Hubble image collection [pages 2-3]

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New Dean Announced [page 1]
Dear Alumni and Friends,

We are now midway through the College’s centennial year. Our fall semester centennial activities included a lecture from distinguished multicultural scholar Ronald Takaki and dedication of stellar images from the Hubble Space Telescope (pages 2-3). We hope you are able to join us for the conclusion of our centennial year at either Spring Fling or the Distinguished Education Alumni Award ceremony on April 24.

STEM learning
The challenge of P-12 science, technology, engineering, and math (STEM) learning is recognized across the country. Many states are undertaking large initiatives to promote STEM learning to maintain our place as a world leader in innovation and industry.

This issue continues our recent practice of describing exciting innovations in P-12 STEM learning within the College. You will be inspired by the success of professors Mantzicopoulos, Patrick and Samarapungavan in introducing scientific thinking to young children (page 9). You will also find a description of Professor Xin’s work to develop innovative math learning strategies for students with learning disabilities (page 8) and Professor Roychoudhury’s project on global warming education (page 8). Our faculty continues to conduct ground-breaking research to promote STEM learning for all children.

Faculty research
We also feature stories about faculty projects beyond the STEM learning umbrella. Professor Gentry’s Project HOPE explores how to find talented children of all races and economic backgrounds (page 11). Our educational leadership faculty has developed a focus on small and rural school issues, which is attracting the attention of Purdue scholars who want to address a range of rural issues including health care and economic development (page 11). The college will become increasingly engaged with rural community issues in the years to come. Finally, we feature the grant-sponsored work of Professor Servaty-Seib, who has implemented a multifaceted program to reduce suicide among Purdue students (page 10).

I hope you enjoy our updates on faculty, staff and student accomplishments and awards. Please keep us up to date regarding your professional and personal accomplishments, and thank you for your continued support and involvement in support of our college!

Sincerely,

Kevin R. Kelly, Interim Dean

ON THE COVER: Cigar Galaxy, M82 (Photo courtesy of NASA, European Space Agency and Hubble Heritage Team)—one of the images in the College of Education Hubble Space Telescope image collection. See pages 2-3 for more about the dedication.
Arizona State administrator selected as dean

An associate dean at Arizona State University will be the next dean of Purdue University’s College of Education, Purdue Provost Randy Woodson announced Jan. 13.

Maryann Santos de Barona is currently senior associate dean for academic programs and personnel at ASU’s Mary Lou Fulton College of Education. Her appointment, effective July 1, is subject to ratification by Purdue’s board of trustees.

“She brings a wealth of experience in educational leadership and education reform to the position of dean,” Woodson said. “Dean Dennis Depew and his committee did an outstanding job in bringing us such a high-caliber candidate. She is considered a leader and an innovator. Arizona State is considered one of the top education schools in the country. She will make a substantial impact at Purdue.”

Depew, dean of the College of Technology, said Santos de Barona comes to Purdue with a rich background in academic administration.

“Purdue’s ability to attract talented leadership is a good testimony to our national reputation and the president’s and provost’s vision for a strong College of Education,” Depew said.

Santos de Barona said Purdue’s strong foundation in teacher education and its emphasis on research related to the fields of science, technology, engineering and mathematics (STEM) were important attractions for her.

“In my view, Purdue is uniquely positioned to be a leader in the field of education at the state, national and international levels,” Santos de Barona said. “I’m particularly looking to further extend Purdue’s model of collaboration throughout the college and the university and to develop education leadership personnel and programs that will positively impact children and their families.

“The faculty, staff and administrative team are an energetic and dynamic group, and I am looking forward to working with them.”

Santos de Barona previously served as interim director in the Division of Curriculum and Instruction at Arizona State and as professor of early childhood education, special education and school psychology. Her research interests include the assessment of ethnic minority children and adolescents, social skills development and training, high school completion and college attendance, and women’s issues.

She received her bachelor’s degree in psychology with a minor in science and education from the City University of New York in 1975. She earned a master’s degree in educational psychology with an emphasis in program evaluation in 1977 and a doctorate in educational psychology with an emphasis in school psychology in 1981, both from the University of Texas at Austin.

She holds professional licenses for the independent practice of psychology in both Texas and Arizona and served as chair of the Arizona Board of Psychologist Examiners.

Santos de Barona arrived at ASU as associate director of University Testing Services in 1986. She worked at Texas A&M University from 1982 to 1986 in both the psychology and the educational psychology departments. Prior to that, she worked as a school psychologist in the Dallas Independent School District and the Fort Worth Independent School District.

She takes the position previously held by George W. Hynd, who left in December 2007 to become Arizona State’s senior vice provost for education and innovation and dean of the Fulton College of Education. Kevin Kelly, head of Purdue’s Department of Educational Studies since 2002, has served as interim dean of the College.

—Clyde Hughes, Purdue University News Service
College of Education receives Hubble telescope images

A collection of mural-sized images taken by the NASA Hubble Space Telescope was dedicated at a celebration on October 24 in Beering Hall of Liberal Arts and Education.

Margaretha (Peggy) Motes McBride, a 1968 College of Education graduate, donated to the College of Education a collection of five large, limited-edition Hubble Space Telescope images that range in size from 40 inches by 40 inches to 72 inches by 48 inches.

The collection includes “Whirlpool galaxy M51,” a classical spiral galaxy; “Cigar Galaxy, M82,” sharpest wide-angle view ever obtained of this galaxy; and “Great Orion Nebula M42,” with over 3,000 visible stars. “Helix Nebula NGC 7293” and “Eagle Nebula M16” are also part of the collection.

“The College of Education is thrilled to dedicate this wonderful collection of Hubble Space Telescope images, thanks to the generosity of alumna Peggy Motes McBride,” said Kevin Kelly, interim dean in the College of Education. “We hope these permanent displayed images will excite the imaginations and interest of students of all ages.”

Motes McBride, a former elementary and high school teacher and director of the Muncie Community Schools Planetarium, was named USA Today All-USA Teacher First Team in 2001 and was recognized with a College of Education Distinguished Alumni award in 2002.

“In keeping with the spirit with which I received the images, I wanted them displayed together as a collection inspiring others,” Motes McBride said. “Since I graduated from Purdue University, it was the first place I thought of contacting. From the new initiatives of the College of Education with the Woodrow Wilson Indiana Teaching Fellowships to the youngsters who are here for weekend events, as well as the thousands of college students who walk through the hallways to classes in Beering, someone might just be inspired by looking at the images.”

