

Education EXCHANGE

SPRING 2006

DEDICATED TO IMPROVING
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PRACTICE FOR DIVERSE
COMMUNITIES OF LEARNERS



SCHOOL OF EDUCATION
SOE
100
SYRACUSE UNIVERSITY

**Looking Back
on 100 Years of Looking Forward**

SOE Celebrates its Centennial

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A Message from the Dean

Great Universities Need Great Schools of Education



One of our most distinguished alums recently said, “We cannot have a great university without also having a great School of Education.” She is right. Nearly every day I am reminded of why it is so crucial for a major research university to care deeply about the future of education.

Children deserve highly educated teachers. Parents want their children to learn math, science, reading and language arts, and history and international affairs from teachers who possess expert knowledge. That’s why, at Syracuse, students preparing for teaching careers earn a full major or concentration in an arts and sciences field.

In education, we need to be among the most informed of any faculty, and on a broad range of issues. Back in 1958, my 9th-grade teacher insisted her students read *The New York Times* book review each day. Ever since, I’ve been an avid reader of newspapers. In our school, the *Times* is available daily for students and faculty, because I believe parents want their children to have teachers who are knowledgeable about the world.

Parents want teachers who can teach their children to be good writers and communicators. In my introduction-to-education course for freshmen, the mantra is, “Be specific: details, details, details.” This command also dates to one of my teachers—my 11th-grade English teacher, who insisted we write with descriptive examples. Like lawyers, novelists, and journalists, teachers must be excellent writers/communicators.

Learning to teach is complex work. People get good at teaching through experience and opportunity. For example, my 8th-grade art teacher had us make a film. Our class wrote the script, decided on photographers and actors, prepared credits, selected

music, and did the editing. Later, as a university faculty member, when I began collaborating with filmmakers to produce documentaries, that experience was an important intellectual backdrop and confidence-builder. My art teacher knew how to teach—including not only the technical content of his field, but also how to motivate junior high students in a very complex, shared project.

Because our school is part of a major research university, our students get to choose from an amazing array of courses that contribute to their development as teachers, including courses on such varied subjects as the Caribbean novel, a problem-posing way of teaching mathematics, and universal curricular design. Our students learn about National Science Foundation-funded faculty research on how urban youth think about and write about mathematical concepts. It is hard to imagine why, if given the choice, every teacher would not want such rich opportunities.

The American institution most often associated with a commitment to equality of opportunity is public education. But equality means more than mere access. It means the chance to learn from excellent teachers. When Syracuse University established the School of Education exactly 100 years ago, it did so as a compact with society to prepare excellent teachers. A century later, it is our privilege to continue to honor that pledge.

Sincerely,

Douglas Biklen
Dean

School News

Curriculum CONNECTIONS

Art education students often hear department chair Hope Irvine declare, “Art is about everything and everything is about art.” It was in this spirit that teaching and curriculum doctoral students and art education teaching assistants Corrie Burdick and Kathie Maniaci piloted an outreach project in fall 2005 that brought together Art Education Methods students and members of the Social Studies Education Academy pre-service and host teachers.

The Department of Art Education has always emphasized the value of interdisciplinary art experiences and inclusive art lessons. It has long been the policy of Syracuse University’s School of Education to encourage collaboration among the varied content areas, both at student and faculty levels. The goal of this project was to share lesson ideas created by art education students with the Social Studies Education Academy members. This collaborative forum exposed pre-service social studies teachers to ideas for integrating visual arts and social studies curriculum.

Art Education Methods students developed art-centered interdisciplinary lessons designed to reach all learners. These lessons met New York State visual arts standards and New York State social studies standards. During the September and October Social Studies Education Academy meetings, Art Education Methods students demonstrated interdisciplinary art experiences. They showed examples of the art project for reference, and offered hands-on opportunities for Social Studies Education Academy members, including Judy Sheldon, academy coordinator, and John Briggs, associate professor and chair of Cultural Foundations of Education.

Social Studies Education Academy participants walked away with their own samples of seven art

projects and seven complete lesson plans, including adaptive strategies for varied learning styles, provided by fall 2005 Art Education Methods students. Participants were amazed to discover how this experience enabled them to tap into their own creativity and empowered their personal artistic expression. “The workshop opened my eyes to new and different ways to connect social studies to more artistic, visual, and creative learners,” says academy member Matt Brazill.

The Department of Art Education plans to extend the project to additional content areas in the School of Education. An Art and Literacy Interdisciplinary Workshop was held in April, co-sponsored by the Student Organization of Literacy Educators and Researchers and the Syracuse University Student Art Education Association.

The art educator has expertise that can connect student learning in meaningful ways beyond the art room. These collaborative projects offer ways for the non-art, pre-service teacher who does not feel comfortable using art materials to explore and experiment. “It’s a wonderful way to reach all learning styles,” Judy Sheldon says.

—Corrie Burdick, third-year doctoral student in art education, and Kathie Maniaci, second-year doctoral student in art education

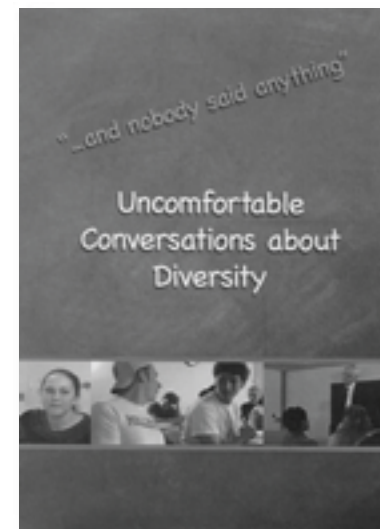


GROWING from Differences

A journalism student enters a classroom and, at the professor’s request, introduces herself to her peers. She appears focused and attentive, but her mind is on her sick baby, who was up all night with an earache. Another student, a dance major, gives his name and tells the group about himself, at the same time worrying that he will be identified only by his learning disability. A third student, an advertising major, is concerned that because she is African American, her classmates and professor will expect her to be “a poster child for so-called black issues.”

These diverse and revealing student perspectives comprise one of five vignettes on a DVD titled “...and nobody said anything”: *Uncomfortable Conversations about Diversity*. Produced as a resource for faculty by teaching and leadership professor Mara Sapon-Shevin of the School of Education and Professor Richard Breyer of the S.I. Newhouse School of Public Communications and funded through the office of Vice Chancellor and Provost Deborah A. Freund, the DVD demonstrates diversity issues that arise in college classrooms and invites faculty response, storytelling, and conversation. “Our students bring to class a wide range of identities, stories, and histories, all of which affect the teaching and learning process,” Sapon-Shevin says. “As teachers, we realize that our commitment to teaching for social justice is related to our ability to respond thoughtfully and effectively to our students’ differences.”

The idea for the DVD grew from Sapon-Shevin’s work related to issues of racism and anti-racism, on campus and nationally, including an SU honors dia-



logue she has co-facilitated for four years with social work professor Carrie Jefferson Smith. “Students came to that space and felt safe to tell stories about things that happened in classes that made them feel uncomfortable, unsafe, or unwelcome,” says Sapon-Shevin, who has presented the DVD to audiences at SU, the National Association for Multicultural Education in Kansas City, the American Education Researchers Association in Montreal, a major forum at the American Association

of Colleges of Teacher Education. The DVD has also been used in a training for new deans at colleges of educations.

She developed the DVD to encourage faculty to share experiences in their classrooms of critical moments related to diversity and explore possibilities for effectively addressing those situations. “The goal was less about imparting information and more about creating safe spaces for people to have hard conversations about what was going on in their own classrooms,” she says. “As faculty, it’s important to think about how we understand our own practices and develop our own skills as social justice educators.”

