

Campus CONNECTIONS

For Alumni & Friends of the University of Wisconsin–Madison School of Education

Meet Education's New Dean

Underwood's
passion for
schools runs
in the family.



THE UNIVERSITY
of
WISCONSIN
MADISON

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Campus CONNECTIONS

For Alumni & Friends of the
University of Wisconsin–Madison
School of Education

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PEOPLE expands to Madison elementary schools

UW–Madison’s PEOPLE program, which has helped to prepare hundreds of Wisconsin students of color for college, has extended its reach into the elementary grades.

A conversation between UW–Madison Provost Peter Spear and the Rev. Carmen Porco, who directs the Northport and Packers Community Learning Centers on Madison’s North Side, led to a new partnership between the University and North Side residents, called the Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) Prep program.

“It gives the university a very direct relationship with this community and facilitates greater access of our kids and families to the University,” Porco says.

PEOPLE, which is administered by the School of Education, was launched in 1999 to ensure that high school students of color had the academic skills needed for college. Since then, 92 percent of the 253 PEOPLE participants have gone on to college, with more than half entering UW–Madison.

The program had been expanded to include middle school students. With the launch of PEOPLE Prep last fall, the University’s efforts now reach into the elementary grades. The program enrolled



PHOTO: JEFF MILLER/UNIVERSITY COMMUNICATIONS

51 students, as young as second grade.

“It’s never too early to start with children and to think about their future and what they need to do to prepare,” says Walter Lane, assistant dean of the School of Education and director of PEOPLE. “Every child has the ability to create their own future. I think pre-college programs can show them the road to their future.”

The PEOPLE Prep program runs after

UW–Madison sophomore and mentor Roslyn Pedracine tutors second-grader Patricia Blake during a PEOPLE Prep Program, an after-school program. The mentors are graduates of the PEOPLE Program and many of the tutors are undergraduate students from the School of Education.

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PHOTO: KERRY G. HILL



Mary Schneider presents her research findings on fetal alcohol exposure risks directly to teenage mothers. Page 9

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A passion for Public Education

As dean, “superintendent’s kid” seeks to build bridges

JULIE UNDERWOOD spent seven years at the national epicenter of educational policy, Washington, D.C., where her work as general counsel for the National School Boards Association took her into the halls of the U.S. Supreme Court and the hearing rooms of Congress.

Underwood’s well-traveled car – with Virginia license plates that read SCHOOL (because PUBLIC SCHOOL wouldn’t fit, she says) – has brought her back to UW–Madison, where she taught education law in the Department of Educational Administration from 1986 to 1995. She chaired that department in 1993–94 and served as an associate dean of the School of Education in 1994–95. She also co-directed the Wisconsin Center for Education Policy at UW–Madison’s Robert M. LaFollette Institute of Public Affairs from 1990 to 1993.

In August 2005, Underwood became the eighth dean of the School of Education – the first woman to hold that post. In an interview with *Campus Connections*, she expressed her delight to be back in Madison and her excitement about leading one of the nation’s top schools of education.



Question: What attracted you to a career in both education and law?

Julie Underwood: My deep commitment to public education comes in part from a family history of public schools. Both of my grandfathers were school board members, even though one of them had only an eighth-grade education. My father was a superintendent and university professor and my mother was a speech pathologist and special education director. My sister is an assistant superintendent for curriculum and a former special education teacher at the secondary level.

Growing up as a superintendent's kid was much like being a military brat or preacher's kid. We moved every three years, to larger and larger districts, mainly in the Midwest. You get in the public eye much more.

I believe in public education as an integral part of a modern democracy. I love to advocate

for things about which I'm passionate, which is the attraction of law.

Q: What did you gain from your experience working in Washington that could be most useful in your role as dean?

Underwood: I'm returning to UW–Madison with a valuable national perspective and a broad network of contacts, which could serve the School well. I have had the opportunity to work with public schools from across the United States and with leaders of national organizations. I served on the boards of National Policy Board and National Council on Accreditation of Teacher Education.

Lobbying wasn't my position, but I testified several times before Congress and talked with staffers on the Hill.

I filed numerous amicus briefs and petitions at the U.S. Supreme Court and became a regular visitor to the Court. Supreme Court decisions these days play a major role in

A luncheon for emeritus faculty and staff members in October brought together three emeritus deans and the current dean of the School of Education. From left, they are John Palmer (1975–1991), Charles Read (1995–2005), Don McCarty (1966–75), and Julie Underwood, who became dean in August 2005.



“Education programs at UW–Madison are highly competitive and attract many of the highest-caliber students on campus.”

setting national education policy, arguably as important as acts of Congress.

Q: Your role as dean, much like your NSBA role, involves developing a broad array of contacts and working with a variety of groups. How are you approaching the vital task of connecting with key constituencies across Wisconsin and beyond?

Underwood: I believe in collaboration and team building, as well as the importance of building personal relationships, so I have been going out to meet with and listen to

various constituent groups, both within and outside of the University. As dean, I also am looking forward to working with the Education deans of our peer institutions.

I am a strong advocate of the Wisconsin Idea and university outreach, so some of my first calls were to educators in the field, to Department of Public Instruction and local school administrators. I’ve always enjoyed going out into the state. As a faculty member here, I was often out in the field, traveling to school districts in the four corners of Wisconsin.

Julie Underwood

- ◆ Dean, UW–Madison School of Education, since August 2005
- ◆ Ph.D. ’84, University of Florida
- ◆ J.D. ’79, Indiana University
- ◆ Associate executive director and general counsel, National School Boards Association, 1998–2005
- ◆ Dean, School of Education & Allied Professions, Miami University, Ohio, 1995–1998
- ◆ Faculty, University of Wisconsin–Madison School of Education, Department of Educational Administration, 1986–1995
- ◆ Attorney, Representing Wisconsin School Districts, 1988–1995

I enjoy doing this and look forward to building relationships across the state.

Q: How do the School’s alumni fit into your vision for the School?

Underwood: Our alumni represent our history and our future. I would like them to join us in building bridges across generations. It’s like a chain, graduates reaching back to encourage and support those working to become the educators, artists, and occupational therapists of the future. As in a chain, it is important that each link be strong and connected to the others.

Q: What do you see as the major strengths of the School of Education?

Underwood: Our strengths begin with our outstanding faculty and staff and our high-caliber students. The School has a long-held, national reputation and history of high quality in all of our programs. The diversity within these programs provides us with a multitude of perspectives.

The School is widely known for providing current, excellent research. Our faculty’s success rate in securing research grants is uncanny. Funding agencies want to fund success and so we have been able to continually build onto our past successes and further develop this important role for the school.

Q: What are the most significant challenges?

Underwood: Maintaining our high quality at a time when public education dollars are stretched thin is the most significant challenge we are facing. That’s true for both K–12 and higher education. For us, recruiting and retaining top-notch faculty, in the face of stiff and well-funded competition from other institutions, are critical components of this.

Q: How could the School build on these strengths and address these challenges?

Underwood: We need to explore new and creative ways of generating revenue, to complement our public funding. We have to think about doing things differently or doing different things. Our strong teaching and research are valuable commodities, and we need to look at these in a more entrepreneurial fashion. One thing is certain: we can’t keep cutting

back without compromising the quality of our programs.

Q: With U.S. schools of education in general facing strong criticism these days, what might the School do to help advance the cause of teacher education?

Underwood: We don't have all the problems many other schools of education face. In many universities, education schools face the problem of being regarded as second-class citizens, or struggle with the quality of students and faculty.

Those aren't the problems here. Our standards are very high. Education programs at UW–Madison are highly competitive and attract many of the highest-caliber students on campus. The GPA (grade-point average) of the students we admit is significantly higher than the campus-wide GPA.

Instead of a quality issue, we have an issue of limited access to our programs. This is a concern for the state as well, since the state's school districts need an ample supply of high-quality teachers from a diversity of backgrounds. To address this, in part, our Department of Curriculum and Instruction last year revised the process for teacher-certification programs to broaden the range of factors that we consider when deciding who to admit.

We know that one of the most important factors in student achievement is a high-quality teacher. How do you get a high-quality teacher? You have a high-quality program and admit high-quality students. We have a good recipe in place.

Q: National studies have identified the retention of new teachers as a critical issue in K–12 education today. How serious is this and how can the School help address this?

Underwood: A few years ago, the National Center for Education Statistics reported that approximately a third of the nation's new teachers leave teaching sometime during their first three years and nearly half leave during the first five years. Those numbers are even higher for teachers working in high-poverty schools.

First, our teacher-preparation programs are of the highest quality, and, thanks to our strong relationships with local school districts, we are able to offer meaningful field experiences. Our secondary education students, in fact, must complete two full semesters of student teaching – twice the amount required by the state. We don't have the hard data we'd like on our graduates, but, based on the feedback we receive, we believe that our graduates do very well.

We also are working with local districts across Dane County and the Wisconsin New Teacher Project to improve retention by training experienced teachers to serve as effective mentors for beginning teachers. Our Office of Education Outreach has developed a certificate program in mentoring to help support this. A generous gift from an alumna and her husband, Christine and Philip Lodewick, will enable us to conduct research on effective mentoring.

Q: What do you see as the most pressing legal issues facing K–12 education today? What role should the School play in addressing this?