View this outstanding collection! Stop by the foyer outside of room 2290 in Beering Hall. The gallery is open during regular building hours.

SPECIAL NOTE
As a result of the College of Education’s relationship with Peggy Motes McBride, the college will receive additional prints from NASA. The addition includes two prints that display different multi-wavelength views of the spiral galaxy Messier 101 obtained by the Hubble Space Telescope, Spitzer Space Telescope and Chandra X-ray Observatory. A dedication will be held by the end of February. Keep an eye on the College of Education calendar at www.education.purdue.edu for event details as they become available.
Background photo: Cigar Galaxy, M82

Left page: Peggy Motes McBride addressing attendees to the Hubble image collection dedication.

(from left) State Representative and College of Education education liaison, Sheila Klinker, Motes McBride and Interim Dean Kevin Kelly officially open the gallery.

 Visitors view the Helix Nebula.

 Visitors examine Whirlpool Galaxy, M51.
When Jorie Weinger, Northbrook, Ill., begins her teaching career, she says her goal will be to “create a community in my classroom, where students feel comfortable and learning takes place in the best environment possible.”

Elyce Malek, Dyer, Ind., plans to make learning fun. “I want my students to believe that they can do anything they set their minds to and come out of my classroom saying to themselves, ‘I learned something that was important to me.’”

Katelyn Merrell, Kokomo, Ind., wants to return to her hometown to share the values she was taught. The academic achievements and career promise of these three Purdue elementary education seniors would make anyone proud, especially former Purdue education professor Raymond Ryder, who loved encouraging students. It’s fitting, then, that these students are the first to receive $1,000, senior-year Raymond R. Ryder Memorial Scholarships.

Ryder taught 37 years at Purdue
“He was devoted to education,” said his daughter, Eloise Pingry (B.S. Edu ’47), who became a speech therapist. “Education was his life, and he was a very dedicated teacher who took a great deal of time with his students.”

“Father was in charge of practice teachers for a number of years,” recalled his son, Henry Ryder (B.S. ’48), who became a lawyer. “He taught methods courses and was also in charge of licensing. And he loved Purdue.”

Raised on an Ohio farm, the senior Ryder graduated from Pennsylvania’s Juniata College in 1915, then became a teacher. He left the profession to serve in World War I, then returned to the classroom and earned his master’s degree. He went on to be a principal and school superintendent.

Back in the classroom himself, he earned a doctorate from the University of Chicago, then brought his knowledge and education experience to Purdue in 1926. At Purdue, Pingry said, “He set high standards,” all the while “communicating well with his students about why he had those standards.”

‘Great Teacher,’ well-read
During his tenure, Ryder earned a listing in Purdue’s Book of Great Teachers, helped establish a Kappa Delta Pi chapter, and laid the groundwork for education to become its own college.

“He could have taught the classics, he was so well read,” his son recalled. “We woke up in the morning to him reciting Shakespeare as he shaved.”

When Ryder retired from Purdue in 1963, after 37 years, he gave another two years to education, serving in Indiana’s Department of Public Instruction. He lived to be 100 years old, passing away in 1994.

Senior scholarships continue his legacy
In his honor, his three children—Pingry, the eldest; Henry, who has served on Purdue’s Board of Trustees; and Robert Ryder (B.S.’51 Civil Eng.), an engineer—established the memorial scholarship fund in 2007. Awards are given to help seniors with the extra expenses that come with student teaching and certification in their final year at Purdue.

“We want to honor those years of dedication and how he inspired students,” Pingry said.

The scholarships, in turn, are honoring and inspiring the recipients, just as the professor would have.

“This means a lot,” said Weinger. “It says that someone recognizes me for my accomplishments.”

Malek, who finds the financial boost especially helpful, says she learned about Raymond Ryder when she met his son Henry at a scholarship reception. “He showed me what a passion his father had for education. I hope to hold that kind of passion throughout my career as a teacher.”

—Kathy Mayer
“A man of quiet demeanor who leads by vision, preparedness, intelligence, and accomplishment, and not by self-promotion” is how an honorary doctorate nominator described Russell Nichols (MS Edu ’67, PhD LA ’75).

Purdue acknowledged his achievements by awarding Nichols, president emeritus of Hanover College, an honorary doctorate of education in recognition of his vision, leadership and contributions to higher education at commencement on December 21.

Nichols currently serves as interim president of Tusculum College in Greeneville, Tenn. He accepted this position after retiring as president of Hanover College, the oldest four-year college in Indiana. During his 20 years at Hanover he enjoyed many successes, such as improving the quality of faculty and students, increasing fundraising and making capital improvements.

Prior to Hanover Nichols held positions as vice president for academic and student affairs, vice president for student affairs and director of admission at Hillsdale College in Hillsdale, Mich. as well as positions at Eastern Illinois University in Charleston, Ill., and Wabash College in Crawfordsville, Ind.

In addition to Purdue’s honorary doctorate, Nichols has received numerous awards for his professional and civic achievements, including the Distinguished Education Alumni award from Purdue’s College of Education, honorary doctor of laws awards from Hillsdale College and Wabash College, an honorary doctor of humane letters from Hanover College, and two Kentucky Colonel and two Sagamore of the Wabash awards in recognition of his civic service.

Nichols has had, and continues to have, a distinguished career as a visionary leader—even in retirement.

Pictured (from left) are Purdue President France Córdova, Russell Nichols and Interim Dean Kevin Kelly.
Local elementary students visit Purdue
Fifth-grade students learn from Purdue students

Students in Nancy Tyrie’s (MS Edu ‘84) fifth-grade class at Vinton Elementary in Lafayette, Ind., traded their usual classroom for one at Purdue University. In mid-October they traveled to campus to work with Purdue education students of Brenda Capobianco, associate professor of science education and engineering education. The methods class facilitated an inquiry- and engineering design-based series of lessons with the fifth grade students. Prior to coming to campus, Tyrie’s students received plant packages designed, constructed and mailed by methods students. While on campus, fifth graders investigated what makes a hot pack hot and cold pack cold; how to package their own hot/cold packs for specific clients; and joined methods students in opening mailed potato chip packages they designed and shipped to Purdue.

“All of my students working on this assignment were actively engaged in the engineering design process at all times,” said Tyrie. “They liked receiving the individual instruction from the Purdue students as they were working in small groups. My students enjoyed doing the experiments and tasks Purdue students had prepared for them to do in their small groups.”

