



LSU COLLEGE OF
EDUCATION
2007 ALUMNI NEWSLETTER



M. JAYNE FLEENER

E.B. “Ted” Robert Professor & Dean

What sets us apart? What connects our past with our present and future? The role our alumni play through their leadership, commitment, and connection with our past is crucial to where we are going and where we hope to be in the near and not-so-near future. As you will see in the pages that follow, our graduates have gone on to make significant contributions to society in a variety of settings. We build on the past as we prepare for the future that we, in our own ways, help create. We build on the past through you, our outstanding graduates, friends, and partners in education and wellness. The Alumni Newsletter is dedicated to you, our graduates and friends of the College. We hope the stories help you feel connected to and involved with all

the ways this college of education makes a difference in the lives of so many and encourage you to continue to participate with us in creating the future.

One way we prepare for tomorrow is by investing heavily in our students and faculty. Through on-campus classes, field-based learning opportunities, shared research, and service learning, LSU students interact with our community partners to extend our outreach beyond the walls of the university. Our faculty are competitive nationally and internationally. Faculty present and publish world-wide, generating new knowledge and new understandings that contribute to the global community needs of education and

wellness while also engaging in teaching and research that address important social issues.

We are tackling some of these difficult social issues through funded projects dealing with understanding debilitating diseases, restoring the wetlands and preventing coastal erosion, overcoming the affects of the 2005 hurricanes, and compensating for the deleterious impact of living in poverty. In addition to health and wellness research on cardiac rehabilitation, diabetes, and childhood obesity, our commitment is evidenced by numerous College of Education community projects such as the Peripheral Neuropathy Tai Chi initiative, Coastal Roots Project, Delta Express educational and health

promotion outreach to hurricane evacuees, Ethics Institute for middle and high school students, GEAR UP for college success program, and the LSU Writing Project.

As you will see through the various stories in this issue, we are truly an engaged college of education. In recent reports by the Kellogg Commission on the Future of State and Land-Grant Universities*, the mission of great public universities was revisited and renewed for the 21st Century, suggesting the urgent need for universities to provide solutions to cross-disciplinary and complex problems faced by our society.

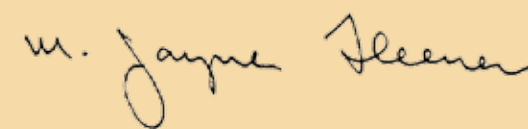
“Engagement goes well beyond extension, conventional outreach and even most conceptions of public

service,” the first report explains, “... embedded in the engagement ideal is a commitment to sharing and reciprocity ... partnerships, two-way streets defined by mutual respect among the partners for what each brings to the table.”

Throughout the pages of this newsletter, you will see our commitment to engaging our constituents and meeting the needs of our communities. At the same time, you will meet a few of our outstanding alumni who have made a very real difference in the communities in which they work. While celebrating our centennial year (1908-2008), we will be calling upon you to help us find other alumni who may join us in sharing the future, as we have

shared the past. Reconnecting with our alumni is another way we become an engaged college of education – working together to make a difference in tomorrow’s world.

I hope you are inspired as you read about our projects, our outstanding people, and our contract with the future as an engaged college of education. Thank you for your support, encouragement, and faithful commitment to YOUR college of education.



* Kellogg Commission Reports, *Returning to our roots: The engaged institution*, January, 2001, and *Public Higher Education Reform Five Years After The Kellogg Commission on the Future of State and Land-Grant Universities*, January, 2006, <http://www.nasulgc.org/Kellogg/kellogg.htm>



LSU COLLEGE OF
EDUCATION
A Century of Growth

CENTENNIAL CELEBRATION

The 2008-09 year will mark the College of Education's centennial. Many exciting events and activities are currently in the planning stages. Keep watching for more details, which will be available on the centennial Web site:

www.lsu.edu/coe/centennial

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AN ALUMNA AT HEART

Pat Hines Continues the Family Tradition



Mrs. Pat Hines is not technically an LSU alumna—however, her dedication to the university and to schools in the Baton Rouge community make her a Tiger and an educator through and through.

Her husband, Robert H. Hines, Sr., graduated from LSU in general studies in 1955. In addition, her four children and many of their spouses are also LSU alumni. While watching their five grandchildren attend classes in the shadow of Tiger Stadium, Mrs. Hines decided to invest in the university that has educated so many of her family members.

The Hines family funded two professorships in the College of Education, one filled by Associate Professor Michael Welsch in the Department of Kinesiology and the other occupied by Donna La Monte, a reading specialist at the University Laboratory School.

Mrs. Hines funded these endowed professorships in education because of her love of children and her memorable experiences working in the school system. Raised with seven brothers and sisters, Mrs. Hines said “I have always loved education and children; I grew up taking care of babies.”

In addition to teaching Sunday school at church, Mrs. Hines worked as a secretary at Highland Elementary School for 27 years. She described Highland as a superb place to work, with wonderful families, local people, and a top school in the parish at its time.

“The job was originally part-time. Before you know it, I was staying all day every day,” said Mrs. Hines while sitting in front of a small crystal apple perched upon stacks of books about LSU on her coffee table.

Mrs. Hines recalled how interesting she thought of children’s perceptions

of their teachers. One day while she was grocery shopping at Matherne’s, she noticed a little boy quietly following her down every aisle in the store. He finally looked up at his mother and said, “Do you know who that is?”

“He talked about me as if he had just seen the president!” said Mrs. Hines, adding that the children at her school absolutely admired their teachers.

And, the feeling was mutual. Mrs. Hines said sweetly, “I have a real love for those children at that school. Those were the best years of my life.”

LEFT/L to R: Pat Hines standing with Georgia B. Scobee. The Hines family endowed two professorships in the College of Education, one in the Department of Kinesiology and one at the University Laboratory School.



A SINGULAR PRIVILEGE

Elena LeBlanc's Memoirs of Teaching



When Mrs. Elena LeBlanc first came to LSU she was teaching seventh grade and working on her master's degree. She came to the university because she wanted to be a better teacher. What she found was that there was much more to teaching than just knowing the subject.

When Mrs. LeBlanc was enrolled at LSU, taking content rich classes in English literature, it was when all of the great English professors were on campus.

"Robert Penn Warren taught me Shakespeare," she said smiling.

While she attended English literature classes with literary well-knowns like Robert Penn Warren, Mrs. LeBlanc spent the majority of her time teaching middle school children in the College of Education laboratory classrooms then located in Peabody Hall.

In fact, one of her most memorable classes in Peabody Hall was located right next door to Dean Ive's office. One day, a sixth grader snuck his pet bat to school in a cigar box. Worried about the little creature, the child kept opening the box, peeking inside to look at him. As one would

expect, the bat got loose and mass commotion ensued—students began hiding, running, and screaming.

"I kept opening the doors and windows, so the bat could get out. As soon as I would open one window, the kids would pull it back down...no one, except for me, wanted that pet bat to get away," said Mrs. LeBlanc with a grin.

"I was struck numb with all that noise, you could imagine my concern being right next door to Dean Ives. I am sure he wondered what we had going on in there," recalled Mrs. LeBlanc.

Mrs. LeBlanc said this was just one example of how being well versed in a subject matter may not necessarily prepare a young teacher for the classroom.

"Teaching is more about knowing people." That, she said, was her capstone experience in the College of Education as compared to other colleges.

Mrs. LeBlanc learned a great deal about people in her 40-year teaching career. She worked in the East Baton Rouge and Lafourche Parish school systems, and spent 17 years at the University Laboratory School until

she retired to care for her husband who was diagnosed with Alzheimer's disease.

"As I look back on my 40 years of teaching experience, I remember feeling immensely challenged every time I faced a classroom of bright-eyed youngsters," recalled Mrs. LeBlanc.

"These students have contributed to our democratic society in interesting and positive ways, many of them quite brilliantly," she said.

"As for me, it is a singular privilege to have been called teacher."

LEFT: Elena LeBlanc posed in her salon after visiting with Development Director Georgia B. Scobee. Mrs. LeBlanc continues her passion for English literature and classroom discussion by participating in a book club at her retirement community. She is also active in the Daughters of the American Revolution, the Daughters of the Confederacy, and the College of Education Peabody Society.

PRACTICE WHAT YOU PEAK

Fabian Roussel and the Peak Performance Clinics



Fabian Roussel (MS, PT, ATC) grew up at LSU, attending LSU football and basketball games. His father, Professor Buddy Roussel, was a 30-year veteran of the Dairy Science Department; his dedication to the University was handed down like a family heirloom.

Roussel continues the family tradition by working with the LSU Department of Kinesiology training LSU physical therapy interns and frequently hiring them as full-time employees.

In fact, Fabian has accepted nearly 40 kinesiology interns at one of

the Peak Performance clinics since he started working three years ago with Kinesiology Professor Wanda Hargroder, Ph.D.

Professional schools want students that have gained experience by volunteering or working in a physical therapy clinic. This competitive intern program is in high demand among human movement majors. Human movement internships present LSU students with educational opportunities they can apply to their chosen profession. Students also can apply these learning experiences during the interview

process for graduate or professional schools and full-time jobs.

“Fabian was the original site supervisor for our physical therapy interns and has proven to be one of the best mentors available in the community,” said Hargroder, who is also the director of the Human Movement Internship Program in the LSU Department of Kinesiology.

“Fabian is always willing to accept numerous interns and provide them with a setting that meets the learning objectives set forth by our faculty. We can always count on Fabian and the Peak Performance clinics to provide

LEFT: The LSU Peak Performance team poses outside of their Industriplex location. L to R: Co-owner Fabian Roussel, Leslie Beard, Lindsey Harvey, Aimee LeBlanc, Stacie Sulik, and Co-owner Chris Purvis.





our students with a challenging internship that will expose them to real-life situations and test their applied knowledge in the field,” added Hargroder.

Roussel added that it’s a win-win situation for him, the clinics, and LSU, “The majority of my P.T. techs are students at LSU. They make up my best workers because they are young, hungry for knowledge, and interested in becoming physical therapists themselves.”

Interning and working alongside a seasoned professional is exactly how Roussel first became interested in the

field of physical therapy. Former LSU Kinesiology Professor Marty “Doc” Broussard mentored Roussel as an undergraduate, constantly driving him to be successful.

“Doc really took a chance on me. When I was a freshman, he let me walk on as a student athletic trainer. Soon, I earned a scholarship and became his head trainer. This allowed me to treat athletes at LSU and work with the team physicians,” recalled Roussel.

Imagine a high school sports fanatic whose favorite subject was science now working with LSU

athletes and the physicians that treat them—Roussel was a natural fit for the profession that perfectly blends the two.

And, his passion for the physical therapy profession shows. In business now for seven years, Peak Performance has seven physical therapy locations in Baton Rouge, Denham Springs, Gonzales, Brusly, and Prairieville. But, Roussel’s success was not achieved overnight.

After graduating from LSU Medical Center in New Orleans, Roussel took a job as a staff P.T. for a group of local orthopedists for nearly

10 years. He received a master’s degree in exercise physiology from LSU in 1995 and received credentials from the National Athletic Trainer’s Association, the Louisiana Athletic Trainer’s Association, and the American Physical Therapy Association.

Roussel started thinking about opening his own clinic and, in 2000, made the big step with fellow partners Chris Purvis and Scott Dickie, who are also LSU alumni.

Now all three alumni are giving back to the institution that provided the foundation for their success.

L to R: Fabian Roussel demonstrates a physical therapy procedure for LSU student volunteer Jonathan Pecoraro.

In addition to accepting 40 LSU students as interns, Roussel, Purvis, and Dickie have also hired a number of purple and gold graduates.

During her undergraduate study at LSU, Physical Therapist Lindsey Harvey worked as a technician with the first Peak Performance clinic. By the time she graduated from physical therapy school and was looking for employment, Peak Performance had grown to six clinics. As a staff physical therapist at Peak Performance, Harvey now serves as a mentor and trainer for the volunteers, interns, and technicians.

Harvey said their first choice is to hire students who were former interns and volunteers, “We love our students. They’re the most motivated employees because this is what they want to do,” remarked Harvey, adding that, “They want to learn as much as they can. The only thing we don’t like about them is that they leave us...to go on to PT school.”

Such was the case for May 2007 graduate Leslie Beard, who is now attending physical therapy school at the University of Saint Augustine for Health Sciences in St. Augustine, Florida.

“My internship was outstanding. Fabian is such a hands-on boss. He gets to know the interns and works very closely with them, trying to make sure that they get the most from the intern experience,” added Beard.

“When I saw how closely we get to work with patients and follow them through the course of treatment, I knew that’s what I wanted to do every day for the rest of my life. Fabian had a lot to do with that,” said former intern and kinesiology junior Aimee LeBlanc who is currently working as a technician at Peak Performance.

Roussel has also passed on his passion for the profession to his employees and students.

“We see young kids; we see athletes; we see older individuals—we see snapshots of people in different stages of their lives,” said kinesiology senior Stacie Sulik, adding, “In this profession you can touch all walks of life.”

