places such as the Berlin Wall, the Brandenburg Gate, the palace of Frederick the Great, and a memorial to the Holocaust victims.

The majority of our time however was spent in Magdeburg. Magdeburg, located in former East Germany, was full of history. We toured the Magdeburg Cathedral which is the oldest Gothic church in Germany, and the organ player even performed a few songs specifically for us. The Millennium Tower, Jahrtausendturm, showed us the history of civilization and gave us a great view of the entire city from the top of the tower. Also, we went to the University of Magdeburg and learned about the education system in Germany (which is much different than our education system).

One weekend, we visited Weimar. Weimar is considered one of the greatest cultural cities in Europe. It was home to Johann Sebastian Bach and Johann Wolfgang von Goethe. Also, it is home to Buchenwald Concentration Camp which we visited. This experience provided everyone with a new understanding of the horrors of the Holocaust.

Going to Germany provided me with rich experiences I will take with me throughout my teaching and my life. Not only did I develop a better understanding of Germany, I made sixteen great friends.
I loved everything about India. I loved the history, I loved the people, and I loved the sights like the Taj Mahal and the Agra Fort. But I got something out of this trip that I would never get on any vacation to the country. Since we were taking Block II, we went on school visits. For one, we took a three hour bus ride through unpaved roads of the poor, rural part of the country to see a girls’ college. The girls at the school were pushed down all their lives, told they shouldn’t want an education and couldn’t get one. I got to see girls that were the same age as me and who want the same things as me, like the chance to go to school. Even though most of the girls couldn’t speak English and none of the Purdue students could speak Hindi, this visit impacted me the most because the girls were so strong and fought so hard for their education. Another Purdue student asked the girls, with the help of a translator, how many are going to encourage their daughters to go to school. Every single one raised their hands. This response is what will stay with me from my trip to another world. I got to see people like me, but so different at the same time. It was an amazing experience that an article in a magazine could never do justice. I would encourage every student to take a study abroad trip. India was amazing, and there are so many other options too. I guarantee you won’t be disappointed at your choice to live, study, and be a part of another culture.

Maymester in India expanded my education by introducing me to a developing country and their educational system. While in India I had the opportunity to experience a completely different environment from my own and became fascinated by the rich Indian culture and history. 

Sightseeing in India was breathtaking. We visited numerous sites including the Taj Mahal, Fatehpur Sikri, Baha’i House of Worship and Lodhi Gardens. A lifetime will be insufficient to take in all these treasures. 

Witnessing the educational system in India was quite an eye opener for me. The educational system really varies from the upper to the lower class. We observed a top elite school in Delhi, a rural women’s college, an informal setting of a street school, and a special education school for the blind. Some of the schools struggled to provide the basics while the elite school offered many opportunities including engineering and robotics courses. My teaching will forever be influenced by my experience of travelling to India. I need to remember to look beyond the obvious and find ways to help all children learn no matter what their backgrounds are. Children everywhere can learn if they are given the tools and the chance.

Although I had my moments of being overwhelmed, I wish I would have had more time to explore India. Three weeks provided a nice introduction to India and I will remember my time there forever. This was a once-in-a-lifetime experience and I would do it again in a heartbeat!
Honduras is a beautiful country that is full of many different fascinating sights, sounds and cultures. The highlight of my trip was working with the students at Alison Bixby Stone School. Each of the students has the desire and drive to learn anything and everything they can.

One main reason for this drive to learn are the teachers. Both of the teachers I worked with taught with a passion for their students. Their classrooms were based on hands on, experiential learning. Textbooks were a thing of the past. They incorporated every student in class discussion. Observing this type of instruction has really changed my view on teaching. There needs to be many more hands on, service-learning projects incorporated into our American classrooms. By contributing back to the community, children learn a whole new concept on civic engagement.

This program has impacted me in so many ways, but the number one impact that it had on me was that I discovered my calling—to work with children that do not always have a piece of bread to eat at night. Children are our future and good educators are needed to fulfill this promise to all our children no matter what color, shape, gender, or culture. Every child deserves to have excellent educational opportunities.

The Honduras Study Abroad trip has not only opened up my eyes to the world of education, but has opened up my heart to the colorful array of children throughout this world. I strongly recommend this program to anybody who has a passion for working with children, cultures and a group of wonderful teachers and professors. It has not only changed my educational philosophy, but it has also changed my outlook on life.

Grace Pillari (with one of the school children)
Major: Special Education
Year: Junior
Hometown: Naperville, Ill.