In addition to supplementing the fifth-graders’ instruction, this collaboration benefited the Purdue students as well.

“Although papers and exams are important, having real experiences and opportunities to work with children impacts my learning as a future educator the most,” said Jenny Weaver, a senior in elementary education. “When I get to actually play the role of the teacher, instead of listening to a lecture, I am actively thinking about how to engage and educate.”

This experience offered opportunities for the Purdue students and fifth-grade students to learn from each other. Purdue students could try instruction approaches and see firsthand what worked and what didn’t while providing valuable learning to the fifth-grade students.

Tyrie said, “Working with the Purdue students was truly an exciting and rewarding experience for them.”
Using Web 2.0 in classrooms

Teams of Purdue University students have created an online teacher resource for utilizing Web 2.0 technologies like Facebook, Google Docs, Flickr and Twitter in K-16 classrooms.

Timothy Newby, professor of educational technology, charged the students of the Introduction to Educational Technology and Computing class with investigating 34 different Web 2.0 technologies and figuring out how to put them to use in a classroom. Each team, which included members in Turkey and Korea, then developed an online resource, or “wiki chapter,” for teachers that detailed how to use the application.

“I wanted them to learn about applying Web 2.0 technologies within a learning situation. They actually did this by developing the wiki chapters,” Newby said. “Moreover, they used various types of online discussions, video conferences and so on to work with partners in other countries. They also learned what a team effort is all about. Working under these conditions wasn’t always easy, but it was amazing to me how the project managers got their teams organized and motivated and how they executed their plans. This is a skill that these students can directly use in their future occupations.”

Including students in Turkey and Korea enabled Newby to incorporate an international component by using video-conferencing equipment and electronic discussion boards.

“Our Korean partners have been instrumental in the development of this project, and I think what I have enjoyed the most is watching the entire group work together, create an amazing project and move forward in such a cooperative fashion,” said Ashley Robbins, a student in the class.

“Within Purdue and also the College of Education, we have a strong desire for our students to gain a more global perspective about the world in which they live,” Newby said. “One direct way to do that is to work on a common problem with others who can bring a different perspective. It is always a benefit for our students to see different perspectives and viewpoints.”

As part of this assignment, the teams presented their findings at the International Network of Students Investigating Technologies for Education event in early December.

“They have created a great, useable product,” Newby said. “This wiki repository will be something that people all over the world will be able to access and use. If you want to know about the application of Web 2.0 technologies within education, the EDCI 270 Purdue wiki will be the place to access and use as a valuable resource. These students were the ones who developed the first version, and it is something they can be proud of.”

View the projects at: http://wiki.itap.purdue.edu/display/INSITE/INSITE+Main

Organizing an expert panel

Issues facing future teachers, including the No Child Left Behind Act, standardized testing and school funding, were part of a Dec. 11 discussion featuring a panel of local education experts.

The discussion, titled “Today’s Issues for Future Teachers: Education, Language and Legislation” was organized by students from EDCI 370 “Teaching English as a New Language” class.

“This is a student-initiated event for which the students have made the arrangements and prepared the questions for the panelists,” said Susan J. Britsch, professor of curriculum and instruction and coordinator for the course. “It is their generation of teachers whose task it will be to take on these issues and find answers that will advocate for children.”

“It’s kind of unbelievable that we put together such a wonderful event in such a short period of time,” said Kristin Mahony, a junior in elementary education. “So much planning and worrying went into creating this event and making it just perfect. It’s great to see that a motivated group of students can take a casual comment during class about taking action and turn it into something amazing.”

The panel included Indiana State Rep. Sheila Klinker, an outreach liaison with the College of Education; Ed Eiler, superintendent of Lafayette School Corp.; and Olivia Rothenberger, English as second language director for Community Schools of Frankfort.

“It was a worthwhile endeavor to bring together these professionals in the field of education to discuss the matters that are most important to us,” said Purdue student David Mueller.

“We, as pre-service teachers at Purdue University, want our future students to know how to problem solve, think critically, pursue their creativity and use their imagination,” said Purdue student Lauren Peak. “Our forum was all about seeing our options and where we stand as teachers, so that we may continue to pursue these options and fight for our classrooms to be a place where students may continually pursue knowledge.”

www.education.purdue.edu
Purdue University was awarded a grant from the National Science Foundation to develop computerized teaching programs that can promote learning of multiplication and division for students with learning disabilities. Addressing issues involving students with disabilities is important under the No Child Left Behind Act.

The five-year, $2.9 million grant was awarded by the National Science Foundation's Discovery Research K-12 program. Yan Ping Xin, associate professor of educational studies in the College of Education, is the principal investigator. Luo Si, assistant professor of computer science, and Ron Tzur, a University of Adelaide (Australia) professor and an adjunct professor in Purdue’s curriculum and instruction department, are co-investigators.

Xin said the project will improve current teaching practices by providing tools for analyzing how students with learning disabilities conceptualize new mathematical ideas. This analysis will then be used to offer flexible teaching strategies targeted to an individual student’s needs. The effects of the research-based computer system will be compared with the effects of traditional teacher-delivered instruction.

“We anticipate this project to impact these student outcomes, including diminishing the gap between students with disabilities and their normal-achieving peers,” Xin said.

The team hopes the project will help students with learning disabilities in subjects beyond mathematics, as well as other students who have difficulties learning mathematical concepts.

Kevin R. Kelly, interim dean of the College of Education, said that this award will enable the investigators to develop innovative approaches to math instruction.

“It is critical that we learn ways to accelerate the math learning of students with learning disabilities so that they can compete for high-wage jobs in the science, technology and engineering fields.” Kelly said. “We are excited about the very practical advances in math instruction that will emerge from this project.”

—Clyde Hughes, Purdue University News Service

Purdue University researchers will investigate how middle and high school students learn about global warming and climate change, thanks to a grant from the National Science Foundation.

The four-year, $1.5 million grant is for a project titled “Making Sense of Global Warming and Climate Change: Model of Student Learning via Collaborative Research.”

“This research will help students learn science in a coherent way,” said Anita Roychoudhury, principal investigator and associate professor of science education. “It will also help teachers and science educators develop a better understanding of the ways students learn.”

In addition to Roychoudhury, the research team includes co-investigators Andrew Hirsch, professor of physics; Daniel Shepardson, professor of geoenvironmental and science education; Dev Niyogi, assistant professor of agronomy and earth and atmospheric sciences; and Brenda Capobianco, associate professor of science education.

