



## Awards, Grants Announced during Endowment Drive

While the PLT Educational Endowment's 2004 fundraising campaign continues, four new recipients of endowment-related awards and grants have been announced. "We urge all Thetas to continue their support for the endowment. Your contributions are what make our efforts possible," said Jean Wright (Detroit Area Chapter), chair of the fundraising committee.

The new recipients are:

- **Darla A. Calvet** (PLT Research Grant)
- **Lori Dira-Smolleck** (PLT Research Grant)
- **Theresa M. Stricker** (Nadeen Burkeholder Williams Music Scholarship)
- **Karen L. Tarsi** (Janycy Yoshizawa Excellence in Classroom Teaching Award)



Calvet



Dira-Smolleck



Stricker



Tarsi

### Research Grants

**Darla Calvet**, a doctoral student in educational administration and leadership, was awarded \$1,800 for her research proposal, "From Roads Scholars to Road Warriors: A Study of Adjunct



### Pi Lambda Theta

#### EDUCATIONAL ENDOWMENT

*... supporting excellence in education*

Faculty Union Leaders." Since March 2001, she has served as director of sponsored programs and research at Alleant International University.

**Lori Dira-Smolleck** received a Ph.D. in curriculum and instruction this May. She received \$750 for her research project, "The Development and Validation of an Instrument to Measure Preservice Teachers' Self-Efficacy in Regard to the Teaching of Science as Inquiry."

### Williams Music Scholarship

**Theresa M. Stricker**, a music teacher at Tropical Elementary in Merritt Island, Florida, is the recipient of the 2004 Nadeen

*continued on page 6*

## 3 Officers Elected; First Web Ballots Counted

Pi Lambda Theta's first-ever direct-vote balloting resulted in the election of three officers for the 2004-2006 biennium:

- **Elizabeth M. Douglass** (Gamma Gamma/Indiana U.-Kokomo Chapter), treasurer
- **Joanna T. McLaughlin** (Virginia Area Chapter), vice president
- **April Smith** (Greater Los Angeles Chapter), vice president

All three offices were uncontested. The ballots were audited by Mary Griffith of Fort Washington, Maryland. Votes cast through the PLT website accounted for 28 percent of the total, with the remainder submitted via the "self-mailer" contained in the April/May *NewsLetter*.

The election marked a departure, approved by the 2003 Bien-

nial Council, from PLT's traditional chapter-based voting. Under the old arrangement, each chapter cast one vote for each position open. Extending the franchise to PLT's growing segment of members at large, who do not join the association through a chapter, was one of the prime motivations behind the new voting procedures.

The new members will be installed at this August's board meeting in New Orleans.

**Membership peak.** In a related note, the PLT International

Office reported that association membership grew by 500 this April to 17,723, surpassing the previous membership peak of 17,704, set in 1978. "All our members are now eligible to vote and participate in PLT affairs, and that is an innovation of which we are very proud," said Rita Jones, PLT International President.



Douglass



McLaughlin



Smith

## CHAPTER & MEMBER NEWS

On May 25, Dr. **Belinda C. Anderson**, a 2004 initiate of Virginia Area Chapter, was announced as the president of Virginia Union University. She had been serving as interim president since August 2003. She joined VUU in 2000 as vice president of academic affairs.



Dr. Anderson

Dr. Anderson earned her doctorate in higher education administration from Virginia Tech University. She has also served as a social studies teacher; director of academic advising services at Radford University; dean and professor in the School of General and Continuing Education at Norfolk State University; and associate director for student affairs and senior academic affairs coordinator for the

Virginia Council of Higher Education.

Anderson said: "It's an honor to be selected to help lead an important historic institution successfully into a new century. Our challenge is to unlock Virginia Union's tremendous potential. Our goals are to pursue national academic prominence, to graduate increasing numbers of high-quality students in multiple disciplines, and to build and nurture a rewarding, vibrant, and intellectually stimulating university."

Virginia Union University, located in Richmond, Virginia, is one of the nation's oldest historically black colleges.

**Joseph W. Underwood**, a 9th–12th grade teacher at Miami Senior High School in Miami, Florida, is one of 39 teachers recognized as a 2004 Disney Hand Teacher Awards Honoree. Each of the 39 honorees will receive \$10,000, and their respective schools will receive \$5,000.

Underwood is an NBPTS-certified teacher in the area of career and technical education. He joined Pi Lambda Theta this April. He is the lead teacher of the Miami High's ARTEC Academy, which concentrates on media technologies.



Underwood

The honorees were chosen by a national selection committee composed of distinguished educators. On July 25, a gala held at the Disneyland Resort in Anaheim will honor the 39 teachers. Four of them will also be selected by their peers as the Elementary School Teacher of the Year, Middle School Teacher of the Year, High School Teacher of the Year, and Outstanding Teacher of the Year. The four teachers of the year will be awarded a total of \$25,000 each.

Since 1989, Disney has saluted 500 exemplary P–12 teachers for innovative teaching methods that actively engage students in learning.



### Headliners

### Jay Thompson Ends 17-Year Stint with Ed Horizons

Dr. Jay C. Thompson, Jr., who has served Pi Lambda Theta's **educational HORIZONS** from 1987 to 1994 as a member of the Publications Advisory Board and as book review editor since 1995, has announced that he is concluding his service to the journal as he prepares to retire from his teaching post at Ball State University in Muncie, Indiana. "I was going to retire this May, but they've talked me into staying one more year," says Dr. Thompson with a laugh.

Thompson is a professor of curriculum and director of graduate programs in curriculum at Ball State, where he earned his doctorate in 1969. He did postgraduate work at Duke University. Since 1994, he has been a fellow of Harris-Manchester College at the University of Oxford, England.



Dr. Thompson

Since the early 1990s, Thompson has made more than 50 trips to the Aleutian Islands to establish and help oversee the curriculum in the islands' schools. He and his wife, Valerie, have donated 3,000 books to island schools and arranged other donations, including 5,000 from one Indianapolis school. "We got involved because we believe in the policy that no child should be left behind," Thompson said. "But it is getting tougher to accomplish, especially in remote schools such as those in the Aleutians."

Dr. Thompson was recently re-elected as the financial officer for the European Teacher Education Network (ETEN) board. "The network has opened up Europe to students and faculty members for exchanges, research, and collaboration that are essential in the world we live in today," Thompson said. "Both students and faculty have developed greater cultural understandings and appreciation resulting from the friendships that have been created." Ball State is one of four American universities that belong to ETEN.