“One of our patients started out nearly paralyzed from a terrible car accident. Before I left, he was walking,” recalled kinesiology junior Jonathan Pecoraro whose volunteer hours were spent assisting the physical

therapist care for a patient recovering from a serious spinal cord injury. “This job is very rewarding,” he concluded.

Roussel offers them all one piece of advice, “When you get involved in this profession, you spend your life as a caregiver. It is very important that you take the time out to also care for yourself.”

You can catch Roussel on any given day at one of the clinics, at area high schools helping injured athletes, or at a Spectrum Fitness club practicing what he preaches.



BREAKING THE MOLD

Angelle Stringer, Director of the Teach Louisiana Consortium



Not many educators would align themselves with Pink Floyd's "The Wall." But, Angelle Stringer, an energetic LSU alumna from Crowley, found herself in some of those potent lyrics and images composed by Pink Floyd front man, Roger Waters.

Her mantra: "All children are not the same and we should not try to fit them into the same mold." Roger Waters celebrated the individuality of all children, and for that matter people. The videography is quite powerful; Stringer even uses clips in presentations.

Stringer first sympathized with Waters' message while teaching at-risk students at Tioga Junior High School in Rapides Parish, Louisiana.

"Seeing what happened to kids who didn't fit the 'perfect student' mold really disturbed me," said Stringer, whose classroom consisted of several students clad with ankle bracelets.

"These were not stupid kids. They were just not exposed," added Stringer, "Some of these students had never even ridden in an elevator. To them, Wendy's was a nice restaurant because it had fancy napkins."

Stringer found the best way to help these students was to identify the leaders within their own groups. She also exposed them to community leaders from their own backgrounds who succeeded and who were good and genuine role models, not the gang leaders that they currently looked up to. Without the negative influence of peer pressure, a little faith, and exposure to new environments, Stringer found that students discovered how things affected them, they related things they liked or enjoyed learning about to school and to their futures. They tried harder and

succeeded in subjects where they once failed.

"Every child has a gift. That gift just needs to be highlighted," she said.

As her eyes lit up, Stringer recounted, "I had a love for those kids." So, Stringer re-wrote the entire English and reading curriculum to better serve her tough Tioga crowd. She had them reading Star Trek, pop culture magazines, newspapers, and comic books instead of Catcher in the Rye, whatever would grab them.

"Any reading material was good material—as long as they were

reading.” Stringer tried to find materials about local events and places to immediately connect their lives and offer them “quicker return” on their learning investment.

“Every teacher must be able to engage children in the language of his or her field. Without that you’ve lost the kid right away,” she said, crediting this model with the writings of Richard Sagor, Earl Cheek, and Louisa Motts.

But, content and teaching schedules may not be as open as they once were with new challenges in education models, No Child

Left Behind legislation, and state mandates such as the Louisiana Comprehensive Curriculum. But, Stringer maintains that good teachers will figure out the connection in between mandates, teaching, and the students’ worlds.

Building on that philosophy, Stringer has made an impact far beyond the walls of that Tioga classroom. She taught middle and high school grade levels at three different schools. She directed teen court and served as a drug advisor in Rapides Parish. She has also been an instructor at both LSU and Southern University.

In 2003, Stringer received an education doctorate in curriculum and instruction from LSU. With her research focus on reading and the at-risk student, Stringer worked with the GEAR UP Baton Rouge grant as a program and development specialist.

“The opportunities LSU gave me, through GEAR UP and my work with struggling students was so valuable. Dr. Earl Cheek really pushed me to find out what I wanted to give back to the educational community, he encouraged me, respected me...and, that was the kind of teacher I wanted to be,” said Stringer.

Stringer continues to give back to the educational community and to our state by helping attract new blood to the teaching profession. Stringer is currently the director of the Teach Louisiana Consortium, a program that offers talented individuals from a variety of educational and work backgrounds the opportunity to obtain teaching certification while teaching full-time in a public school and earning full-time teacher and salary benefits. The consortium is housed within the Louisiana Resource Center for Educators.

Describing the backgrounds of participants in the program, Angelle said, “Our cohorts are made up of individuals ranging in age from 21 to 65, former veterinarians, engineers, auditors, pilots, social workers—basically people who are willing to change their lives because they want to teach, to make a difference.”

This year marks the fifth anniversary of the consortium, which has produced 400 new teachers since 2003, all of whom have participated in workshops spearheaded by Angelle, her staff, and volunteers from across the teaching community.

“I love being part of the educational community. I may be an administrator now—but, I’ll always be a teacher.”



PAGE 12: Curriculum & Instruction alumna Angelle Stringer (Ed.D, 2003) stands outside the doors of the Louisiana Resource Center for Education, which houses the Teach Louisiana Consortium.

LEFT: Stringer instructing the 2006 group of teaching candidates at LRCE.



LAB SCHOOL EXPANDS

Lab School Hires Alumni

With the expansion of the University Laboratory School's elementary school from 312 to 615 students, Dorothy Rumfellow, elementary principal, began a nationwide search for the best candidates to fill the new teaching positions at the school ranked 201 by Newsweek magazine's listing of the nation's most challenging public schools.

"We interviewed candidates, some flew in from other states, and we were delighted that our offers wound up in the hands of LSU graduates," said Rumfellow as she pointed to a list showing that 24 out of the 27

new hires were College of Education alumni.

The new instructors and teaching associates come from a variety of backgrounds and years of experience. "One thing that they had in common was that they were top-notch candidates, immediately standing out against the 125 candidates we interviewed," said Rumfellow.

"I love teaching. I love children. First graders are my heart," said Michelle Blanchard. Blanchard received an education specialist degree in 2000, taught for 12 years, and was awarded Ascension Parish

Teacher of the Year. "I view working at the Lab School as a wonderful opportunity for professional development. I can't wait to begin collaborating with other teachers who will nurture this." Blanchard began the 2006 school year as a first grade instructor.

After graduating with a bachelor's degree in 2005, Kelly Dumas was hired as a teaching associate with one year of experience—not the norm for the Lab School, which usually requires a minimum of three years teaching experience. "Kelly absolutely shined—and, that says a lot



NOW AND THEN

Clarissa Martin Metzger's Memoirs of LSU



In the Fall of 1932, Mrs. Clarissa Martin Metzger left her hometown of Alexandria to attend LSU. At the time, there were only 11 grades in Louisiana schools and Metzger skipped one. So, Metzger's family had reservations about sending their youngest daughter, a 15 year old college freshman, to Baton Rouge.

"No daughter of mine will go to that den of iniquity," her mother warned.

Since Metzger had received a scholarship from the State Rally Association for her declamation,

"My Really Truly Mother," her family eventually agreed to let her join her older brother at LSU. During the Great Depression, the \$30 scholarship covered all tuition and fees at LSU; Metzger budgeted \$5 a week for room, board, and miscellaneous expenses (the greatest of which was panty hose!). After making the half-day journey along the Atchafalaya and Mississippi River ferries, Metzger settled into Smith Hall, now known as Pleasant Hall, with two of her friends from Alexandria.

While many of Metzger's experiences at LSU are similar to

those of students today, there are some notable differences. Metzger spent her first two years of college as a member of the Junior Division (today known as the University College Center for Freshman Year) before being admitted into the Teacher's College (College of Education) for her junior and senior years. Most education classes were located in Peabody Hall, and Metzger's six weeks of student teaching took place at the Lab School, which also was located at the time on the first floor of Peabody. In addition to her studies, Metzger led an active extracurricular

life at LSU as a member of Alpha Chi Omega, Lambda, Le Cercle Français, Louisiana Player's Guild, Town and Gown Players, Smith Hall Dormitory Council, Sponsor Company "A," YWCA, St. James Club, and the Wesley Players. Metzger remembers going to Long Fieldhouse, the predecessor to the student union, which then housed student activities, student mailboxes, and university-sponsored dances.

As a student, Metzger remembers participating in the infamous 1934 railroad trip to Nashville, Tennessee, to see the LSU v. Vanderbilt

L to R: (Standing) Former education dean and current Vice Chancellor of Student Life & Academic Services F. Neil Matthews; College of Education Dean M. Jayne Fleener; (sitting) Clarissa Martin Metzger (B.S. 1936), her daughter Cris Dowdy (B.S. 1963), and Nolia Rohde (B.S. 1960) gathered for a photo at the Forever LSU launch in Houston, Texas.

NATIONAL GROUP HONORS ALUMNI

Menthia Clark & Joe Lott, Jr. Receive AERA Dissertation Awards

football game. Thanks to Huey P. Long, students paid only \$7 to board the train and cheer LSU to an impressive 29-0 victory. Senator Long was assassinated the next year, and Metzger first heard the news on the radio at home while visiting her family in Alexandria. Another significant event during Metzger's time at LSU was the student campaign to obtain the university's first live mascot. Students donated pennies from their own pockets to support their fundraising efforts, and the first Mike the Tiger arrived on the LSU campus October 21, 1936.

After graduating from the Teacher's College with a bachelor's degree in 1936, Metzger took graduate courses and then taught in Louisiana for four years. She spent two years in Jennings as a high school English teacher and two years as a seventh and eighth-grade teacher in Hathaway, where her class consisted of 20 students who spoke Cajun French as their native language. Metzger also taught English in Texas for three years before obtaining a graduate degree in library science from the University of North Texas. She ended her career as a librarian.

Metzger is the widow of Herbert "Bert" Metzger, a 1935 LSU alumnus in Petroleum Engineering. The apple does not fall far from the tree in the Metzger family. Metzger's mother attended college for one year, passed all of her teacher certification tests, and taught in a one room school house in 1907 before retiring to raise her family. Metzger's daughter, Cris Dowdy, graduated from the LSU College of Education in 1963. She began her career teaching 5th grade, then, like her mother, Mrs. Dowdy ended her career as a librarian.

Two LSU College of Education alumni received honors from the American Educational Research Association (AERA).

Honored at the AERA 2007 Annual Meeting in Chicago, Menthia Clark (Ph.D. 2006) won the AERA Division "G" 2007 Distinguished Dissertation Award for her dissertation titled "Say It Loud! I'm Black and I'm Proud! A Study of Successful Black Female Students Educated in an Urban Middle School." Clark's dissertation builds on previous research which reported that academically successful Black females

must choose between academic success and a positive racial identity.

Clark's study examines factors that create resiliency and success in the lives of Black female students in middle schools. Through an intensive, six month involvement with girls at school, their homes, and their after school activities, Clark discovered that each girl had a positive racial identity, was proud of her academic accomplishments, and had high expectations regarding future careers.

In addition, Joe Lott, Jr., was recognized for dissertation excellence at the AERA 2006 Annual Meeting

held in San Francisco by the Postsecondary Education Division "J."

Former LSU College of Education faculty members Becky Ropers-Huilman and Christine Distephano co-chaired Lott's dissertation titled "Civic Orientation Predictors of Black Students: An Exploratory Study."



MANAGING CHRONIC HEART FAILURE

Tracie Rena Parish's Study of Exercise Tolerance, Adaptability, and Physical Activity

College of Education
Kinesiology Distinguished
Dissertation award winner

Tracie Parish's research was aimed at improving the management of patients with chronic heart failure. Heart failure is associated with frequent hospitalizations, widespread functional impairment, and a high mortality rate. It is the single most costly cardiovascular illness in the United States, with total treatment costs estimated at \$24 billion per year.

Tracie Parish's dissertation was a compilation of three projects, which focused on exercise tolerance,

adaptability, and physical activity behavior in patients with heart failure.

The major findings of Parish's dissertation indicate that patients with heart failure receive inadequate information about the importance of physical activity, have significantly reduced exercise tolerance and perceived quality of life, compared to age-matched controls, but improve when engaged in planned physical activity, specifically tailored to the patients' level of education and disease. Parish's work further identifies that 65% of heart failure

patients are not engaged in planned physical activity programs because of self-perceived lack of readiness and have significantly lower scores on important prognostic indicators of survival, thereby increasing their risk for heart failure related complications and mortality.



"Parish's efforts will undoubtedly facilitate the further development of even more effective heart failure programs, thereby reducing health care costs and ultimately saving more lives."

— Michael Welsch

SOUTHERN EDUCATIONAL HISTORY

Donna Porche-Frilot's Study of Henriette Delille

College of Education ETPP
Distinguished Dissertation
award winner Donna

Porche-Frilot's dissertation focuses on situating Henriette Delille (1812-1862) as an educational theorist and reformer within the larger story of Southern educational history. Among many accomplishments, Delille is credited with creating a black Roman Catholic teaching order known as the Sisters of the Holy Family, an organization cast as the first women civil rights advocates in Louisiana.

Porche-Frilot's tedious archival research, some the first of its kind,

was interwoven with census records and interviews she conducted at the archives of the Sisters of the Holy Family, the Historic New Orleans Collection, and the New Orleans Archdiocesan Archives. What is remarkable about Porche-Frilot's research is her attention to investigating the context which made the educational initiatives of the Sisters of the Holy Family possible—not only race but its complex intersections with religion, gender, place, history, and spirituality against the landscape of white supremacy.