Laura Bossaer (with Alison Bixby Stone students)
Major: Youth Development and Agriculture Education
Year: Working on master’s
Hometown: Reynolds, Ind.
NOTES

FACULTY and STAFF

Janet Alsip and Jill May are co-editors of a new electronic journal, First Opinions—Second Reactions (http://docs.lib.purdue.edu/fosr/), available from Purdue University Press.

Emily Bouck and gh, LLC were awarded a Technology in the Works 2008 award from the National Center for Technology Innovation for “Exploring the Benefits of Speech-Enabled Calculators.”

Susan Britsch has been elected as the 2008-09 chair-elect of the Elementary Teacher Education Committee.

Brenda Capobianco, Lynn Nelson, and Jennifer Richardson have been elected to the C&I Faculty Affairs Committee.

Luciana de Oliveira is the recipient of a COE Synergy Grant for 2008-09 entitled, “Science and Language Learning: Lessons for and from Students.”

Teresa Taber Doughty was elected as vice president for the Division on Developmental Disabilities for the Council for Exceptional Children.

Nadine Dolby presented an invited talk, “Study Abroad and the Limits of ‘Global Competence’: Towards an Agenda for Research and Practice” as part of a seminar series sponsored by the Center for Comparative and Global Studies in Education at the University at Buffalo, State University of New York.

Nadine Dolby, Peg Ertmer, Minchi Kim, Erik Malewski, Luciana de Oliveira, and Dan Shepardson are recipients of year-long PRF Research Grants for 2008-09.

David Eichinger is the recipient of an “Excellence in Teaching Award” from Purdue Student Government.

Peg Ertmer has been selected as one of three senior resource faculty members for the 2008-09 Teaching for Tomorrow Awards Program sponsored by the Office of the Provost. She also received a grant from International Programs to develop a study abroad program in Turkey.

Peg Ertmer, Jerry Krockover, Jill May, and Dan Shepardson are recipients of PRF International Travel Grants for 2008-09.

Lynette Flagge is the recipient of the College of Education Service Award.

Stacey Foyer received Purdue’s Mortar Board Rose Award recognizing outstanding clerical and service staff.

Jim Greenan received funding to extend his Workforce Development grant through June 2009. He will also serve as a member of the Purdue Social Sciences Institutional Review Board (IRB) for 2008-09.

Marilyn Hirth, Mary Nakleh and Tim Newby will be inducted into the Purdue University Book of Great Teachers on August 28.

Jerry Krockover has been recognized by Kappa Delta Pi, the International Honor Society in Education, for serving as the counselor of the local chapter. He will also serve as a member of the Purdue Social Sciences Institutional Review Board for 2008-09.

Jim Lehman, Tim Newby, Dan Shepardson, Johannes Strobel, and Bill Watson are all members of teams that received Discovery Learning Center seed grants for 2008.

Sidney Moon and Jean Peterson have a chapter, “Counseling the Gifted,” in the Handbook of Giftedness in Children by Steven I. Pfeiffer.

Jean Peterson was an invited speaker at the 33rd Annual Law Conference at Indiana State University, which focused on school safety and other issues.

Carole Pistole was honored with a Department of Educational Studies engagement award.

JoAnn Phillion is the recipient of the C&I Outstanding Faculty Discovery Award and also the recipient of the College of Education Dean’s Award for Outstanding Faculty Scholarship. She has also been elected to Professors of Curriculum, an international academy of curriculum scholars.

Jennifer Richardson was one of eight Purdue faculty members recognized by ITaP for developing high-quality distance education classes in 2007.

Janet Robinson is the recipient of the College of Education Earl B. Notestine Award.

Scott Schaffer and Bart Collins, communications, are working on a seed grant project through their group Healthcare Informatics and Learning Technologies at the Regenstrief Center for Healthcare Engineering.

Scott Schaffer and Bill Watson have each received a digital content development grant from the Teaching and Learning Technologies (TLT) unit of ITaP.

Melanie Shoffner and Hugh Crumley (Duke University) were chosen as cochairs of a newly created group on the Development of Future Faculty in the Society for Information Technology and Teacher Education.

Johannes Strobel received a Discovery Learning Center Seed Grant with Woei Hung, University of North Dakota. He also received a grant from the Indiana Space Grant Consortium for an Oral History & Education project. Strobel is the recipient of a College of Engineering PRF grant as well as an Engineering Seed Grant, with colleague Inez Hua.