Sapon-Shevin and Breyer hope to collaborate on a new DVD that examines critical issues of social justice in K through 12 classrooms. She also hopes to establish an SU summer institute for faculty from across the country. “Diversity issues have big implications on any campus,” she says. “If we want to be a global community, we have to explore what needs to be different in how and what we teach, how things work in our classrooms, and how we treat each other.”

—Amy Shires

School News

RAISING *Our Voices*



SU partners
with area
teachers to
host Diversity
Institute

On February 9, 18 students from Nottingham High School and 24 from Fayetteville-Manlius High School came together at Syracuse University to engage in open conversation about challenging issues related to race and ethnicity in the Central New York community. The event, titled “Diversity Institute—Raising Our Voices,” represents a partnership between SU faculty and staff involved in intergroup dialogue on campus and Nottingham and Fayetteville-Manlius teachers. The teachers, Jennifer Banker of Nottingham and Laurie Iodice of Fayetteville-Manlius, are offering courses on race and culture in U.S. society; their students are communicating and collaborating across schools throughout this spring. The day at SU provided these students with assistance from SU faculty, staff, and students, and set the stage for sharing of information among the two high schools.

“The high school students were engaged and open to learning from one another. They posed difficult questions and were willing to put forth their own thoughts, experiences, and approaches,” says education professor Gretchen Lopez, faculty associate for diversity at SU. “We discussed and practiced some paths to breaking down barriers, to help create a positive beginning for the discussions they will have within and across classrooms over the coming months.”

The high school teachers developed their courses to give students the opportunity for in-depth analysis of these issues in an academic setting, and to build on the participation of the schools in the Community-Wide Dialogue to End Racism program offered by the

InterReligious Council of Central New York. Intergroup dialogue is becoming an increasingly important means of engagement, both within SU and in the University’s interaction with partner organizations. Intergroup dialogue is an educational model that brings students together from two or more groups for honest conversations, which increase understanding of intergroup processes and enhance participants’ abilities and appreciation for working with others toward change. Facilitators guide student learning by providing an environment for individuals and groups to communicate in meaningful ways; analyze challenging social issues from multiple perspectives; and explore differences, common ground, and collaborative action.

During the Diversity Institute, students heard and discussed a presentation by Jeffrey Mangram, who is an instructor and graduate student in education at SU and a social studies teacher at Manlius Pebble Hill School in Dewitt. Teachers from Nottingham and Fayetteville-Manlius chaired a student panel including students from both high schools as well as SU. The panel included students who recently received awards for their leadership in this area. SU undergraduate students served as institute facilitators, helping bring high school students together to talk, analyze, and learn in the intellectually challenging setting of the University environment.

“As students and teachers from Nottingham and Fayetteville-Manlius come together at SU, they are afforded an important opportunity for dialogue across educational settings and across perceived divisions in our broader community. All of our participants are excited by what this will mean to the high school students and the community as their education, discussion, and dialogue move forward,” says Lopez. “At the same time, these conversations extend the learning of our Syracuse University students who are currently involved in dialogue, through their academic programs or residence hall programs, and of the faculty

and staff who participate in or study dialogue.”

According to Laurie Iodice, a teacher at Fayetteville-Manlius High School, the Diversity Institute provided a “spiral” experience for students, one that extended the dialogue, while reinforcing and modeling methods of engagement. “Prior to the institute, students already had been introduced to both institute topics and to various communication strategies they might employ to address these topics,” she says. “However, the opportunity to extend the sphere of dialogue beyond their more localized comfort zones both validated and enriched their awareness of the issues at stake, and the methods they might use to engage in conversation about them.”

At SU, two new courses on intergroup dialogue began during the 2005-06 academic year, offered through the sociology and women’s studies departments, giving students increased opportunity to learn about, participate in, and critically reflect on dialogue. In addition, a new series, Conversations About



Race and Ethnicity (CARE), is bringing more than 80 students together for weekly intergroup dialogue in SU’s residence halls; it is conducted as a collaboration of Academic Affairs, the Office of Residence Life, the Office of Multicultural Affairs, and Community-Wide Dialogue. Additionally, the Office of Human Resources sponsors dialogue circles for staff. SU is also participating in the Multiversity Intergroup Dialogue Project, a 10-university collaboration to develop best practices in intergroup dialogue and study its benefits.

For more information on intergroup dialogue at SU, visit intergroupdialogue.syr.edu.

—Matthew R. Snyder

School News

MEET the Author



Andrea Davis Pinkney '85 at the Schine Student Center

Kristiina Montero, a faculty member in reading and language arts, made it possible for some Syracuse City School District students to get to know writer, novelist, and children's book editor Andrea Davis Pinkney '85 as part of a special seminar based on the writer's works.

Montero helped organize a gathering of educators and students to meet with the well-known writer, who is a graduate of SU's Newhouse School. Pinkney's presentation included a slide show, a reading of selected

texts, an informal question-and-answer session, and a book signing. The presentation, held on campus at the Schine Student Center, was part of SU's Partnership for Better Education with the Syracuse City School District.

Pinkney is widely known for her biographies, including *Alvin Ailey* and *Duke Ellington: The Piano Prince and His Orchestra*, and has won the Caldecott and Coretta Scott King awards. She also penned *Dear Benjamin Banneker*, about the self-taught African American scientist and mathematician. Pinkney has served as editorial director of Hyperion Books for Children in New York City and vice president and publisher of the Children's Division of Houghton Mifflin Publishing. She also is the founding editor of *Jump at the Sun*, an imprint of books celebrating African American life and culture.

Pinkney's appearance on campus was co-sponsored by the Reading and Language Arts Center, the Study Council at Syracuse University, and SOLER: Student Organization of Literacy Educators and Researchers at the School of Education. Teachers from the Syracuse City School District were invited to take part in the event as part of the adolescent literacy component of the Partnership for Better Education initiative.



Murals celebrate success of Delaware Academy Extended School Day Program

The Delaware Academy, a k-5 elementary school in the Syracuse City School District, celebrated another successful year of its Extended School Day (ESD) program with the December unveiling of four new murals near the academy's library. The murals were designed and painted by students in Henninger High School's Art Focus program, with the active participation of Delaware ESD students. Additional guidance and assistance for the project was provided by School of Education graduate students who work in Delaware's ESD program.

The murals are representative of the accomplishments of Delaware's ESD program, which uses art to improve students' academic skills. The program is a partnership of School of Education staff and graduate students and students, faculty, and staff of the Delaware Academy and Henninger High School.

Henninger librarian and Art Focus facilitator Linda Labella-Morgen brainstormed with the Henninger artists to come up with four themes for the murals: fantasy world, science fiction, children's literature, and fairy tales. Each mural includes a painting of a Delaware student interacting with the fictional characters.

The murals form the centerpiece of this year's program, which was planned and organized by SU onsite coordinator Ralph Bova. "This is a program of enrichment that includes a focus on having students engage in activities that center on the arts," says Bova. "By using music, dance, creative writing, and painting, the program helps students learn to listen to directions, follow through on those directions, and apply the skills they have learned to successfully achieve their goals."