Underwood: One of the most important issues involved in education law is that of school finance. Public investment in education is a strong investment in our future. I say that all the time. The question is whether each state is fulfilling its state constitutional obligation to provide all children with a meaningful education.

The School, by researching these issues and making expertise available, can help ensure that the public debate on these issues is well-informed and focuses on the best interests of our children and their communities. This, along with the preparation of educators, goes to the heart of our mission. ■



"I believe in collaboration and team building, as well as the importance of building personal relationships."

UW Reading Recovery Center to serve Wisconsin

PHOTO: JOHN GRAHAM



Catherine Compton-Lilly

- ◆ Assistant Professor, UW–Madison Department of Curriculum and Instruction
- ◆ Ed.D. '99 in curriculum and human development, University of Rochester
- ◆ Taught for 18 years in public schools in state of New York
- ◆ Books: *Reading Families: The Literate Lives of Urban Children* (Teachers College Press, 2003) and *Confronting Racism, Poverty and Power* (Heinemann, 2004).

The new Reading Recovery Research and Learning Center at UW–Madison aims to make training in this reading intervention program more accessible in Wisconsin and to further the understanding of what specific techniques are most effective in helping struggling young readers.

The School of Education formally launched the center – the state’s first program for Reading Recovery teacher leaders – in October with an open house at the center’s home in the Teacher Education Building. The center features a lab with a one-way glass, where individual student sessions can be observed and analyzed.

The center will enable UW–Madison to provide ongoing professional development for the teacher leaders currently serving Wisconsin schools and to prepare new teacher leaders in an intensive, one-year academic program, says Catherine Compton-Lilly, assistant professor of curriculum and instruction, who directs the center.

“Reading Recovery serves as a safety net for low-achieving children and a supplement to a good classroom program,” Compton-Lilly explains. She describes it as an intensive, short-term, early intervention program to help struggling first-graders overcome their difficulties learning to read and write. The program takes an individualized approach because these young readers often have individual differences that cannot be addressed in small-group instruction or in a scripted program.

Participating children receive daily, one-to-one 30-minute lessons taught by a specially trained teacher. Students usually receive these lessons for 12 to 20 weeks each, until they can read within the average range of their class and demonstrate that they can continue to

achieve. As students leave the program, others enter.

In conjunction with the training, Compton-Lilly – an experienced Reading Recovery teacher who received her trainer preparation at Ohio State University – will be collecting and analyzing detailed data on the application of Reading Recovery in Wisconsin.

“The center is made possible by a generous gift from an alumna who knows that a solid foundation in reading is critical to a child’s success in school,” says Julie Underwood, dean of the School of Education. “We’re very grateful for that support.”

Reading Recovery, which has served more than 1.4 million students since its 1984 introduction in the United States, has been shown effective in closing the achievement gap for ethnic, minority, and low-income students. Research also has demonstrated the program’s effectiveness with English Language Learners.

Compton-Lilly acknowledges that Reading Recovery has its critics, but notes that opponents question the cost of providing one-on-one instruction rather than the effectiveness. Her response: “What’s it worth for a child to read?” She regards Reading Recovery as cost-effective, especially when weighed against the long-term costs of children and adults being unable to read.

She says that Reading Recovery also works as an identification mechanism, distinguishing those students who merely need extra help to catch up with their peers from those who truly need long-term special education services.

In Wisconsin currently, 12 teacher leaders work with 280 Reading Recovery teachers in 148 schools across the state. In 2004–05, these teachers worked with 2,263 students.

Although these teacher leaders were trained outside of Wisconsin – at another of the 25 Reading Recovery centers in North America – they will benefit from the new center at UW–Madison, where they will meet for two days of inservice sessions twice a year.

As a group, they also will attend the annual national Reading Recovery conference.

Meanwhile, Compton-Lilly has been visiting schools where Reading Recovery is used to get to know the people and learn about the schools. She also has focused on putting the pieces in place for the intensive teacher-leader-preparation program, which will involve 18 credit hours of coursework, both theory and practice, over an academic year.

Having the program in Madison, she explains, will allow Wisconsin teachers to become teacher leaders without having to relocate for a year – a convenience for the teachers and a cost-saver for the districts paying for the training. The teacher leaders program, available only to certified teachers with a master's degree, will accommodate up to 12 participants at a time. Compton-Lilly

expects at least six participants next year, when the program goes into full operation.

While leading the research initiative, Compton-Lilly points out that the teachers also will be doing their own studies. “We keep a ton of information on every student and every teacher,” she notes, including test scores on students beginning and completing the Reading Recover program. The quantitative data will be analyzed to look for statewide trends, while qualitative analysis will be used to compare the efficacy of individual elements of instruction.

The data will be fed into a national database for further analysis on a larger scale. ■

To learn more about Reading Recovery, visit the Reading Recovery Council of North America online at www.readingrecovery.org.

Scholar tells students: ‘We can’t have low expectations of blind people’

Angela Howard recalled having to sit through a high school math class without a textbook, waiting day after day for one to be provided.

“Allowing a sighted child to sit through a semester in algebra without a textbook is unacceptable,” said Howard, who lost her sight as a child. “It should be unacceptable for a blind child, too.”

Howard and Angela Wolf – who met as 12-year-olds at a Federation for the Blind summer camp – gave UW–Madison students a glimpse into life without the use of eyes. Visiting campus as Brittingham Fellows, the two women spoke to classes in the Department of Rehabilitation Psychology and Special Education (RPSE), met with students during a drop-in session, and gave a presentation for RPSE faculty and graduate students.

“It’s acceptable and respectable to be blind,” Howard told students in the Individuals with Disabilities class, taught by Audrey Trainor, RPSE assistant professor.

The sessions with the two women sensitized the students – including many who are

preparing to teach – about blindness and other physical impairments and how children with disabilities can be accommodated in regular classrooms. “My teachers, for positive and negative reasons, shaped who I am today,” Howard noted.

“Many teachers will be in classrooms where the disabilities represented by students will vary greatly,” Trainor explained. “The focus of the visit was on creating inclusive environments and classrooms and fostering independence for all students with disabilities, with a special focus on blindness.” She said the discussion was especially timely for one student teacher, who has been working with a blind student in a public-school classroom.

“We can’t have low expectations of blind people,” Howard told students. Wolf added, “Make sure blind kids are doing age-appropriate things.”

In the Instructional Methods class, Howard and Wolf worked with associate pro-

“It’s acceptable and respectable to be blind.”

— Angela Howard

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fessor Kimber Malmgren's students to brainstorm ways to accommodate blind students in a math lesson that involves plotting the slope of a line. Trainor said, "The greater discussion that emerged, however, addressed the work that is involved in accommodating and modifying for students with disabilities, the importance of challenging all children intellectually, and the need to foster self-determination in children with disabilities."

Howard and Wolf served as models of individuals who did not allow blindness to stand in the way of achievement. Although both grew up in Louisiana, across the river from each other, their early experiences differed significantly.

Wolf went blind soon after a doctor gave her an excessive dose of vitamin A, which triggered a rare condition that destroyed her optic nerves. Because she had parents who were strong advocates and attended a public school district that promoted inclusive settings, she received the support services she needed.

Howard lost her sight slowly from a degenerative condition. Although legally blind throughout her early school years, she tried to use her limited sight to pass as sighted. Her school district offered few services for students with disabilities, and she remained in the general education setting with little thought or planning on her behalf. "I spent a lot of time just trying to get by," she said, adding that her experience was more typical for blind children than Wolf's.

At the summer camp where they met, the two girls met blind people who were successful and productive. They

learned how to adapt – and came to view blindness as more of an inconvenience than an impairment. As a result, Wolf said, "I had a positive attitude about blindness." Howard describes the "attitudinal shift" as more important than learning any particular skill, including Braille.

The two kept in touch, later attended the University of Texas, and pursued advanced degrees in education-related fields. Wolf completed post-baccalaureate teacher certification in education, while Howard earned a master's degree in public policy and is pursuing a doctorate in sociology.

Wolf, who started doing art before she lost her sight, continued to pursue her artistic interests. She eventually found an art teacher who helped her explore alternative techniques in drawing, painting and sculpture. She has earned her teaching certification and has taught in general classrooms.

Howard's studies have focused on education policy and the implementation of the Individuals with Disabilities Education Act. She also has spent a semester in Africa and worked for AmeriCorps in Minneapolis.

Both women have been active with the National Federation of the Blind, which has been a leader in what they characterize as a civil rights battle against negative attitudes about blindness.

In addition to telling their personal stories, they introduced students to some of the adaptive materials – both high-tech and low-tech – that enable them to accomplish everyday tasks. Howard noted, "You can do anything with a little imagination and the right attitude." ■

CIMC notes websites

The Center for Instructional Media and Computing (CIMC) has added several websites to its listings of recommended electronic resources, including:

◆ **AwesomeStories.com**

(awesomestories.com) a teaching/learning/reading tool with links to approximately 100,000 primary pictures, documents, maps, and audio/visual clips from the world's leading libraries, national archives and governmental websites.

◆ **OLogy** (www.ology.amnh.org), sponsored by the American Museum of Natural History, which offers age-appropriate content in archaeology, astronomy, biodiversity, genetics,

marine biology, paleontology, and physical science for kids ages 7-12, with games, features, and polls for kids, and curriculum materials, activity plans, and reference lists for educators.