Sarah Templin is the recipient of Purdue’s Teaching for Tomorrow award.
Janet Tipton, a local elementary teacher and instructor in Block III, received a Fulbright Scholarship to visit Uruguay during summer 2008.

Phil VanFossen was recently named 2007-08 Outstanding University Professor by the Purdue chapter of Kappa Delta Pi. He is also a contributor to the latest handbook of research in social studies. VanFossen is coeditor, with colleague Michael Berson, of a special issue of *Contemporary Issues in Technology and Teacher Education Journal*. This special issue was a direct result of the 2nd James F. Ackerman Colloquium on Digital Technology and Citizenship.

Carrie Wachter received a 2008 Instructional Development Center Digital Content Development Grant for “Suicide in the Schools: Meeting Training Needs with Serious Games.”

Sydney Zentall was honored with a Department of Educational Studies research award.

**STUDENTS**

Aliya Rahman is the recipient of a 2008 Graduate School Excellence in Teaching Award and the 2008 College of Education Outstanding Graduate Instructor Award.

Hans Aagard and Cindy York are recipients of a Frank B. DeBruicker Graduate Scholarship for 2008-09.

Inna Abramova, Hidehiro Endo, Claudine Laing-Kean, and Cindy York are recipients of summer PRF Research Grants for 2008.

Asta Balkute and Chris McGrew are recipients of a General Wei-chin and Madame Phoebe Lee Graduate Scholarship in Social Studies Education for 2008-09.

Jennifer Brodar, graduate student in School Counseling, received the Joe Hollis Memorial Scholarship from the Indiana Counseling Association.

Melissa Colonis, Carla Gerberry, and Soo Yeon Shin are recipients of a Mike Keedy Graduate Scholarship in Mathematics Education for 2008-09.

Carla Gerberry and Erin Moss are recipients of a Bilsland Dissertation Fellowship from the Graduate School for 2008-09.

Laura Goldin was awarded the first Purdue University Gerald H. Krockover Endowed Scholarship for ETA Chapter of the Kappa Delta Pi International Honor Society in Education.

Geraldine Peshlakai has been selected as a recipient of a 2008-09 Bilsland Strategic Initiatives Fellowship from the Graduate School for her proposal, “Native American Educational and Cultural Center: Developing a Framework to Retain Native American Students Through the Establishment of a Native American Mentoring Program.”

Michele Strutz received honorable mention best paper honors for “A Retrospective Study of Skills, Traits, Influences, and School Experiences of Talented Engineers” during the American Society of Engineering Education’s Illinois/Indiana Section Conference conducted at Rose-Hulman Institute of Technology.

Leon Walls is the recipient of a 2008-09 Bilsland Strategic Initiatives Fellowship from the Graduate School for work in conjunction with an NSF GK-12 project on campus.

Scott Peters is the recipient of the 2008-09 Feldhusen Doctoral Fellowship. He was also awarded honorable mention in the 2008 Mark Twain Creative Teaching Award competition for his unit on teaching *Adventures of Huckleberry Finn*.

Leon Walls is the recipient of a Jane and Michael Wilson Doctoral Award in Science Education for 2008-09.

Dazhi Yang was awarded the College of Education Dean’s Doctoral Scholarship for 2008-09.

**PROGRAMS**

The counseling psychology program has been re-accredited by the American Psychological Association.

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**New or Promoted Faculty and Staff**

- Lynn Bryan, promoted to professor
- Brenda Capobianco, promoted to associate professor
- Shaunna Cari, secretary for CLEAR
- Rebecca DeGrazia, development assistant
- Sherry Hight, secretary for dean’s office
- Rachael Kenney, .4 curriculum and instruction, .6 mathematics
- Yukiko Madea, assistant professor, measurement
- Lesley Miller, director of CLEAR Targeted Professional Development, teacher leader for Reading Recovery
- Jill Newton, assistant professor, math education
- Alex Noguera, IT site specialist
- Stacie Phillips, clerk, OPPL
- Jennifer Richardson, promoted to associate professor
- A. G. Rud, appointed to head, Dept. of Educational Studies
- Kim Sagendorf, secretary, OPPL
- Ala Samarapungavan, promoted to professor
- Scott Schaffer, promoted to associate professor
- Phil VanFossen, promoted to professor
- Yan Ping Xin, promoted to associate professor
Open a book, learn a lesson, and the world is yours. That's a belief shared by three alumni whose Purdue University degrees led to rewarding careers in education. They also believe that investing in education pays great dividends, and have each done that by establishing endowed professorships in the College of Education—gifts they hope will further opportunities in education.