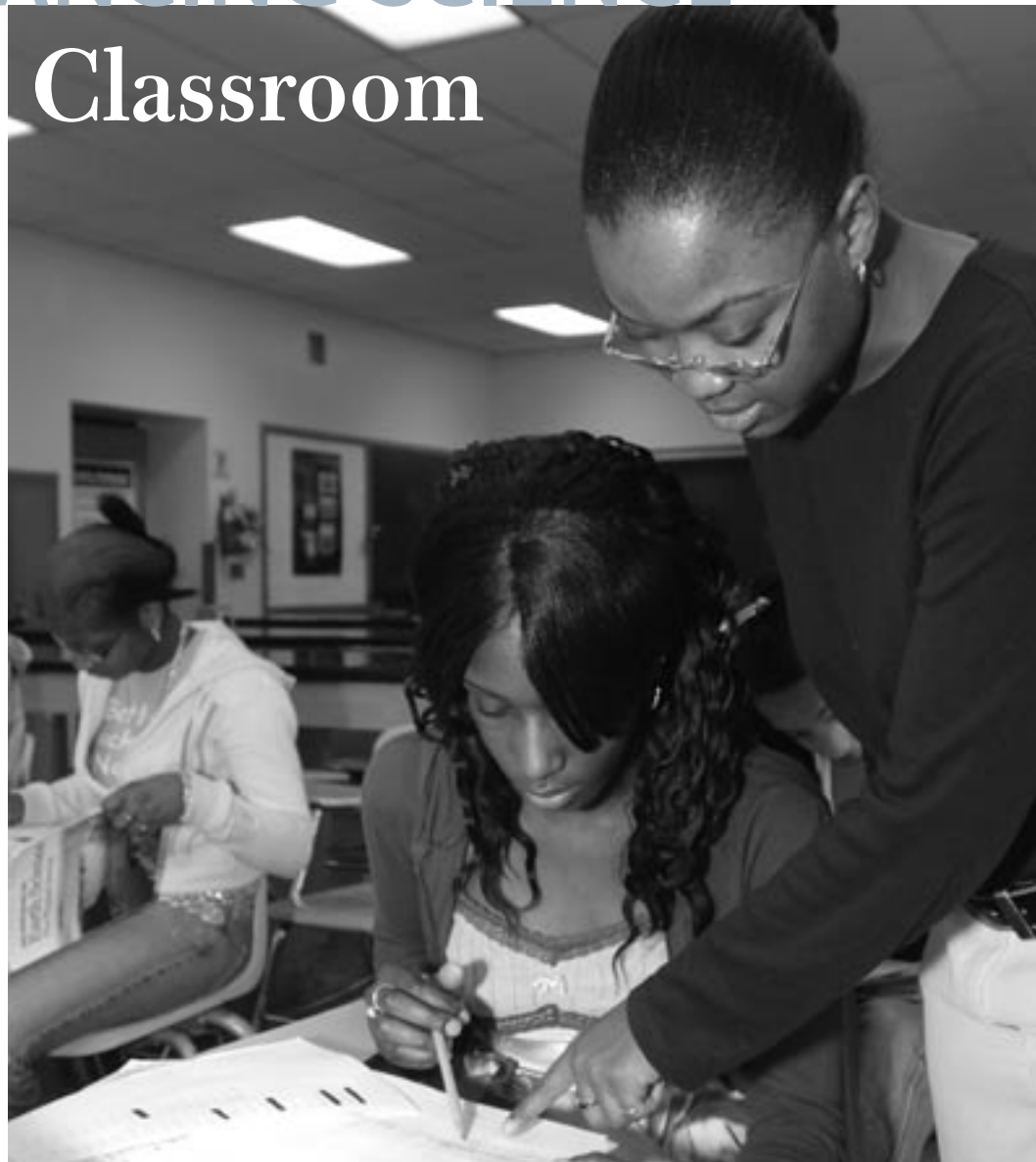
Another major strand of the ESD program is based on "Skillstreaming," a prosocial skills training model developed by Arnold P. Goldstein, a former School of Education faculty member. This year, Bova designed a block schedule for Henninger student artists to give more time to individual Delaware students in support of developing skills needed to complete assignments.

For the past six years, the Delaware program has been funded by the New York State Extended School Day/School Violence Prevention Program grant written by Sandy Trento, assistant dean for Continuous Education and Global Outreach at the School of Education. Trento also is the director of the Delaware ESD program. The grant requires that students be involved in tutorial sessions and academic activities, the other major ESD strand.

School News

ENHANCING SCIENCE

in the **Classroom**



As a doctoral student in mechanical and aerospace engineering, Tamanika Martin '01, G'03 conducts research to develop a morphing micro-air vehicle wing that automatically changes its shape to withstand the effects of atmospheric turbulence and wind gusts. As a graduate fellow in the National Science Foundation's GK-12 project, she leads Earth science students at Syracuse's Nottingham High School in an experiment that uses dandelions and bark chips to measure channel flow velocity at Meadowbrook Creek on the city's east side. "I like getting students interested in science," Martin says. "I like to show them, 'Hey, you can do this. It isn't as hard as you think.'"

Martin is one of 10 SU graduate students participating in the GK-12 Syracuse University/Onondaga County Schools Partnership for Improvement of Science Education. Led by biology and science education professor Marvin Druger, the project is part of a national effort that links science, technology, engineering, and mathematics scholars with teachers in grades kindergarten through 12. It also supports the newly established Syracuse University and Syracuse City School District Partnership for Better Education that was launched this fall through a pilot program at Nottingham. "We're focusing on helping teachers bring new and more accurate science into the classroom," says School of Education associate professor Tiffany A. Koszalka, one of the GK-12 project's co-principal investigators. "These fellows will not be teachers when they complete their degree programs. They will be scientists and engineers. So it is about bringing the authentic practice of science into area schools."

Working with area high schools, the fellows are required to spend at least 10 hours a week in the classroom with a partnering teacher and an additional 10 hours a week developing activity-based lessons and support materials that are shared with a wider audience of Onondaga County teachers. "The fellows have done lessons on water quality, measuring samples from Onondaga Lake," Koszalka says. "They've done activities related to noise pollution and solar power, and studied genetics in the elephant community at the zoo. Their lessons cover everything from chemistry and physics to life sciences and Earth science, all centered around the idea of environmental sciences."

Integrating technology in the science classroom is another aspect of the project—one Martin particularly enjoys. "I made a step-by-step instruction worksheet that showed them how to graph a cyclic event—a curriculum requirement—on the computer instead of on graph paper," she says. Martin works with Nottingham science teacher Patricia Doney, who has benefited from Martin's technological expertise. "Tamanika spent enormous time and patience teaching me how to take something off the web to make a PowerPoint presentation," Doney says. "I can't say enough about how much I love having her in the classroom."

Partner teachers at other schools have been equally enthusiastic, Koszalka says. "Teachers have commented that the fellows help bring more depth to the level of science understanding in the classroom," she says. "They engage the kids more in hands-on, data-driven activities, and also serve as role models." The fellows also provide a connection to the University's resources, including the use of engineering and environmental labs and equipment. "We want to facilitate the idea of developing partnerships between community schools and local universities in which everyone benefits," Koszalka says. "We know this partnership has been well accepted when we hear teachers say, 'You guys can't ever go away. You must work with us forever!'"

"We're focusing on helping teachers bring new and more accurate science into the classroom."

—TIFFANY A. KOSZALKA

—Amy Shires

School News

Portrait of an ARTIST

New Biklen and Rossetti documentary honored

A new film by Dean Douglas Biklen was named best short documentary at the Vermont International Film Festival in Burlington, Vermont in October. The film, *My Classic Life as an Artist: A Portrait of Larry Bissonnette*, competed with 25 films in the short documentary category.

The Vermont International Film Festival provides a forum for films dealing with issues of war and peace, justice and human rights, and the environment. In announcing the decision, festival organizers noted that *My Classic Life as an Artist* was “a moving portrayal of the great gifts liberated in an individual when family and society combine to support those who are differently abled.” The film also was cited for being “an outcry against the labeling, prejudice, and stigmatization that rob human beings of their dignity and autonomy... [and] against involuntary incarceration and marginalization that has gone on and still goes on.”

The documentary is the first film both produced and directed by Biklen, who shares those credits with doctoral student Zach Rossetti. In the film, Vermont-based autistic artist Larry Bissonnette looks back on his years of living in a closed institution for people labeled mentally retarded, which he describes as a form of “apartheid” and “better for growing vegetables rather than people.” The film is animated by Bissonnette’s humorous yet poignant assessments of his life as he discusses growing up, his family, and creating art.

Rossetti, who represented the film at the festival, says it was received with great enthusiasm. “It’s been

amazing here. People really loved Larry and the film,” Rossetti says.