"We congratulate Jay on his achievements and his wise counsel in overseeing the evolution of **educational HORIZONS** into the respected journal it is today," said Rita Jones, PLT international president. "He has provided continuity for the publication for more than 15 years. We wish him the best as he prepares to wind up his university career."

**Ruby Cain** (Fort Wayne Area) has been named a "Tower-ing Force" by Tower Bank in Fort Wayne, Indiana. Donald Schenkel, chairman and CEO of the bank, describes the award as "our way of honoring local leaders who have been particularly active in bringing together individuals and groups in Fort Wayne to work for the overall betterment of the community."

**Bernetta M. Williams** (Virginia Area) has been included in *Who's Who among America's Teachers, 2004*. Marcellus E. Cheatham, a former student who nominated her, stated that she was the one teacher who made a difference in his life during his entire academic experience.

### Dissertations

**Sandra M. Justin**, "Exploring Barriers to Professional Development for Science Teachers" (University of Connecticut)

**Eileen M. Erwin**, "Sinkers and Swimmers: Student Experiences with Curriculum Differentiation" (Boston University)

## Saving Our History

by Laurie Moses Hines, Ph.D.

At a recent Biennial Council, a long-time member approached me after I spoke about the history of Pi Lambda Theta. She asked me why no one (me) had talked to her and other Thetans about their history.

My questioner's concern was first discussed in Pi Lambda Theta at least six decades ago. Beginning in 1943, the PLT Board of Directors decided to charge a committee of its members to collect materials and data about Pi Lambda Theta's first three decades. In that era, the association had pioneered providing professional women an organizational voice at a time when well-educated women were still excluded from membership in virtually all professional associations, including the prestigious Phi Delta Kappa. Despite such drawbacks, Thetans, often holding administrative or academic positions, had been leaders in advocating advanced education, educational research, and organizational cooperation to professionalize education and promote women's professionalization.



Hines

There was a story the Pi Lambda Theta national leadership wanted preserved. However, membership response to the survey was less than favorable. According to the committee's final report, the survey yielded

... little of the type of information we desired. People did not spill over the reservoir of their memories generously. The data we sought through letter and questionnaire cannot be dealt with on a quantitative basis. Wherever replies are not forthcoming there are gaps. The lag between what people know and will talk about and what they will write is apparent and wide.<sup>1</sup>

The committee directly faced the limitations that survey data provided yet recognized that there were stories to be heard in the "reservoir of [members'] memories." The committee suggested conducting interviews with important Thetans to get the real history behind Pi Lambda Theta. There was a sense of urgency and perhaps missed opportunity, as the committee recognized that some of the "human resources are now unavailable because of declining years." Thetans were aging, and their stories would be lost as elderly Thetans died.

### The Case for Saving Our History

As the committee recognized, Thetans knew and could say quite a lot about the organization's history, about women in the education profession, and about the local context in which Thetans and their local chapters lived and worked. It is still the case. Thetans remember the circumstances of their classrooms and teaching; the students, the instructional activities, the relationships with administrators and parents. They can speak volumes to today's teachers who, like those 40 and 50 years ago, are relatively isolated from other teachers in their self-contained classrooms and yet face pressures to ensure that students learn even when those students are behind the starting line due to language barriers, poverty, or

disruptive home lives. More directly relevant to the organization, memories about chapter activities and programs, the national initiatives and issues, the emergence of the regions, and the character of their chapters can tell us much about how Pi Lambda Theta interacted locally with schools or other community organizations and nationally as one of the professional bodies in education. Individual Thetans also can recall their own perspectives on the changes in Pi Lambda Theta and education as a profession. How did any one Thetan respond to the changing membership requirements, the admission of men into the organization, or the numerous reform efforts and issues in education broadly?

Sometimes, other materials provide insights to these issues. Chapter materials, such as programs, reports, minutes of meetings, and correspondence, tell us the chapter perspective. Articles and columns in *Educational Horizons* and the *Pi Lambda Theta News Letter* show what national leaders considered important issues. The organizational views of Pi Lambda Theta, however, do not tell the story of the individuals who composed Pi Lambda Theta. Missing are the stories of how individuals worked and lived as professionals: what individual Thetans did as part of their jobs, as part of their communities, as part of their identities as professionals.

### What We Can Do

So, where does one find this kind of information? It's with you, the individual Thetans who are members (especially for more than 20 years).

My biennial council interlocutor knew, just like the Thetans of the 1940s, that the "reservoir of their memories" holds the stories of the people who make the organization. I assured her that I wanted to talk to her and other Thetans but that I just needed some time. Fortunately, this summer is the time. When Region I and Region II hold their conferences, I will attend, not only to see fellow Thetans and participate in the conference, but also to meet with longtime Thetans who are willing to talk with me about their professional experiences, their chapters, and Pi Lambda Theta. And if other regions are holding conferences, I would gladly travel to attend.

Historical research takes a long time: identifying sources, gaining access to them, analyzing the information, and eventually writing a text can take years. What makes it challenging is that, as a historian, one wants to be true to the sources one finds and to tell the story in all its complexity and liveliness. Thetans' own memories will help to complete the story so that all perspectives are heard and enter Pi Lambda Theta's historical record.

*If you would like to talk to Dr. Hines, contact her at lhines@kent.edu or write to 409 E. Hazelcroft Avenue, New Castle, PA 16105. She would love to hear from you. —Ed.*

### Notes

1. Final Report to the Committee to Assemble Materials for Revision of the Pi Lambda Theta History, Biennium 1943–1945, as reported in the Minutes of the National Board Meeting of Pi Lambda Theta, Pocono Manor, Pa., June 17–22, 1945, folder "June 1945," file "Minutes and Reports 1945–47," Pi Lambda Theta Papers. Pi Lambda Theta materials are located at the international offices of Pi Lambda Theta, Bloomington, Indiana.

## Kendall/Hunt Publishes Book by Noted Thetan

**June Moss Handler, Ed.D.**, a professor emerita at Kean University, is the author of *Infants and Toddlers as Members, Makers, Interpreters: A Philosophical Journey*, a recent release from Kendall/Hunt Publishing. The book jacket explains that the work “explores how young children, within their cultural imperatives, are struggling to discover who they are as Members interacting with others, as Makers trying out and creating, and as Interpreters



taking meaning and making new connections.”