**Memorializing her mother**
Growing up in New Haven, Ind., Susan Dollens, BS '70, often rode her bicycle to the library. "I read every horse book, every dog book," she says of those childhood days. "I went with a friend, and we spent a lot of time there. I've always been a reader—all topics, all subjects."

She graduated from Purdue with a concentration in remedial reading and went on to teach in Indiana, Ohio, New York and California. "If kids don't read, they're not going to be able to do anything," she says of her passion for literacy, which she came by honestly. "My mother read all her life."

Her mother was also a teacher, spending 40 years in middle and high school classrooms, teaching science, English, music and physical education.

Combining her desire to promote literacy and memorialize her mother, Dollens and her husband Ronald, a Purdue pharmacy graduate, gave Purdue $1.5 million in 2005. The gift established the Jean Adamson Stanley Faculty Chair in Literacy.

"It's refreshing to be able to do something in education," says Dollens, who now lives in Zionsville, Ind. "I'm always on my soapbox about spending money for reading."

Maribeth Schmitt, professor of literacy education and director of the Purdue Literacy Network Project, has been named the Jean Adamson Stanley Faculty Chair.

**Furthering literacy**
While Betty Sue “Suzi” Gallagher, BA ’70, didn't start out in education—she earned an art history degree—teaching became her life.

Now residing in Chevy Chase, Maryland, she was living in Dallas years ago when she responded to a call for literacy volunteers that she would answer for the next five years. "They asked for one morning a week. 'Easy,' I thought," she says.

“I had no idea what impact it would make on my life. I realized how desperate these people were to receive an education. For so many, their lives were so difficult. But you can't learn to read in a week or two.” Many students stayed with it, and “reading changed their lives," she says. "They got promotions at their jobs.”

Prompted by her volunteer experience, Gallagher headed back to school herself to prepare herself for a career as an academic language therapist working with children with dyslexia.

“Volunteering in Texas also led me to donate to Purdue,” Gallagher says. “It's important that we prepare people adequately and properly for careers in education.”

In 2007, she and her husband Dale, a Purdue industrial engineering graduate, established the College of Education Chair of Literacy and Language with a $750,000 gift. It was matched dollar-for-dollar through the Goodwin Challenge, an endowment incentive program.

Now retired, Gallagher is dusting off that art history degree, which she is finding useful in her latest volunteer post at the National Gallery of Art.
Honoring a professor

When Sally (Carston) Weist, BS ‘61, landed at Purdue in 1957 from Chicago, one of the first people to greet her was Professor Mary Endres. “She must have read about me, as I had two scholarships, and she called me in to talk to me about my circumstances and asked if I would be interested in a part-time job,” Weist recalls. The young student was soon working in the Department of History, Government and Philosophy, a job she held all four years she was at Purdue.

That welcoming gesture by Endres was the beginning of a close association between the two women, with Weist frequently turning to Endres for mentoring and guidance during her years at Purdue.

“I never had her as a teacher, but I was impressed how she seemed to know the students that were enrolled in elementary education,” says Weist, who went on to teach elementary education and is now retired, with homes in Chicago and Hawaii.

In 2006, Weist and her husband Robert, a Purdue chemical engineering graduate, decided to honor that professor who had reached out to her. They established the Mary Endres Professorship in Elementary Education, paying tribute to the pioneering educator who had helped launch elementary education at Purdue and worked in education worldwide (see sidebar). Their $750,000 gift also was matched dollar-for-dollar through the Goodwin Challenge.

Other Endowed Professorships
- James F. Ackerman Distinguished Professorship of Social Studies Education—established in 2001 by James and Lois Ackerman
- William Bindley Chair—deferred
- Charles R. Hicks Professor in the College of Education—established in 2001 by David Edward Nichols

Endres Launched Purdue’s Elementary Education, Research Center

When Mary Pollock Endres said “yes” to Purdue University in 1955, she packed the Ph.D. she'd just earned from the University of Chicago and 23 years' education experience that began when she was 18.

From her first post teaching eight grades in a one-room schoolhouse in Illinois, she'd gone on to consolidate 24 schools, create Illinois' Woodstock Community School District, and hold two superintendent posts. She'd come a long way from childhood on a dairy farm where she wore dresses made from discarded clothing.