“I’m so happy for Larry,” Biklen says. This award signals recognition not only for his art, but also for who he is.”



Larry Bissonnette

Biklen first became involved in film in 1978 as director of print media for the six-part television series *Feeling Free*, a featured segment of the PBS program *Zoom* time slot. He was executive producer of the award-winning documentary *Regular Lives*, which also aired on PBS in the late 1980s. He served as educational advisor to the

Academy Award-winning HBO documentary *Educating Peter* (1992) and its sequel *Graduating Peter* (2003). In 2002, he was executive producer and producer of the short documentary *Inside the Edge*. Just last year, he was co-producer of the Academy Award-nominated *Autism is a World* (2004), a co-production of *CNN Presents* and *State of the Art Inc.*, which is based in part on a chapter in his latest book, *Autism and the Myth of the Person Alone*, published by NYU Press.

My Classic Life as an Artist: A Portrait of Larry Bissonnette has since played to audiences in Europe as an entry in the 5th International Short Film Festival in Munich, Germany. The film was one of just 26 entries selected from 300 submissions from 43 countries. It also was screened at the Vail Film Festival in Vail, Colorado, at the Sprout Film Festival in New York City, and as part of the Beyond Compliance Coordinating Committee film series on the Syracuse University campus.

Developing EDUCATORS

On the outer door of Melissa Price’s office is a Margaret Mead quote, “Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.” Price doesn’t doubt it. “Sometimes my boss will joke with me that the one reason I’m so successful is because I don’t know that I can’t be,” she says.

Price is the project coordinator for the New York Higher Education Support Center for Systems Change (HESC) at the School of Education, which serves more than 70 New York State colleges and universities that prepare teachers to work in inclusive classrooms. This December, Price was appointed to the New York State Commissioner of Education’s Advisory Panel for Special Education Services to serve on the Preparation of Special Education Personnel Committee, representing the interests of higher education. In addition to her appointment, the 2004 guidebook, *Keeping Quality Teachers: The Art of Retaining General and Special Education Teachers*, which Price helped plan, research, and write, was recently released nationally. “When you send out publications, you expect other people to read them,” Price says. “But you are always pleased and surprised when people actually use them and come back and say, ‘Can we have more?’ And that’s exactly what has happened.”

Within the guide, administrators find strategies for retaining quality teachers—a problem that arises, research shows, when teachers feel their working environment lacks administrative support. The guide works from the premise that all students depend on quality, experienced teachers and a high staff turnover inhibits students from meeting the high standards set for them. “If you’re going to have special education teachers,” Price says, “they need to be prepared at colleges and universities and then they need ongoing professional development throughout their lifetime.”

Price and her colleagues are currently working on supplementary materials for the guide, including a DVD and a PowerPoint presentation, so it can function interactively for various audiences. Her recent appointment and position with HESC have motivated her to set new goals for improving the education system. “One of my dreams is that there will eventually be some seamlessness between the general and special education divisions in the state education department, which will set the tone for schools to continue their work in special education,” she says. Other goals include promoting teacher development as a lifelong process and approaching every child as a learner.

Price is an optimist and can’t help but return to the mantra on her office door.

“People tend to work in silos,” she says. “They tend to go to their own little offices and shut their doors. That’s not working. The world is changing, and I think that people are going to solve the problems that are in front of them by working together. It’s about the kids. It’s about who they are. We make our greatest mistakes when we stop seeing them as people.”

—Alia Dastagir G’06



School News

A LESSON in Understanding



The Hebrew word for the Holocaust is “Shoah.” The term, literally “catastrophic upheaval,” captures something of the horror of that specific event, but its message is not consigned to history. The Holocaust and its meaning in the present will be examined in a new fellowship program, “The Holocaust: Lessons for the Classroom.” The School of Education launched the program in conjunction with the Warren Fellowship for Future Educators and the Holocaust Museum Houston. The program trains future teachers on approaches for teaching about the event, which is mandated or strongly encouraged in 17 states, including New York. Along with learning about the historical aspects, students will examine the moral issue of what it means to be a responsible citizen in a democratic society. “We want to do justice to the issues of the Holocaust and make it relevant to the theme of being a bystander in today’s world,”

says Professor Emeritus Alan Goldberg, a coordinator of the program. “Students will gain an understanding about everyone’s role in contributing to prejudice and question what our role should be in places where genocide is occurring, such as in the Sudan.”

The program’s first cohort includes five students who attended a six-day summer institute at the Houston museum in May. The course continues in the fall at SU with seminars taught by faculty members from the School of Education and from across campus, including Sanford Sternlicht, an English professor who addresses how the Holocaust is portrayed in literature. Students will visit Safe Haven, an Oswego, New York site where 982 European Jews were sheltered during World War II. Local high school teachers from Lafayette Junior/Senior High School and Oswego High School who address the Holocaust in a semester course are also helping with the program. “We have many people who touch on these atrocities in their teaching, and we’re going to pull on those strengths,” says Corinne Smith ’73, professor of teaching and leadership.

Students will gain first-hand knowledge in meetings with Holocaust survivors, including Naomi Warren, for whom the Fellowship for Future Educators was established. Helen G’72 and Andrew ’66 Spector, Warren’s daughter and son-in-law, set up the fellowship to honor Warren. Warren’s first husband died in Auschwitz. She survived three concentration camps, immigrated to the United States, and married a Holocaust survivor. She and her husband, Martin, raised a family and established a successful import company. “The fellowship is a living memorial to the will to survive, and supports the teaching of those ideals,” Goldberg says.

The fellowship was first offered at the University of Texas. While serving as interim dean of the School of Education, Smith began working with Warren’s family to provide the opportunity to SU students. Goldberg, Smith, Sternlicht, and Ruth Stein, of SU’s Center for Support of Teaching and Learning, coordi-

nate the program. The fellowship, which will be funded for five years, covers all student expenses, including costs to Houston and expenses there, as well as classroom materials in Houston and Syracuse. Next year, the fellowship will allow 20 School of Education students to take the course for credit. Organizers also want to do additional fund raising to expand students’ experiences. “For example, we could send students to Europe to meet former resistance fighters,” Smith says. “I see this as the seed for helping our students be responsible citizens and change agents.” Smith notes SU’s history of fighting bigotry and prejudice with such figures as former School of Education dean Burton Blatt, a pioneer in humanizing services for people with mental retardation. “This program is continuing our legacy of trying to make the world a better place,” she says.

—Kathleen Haley



The Fellowship for Future Educators was established in honor of Holocaust survivor, Naomi Warren.

FOR DETAILS ABOUT CONTRIBUTING to “The Holocaust: Lessons for the Classroom,” contact Victoria Kohl at vfkohl@syr.edu or 315-443-7773.

Cover Story



LOOKING BACK

on 100 Years of
LOOKING FORWARD

While 2006 marks the official start of the School of Education's centennial year, the long and distinguished history of the school actually goes back more than 100 years. The origins of the school can be traced to 1897, when Albert Lambert established a Department of Pedagogy in SU's Liberal Arts College. Lambert's department offered what was at the time a comprehensive inventory of courses for would-be teachers. He also brought with him his influential *Journal of Pedagogy*, which helped put the University's first foray into education on the map.

As demand for formal teacher training grew, SU established the autonomous Teachers College in 1906. The new college was designed to provide professional training for aspiring secondary school teachers. The University Trustees also envisioned a college that would "afford to students of advanced standing (graduate students) the fullest opportunity for

The School of Education takes a year to reflect on a century of accomplishments as it prepares for tomorrow's challenges

studying the problems of education in their broader and more scientific aspect." The School of Education has since been dedicated to finding ways to make education more effective through research and a vigorous graduate program.