◆ **Science of cycling**

(www.exploratorium.edu/cycling/), part of a sports science series from the Exploratorium, covering topics such as bicycle wheels, drives and gears, frames and materials, braking and steering, aerodynamics, and human power. Includes timeline, images, audio and video clips, and reference materials.

◆ **Back-to-school resources**

for teachers (www.caslt.org/research/

backtoschool.htm), sponsored by the Canadian Association of Second Language Teachers, offers links to online back-to-school resources, ice-breakers, first day activities, classroom management, and more.

◆ **Passport: International Children's Literature**

(<http://passport.imaginarylands.org>), a guide to international children's literature resources. Includes links to children literature awards, authors and illustrators, bookfairs, book-sellers, journals, grants, organizations, publishers, and more. Links are organized by geographic region.

Researcher carries findings to those at risk

UW–Madison researchers led by Mary Schneider have found strong evidence that expectant mothers who consume moderate amounts of alcohol – as little as one or two drinks a day – run an increased risk of significantly harming their children. The researchers warn that, by drinking, pregnant women are setting up their offspring for possible problems that often are compounded over a lifetime.

For such studies to truly pay off, findings must be applied to practice, and information needs to reach those who have a real-life stake. Usually, once findings are published, researchers leave the application up to a myriad of front-line health and social service providers.

Schneider, professor of occupational therapy, kinesiology, and psychology, takes a hands-on approach to get her findings to at least some of those in need of such information. For a decade, she has enlisted graduate students to join her in talking to teenage girls enrolled in the School Age Parent (SAPAR) Program, one of the Affiliated Alternatives offered by the Madison Metropolitan School District.

On her most recent trip, she is accompanied by Lisa Gajewski and Kavitha N. Krishnan, doctoral students in occupational therapy. This is Krishnan's first time; Gajewski has accompanied Schneider before.

As the three set up the presentation, teacher Lesa Reisdorf (B.S. '81 in family and consumer education) directs about three dozen young girls – some obviously pregnant, another clutching a newborn – into their seats in the upstairs classroom. As the room begins to settle down, Reisdorf hands out a "quiz" designed to reinforce the information being presented.

As she begins to address the girls, Schneider emphasizes that the research has identified factors that increase risks – not absolute causes. To help gain their trust, she explains that she too was a single mom and



PHOTO: KERRY G. HILL

offers the advice she followed: "The best thing you can do for your kids is get an education."

Consuming alcohol as the child develops can lead to defects, Krishnan explains, first in clinical terminology and then in plain English. "When the mother drinks, the child drinks."

"Even social drinking can cause problems," says Schneider. For emphasis, Krishnan adds, "There is no safe dosage of alcohol during pregnancy, and no safe stage for drinking."

If a young mom wants to drink, one girl asks, how long should she avoid breastfeeding afterward. At least 24 hours, to allow time for the alcohol to clear the system, says Schneider, pleased that the questioner at least is giving the matter some thought.

"Look what alcohol does to the brain," Schneider says later, calling attention to a photograph of a normally developing brain alongside of a smaller one stunted by alcohol exposure. "Alcohol causes certain cells to die."

Two girls mention that they were given alcohol by an adult family member when they were quite young.

From left, Mary Schneider, Lisa Gajewski, and Kavitha N. Krishnan prepare to address teenage girls enrolled in Madison's School Age Parent Program about the risks of alcohol and marijuana use during pregnancy.

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Krishnan and Schneider list the signs of fetal alcohol syndrome and its complications, such as the inability to do mathematics. Individuals who cannot do math can find it difficult to handle money and hold a job. “The problems get bigger as they get older,” Schneider says.

Schneider explains how she uses monkeys to study the effects of moderate alcohol exposure and stress. She notes that the monkeys who consume alcohol get the equivalent of just one to two drinks per day, roughly enough for a blood alcohol content of 0.05 – less than the 0.08 legal threshold for drunk driving.

“Usually the body can tolerate a little of something,” she notes, adding that the most serious problems usually result from multiple risk factors.

When Gajewski asks how many girls’ boyfriends smoke marijuana, about half of them raise their hands. (Reisdorf had told Schneider that this is a major issue.) Gajewski tells the girls that the lifestyle habits of fathers and others around them affect the outcomes of their pregnancies. “You don’t want anybody smoking marijuana around you,” she says.

One student says she knows someone who “smoked weed” while pregnant and her baby came out just fine. But another notes that she knows someone else who did and had a couple of babies with significant problems.

Afterward, Schneider says she was delighted the second student chimed in with confirmation of the warnings. As they head back to campus, she, Krishnan, and Gajewski wonder aloud about the impact of their presentation. Results are impossible to track, Schneider notes, but if only a few students, even one, change their behavior as a result, the effort is worth it.

“You do the best you can,” she says. ■

Fetal alcohol exposure puts key neural system at risk

Even moderate prenatal exposure to alcohol has pronounced effects on the development and function later in life of the brain’s dopamine system, which is a critical component of the central nervous system that regulates many regions of the brain, according to UW–Madison researchers.

A team of researchers led by Mary L. Schneider, professor of occupational therapy, kinesiology, and psychology, reported on the latest findings in Schneider’s ongoing studies of fetal alcohol exposure, in the September 15, 2005 issue of *Alcoholism: Clinical and Experimental Research*.

The study was conducted at UW–Madison’s Harlow Center for Biological Psychology and funded by the National Institute of Alcoholism and Alcohol Abuse. It looked at the effects of moderate drinking on the offspring of three groups of pregnant rhesus macaques, which were provided access to moderate amounts of alcohol during various stages of gestation. A control group was not exposed to alcohol.

Schneider’s team found that pregnant monkeys who consumed the equivalent of just one or two drinks a day altered the dopamine systems of their offspring. Dopamine is a key chemical messenger that helps the brain perform functions ranging from simple movement to cognition to facilitating feelings of enjoyment and motivation. Abnormalities in the

functioning of the system can contribute to such things as addiction; issues of memory, attention and problem solving; and more-pronounced conditions such as schizophrenia.

The influence of alcohol on the dopamine system, depending on the timing of exposure during gestation, varies, but illustrates yet another biological consequence of drinking while pregnant.

“It appears that there is no safe time to drink,” says Schneider, one of the nation’s leading researchers on this subject. “And because our study looked at the effects of lower doses of alcohol than most previous studies, the results suggest there is no safe amount of alcohol that can be consumed during pregnancy. Even moderate drinking can have effects that persist to adulthood.”

These findings add to a growing list of alcohol’s negative effects on the developing fetus. In the last 30 years, scientists have found that prenatal exposure to alcohol, the drug most widely abused by pregnant women, leads to a host of health and development issues, including low birth weight, facial deformities and mental retardation.

“This is a big problem,” says Schneider. “People have been drinking since Biblical times, but it’s only been within the last few decades that we’ve begun to understand the effects of drinking on fetal health.”

RESEARCH BRIEFS

UW–Madison joins in major children’s health initiative

A consortium of community organizations and academic institutions in Wisconsin – including UW–Madison – will participate in the largest long-term study of the environment’s effects on human health and development ever conducted in the United States. Unique in its broad national approach to the environment, this long-term study aims to improve the health and well-being of children.

The National Children’s Study – authorized by Title X of the Children’s Health Act of 2000 – is being planned and conducted by the National Institute of Environmental Health Sciences, the Centers for Disease Control and Prevention, and the U.S. Environmental Protection Agency, along with the National Institute of Child Health and Human Development.

The study calls for recruiting women of childbearing age and following their offspring from either the first or second trimester until age 21. Six study centers, called Vanguard sites, plan to enroll 100,000 children nationwide. The Wisconsin portion of the study will focus on 1,200 children from the Waukesha County area. The other sites are Queens, N.Y.; Orange County, Calif.; Salt Lake County, Utah; Duplin County, N.C.; and Montgomery County, Penn.

UW–Madison’s Waisman Center and the Medical College of Wisconsin are the lead partners in a five-year, \$16.2 million contract for the first phase of the Wisconsin study. The project will involve several

News from WCER

News, reports and resources from the Wisconsin Center for Education Research (WCER) are available on the WCER website.

- ◆ The news section – www.wcer.wisc.edu/news/index.php – includes information on events, in-depth articles about WCER research activities, shorter items about research findings, and mentions of WCER researchers in the press.
- ◆ The publications section – www.wcer.wisc.edu/publications/index.php – includes WCER Working Papers, which allow researchers the opportunity to achieve rapid, broad dissemination of their research results, and *WCER Research Highlights*, the quarterly newsletter.

UW–Madison School of Education researchers at the Waisman Center and at the Wisconsin Center for Education Research, including Leonard Abbeduto of Educational Psychology and the Waisman Center, WCER Director Adam Gamoran, and WCER research scientist Kim Pierce.

Findings from the National Children’s Study will be made available as soon as possible as the research progresses. The study is expected to form the basis of child health guidance, interventions, and policy for generations to come

WCER-led consortium to create data systems

A three-state consortium led by the Wisconsin Center for Education Research (WCER) will receive a total of \$9.4 million from the Institute of Education Sciences (IES) over the next three years to design and implement statewide systems for longitudinal education data. The IES is the research, evaluation and statistical arm of the U.S. Department of Education.

WCER will receive a \$600,000 subcontract from each of the three states – Wisconsin (awarded \$3.1 million), Minnesota (\$3.3 million), and Michigan (\$3 million) – to provide assistance in setting up the longitudinal data systems.