"Porche-Frilot's work will have a profound impact on scholars' understanding of how antebellum African American women shaped cultural and social institutions to promote a unique Afro-Latin-Creole theory of literacy that contested antebellum ideologies of racial inferiority."

— Petra Munro Hendry

FACING PAGE: Tracie Rena Parish
ABOVE/R to L: Donna Porche-Frilot with her dissertation advisor and major professor Petra Munro Hendry. Porche-Frilot is currently an instructor at Baton Rouge Community College where she teaches English composition and education courses. She is collaborating with local museum curator, Kathe Hambrick, to create an exhibit on the history of the education of blacks in South Louisiana.

GRADUATES RECEIVE HONORS

Alumni Selected as Teachers of the Year

Carol Dollar, Deborah Walker Dornier, and Lionel Jackson, all College of Education alumni, have been chosen as East Baton Rouge Parish teachers of the year.

Dollar graduated in 1998 with a bachelor's in English and returned to gain her M.Ed. from the College of Education in 1999. Dollar currently teaches English at Tara High. Dollar won a grant from the Academic Distinction Foundation to create a Web site to help her students communicate online with both her and each other.

Dornier teaches fourth grade at the Baton Rouge Center for Visual and Performing Arts. She has modernized her classroom, creating a student community where collaboration and problem solving skills are imperative. She graduated from the College of Education with a bachelor's degree in elementary education in December of 2001. She is currently working to obtain a master's degree in educational technology. Recently, she has been named Elementary State Teacher of the Year for the Louisiana Association of Computer Using Educators and achieved National

Board Certification as a Middle Childhood Generalist.

Jackson began teaching at Prescott High in 2005 when the school hired a new principal, several new faculty members, and revamped the school's educational initiatives. He formed his class into "Team Jackson" and all the students pledged to meet high expectations. Jackson is now the dean of students, working with the whole school to maintain discipline. He graduated with a bachelor's degree from the College of Education in 1998.

Two College of Education graduates were selected as Disney Teachers of the Year. Dutchtown Middle School teacher team Amanda Mayeaux (M.S. 2006), Monique Daigle Wild (B.S. 1991), and Kathryn Pilcher won the prestigious award selected from 75,000 nation-wide nominees and 44 finalists. It was the first time a team won the overall prize for Middle School Teachers of the Year as well as the individual categories for the National Youth Service Award and Outstanding Teachers of the Year.

The team received \$10,000 from Disney Worldwide Outreach,

DISNEY TEACHERS OF THE YEAR

LSU Graduates Selected from 75,000 Nation-wide Nominees

a \$5,000 donation to Dutchtown Middle School, and attended a week-long professional development trip to Disneyland Resort in Anaheim, California. By winning the three prizes, the trio will split an additional \$30,000.

The group's nomination revolved around their international literacy promotion activities. Their Web site "For the Love of Literacy," funded by a Milken Family Foundation Grant, encourages students to read great literature through book reviews, short student-directed films, poster designing and Internet discussion.



ABOVE/L to R: Amanda Mayeaux, Monique Wild, and Kathryn Pilcher (seated).
Photograph Courtesy of Kevin G. Wild.

LEFT: College of Education alumna Felicity Amond (B.S. 1999, M.Ed. 2000) was also among the winners. Currently teaching at McKinley Middle Academic Magnet School in Baton Rouge, Louisiana, Amond was recognized as a 2006 honoree for Middle School Math Education.

"Teaching in teams, collaborating lessons through a range of subjects, that is the future of teaching. We were thrilled to bring national attention to Louisiana schools and teachers with this award."

— Amanda Mayeaux



HOLMES ALUMNA WINS TEACING AWARD

Fawn Thai Receives Local Wal-Mart Teacher of Year

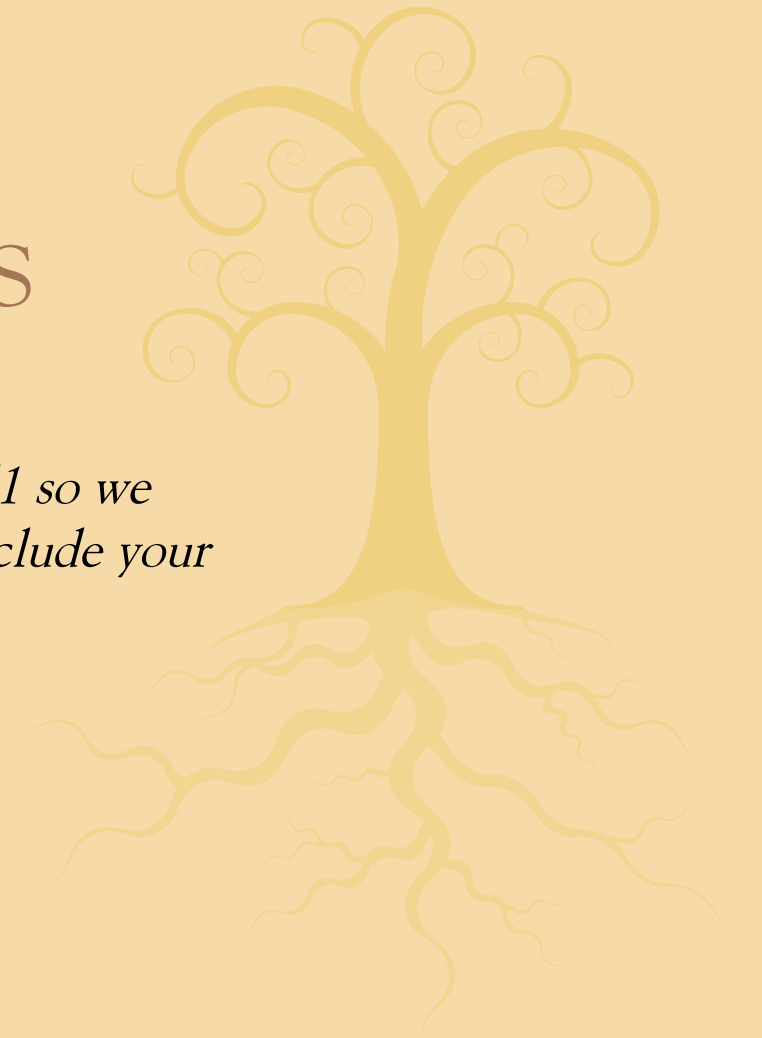


Holmes program graduate Phuong M. “Fawn” Thai was awarded the local Wal-Mart Teacher of the Year Award. Thai also received the Baton Rouge Gifted Association’s Gifted Middle School Teacher of the Year Award, which is voted on by students. In addition, Thai has been nominated for the Presidential Award.

SEND YOUR UPDATES

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Please visit our Web site or call 225-578-2151 so we may update your contact information and include your accomplishments in our annual publications.



ALUMNI UPDATES

1970s

BERNEDA DOWLER BROUSSARD

B.S. 1971, Secondary Education

Berneda Dowler Broussard obtained a M.Ed. from Northeast Louisiana University in Monroe and later attended the University of New Orleans where she obtained a specialist's degree in reading, curriculum and instruction, and administration and supervision. She taught high school in the New Orleans area before moving to Dallas and working in the Insurance Industry as a life insurance underwriter.

From 1995 until 2001, Mrs. Broussard taught at the International School of Lagos in Nigeria before retiring.

MICKEY A. GOMEZ

B.S. 1975, Kinesiology; M.Ed. 1977

Mickey Gomez has been elected to the National Recreation and Park Association's Board of Trustees. He is responsible for the four divisions that make up the Department of Parks, Recreation, Library, and Golf in Boca Raton, Florida.

1980s

CHARLES HARDY, PH.D.

Ph.D. 1983, Kinesiology/Psychology

Charles Hardy is a professor and founding dean of the Jiann-Ping Hsu College of Public Health at Georgia Southern University. Prior to this position he served as Dean of the Jack N. Averitt College of Graduate Studies at Georgia Southern. Dean Hardy was recently appointed chair of the University System of Georgia Administrative Committee on Public Health and invited to serve on the Alzheimer's Association Regional Board of Directors.

ALUMNI UPDATES

2000s

ALEXIS MICHELLE ADAMS

B.S. 2006, Kinesiology/Human Movement

Alexis Adams is a student in the physical therapy program at the University of Tennessee, Memphis.

REBECCA WHITTINGTON BARRAS

B.S. 2000, Elementary Education

Rebecca Whittington Barras began her third year at Carver Primary School in Gonzales, Louisiana.

Rebecca, a Special Education Teacher working with students who have autism, was elected Teacher of the Year for the 2006-07 school year.

JULIE ANN BULLOCK

B.S. 2006 Kinesiology/Human Movement

Julie Bullock was accepted to the University of Alabama at Birmingham's doctorate program in physical therapy.

PAULA J. CARTER

M.Ed. 2006, School Counseling

Paula Carter is a teacher with the New Teacher Project-Teach Baton Rouge program at Villa del Rey Elementary School. Upon completion of this program, she hopes to continue her career in public education and counseling.

JOHN A. CAVELL, JR.

B.S. 1998, Kinesiology; M.S. 2000, Kinesiology; M.Ed. 2005, Administration

John Cavell, Jr., is currently Principal of Archbishop Hannan Catholic High School in Covington, Louisiana. Cavell previously served as coordinator of instruction for high schools in the Instructional Resource Center of the East Baton Rouge Parish School System.

EMILY COCO

B.S. 1979, Computer Science; Certificate of Ed. Specialist 2002

Emily Coco was recently inducted into the National Honor Roll's Outstanding American Teachers. The honor roll recognizes educators who have been identified by students as having the greatest influence on their lives. Coco currently serves as the head of the math department and teacher at Redemptorist High School in Baton Rouge.

WILLIAM B. COX

B.S. 2003, Secondary Education

Currently a teacher at Capital Middle School, William B. Cox has been teaching in the East Baton Rouge Parish School System for four years.

HANNA NICOLE DOBRINICK

B.S. 2006, Elementary Education/ Grades 1-8

Hanna Dobrinick was recently hired as the itinerant Gifted and Talented Pre-Algebra Teacher for all seventh graders in Monroe City Schools.

ALUMNI UPDATES

LAURA DeMASTERS

B.S. 2004, Elementary Education;
M.Ed. 2005, Elementary Education

Laura DeMasters lives in Lexington, South Carolina, and is a sixth grade gifted/talented social studies teacher.

KAYLA MICHELLE DOWDY

B.S. 2006, Kinesiology/Human Movement

Kayla Dowdy is currently pursuing her Doctor of Physical Therapy degree at Washington University in St. Louis, Missouri.

ERIN ELIZABETH ESNEAULT

B.S. 2006, Elementary Education/
Grades 1-8

Erin Esneault is teaching second grade at Dutchtown Primary School in Ascension Parish.

KRISTYN ANN GORDEY

B.S. 2006, Secondary Education/
Social Studies

Kristyn Gordey recently moved to Orlando, Florida, where she is a sales representative for a telephone company.

JOSHUA BRAD LABORDE

B.S. 2006, Secondary Education/
Mathematics

Joshua Laborde is an algebra teacher and high school coach at Port Allen High School.

CYNTHIA LEE STAGER

McCORMICK
Certification 2006, Curriculum and Instruction/
Science Education

Cynthia McCormick is a science teacher in Washington Parish.

DORIAN L. McCOY, Ph.D.

Ph.D. 2006, Educational Leadership & Research/Higher Education

Dorian McCoy has accepted a Henderson Fellowship in the higher education and student affairs program at the University of Vermont.

JILL DAWN MENARD

B.S. 2006, Kinesiology/Human Movement

Jill Menard is attending pharmacy school at Xavier University in New Orleans.

LINDSEY KAYE ORY

Certificate of Ed. Specialist 2006

Lindsey Kaye Ory is a physical education teacher at St. Jean Vianney Catholic School in Baton Rouge, Louisiana.

RANI COLEMAN NOLAN

B.S. 2001, Secondary Education;
M.A. 2003, Research

Rani Coleman Nolan is a mathematics teacher at Episcopal High School in Baton Rouge, LA. Nolan is also the School-Year

Program Director for Summerbridge, Houston, a non-profit organization to help low-income, high performing students.

ERICA FUNCK SHIPP

B.S. 2002, Elementary Education;
M.S. 2003, Education

Erica Funck Shipp is now a kindergarten teacher at Eastside Elementary in Livingston Parish. Prior to joining Eastside, Shipp worked in St. Tammany parish for three years at Cypress Cove Elementary.

ALUMNI UPDATES

LESLEY SOUTHERN

B.S. 2005, Elementary Education

Lesley Southern was awarded “Rookie Teacher of the Year” in 2006 for Burchett Elementary where she teaches in Spring, Texas.

KATIE ELIZABETH STEARNS

B.S. 2006, Elementary Education;
M.Ed. 2007, Elementary Education

Katie Stearns is currently enrolled in the five-year Holmes Graduate Program at LSU.