Dr. Handler, a professor of early childhood and family studies at Kean University from 1965 to 1990, joined Pi Lambda Theta in 1963. In 1985, she became the first president of the Coalition of Infant Toddler Educators (CITE), the only organization in the country dedicated solely to infants and toddlers. It has been recognized nationally and

internationally. The guest of honor at the 15th anniversary conference of CITE in March 2000, she still serves as a board member emerita for the organization.

After Dr. Handler's retirement in 1990, the June Handler Scholarship was established by the gifts of family, faculty, friends, and staff. The interest earned by the principal is used to provide a scholarship for a minority graduate student studying in the Early Childhood and Family Studies Department.



Dr. Handler

Advertising was Dr. Handler's first career. Later, she earned her master's at Bank Street College. After serving as a director of a cooperative child care center, she earned a doctorate at Teachers College, Columbia University, where she was a Childcraft Fellow. Her dissertation

dealt with prejudice among children. She developed a prejudice-reduction model for teachers. Her dissertation was used by Head Start in its first national training program. “Actually, I came to Kean—which was then Newark State College—to run Head Start for the state of New Jersey, since I had my doctorate and concentration in early childhood and human relations. I set up workshops, helped counties write Head Start proposals, set up workshops,” she says.

To the best of her knowledge, Dr. Handler is the party responsible for persuading the makers of Crayolas to change the name of the pink crayon from “Flesh” to a more appropriate name. It marked only the second color-name change ever made by Crayola. “I wrote to them explaining exactly what flesh was, and that to call a pink crayon flesh was erroneous and had poor connotations,” she recalls. “They kindly wrote back something to the effect that they looked into the matter, that they thanked me and were changing the name.” Dr. Handler says that in a subsequent move, she lost her copies of the correspondence.

“In the late '60s I contacted all the toy houses et al. to sug-

## Comments on *Infants and Toddlers as Members, Makers, Interpreters*

“I consumed the book as if it was a most delicious meal. This book is packed with ideas. Each chapter, each paragraph, each sentence is something to think about, mull over, chew on. . . . This book is not light reading, but is highly philosophical—a true scholarly work. Handler also brings her ideas down to the practical world with what she calls ‘think abouts.’ . . . I can imagine teaching a course and using this book as a self-reflection device. It's unusual that something so philosophical can be so easily used in a practical way as well. //

—Janet Gonzalez-Mena, internationally known early childhood educator

“June Moss Handler argues that current guidelines for developmentally appropriate care of infants and toddlers ignore the struggles that all children experience as they ‘search to discover who they are and what it means to be a person.’ She offers a philosophical approach to looking at children and at child-adult interactions. . . . Handler urges adults to become more aware of infants and toddlers, and more self-aware. //

—review in *Zero to Three*, January 2004

## June Handler in the Classroom

Shortly before Dr. Handler's retirement in 1990, her graduate class in “Modern Trends in Early Childhood Education” was evaluated. The topic for this session was “The Creative Process.”

“There was an air of pleasant anticipation in the responses of this large group as she started the session with an overview and then asked two students to give brief reports on reading they had done on the creative process. Dr. Handler responded to what each student had to say, in a way that showed she was familiar with their personal orientations and concerns. In addition she encouraged all members of the group to contribute.

“Next Dr. Handler gave a formal presentation that summarized and analyzed the work of various experts who have examined the creative process. She wove information from various sources together in a fresh and clear way, adding insights from her own work, and stopping periodically to acknowledge concerns that had been addressed in earlier class sessions. Again, the interaction with and among students indicated that this class has a history of engaging in stimulating intellectual interchanges. Dr. Handler's sense of timing was masterful. She would pause and allow students' concerns to take over whenever there was a rustle of response to some of the provocative ideas she was presenting. Then she would return to her presentation. Sometimes the class would respond to her in chorus. There was genuine laughter. The caliber of questions asked by students also indicated the high degree of their involvement. //

gest that they make multicultural dolls, wedgies, et cetera, but no one was interested,” she adds. “They are out there today.”

For ordering information about *Infants and Toddlers as Members, Makers, Interpreters*, e-mail [suewms@aol.com](mailto:suewms@aol.com) or write Sue Williamson, Coalition of Infant/Toddler Educators (CITE), 568 Parkview Ave., North Plainfield, NJ 07063-1855.



**Jeannine F. Rousseau**, a past president of Delta Epsilon/Iona College Chapter, is the author of *A Computer Educator Network Handbook*, published by Dorrance Publishing Co. The publisher says the book is designed to “assist teachers in efficiently and effectively maintaining a shared network.” The 40-page paperback explains how

network administrators can accomplish daily activities in a computer lab or in a networked classroom.

Rousseau earned her master’s of science degree in educational computing from Iona. In 2003, *Classroom Connect* awarded her “honorable mention” for its Internet Educator of the Year award.

Rousseau was initiated into Delta Epsilon Chapter in 1996. She served as chapter president from 1999 to 2001 and corresponding secretary before that.

## T i p s   f o r   T e a c h e r s

### Why Harry Potter?

by Laura Maravilla

I can’t deny it. I am obsessed. Completely, utterly obsessed with Harry Potter. I love him. I love him for a multitude of reasons.

As a reader, I love Harry Potter because it is a good story. One of my favorite places to be sucked into is a book. I have always enjoyed exploring other worlds. Harry’s world offers a plethora of objects to explore. I have many fabulous images of Hogwarts, Diagon Alley, and Hogsmeade. I love reading a book for the second time and discovering new information. Reading *Harry Potter and the Sorcerer’s Stone* (Book 1) after reading *Harry Potter and the Prisoner of Azkaban* (Book 3), the motorcycle Hagrid borrows from Sirius Black in the beginning of Book 1 becomes more significant. Every time I open a Harry Potter book, I feel as if I am with old friends, friends I know very well. I know Fred and George will make me laugh. I know Dumbledore will have sage advice. I know Harry, Ron, and Hermione will be good friends. When I am sick, I open Harry for comfort. When I am lonely, I open Harry for companionship. When I want to share with someone I care about, I offer Harry as a gift.