WCER Director Adam Gamoran credits Rob Meyer, director of WCER’s Value-Added Research Center, and Chris Thorn, WCER’s director of technical services, for success in the bidding process. “The three state departments of education are very grateful for their guidance,” Gamoran notes. “Over 40 states competed for these awards; only 14 were successful, including the three in our consortium.”

These systems are intended to help states generate and use accurate and timely data to meet reporting requirements, support decision-making and aid education research.

The individual three-year grants range from \$1.5 million to nearly \$6 million.

Don't just look at it ... play a round!



Many people view “public art” simply as something nice or provocative to view. An installation project that sprang last year from a

UW–Madison class on public art “putts” that passive notion to rest.

Art students in a class taught by associate professor Aristotle Georgiades formed a group called the Wisconsin Area Miniature Golf Enthusiasts (WAMGE) and set out to create their own full-sized, nine-hole mini-putt course. All the creative energy involved ensured that this would be no run-of-the-mill amusement-park course.

Each hole reflected the vision of an individual artist or a small group of artists, explains Dave Beck, the art student and instructor who coordinated the installation. Beck says the artists – as many as 18 were involved – viewed their creations as “public art that people could interact with and understand.”

The course opened for two weekends in May at an East Side location in Madison and

again on October 8 on the third-floor balcony of the Humanities Building as part of the Arts Night Out campus event. Beck describes the first run as successful and the second as “five times more successful.” He estimates that the installation’s two runs drew as many as 500 people.

“People at first didn’t know they could play it,” he notes. “Once they started playing it, they really enjoyed it.” In turn, the artists were delighted to see people “participating in a public art piece without really knowing it.”

The holes ranged from serious – designed by a landscape architect – to purely whimsical. In one, a remote-controlled car substitutes for a club on a course designed like a parking lot. Another, called “Putt-ing 2 and 2 Together,” forces two players to coordinate their putting efforts, using a pair of clubs welded together. Other holes featured a ramp fashioned from hundreds of gumdrops, held together by toothpicks; a pinball-machine layout; a giant sand trap; a mountain with two routes for the ball; a California-shaped green that can be shifted by a pneumatic pump.

The Arts Institute provided grant funding for the project as part of its support for Arts Night Out. Play It Again Sports furnished the clubs.

If you’re hoping to play a round on this unique course, you’re out of luck. Because its size made storage difficult, the course was dismantled after the October showing.

However, Beck adds, “We had so much fun, maybe we’ll do it again.” ■

The challenge on the third hole of the artist-designed mini-golf course is that two people must coordinate the putt.

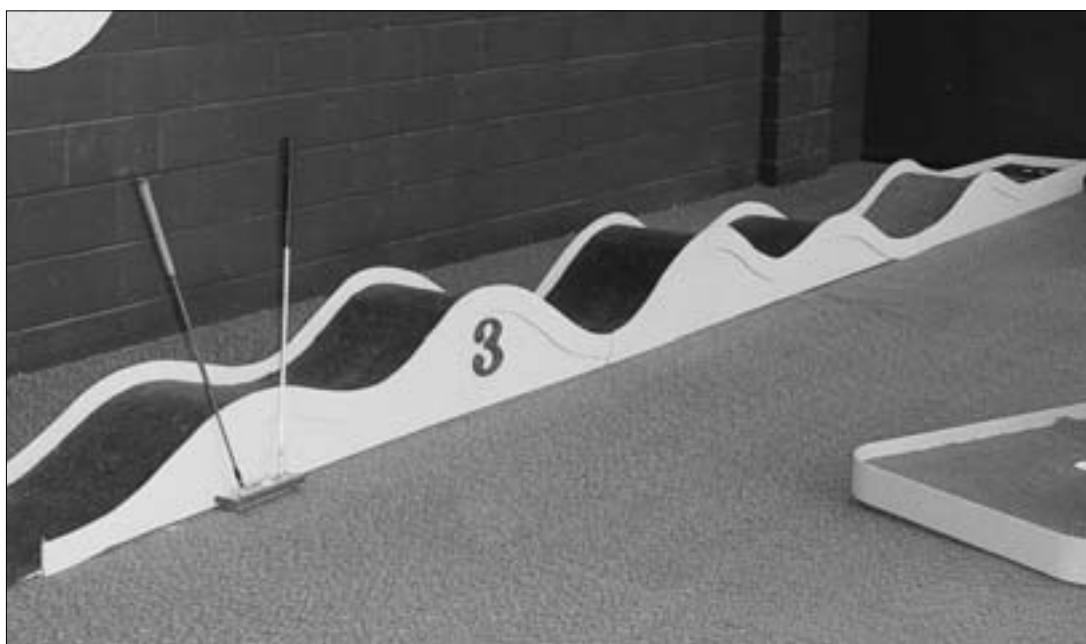


PHOTO COURTESY OF DAVE BECK

UW hosts major printmaking conference

An estimated 800 to 1,000 printmaking artists are expected to gather in Madison this spring, as UW–Madison’s Art Department hosts the 2006 Southern Graphics Council (SGC) Conference, April 5–9.

The conference theme, *Genetic ImPrint: The Printmaking Genome Project*, loosely blends Madison’s instrumental roles in both biotechnology and printmaking by considering issues surrounding genetics through the framework of prints.

“Genetic manipulation and the technological transformation of nature have become increasingly important global concerns,” notes Michael Connors, associate professor of computer-augmented printmaking and design, who is coordinating the conference. “Advances in genetics are both promising and disconcerting – spawning hope for the future as well as ethical and moral issues that challenge the fabric of the human condition and our relationship to the world we live in.”

Conceived as a conference to reflect on the current and future condition of humanity and printmaking, *Genetic ImPrint* will promote venues that, with humor and seriousness, map, probe, document, splice, and recombine the codes that structure both the human genome and printmaking.

He described the conference “as a much-needed dialogue between the arts and genetic sciences that, in the course of the conference, will allow some common light to fall upon

the origin of ideas, techniques, research practices, and creative objectives of both.”

The conference will include panel discussions, paper and portfolio presentations, demonstrations, and exhibitions. Scheduled panels include such topics as “Altering the Genetic Template: The Question of Unintended Consequences”; “Critiquing Frankenstein’s Body - the Anti-Critique”; and “Widening the Genetic Pool: Cross-Cultural Initiatives in a Global Print Community.”

Exhibitions will include works by UW–Madison faculty, M.F.A. printmaking alumni, the undergraduate Print Club, and prints by Tandem Press.

The SGC is the largest printmaking organization in the United States and also has representatives from several countries, explains Connors, who serves on the SGC board and as editor of SGC’s newsletter, *Graphic Impressions*. Past conferences have drawn delegates from Ireland, South Africa, India, Japan, China, the Middle East, and Europe.

Charles Ritchie, assistant curator of the Department of Modern Prints and Drawings at the National Gallery of Art in Washington, D.C., is the scheduled keynote speaker. The SGC will honor Warrington Colescott, emeritus professor of art, with its Lifetime Achievement Award. ■

Gift to establish project on Judaism and the arts

The Mosse-Weinstein Center for Jewish Studies at UW–Madison will be expanding its mandate under a \$500,000 gift grant from Marvin and Mildred Conney.

The gift establishes the Conney Project on Jewish Arts, intended to be a major center for both art and scholarship, according to project director Douglas P. Rosenberg, associate professor of dance and member of the Jewish Studies faculty.

“The contribution of Jewish artists and scholars to modern art never has been explored adequately,” he says. “There is a remarkable amount of important work in the visual and performing arts as well as theory and

writing about art. We will begin to collect images and text early next year to build a living archive in digital form.”

Rosenberg says he has taught one Conney Undergraduate Seminar on Judaism and the Arts, an endowed course taught every other year. There also has been a pilot colloquium, “Experimental Jews: Projecting Jewishness in the Visual Arts.” The next event will be a colloquium on the Jewish presence in contemporary art, slated for spring of 2007.

“The Conney Project will create opportunities for scholars and practicing artists to meet and exchange ideas,” Rosenberg says. Long-term plans for

the project include an undergraduate seminar, a feature-length documentary and a visiting artists exchange. Public events will be incorporated throughout. Rosenberg says project collections will be as broad as the arts.

Marvin Conney, who graduated from UW–Madison in 1950 with a bachelor’s degree in economics, is the retired CEO of Conney Safety Products of Madison.

The Conney Project will be based in Ingraham Hall on the UW–Madison campus. For more information about the project, contact Rosenberg at (608) 262-1641, or by email at rosend@education.wisc.edu. ■

IN THE ARTS

Observatory hosts Glowacki installation

Starry Transit, an exhibition organized by the Madison Museum of Contemporary Art in partnership with the UW–Madison Department of Astronomy, featured an installation of site-specific sculptural works by Wisconsin artist **Martha Glowacki** (B.S. '72 in art education; M.F.A. '78 in art). The exhibition ran August 27–November 6.

Glowacki created an installation specifically for the 1,200-square-foot dome of the University's historic Washburn Observatory. Drawing heavily on historical scientific objects and manuscripts, the installation used sculptural elements, texts, and recorded sound to explore the mysteries of night bird migration and the human relationship with the stars.

For an article on this exhibit, go online to www.news.wisc.edu/11506.html.

Distinguished dancers teach UW students

The Dance Program added to its growing list of distinguished dancers and choreographers who have come to UW–Madison to work with UW–Madison students.