“Little research has been conducted that investigates students’ conceptions about climate change, so this study is needed to help teachers develop curriculums,” Shepardson said. “Teaching and learning about climate change is conceptually challenging. Although students can collect local weather data and relate it to local climate, they cannot monitor climate change due to time and scale issues. In order to learn about climate change, they must interpret, analyze, explain and evaluate historical data and model-based data projections.”

The team plans to construct models for students and teachers to improve classroom instruction of global warming and climate change topics.

“Global warming and climate change is one of the most significant problems that we face today, and education will likely play a key part in the solution,” said James Lehman, head of Purdue’s Department of Curriculum and Instruction. “This project is significant because it will help us better understand how students learn about the subject and how we can best teach the scientific concepts related to this important problem.”

Shepardson said, “Teaching about climate change is essential if students are to become knowledgeable citizens responsible for making informed decisions about climate change and our planet.”
DEVELOPING YOUNG CHILDREN’S LITERACY AND SCIENTIFIC KNOWLEDGE

Researchers in the College of Education have found that integrating science inquiry and reading activities improves young children’s science knowledge and their interest in science. This finding is just one of many published recently that come from the Scientific Literacy Project, a $1.5 million 3-year research project funded by the U.S. Department of Education. The project is led by Youli Mantzicopulos, professor of educational psychology, Helen Patrick, associate professor of educational psychology, and Ala Samarapungavan, professor of educational psychology.

The Scientific Literacy Project was designed to enhance young children’s scientific literacy through integrated reading and inquiry-centered activities. It includes developing, with the assistance of classroom teachers, inquiry-based and literacy-rich science curricula for kindergarten that meet state and national standards for both science and literacy. In-class inquiry activities, coupled with readings of grade-appropriate nonfiction books, addressed the following themes:

- science as the study of the natural world
- tools that scientists use for measuring, observing and recording
- biology concepts
- force and motion concepts

Over a period of 20 weeks, children participated in investigations by asking questions and making initial predictions, observing and recording findings, summarizing results, and drawing conclusions. Some of the many activities included predicting and observing whether different substances would dissolve in water, using microscopes, comparing the speed of cars released down ramps of different slopes, and observing caterpillars and eggs hatch into butterflies and chickens.

Studying how young children use these materials to learn science and develop an appreciation for and interest in science is also an important part of the project. The researchers have found that children who participate in the project activities increase their knowledge and enjoyment of science.

In addition to the in-class activities, the researchers collaborated with families by having the parents read and discuss books about science with their children at home—reinforcing classroom instruction.

The research findings support the need for integrating science learning early in the elementary years and the need to link home and school activities in order for children to become enthusiastic learners of science and competitive in today’s world.
FOCUS ON ENGAGEMENT

PROGRAM PROVIDES MENTAL HEALTH TRAINING TO RESIDENT ASSISTANTS.

What would you do if you suspected someone you knew was contemplating suicide? A program at Purdue provides the tools resident assistants (RAs) in campus dormitories need to deal with these serious situations.

ALIVE (Awareness Linking Individuals to Valuable Education) @ Purdue is a collaboration between the College of Education’s counseling and development area and the Counseling and Psychological Services Center, with support and cooperation from University Residences, Assessment Research Center and Lafayette Crisis Center. The two goals of ALIVE @ Purdue are to provide the skills resident assistants need to identify and refer at-risk students and to improve the numbers of at-risk students who seek help.

“The experiential component of the training is intended to move RAs beyond the theoretical realm of talking about student issues into showing them what it might feel like to talk to someone who is suicidal,” Nathan Miles, Ph.D. student in counseling psychology.

The training includes interactive, hands-on lessons through role playing and didactic information. It’s organized by Deborah Taub, associate professor of higher education at the University of North Carolina at Greensboro; Heather Servaty-Seib, associate professor of counseling and development; Donald Werden, coordinator of outreach and consultation services for the Counseling and Psychological Services Center; Susan Prieto-Welch, director of the Counseling and Psychological Services Center; Carrie Wachter, assistant professor of counseling and development; Miles; and Ji-yeon Lee, Ph.D. student in counseling psychology.

“ALIVE @ Purdue taught me the importance of inviting people who are suffering to seek help, as well as the crisis intervention skills,” said Lee.

Mental health issues on college campuses across the country can affect a student’s attendance in class, grades and ability to graduate. If the issues go unrecognized, the student may feel suicide is the only solution. ALIVE @ Purdue training provides a pro-active approach. While the RAs are taught to recognize the signs, be empathetic and listen, they are not to serve as counselors. They are a referral source for students in need. They provide students in need with early interventions and options.

Miles said, “Raising awareness of suicide and other mental health issues is very much on the mind of college students and should be made a priority on college campuses nationwide.”

“Preparing for the program enabled me and my other colleagues to delve deeper into the mental health issues of our residents, in order to become better prepared to recognize and handle some more extreme situations,” said Robert Brophy, residential life manager for Cary Quad.

“The subsequent learning and awareness has provided a more efficient practice of identification and referral.”

College can be a stressful, difficult time for many students. It is vital that Purdue does all it can to help them make a successful adjustment and ALIVE @ Purdue is there to lend a hand.

For more information visit: www.edst.purdue.edu/alive@purdue

Each year nearly 1,100 college students will take their own lives—about three a day or one every 8 hours (Kadison & DiGeronimo, 2004). Unfortunately, 80-90% of students who kill themselves did not seek the help that was available to them on campus (Kisch, Leino, & Silverman, 2005).
HOPE FOR TALENTED KIDS

Funded by a $600,000 grant from the Jack Kent Cooke Foundation, Project HOPE (Having Opportunities Promotes Excellence) provides high-ability, K-5 students from low income families the opportunity to participate in GERI (Gifted Education Resource Institute) enrichment programs at Purdue.

“HOPE is an important project that brings access to enrichment experiences to children whose families could not afford the experiences,” said Marcia Gentry, GERI director and associate professor of educational studies. “Participation in these enrichment programs offers elementary students the opportunity to develop knowledge and skills and to see themselves as scholars who can go on to college and make a difference in the world.”

Organized by Gentry; Jean Peterson, associate professor of counseling and development; Rebecca Mann, assistant professor of educational studies; Jillian Gates, Scott Peters and Rachelle Miller, doctoral students in gifted, creative and talented studies; Eliza Lofton, undergraduate research trainee; and contact persons from each district, Project HOPE provided free tuition and transportation for 370 elementary students from five school corporations in 2008.