As a parent, I love Harry Potter because it gives me a point of connection with my child. He became entranced by Harry’s world and invited me to share in it. I read the books and we spent hours talking about them, wondering. We both waited anxiously for Book 4 to finally arrive at the bookstore. We both had lightning bolts drawn on our foreheads when we left the bookstore with our copy. We both have to modify the rules of the trivia game because we both know 95 percent of the answers. We spend many hours trying to stump each other with questions from the books, “Betcha don’t know...” We talk about which magical powers we most want, who our favorite Quidditch teams are, and what teachers we like. As he gets older I know he will start to pull away from me, but we will always be able to go back to Hogwarts and reminisce.

As a teacher, I love Harry Potter because he inspired children to read. The generation of children reading Harry Potter seldom reads. They play video games or computer games. They don’t use their imaginations because images are spoon-fed to them through a screen—computer, television, or movie. Harry asks them to imagine a world different than their own. Harry asks them to picture him and his friends. Harry asks them to spend time with words that create images instead of automated images. I love that a *book* has created an international sensation. Harry Potter paraphernalia was in demand and sold out across our country and many others before the movie trailers were being shown. I love

that Harry Potter forced the *New York Times* bestseller list to create a children’s list because Harry Potter kept being #1. I love that bookstores sold advance copies of books. I loved walking out of the bookstore on July 6, 2001, with my advance-purchase copy of Book 4, and walking down the street to see a multitude of people, children and grown-ups alike, with packages under their arms, lightning bolts drawn on their foreheads, and smiles on their faces.

I love that Harry’s triumphs pave a road of possibility for students who have been picked on, teased, or put down. Harry is a very healthy adolescent. He breaks some rules, receives some consequences, does his schoolwork, passes all his classes, has best friends, and has close relationships with the adults in his life—Hagrid, Albus Dumbledore, Sirius Black, Remus Lupin. All these aspects are well balanced in Harry’s life. Life at Hogwarts is also the ultimate example of relevant studies. All of Harry’s coursework is relevant to the trials of his everyday life. The lessons in Defense against the Dark Arts help Harry save his own life and the lives of his friends. The lessons in Herbology help Hermione get past the Devil’s Snare. The lessons in Charms help Ron knock out the mountain troll. Harry and all the other young wizards at Hogwarts truly feel that their education is worthwhile and meaningful to their lives. Harry Potter books also offer so many topics of discussion for the classroom, or journaling. Relationships with adults—parents, relatives, teachers—friendships, homework, secrets, lies, self-esteem, sports, adventure, magic, courage, good versus evil.

Harry Potter also offers an early chance to play with words. Often the study of literature in college includes examinations of wit, pun, and other plays with words. Harry Potter reaches a younger audience and offers them the opportunity to explore definitions and etymology through J. K. Rowling’s naming ability. Harry Potter represents Everyman. Voldemort represents Evil—Voldemort is French for Death’s Thief. And Diagon Alley intersects diagonally through London.

So now you know. My obsession is not blind, nor is it misdirected. I revel in my Harry Potter obsession. I wear my Harry Potter tee-shirts, play with my Harry Potter Legos, use my Harry Potter calendar, carry my Harry Potter duffel bag—and, always, read my Harry Potter books.

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Have some “Tips” for your fellow Thetans? Send them to *PLT NewsLetter*, P.O. Box 6026, Bloomington, IN 47401; [publications@pilambda.org](mailto:publications@pilambda.org).

## Endowment (continued from page 1)

Burkeholder Williams Music Scholarship. "Ms. Stricker is the epitome of a music teacher who extends 'the use of music as a teaching tool,'" says her principal. "She consistently incorporates her love of reading into her music lessons. Literacy goals are correlated directly with her music lessons."

In her teaching, Stricker uses such techniques as using familiar melodies to help students remember concepts in math, science, and other subjects. "When you are asked to give your ABC's in a sobriety test," she points out, "they ask you to recite them, and will not let you sing them. This is due to the fact that even in an impaired state, your brain will be able to produce the song. What a tremendous effect music can have on learning!"

Stricker is currently working on a master's degree in music education at the University of Central Florida.

### Yoshizawa Classroom Teaching Award

**Karen L. Tarsi** has been chosen as the 2004 recipient of the Janyce Yoshizawa Excellence in Classroom Teaching Award. Since 1999, she has taught first grade at Andrew Avenue Elementary School in Naugatuck, Connecticut. A fellow teacher calls her "a master educator and an advocate for lifelong learning." Tarsi's classroom is described as "print-rich" and "child-centered." The parent of a former student remembers, "Mrs. Tarsi is an excellent teacher with excellent teaching methods, and our daughter was happy to go to school every day. She has an outstanding ability to guide the students in their daily lives and their daily activities."

Tarsi's ongoing professional development includes cooperating teacher training and curriculum development. She serves as a cooperating teacher and has acted as a mentor to several new teachers.

### Sylvia Vopni Scholarship Awarded

The University of Washington has announced that the 2004 recipient of the Sylvia and Arlo Vopni Scholarship is **Eric C. DeJulio**, a graduate student in education at the school.

DeJulio, a May 2002 graduate of Indiana University in microbiology, plans on becoming a biology teacher. As an undergraduate, he acquired research laboratory experience in both breast cancer and in diabetes at Indiana University and at the University of Chicago. He is currently employed as a research technician by a laboratory at the University of Washington. Last fall, he served as volunteer at Foster High School in Tukwila, Washington, where he observed teachers and worked with physics and biology students.

"Science education is of immense importance," DeJulio says. "My strong laboratory background puts me in a unique position to teach biology, as it gives me a deeper understanding of planning the laboratory activities that connect science to everyday life." DeJulio believes that hands-on experiences are essential for science students "to inspire them to question the world around them and look for answers."

The Sylvia and Arlo Vopni Scholarship, given annually, was established within the PLTEducational Endowment in 2000 by a donation of nearly \$26,000. Prospective mathematics or science teachers enrolled at the University of Washington are eligible for the scholarship. Sylvia Vopni was president of Pi Lambda Theta from 1957 to 1961.