◆ **Nina Watt**, a 30-year veteran of the José Limón Dance Company, taught modern technique and dance repertory classes here for the fall semester as a Henry-Bascom Visiting Professor. She also spoke about the legacy of José Limón at a Friday Forum in October and choreographed a piece for the Fall Faculty Concert in November.



PHOTO: MICHAEL FORSTER ROTHBART/UNIVERSITY COMMUNICATIONS

Starry Transit, an installation created by Martha Glowacki for the 1,200-square-foot dome of UW–Madison's Washburn Observatory, explores how night-flying birds navigate by the stars. This detail shows a bird perched on a constellation.

Watt has been cited as “one of the most important modern dancers of her generation” by *Dance Magazine* and received the 2002 “Bessie” New York Dance and Performance Award for Sustained Achievement. She has performed in U.S. State Department tours of the Soviet Union in 1973 and the Middle East in 1976, and at embassies throughout Europe and South America, and before President Clinton and White House guests in 1996.

She became artistic associate for the Limón Company in 1992, and continues to serve in that capacity.

◆ **Bill Evans**, an internationally known performer and choreographer of modern dance and rhythm tap dance, was a guest artist in residence in November. While here, he produced a student-performed piece for the Fall Faculty Concert and presented lecture-demonstrations.

From 1975 to 2004, Evans was artistic director of the acclaimed Bill Evans Dance Company – the most-booked dance company for several years under the auspices of the National Endowment for the Arts' Dance Touring and Artist in the Schools Programs.

He has performed in all 50 states and around the world and has choreographed more than 200 works for more than 60 professional dance companies throughout the world. He has been awarded the Guggenheim Fellowship, numerous grants and fellowships from the National Endowment for the Arts, and more than 70 other awards from public and private arts agencies in the United States and Canada.

He has held faculty positions at the Universities of New Mexico, Indiana, Washington, and Utah.

Art classes inspired Camp Randall sculptor

Donald Lipski conned his way into a pair of UW–Madison art courses in his senior year, and his gambit blossomed into an internationally acclaimed art career.

Lipski, whose 48-foot-tall sculpture *Nail's Tales* was installed near Camp Randall Stadium in November, came to UW–Madison as a business major in 1965, but later switched his major to American Institutions.

Although he lacked the prerequisites, the Highland Park, Ill., native managed to enroll in courses in woodworking and ceramics. “Those courses changed my life,” he says. “In particular, I had a ceramics teacher named Don Reitz who is a legend in the ceramics world and a great mentor.”

Lipski went on to earn a master of fine arts at Cranbrook Academy of Art in Bloomfield Hills, Mich., and to teach art at the University of Oklahoma. Over the years, his work has been shown in galleries throughout the United States and Europe. In 1997, he began to take on larger, public art commissions across the country, and his pieces can be seen in New York City's Grand Central Terminal, Miami International Airport, and the Washington, D.C., Convention Center.

He recognizes that public art can promote debate – as demonstrated by reaction to *Nail's Tales* – but he notes that some of the world's most revered artwork was once disparaged.

ART SHOWS

◆ **Loeser's furniture:** *Disequilibrium*, a one-artist show, featured works of furniture art by **Thomas Loeser**, UW–Madison professor. The show ran September 8–October 1 at the Leo Kaplan Modern Gallery in New York City. One piece, *Chair³*, consists of a set of nine chairs set in a simple box grid, with each chair differently sized (from short to tall) and proportioned (from thin to fat). Another, *LadderbackkcabreddaL*, grafts a conventional chair and a rocker so that when you sit in either chair, the other hangs upside-down over your head.

◆ **Pylant's paintings:** Twenty-one oil and watercolor paintings by **Carol Pylant**, UW–Madison professor, were featured in *In Flight*, a solo exhibition at the Peltz Gallery in Milwaukee, which ran July 29–September 30. In June, Pylant will offer a three-week International Seminar on “Painting in Florence.”

◆ **Colescott exhibit:** Prints and watercolors by **Warrington Colescott**, emeritus professor of art, were featured in a special exhibition, August 18–September 18, at the Milwaukee Art Museum. This show spanned the range of Colescott's printmaking and watercolor from the late 1940s to the present and marks a recent major gift from the artist and his wife to the museum's collection.

◆ **Hamady retrospective:** Large sculptural boxes, collages, and framed pieces that illustrate different processes and tools used in making books were among 40 years of works by **Walter Hamady**, emeritus professor of art, featured in a retrospective exhibition. *Juxtamorphing Space Works* ran October 7–November 20 at the James Watrous Gallery in Madison's Overture Center for the Arts.

◆ **Solien show:** Nine paintings by **T.L. Solien**, associate professor of art, were featured in *Cemetery Stack*. This show ran September 2–October 12 at the Clough-Hanson Gallery at Rhodes College, Memphis, Tennessee.

ARTS INFO

For the latest news and event information at the UW–Madison, go online to Arts on Campus, www.arts.wisc.edu

Wood goes tagging on Trinidad beach

For nearly two weeks last May, Jessica Wood spent long hours monitoring the night life on a stretch of Trinidad's Matura Beach. Exciting, yes, but this was no leisurely Caribbean getaway.

Wood, who earned her bachelor's degree in elementary education with a focus on science at UW–Madison in 2001, is the teacher services coordinator at the John G. Shedd Aquarium in Chicago, where she helps land-dwelling humans connect with aquatic animals at the popular aquarium. Last year, she traveled as a member of an expedition to the West Indies, organized by the non-profit Earthwatch Institute, to make her own connection with one species in particular – the endangered leatherback sea turtle.

Each night, Wood and fellow volunteers patrolled specific zones of the beach, observing, measuring, and tagging female turtles that

crept ashore during the nesting process. In the process, they contributed to the body of data about the leatherback nesting population that will be used to design effective conservation-management programs.

"This was an amazing learning experience," Wood says. "While in the field, I observed the nesting process of nearly 100 leatherback sea turtles. They face such great challenges to their survival."

Wood, who grew up in Racine, also enjoyed having contact with the local community. "The most rewarding part of the expedition was learning about the culture and ecology from the community members. They have an admirable connection and appreciation for their environment. The Maturans reminded me how important it is to slow down and care for my surroundings."

While a student at UW–Madison, Wood had an internship at the Smithsonian Institution that turned her interest from classroom teaching to being another sort of educator. Now 26, she has been at the Shedd Aquarium for more than three years.

Upon returning to Chicago, Wood began planning programs to share her experience in Trinidad with area educators. "By bringing my experiences of tagging leatherbacks back to Shedd, I hope to connect local educators and school districts to the plight of the sea turtles of Matura and strengthen conservation studies with generations of students to come." ■

For more information about Earthwatch Institute, go online to www.earthwatch.org. For more information about the Shedd Aquarium and its programs, go online to www.sheddaquarium.org.

School of Education alumna Jessica Wood helps tag and collect data on nesting leatherback sea turtles in Trinidad.

PHOTO: COURTESY, JESSICA WOOD



ALUMNI UPDATES *(Listed by year of first degree)*

Inspired by the Children's Cooperative Book Center at UW–Madison, **Kaye J. Exo** (B.S. '58 in education and speech) has been publishing *Grandma's Book Letter* since 2001, focusing on outstanding books for children and teens on multicultural stories, peace and justice, and the environment. She also posts her list on her website.

The work of internationally known glass artist **Marvin Lipofsky** (M.A. '64, M.F.A. '64 in art) was featured in *A Glass Odyssey*, an exhibition at the Fresno (California) Art Museum that ran November 18–January 8. Lipofsky, one of the first studio-glass students of **Harvey Littleton**, introduced the art-glass form at the University of California, Berkeley, where he taught 1964–72. He founded and headed the glass department at the California College of Arts and Crafts, where he taught until 1987. His numerous awards include two National Endowment for the Arts Fellowships, The Living Treasures of California Award, and Honorary Life Member of the Glass Art Society.

Gary Brown (M.F.A. '66 in art) has his work included in *Drawing For Life (The Journal as Art)* by Jennifer New (Princeton Architectural Press, 2005). Brown recently retired from the Department of Studio Art at the University of California, Santa Barbara, where he has taught for 40 years. As an emeritus professor, he will be teaching a journaling class in the university's College of Creative Studies.

Barbara Ann Ries (B.S.E. '70 in mathematics, M.S. '76 in curriculum and instruction) has been named one of five regional Teachers of the Year by the Association for Career and Technical Education, the national professional

association for the field of career and technical education. Ries has worked for more than 20 years at Chippewa Valley Technical College (CVTC) in Eau Claire, Wisconsin, where she teaches mathematics and chairs the Mathematics and Physical Science Department.

Richard Chait (Ph.D. '73 in educational administration) received a 2005 Research Writing Award at the Council for Advancement and Support of Education (CASE) Annual Assembly. Chait, a professor of higher education at Harvard University's Graduate School of Education, received a John Grenzebach Award for Outstanding Research in Philanthropy for Educational Advancement for his book *Governance as Leadership: Reframing the Work of Nonprofit Boards*, co-written with William Ryan and Barbara Taylor. Chait is an emeritus member of the School of Education's Board of Visitors.