BROOKE LINDSEY STIKELEATHER

B.S. 2006, Elementary Education

Brooke Stikeleather is currently working at Dunham assisting teachers and working in their aftercare program. She is also at LSU obtaining her masters in speech therapy and in reading. She spends her spare time working with the March of Dimes charity for Louisiana.

PHILLIP BRIAN THOMAS

M.S. 2006, Elementary Education/
Sports Management

Brian Thomas is the Assistant Strength and Conditioning Coach for Southeastern University. He is responsible for the maintenance and improvement of all Southeastern Varsity Athletes. He is also in charge of setting weight and running programs (weight and running) and running these programs for volleyball, basketball, track, and baseball.

SHERYL OGBURN WALTMAN

B.S. 2003, Elementary Education;
M.Ed. 2004, Curriculum &
Instruction

Sheryl Ogburn Waltman spent over 16 years in the private sector before returning to LSU to complete her degree in elementary education. Waltman is passionate about allowing and encouraging critical and creative thinking in the classroom and has been working with academically gifted first and second grade students in the Zachary Community School District. Sheryl has had the privilege

of working on both ends of the special education spectrum, and plans to seek certification in mild/moderate special education. In the summer of 2006, Sheryl was asked to write differentiated lessons within the Comprehensive Curriculum for application in the regular education classroom as part of a Louisiana Department of Education project.



A VIRTUAL NIGHT AT THE MUSEUM

Technology Taking LSU Museum's Show on the Road

More and more people are delving into the world of virtual life simulations. Programs like "The Sims" interact with Internet audiences by getting users to "micro manage" the lives of make-believe or virtual people. With a sales record of 70 million copies worldwide, "The Sims" illustrates the success of virtual applications.

LSU faculty are now tagging on to this popular technology with an education twist. It's called the Virtual Museum and was funded by a grant from the Louisiana Board of Regents.

Because of a collaborative effort between the French Education Project and the Museum of Natural Science, teachers across the state will have access to a virtual museum through compressed video distance learning at seven sites stretching from New Orleans to Shreveport.

The virtual museum will also provide training in the use of online materials and technology to underserved, rural areas of the state.

"With a virtual museum, K-8 science and French immersion teachers will have access to LSU's

collection of natural science specimens and rich academic expertise," said College of Education Professor Denise Egéa-Kuehne, the principal investigator on the grant.

Egéa-Kuehne co-wrote the grant with Sophie Warny, education director for the LSU Museum of Natural Science, and Arnaud Sgambato, director of the French Education Project's National Resource Center for Teachers of French.

At a one day-orientation to kick off the grant Egéa-Kuehne, Warny,

and Sgambato offered examples of creative, content-rich curriculum ideas with hands-on pedagogical activities to utilize LSU's special collections.

"The LSU Museum of Natural Science boasts the fourth-largest university-based bird collection in the world, rivaling that of Harvard, Berkeley, and Michigan," said Warny. "It is a wonderful opportunity for us to share these resources with teachers in Louisiana, taking them virtually behind the door to see our collections, find out details about our

curators, and learn some fun facts about each collection."

The bird collection is one of many resources on campus. The museum also has 81,000 reptile and amphibian specimens, more than 20,000 fossil specimens, 1.25 million archaeological specimens and 270,000 fish specimens. The museum hosts one of the world's largest frozen tissues collection. The mammal collection currently holds more than 37,000 specimens, and is among the 20 largest in the nation. A collaboration with the LSU Department of Geology

& Geophysics provides access to an Earth Science exhibit.

"LSU has so many unique collections that could be put to such wonderful use by innovative teachers," said M. Jayne Fleener, dean of the College of Education. "The College of Education serves as a bridge to educators across the state by opening up our vast resources and interdisciplinary collaborations and sharing these natural treasures with the education community."



FACING PAGE LEFT: Sgambato and Museum of Natural Science graduate student Rebecca Tedford model a hands-on classroom activity illustrating the adaptation of birds' beaks to food availability.

CENTER/L TO R: Denise Egéa-Kuehne, Terri Hammatt, Arnaud Sgambato, Adrienne Lopez, and Sophie Warny. **RIGHT:** Tedford presents an activity on bird's beak adaptation and feeding while a teacher in Lafayette practices it with a live bird on screen.

PERIPHERAL NEUROPATHY

LSU Study Gains National Attention

College of Education faculty member Li Li (Department of Kinesiology) has been garnering national attention on his peripheral neuropathy research. WAFB's reporter Phil Rainier dedicated a segment of the *Healthline* program to the Department of Kinesiology's intervention study for people with peripheral neuropathy. After the segment ran on WAFB's local station and CBS affiliates, Li received calls from cities in Alabama, Michigan, Mississippi, Missouri, New York, Nevada, Tennessee, and Wisconsin in addition to the Baton Rouge

metropolitan area and surrounding parishes in Lafayette, Lake Charles, and New Orleans.

Peripheral neuropathy originates from the degeneration of peripheral nerves. The symptoms are specific to the individual but they usually include numbness, pain, and a burning sensation.

The development of peripheral neuropathy can lead to loss of balance, difficulty walking and other functional disabilities.

Peripheral neuropathy is a debilitating disease affecting

approximately 20 million Americans (according to the National Institutes of Health Web site). There are potentially more than 48,000 peripheral neuropathy patients in the Baton Rouge metro area and more than 6,000 of them are older than 75.

In collaboration with The NeuroMedical Center, Dr. Allen Proctor invited Li to screen individuals for risk of falling and promote the Peripheral Neuropathy Intervention Study at the "Life After 50" Expo presented by The Advocate and WBRZ Channel 2 at the Baton Rouge River Center on April 8, 2006.

Fellow Kinesiology faculty member Jan Hondzinski joined Li at the booth along with graduate students Iina Anitkainen, Fernanda Holton, and Brad Manor and undergraduate students Bridget Cross and Dwight Wilson. The group offered evaluation and consulting services for more than 150 attendees.

The Department of Kinesiology employs Yajun Zhuang, a Tai Chi master from Jiangsu Province in China, to lead group exercises. Zhuang brings 23 years of teaching experience to the study in addition to his cultural experiences from a

country where Tai Chi has been practiced for centuries. "Tai Chi is an ancient Chinese philosophical concept. The practice of Tai Chi improves health, makes illness disappear, and relieves mental stress," said Zhuang.

Although there currently is no treatment for peripheral neuropathy, there are several medications for neuropathic pain management. Pilot data collected by the Department of Kinesiology and research literature indicate that exercise and other interventions geared towards increasing peripheral blood flow and

improving peripheral circulation may help patients manage their symptoms and the disease. Li is hopeful that the research community, medical and health professionals, and patients and support groups will benefit from the national attention and spread of information about the disease and its symptoms.



"Tai Chi is an ancient Chinese philosophical concept. The practice of Tai Chi improves health, makes illness disappear, and relieves mental stress."

**— Yajun Zhuang
Tai Chi master**



FACING PAGE/L: Yajun Zhuang, a Tai Chi master from Jiangsu Province in China, leads a group in Tai Chi exercises.

LEFT: Li Li was invited to the "Life After 50" Expo to promote the Peripheral Neuropathy Intervention Study and screen individuals for risk of falling.

EDUCATIONAL DISASTER RESPONSE

Study Examines Different Teaching Approaches Following Natural Disaster

In the wake of Hurricanes Katrina and Rita, LSU researchers have worked to shed light as to how educators dealt with the chaos and questions in classroom communities following two of the country's most devastating natural disasters.

The National Science Foundation and the Board of Regents' Louisiana Experimental Program to Stimulate Competitive Research (LA EPSCoR) funded nearly \$100,000 for the project conducted by College of Education Associate Professor Teresa Buchanan, School of Human Ecology Professor Diane Burts, and School

of Social Work Associate Professor Timothy Page. The researchers collected information about both teachers' responses to and students' knowledge of the 2005 hurricanes.

Teachers in Louisiana, Tennessee, South Carolina, and Georgia completed surveys describing what school response, planned teacher-directed activities and spontaneous student-led activities took place in the weeks following the storms.

They reported that school-wide responses differed according to location. As expected, Louisiana

schools did significantly more school-wide activities than schools in any other state.

One of the most surprising findings of the study was that there were no significant differences in teacher-planned classroom activities based on location. The LSU research team found that teachers reported doing approximately the same amount of planned activities in their classrooms no matter where in the country they were located.

"We expected to find a flurry of classroom activity in the Gulf Coast

not only about weather but about hurricane safety. Instead, the coastal states did not adjust their classroom instruction," said Buchanan, the principal investigator for the project. "I think teachers were operating under the impression that it would have been harmful to the children if they had discussed the hurricanes in their classrooms."

In contrast to those findings, children in Louisiana initiated significantly more spontaneous activities related to hurricanes than children in other states.

Another significant finding of the study dealt with grade-level learning. Pre-kindergarten and kindergarten teachers who teach children ages four to five did fewer things related to hurricanes or weather than primary grade teachers who teach children ages six to eight. The most common classroom activities were related to reading stories about weather, lecturing about hurricanes, or teaching a unit or theme about weather.

Second-grade teacher Stephanie Sarver provided a clear illustration of outstanding hurricane-related

classroom activities. At E.K. Key Elementary School in Sulphur, Louisiana, Sarver based her lessons off of the Louisiana Comprehensive Curriculum and grade-level expectations. Those guidelines include sections that address community problems and engage the students in discussions about community problems. Sarver adapted these units after the hurricanes by commissioning her students to create Hurricane Rita commemorative stamps for a make believe relief fund. They decided that the stamp revenue should be used to fix all the "blue



FACING PAGE AND LEFT: In the study, children interacted with figurines of people, houses, trees, animals, and boats to demonstrate they knew families watched the news, trees fell, and people evacuated in boats.

roofs,” clean up the trash, build an animal shelter, and and buy food for hungry people and animals.

To better understand learning outcomes associated with teaching practices, the researchers measured the children’s knowledge about hurricanes. The researchers selected three teachers from each grade who conducted various levels of hurricane-related activities in the class. The researchers then randomly selected and interviewed children in these classrooms to assess their understanding of hurricanes.

The six district sample of interviewees consisted of children, ranging in grade levels from pre-kindergarten to third grade. Most of the children came from communities directly hit by the hurricanes.

Members of the team of interviewers went to schools for two days conducting interviews with children using a new modification of the narrative story-stem methodology. Story-stem methodology uses children’s stories to assess attachment. The researchers used six scenarios in which the children interacted with wooden human figures, farm animals,

a city scape, cars and boats, and doll houses. The researchers filmed each interview, reviewed the footage and coded the children’s responses for statistical analysis.

“These were prompts that encouraged the children to tell stories. We started the story and the child finished it while we observed their words and actions,” said Buchanan.

The analyses of these stories indicated that the children understood the effects of hurricanes. The children knew that trees fell

down or broke, that people left their homes to evacuate, that houses were damaged, and that streets and houses flooded.

Ana Morales Boone, a doctoral student in the College of Education, was one of the interviewers in the project. She gained first-hand insight into the students’ responses to the project by traveling to seven classrooms and conducting an average of 16 interviews per school.

“The children would take the little people figurines and immediately put them in the dollhouse attic to

get them away from the water,” said Morales Boone.

“In one scenario, the children would position the dolls in front of the television to discuss warnings about hurricanes and what they should do,” said Morales Boone, adding, “These preschoolers would use the word ‘evacuation’ and tell the wooden ‘friend’ about going to shelters.”

Morales Boone presented these findings with the LSU faculty team at the Louisiana Early Childhood Association conference and the

research team also submitted proposals to several national meetings.

With most of the preliminary analyses underway, the researchers will have an interesting picture to paint at these professional meetings. While the teachers were hesitant to change lessons to directly tackle the 2005 weather phenomena, the children themselves were eager to address these powerful storms. The picture that emerges could help teachers know how to respond to disasters that might occur in their own communities.



“The children would take the little people figurines and immediately put them in the dollhouse attic to get them away from the water.”

**— Ana Morales Boone
Ph.D. Student**

FACING PAGE/R: Ana Morales Boone, a doctoral student in the College of Education, was one of the interviewers in the project.

FACING PAGE/L: Children in the study placed people figurines in attics and filled lower floors with water.

NEW ORLEANS REMEMBERED

*LSU College of Education and Honors College Host Documentary
Filmmakers and Discussion of New Orleans Public Schools*

More than 200 community members and LSU faculty, staff, and students joined the Honors College and the College of Education for the free private screening of the independent documentary “New Orleans Left Behind” on April 19, 2007.

Directed by Vincent Morelli and Jason Berry, the film tells the very personal story of three African-American high school seniors as they navigate through their final year of high school in New Orleans. Including rare, never-before-seen footage, shot before, during, and

after Hurricane Katrina, the film aims to illustrate how an uneducated impoverished population reacts under the stress of that unique situation.

“We examine the core of our American values, how our most vaunted beliefs and government policies have played a role in our nation’s shame,” said Morelli.

The documentary also featured interviews with Noam Chomsky, Jessie Jackson, Ice T, Congressmen William Jefferson and Maxine Waters, author Michael Eric Dyson, and Jim Derleth, the US AID Specialist assigned to East and West Africa.