## BOOKS RECEIVED

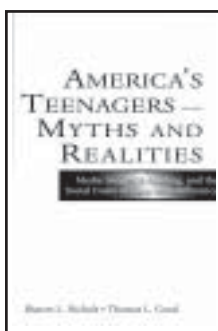
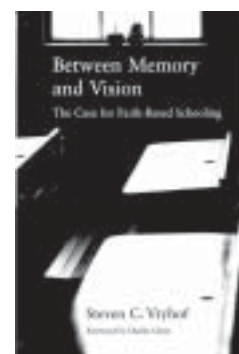


"In *Doomed to Fail*, Paul Zoch argues that what America most needs to improve its schools is a wholesale shift in the way it thinks about who or what creates academic success. The tendency to look to teachers for students' achievement, he maintains, is the cause of low performance. 'The claims that "Teachers create learning in students" and "Teachers determine whether students succeed or fail" seem to be anxious hopes rather than statements of fact,' he writes."

Ivan R. Dee  
ISBN 1-56663-567-5

"This book offers an extended look at Protestant schools, providing insight into why these schools are especially effective not only in gaining the loyalty of parents but also as measured by objective national standards. Education expert Steven Vryhof uncovers the complexities, subtleties, and nuances of faith-based education. Vryhof also answers questions that other interested parents may have about the benefits of faith-based education for their own children."

Wm. B. Eerdmans Publishing Co.  
ISBN 0-8028-4932-6



"Nichols and Good systematically question the myths we hold about adolescents and their behavior. Recognizing that many teenagers are left by adults to socialize themselves, the authors seek to influence a more positive view leading to better services, resources, and programs to meet the needs of America's youth."

"... a great contribution to our national discussions about youth, schooling, and the nation's identity."—David C. Berliner, Arizona State University  
Lawrence Erlbaum Associates  
ISBN 0-8058-4851-7

"This book extends the popular rallying cry that 'all children can learn' by examining the critical question with which all Professional Learning Communities grapple: What happens in our school when, despite our best efforts in the classroom, a student does not learn? *Whatever It Takes* contends that a PLC's 'stretch culture' leads both students and staff to embrace high expectations and to develop a sense of self-efficacy and suggests strategies to promote such a culture."

National Education Service  
ISBN 1-932127-28-3



Paperbacks unless otherwise noted. For more information concerning these volumes, please consult your local bookseller or a Web marketing site.

## PLT Chapter Presidents, 2004–2005

*(Boldface indicates 2004 Chapter of Honor)*

Karen Weston (Alpha/U. of Missouri, Columbia)  
 Marilyn J. Ludwig (Alpha Alpha/U. of Arizona)  
 Cheryl A. Love (Alpha Delta/UCLA)  
 Carol F. Fredette (Alpha Gamma/Boston U.)  
 Jessica A. Hall (Alpha Kappa/Penn State U.)  
 Laura M. Eertmoed (Alpha Omega/Bradley U.)  
 Joyce L. Saunders (Alpha Psi/California State, L.A.)  
 Martha Chawner (Alpha Sigma/Texas Woman's U.)  
 Richard R. Hays (Alpha Tau/Ball State U.)  
 Kathleen C. Bailey (Alpha Xi/U. of Tennessee)  
 Alyce Bolander (**Beta Chi/William Paterson U.**)  
 Kristine Klopotek, Jenifer Sparrow (Beta Delta/No. Illinois U.)  
 Annette Jackson-Thomas (Beta Epsilon/U. of Wisconsin)  
 Sheldon Rice (Beta Lambda/U. of Akron)  
 Celeste M. Lau (Beta Nu/U. of Redlands)  
 Jill A. Greenawalt (Beta Omicron/Millersville U.)  
 William Farr (Beta Sigma/U. of Connecticut)  
 Bob S. Hu (Beta Zeta/U. of Hawaii)  
 Lizbeth B. Metscher (Central Missouri)  
 Martha Wilson Alcock (Central Ohio)  
 Anne Marie Devney (Chicago Area)  
 Amy M. Ruminski (Cleveland Area)  
 Elizabeth A. Svirbel (Delta/U. of Pittsburgh)  
 Erin E. Parkinson (Delta Delta/Duquesne U.)  
 Kim Regan (Delta Epsilon/Iona Coll.)  
 Catherine Awong (Delta Eta/Chaminade U.)  
 Brenda W. Phillips (Delta Zeta/Virginia State)  
 Sue E. Ricker (Denver Metropolitan)  
 Joan Nardi (Detroit Area)  
 Barbara J. Shin (Epsilon/U. of Minnesota)

Janet S. Carr (Evansville Area)  
 Ruby Cain (**Fort Wayne Area**)  
 Theresa M. Saylor (Gamma Chi/MidAmerica Nazarene U.)  
 Charlene Handzel (Gamma Delta/Indiana U., S.E.)  
 Ann M. Taylor (Gamma Gamma/Indiana U., Kokomo)  
 Michael P. Mogan (Gamma Iota/U. of Michigan, Dear)  
 Kimberly D. Szul (Gamma Lambda/Niagara U.)  
 MaryLou Accetta (Gamma Mu/Massachusetts Coll. of Liberal Arts)  
 Bethany M. Winters (Gamma Phi/U. of Pittsburgh, Johnstown)  
 Marietta A. Giovannelli (Gamma Pi/U. of Illinois, Chicago)  
 Kathleen A. Lindsey (**Gamma Tau/Mt. St. Mary's Coll.**)  
 Jennifer R. Maher (Gamma Upsilon/Salem State Coll.)  
 Kathleen J. Bradley (Greater Los Angeles Area)  
 Virgie Chattergy (Hawaii)  
 Elna B. Williams (Illowa)  
 Karen A. Freeman (Lambda/U. of Chicago)  
 Tonita F. Tawzer (Long Beach Area)  
 Kathleen Bradley, Greater Los Angeles  
 Susan H. Marston (Northern California)  
 Jennifer E. Eastman (Omicron/U. of Nebraska)  
 Barbara E. Pearl (Philadelphia Area)  
 Ofelia M. Carague (Philippines Area)  
 Sarah Jones (Portland Metropolitan)  
 Ingrid Montealegre (Rho/New York U.)  
 Marjorie C. Beazer (Sacramento Area)  
 Shirley M. Kunze (Santa Barbara Area)  
 Virgie M. Tsuda (Santa Monica Bay Area)  
 Dorothea R. Kopta (Seattle Area)  
 Maria Martin (Theta/U. of Iowa)  
 Barbara H. Skinner (**Toledo Area**)  
 Doris M. James (**Virginia Area**)  
 Dorothy E. Conway (Western Pennsylvania)