In addition to providing resources for children to attend GERI’s Super Saturday and Super Summer programs, Project HOPE also provides elementary staff development in area schools, parent workshops and support, counselor training, and talent identification assistance.

The project team members also have developed the HOPE Nomination Scale, an instrument to assist educators in recognizing potential among students who come from low-income families.

The next steps for Project HOPE include continued long-term research of participants, evaluation and dissemination of results, and securing funding.

“We intend to serve students in the program for the duration of the grant (through 2010) and study the effects of their participation longitudinally,” said Gentry. “At the same time, we are actively seeking support that will enable us to continue serving low-income students from the surrounding areas in our programs.”

More about GERI programs: www.purdue.edu/geri

PROVIDING SUPPORT TO SMALL AND RURAL SCHOOLS

While many urban schools have gained much-needed attention in recent years, numerous rural schools have been left out of the picture. Purdue’s Educational Leadership Initiative for Small and Rural Schools (PELISARS) hopes to change that.

“We would like to be a voice for small and rural schools and provide a variety of support services to them,” explained Marilyn Hirth, PELISARS member and associate professor of educational leadership.

Other members include James Auter, clinical associate professor of educational leadership; James Freeland, visiting assistant professor of educational leadership; John Hill, clinical professor of educational leadership and executive director of the National Rural Education Association; and William McInerney, professor of educational leadership.

“Over half of the school districts in the state [Indiana] have fewer than 2,000 students. Districts of that size face issues in providing the full range of programs and offerings that would like for their students,” said McInerney. “We are working on models so that school districts can cooperate and collaborate to leverage their resources and provide better opportunities for their students, the students’ families, and the community at large.”

The group has already worked with four White County school corporations in Indiana to investigate the feasibility and possible outcomes of consolidating the corporations. Consolidating resources and expenses such as payroll, professional development, bus maintenance and student services could result in lower costs and more efficient delivery of services. PELISARS reviewed surveys from staff, parents and citizens and examined demographics, student programs, facilities and business functions and presented its findings.

The boards determined that they will not consolidate at this time but are discussing collaborative efforts by creating a common school calendar, installing better technology and sharing high-demand teachers.

In addition to their existing efforts to support small and rural schools, PELISARS has also launched a campus-wide research community for those interested in rural issues.

“The small and rural schools initiative at Purdue speaks to significant educational issues in ways that will generate considerable benefits for the educational leadership program area, the College of Education and, most importantly, for the children and faculty in small and rural schools throughout Indiana and the nation,” said Auter. “These benefits come through an engagement effort requiring mutual trust and proven benefits to all partners.”

More information contact Marilyn Hirth at mahirth@purdue.edu or 765-496-1228.
Writing, researching, collaborating, presenting—our faculty and staff do so much outside of the classroom. Here are just a few recent highlights. For more information about faculty and staff activities, visit www.education.purdue.edu.

FACULTY and STAFF

Linda Austin received the Curtis Osborn Distinguished Service Award from the Indiana Association of Teacher Educators.

Deborah Bennett, with Gary Bertoline, Hong Tan and Ronald Reifenberger, received a NSF grant “NUE: Enhanced Undergraduate Nanotechnology Education with Haptic and Visualization Tools.”

Emily Bouck received grants from the American Institute for Research and the National Center for Technology Innovation for “exploring Accessible Computer Algebra System for Secondary Students with a Learning Disability or Visual Impairment.”

Brenda Capobianco was elected to the Board of Directors of the Association for Science Teacher Education.

Luciana de Oliveira received a grant from the Frankfort School Corporation, “Frankfort School Corporation sub-contract AY 2009.”

Nadine Dolby was an invited participant and workshop facilitator at the Globalizing Pre-Service Teacher Education Workshop, sponsored by the Center for Global Studies at the University of Illinois at Urbana-Champaign.

Nadine Dolby, Nathalia Jaramillo and A. G. Rud gave papers at a plenary session of the American Studies International Conference in September. Anne Knupfer was chair and respondent for the session.

Peg Ertmer has been selected to serve as a Fulbright Senior Specialist at the National College of Ireland.

Wanda Fox and Elizabeth Kiss received a grant from the National Endowment for Financial Education for “High School Financial Planning Program Professional Learning Community for Indiana Family and Consumer Sciences Teachers.”

Marcia Gentry, Rebecca Mann and Jean Peterson received a grant from the Jack Cooke Foundation, “Project Hope.”

Jeff Gilger is now a member of the Journal of Applied School Psychology editorial review board.

John Hill and Jim Freeland have been granted special appointments to the Graduate School faculty.


Kevin Kelly is an invited speaker at the upcoming 23rd Annual Midwest ATE Conference in April 2009.

Minchi Kim and Peg Ertmer have been recognized by the ITaP Instructional Development Center (IDC) with an IDC Distance Education Incentive Award.

Minchi Kim participated in the Building a Technology Research Agenda Early Career Symposium, sponsored by NSF in November at the Association for Educational Communications and Technology annual conference.

Jerry Krockover received a grant from the Indiana Commission for Higher Education for “Standards Based Integrated Science Instruction for the Middle Grades” with the East Chicago schools.

Lyle Lloyd received a grant from the State of Indiana via gh LLC, “AAC and AT Research Support.”

Rebecca Mann received a grant from the Indiana Department of Education “Shared Information Services Transition/Support for DISCOVER.”

Sidney Moon, in collaboration with the provost, College of Science and others, received a grant from the Woodrow Wilson National Fellowship Foundation for “Indiana Teaching Fellowship Program.”

Jennifer Richardson received a grant from the U.S. Department of Education for “Increasing Access to Quality Learning through Effective Use of Peer Feedback in Online Discussions—Amendment 2.”

Eric Riggs and John Staver received an NSF grant, “Purdue Robert Noyce Scholars: Excellence in Preparation of Rural High School STEM Teachers.” Co-PIs are Chris Sahley, Kamyar Haghighi and Mary Sadowski.

Scott Schaffer is Purdue PI of a new collaborative NSF grant, “Collaborative Research: Validating Assessment Procedures and Interventions for Enhancing Interdisciplinary Teamwork and Ethical Awareness in Undergraduate Project Teams.” Bill Oakes is co-PI with investigators from Lehigh University, Michigan Institute of Technology and Illinois Institute of Technology.