A pioneer at Purdue—the first faculty member in elementary education and the department's founder—Endres also launched the Educational Research Center and created child development and family life programs.

“She was outgoing, personable and assertive in the sense that she knew what she wanted, and she went after it in a pleasant way,” recalls Professor Emeritus William Asher, one of her first hires. “She knew how to get things done. She made things happen.”

Endres also worked passionately to make education available to everyone. She twice took leaves from Purdue, once to develop teacher enhancement programs in Pakistan, the other to advise Nigerian schools. She was a Head Start consultant in several states, too.

“There was never any question about Mary’s commitment to children and their development,” says Fran Stafford-Upshaw, former executive director of Tippecanoe County Child Care in Lafayette, Ind., an organization Endres assisted. “The day-by-day caring for children takes so much energy, it is people like Mary who refuel the enthusiasm to make every day a good day for a child.”

Endres left Purdue in 1972 to serve as vice president for academic affairs at Governors State University in University Park, Ill. She retired from there in 1981, then opened a needlework shop. Throughout her life she was active as a Quaker and in peacemaking circles. In 1984, she married architect William Fyfe. She died in Woodstock, Ill., in 2005.
Reluctant Student Grew up to Pioneer Innovations in Film, Education

Once upon a time, there was a little boy named Mort Schindel who ran away from school on his very first day. Because his father was at work and his mother was busy, his aunt took him to Miss Farmer's first grade class at Trimont Avenue Elementary School in Orange, New Jersey.

He liked the shiny white desks and felt so comfortable, he soon fell asleep. When he awoke, he decided to leave school early. He ran home and hid in the garage. When he later heard his family calling for him, he kept quiet for a while. But, finally, he came out.

And the next day, he went back to school. “I endured it,” he says today, some 85 years after he first heard the school bell ring. Over the years, “I was a good student when I wanted or needed to be,” he admits. He liked his third-grade woodworking class, and still has the sailboat he made. And as a youngster, he liked reading, but not necessarily his schoolbooks. He preferred the Tom Swift series and Richard Halliburton’s adventure journalism stories.

His love of stories and unconventional approach to learning stayed with that little boy as he grew up. And, much to the likely surprise of Miss Farmer and his other teachers, he even became interested in education.

Pioneered Iconographic Technique

Mort Schindel grew up to found Weston Woods Studios Inc. in Weston, Conn., where he animated children’s literature, spending 43 years producing more than 300 films and 45 filmstrips, videos and audiocassettes designed to peak children’s interest in literature. His works featured titles ranging from Robert McCloskey’s “Make Way for Ducklings” to Maurice Sendak’s “Where the Wild Things Are” and Crockett Johnson’s “Harold and the
“My life is characterized by innovation,” Schindel says. And, he could add, storytelling.

He long ago overcame the reputation of a kid who skipped out of school early. Besides his Purdue honorary doctorate, he’s received the Connecticut Center for the Book Lifetime Achievement Award, a Blazing New Trails for Storytelling Award from the International Storytelling Center, a Distinguished Alumni Award from Columbia and induction into the Action for Children’s Television Hall of Fame, among many more.

Institute Dedicated to Literacy
Schindel remains active in literary pursuits. In 1983 he founded and still runs Weston Woods Institute to promote literacy, teacher training and educational, cultural and artistic activities. One of its endeavors was the Children’s Literacy Project, which outfitted custom-designed recreational vehicles for learning opportunities. He’s also fond of chatting with teachers. And making suggestions. “Listen to your students, learn from them, and be sensitive to their interests,” he advises educators. “Encourage children in their interests and devise ways to steer them to the math, science and reading they need.” As for his legacy, he says, “I would like to be an example of encouraging people, especially young people, to know who you are, to be who you are, to do something you love, and to tell your stories.”

Learn More:
http://teacher.scholastic.com/products/westonwoods/
How were you chosen as the student responder for the division one commencement?
To be honest, I'm not really sure how I was chosen to be a student responder for Division 1 of commencement. I received an e-mail one day saying that I had been nominated and selected to be a student responder at commencement. It came to me as a huge shock and such an honor. First, I had to realize what being a “student responder” meant and then I really felt the true weight and responsibility of this position. Jane Ann Dimitt, the director of the Education Advising and Recruiting Office, had called and told me I had an exciting e-mail in my inbox so I'm assuming that Jane Ann along with Sherre Meyer nominated me from the College of Education. I am also a member of Mortar Board and believe my status in this organization may have also played a role. While I'm not sure how I was selected for this honor, I couldn't be more honored and pleased.