This screening was an exclusive opportunity for members of the LSU community provided by the LSU College of Education and Honors College. After viewing the film at the Canal Place Theatre in New Orleans, Honors College Associate Dean Granger Babcock and Student Activities Coordinator Mark Dochterman spearheaded the idea of bringing this event to the LSU community. Dean M. Jayne Fleener worked with Dochterman to make the necessary contacts in order to waive the \$4,000 viewing fee and \$10/person admission fee to attend a

private showing of the documentary. The filmmakers, realizing the importance of the film to the LSU Community, reduced the showing fee, which was also paid by the College of Education, in order to make the video accessible to this audience.

LSU has been noted for its remarkable, university-wide, response and relief efforts following the 2005 hurricanes. “It was only natural to continue our leadership role in addressing the many challenges our state faces still today,” added Dochterman who is also a doctoral student in the College of Education’s higher education program.

“We must keep Louisiana’s public schools in the forefront of any Katrina and Rita discussions,” said Dean Fleener. “This film puts the spotlight on the importance of public schools to an informed and capable democracy. I can’t imagine a more passionate and appropriate audience than our university community, P-12 professionals, and fellow educational stewards across our region.”

A lively question and answer panel discussion followed the poignant documentary. Director Vincent Morelli led the discussion with heated comments by former New Orleans

teachers, students, and parents along with community members, education activists, and two of the three students highlighted in the film.



FACING PAGE LEFT: College of Education Dean M. Jayne Fleener and Mark Dochterman pose with the documentary’s creators and the students featured in the film.

FACING PAGE RIGHT/LEFT: After the screening, audience members asked questions and spoke with the filmmakers and two of the students highlighted in the documentary.

BUILDING SCIENCE INQUIRY SKILLS

Grant Aims to Assist Teachers with Integrating Science as Inquiry

The Teacher Professional Continuum Division of the National Science Foundation awarded \$299,986 to College of Education faculty members Yiping Lou and Pamela Blanchard for their grant entitled “Analyzing and Building Science Inquiry Skills through Evidence-Based Technology Integration.” Lou, associate professor of educational technology, and Blanchard, assistant professor of science, are developing a link between teachers’ access to science inquiry skills and earth science activities for their students.

“Science as inquiry is about teaching students how scientists ask questions and answer them,” said Blanchard.

Science as inquiry forms the core of the current reform in elementary and secondary education. It is also included in all grade levels of the Louisiana Grade Level Expectations.

Teachers agree that science as inquiry and hands-on experiences help students learn better, but teachers have little time to invest in inquiry based classes.

Lou and Blanchard’s NSF project offers a solution to this. Through extensive collaboration with expert teachers from East Baton Rouge, Ascension, West Baton Rouge and Assumption parishes as well as LSU Information Technology Services, the final product of the project will offer teachers two integrated science inquiry resource tools: an Inquiry Skill Analyzer and an Inquiry Activity Portal.

At the beginning of the year, both teachers and students will take an assessment that will indicate areas of strengths and weaknesses of the class.

The teacher can then use the inquiry activity portal to select activities that will target the students’ weak areas and are integrated with the Louisiana Comprehensive Curriculum.

The Internet alone lacks a map to help teachers use those resources as a science as inquiry curriculum tool. Lou described how their project would address this, “We will develop and select inquiry assessment items and technology-enhanced inquiry activities that target specific inquiry skills.”

Blanchard added that the web-based resource tool is much more than

a typical Web site, “It offers a quick and easy resource for a particular inquiry skill that a teacher may need to provide more practice in for their students. It provides a gathering place for discussion, an online learning community centered on inquiry skills for teachers.”

The idea for this multimedia grant build on Lou and Blanchard’s prior work with teachers and school systems in grants such as *Project Access* (funded by the Louisiana Systemic Initiatives Project), *Project Science II* (Louisiana Math-Science Partnership Project), and *Teacher as*

Designer and Researcher (Louisiana Board of Regents).

“Pamela Blanchard and Yiping Lou serve as excellent examples of College of Education faculty infusing cutting-edge educational research, community outreach, and technology into their classrooms and investigations,” said College of Education Dean M. Jayne Fleener.

At the conclusion of this project, Lou and Blanchard hope to extend the inquiry portals into other content areas and grade levels and make it available across the nation.

Co-PIs: Yiping Lou & Pamela Blanchard

Title: Analyzing and Building Science Inquiry Skills through Evidence-Based Technology Integration

Funding Period: June 15, 2006 – May 31, 2009

Amount: \$299,986

Sponsor: NSF/ ESI-Teacher Professional Continuum

STUDENT HIGHLIGHTS



MARCO J. BARKER

College of Education graduate student Marco Barker was named as a Barbara L. Jackson Scholar by the University Council for Education Administration. SUNY Buffalo professor Lauri Johnson serves as Barker’s mentor while in the program, which incorporates a network of graduate students of color who are studying in UCEA members’ educational leadership doctoral programs. Barker also serves as the assistant to the Vice Provost

of Equity, Diversity, & Community Outreach.

Barker also served as a graduate assistant in the College of Education Dean’s Office and the Office of Multicultural Affairs. Currently pursuing a Ph.D. at LSU in educational leadership and research with an emphasis in higher education, Barker earned a bachelor of science in industrial engineering from the University of Arkansas and a master’s in business administration from Webster University.

JOLANTA SMOLEN

Jolanta Smolen came to LSU from the Henderson State University in Arkansas, where she received a Bachelor of Science in Early Childhood Education. Arriving immediately before the 2005 hurricanes hit, Smolen has since been immersed in major college and community-wide projects focusing on education and relief activities for children displaced by the storms, such one presented by International Rescue Committee, and College of Education volunteering efforts in various shelters.

By serving as the campus coordinator for the Delta Express Program, Smolen and fellow graduate student Sheri Taylor collaborate with University of California, Berkley faculty and graduate students, area community and aid organizations such as the Baton Rouge Area Foundation, Big Buddy and City Year to name a few.

Smolen received her M.A. in Education with a minor in Middle Eastern politics in August 2007 and is continuing with her doctoral work at LSU in K-12 Administration.



STUDENT HIGHLIGHTS



ZAN GAO

Majoring in physical education pedagogy, Zan Gao also is pursuing a minor in experimental statistics. Zan is focusing his research on self-efficacy and motivation constructs in physical education/physical activity. Gao has served both as a graduate teaching assistant and a graduate research assistant, teaching soccer and weight training as an independent instructor and assisting other faculty with high-level undergraduate courses.

During the last academic year, Zan made four first author presentations at

2006 American Alliance of Health, Physical Education, Recreation, & Dance and American Educational Research Association annual meetings and co-authored two others throughout various cities.

Zan serves as the assistant editor of the Journal of Teaching in Physical Education. He assisted during student orientation with the Links of the LSU Office of International Students and was nominated for an executive committee member of the International Chinese Society for Physical Activities and Health.

ANNIE JUNG

For the past two years Annie Jung has worked with Laura Hensley Choate as the editorial assistant for the Journal of College Counseling and presented at the Journal's annual board meeting in Atlanta in 2005.

KIMBERLY NICHOLS LA PRAIRIE

In addition to publishing four academic journal articles in 2005, doctoral student Kimberly Nichols

LaPrairie also traveled to annual meetings in San Francisco, California; Arlington, Virginia; Phoenix, Arizona; and Austin, Texas, for a total of six presentations.

CHARITY BRYAN

Charity Bryan submitted three manuscripts for publication with faculty advisor Melinda Solmon. She also attended and presented at the annual meeting and southern district meetings of the American Alliance for Health, Physical



FACING PAGE: Zan Gao (second from left) joins fellow Lillian Oleson Scholarship holders at the College's annual awards convocation in 2006.

LEFT: Annie Jung initiated a counseling program for evacuees attending Woodlawn High School.

STUDENT HIGHLIGHTS

Education, Recreation, and Dance. She also presented at the American Educational Research Association. In addition, Charity submitted and was awarded a grant for \$14,590 by the American Alliance for Health, Physical Education, Recreation, and Dance dealing with attitudes, intrinsic motivation, and perceived climate in physical education classes in relation to physical fitness and physical activity.

FERNANDA HOLTON

Fernanda Holton has focused her research on exercise physiology and fall prevention and physical function in the elderly population. Through the Louisiana Healthy Aging Study, Fernanda collects data, manages a database, and participates in recruitment activities for the program. She wrote an abstract and multidisciplinary manuscript about the need for assistance in older adults, which has been accepted for presentation at annual conference

of the American College of Sports Medicine and she presented it at the annual LSU Life Course of Aging Center Community Partners Luncheon.

She has been involved in community service through fall risk screenings at St. James Place, the Council on Aging, Southside YMCA, A.C. Lewis YMCA, and the “Life after 50” exposition held at the Baton Rouge River Center.



PGA DONATES ANOTHER \$100K

Golf: For Business & Life Program



After the 2006 Ryder Cup, LSU alumnus David Toms donated \$100,000 to the Golf: For Business & Life program, an initiative of The Professional Golfers' Association of America (PGA). The program is designed to teach and improve the golf skills of college juniors, seniors, and graduate students through instruction provided by PGA professionals. The program also suggests ways in which students can use golf as a business tool as they enter the professional world. PGA golfers competing in the Ryder Cup team donate a portion of their

earnings to a charity and university of their choice, usually their alma mater.

As part of the program, LSU employs a PGA "Class A" professional golfer who is classified as an expert instructor, skilled businessperson, and community leader, qualified not only to teach the game of golf but also to conduct the business of golf as well. Since the program launched in 2004, LSU has hosted PGA Class "A" professional golfers Chris Burkstaller, Emily Hanchar-Heroman, and Tim Brown, who has worked under Jim Flick and Jack Nicklaus.

Brown works at the University Club with local clients who pay more than \$100 per hour for his expert instruction on how to improve their golf game. The University Club also exposes students to sports technology such as the V-1 software by Interactive Frontiers that allows geometrical analysis of PGA professionals' golf swings.

"It is an illustration of LSU's commitment to bringing top-notch teachers to work with our students and to collaborate with our faculty," said Roy Hill, a 33-year veteran of

LSU and long-time instructor with the Department of Kinesiology.

College of Education Dean M. Jayne Fleener commented that, "Golf: For Business & Life incorporates the nature of our college. It is interdisciplinary; it incorporates technology into the classroom; it encourages lifelong fitness and wellness activities; and it extends our classrooms beyond the campus, out into the community."

The program has been in operation since 2004 following the PGA's initial donation of \$100,000 by Toms and a \$20,000 donation by Chris Riley.



FACING PAGE: Golf: For Business and Life is designed to teach golf skills to college juniors, seniors and graduate students.

LEFT: The 8th Annual Kinesiology Golf Classic was held on Saturday, May 12, 2007, at the LSU Golf Course. One hundred golfers attended. This year, the tournament raised \$15,000 for student scholarships that are given each year by the College of Education, Department of Kinesiology.

PARTNERING WITH THE COMMUNITY

LSU Students Gain Real World Experience at Highland Elementary School

Every day classes of 20 to 25 education students take place in a t-building on the campus of Highland Elementary. The walls are decorated with poster board projects much like those that would adorn the walls of any elementary school. The students learn everything from how to manage a classroom to how to teach English, reading, and social studies. Four weeks of the semester, some days at the beginning and some at the end, the students go out into the school and tutor in the classrooms.

This is the way all of these students

earn their entire 15-hour credit block for the semester. The program was developed by LSU instructor Debbie Guedry. “I think a benefit to the students is always being at a school setting so they feel more like they’re becoming educators,” says Guedry.

The Highland and LSU partnership is currently in its seventh year after having already completed and renewed two three-year contracts with East Baton Rouge Parish. While Highland was the first partnership developed, the college is fortunate to have additional partnerships with

other schools including McKinley Middle and Sherwood Middle.

These close ties were appreciated after a court order demanded all t-buildings torn down—except for one t-building left for the students of the Highland and LSU partnership to call home.

The lessons are taught on a block schedule by a team of three members of the LSU faculty: Jennifer Jolly, Margaret-Mary Sulentic Dowell, and Debbie Guedry. All of the classes take place in the t-building. Classes are held a half-hour off of the schedule

of the on-campus classes to allow students driving time in case they have additional classes on campus.

Another perk of the program is the students’ ability to get immediate feedback on the teaching techniques they learn. “We do something different – we teach, then put them in the classrooms to try it, and then we meet and discuss how it went,” says Guedry. The students are able to return directly to the t-building and discuss what went right and what went wrong. They then get advice from the instructors and from their fellow students.

Through the partnership, College of Education students are able to take part in many different activities with the school and its students, even attend field trips with them. “It’s a true hands-on experience,” says Guedry. These opportunities to experience everyday classroom life are not always available to students.

