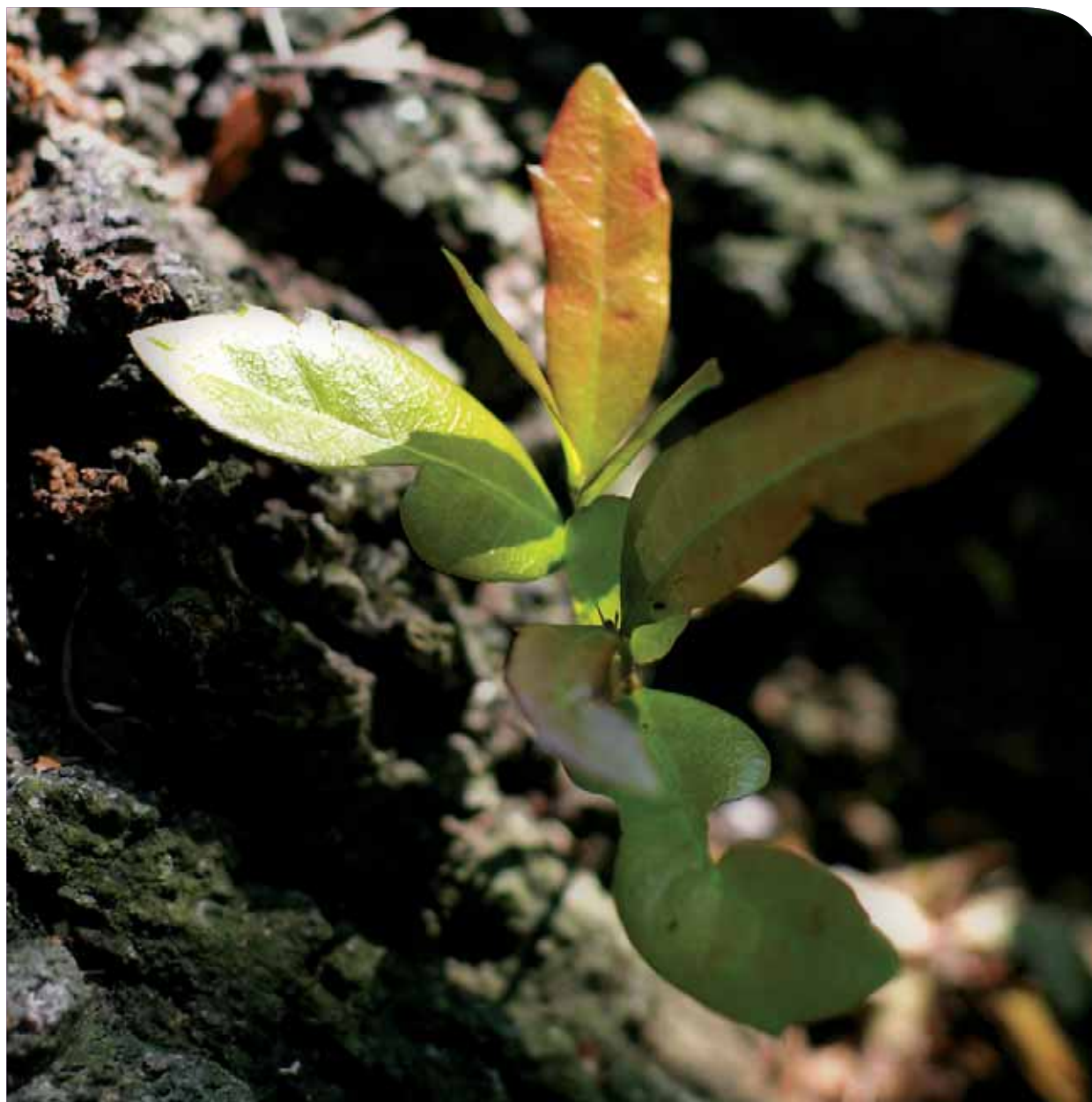
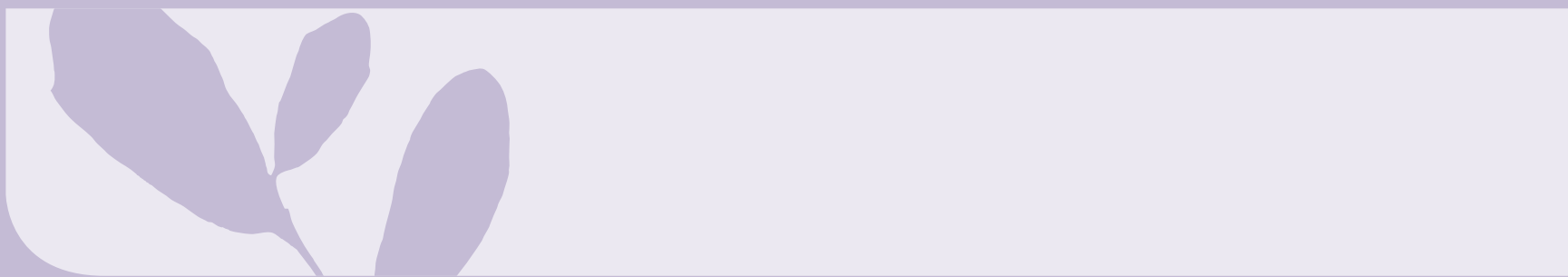








2006 ALUMNI NEWSLETTER

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MESSAGE FROM THE DEAN

February 2006

Earlier this spring, I spoke to our student teaching interns as they were about to enter into their last full semester of student teaching. I titled that presentation “Who are your educational heroes?” I began with a quote from John Dewey:

Any genuine teaching will result, if successful, in someone's knowing how to bring about a better condition of things than existed earlier.