The college took up appropriate residence in Yates Castle during this period, offering the bachelor of philosophy degree in education, and master's and doctoral degrees in pedagogy. In 1908, the new college received a substantial financial boost in the form of a \$60,000 endowment from Mrs. Russell Sage. In exchange, the college agreed to be known as the Margaret Olivia Slocum Teachers College (Mrs. Sage's maiden name).

As the college grew, so did its curriculum: teacher preparation in art education, music education, and manual training was introduced in 1910, followed in 1918 by physical education. An extension program to provide continuing professional education to educational practitioners expanded rapidly, and by 1927 enrolled approximately 1,000 students in classes in Binghamton, Schenectady, Utica, and Watertown.

THE GANDERS YEARS (1930-1952)

One of the School of Education's most influential leaders was Harry S. Ganders, who introduced Ph.D. and M.S. degrees in education through the Graduate School, expanded enrollment in the teacher education programs, and restructured practice teaching. Ganders is perhaps best remembered for completely reconfigured teacher preparation within the University. When he became dean, Teachers College shared responsibility for teacher preparation with other units in the University—but there was no common approach to this critical mission. That changed in 1934 when the Trustees approved the dean's bold new approach. Ganders brought preparation for secondary teaching under a single roof—the "all-university"

Inaugural Centennial Event Focused on Inclusion

The threads of the SOE story come together at the "Inclusion Imperative" conference

As diversity, inclusion, and interdisciplinary collaboration increasingly have become driving forces at both the School of Education and Syracuse University, the school explored all these themes by making them the focus of its inaugural centennial event, "Inclusion Imperative." The two-day national conference, held in April at the University Sheraton Hotel, provided a forum for exploring a wide range of inclusion-related issues, such as representation, human rights, and diversity.

The event featured a number of nationally prominent academics, artists, activists, and others. Keynote speaker John Hockenberry—known for his work as a journalist on NBC, ABC, and National Public Radio—presented a critical assessment of the current state of inclusion initiatives in his presentation, "We're Not There Yet!...Fulfilling the Civil Covenant of Inclusion." The conference also included presentations by author, academic, and arts consultant Simi Linton on reading and writing disability, and producer and director Gerardine Wurzburg on her career as a documentary film maker.

Conference attendees were also invited to take part in about 30 presentations and panel discussions on such topics as disability studies of music, autism, and communication rights for deaf people.

A number of organizations closely affiliated with the school over the years participated as co-sponsors—in particular, the Facilitated Communication Institute, the Study Council at Syracuse University, and the Center on Human Policy, Law, and Disability Studies. A grant from the NLM Family Foundation helped underwrite the event.

Cover Story

LEGACY OF 10 DECADES:

Upcoming Centennial Events

JUNE 2-4

Reunion Weekend

JUNE 22-23

Student Dean Reunion

SEPTEMBER 11-OCTOBER 6

Demonstration/Performance: "Journey to Fitness,"

exercise and wellness series on the Quad and across campus

Sponsored by Exercise Science

SEPTEMBER 14

Lecture: Elisa Hyman, executive director, Advocates for Children of New York

"Combating the Culture of Exclusion in the Era of High Stakes Accountability in U.S. Schools"

Sponsored by the Centennial Lecture Series

SEPTEMBER 15-17

Technical Showcase Weekend with faculty and alumni

"The Ultimate IDD&E Curriculum Validation Venture"

Sponsored by Instructional Design, Development, and Evaluation

SEPTEMBER 27-28

Seminars: Alice-Ann Darrow, the Irvin Cooper

Professor of Music Therapy and Music Education, Florida State University

"Arts and Disability" and "Inclusive Practices in the Music Classroom"

Sponsored by Teaching and Leadership

OCTOBER 6-7

Dinner, conference, and football game

"Celebrating Our History to Build Our Future: A Reading and Language Arts Celebration"

Sponsored by Reading and Language Arts

OCTOBER 19

Seminar at Lubin House: Nancy Schulman, director, 92nd Street Y Preschool; **Josie Burgos**, chair and lead teacher, New York City High School for Leadership and Public Service; and **Susan Hynds**, School of Education professor

"The Importance of Teacher Mentoring for Beginning Teachers"

Sponsored by Reading and Language Arts

OCTOBER 26

Ganders Lecture: Ken Zeichner, associate dean and professor of teacher education, University of Wisconsin-Madison

"Preserving the Role of Public Schooling in a Democracy"

Sponsored by the Ganders Lecture Series

OCTOBER 30

Panel discussion: Rabbi Steven Greenberg, National Jewish Center for Learning and Leadership, **Cris Mayo**, associate professor, University of Illinois, Urbana-Champaign; **Rev. Thomas Wolfe**, dean, Hendricks Chapel; **Paul Buckley**, associate director, Office of Multicultural Affairs; and **Adrea Jaehnig**, director, LGBT Resource Center

"Religious Concerns/LGBT Issues in Higher Education: Different Dialogues"

Sponsored by Cultural Foundations of Education

APRIL 21, 2007

Alumni Weekend and seminar: Patricia Arrendondo, associate vice-president and senior advisor for academic initiatives, Arizona State University

"Leading as Professional Counselors in a Multicultural Society" and "Celebrating Our SU History: Honoring the Present, Looking to the Future for the Counseling Profession"

Sponsored by Counseling and Human Services

DETAILS TO BE ANNOUNCED:

Fall Symposium: "Reform of the High School"

Sponsored by Cultural Foundations of Education

Spring Symposium:

Patrick T. Terenzini, Distinguished Professor and Senior Scientist, Pennsylvania State University, and author of *How College Affects Students*

Visit soeweb.syr.edu for more information.



School of Education. Also during this period, a new Graduate Division of Education was established to offer graduate instruction in conjunction with the Graduate School. A doctor of education (Ed.D.) degree was introduced in 1935—bringing with it endless debate over the distinction between it and the Ph.D.

Another important development during the Ganders years was the creation of the Student Dean Program. Organized in 1931 by Eugenie A. Leonard, dean of women, this innovative program helped prepare women to work as deans of women and in other critical, administrative roles.

A LEGACY OF INNOVATION AND RESEARCH

In the years following Harry Gander's tenure as dean, the school continued to play a leading role in developing innovative approaches to preparing educators. One such innovation, the extramural teaching program introduced in 1940, gave students opportunities to experience life and teaching in rural environments.

Today, while the School of Education continues to excel at preparing elementary, secondary, and special education teachers, the scope of its mission—through its graduate programs and research initiatives—has expanded to include programs that embrace diversity as an important pedagogical tool and to finding new and better ways to bring the benefits of quality education to all.

In 1971, Dean Burton Blatt established a new center that has earned a reputation for being a lead-

ing institute in the field of human rights advocacy: the Center for Human Policy. The center has since evolved to become the interdisciplinary Center on Human Policy, Law, and Disability Studies. Today's center is a network of academic programs, centers, student organizations, and affiliated faculty working together to promote the rights of all people with disabilities. School of Education students and faculty members continue to play a central role in helping the center achieve its goals.

Another far-sighted research center to emerge from the School of Education is the Facilitated Communication Institute. The institute, established in 1992 by Dean Douglas Bilken, brings people with communication disabilities and their families together with the research community and practicing professionals. The institute conducts research, public education, training, and scholarly seminars on the subject of facilitated communication—an alternative means of expression for people who cannot speak, or whose speech is highly limited.

While today's School of Education continues to excel at preparing elementary, secondary, and special education teachers, the scope of its mission—through its graduate programs and research initiatives—has expanded to include the support and development of programs that embrace diversity as an important pedagogical tool and to finding new and better ways to bring the benefits of a quality education to all.