Guedry sits on the interview team for the hiring of new teachers at Highland Elementary and when the program began all the teachers on staff had to re-apply for their positions. Any teacher at Highland without a master’s degree must

agree to begin earning credit hours to gain one. “We want quality teachers to help train our students,” says Guedry. In the past, graduate courses were even offered to help Highland teachers gain their master’s by allowing them to take nine credit hours on Highland’s campus after school. Because these classes were offered to the teachers at no charge to them, this option will return pending funding.

Guedry says this program is harder on the LSU faculty who teach in the t-building rather than on campus. They prepare the classroom, teach the



FACING PAGE LEFT/LEFT: Student teachers read a book about firemen to a class and lead a group activity on fire safety.

MATH-TERPIECES

The Writing Project Inspires Right Brain Art

classes, travel from LSU to Highland, and offer whatever support is needed to the faculty of Highland. “But it’s worth it,” she says. “We are giving our students the real world.”

An internal audit recommended that every student participate in this program. But currently there is no way to accomplish that because of space limitations. Other schools outside of East Baton Rouge Parish have asked LSU to enter into similar partnerships, but the resulting travel distance for students makes such partnerships nearly impossible. A neighboring parish even offered to

provide a bus for the LSU students to take to the school.

The program is equally popular with the students enrolled in it. “I think one of the greatest things they walk away with is that they learn to form a cohort and a support system for each other,” says Guedry, “They laugh together, they cry together.” Guedry believes this advantage helps students to feel like they are a part of the school and that they are making a difference.

Guedry estimates at least eight students from last year, no longer

enrolled in this program, now return to Highland Elementary as a “reading friend” to read aloud to a student. Even more impressive is that Highland Elementary has hired as many as eight teachers who were at one time enrolled in the partnership program.

“We came full circle from training them to hiring them,” says Guedry. “Around year four or five they began returning and getting hired and we knew that it had really worked. If every school was run that way we’d have some really dynamite schools.”

Not many people would associate math with art. But with the help of the LSU Writing Project and artist Marion Drennen, that is exactly what Sherwood Middle School math students found themselves doing.

The LSU Writing Project, directed by Elizabeth Willis, Ph.D., sponsored a trip for Sherwood Middle math students. Not the typical math field trip, they went to the Brunner Gallery at the Shaw Center to view math-related art by artist Marion Drennen. Drennen gave the class a tour of the artwork, sharing thoughts, feelings, and details about each piece.

The students were encouraged to choose their favorite piece of artwork and write about their feelings on it. College of Education student teacher Laura Cancienne created an oversized bulletin board, “The Wall of Quantum Expressions,” containing pictures of the art they viewed, the students’ writings, and pictures taken at the Shaw Center.

Principal Phyllis Crawford wanted to continue the project, so the group organized a gallery reading for each of the students to read their writing out loud to each other and to Drennen.

Drennen then challenged the students to create their own pieces of art. She told Willis, “It is wonderful profound writing. I’d like for them to respond to the work with their own work.”

The students’ artwork was added to the Wall of Quantum Expressions, and on March 1, the school held a reception to honor Drennen and the students. The students shared their writing and their art with parents, faculty, and Drennen. All of the students’ art involved, from Pi, to the relationship between positive and negative integers.



“It’s a true hands-on experience.”

— Debbie Guedry



FACING PAGE L TO R: Jennifer Jolly, Debbie Guedry, and Margaret-Mary Sulentic Dowell, the LSU Faculty members leading the Highland Elementary and LSU Partnership, pose at the blackboard of their t-building.

FAR LEFT: “Negatives and Positives,” artwork created by Sherwood Middle School student Makaley Heughan.

LEFT: Marion Drennon speaking with Sherwood Middle School students.

NO CHILD LEFT INSIDE

PK-3 Program Kicks-Off Week of the Young Child



On April 22, 2007, the Association for the Education of Young Children at LSU (AEYC@LSU) held a kick-off party for the national Week of the Young Child celebration. The event, appropriately named “No Child Left Inside” was located on the expansive LSU Parade Grounds and included physical fitness activities like an obstacle course, kiddie pools loaded with treasures and discoveries, sidewalk chalk exercises, a jump rope station, and a guided relay race.

In addition, parents and educators worked together to learn how to

create various outdoor materials for children and a variety of “rainy day” activities.

Week of the Young Child (April 22-28, 2007) was sponsored by the National Association for the Education of Young Children (NAEYC) as an opportunity for early childhood programs across the country, including child care and Head Start programs, preschools, and elementary schools, to hold activities to bring awareness to the needs of young children.

“Early learning experiences

are crucial to the growth and development of young children,” said Afton Tucker, College of Education student and vice president of AEYC@LSU. “Week of the Young Child provides opportunities for all of us to recognize the importance of the early years, and to work together to build better futures for all children.”

AEYC@LSU has 50 College of Education early childhood education majors working together to build public support for high-quality early childhood education programs. AEYC@LSU is an affiliate of NAEYC, the largest organization of

early childhood educators and others dedicated to improving the quality of early education programs for children birth through age eight. Founded in 1926, NAEYC has nearly 100,000 members and a national network of over 300 local, state, and regional affiliates.



IMAGES: A bubble station and parachute play were among the many activities the PK-3 students organized for children to explore. Many activities utilized hand-eye coordination while getting kids to be physically active.

CLIMBING THE WALLS

The Lab School Teaches Teamwork and Goal-Setting Through Physical Activity



At 1:30 in the University Lab School gymnasium a group of elementary students file in for P.E. They line up to try their skill at their favorite activity and one boy pauses for a moment, planning his strategy, and then climbs onto the horizontal rock wall. Tongue sticking out of his mouth, he makes his first moves across the wall. Several careful moves later he is nearing the end of the rock wall. When he reaches it, he will climb down, turn around and share an excited, “I did it!” with fellow students or teachers.

In 2003, the University Laboratory School was the first school in Baton

Rouge to get a rock wall, which was made possible by funding through the University Laboratory School Foundation. Several panels make up the 71 foot wall that students use to practice climbing right or left across the wall. Next to it is the vertical wall. At a height of 24 feet it nearly reaches the ceiling of the gym. At the top of the wall rests a small horn for climbers to blow when they reach the top. It is the only vertical wall in a Louisiana school.

Many rock climbers say they prefer climbing to lifting weights or working out on cardio machines.



Rock climbing has a lot of the same physical benefits such as increased strength and dexterity.

Rock climbing also helps students with motor planning. Students have to think and plan their moves on the wall; thereby helping their problem-solving skills. Vertical climbing teaches students the importance of teamwork. Because the climber is attached by a rope called the belay to a “belay” who is responsible for helping to support them and keep them from falling, the climber must learn trust. The belayer can also offer advice on which direction to climb.



The rock wall can also teach patience, perseverance, and the benefits of positive risk-taking.

“Because it’s a risk-taking exercise it helps the kids to attempt something they’re afraid of,” says Faerber. “Their courage grows by succeeding and their confidence increases from achieving their goals.”

The rock climbing wall can also be used with students with a variety of disabilities. One student with spina bifida works with Faerber on the vertical wall while the other students work on the horizontal wall.

“Climbing helps him build

strength in his upper body, patience, perseverance, and goal-setting. He is able to climb and be successful just like his classmates,” says Faerber.

The rock wall is a favorite of the elementary school children. “Last year we had several kids say everyday, ‘I’m going to try to get higher,’” says Faerber. “They get up there, look down, and wave. There’s a sense of accomplishment and pride. I had a parent crying last year because her son finally made it to the top.”

FACING PAGE LEFT AND RIGHT: The rock wall is a favorite of the elementary school students. Climbing helps students with their motor planning.

LEFT: A student with spina bifida climbs on the vertical wall.

KINESIOLOGY STUDENTS GET THE UPPER HAND

Cutting-Edge Cadaver Laboratory

The LSU Department of Kinesiology is offering cutting-edge training for students by providing access to cadaver-based anatomy courses through a collaborative effort between the LSU Health Sciences Center and the LSU School of Veterinary Medicine.

“The minute these students graduate and enter professional schools, the first thing out of the chute is gross anatomy,” said Wanda Hargroder.

“There are other options. You can teach courses which use CDs

and computer animated graphics to illustrate anatomy, but you cannot replace the detailed, in-depth, hands-on instruction that access to a cadaver lab provides students,” added Hargroder. “It gives our students a significant advantage.”

“I see it as a no-brainer,” echoed Kara Spinks, a sophomore in kinesiology who said she first learned of the class from Kinesiology Associate Professor Dennis Landin. “Why would you pass up an opportunity to have a hands-on experience like this, guided so closely by a faculty member?”

Spinks also remarked that she feels extremely prepared as an undergraduate, working one-on-one with the kinesiology faculty. “A lot of students tell us that once they are in grad school, you just get thrown right in. At least this way, we’ve been there, done that.”

The course “KIN 1999” is a special topics pro-section lab offered for the first time in spring 2007. In addition, the course “KIN 4501” allows 10-15 students the opportunity to actively dissect cadavers in the summer.

The spring class immediately filled to capacity serving 40 students in its

first semester. The summer section is also booked.

“We have the interest,” said Melissa Thompson, a kinesiology instructor. “Students are begging us to get in this class. We would love to allow more students access to this unique learning environment, but we are limited by funding and space issues.”

Along with Hargroder, kinesiology faculty members Landin, Thompson, and Ray Castle drove to New Orleans for professional training on teaching cadaver courses and developed solid

relationships with members of the LSU Health Sciences Faculty.

The formation of the cadaver laboratory was one example of the department’s expanded mission. Department of Kinesiology Chair Amelia Lee summarized the breadth of the focus “to include the dissemination of knowledge on all aspects of physical activity and its effects on the human organism.”

The department uses cutting-edge technology in several laboratories to study muscle movement in live subjects. Students and faculty have

access to Biodex and Flouroscopic machines, which use advance technology to measure muscle performance and visualize joint movements.

“If you pick up an issue of Grey’s Anatomy, you’ll see that descriptions of muscle activons haven’t changed much since the 1800s,” said Landin. “But, with the Biodex and other machines, we can offer a much deeper understanding.”

“We conduct our research using live human subjects and then follow-up with the cadavers for educational



FACING PAGE: Kinesiology Associate Professor Dennis Landin (pictured far left) traveled to New Orleans for professional training with LSU Health Sciences faculty on teaching cadaver courses with fellow kinesiology faculty Ray Castle, Wanda Hargroder, and Melissa Thompson.

CENTER: This summer, 15 LSU students, who were enrolled in KIN 4501, were able to actively dissect cadavers.

and clinical instruction. Eventually we hope to make our cadaver lab available to the medical community for demonstrating and practicing new medical procedures.”

“Access to cadavers is critical to the development of three-dimensional view of human anatomy that is the cornerstone of understanding injuries for our athletic training students,” said Thompson.

During the final semester before graduation, athletic training students sit for their national medical board licensing exams concluding a total of six clinical education semesters.

LSU Staff Athletic Trainer Ana Gross explained that hands-on practical training is essential.

“Nothing in medicine is exactly like the book,” she said. “Each person – each body – is different. You have to be in the lab to get the complete understanding of the human anatomy for application in the field.”

Landin added that the class only draws the most fascinated of students.

“We don’t have bored students or those who skip class,” he said. “They are really interested in the subject matter and that makes for

an excellent interaction with the students.”

Landin explained, for instance, how the class that focused on the heart is always an exhilarating one because students can handle the heart and interact with the major blood vessels.

“Everyone knows a good deal about the heart. We all have a sort of common knowledge about what it does and how important it is. But, to hold one in your hand, to see inside it, to feel inside it – gives a deep understanding of how truly magnificent that organ is.”

Landin noted one class that analyzed the thoracic cavity.

“Students saw one of the main arteries that flow to the brain nearly completely plugged with plaque, one main cause of stroke. This was on a cadaver that had more than eight inches of fat tissue. It’s a real eye opener.”

In addition to gaining a better understanding about how our lifestyle choices have a tremendous impact on our health, these LSU students are also expanding their resumes.

“With access to a human cadaver lab, LSU students have an opportunity that probably less than 10 percent of the 350-plus degree programs in athletic training offer nationwide,” said Castle. “Our highly-prepared students are competitive and will eventually enter the workforce as competent and skilled healthcare providers.”

And, while the lab is critical for student preparation and could lead to forming collaborative faculty networking, this program is also important to Louisiana.

By improving the quality of education for LSU students as they prepare to enter medical and allied health professional schools, many of these students return to the region after completing their degrees.

“The lab will have a positive effect on healthcare and economic development in the state,” said College of Education Dean M. Jayne Fleener, adding, “This is a tangible example of engaged students and faculty impacting our community.”



“Nothing in medicine is exactly like the book. Each person, each body, is different.”

**— Ana Gross
LSU Staff Athletic Trainer**



FACING PAGE: LSU Department of Kinesiology Instructor Melissa Thompson conducted a dissection demonstration for students, faculty, and LSU College of Education administrators.

LEFT: Students in the course gathered in groups to analyze aspects of the human anatomy.