What was your message for the graduates?
As the sole student representative for engineering and education majors, I did not want to cater my message to simply educators but wanted to reflect upon the varying backgrounds of Purdue students and how we all came together during our time on campus. Despite these diverse backgrounds and interests, we emerged together as Boilermakers, forever part of the Purdue family. This is something particularly special to me since I have dreamed of attending Purdue from the moment I first set foot on campus as a child. Being a Boilermaker comes with certain responsibilities to uphold excellence but also comes with the responsibility to have fun and uphold several Purdue traditions, from Fountain Runs, Grand Prix, Boilermaker athletics, Triple X, and even grabbing chocolate on Chauncey Hill. Purdue has meant different things to every graduate but we are unified as Boilermakers, ready to enter the world and make a difference whether in education or engineering.

What is your favorite Purdue memory?
I have enjoyed my time at Purdue so much that it is too difficult to isolate a single favorite Purdue memory. Because I have loved Purdue and wanted to attend college here for as long as I can remember, my favorite memories involve moments of Purdue pride and the Boilermaker family coming together. An experience/feeling I will miss is the excitement and Purdue Pride experienced during the week of Boiler Gold Rush. Freshmen come to Purdue unsure how their college experience will begin and are immediately welcomed to the Boilermaker family by some of the craziest, most energetic Purdue students there are. By the end of the week, the once intimidated, nervous freshmen are belting Hail Purdue at the top of their lungs and showing their pride in Elliott Hall of Music.

Something else I will miss is attending Purdue athletics and the energy and excitement of the student section. I'll remember numerous events; the football team being ranked fourth nationally my first year, ESPN's College Gameday, the exciting men's basketball team rocking Mackey Arena and finally drawing student spirit, and the impressive women's volleyball team and their amazing TarkShark fans who offer continual support. Boilermaker athletics are a perfect example of how a large campus community can come together and show pride in their school. It is moments like these and Boiler Gold Rush that I have enjoyed the most because they bring students together and foster that contagious energy that can only be found in a true Boilermaker.
Why did you choose elementary education as your major?
My mom was a teacher so growing up I got to see the inside life of a teacher grading papers, being concerned about that problem child, planning lessons, constantly collecting things to bring to students to enhance their learning experiences, and it sparked my interest in the teaching profession. Throughout my years in school, I encountered several excellent teachers, particularly my amazing second grade teacher who used a variety of hands-on activities and lessons that made coming to school exciting and fun. As I progressed through school, I developed a passion for kids and helping others so I decided to study elementary education where I could help children have the same sort of positive learning experiences that I had. The more I interacted with children, the more I knew that teaching was what I wanted to pursue. Now that my student teaching is completed and I am a college graduate, I am confident in my abilities as a teacher and can’t wait to have my own classroom.

How has Purdue prepared you for a career as a teacher?
I feel incredibly prepared for my career as a teacher. The best part of Purdue’s education program is all of the field experiences, particularly how they begin so early. These helped me to become comfortable in front of a class, taught me how to interact with a mentor/classroom teacher, exposed me to different classroom setups and management techniques, showed me how to address different types of learners within one learning environment, gave me opportunities to plan and execute lessons, and simply gave me the practice I needed to feel comfortable to teach on my own. Once it was time to student teach, I was not worried about how to teach or how to plan a lesson and instead was able to hone my skills and truly grow as a professional. Elementary education’s 14 week long student teaching program gave me time to become acquainted with my school and my cooperating teacher’s routines but also enough time to be the classroom teacher. My field experiences through Purdue’s elementary education program have made me confident in my abilities as a teacher and I feel prepared to succeed in my profession.

What does the future hold for you?
Right now my future is a bit uncertain. I am still searching for a job and am hoping to find an urban teaching position in second, third, or fourth grade in the Chicago area. I am still expanding my options and applying to several schools in Indiana and Illinois, hoping to have a teaching job secured and be relocated by August. It is a bit unnerving to not know what is in store but I know wherever I end up is where I am meant to be.
HEIDI FERNANDEZ
Purdue Degree: BA ’99
Occupation: 4th Grade Teacher  Location: Roosevelt Elementary, Santa Monica, Calif.
Favorite Purdue Memory: My favorite Purdue memory is impossible to express. Perhaps Purdue is encapsulated in my mind as a montage of all things wonderful: PMO Christmas shows, sorority functions, flying airplanes with the Purdue Pilots, being a member of the Old Masters Central Committee, being crowned Homecoming Queen, holding positions on PSG, making an incredible wealth of friendships that I still have, but even more sweet are the memories post-graduation of coming back to give seminars to education majors, receiving the Young Educator Award from the College of Education, and visiting campus to let all the memories flood in. Purdue was truly the greatest experience of my life.