Faculty News

Achievements and Accomplishments

COUNSELING AND HUMAN SERVICES

- **Richard Q. Shin** published “Promoting Strengths in a Socially Toxic World: Supporting Resiliency with Systemic Interventions” (with E. M. Vera) in *The Counseling Psychologist* [34(1), 80-89]. His presentation, “The Relationships of Peer Norms, Ethnic Identity, and Peer Support to School Engagement in Urban Youth,” was accepted for the American Psychological Association 2006 Conference in New Orleans. Shin also will serve as a member of the Irma Almirall-Padamsee La Fuerza '06 Community Enhancement Award committee.

CULTURAL FOUNDATIONS OF EDUCATION

- **Barbara Applebaum** presented her paper “Experience, Social Justice Education, and the Charge of ‘Liberal Bias’” at the annual meeting of the Association for Moral Education in Cambridge, Massachusetts. Applebaum also will publish an article, “Race Ignorance, Colortalk, and White Complicity: White is...White Isn't,” in *Educational Theory*. She presented a colloquium at Teachers College on “White Complicity and Different Models of Moral Responsibility” last December.
- **Sari Biklen** gave the keynote address at the Visual Culture Conference at the University of Illinois, Urbana Champaign, titled “Popular Culture, Pedagogy, and Authority.”
- **Gerald Grant** was a visiting scholar at the William Friday Institute at North Carolina State University in March and April while completing research for his book, “Hope and Despair in the American City.” He has been invited to be a discussant at a conference on education at the Brookings Institution in Washington, D.C., in May.

- **Gretchen Lopez** directs SU's participation in the Multiveristy Project, a collaborative effort including 10 institutions of higher education to develop best practices in intergroup dialogue and research educational benefits for students. This three-year project, led by the University of Michigan, has received funding from the Ford Foundation and the W. T. Grant Foundation.
- **Dalia Rodriguez** has published an article in *Qualitative Inquiry* titled “Un/Masking Identity: Healing our Wounded Souls.” She has also co-written an article with Steven Aragon called “A Conceptual Framework of Teaching and Learning for American Indian/Alaskan Native Tribal and Community College Students” in *Community College Journal of Research and Practice*.

EXERCISE SCIENCE

- **Summer Cook**, a Ph.D. student in exercise science and science education, was elected as the only student representative to the board of trustees of the American College of Sports Medicine. For more information about this national organization, visit www.ascm.org.

FACILITATED COMMUNICATION INSTITUTE

- **Marilyn Chadwick** gave three presentations across the county and worked with families on issues of communication. She also presented at the ARC in Utica and was part of The Association for the Severely Handicapped (TASH) “Breaking the Barriers” project in March. She visited the capitol, knocking on the doors of such organizations as American Speech and Hearing Association, Autism Society of America, Association of Retarded Citizens, National Disabilities Rights Network.

INSTRUCTIONAL DESIGN, DEVELOPMENT, AND EVALUATION

- **Jerry Klein**, KnowledgeKraft Inc. and IDD&E practice and research faculty, and Deniz Eseryel, an IDD&E Ph.D. candidate, co-wrote “The Corporate Learning Environment,” the first chapter in *Intelligent Learning Infrastructure for Knowledge Intensive Organizations: A Semantic Web Perspective* (2005), edited by Miltiadis D. Lytras and Ambjorn Naeve. The book's fifth chapter, “Knowledge Management & Knowledge Management Systems,” was written by Deniz Eseryel; U. Yeliz Eseryel, Welch Allyn and Syracuse University; and Jerry Edmonds, IDD&E adjunct professor and director of Project Advance. For more information, visit www.idea-group.com/books/details.asp?id=4925.

Trento Named Assistant Dean

SANDY TRENTO has been named assistant dean for Continuous Education and Global Outreach (CEGO) at the School of Education. While Trento has been CEGO director for a number of years, the promotion recognizes her effective management of the program as well as the increasingly important role CEGO plays in supporting critical School of Education community-focused initiatives.

“Sandy is central to many of the most important and most visible initiatives of the school,” says Dean Douglas Biklen. “She helps link our faculty and students to the Syracuse community and also to our many national and international publics.”

As director and now assistant dean for CEGO, Trento is responsible for managing the school's more than 30 outreach programs, summer courses, and leadership training programs, including the Partnership for Better Education projects sponsored by the Office of the Chancellor. She also is responsible for planning, organizing, and coordinating the school's major conferences and seminars, such as the annual “Landscape of Urban Education Lecture Series” and the biannual inclusive education conferences, which typically attract as many as 400 participants. As executive director of the School Study Council, Trento organizes leadership training for superintendents and other school leaders from 162 school districts.

Under Trento's direction, CEGO provides the infrastructure to help School of Education faculty members develop funded research opportunities. An effective grant writer, she has secured funding and serves as principal investigator on two projects, for the National Science Foundation and the New York State Education Department, valued at more than \$2 million.

Trento also works closely with Dean Biklen to coordinate the development of the School of Education study abroad offerings in London, Florence, and China, and to further develop the school's international offerings. She is one of 60 national Peer Review Chairpersons for the Fulbright Teacher Exchange Program.

In addition to her work in the School of Education, Trento also has served at SU as an administrator in the Division of International Programs Abroad (DIPA) and University College. She holds two degrees from Syracuse University, including a master of science degree in adult education from the School of Education.



(Above and front cover) Students and teachers at the Syracuse City School District's Delaware Academy have partnered with the School of Education in New York State Education Extended School Day/School Violence Prevention Program grants written by Sandy Trento.

Faculty News

Supporting TOTAL EDUCATION



As a former school counselor and current program coordinator for the School of Education's school counseling program, Janna Scarborough is devoted to exploring and sharing successful school counselor practices. Toward that goal, she developed the School Counselor Activity Rating Scale, an instrument for gathering processing data on how school counselors spend their time versus how they would prefer to spend their time in job-related activities. First published in February 2005, Scarborough's research received a lot of attention from practicing school counselors and counselor educators and was picked up by the National Center for School Counseling Outcome Research at the University of Massachusetts for its web site. "Now anyone can access it," says Scarborough, who earned a Ph.D. in counselor education at the University of Virginia in 2002.

Although school counselors have been around for decades, Scarborough recognizes a movement within the profession to advance. While counselors are there to support the total education program of students, they are also a little different from everyone else, she notes. "In training school counselors, it is important to help them develop their own professional identity," Scarborough says. "It is also important to develop

their ability to work with teachers and administrators to create comprehensive school counseling programs that are integrated with the school and serve the same mission of the school, which is to promote academic achievement."

Now completing her fourth year at Syracuse, Scarborough is responsible for overseeing students' practicum and internship placements, and spends much of her time becoming familiar with area schools and building relationships there.

As program coordinator, she reviews the department's objectives to ensure they are in keeping with those outlined by the Council for Accreditation of Counseling and Related Educational Programs. She also teaches school counseling courses, an aspect of her work she thoroughly enjoys.

Last year, Scarborough helped initiate a Syracuse University chapter of Chi Sigma Iota, the international honor society for students, professional counselors, and counselor educators. "We already have 63 student, alumni, and faculty members," she says. "That's exciting—the energy that comes up through our students, to be involved in ways beyond the classroom. Through the chapter, they are engaging in things that augment their learning in their relationships with each other and other counseling professionals."

Originally from Billings, Montana, Scarborough describes herself as a "huge Syracuse fan"—the sports, the University, and the city itself. She also values her School of Education colleagues, whom she thinks of as mentors. "I cannot imagine working anywhere else," she says. "The faculty are just smart, gracious, thoughtful people, and their doors are always open. It has been amazing."

—Amy Shires

Doughty Recognized for Teaching EXCELLENCE

Philip Doughty, associate professor and chair of instruction design, development, and evaluation in Syracuse University's School of Education, received the 2006 Excellence in Teaching Award from the University Continuing Education Association (UCEA). The UCEA, comprising 430 institutions from 16 countries, is the leading professional organization for college and university continuing and professional education.