GEARING UP FOR SUCCESS

College of Education Lands \$5.4 Million Federal Grant

The LSU College of Education secured a \$5.4 million, six-year Department of Education grant to expand the Gaining Early Awareness and Readiness for Undergraduate Programs, or GEAR UP, in East Baton Rouge Parish and Baker schools.

Housed in the College since 2000, the program aims to reverse the dropout rates of middle and high school students and encourage success in postsecondary education and careers. GEAR UP has reached 1,490 at-risk youth throughout the local community; nearly 55 percent of

participants have graduated from high school, gotten their GEDs, or gone on to college.

The grant involves not only the East Baton Rouge Parish and Baker schools, but also many community organizations such as the Baton Rouge Area Chamber of Commerce, Teach For America, The Young Leaders' Academy, Volunteers in Public Schools, and the YWCA of Greater Baton Rouge.

The program will concentrate on raising student skill levels in English/ language arts and mathematics,

advancing thinking and problem-solving capabilities, and raising the educational aspirations of both students and parents.

"With the new post-Katrina challenges facing our state and especially our educational system, we knew that GEAR UP could be an even greater tool to empower underserved students to attain a better future through education," said M. Jayne Fleener, principal investigator for the grant and dean of the LSU College of Education.

In addition to adding partnerships with long-standing community

organizations, GEAR UP is more self-sustaining by following one cohort of seventh-grade students and concentrating on high-need middle schools such as Baker Middle, Capitol Middle, Crestworth Middle and Kenilworth Middle.

These schools have several things in common: more than 80 percent of their student populations are on free or reduced lunch and less than 60 percent of their eighth graders go on to receive high school diplomas in four years. These schools also experienced the highest influx of

students after Hurricanes Katrina and Rita.

"The students that came after the hurricanes, came here in distress. We ended the 2005-06 school year with 200 additional students with us," said C. Lester Klotz, former superintendent of the City of Baker School System.

In addition to Baker, GEAR UP partners with Teach For America, which already had 13 teachers in place in GEAR UP middle schools. Teach For America hosts monthly professional development teacher

workshops on LEAP, GED, and GRE test preparation as well as familiarization with community and state/federal services and assistance programs.

Teach for America former Executive Director Marion Johnson said, "Teach For America and GEAR UP can now provide even more children with educational opportunities and services no matter what their socio-economic situation."

With this new funding, a total of 1,199 seventh-grade students were able to participate in the program,



IMAGES: In the Summer of 2006, the College of Education through its federally funded GEAR UP program hosted a week-long workshop called the LSU Ethics Camp Institute.

The workshop involved about 30 students who participated in the GEAR UP program and the daily themes ranged from trust, courage and perseverance to awareness, understanding and teamwork.

which follows each individual student as a cohort through the remaining middle and high school years until graduation. Each student will have one-on-one mentoring with assigned counselors and advisors throughout their six years in the program. In addition, the GEAR UP students, parents and schools will receive a tremendous amount of individualized services such as educational achievement incentives, career and college planning, mentoring, and social and family counseling.

“Parents are a child’s first and best teacher,” said Deborah Jones,

program director at YWCA’s Center for Family Empowerment, the group that implements Parent University workshops on active parenting, focusing on activities that offer help in preparing children for the ACT, provide tips on how parents can create environments that are conducive to learning, and pass along valuable information to parents about the many community resources available for families and children.

“For most middle class families, college is as natural as breathing. But for kids in high-poverty areas, with single parents, or living with

relatives, college may not even be a dream,” said Tonya G. Robertson, executive director of The Young Leaders Academy of Baton Rouge, Inc. The Young Leaders Academy has been in operation for more than 13 years and focuses on developing the next generation of civic, corporate, educational, entrepreneurial, political and spiritual leaders.

“Seeing minorities who came from the same neighborhoods that are managers and serving on boards of companies like the Shaw Group and ExxonMobil—this inspires the kids to start dreaming and preparing for their

futures,” added Robertson.

Robertson said that these programs bring leadership to the foreground, and offer the best type of instruction, “They teach by doing.”

“And kids learn by doing,” added Judy Bethly, executive director for Volunteers in Public Schools, which hosts bi-monthly breakfast meetings with guest professionals and hands-on, job-related activities.

Similarly, partners like the Baton Rouge Area Chamber of Commerce identifies and connects GEAR UP students with professionals, exposing

them to a variety of careers ranging from the expanding movie industry and music production to engineering and public service.

“We deal with kids who may not be reaching their full potential. If we can open their minds, and give them the tools to work with, they will dream bigger, think bigger, and achieve bigger,” Bethly said passionately.

With these established and powerful partnerships in place, GEAR UP seeks to progressively change teaching and learning in Louisiana. By increasing the access and opportunity for postsecondary

education available to GEAR UP students and their families, the GEAR UP program will increase the number of low-income students prepared to enter and succeed in postsecondary education and, in turn, will inspire economic development.

Without additional help, many predict that these students could fall between the cracks. With an increased need of services for children and education in our state, LSU and its GEAR UP partners hope to serve as a resource and an advocate for underserved Louisiana schools and children.



FACING PAGE LEFT: At a GEAR UP meeting in January, Crestworth Middle Principal Angela Thomas worked with her team on a project that demonstrates how students can fall through the cracks.

FACING PAGE RIGHT/LEFT: LSU welcomed students from schools in East Baton Rouge Parish and surrounding parishes in April 2006, for the National Society of Collegiate Scholars’ March to College Day.

THE CITIZEN STUDENT

LSU Students Mix Democratic Educational Theory with Practice



After the 2005 hurricanes, the College of Education initiated the Delta Express Program, a tutoring, mentoring, and physical fitness program designed to address the social, emotional, health, and civic needs of the children and families of Renaissance Village, the FEMA evacuee trailer park in Baker.

On a typical day in Renaissance Village, after the children step-off the school bus, they have a snack, and work with the LSU student tutors involved with the Delta Express Program, who help them through homework assignments, play

educational games, and build a bond that lasts beyond the classroom.

“We can definitely tell that we’ve touched the children’s lives just by the way they come in and give us a hug,” said Shelby Gamble, a student in the spring 2007 class. “They’re so excited about sitting down and doing their homework with us. And it’s not just about doing their homework—they want to tell us about their day.”

After finishing their homework, the students have the option of playing a board game, reading a book, or participating in the Kinesiology

Lifetime Exercise and Physical Activity Service-learning Program (LE PAS), which provides children with more than an hour of exercises and activities such as jogging, jumping ropes, martial arts, parachute games, juggling, and ultimate Frisbee.

With the dedication of these LSU students and the resolve of the Renaissance Village children, the College of Education’s insight has paid off. Each of the students in the Delta Express Program passed the Louisiana Educational Assessment Program (LEAP) test. This is compared to the 22 to 41 percent of

students in the City of Baker School District who performed unsatisfactory on each of the four subjects on the LEAP exam.

But the children haven’t been the only ones to gain from the experience. Delta Express tutors and LE PAS volunteers have learned just as much. Among the lessons learned have been those related to social issues surrounding the impact of the 2005 hurricanes, the FEMA trailer parks, children in crisis, children of poverty, and education. And, perhaps most importantly of all, LSU students have learned much about themselves.



FACING PAGE LEFT: The Delta Express Program operated out of tents in the early stages of its development.

FACING PAGE RIGHT AND LEFT: LSU students and children in the program participated in “Future Fair.” Children spoke about their interests and where they saw themselves in the future.

ABOVE: LE PAS encourages the children to participate in physical activity on a daily basis.

A “CAN DO” ATTITUDE

LSU Coastal Roots Program Working with Grade Schools to Help Prevent Wetland Erosion

With scientists predicting that New Orleans could be a coastal city in 10 years or less, the LSU Coastal Roots Program is working with schools in a grassroots effort to restore the wetlands, can by can, tree by tree.

On Friday, March 16, the LSU Coastal Roots Program led approximately 100 students from Albert Cammon Middle School in St. Rose, La., from 10 a.m. to 1 p.m. to plant nearly 1,000 swamp red maple and bald cypress seeds in their brand new can yard.

A can yard is an area where plants are raised until they are large enough

to be moved to their final planting location. Albert Cammon is the second of three middle schools in St. Charles Parish that are installing new can yards this year. R.K. Smith Middle in Luling installed their can yard in March and J.B. Martin Middle in Paradis will be installing theirs in the near future.

These schools are beneficiaries of a service-learning grant written by Barry Guillot, a teacher at Harry Hurst Middle in Destrehan in St. Charles Parish, whose students have been participating in the Coastal Roots Program since 2003. St.

Charles is the only parish that has all of its middle schools participating in the program. There are currently 17 schools in 10 parishes participating in the LSU Coastal Roots Program.

Students watch over their wetland tree seedlings until late fall, when the seedlings are between 9 and 12 inches tall. At that time, the students transplant half of them to Bayou Segnette State Park, which received significant damage from Hurricanes Katrina and Rita in 2005. The remaining half of their seedlings will be repotted into one-gallon containers in the can yard, where

they will grow larger and stronger before their eventual move to the state park the following year. Students will keep the production cycle going by planting a new set of 1,000 seedlings the following spring.

“It is a wonderful opportunity to have a joint cooperative endeavor with local schools for projects we are already working on in our parks and to get students actively involved in restoring Louisiana’s coasts and marshes,” said Raymond Berthelot, chief of interpretive services at the Louisiana Office of State Parks.

The LSU Coastal Roots Program is an environmental stewardship program devoted to advocating community partnerships and self-sustaining environmental coastal restoration projects.

“The kids are learning how to take care of something that will make a difference in the environment,” said Pam Blanchard, College of Education faculty member and director of the LSU Coastal Roots Program. “We believe that this project is a wonderful launching point for lessons to teach the kids about why we’re losing our wetlands and why

environmental stewardship is so important. It’s a great vehicle to teach both life and earth science concepts as well as provide students a hands-on stewardship project that makes the science content interesting, relevant, and memorable.”



FACING PAGE: Approximately 100 students from Albert Cammon Middle School in St. Rose, La. planted nearly 1,000 swamp red maple and bald cypress seeds in their brand new can yard.

CENTER: Pam Blanchard traveled to Grand Isle with students, teachers, and administrators from Lafayette Middle School to restore the Louisiana coastline by planting red mulberry, wax myrtle, and black mangrove plants.



TEACHER AWARDED COSTA RICA STUDY TOUR

LSU Lab School Educator Selected as Educational Ambassador



A Louisiana State University Laboratory School teacher was selected as an educational ambassador through the Toyota International Teacher Program.

Marty Loupe, a University High School biology teacher, joined a delegation of 20 U.S. teachers who traveled to Costa Rica in March 2007 on a fully funded, 10-day study program.

The program, a partnership between Toyota and the Institute of International Education, sought to provide educators with the

opportunity to observe, interact with and understand Costa Rican communities and their efforts to preserve their environment and culture in a rapidly modernizing global society.

With multi-disciplinary backgrounds ranging from science to art, the selected teachers brought their unique perspectives to those they met in Costa Rica. Those experiences will can be incorporated into their classroom curricula and community projects, preparing students for an increasingly global future, and inspiring the creative

teaching of international, cultural and environmental themes in U. S. schools and communities.

The educators were selected based on their professional and leadership qualifications and their plans for the incorporation of their experiences into the classroom. Loupe has been teaching for seven years and is in his second year at the University Laboratory School.

Loupe traveled along the Caribbean slope of Costa Rica, meeting and talking with community leaders, school representatives

and scientists to learn how Costa Ricans are balancing environmental conservation with community development. He also saw how innovative strategies are being implemented in the areas of development, agronomy, conservation, and education.

Loupe utilized his experiences to gain knowledge of the area and make connections with individuals and organizations to prepare for the return trip he made in June with a group of University High students to aid in the conservation of endangered sea turtles.



FACING PAGE/TOP: Marty Loupe poses in front of Costa Rica scenery.

LEFT: To encourage environmental stewardship, Lab School instructor Steve Babcock led more than 16 students on a canoeing expedition on the LSU Lakes on March 30 that included activities such as water testing and netting trash.

OFFICE OF DEVELOPMENT

A Message from the Director

The 2008-09 year will mark the College's Centennial Celebration with many exciting events in the planning stages. Through the years, innovative and dramatic changes have taken place. Faculty members have strengthened programs while engaging in relevant research recognized worldwide. The walls of Peabody Hall are brighter, filled with children's artwork and examples of our research and teaching. But the foundation upon which the College began in 1908 is constant.

LSU has always been a leader in higher education and the Forever

LSU Campaign will enable us to achieve even greater recognition for our outstanding students and faculty, as well as establish a new standard for excellence for all flagship universities.

Throughout the campaign, the College of Education will take the opportunity to address several areas where resources are needed to maintain and further our scholastic goals. Please consider making a donation to the College of Education Excellence Fund. Our focus will include fellowships for graduate students, scholarships for undergraduate students, endowed

professorships, and initiatives involving community engagement, outreach, and excellence in research.

INVESTING IN FACULTY

Nothing defines a university more clearly than the quality of its faculty, and no asset is more critical to its students. Private, supplementary support for faculty, in the form of endowments for chairs and professorships, is vital to the

mission of the College. Chairs and professorships are a highly valuable means of recruiting and retaining some of the very best teachers and faculty leaders on the campus.