Kathleen Kadon Desmond (B.S. '73 in art education) received the Byler Distinguished Faculty Award at Central Missouri State University, where she is a professor of art and former graduate dean and assistant provost for academic affairs. The Byler Distinguished Faculty Award is the most prestigious award in recognition of research and creative activities, teaching and service at Central Missouri State.

Chris Gargan (B.S. '74 in art education, M.F.A. '78 in art) exhibited new landscape paintings in *Sacred Imperative*, a show that ran in November and December at Cafe Montmartre in Madison. Gargan, who teaches art at Madison Area Technical College, also exhibited works in the past year at Mr. Helsinki in Fish Creek, Wisconsin, and

at Larry Welo Studio in Blue Mounds, Wisconsin.

Bill Amundson (B.S. '75 in art) had his first solo show in New York City September 8–October 10 at the Morgan Lehman Gallery. Amundson has been a working artist in Colorado since 1976 and, for the past several years, has served as an adjunct drawing instructor at the University of Colorado–Boulder.

John W. Santas (Ph.D. '75 in continuing and vocational education) received a 2005 Champaign-Urbana International Humanitarian Award for his work as assistant director of ACES Global Connect in the University of Illinois College of Agricultural, Consumer and Environmental Sciences. Santas, who also has an M.S. in agricultural education from UW–Madison, has been involved with the ACES study-abroad program, the development of international programs in the college, and the training of agricultural researchers in Pakistan and Afghanistan.

Christine B. McCormick (M.A. '79, Ph.D. '81 in educational psychology) became dean of the University of Massachusetts–Amherst School of Education in September. McCormick previously was a professor of educational psychology in the University of New Mexico College of Education, where she chaired the Department of Individual, Family and Community Education 1999–2004. She also has held faculty positions at the University of South Carolina and Illinois State University.

Laura Leigh Rampey (M.S. '88 in curriculum and instruction) was elected Teacher of the Year by the faculty at

William H. Turner Technical Arts High School in Miami, Florida. She teaches geometry and pre-calculus.

Dave Moyer (B.S. '88 in secondary education/English) gave presentations at the NCA National Conference on School Improvement in April and the Illinois Principals Association Conference in October, and published an article on knowledge and skills-based pay in the spring 2005 *Journal of School Business Management*. Moyer is principal of the Community High School East Campus in McHenry, Illinois.

Thomas Hagood (Ph.D. '90 in kinesiology/physical education) received the Visionary Award from the National Dance Education Organization (NDEO). Hagood, an associate professor and director of dance at Florida International University, has served as president of the NDEO and co-chair of the NDEO's Research in Dance Education project, a three-year project funded in part by a \$673,000 grant from the U.S. Department of Education.

Berit Naeseth (B.S. '94 in art) was one of four Arts/Industry artists-in-residence last summer at the Kohler Co.'s pottery division. Naeseth, a former teacher at the Milwaukee Institute of Art and Design, is the daughter of **Hardean Naeseth**, UW–Madison emeritus professor of art, who died in 2003.

Paul Prevenas (Ph.D. '94 in educational administration) has become principal of Maui Campus Elementary School in Hawaii. He previously served seven years as superintendent of the Brookings-Harbor School District in Oregon. It's not his first time in the 50th state; as a graduate assistant in 1986, Paul worked as a research assistant and textbook writer with the University of Hawai'i Laboratory School in Honolulu.

Melanie Feerst (M.F.A. '96 in art) was an artist-in-residence for six weeks last fall at the Scottish Sculpture Workshop in Huntley, Aberdeen, Scotland, where she worked in the foundry.

Alfiee M. Breland-Noble (Ph.D. '97 in counseling psychology) recently received two prestigious national research awards, a Supplement to Promote Diversity in Health-Related Research Award from the National Institute of Mental Health and a Health Disparities Loan Repayment Program Award from the National Center on Minority Health and Health Disparities. She recently became an assistant professor of psychiatry and behavioral sciences with the Division of Child and Adolescent Psychiatry at the Duke University Medical Center.

Margaret Nash (Ph.D. '00 in educational policy studies) has received a 2005 Critics Choice Award from the American Educational Studies Association for her book, *Women's Education in the United States,*

1780–1840 (Palgrave, 2005). Nash is an assistant professor of education at the University of California, Riverside.

Elisa Steele Shernoff (M.S. '02 and Ph.D. '04 in educational psychology) received the Outstanding Dissertation Award from Division 16 of the American Psychological Association. Steele Shernoff served as a project assistant at the Wisconsin Center for Education Research.

John A. LaNear (M.S. '04 in educational administration, Ph.D. '05 in educational leadership and policy analysis) received the Education Law Association's Dissertation of the Year Award for *Academic Freedom in Public Higher Education: For the Faculty or Institution?* LaNear is an assistant professor of administrative leadership at UW–Milwaukee.

Both LaNear and **Judith Risch** (Ph.D. '04 in educational administration), who received the prestigious ELA award last year, were advisees of **Julie Mead** (Ph.D. '94 in educational administration), associate professor of educational leadership and policy analysis, who received the ELA award for her own dissertation.

DEATHS

John L. Sullivan (B.S. '50 in physical education, M.S. '71 in counseling), age 78, of Adams, Wisconsin, died Saturday, May 28, 2005, at the Moundview Memorial Hospital & Clinic in Friendship, Wisconsin.

Denis Pahl (Ph.D. '70 in curriculum and instruction), age 74, of Raleigh, North Carolina, died December 9, 2005.

SHARE YOUR GOOD NEWS

Campus Connections welcomes news about the latest activities and accomplishments of alumni, faculty, and staff of the UW–Madison School of Education to share with colleagues, classmates, and others.

An online submission form is available at: www.education.wisc.edu/alumni/frm_submissions.asp

Items also may be mailed to:
Campus Connections
UW–Madison School of Education
Box 21 Education Building
1000 Bascom Mall
Madison, WI 53706–1398

Or via e-mail to:
soenews@education.wisc.edu

FACULTY/STAFF NEWS

Jeff Hamm, assistant dean for Academic Services in the School of Education, received one of the inaugural Champion Awards from the Women's Philanthropy Council (WPC), a program of the University of Wisconsin Foundation. Recipients are given the opportunity to designate a \$5,000 grant to a program benefiting women at UW–Madison.

Hamm has served on the campus Committee on Women since 2000 and as co-chair from 2001–02 through 2004–05. "Jeff has been a staunch supporter of creating a better environment for women, both through his long service on the Committee on Women and its climate working group, and through his position in the School of Education," says Linda Keller, atmospheric science researcher and co-chair of the Committee on Women.

Thomas Kratochwill, professor of educational psychology, received the Jack Bardon Distinguished Achievement Award from the Division of School Psychology (Division 16) of the American Psychological Association. This award is presented to professional and academic school psychologists who throughout their careers have demonstrated exceptional programs of service.

Dane B. Cook, assistant professor of exercise science, recently received a grant from the National Institutes of Health to study brain imaging and pain in fibromyalgia and rheumatoid arthritis. Cook, who received his Ph.D. in 1998 from the University of Georgia, joined the Department of Kinesiology last fall. His research interests revolve around the mechanisms of naturally occurring and chronic muscle pain, with particular interest in medically unexplained illnesses/conditions such as

chronic fatigue syndrome, fibromyalgia, and Gulf War illnesses.

Jerlando F. L. Jackson, assistant professor of educational leadership and policy analysis, received a three-year, \$385,000 grant from the National Science Foundation for a demonstration project aimed at increasing the number of African Americans entering graduate school in computing sciences fields. Juan Gilbert, associate professor of computer science of Auburn University, is Jackson's co-principal investigator.

Audrey M. Cotherman, director of the Comprehensive Center Regional VI based in the Wisconsin Center for Education Research, was among those profiled in *150 Lives that Make a Difference*, published in celebration of the 150th anniversary of Hamline University in St. Paul, Minnesota. Cotherman has a B.A. degree in English from Hamline.

Kenneth Zeichner, Hoefs-Bascom Professor of teacher education and

continued next page

Peterson celebrates 100th birthday

LeRoy Peterson, emeritus professor of educational administration, celebrated his 100th birthday on November 11.

Peterson – who lives in Bothell, Washington, near his two daughters and their families – received his Ph.D. from the University of Wisconsin in 1932.

The Kansas native served as research director for the Wisconsin Education Association from 1932 to 1948, gathering statistical material to bolster the case for public education to the State Legislature. During 1944 and 1945, he supervised federal grants to schools in defense areas in 13 states.

In 1948, he joined the School of Education faculty at the University of Wisconsin, where he taught classes in school finance and administration. He retired in 1971. During his career, he served as a department chair and on the Dane County School Committee.



LeRoy Peterson enjoys a treat during a party to celebrate his 100th birthday.

Sponsored by the UW Extension and Ford Foundation, he went to Nigeria for two years in the mid-1960s to improve and extend the education program. He also worked on the International Teacher Development Program at UW and on school and teacher-education programs in the Philippines for the World Bank.

His publications include *The Law and Public School Operation* (New York, 1969), co-written with Richard A. Rossmiller and Marlin M. Volz. ■

associate dean of the School of Education, gave a keynote address on “Contradictions and Tensions in the Place of Teachers in Educational Reform” last July at the 50th world assembly of the International Council on Education for Teaching at the University of Pretoria in South Africa.