## IN MEMORIAM

Betty **Allen** (Alpha Gamma)  
 Helena **Angerer** (Nu; Central Ohio)  
 Mary **Bacigalupo** (Gamma Eta)  
 Edith **Bacon** (Epsilon)  
 John **Bradley** (Alpha Alpha)  
 Jennie **Burk** (Alpha Omega)  
 Dorothy **Burkholder** (Beta Upsilon)  
 Bruce **Byrne** (Beta Sigma)  
 Anne **Caccialino** (Alpha Gamma)  
 Victoria **Chapman** (Xi)  
 Kathryn **Crawford** (Gamma Eta)  
 Leanne **Davis** (Alpha Mu)  
 Mary Ellen **Deignan** (Georgia)  
 Bessie Elaine **Demetral** (Alpha Pi; Detroit)  
 Mary **Dietrich** (Beta Eta)  
 Evelyn **Dokken** (Tau; Alpha Beta)  
 Lisa **Dubeau** (MAL)  
 Mary Jane **Dycus** (Alpha Sigma)  
 Gertrude **Endthoff** (Beta Epsilon)  
 Itrice **Eubanks** (Beta Upsilon; Kansas City)  
 Jacqueline **Ferkin** (Rho)  
 Joanne **Finneran** (Gamma Upsilon)  
 Mary **Fonda** (Alpha Iota)

Josephine **Fugate** (Gamma; MAL)  
 John **Geff** (MAL)  
 Sara **Heller** (Iota)  
 Bruce **Jackson** (Alpha Gamma)  
 Beatrice **Jenkins** (A. Zeta; Chicago)  
 A. Clare **Jerdonek** (Cleveland)  
 E. Margaret **Johnson** (A. Omicron; MAL)  
 Kathy **Koory** (Alpha Pi)  
 Mabel **Koske** (Alpha Beta; MAL)  
 Mary **Langford** (Alpha Omicron; MAL)  
 Florence **Lauscher** (Alpha Beta; Milwaukee)  
 Mary **Leininger** (Xi; MAL)  
 Alice **Linnehan** (Alpha Eta; MAL)  
 Ruth **Loats** (Alpha Tau)  
 Cecil **Lott** (MAL)  
 Richard **Lovan** (MAL)  
 Sarah **MacLean** (Beta Eta; Toledo)  
 Marjory **Martinson** (Alpha; MAL)  
 Delena **Matthews** (Iota; MAL)  
 Janice **McFatridge** (Beta Omicron)  
 Thelma **Mitchell** (Sigma; Greater L.A.)

Rita **Moretti** (Gamma Lambda)  
 Mary **Mulvey** (Alpha Eta; MAL)  
 Eleanor **Nazarene** (Zeta; MAL)  
 Margaret **Nixon** (Santa Monica Bay)  
 Lois **Nottbohm** (Epsilon)  
 Mary **Ornelas** (Fort Wayne)  
 Sarah **Page** (Iota; MAL)  
 Irene **Papich** (Nu; Alpha Omega)  
 Velma **Pearson** (Iota; Kentuckiana)  
 Betty **Pence** (Pi; Spokane)  
 Gladys **Perry** (Zeta; Seattle)  
 Evelyn **Reff** (Tau; Grand Forks)  
 Susie **Rice** (Gamma Epsilon)  
 Judith **Ruskin** (Beta Sigma)  
 Elizabeth **Ryan** (Iota; Evansville)  
 Rosemary **Schmitt** (Fort Wayne)  
 Jean Perry **Short** (Alpha Alpha)  
 Linda **Sillito** (MAL)  
 Genevieve **Walilko** (Rho; MAL)  
 Hazel **Wilcox** (Alpha; Central Missouri)  
 Marjorie **Wilson** (Alpha Omicron; Portland Metro)

*(Chapters in order of membership; MAL=member at large status)*

# Never underestimate the power of "TEAL"!\*

- **I promise** that during the coming months PLT will deliver tools that will allow you to enhance your effectiveness in providing leadership to cope with No Child Left Behind and responding proactively to other serious challenges facing education today.
- **I challenge you** to join other Thetans: share your own successes and learn from their successes so you can provide effective local leadership.

—International President Rita Jones

\* "The Educator as Leader" is the 2003 PLT Leadership Conference participants' consensus response to No Child Left Behind and other challenges that face educators today. PLT will be part of that initiative. Watch our Web site!



## Pi Lambda Theta

P.O. Box 6626  
 Bloomington, IN 47407-6626  
 Phone: (812) 339-3411 • Toll-Free: 1 (800) 487-3411  
 Fax: (812) 339-3462 • office@pilambda.org • www.pilambda.org/

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## CAREER SERVICES NETWORK

*A comprehensive, three-part job referral service for members of Pi Lambda Theta*

### PLT JobList

This service is available to all PLT members at [www.pilambda.org](http://www.pilambda.org). Employers can list their jobs on-line with JobList at no charge. Supplemental hot links are provided to education job listings on dozens of Web sites.

### PLT JobMatch

**PLT JobMatch** taps Thetan **Career Partners** to help in a member's job search. The country is divided into about 100 job search areas based on the number of Career Partners in each area (typically 10 to 20). As a member benefit, PLT will distribute a member's résumé to the Career Partners in any one search area each calendar year FREE. A résumé can be distributed to additional search area for a nominal fee. Find the national list of search areas and register entirely on-line at [www.pilambda.org](http://www.pilambda.org), or call 1-800-487-3411.

### PLT Career Partners

More than 1,000 members have volunteered to assist other members with job searches in their geographic areas. Career Partners receive résumés of all appropriate JobMatch participants. A listing of cities and states that are currently covered appears at [www.pilambda.org](http://www.pilambda.org).