Heather Servaty-Seib received a grant from the Substance Abuse and Men-
Dan Sheppardson and Devdutta Niyogi received a grant from NSF, “Developing Activities for Conceptualizing Climate and Climate Change.”


Teresa Taber-Doughty with Emily Bouck and doctoral student Kathryn Szwed presented at the Division on Developmental Disabilities Conference in San Diego in October.

Ayse Uruk received a grant from the National Italian American Foundation, “Cross Cultural Adaptation of Italian-American Youth and Their Families.”

Phil VanFossen received a grant from PEFCU, “Purdue Series on Corporate Citizenship and Ethics.”

Carrie Wachter presented at the Indiana Legislative Interim Subcommittee on Education Matters in October, discussing data from Indiana on the relationship between professional school counselors and student outcomes.

Oliver Wendt received a grant from the American Speech-Language-Hearing Foundation, for “Advancing Academic-Research Careers.”

Yan Ping Xin conducted workshops and presentations at Shanghai Normal University, South China Normal University, Ningbo University and Hong Kong Institute of Education.


Online learning center: www.mhhe.com/bohlin1e


Phil VanFossen, with Michael Berson of the University of South Florida, is the co-editor of new book: VanFossen, P.J. & Berson, M. J. (eds.) (2008). The Electronic Republic: The Impact of Technology on Citizenship Education. West Lafayette, IN: Purdue University Press.
Alumni teaching in Japan

We first told you about alums teaching at Gunma Kokusai Academy in Japan last fall. Find out how their lives have changed in just a few short months.

DUSTY MILLER (Edu ’07)

What are you teaching at Gunma?
I am teaching life science to first- and second-grade students and computer class to first-grade students.

What is your classroom like?
Each class has 36 students which may be the most challenging part of teaching here. Most days I do have a teaching assistant who is a native Japanese speaker. They help with the language challenges in the classroom and help some of the struggling students stay productive and on task.

What has been the most rewarding part of teaching in Japan?
The most rewarding part of teaching in Japan has to be building really quality relationships with so many of the students and staff. The children are a true joy to work with and they all have such a true desire to learn and look forward to each school day. Working with children who want to learn makes teaching so much more enjoyable.

And the most challenging?
There are two aspects of teaching here that do provide a challenge. One is just the number of children I work with everyday; 36 students in each class and six different classes means I am teaching over 200 children. Learning their names has been very difficult. The other challenging aspect of teaching here is the language barrier. When a child does something inappropriate, it is often very difficult for him or her to explain their behavior in English.

What do you do in your free time?
In my free time, I have been trying to learn my way around the city of Ota. I can now manage to explore the city without fear of getting lost. I have also enjoyed the Tokyo nightlife on a few occasions and have ventured to a couple other cities for shopping trips.

How long will you stay in Japan?
At this moment, I think I will probably stay between one and a half to two years.

How is this experience impacting you?
Without a doubt this experience has changed the way I see the world. I have already learned so much about Japanese culture and have a better appreciation for the people and way of life in Japan. Ota City and Japan in general is such a peaceful place to live and work.

DANNY WILLIAMS (Edu ’08)

What are you teaching at Gunma?
I am teaching English to one fourth-grade class, computers to all three second-grade classes and physical education to all three third-grade classes.

What is your classroom like?
Most classes have about 36 students. English classes for fourth grade are split in half, so I have half the class for English while the others are in Japanese class.

What has been the most challenging part of teaching in Japan?
Without a doubt, the most challenging thing to-date has been learning the students’ names. Letter combinations and pronunciations are quite different from anything I have yet experienced. It is surprising how closely GKA resembles typical American schools.

What do you do in your free time?
I have become a voracious reader. Bookstores only carry a limited selection of English books. However, teachers at GKA bring in their old paperback books to share with others. Our school library has a decent collection of books in English, but most of them are juvenile fiction books like Harry Potter and the Boxcar Children. I have also been watching lots of movies. I brought over 100 movies to Japan and have been buying some new ones here, as well. I had to purchase a region-free DVD player when I got here so that I could play movies from the U.S. and Japan.

How long will you stay in Japan?
At present, I am planning to stay for at least two more years. Though I miss my family and friends, I am not ready to leave the area or the students about whom I care so much.

How is this experience impacting you?
I think I have a better understanding of what life is like for people who come to the U.S. and can’t speak English. I am amazed by how easy it is to survive in Japan with little knowledge of the native language. Here, one is almost treated with reverence for the simple achievement of being able to speak English. The Japanese tend to be more welcoming of English-speaking countries, though not always of those from other cultures. I think this experience is helping me to better appreciate the diversity of people in the U.S. and the importance of acceptance.
Award-winning elementary school

Walk through the doors of James Cole Elementary in Lafayette, Ind. and you’ll be greeted by friendly faces and instantly feel the warm, comfortable atmosphere. This welcoming climate is key to its success according to Principal Mike Pinto (BA, Edu ’90, MS, Edu ’96).

“We try to be an important piece of the community,” explained Pinto. “We’re not going to be successful unless we’re part of the community and we’re engaged with the kids and parents and establish relationships.”

As a result, Cole Elementary, a rural Title I school serving the small towns of Stockwell and Clarks Hill, Ind., consistently exceeds state averages in testing scores and attendance rates.

The school’s accomplishments were recognized in October 2008 by the Association of Teacher Educators—Indiana Unit. The Association selected James Cole Elementary School as the 2008-2009 Outstanding/Successful School. Nominated by Linda Austin, director of the College of Education Office of Field Experiences, the school was recognized for its achievements, community and parent involvement, and its partnerships with Purdue.

“We are willing to go the extra mile,” said Pinto, who received the 2008 District 4 Principal of the Year award from the Indiana Association of School Principals. “For some families it’s a challenge to go to town for groceries or services. We’re user-friendly—we bring programs here.”

Programs include those that assist students with deficits in speech, and preschool skills are available to help the students acquire the skills they need.

In addition, the teachers and parents work collaboratively as evidenced by the 100 percent parent participation for the fall 2008 parent/teacher conferences. This was achieved by offering transportation and visiting homes in order to accommodate parents’ needs and schedules.

While providing numerous services and programs to its students, Cole Elementary, which boasts 16 Purdue graduates out of its 22 certified staff, also offers assistance to Purdue. It hosts one Purdue student teacher and 20 to 25 early field experience students each year. Real-world classroom experiences are vital in preparing new teachers, and partners such as Cole Elementary play an integral part of the Purdue teacher education program.