Also, Zeichner and co-editor Marilyn Cochran Smith have been named 2006 recipients of the Outstanding Publication Award for *Studying Teacher Education* (Lawrence Erlbaum Associates, Inc., 2005) by the American Association of Colleges for Teacher Education’s Committee on Publications and the *Journal of Teacher Education*, to be presented on February 1 during AACTE’s 58th Annual Meeting.

The World’s Youth: Adolescence in 8 Regions of the Globe (Cambridge

University Press, 2004) received the Society for Research on Adolescence Social Policy Award for Outstanding Edited Volume. The book was co-edited by **Bradford Brown** (professor of educational psychology), Reed Larson, and T.S. Saraswati.

Bruce E. Wampold, professor and chair of the Department of Counseling Psychology, received the 2005 Alumni Award for Research from the Gervirtz Graduate School of Education, University of California, Santa Barbara, where he received his Ph.D. in 1981.

Pimjai Sudsawad, assistant professor of occupational therapy, was invited to serve on the Knowledge Translation Planning Panel of the National Institute for Disability and Rehabilitation Research (NIDRR) in the U.S. Department of Education.

The 10-member expert panel met last June to provide guidance to the agency on future activities in knowledge translation.

To honor the late **Jack Kean**, emeritus professor of curriculum and instruction and associate dean of the School of Education, the Wisconsin Association for Supervision and Curriculum Development (WASCD) created the Jack Kean Outstanding Young Educator Award, which recognizes emerging educational leaders. WASCD credits Kean, a former WASCD board member who also served as assistant state superintendent for academic excellence, for building bridges among higher education, the Department of Public Instruction, and Wisconsin’s schools, and for recognizing the value of professional organizations.

BOOKSHELF

Recent books by School of Education faculty, staff and alumni

Up Against Whiteness: Race, School, and Immigrant Youth, by **Stacey J. Lee** (professor of educational policy studies). New York: Teachers College Press, 2005.

School Law for Teachers: Concepts and Applications, by **Julie Underwood** (dean of the School of Education) and L. Dean Webb. Upper Saddle River, New Jersey: Pearson Education, Inc., 2005.

Inventing the Modern Self and John Dewey. Modernities and the Traveling of Pragmatism in Education, edited by **Thomas S. Popkewitz** (professor of curriculum and instruction). New York: PalgraveMacmillan, 2005.

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Curriculum and Instruction and Educational Policy Studies) and Kristen Buras. New York: Routledge, 2006. Also: *Educating The “Right” Way: Markets, Standards, God and Inequality*, 2nd edition, by **Michael W. Apple**. New York: Routledge, 2006.

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Aligning for Learning: Strategies for Teaching Effectiveness, edited by Donald H. Wulff, **Wayne Jacobson** (M.S. ’93 in counseling psychology; Ph.D. ’96 in continuing and vocational education),

Karen Freisem, Deborah H. Hatch, Margaret Lawrence and Lana Rae Lenz. Bolton, Massachusetts: Anker Press, 2005.

Life Span Motor Development, 4th Edition, by **Nancy Getchell** (M.S. ’89 in physical education; Ph.D. ’96 in kinesiology) and Kathie Haywood. Champaign, Illinois: Human Kinetics Publishers, 2005. Getchell is an associate professor in the Department of Health, Nutrition, and Exercise Sciences at the University of Delaware.

Learning to Teach Everyone’s Children: Equity, Empowerment, and Education That Is Multicultural, by **Carl Grant** (professor of curriculum and instruction) and Maureen Gillette. Florence, Kentucky: Thomson, 2006.

WISCAPE presentations, papers available online

In the face of declining state support for public higher education, nationally recognized leaders convened in Madison in September to talk about the trends in university funding, explore alternative models, and offer a vision for the future of public universities.

For anyone interested in this issue, but unable to attend these sessions, the Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE) has posted media from the sessions, along with materials from other programs, on the WISCAPE website – www.wiscape.wisc.edu.

The media from “The Future of the Public University” include videos of the two sessions, along with the presentations – “The Changing Relationship Between States and State Universities” by **Aims McGuinness**, senior associate at the National Center for Higher Education Management Systems (NCHEMS), and “A Call for the Miracle Model” by **Katharine Lyall**, emeritus president of the University of Wisconsin System, and **Kathleen Sell**, former associate vice president and chief budget officer of the University of Wisconsin System.

Look who’s coming to college? In October, another WISCAPE event looked at the changing demographics, perspectives, and expectations of today’s incoming college students. In posted presentations, **Jennifer Lindholm** of the University of California, Los Angeles focused on “Demographics, Aspirations, and Expectations,” and **Barbara Schneider** of Michigan State University discussed “The Misaligned Ambitions of Today’s College Student.”

Where Public and For-Profit Universities Intersect: This forum in November explored the relationship between public and for-profit higher education. Archived videos of these two sessions are available online:

- ◆ In “Myths and Realities of For-Profit Higher Education,” **King Alexander**, president of Murray State University in Kentucky, and **David Harpool**, senior vice president of academics for Kaplan



PHOTO: BOB RASHID

University, discussed ideas about higher education access, finance, funding, and mission.

- ◆ “The Competitive Environment of Continuing Education,” a panel discussion, featured **Ted Beck**, president of National Endowment for Financial Education; **Chère Campbell Gibson**, professor emerita, UW–Madison School of Human Ecology; and **George Mejicano**, assistant dean and director of Continuing Medical Education at UW–Madison.

The WISCAPE forum on “The Future of the Public University” featured lively discussion with, from left, Kathleen Sell, former associate vice president and chief budget officer of the University of Wisconsin System; Katharine Lyall, emeritus president of the University of Wisconsin System; and Todd Berry, president of the Wisconsin Taxpayers Alliance.

These items and materials from other past events can be accessed from WISCAPE’s events archive: www.wiscape.wisc.edu/calendar/archive.asp. ■

Links to press reports related to WISCAPE events are available at www.wiscape.wisc.edu/news/.

What IF: CCBC responds to teachers, librarians

The Cooperative Children's Book Center (CCBC) at the UW–Madison School of Education has launched *What IF... Questions and Answers on Intellectual Freedom*, a new forum on the CCBC website – www.education.wisc.edu/ccbc/freedom/whatif/default.asp – to address general queries about intellectual freedom and censorship, especially in regard to books for children and teenagers.

Through *What IF*, the CCBC staff will respond to general questions submitted by teachers, librarians, and others, such as:

- ◆ Are there standard practices to follow when preparing for a book complaint?
- ◆ How can a teacher avoid complaints about the books selected for classroom use?
- ◆ Is it acceptable for a librarian to label young adult books in a K–8 library?

The *What IF* forum is not designed to respond to specific challenges to materials, but is a place to ask questions before a challenge occurs and to help think through the principles of intellectual freedom in practice.

The forum draws upon the expertise of former CCBC Director Ginny Moore Kruse, who is nationally known for her leadership in intellectual freedom work. Kruse founded the

CCBC's award-winning Intellectual Freedom Information Service, which provides Wisconsin librarians and teachers with book-specific information for a pending or actual challenge.

(Wisconsin librarians and teachers facing a potential or actual book challenge may call the CCBC at (608) 263–3720 for assistance. More information is available at www.education.wisc.edu/ccbc/freedom/IFServices.asp.)

Kruse and CCBC librarian Megan Schliesman respond to each question submitted to *What IF*. All questions are confidential and will receive a personal reply. Some questions and responses will be chosen for anonymous inclusion in the *What IF* archives so that others can learn from them.

New bibliography: CCBC librarian Merri V. Lindgren compiled *Toy Stories: Books about Young Children and Their Playthings* for the Child Care Information Center operated by the Wisconsin Department of Public Instruction. This bibliography, with links to CCBC reviews, is available online at www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=213. ■

American Indian workshop aims at stereotypes

According to the Anishinaabe prophecy called the Seven Fires, “the time of the seventh fire” can bring either a worldly sense of community and unity or the destruction of humanity. The American Indian Studies and Education workshop – held Saturday, November 19 at UW–Madison’s Red Gym – explored that and other traditions in hopes of promoting understanding and encouraging teachers to integrate American Indian issues into their curriculum.

The day-long workshop, co-sponsored by the School of Education, was designed through a partnership with Ken Zeichner, associate dean of the School, and J.P. Leary, consultant for the American Indian Studies program at the Department of Public Instruction (DPI) and a UW–Madison Ph.D. candidate in educational policy studies. The 60

attendees included 47 undergraduate majors in elementary education, special education, music education, secondary social studies and communicative disorders, along with several School of Education faculty, staff, and graduate students.

“Recent conflicts regarding tribal gaming, land into trust, mascots and other issues demonstrate an ongoing need for greater dialogue and understanding,” explains Virginia Waddick, School of Education student services coordinator. “Participants in the workshop learned about the impact of bias and stereotypes of American Indians in educational and other materials.”

“The day’s activities began with an interactive presentation illustrating the need for accurate, authentic information about

American Indians,” Leary says. Materials from the Great Lakes Inter-Tribal Council, the Wisconsin Historical Society, the Educational Communications Board, and DPI were presented.

Participants learned about Wisconsin tribal sovereignty issues and viewed the 1994 documentary *Lighting the Seventh Fire*, which addresses the backlash from white protesters after Northern Wisconsin Chippewa were allowed to spearfish in the 1980s. In response to the violence, the state enacted Act 31, a law that encourages teachers to provide more information in hopes of preventing future conflicts and misunderstandings between native and non-native people.