## Pi Lambda Theta



## EDUCATIONAL ENDOWMENT

### I WOULD LIKE TO CONTRIBUTE TO:

• Main endowment fund  
 (scholarships, awards, research grants) \$ \_\_\_\_\_

#### Endowed awards

- Yoshizawa teaching award \$ \_\_\_\_\_
- Dobbs research award \$ \_\_\_\_\_
- Barry award—service to disabled \$ \_\_\_\_\_
- Tracey award—service to seniors \$ \_\_\_\_\_

#### Endowed scholarships

- Williams music scholarship \$ \_\_\_\_\_
- Sorenson phys. ed. scholarship \$ \_\_\_\_\_
- Ebeo scholarship/teaching award \$ \_\_\_\_\_
- Ishikawa-Fullmer counseling scholarship \$ \_\_\_\_\_
- Hawaii Chapter scholarship \$ \_\_\_\_\_
- McCann-PLT scholarship \$ \_\_\_\_\_
- (Alpha Mu/University of New Mexico) \$ \_\_\_\_\_
- Beta Chi scholarship \$ \_\_\_\_\_
- (Beta Chi/William Paterson University) \$ \_\_\_\_\_
- Kara Vaughn Jackson Scholarship Fund \$ \_\_\_\_\_
- (Grambling State University)
- Vopni math/science scholarship \$ \_\_\_\_\_
- (University of Washington)
- Fullmer-Ishikawa counseling scholarship \$ \_\_\_\_\_
- (University of Denver)

**My total contribution is** \$ \_\_\_\_\_

All contributions go to principal of designated fund. Contributors of \$100 or more will be recognized as "Benefactors of Pi Lambda Theta."

PLEASE DESIGNATE THIS GIFT IN HONOR/MEMORY OF:

\_\_\_\_\_

I PREFER TO REMAIN ANONYMOUS.

I WOULD LIKE TO PAY BY:

Visa  Mastercard  Check

CARD #: \_\_\_\_\_

EXPIRATION DATE: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

MY NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

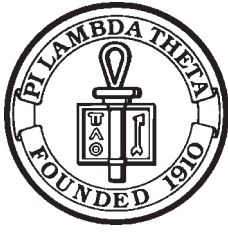
\_\_\_\_\_

TELEPHONE/E-MAIL \_\_\_\_\_

### PI LAMBDA THETA EDUCATIONAL ENDOWMENT

P. O. Box 6626  
 BLOOMINGTON, IN 47407-6626  
 1-800-487-3411

FAX: 812-339-3462 (credit card contributions)



# Call for Presentations

AN INVITATION TO PRESENT A WORKSHOP AT THE INTERNATIONAL LEADERSHIP CONFERENCE OF PI LAMBDA THETA, INTERNATIONAL HONOR SOCIETY AND PROFESSIONAL ASSOCIATION IN EDUCATION

## LEADERSHIP REVOLUTION

*INCLUDES A BONUS STRENGTHSQUEST<sup>®</sup> WORKSHOP*

HOTEL MONTELEONE • NEW ORLEANS • JULY 28-31, 2005



Photo by Richard Nowitz



Photo by Carl Purcell

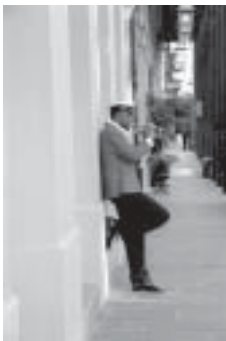


Photo by Harry Costner



Photo by Richard Nowitz

All photos are provided through the New Orleans Metropolitan Convention and Visitors Bureau.

### Workshops are invited on five focus issues:

- **Diversity-Driven School Design**
- **Increased Accountability with Multiple Performance Measures**
- **Pre-service Education for New School Designs**
- **Inclusion Under the Reauthorized I.D.E.A.**
- **Senior Solutions**

Successful school reform often starts with a redesign so extreme that one reasonably might say, “Only the kids are the same.” By the very nature of extreme redesign there is no one right answer and no one place to go for ideas. We invite proposals for workshops that will leave participants with an understanding of at least one imaginative element of a school or pedagogical redesign that worked (and hopefully continues to work). Participants should take home an understanding of what the element is, how it works, and what supporting infrastructure is necessary to make it work.

Three of the focus issues address what works in practice. The pre-service education focus issue addresses how higher education can prepare students to be effective educators in an environment that is putting an ever increasing premium on creativity, cooperation, and courage.

Submission deadline: November 15, 2004    800-487-3411    [conference@pilambda.org](mailto:conference@pilambda.org)



## Focus Issue Workshops

Workshops will be selected by blind review.

### Types of Presentations

Multiple-presenter, point-counterpoint, and “conversation” formats are encouraged as well as single-presenter formats. Presentations should focus on existing programs and practices.

### Workshop Format

Workshops are 90 minutes long. Presentations should allow at least 15-minutes for Q&A.

### BONUS

#### ***StrengthsQuest* Workshop by Dr. Edward “Chip” Anderson**

Dr. Anderson of Azusa Pacific University will conduct a workshop Friday on *StrengthsQuest*, a book he co-authored with Donald O. Clifton, Ph.D., of the Gallup Organization.

***StrengthsQuest* is a revolutionary program from The Gallup Organization that focuses students on strengths rather than weaknesses.**

Success in education — and in meeting any challenge life presents — is found in working from strengths, and The Gallup Organization understands this better than anyone. More than 2,000,000 interviews with people from virtually every profession, career, and field of achievement have yielded a simple, yet profound finding:

Top achievers understand their talents and strengths, and build their lives upon them.

*StrengthsQuest* leads each student in a discovery of his or her natural talents, and to unique and valuable insights into developing those talents into strengths. The student becomes better equipped to succeed, and to make effective decisions that enable him or her to balance the demands of class work with extra-curricular activities, job, and family.

### Focus Issues

#### **Diversity-Driven School Design**

Most of the best-known paradigms for school reform not only recognize diversity, but explicitly structure their designs around the needs of students and parents. For example:

[www.bigpicture.org](http://www.bigpicture.org)  
[www.essentialschools.org](http://www.essentialschools.org)  
[www.annenberginstitute.org](http://www.annenberginstitute.org)

*Workshops should show participants ways that creative schools structure their programs to reflect the populations they serve.*

#### **Increased Accountability with Multiple Performance Measures**

The best school reform paradigms seek more accountability, not less. However, more accountability requires going far beyond mere test scores.

*Workshops should show participants creative, proven ways to define and measure student performance.*

#### **Pre-service Education for New School Designs**

If teacher education for a traditional school is a big challenge, teacher education for a potentially infinite number of school designs must be a far bigger one.