The Excellence in Teaching Award—presented to educators who have provided outstanding teaching, course development, student mentoring, and service to continuing education—recognizes Doughty's work at University College (UC), where for years he has provided insight and guidance to the senior leadership team. He has played a key role in the development of instructional design and faculty training for UC's online programs and has made significant contributions to improve educational opportunities for the University's nontraditional students.

In addition to his teaching and advising roles, Doughty also helped create numerous internships, which have allowed graduate students to gain real-world experience in research, training, coaching, and evaluation. His partnerships with the Leadership Institute at University College have resulted in several significant workforce and academic grants. He also has taught many corporate executive programs for Welch Allyn, Carrier Corporation, and other companies.

"Phil's contributions to continuing education have been innumerable yet noteworthy," says Dean Douglas Biklen. "His graduates have gone on to become leaders in a wide range of public and private concerns, including such companies as Carrier, Time Warner, and Bristol Myers Squibb—as well as nearly every management office here at the University."

In 30 years as School of Education faculty member, Doughty has taught or mentored more than 2,000 graduate students and has directed more than 70 dissertations. He plans to retire from his full-time chair and professional duties at the end of this academic year.

Doughty is known for his dynamic classroom teaching, and for helping students discover their unique strengths and motivating them to make significant contributions in their professional lives. His contributions to the theory and practice of instructional design and evaluation is reflected in his lengthy list of publications.

"There is simply no one at Syracuse I know who has the passion for teaching and learning, the energy for new ventures, and the dedication to his students' well-being that Phil Doughty has," says Bea Gonzalez, UC dean. "It's hard to imagine the University without him."



Faculty News

COMMITTED to Literacy

Hinchman named VP-elect of National Reading Conference

Kathleen Hinchman '76, G'80, G'85, professor and chair of the Department of Reading and Language Arts, has been named vice president-elect of the National Reading Conference (NRC), putting her on track to become the organization's president in three years. Her term as vice president-elect begins this December.

The NRC is a professional organization for individuals dedicated to research and the dissemination of information about literacy and literacy instruction. In addition to sponsoring an annual conference, NRC publishes a quarterly journal, the *Journal of Literacy Research* (JLR), and the *NRC Yearbook*. Hinchman takes office this year as NRC's vice president-elect; she then will serve as vice president and president-elect before assuming the organization's top leadership position in three years. By assuming this leadership role, Hinchman will have an unrivaled opportunity to promote at the national level the ongoing need for rigorous literacy research in a variety of forms.

"This position provides me with a chance to collaborate with literacy researchers from around the world to promote the kinds of research needed to ensure that all children can meet the literacy demands of our changing world," Hinchman says.

Already a nationally known expert on literacy, Hinchman teaches courses in adolescent literacy, methods for inclusive elementary reading instruction, and interventions for children and adolescents who

struggle with reading. This year, she and co-author David Moore (Arizona State University West) published *Teaching Adolescents Who Struggle with Reading* (Allyn & Bacon), which offers feasible classroom practices for teaching middle and high school students who struggle as readers and writers. The book is

Hinchman's fourth.

Hinchman's literacy research requires that she spend substantial time observing and interacting with students. Through informal interviews, she gathers information about students' reading, writing, speaking, and listening experiences in and out of school, which she uses to assess students' literacy skills and make recommendations for improving these skills through various instructional practices.

In addition to her books and other publications, Hinchman

shares her teaching strategies through direct involvement with teachers-in-training in the School of Education and with local literacy teachers. Those strategies encourage students to bring their at-home skills to school as a means of increasing their engagement, confidence level, and motivation to learn. Hinchman promotes project-based or inquiry learning, in which teachers create opportunities for students to pursue personal interests and use those skills in class. "Students need activities to help them develop practical, applicable skills they can use in and out of school," she says, "not activity for activity's sake."



UNDERSTANDING *Cultural Perspectives*

KAREN "KAL" ALSTON defies pop-psychology theories about "left-brained" and "right-brained" people. Alston arrived in Syracuse last August to serve as the University's associate provost, joining the faculty with joint appointments in the School of Education and the College of Arts and Sciences. An eclectic thinker whose conversation can turn on a rhetorical dime from a discussion of children's reading habits to a cross-historical comparison of "celebutantes" Paris Hilton and Zsa Zsa Gabor, Alston is also an expert administrator who is playing a key role in facilitating the University's transition to its new budgetary system and streamlining bureaucratic procedures. "I've been so impressed by all the talented people I've met here," says Alston. "I want to see more opportunities created for projects and programs that send faculty, students, and resources flowing across the campus."

Alston earned a bachelor's degree in drama from Dartmouth and a doctorate from the University of Chicago in philosophy of education. During 16 years as a professor of educational policy at the University of Illinois at Urbana-Champaign, she directed the Gender and Women's Studies Program. Much of her scholarly work has been directed toward understanding the relationships of American popular culture to experiences of race, class, and gender. While some educational theorists see popular media—and especially television—as "the enemy," Alston takes a more balanced view. "It is important to remember that television is a medium of trends," she says. "In the past few years it's been problematic to see all these 'reality' shows that focus on makeovers and show women obsessed with body image and dating," she says. "Yet, in daytime soap operas, where women have sometimes been depicted predominantly as victims, we simultaneously see a lot of successful businesswomen. There have probably been more women CEOs in *As the World Turns* than in

the Fortune 500." Alston, who is a professor of cultural foundations of education and women's studies, likes to use television programs to make students conscious of issues such as these.

According to Alston, parents and teachers would do well to take notice of a broader development in media technology with implications for education: market segmentation. "Instead of an entire family sitting together watching television and finding a conversation in it, too many kids have their own TVs—not to mention their own computers, their own cell phones, and so on." As a result, the generations are partaking in separate, target-marketed cultures. Common language and reference points, which adults and children need to talk to each other, are disappearing.

Last fall, when HillTV's status as a student organization was revoked for the group's airing of material that some characterized as racist, Chancellor Nancy Cantor turned to Alston to oversee the Task Force on Institutional Culture, which is charged with articulating ideas for breaking down social barriers antithetical to the aims of education. "I know there are people who are concerned with the independence of 'student run' television," Alston says. "But I've found that relatively few students even know about opportunities for producing television programs on campus. Anything that is 'student-run,' shouldn't be in the control of a small clique of people." Alston believes that expanding student participation is a positive response that lessens the chance of a repeat performance and enhances the possibility of communication across groups.

—David Marc



Supporting the School

A Time of PROMISE

Dear Alumni and Friends,

It is a pleasure to serve as development and alumni relations liaison for the School of Education! Since joining the school in January, I have been greeted with an endless wave of warm welcomes from faculty, alumni, and students alike. In fact, the more I reach out to this dedicated and accomplished community, the warmer and more generous your welcome becomes.

I feel so fortunate to be joining you at the start of the school's centennial celebration—a time of great promise and excitement. Throughout the centennial year, I look forward to meeting as many of you as I possibly can, either here on campus or at special get-togethers around the country. And those of you I don't get to meet in person, I hope to hear from by phone, mail, or e-mail.

In the coming months, I will be sharing more news about our centennial events and other events on campus with alumni chapters around the country, a new dedicated online School of Education Alumni Community, and the school and its opportunities. I'm counting on you to call me with your ideas, desires, memories, and questions. I would love to hear from you.

Please let me know if there is anything I can do to help you connect with the people and activities at your school. My contact information is included below.

Yours truly,



Victoria F. Kohl

Assistant Dean of Advancement
 School of Education
 230 Huntington Hall
 Syracuse NY 13244
 315-443-7773
vfkohl@syr.edu



An Invitation: Celebrating a Century

Anniversaries are a time for coming together—to remember, reflect, celebrate, and look ahead. As the School of Education community gathers to honor 100 years of excellence, its members note with gratitude the important role alumni play in that legacy. “The contributions of our alumni are important in countless ways, both on a practical level in terms of the profession, and as an embodiment of the history and mission of the school,” says Victoria Kohl, the school’s assistant dean of advancement. “Alumni will also play an essential role in building the future that survives us all—the next 100 years!”