The workshop will be repeated sometime during the spring semester, Waddick says, while an effort led by the School’s Instructional Media Development Center (IMDC) will look into the development of instructional materials. Also, several faculty and staff attendees indicated that they planned to incorporate topics covered by the workshop into their teacher-preparation classes. ■

For more information about American Indian Studies in Wisconsin, visit the Department of Public Instruction website at <http://dpi.wi.gov/amind/index.html>

To learn more about Multicultural Education and Human Relations in the School of Education, go online to www.education.wisc.edu/eas/multicultural/.

OEO offers professional development

The Office of Education Outreach offers professional development opportunities for educators, with a variety of workshops, conferences, and certificate programs. Upcoming workshops and other programs include:

- ◆ *Assessment and Accountability: Implications and Realities for Special Education*, February 22
- ◆ *Training for Paraeducators, Teachers, and Administrators: Supporting English Language Learners in the Classroom and Community*, April 25–26
- ◆ *Using Test Data to Define and Improve Adequate Yearly Progress*, May 1
- ◆ *New Technologies—A Virtual Symposium on the convergence of nanotechnology and biotechnology sciences to solve world problems*, May 1
- ◆ *Using Response to Intervention: Ensuring a Reliable, Valid and Unbiased Process*, May 2
- ◆ *Censorship and Selection in the Middle and High School Classrooms*, May 3
- ◆ *College for Kids Practicum for Teachers of the Gifted and Talented*, June 12–July 7
- ◆ *New Discoveries in Astronomy*, July 13

Education Outreach also offers certificates of completion in distance education, mentoring new teachers, psychosocial factors in student achievement, and young adult literature. These offer educators opportunities

to expand their skills and knowledge, while earning a certificate from the School of Education.

For details of upcoming programs, request a copy of the Education Outreach Professional Development Catalog by phone at (608) 263–5140, by email to outreachinfo@education.wisc.edu, or by mail to Office of Education Outreach, 1050 University Avenue, Madison, WI 53706–1386.

The catalog also is available on the Outreach website: www.education.wisc.edu/outreach/. ■

UW System launches distance-learning website

The University of Wisconsin System has launched Distance Learning Wisconsin, a website that details distance-learning programs offered throughout the System institutions. Information on admissions, registration, and scholarships along with links to program websites are available at: <http://distancelearning.wisconsin.edu/index.cfm>.

PEOPLE

continued from page 1

school for two hours, two days a week, at both Northport and Packers centers. It focuses on reading, writing, and mathematics, but also serves as a venue for equally important study and social skills needed to succeed in college.

Elementary education students at UW–Madison help the children with their homework, play games, and work in small groups. PEOPLE and POSSE scholars from the University serve as mentors by visiting the centers, communicating via pen pal letters, and seeing the students on campus visits.

“It’s important that the students are able to interact with mentors from similar backgrounds,” Lane says.

Porco, Lane, and program coordinators Jacki Thomas at Packers and Pat Steele at Northport led the development of PEOPLE Prep. Tiffany Davis-Baer, a UW–Madison graduate student and former second-grade teacher in the Madison Metropolitan School District, has been working closely with the schools to create PEOPLE Prep’s curriculum. Marla

Delgado, a graduate student in counseling psychology, works with the families and matches children with mentors.

UW–Madison freshman Shanee McCoy, an alumna of the PEOPLE program, serves as the lead tutor of PEOPLE Prep. McCoy recalled a special moment when the students were asked about the theme of a story they had read. One responded: “Perseverance.”

“Today’s youth know perseverance and they know it when they see it,” McCoy says. “The PEOPLE program helps students see that and gain that.”

Delgado describes the program as a three-way partnership: “You have the PEOPLE program, including the University and Northport and Packers centers as one corner. In another corner are the families, and, finally, the schools. We’re all working together to give the child as many opportunities as we can.” ■

Counseling Psych cited for minority achievement

The UW–Madison Department of Counseling Psychology has received the 2005 Suinn Minority Achievement Award from the American Psychological Association (APA) in recognition of the department’s exemplary recruitment, retention, and graduation of racial and ethnic minority students.

With more than 20 current students, department faculty, and graduates present, Professors Bruce E. Wampold, department chair, and Alberta M. Gloria, training director, accepted the award at a ceremony August 18 in Washington, D.C., during the APA’s 113th annual convention. Developed by Richard M. Suinn, past APA president, the award annually recognizes two or three graduate psychology programs nationwide.

“For more than a decade, the department has been focused on training students to be multiculturally competent counselors and psychologists,” Wampold says. “Our emphasis on

valuing multiple cultures is evidenced in classroom settings, training opportunities, departmental community events, and research and writing projects.”

The nomination – coordinated by students Le Ondra Clark, Erica Y. Chu, and Mariko Lin – highlighted the department’s 97 percent rate of retention to graduation for racial and ethnic minority students. Currently, 44 percent of Counseling Psychology’s students are racial and ethnic minorities, including 50 percent and 40 percent of the doctoral and master’s students, respectively, in the 2005 incoming classes.

“Our department provides a setting that encourages community, self-reflection, and critical inquiry in research and practice,” Gloria says. “We work to create culturally-integrative experiences, both in and out of the classroom, and encourage personal and professional growth and development.”

“The faculty, staff, and students never lose sight of our increasingly mul-

ticultural society as the context for their teaching and scholarship,” notes Charles Read, emeritus dean of the School of Education, in a letter supporting the nomination. “In addition, Counseling Psychology has been generous in sharing its experiences with the university as a whole.”

The UW–Madison department consistently is listed among the nation’s top counseling psychology programs in the annual *U.S. News and World Report* graduate program rankings. In 2005, the department was fourth. In 2002, the university recognized the department with a Chancellor’s Award for Departmental Excellence in Teaching.

In 2002, Counseling Psychology started its annual Social Justice Conference, which brings nationally-recognized scholars to Madison to provide continued training and creates venues for social justice advocacy within personal and professional learning contexts. ■

TEACHERS PROVIDE BOOST FOR YOUNG ARTISTS

“Art is everywhere today,” notes Kenneth Brown. “It’s important to the lives of people in general.” Today’s rising young artists, Brown says, “have unlimited possibilities, much more than artists did in my day, and even more than 10 to 20 years ago.”

In his day, Brown, now 95, decided to pursue art over his other love, music. “Apparently, I had a talent for art and decided to use it.” He earned his art degree from the University of Wisconsin in 1933, and embarked on a career of teaching and painting.

Over the years, he has nurtured countless budding artists, from young to old. For 30 years, he taught high school art in the Kenosha Public Schools. In the 1940s, he and colleague Robert Kaentje – who received his UW art degree in 1935 and taught junior high art in Kenosha – started evening art classes for adults at the Kenosha Public Museum. Nearly 60 years later, the museum’s art classes continue to thrive and have become woven into the community fabric, Brown says.

In 1969, he and Kaentje moved from Kenosha to Montserrat in the British West Indies, which Brown describes as a “haven for artists.” There, the two taught locals, tourists, and ex-patriots in the multi-media of charcoal, pastel, watercolor, oil, and acrylics. They also continued to produce and exhibit their own paintings and murals. Brown notes that he did a series of works to promote important cultural and historic sites around the island.

A volcano that began erupting in 1995 and eventually devastated two-thirds of Montserrat forced Brown and Kaentje, along with other island residents, to evacuate. The two art teachers resettled in St. Petersburg, Florida, where Kaentje died in 2001.

Brown describes teaching art as a rewarding experience, especially seeing so many of his students go on to become art teachers and professional artists, including illustrators for such publications as *National Geographic* and *Time* magazines. One of his former students from Montserrat went on to become a well-known street artist in London, while another went into fashion design in New York City. “They used their talents,” he says.

Brown and Kaentje began tossing around the idea of setting up a scholarship to promote the UW–Madison Art Department and to help talented students. That led to discussions with Dean Charles Read and the establishment of the Kenneth D. Brown and Robert G. Kaentje Scholarships, which are awarded annually to one undergraduate and one graduate student of painting.

Brown is grateful for letters he has received from recipients, but, due to failing eyesight, has been unable to respond. Still, he has a message to those recipients and other young artists: “There definitely is a future for you. Look for something challenging, creative and new ... and take it from there.”

Gifts, regardless of size, offer meaningful ways to promote excellence, to say thanks, and to support a cause or idea. To learn more about giving to the School of Education, go online to www.education.wisc.edu/givingtotheschool/index.asp.

If you have questions or would like to discuss further opportunities for giving, contact Jennifer McFarland at the University of Wisconsin Foundation by calling (608) 263-0851 or by e-mail, to jennifer.mcfarland@uwfoundation.wisc.edu.

Every gift makes a difference! Thank you!

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WCER communicator takes to the airwaves

PHOTO: MICHAEL FORSTER ROTHBART/UNIVERSITY COMMUNICATIONS



Paul Baker, senior university relations specialist for the Wisconsin Center for Education Research, puts his radio background to use as a volunteer DJ at WSUM, UW–Madison’s student radio station (91.7 FM), where he hosts *Caravan*, a program of Middle Eastern music. An article about Baker’s radio work, published in *Wisconsin Week*, is available at www.news.wisc.edu/11801.html. Baker also can be heard on “podcasts” for WCER, which are available through links on the WCER blog at <http://wcer.blogspot.com/>.



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