STACEY (PARKER) KELLEY
Purdue Degree: BA ’93
Occupation: Teacher  Location: Indianapolis, Ind.
Favorite Purdue Memory: I remember sledding down Slater Hill. I lived at Owen Hall and could watch all of the people sledding down on whatever they thought would slide down the snow. There were students on mattresses, cardboard, sleds, and yes, even Owen Hall lunch trays. I kept my tray for many years to come.

LAURA MATHEWS
Purdue Degrees: MS ’99, PhD ’03
Occupation: Psychologist in private practice  Location: Carmel, Ind.
Favorite Purdue Memory: being reminded by my dissertation chair and mentor, Dr. Heather Servaty-Seib, prior to my dissertation defense meeting that I am the expert on my area of research AND reminding myself of this throughout the process.

TOM MCCONNELL
Purdue Degrees: BS SCI ’87, PhD  EDU ’06
Occupation: Assistant Professor of Biology  Location: Ball State University, Muncie, Ind.
Favorite Purdue Memory: I remember many great evenings with my grad student friends! We all fixed a dish to share, brought drinks, talked about our work, our homes, our families, and laughed a lot! I enjoyed the group because we were very diverse and we all shared so many ideas!

JOHN PEARL
Purdue Degrees: BA ’90, MA ’01
Occupation: Principal, Battle Ground Elementary and Professional Development Schools Cochair
Location: Battle Ground, Ind.
Favorite Purdue Memory: I have many great memories of my years at Purdue. My wife and I were married while undergraduates and both enjoyed our teacher preparation courses. In the classroom, I fondly remember exciting lessons from outstanding instructors such as Drs. Scruggs and Mastropieri. Association with the close knit group of Special Education majors made attending classes, studying, and social gatherings all memorable events.
2000s

Brooke Brown (EDU ’01) is now the principal at East Side Elementary in Edinburgh, Ind., after having completed her M.S. degree at Butler University in ’05.

Sarah Elizabeth Carr (EDU ’07) received the Teacher of the Year award for the 2007/08 academic year—her first year of teaching. She will serve as the third grade chair beginning this fall.

Dawn Greene (MS EDU ’06), Merrillville, Ind., is the assistant superintendent for School City of East Chicago.

Toni (Wesson) Mitchell (M ’82, MS EDU ’01), Valparaiso, Ind., graduated from the Indiana Principal Leadership Academy and is the principal at Benjamin Harrison Elementary School in East Chicago, Ind.

1990s

Krisanna Machtmes (PhD, EDU ’98) was promoted to the rank of associate professor of Research Methods with tenure in the School of Human Resource Education and Workforce Development within the Louisiana State University College of Agriculture, in August, 2008. She has also been recently awarded the Gamma Sigma Delta Graduate Teaching Merit Honor Roll Award, and the LSU College of Agriculture Sedberry Award, in recognition of excellence in graduate teaching.

John Ralston (EDU ’92) was recently appointed to principal of Perry Meridian Sixth Grade Academy in Indianapolis, Ind.

1980s

Robert Armstrong (MS EDU ’80, PhD A ’85) of Alexandria, Va. passed away on Apr. 3.

Miraca (Murdoch) Gross (MS EDU ’86, PhD EDU ’89) is the recipient of the Queen’s Birthday 2008 Honours List. She was awarded Member in the General Division of the Order of Australia. Gross was recognized for her outstanding service to education as an academic, researcher and author through the design and delivery of programs and policies for gifted students and their teachers and to professional development and educational practice. Each year, on her official birthday, the Queen honors a small number of people in Britain and in Commonwealth countries for service to their field or discipline. The investiture will take place later this year when the governor, as the Queen’s representative, will pin Gross with the Medal of the Order.

Susan (Melson) Huffman (LA ’79, MS EDU ’80, PhD ’90) has been elected president-elect of National Alpha Lambda Delta Honor Society for 2008/09. She is currently the general manager of Owen Hall at Purdue University.
Sally (Gross) Krise (EDU ’88) is a 3rd grade teacher for gifted and highly capable students in Issaquah, Wash.