Cole Elementary’s well-deserved recognition as the 2008-2009 Outstanding/Successful School is a result of hard work by the staff, students and families. The school prides itself on working together to create the best possible environment for learning.

The College of Education knows that as Purdue students walk through the doors of James Cole Elementary to learn about teaching children, they will be greeted with a warm welcome.

More about Cole Elementary: www.wvec.k12.in.us/cole/
Where are they now?
Catching up with alumni.

ALEXANDRA (ALEX) DA FONTE
Purdue Degrees: MS Edu ‘01, PhD Edu ‘08
Occupation: assistant professor of the practice
Location: Vanderbilt University, Peabody College
Favorite Purdue memory: I have a lot of wonderful memories from Purdue. Starting with all the people I had the opportunity to meet, the great friendships I made throughout my years at Purdue, the relationships I was able to build with my professors and mentors, and the energy at the football games! What a stimulating place to be!

AMANDA FOX
Purdue Degrees: BA Edu ‘08
Occupation: 3rd grade teacher
Location: Maple Elementary, Avon Community Schools, Avon, Ind.
Favorite Purdue memory: This is difficult; there are too many to choose from! Tailgating and attending Boilermaker football games, especially Homecoming 2007, are memories I will never forget!

CAROLE HRUSKOCY
Purdue Degrees: BA Edu ’83, MS Edu ’93 (Calumet), PhD Edu ’99
Occupation: associate professor, School of Education and Counseling
Location: Regis University, Denver, Colo.
Favorite Purdue memory: I’m not certain I can choose one favorite Purdue memory! The memories that come to mind include football games when students were provided free tickets, roller skating on the Levee and the Heidelberg in downtown Lafayette.

DANESH KARUNANAYAKE
Purdue Degrees: PhD Edu ’05
Occupation: senior lecturer
Location: University of Peradeniya, Peradeniya, Sri Lanka
Favorite Purdue memory: CAPS! While working as a practicum student and as an intern at CAPS, Dr. Schreier the ‘nonconformist’, Dr. Hatvani the ‘humane psychiatrist’, Ms. Carolyn Clem the ‘gate keeper’ are a few of the special people who made me feel ‘home away from home,’ and of course Dr. Pistole my last ‘hope’ for a dissertation supervisor!

If you’d like to be featured in this section, E-mail your name, occupation, location and favorite Purdue memory (50 words or less) to education-info@purdue.edu. Note “MAGAZINE” in the subject line.
Elizabeth (Preston) Davis (BA Edu '05) and her husband Jarret (BS Tech '04) welcomed their first child, a daughter, Morgan, at 8:42 p.m. on July 29, 2008, in Knoxville, Tenn., weighing 6 lbs. 0 oz., and 19” long.

2000s
Megan (Sheets) Ante (Edu ’03) and L. Nathan Ante (CE '00) welcomed their son, Louis, on April 30.

Jacqueline (DeArmond) Knotts (Edu ’01), Camden, Ind., has accepted the position of research associate at Purdue University.


Annette Lamb (BA Edu ’06), West Lafayette, Ind., is the director of development for Student Services at Purdue.

Sally Lutes (MS Edu ’04) is the director of development at WBAA Radio at Purdue.

Todd Reagan (BA Edu ’01) is the new principal at Frontier Elementary School in Brookston, Ind. He had previously served as assistant principal at Mayflower Mill Elementary School in the Tippecanoe School Corp., Lafayette, Ind.

Kimberly Stanoch (BA Edu ’07) wed Jeff Ksander (BS AAE ’06) July 12.

Christine (Snipes) Smith (BA Edu ’04) and Adam Smith welcomed a son on June 21.

Lisa (Umlauf) Wilson (BA Edu ’04) and Matthew Borg (MS AAE ’05) wed Aug. 2.

1990s
Dawn Mawbey Hein (BA Edu ’94) and Andrew Hein welcomed a son on Sept. 27, 2007.

Amanda (Ferriell) Landrum (BA Edu ’98) and Jason Landrum (BS Tech ’01) welcomed a son on July 1.

Holli (Anderson) Lantz (BA Edu ’98) and husband Trevor Lantz (BS Indust. Eng. ’97), had their fourth child, Adeline Elizabeth, on January 23, 2008.

Leah Washburn-Moses (BA LA ’97, BA Edu ’97, MS Edu ’99) and Jered Washburn-Moses (BS Sci ’98, MS Sci ’00) welcomed a daughter on June 17.

1980s
Robin (Richardson) Lynch (Edu ’88) and her husband David Lynch (EE ’88) live in Westfield, Ind. with their two children, Robbie and Shelby. David works for Interactive Intelligence as a software engineer and Robin is principal at Oak Trace Elementary.

Mary Tanke (MS CFS ’80, PhD Edu ’84) of Miami, Fla., was recently named editor of the “Florida International University (FIU) Hospitality Review,” published by FIU’s School of Hospitality and Tourism Management.

1960s
Jeanette (Zinn) Rohleder (MS Edu ’65) of Fort Wayne, Ind. passed away on Aug. 4.

1970s
Janet (Copp) Ahrens (Edu ’71) of New Berlin, Wisc., was elected president of the board of Early Music Now in Milwaukee, Wisc.

Jo Anne (Caruso) Roler (BA Edu ’73) is a National Board certified teacher, contributor to the College Board, social studies curriculum consultant, College Board consultant, Golden Apple nominee, and adjunct college professor (Southern Illinois University).

J. Steve Koons (Ag ’66, MS Edu ’74) of Lebanon, Tenn. is retiring after 30 years as an Army officer and nine years as a member of the senior executive service, one of the highest ranks in the U.S. government.

Charles Jay Miller (MS Edu ’79), Starkville, Miss., is the head softball coach at Mississippi State University and was inducted into the National Fastpitch Coaches Association Hall of Fame in December. He has won over 900 games and coached the USA Jr. National Team to the gold medal at the 2007 World Championship.

Kent Sheets (BA LA ’75, MS Ed ’77) received the Society of Teachers of Family Medicine Excellence in Education Award in May 2008 and was promoted to professor of Family Medicine and Medical Education in the University of Michigan Medical School in September.

Martha Jeanne (Graves) Shortz (BA Edu ’78), Zionsville, Ind., retired from teaching after 27 years in the Zionsville School.