*Workshops should show participants ways in which higher education is preparing students to teach in a wide variety of different school designs.*

**Inclusion under the reauthorized I.D.E.A.**

Under I.D.E.A. as reauthorized, schools will no longer be allowed to identify students by their disabilities; rather, students must be identified in terms of the whole child. On the one hand, the impact on how schools identify and teach special education and regular students could be daunting. On the other hand, although the law is new and perhaps intimidating, the focus on each individual student is the foundation of most successful school reform designs. See:

[www.ed.gov/news/pressreleases/2003/02/0225203.html](http://www.ed.gov/news/pressreleases/2003/02/0225203.html)

*Workshops should show participants proven techniques and designs with which educators are already addressing inclusion as it has been redefined under I.D.E.A.*

**Senior Solutions**

Because they have the necessary time, retirees can do things that working educators simply don't have time to do. Workshops should deal with opportunities for constructive, creative use of the resource that defines the retiree's distinctive potential: TIME.

For example, workshops could focus on opportunities for community involvement, volunteerism, or school support. Addressing a less discretionary use of time would be a workshop on grandparents raising children, which has become increasingly common.

Among the most aggressive opportunities available to retirees is the chance to engage in advocacy. Workshops might address specific advocacy opportunities targeting, for example legislators, education officials, business leaders, parents, or medical professionals, or else the general process and specific techniques of effective advocacy. Participants should come away knowing how to participate in advocacy efforts and, in the best case, how to organize them.

**Preliminary Schedule of Events**

**Thursday (July 28, 2005)**

- 1:00-4:00 PM Delegate Orientation  
Presenter Orientation
- 5:00-9:00 PM President's Reception and introductions;  
All scholarship/awards, founders day ceremony, remembrance ceremony, Direct Honors/Member-At-Large recognition, 50 year member recognition

**Friday (July 29, 2005)**

- 7:00-8:15 AM Breakfast: Region Presidents/  
Chapters of Honor (by invitation)
- 8:30-11:30 AM Keynote Speaker
- 11:45 AM-1:15 PM Buffet Luncheon
- 1:30-2:30 PM Keynote Speaker
- 2:45-4:15 PM Workshop Cluster #1
- 6:30 PM PLT Business Meeting

**Saturday (July 30, 2005)**

- 7:00-8:15 AM Breakfast: Past International Presidents  
(by invitation)
- 8:30-10:00 AM Workshop Cluster #2
- 10:15-11:45 AM Workshop Cluster #3
- 12:00-1:30 PM Browsers lunch, poster session, topic tables, member vendors, book signing
- 1:45-3:15 PM Workshop Cluster #4
- 3:30-5:30 PM The Educator As Leader (T.E.A.L.)  
Workshop
- 6:30-9:00 PM Endowment Dinner

**Sunday (July 31, 2005)**

- 8:30-11:00 AM Brunch & Keynote Speaker;  
silent auction report; chapter exhibit awards
- 11:15 AM-12:45 PM Regional Meetings
- 1:00-2:00 PM Post Council Evaluation Meeting

Submission deadline: November 15, 2004

800-487-3411

conference@pilambda.org



## Proposal Preparation Guidelines

Completed proposals must be received by November 15, 2004.

### Cover Sheet (Required)

E-mail messages or attachments are encouraged. Hard copy is acceptable. All cover sheets must contain the following information:

- name of workshop organizer
- title and institution
- mailing address
- phone
- fax
- e-mail
- focus issue
- title of the workshop
- AV requirements
- description of the workshop NOT TO EXCEED 30 WORDS, which will be reprinted verbatim in the conference program
- names and institutions of additional presenters for inclusion in the program. ALL COMMUNICATIONS WILL BE WITH THE WORKSHOP ORGANIZER.

### Written Description (Required)

**Medium and length:** Descriptions should be between 500 and 1,000 words. E-mails and e-mail attachments are encouraged. Hard-copy submissions should be typed and double-spaced.

**Identifiers:** Put names, institutions, or other identifiers on the cover sheet. Put only the workshop title on the written description =proposals are submitted to blind review. Include the following information:

1. **Relationship to conference theme:** State how the presentation is pertinent to *Leadership Revolution* in the context of the specific focus issue.
2. **Objective:** State what workshop participants should expect to learn from the presentation and how they can expect to make practical use of what they learn. Specify your target audience.

3. **Substantive content:** As appropriate, describe the premise or hypothesis, the history, perspective, theoretical framework, and practical applications. When presenting research results and applications, discuss the underlying theory, research design, data source, analytical techniques, and results.

4. **Step-by-step description:** Describe the sequential flow of the presentation: method of presentation, participant involvement, and use of AV equipment. (The description can be simple and brief.)

5. **AV requirements and room set-up:** Room set-up is theater style unless otherwise requested. State the exact AV requirements and indicate if you plan to provide the equipment or if you wish Pi Lambda Theta to arrange use of equipment. See "Anticipated Expenses" for complimentary AV equipment and optional equipment rental fees.

**Note:** The presentation description stands by itself. There is no requirement for subsequent submission of papers.

### Mailing/Contact Information

Pi Lambda Theta International Office.

*E-mail:* conference@pilambda.org

*Phone:* 800-487-3411

*Fax:* 812-339-3462

*U.S. Mail:* P.O. Box 6626, Bloomington, IN 47407-6626

*FedEx/UPS:* 4101 E. 3rd St., Bloomington, IN 47401-5599

### Deadlines and Notification

Proposals must be received by November 15, 2004. The decisions of the program committee will be mailed by January 15, 2005. Presenter confirmation and registration fees must be received by March 1, 2005. Presentations not confirmed by this date may be dropped from the program.

### Anticipated Expenses

**Registration:** All those listed in the program as presenters must pay a conference registration fee. The student registration fee is \$167. The presenter (non-student) registration fee is \$237. The full conference registration fee is \$267. (Discounted registration fees include all scheduled meals, general sessions, workshops, exhibits, and conference amenities.)

**Lodging:** The cost of a room at the Hotel Monteleone is: Single/Double \$129 or Triple/Quad \$154 plus 13% state and local taxes plus \$2 per room occupancy tax. Reservations should be made directly with the hotel. Call 800-535-9595 or 504-523-3341.

**AV equipment:** Presenters may provide their own AV equipment. A flip chart/markers and an overhead projector/screen will be provided UPON ADVANCE REQUEST at no charge. Rental fees for any other equipment are the responsibility of the presenter:

35mm slide projector: \$42

Sony 1/2" VHS VCR/monitor: \$60

LCD video projector \$170

Other equipment: fees available upon request

## • TO OUR PRESENTERS •

Written papers are not required.

Effective presentation is everything.

Assess participants' objectives.

Engage the participants.

Give goal-oriented presentations.

Offer practical help to practitioners.

Guide participants in making action plans.