Endowed chairs and professorships help attract, encourage, and retain faculty members who perform well in their teaching, research, and academic leadership roles. Chairs and professorships offer the prestige of recognition, and the supplementary stipends provide a tangible reward for merit. Endowed chairs and professorships also create an opportunity for donors to name

the endowed chair or professorship and leave a legacy for generations to come.

State Matching Incentive

The Louisiana Board of Regents Support Fund (BRSF), founded in 1986, is a trust fund for the creation of endowments for chairs and professorships. Administered by the Board of Regents, LSU has acquired \$87 million in state matched chairs and professorships, which provides annual financial support to 364

selected LSU professors since the program was implemented.

Endowed Chairs

An endowed chair is a titled faculty position funded by a minimum of \$2 million. Private contributions must total at least \$1.2 million, and the application for matching funds must be judged in competition with other applications in the given year, winning proposals receive \$800,000 in BRSF funds. The honor and accompanying financial stipend



IMAGES: Endowed chairs and professorships help attract and retain faculty members who excel in research, teaching, leadership, and service.

OFFICE OF DEVELOPMENT

reward a distinguished scholar and teacher who have become nationally recognized in an academic discipline

Endowed Professorships

Under the BRSF program, a professorship endowment comprises a minimum of \$180,000 in contributions and \$120,000 in state matching funds, totaling \$300,000. Professorships are especially valuable as awards for the most outstanding members of the current faculty. Selection of the recipients is made by the LSU administration.

INVESTING IN STUDENTS

The future of Louisiana depends greatly upon the quality of higher education provided to its young people. Financing higher education, however, has become an increasingly challenging task as costs have risen over the years. Tuition rates and other student expenses have trended steadily up in recent decades. For students who are residents of Louisiana, the state now provides an outstanding program of support:

the Tuition Opportunity Program for Students (TOPS).

Even with TOPS in place, however, many students still need funds for other expenses, which can be supported in part by scholarships. The LSU Foundation manages more than 600 scholarship funds that were created by private donations. The scholarship awards provide vital supplements to the TOPS awards, making it possible for many students to attend LSU and pursue a degree without incurring major debts.



Undergraduate Scholarships

Privately-funded scholarships are even more important for non-resident students who must pay higher tuition and do not receive TOPS awards. A goal of the LSU administration is to attract more well-qualified students from other states, many of whom remain in Louisiana to pursue their careers. A donor may create a special scholarship fund that is named for the donor or in honor or memory of someone. The minimum endowment for a named scholarship is \$40,000.



Graduate Fellowships

Graduate student support is also a priority for LSU. Funding for graduate students attracts the best scholars from around the nation and the world. These individuals fill key positions in the research and teaching mission that characterizes LSU's status as a research-extensive university.

As a research extensive university, LSU places a high priority on attracting qualified graduate students to its wide range of programs for advanced degrees.

A donor may create and name an endowment for a full graduate fellowship, which requires a contribution of \$200,000 or more. Qualifying fellowships, with the approval of the university, may also include a waiver of tuition and other benefits.

Donors who create scholarship endowments may name the fellowship which becomes an enduring form of recognition. The endowments become permanent assets of the LSU Foundation and will always be identified by the designated name. Every fellowship award made to

IMAGES: Scholarships and fellowships for both undergraduate and graduate students help attract high-quality students, many of whom remain in Louisiana.

OFFICE OF DEVELOPMENT

students from the fund will be made in that name.

The programs of the LSU Foundation are available to all individuals, families, companies, and organizations with an interest in the future of Louisiana and the education of her citizens. The Foundation offers a wide range of opportunities for participation, including current and planned philanthropic contributions, life-income plans, volunteer service, and gifts of property, art, and equipment. Contributions are tax-deductible as allowed by law. Inquiries for more information are welcome.

Georgia B. Scobee

College of Education

Director of Development

LSU Foundation

111 Peabody Hall

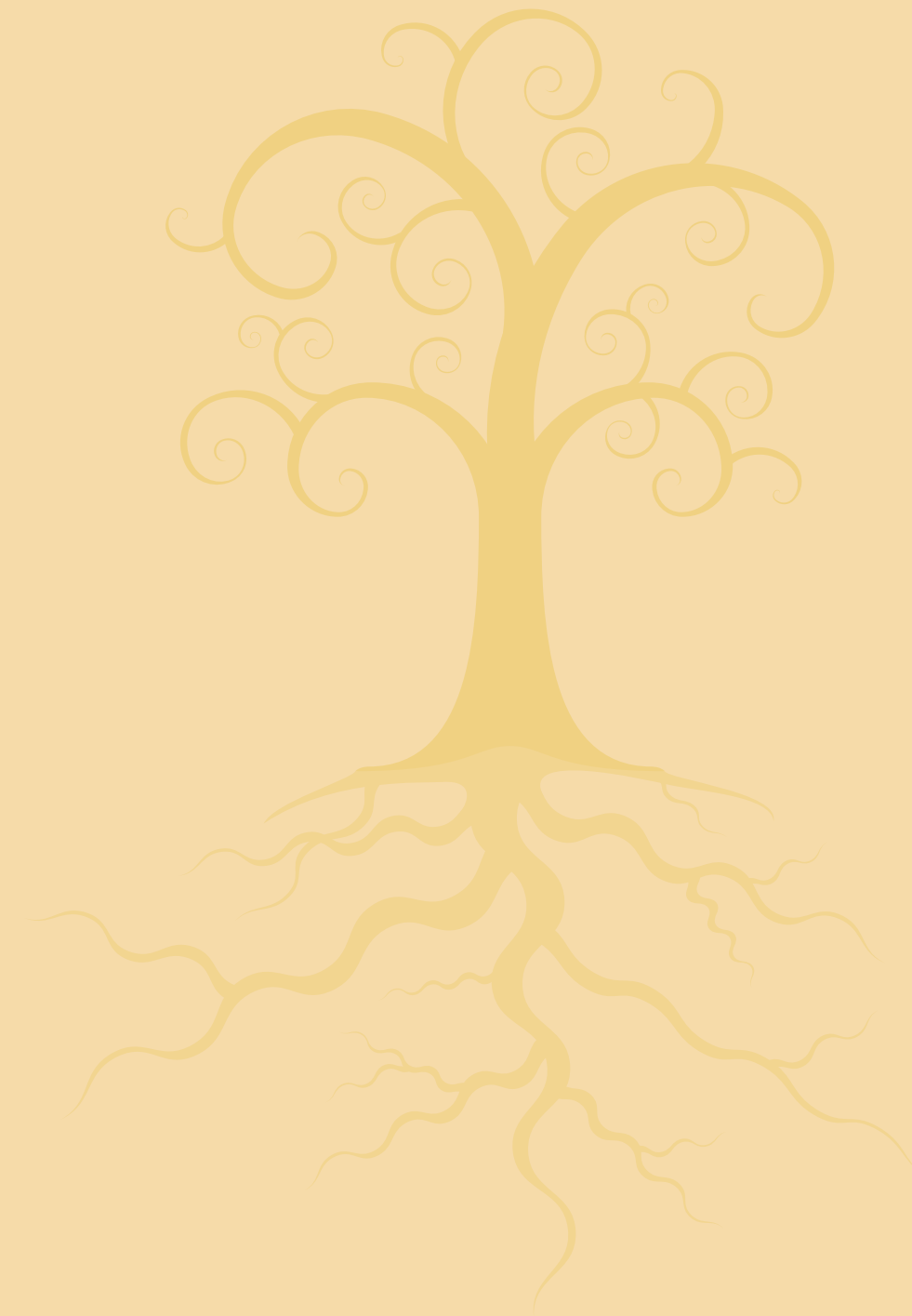
Baton Rouge, LA 70808

(225) 578-6384

gscobee@lsu.edu

donorservices@lsufoundation.org

www.lsu.edu/lsufoundation



OFFICE OF DEVELOPMENT

Staff

*Georgia Scobee,
Director of Development*



Georgia Scobee was hired in September 2005 as the Director of Development. Scobee is employed by the LSU Foundation and works in the College of Education to enhance support for academic and outreach efforts to the college. She has begun a major initiative to rejuvenate the College of Education Excellence Fund Annual Appeal.

Scobee is an alumna of the College, graduating from LSU with a degree in Education. Prior to joining the College of Education,

Scobee worked at Episcopal High School for 20 years, first as a teacher and then for seven years as director of alumni affairs and events coordinator. Scobee also spent two years as development director for the College of Arts & Sciences at LSU.

*111 Peabody Hall
578-6384
gscobee@lsu.edu*

Todd Sandeman is the new Coordinator of Alumni Relations for the College of Education. He received a B.A. from the LSU College of Arts & Sciences in 1995, majoring in political science with a minor in history. In 1997, Sandeman received a Certificate of Paralegal Studies from LSU Continuing Education. Sandeman has been with LSU for almost seven years. He was elected to the LSU Staff Senate in 2005 and is a graduate of LEAD...emerge, a campus-wide leadership development program.

In addition to his professional work, Sandeman is an active volunteer leader with the Catholic Youth Organization in New Orleans, serving as both a football and basketball coach. He also serves as Treasurer of the International Hospitality Foundation and is serving his second term as Grand Knight in the Knights of Columbus, St. Dominic Council in New Orleans.

*111 Peabody Hall
578-6796
tsande2@lsu.edu*

*Todd Sandeman,
Coordinator of Alumni
Relations*



COLLEGE OF EDUCATION PROFESSORSHIPS

College of Education Hosts Brunch Honoring Outstanding Donors



Earl Cheek, Jr.
*Patrick and Edwige Olinde
Professorship in the College of
Education*

Rita Culross
*Jo Ellen Levy Yates Professorship in
the College of Education*

R. Kenton Denny
*Judith Walker Gibbs Professorship in
the College of Education*

William Doll
*Vira Franklin & J.R. Eagles
Professorship*

Denise Egéa-Kuehne
*L.M. "Pat" and Mildred Harrison
Professorship in the College of
Education*

M. Jayne Fleener
*Dean E.B. "Ted" Robert Professorship
in the College of Education*

Petra Munro Hendry
*St. Bernard Chapter of the LSU
Alumni Association Endowed
Professorship in the College of
Education*

Jeanne Jendrzewski
*Elena and Albert LeBlanc
Professorship in the Laboratory
School*

Donna LaMonte
*Hines Family Professorship in
Curriculum & Instruction*

FACING PAGE: On Sunday, March 4,
2007, the LSU College of Education
hosted a brunch at the Baton Rouge
City Club to honor alumni and friends
who funded professorships.

CA PRENTICE SCHOLARSHIP AWARDED

Amelia Lee

*Mary Ethel Baxter Lipscomb
Memorial Endowed Professorship*

Richard Magill

*Helen "Bessie" Silverberg Pliner
Professorship in Kinesiology*

Becky Ropers-Huilman

*J. Franklin Bayhi Endowed
Professorship*

Melinda Solmon

*Roy Paul Daniels Professorship in
Kinesiology*

Charles Teddlie

*Jo Ellen Levy Yates Professorship in
the College of Education*

James Wandersee

*W.H. "Bill" LeBlanc Endowed
Professorship*

Michael Welsch

*Robert H. and Patricia A. Hines
Professorship in Kinesiology*

Elizabeth Willis

*Elena and Albert LeBlanc
Professorship in the College of
Education*



On Friday, November 17, 2006, Megan Clary was awarded the CA Prentice Scholarship. Al Prentice, the son of CA Prentice attended the ceremony for the first presentation of this scholarship since it was established and coordinated by the widow and children of CA Prentice. Clary is a junior from New Iberia studying human movement science with the Department of Kinesiology with a 4.0 GPA.



FACING PAGE LEFT: Department of Kinesiology Chair and professorship holder Amelia Lee.

FACING PAGE RIGHT: Dean Fleener and Department of Educational Theory, Policy and Practice Chair and professorship holder Earl Cheek.

ABOVE: Scholarship recipient Megan Clary with Al Prentice and Associate Dean Patricia Exner.

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Mr. Jerry McKernan
Mrs. Carol Stamatedes

Oak Tree

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Seedling

\$100 - \$499

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Mrs. Constance Anderson
Mrs. Ann Bickham
Mr. John Bourgeois
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Mrs. Jane Egasti
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LEFT: Dean M. Jayne Fleener poses with Assistant Professor Elizabeth Willis, holder of the Elena and Albert LeBlanc Professorship.

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Mrs. Terry Willenbrock
Ms. Molly Williams



FACING PAGE: Dean M. Jayne Fleener and Director of Development Georgia Scobee talk with Maureen Daniels.

LEFT: Dean M. Jayne Fleener poses with Professor Petra Munro Hendry, holder of the St. Bernard Chapter of the LSU Alumni Association Endowed Professorship.

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LEFT: The University Laboratory School celebrated the opening of its new Elementary Building with a ribbon cutting ceremony on August 8, 2006.

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