Joanne (Johnson) Troutner (BA LA ’74, MS LA ’76 and member of the College of Education’s Dean’s Advisory Council), Lafayette, Ind., has retired from the Tippecanoe School Corp. where she was director of media/technology.

1960s

Donald Shields (MS Edu ’61, PhD LA ’64) Indianapolis, Ind., passed away on August 8. He is survived by his wife Donna (Roth).

1940’s
William Nuetzel (BA LA ’46, MS Edu ’46) of Gainesville, Fla., was inducted into the Tell City High School Athletic Hall of Fame.

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
Kran 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
Theresa (Bohman) Langley (BA edu ‘84, MS Edu ‘87) was recognized as the state of Florida’s Elementary Reading Teacher of the Year during the “Just Read, Florida Conference” on July 2, 2008.

Jo D. Wagner (BA Edu ‘83) (left, pictured with school CEO, Julie Young), an instructor and staff mentor for the Florida Virtual School, was awarded the Mary Beth Atwell Mentor of the Year Award.

Phoebe Bailey (MS Edu ’72, PhD LA ’79) was appointed director, Education Programs Boys and Girls Clubs of America National Headquarters, Atlanta Georgia.

David Ogden (BA Edu ’85) right to left, wife Karen Balukiewicz Ogden (BA Pharm ’84) and son Michael Ogden, GERI Summer Residential Camp participant, meet up with Purdue Pete at a Purdue Club of St. Joseph Valley tailgate event.

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What are you up to?

Mail: Purdue University, College of Education : 100 N. University St. : Room 6124 : West Lafayette, IN 47907-2098
Online: Update your information at the Purdue Alumni Association’s Web site at www.purduealum.org.
On the right under the “Quick Links” section, click on the “Tell Us Your Story” link.
E-mail: E-mail your news and photos to education-info@purdue.edu with “magazine” in the subject line.

Name:     Maiden:
Street:  City:    State:           Zip:
Phone: Email:
Degree(s)/Year(s):
Employer: Title:
Employer City, State:
News (honors and awards, professional and personal achievements, birth or wedding announcements, etc.):

☐ This may be published in the College of Education Magazine.  ☐ This is for alumni records only.

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**CENTER PROGRAMS AND CAMPS**

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To register or for more information, call 765-494-9750 or visit www.clear.education.purdue.edu.

**Guided Reading in a Balanced Literacy Classroom for Grades K-2**
February 18; March 4; April 9 and 29

**Best Practices Within Writer’s Workshop for Grades 3-6**
February 17-18; March 17-18; April 16

**Summer Literacy Institute 2009 “Making Connections: Developing Readers, Writers, and Poets in Grades K-6”**
July 21-23

**Purdue University’s Partnerships in Comprehensive Literacy Intensive**
June 1-4

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*GERI*
Gifted Education Resource Institute

To register or for more information, call 765-494-7243 or visit www.purdue.edu/geri.

**Super Summer**
June 9 – 13 (session I); June 16 – 20 (session II)

**Summer Residential Camp**
Comet I (grades 5-6), July 6-12
Comet II, July 13 – 19
Star I (grades 7-8), June 22 – July 5
Star II, July 6 – 19
Pulsar I (grades 9-12), June 22 – July 5
Pulsar II, July 6 - 19

**Discover! Institute**
June 23 - 26
UPCOMING EVENTS
More at www.education.purdue.edu/calendar

Opening of the Purdue Center for Serious Games and Learning in Virtual Environments ~ http://seriousgames.education.purdue.edu/
February 12 ~ 3 p.m.-5 p.m. ~ Beering Hall, Room 3292
Refreshments to be served and Wii games to be played. RSVP requested to Bill Watson brwatson@purdue.edu.

Boilermaker Ball ~ www.purduealum.org/boilermakerball
February 27 ~ 5:30 p.m.–11 p.m. ~ Indiana Roof Ballroom, Indianapolis, Ind.
The Boilermaker Ball, hosted by your Purdue Alumni Association, allows Purdue alumni, friends, University administration, and students to unite in celebration of the Gold & Black.

Spring Vacation (No Classes)
March 16–21

3rd Annual Graduate Student Education Research Symposium ~ http://web.ics.purdue.edu/~gsec/
March 31 ~ 1 p.m.–6:15 p.m. ~ Purdue Memorial Union North Ballroom
Sponsored by the College of Education and the Graduate Students in Education Council, this is a research symposium for graduate students in education-related degree programs from across the Purdue campus.

Purdue Series on Corporate Citizenship and Ethics presents Harvey Pitt ~ www.krannert.purdue.edu/events/ethics/pitt.asp
April 16 ~ 7 p.m.-8 p.m. ~ Stewart Center, Fowler Hall
Harvey Pitt is the former chairman, SEC and CEO of Kalorama Partners
Sponsored by the College of Education and the Krannert School of Management with support from the PEFCU.

Spring Fest ~ www.purdue.edu/springfest
April 18 and 19

International Network of Students Investigating Technologies for Education (INSITE)
April 21 ~ 6 p.m.–9 p.m.

Dean’s Advisory Council Meeting (by invitation)
April 23 ~ 9 a.m.–4 p.m. ~ Stewart Center, Room 204

Women for Purdue (by invitation)
April 24 ~ 9 a.m.–4 p.m. ~ Purdue University
In 2003, The Women for Purdue...Advancing the Spirit of Philanthropy began as a subcommittee of the Campaign for Purdue Steering Committee. To cultivate the national trend of women's philanthropy, committee members developed a program to encourage and celebrate women's leadership in giving to Purdue.

Distinguished Education Alumni Awards
April 24 ~ 5:30 p.m.–7:30 p.m. ~ Purdue Memorial Union West Faculty Lounge

Grand Prix ~ www.purdue.edu/grandprix
April 25

Commencement
May 16 ~ 9:30 a.m.–12:30 p.m. ~ Elliott Hall of Music

University Holiday
May 25

Purdue Day in Chicago ~ www.purdue.edu/events
July 11 ~ Art Institute of Chicago

EXCITE!
July 13-17
A four day camp geared for high school junior and senior students interested in exploring teaching as a career.
Contact Lynette Flagge, Director of Diversity Initiatives for details at lflagge@purdue.edu or 765-494-7962.

Purdue Day at the Indiana State Fair ~ www.purdue.edu/events
August (one day during Aug. 7-23)

Classes begin
August 24
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