Jon Neufelder (A ’79, MS EDU ’84), Poseyville, Ind., and his wife, Donna, currently have two sons at Purdue; Ryan is a senior who will start at the School of Veterinary Medicine in the fall and Aaron is a freshman studying turf science.

Kay Sharp (EDU ’88) helped coach the girls basketball team at Carmel High School in Carmel, Ind. to the school’s 100th overall state championship in March. She was also honored in April as a member of the Indiana Basketball Hall of Fame women’s Silver Anniversary Team.

Deborah Kay Andrews (LA ’70, MSED EDU ’73) is retiring after 38 years of teaching at Henry Barnard Laboratory School at Rhode Island College.

Barbara (Dupy) Humnicky (EDU ’78, MS EDU ’85) retired after 29 years as a media specialist in elementary schools and nine years as media specialist at Clay High School, South Bend, Ind.

Robert Martin (A ’68, MS EDU ’74) is a professor and head of the Department of Agriculture Education at Iowa State University.

1970s
Marguerite (Helen) Delhotal Bloch (MS EDU ’69), River Forest, Ill., received the Sister Thea Bowman Humanitarian Legacy Award for work in her community.

Greg Humnicky (EDU ’68) retired after 40 years with South Bend schools which includes 20 years as athletic director at Clay High School. The first 20 years were spent teaching US history and government.

1980s
Deborah Teuscher (MEd EDU ’94), planetarium director/science coach at Pike High School in Indianapolis, Ind., was awarded a 2007 Presidential Award for Excellence in Mathematics and Science Teaching.

Maggie (Rosenberger) Liechty (EDU ’05) and her husband Jason welcomed their first son, Noah, on March 10 at 11:41 a.m. in Managua, Nicaragua. He weighed 6 lbs., 12 ounces and was 19 inches long.

Berta (Owen) Mankenberg (MS EDU ’64, PhD EDU ’71) of Scottsdale, Ariz. passed away on Mar. 24.

1950s
Irle Bridge (A ’55, MS EDU ’56) of Cicero, Ind. passed away on Feb. 25.

1940s
Donald Adams (EDU ’42) and his wife, Peggy, celebrated their 64th anniversary on April 28.

ABBREVIATION KEY
AG College of Agriculture
CFS College of Consumer and Family Sciences
EDU College of Education
ENG College of Engineering
HS School of Health Sciences
KRAK Krannert School of Management
LA College of Liberal Arts
NU School of Nursing
PHAR School of Pharmacy
SCI College of Science
T College of Technology
VET School of Veterinary Medicine
Lindsey (Lewis) Hackbarth (EDU ’04) and Kyle Hackbarth (LA ’03) celebrated the birth of a son, Greyson, on February 19, 2008.

Jason Tyler (EDU ’01) ran the 2008 Boston Marathon and finished 1,468th out of 22,000 runners with a time of 3:02:42.

We would love to hear from you!

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CALENDAR

Check out our new online calendar at: www.education.purdue.edu/calendar

SEPTEMBER
1   Labor Day/University Holiday
13  Teacher Education Alumni Tailgate
    Noon-3 pm, near fountain outside Beering Hall
    Join us for a free pre-game event with
    giveaways, snacks, beverages, and friends and
    professors you haven’t seen in years.
17  Constitution Day
    9 am-3 pm, Purdue Memorial Union, 118

OCTOBER
3   Dean’s Advisory Council Meeting
    (by invitation)
7   Ronald Takaki Lecture (presented by
    the Latino Cultural Center)
    7 pm, Fowler Hall, Stewart Center
    Dr. Takaki speaks about his book “America in
    a Different Mirror: Re-visioning History”
13-14  October Break
24-25  President’s Council Annual Weekend 2008
25   Homecoming

NOVEMBER
26-29  Thanksgiving/University Holiday

DECEMBER
13  Fall classes end
15-20  Exams
21  Commencement
    9:30 am, Elliott Hall of Music
25-26  University Holiday

JANUARY
1-2  University Holiday
12  Spring classes begin
19  University Holiday

Super Saturday
Super Saturday is a popular enrichment program
designed to meet the needs of academically, creatively
and artistically gifted students from age four through
eighth grade.
Date: Oct. 4-Nov. 15 (no class on Nov. 1)
Location: Beering Hall
Registration deadline: Sept. 19
Web site: www.purdue.edu/geri
To register online www.conf.purdue.edu/supsat08f
Contact: Stacey Folyer at 765-494-7243 or
sfolyer@purdue.edu