Kohl sees the centennial as an opportunity to recreate the whole body that is the Syracuse University School of Education—that unique collection of people, thoughts, stories, and talents. She invites all alumni to get involved in centennial activities, and to see this celebration as a time to reconnect with the school and to make a commitment to its continued growth in the future.

Her enthusiasm is echoed by University Trustee and School of Education Board of Visitors member Judith (Halpern) Greenberg Seinfeld '56, who extends a personal invitation to fellow alumni. “Educational equity is paramount in all that we do,” says Seinfeld, president of Heritage Management Company LLC in Ridgewood, New Jersey. “Morally, economically, and socially, as well as in a civic way, whatever we can do to foster the education of all will aid our country in a most powerful way.” Seinfeld believes it is incumbent on all alumni to provide the resources, encouragement, and participation necessary to move the School of Education forward. “As a community, we have to show what works,” she says. “There is a profound relationship between the school and its graduates, and we can help define the next century by investing in the School of Education’s development.”

For more information about ways you can help us celebrate, please contact Victoria Kohl at 315-443-7773 or vfkohl@syr.edu, or visit soeweb.syr.edu

Donation Form

Mail to Office of Advancement, School of Education, Huntington Hall, Room 230, Syracuse NY 13244

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A full range of giving options—credit card, check, stocks, bonds, and mutual funds—plus many helpful tools, including a list of matching gift companies, are provided at giving.syr.edu.

Thank you for supporting the School of Education!

For more information, call 315-443-7773 or e-mail vfkohl@syr.edu.

Alumni Exchange

Class Notes

'50s

Reed Hawke '57, '58 (B.S., M.A., physical education), received the 2005 Master of Wrestling Award from *Wrestling U.S.A. Magazine*. He taught elementary physical education for 35 years in the Jamesville-Dewitt School District in upstate New York. He is currently the chairman of the Sports Advisory Committee for the Greater Syracuse Area Chamber of Commerce, a position he has held for 16 years, and serves on the board of directors for the Syracuse Sports Hall of Fame. Hawke also directed the New York State High School Wrestling Tournament for 34 years and was instrumental in bringing the tournament to the Onondaga County War Memorial in Syracuse in 1968. Under his direction, wrestling has been the third-highest moneymaker of all New York state high school tournaments.

'60s

Joseph Cangemi '64 (M.S., education/psychology) is the senior co-editor of the new book *Developing Trust in Organizations* (McGraw Hill, 2005). He is a professor of psychology at Western Kentucky University.

Kuyucak Soyer '65 (M.A. Ed.) has been a specialist in adult education teaching English and French for 27 years in the community development program at the Division of Adult Education in the Ministry of National Education in the Republic of Turkey.

'70s

Carol Rosala-Jennison '70 (M.S., school psychology) received the 2005 Distinguished Service Care Award from Counseling Care and Services Inc. in Cohoes, N.Y. She is a school psychologist at Harmony Hill Elementary School in Cohoes.

William Indek '71 (M.A., guidance and counseling) is entering his 35th year as a guidance counselor at Glen Ridge High School in Glen Ridge, N.J. He has served as program director since 1997. He recently received state recognition for contributions to student athletes as a track coach for 23 years. He was one of 20 counselors recently selected nationally for a symposium at the Center for Research on Liberal Arts Education at Wabash College in Indiana.

Gay Merrill Gross '74 (M.S., elementary education) has written five new books on origami. *The Art of Paperfolding* (Laurel Glen), *Minigami* (Firefly), *Zoogami* (Barnes & Noble Books), *Ornagami* (Barnes & Noble Books), and *The Art of Napkin Folding* (Laurel Glen).

Merle Horowitz '74 (B.S., elementary education) was recently appointed superintendent of the Marple Newton School District in Newtown Square, Penn. He has been an educator in the Philadelphia suburbs for 30 years.

'80s

Sandra L. Reid '82 (B.S., human development and elementary education) received a Ph.D. in language, literacy, and learning from Fordham University in May 2005. She is the supervisor of curriculum for the Morris School District in Morristown, N.J.

Diane Hamilton '87, '90 (B.A., M.S., reading education) has published *Teaching Students with Tourette Syndrome*, a concise, user-friendly guide to educating students with Tourette Syndrome.

Valeska McDonald-Munoz '88, '92 (B.A., M.S., special education) is a program director and communications director for the American Youth Soccer Organization's VIP soccer program, which is for players with special challenges.

Diane Burkhardt '89 (B.A., English/secondary education) teaches English inclusion classes in the Hampton Bays School District in Hampton Bays, N.Y.

She has coached varsity field hockey for 12 years and has 3-year-old twin sons, Cole and Brennan.

Indaryati S. Adisuryo Motik '89 (Ph.D., education, IDD&E) is president of Pt. Tridarma Fifita, a consultancy company in Indonesia that is involved in eliminating poverty programs in remote and poor areas of Indonesia and trains trainers for the development of remote and isolated areas all over Indonesia.

'90s

Cy Ellsworth '94, '96 (B.A., social studies education; M.S., special education) was the 2004 recipient of the Raymond Delaney Award given by the New York State Council of School Superintendents for the top educator pursuing a degree in educational leadership. He is currently enrolled at SUNY Plattsburgh in the education administration program.

Judith A. Garlow '96 (CAS) retired after 41 years as an educator, most recently as the vice principal of Grant

Middle School in Syracuse. She has been an elementary teacher, school librarian, and school administrator, and is a public substitute librarian at the Onondaga County Public Library in Syracuse.

'00s

Katie Butch '04 (B.S., inclusive elementary and special education) completed a master's degree in the literacy specialist B-6 program at SUNY Albany.

She is a second-grade teacher at Pleasant Union Elementary School in the Wake County Public School System in Raleigh, N.C.

It's News to Us!

Share your news with *Education Exchange* readers by completing this form and sending it via mail, fax, or e-mail to *Education Exchange*, School of Education, Syracuse University, 230 Huntington Hall, Syracuse NY 13244-2340; fax: 315-443-2258, e-mail: edex@syr.edu.

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Alumni Exchange

PERSONAL APPROACH *to Leadership*

Marion W. Meyer, Assistant Dean Emerita

MARION MEYER G'55 (Education) has the distinction of being the first woman to hold a deanship in an American university business college. For 29 years, she served as assistant dean and director of undergraduate studies in the Whitman School of Management, where she was appreciated by her students for her personal approach to professional guidance.



Meyer, an alumna of the School of Education's Student Dean program—forerunner of today's Department of Higher Education—credits the program for her skills as a leader. "The program prepared us for a variety of things, and a majority of the women became deans of women or residence hall directors," says Meyer. "As the jobs changed, some of our women became chancellors, vice presidents, and others went on to religious work or to work in high schools or business." Meyer remembers the student deans as an active group. "There was a spirit and a caring and a pride—such a feeling of togetherness," she says.

In 1955, Meyer began teaching in what was then the Office Administration Program of the SU business school. Within two years, she moved into the dean's office as a counselor, and in 1972 earned the position of assistant dean. Her tenure was always distinguished by service above and beyond what the situation called for, whether she was advising a student trying to decide on a creative minor, or helping with an academic or financial problem.

In 1983, Meyer established the Marion Rich Waterman Meyer Fund to support special undergraduate projects and Beta Gamma Sigma, the national management honorary society.

Since her retirement in 1984, Meyer has remained very active with the University, devoting considerable energy to the School of Education. She has chaired the Harry S. and Elva K. Ganders Distinguished Lecture Series Committee and has coordinated reunions of the Student Dean Program alumnae—including this year's get-together on June 22 and 23.



REUNION WEEKEND

June 2-4, 2006

STUDENT DEAN REUNION

June 22-23, 2006

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