Who are my educational heroes? My parents, both educators, certainly count among my educational heroes. So do the faculty of the College of Education, who impact the world through their teaching, research, and outreach. Many examples of how our faculty “bring about a better condition of things than existed earlier” can be found in this publication. From preparing future educators who themselves will impact the lives of thousands of students in their careers to preparing those who work in other roles in K–12 or university settings to conducting basic research on childhood obesity or healthy living among the elderly, College of Education faculty contribute in these and many other ways to our society and to your lives, the alumni of the College of Education. In these pages, you will meet some of our faculty who are making important contributions. I feel certain that you will share my pride in the wide variety of activities in which the faculty are involved.

I am also proud of the way that the College stepped up, as did the University community, during the crises of last fall. In response to the immediate aftermath of Hurricane Katrina in particular, many faculty, staff, and students volunteered countless hours in the Pete Maravich Assembly Center, which became the largest acute-care hospital ever created in U.S. history. Kinesiology classes were displaced as

every available space was used to house the sick, the wounded, and the homeless, as well as officials from a variety of governmental agencies and health care workers. Many classes in the college found ways to contribute to the recovery efforts, whether by organizing games and activities for children in shelters; organizing, collecting, and delivering school supplies and clothing to families who had lost everything; offering other support to families, health care professionals, or K–12 educators; or developing and conducting training to help those involved in recovery efforts address their own stress. The tragedies of Hurricanes Katrina and Rita brought forth the heroic acts of many of those in our immediate College of Education family.

Who else are my educational heroes? I am also proud of you, our alumni, for the work you do to make a difference in the world. You have gone forth as our emissaries, whether as teachers, educational administrators, university researchers, health care professionals, or leaders in other areas. You ARE the College of Education—what we stand for, why we are here, and who we can become. In my speech to the University High School National Honor Society recently, I spoke of the “history of the future.” You, our alumni, are the history of our future—the foundations upon which we build. You are our public, our advocates, our constituencies, our past, and our future.

Within this publication, I hope you will become better acquainted with many of our activities, faculty, staff, and students. You will also have the opportunity to become (re)introduced to several of your fellow classmates. As this alumni newsletter becomes a regular publication, I hope you will consider sharing with the College of Education extended



family, including your former classmates, what you are doing now. Your support, commitment, and understanding of the work we do, as well as your participation in future activities and communications, will allow us to extend our impact and continue making a difference in the world.

Please take a moment to let us know what you think of the newsletter. We would like to hear from you and learn more about how you perceive us. A form is included in the back of this publication to facilitate your communication with us. Also, please feel free to contact me personally either through mail or e-mail. I look forward to hearing from you.

M. Jayne Fleener, Ph.D.
E.B. “Ted” Robert Proffessor and Dean
fleener@lsu.edu
225-578-1258

THE PEABODY SOCIETY



Founded in 1999, the Peabody Society is a distinguished group of alumni and friends who are dedicated to assisting the College of Education in attracting financial resources in support of its mission and goals. Members of the Peabody Society promote the College of Education and its programs, assist in development activities designed to enhance educational and research goals, and serve as spokespersons for the college within their communities.

The Peabody Society is named after George Peabody, “the father of modern philanthropy,” who focused his life on improving society, promoting education, and providing the poor with the means to help themselves. From a family of modest means, Peabody had only four years of formal education yet achieved enormous financial success as an international investment banker in London.

After donating \$2 million in 1867, he created the Peabody Education Fund “to encourage the intellectual, moral, and industrial education of the destitute children of the Southern States.” The grant allowed LSU to build the original Peabody Building on the old campus in downtown in 1915. The name was carried over to the current building when the current campus was constructed, making Peabody Hall and Hill Memorial Library the only two building names that were carried over from the downtown campus to the current site.

Increasing the College of Education’s Excellence Fund will be essential to the continued development of our faculty, staff, and students—more so this year than ever. We are appreciative of the leadership and support our Peabody Society members have provided.

Dean M. Jayne Fleener, Ph.D., (left) and Peabody Society Members (Dr. Helen “Tillie” Cookston, Mrs. Mildred Henry, Dr. Fran Beck, Dr. James Firnberg, and Mr. Robert Gaston) were recognized at a birthday celebration in honor of building namesake George Peabody.

Current and Former Members of the Peabody Society

Verge Ausberry
Fran Beck
Dana Bernhard
Sandy Bertman
Elma Black
D. D. Breau
James Clarke
Helen “Tillie” Cookston
Rita Culross
Sloan Deumite
A. Bridger Eglin
James W. Firnberg, Sr.
Dean Emeritus

Barbara Fuhrmann
Robert Gaston
David Gorbaty
Ed Green
Ed Greene
Leigh Harris
Dan Henderson
Mildred A. Henry
Patricia Hines
John Hough
Laura A. Leach
Elena LeBlanc
Amelia Lee

F. Neil Mathews
Wes McJulien
Bill Moehle
Richard A. Musemeche
Helen R. Roberts
Lisa Smith-Vosper
Mary Soderbergh
Tiffany Terrell-Mayne
Roxson Welch
Robert D. Westerman
Julie Wright

A MESSAGE FROM THE DIRECTOR OF DEVELOPMENT

Georgia B. Scobee Director of Development

Georgia B. Scobee was hired in September 2005 as the director of development with the LSU Foundation. Scobee works full-time in the College of Education to enhance academics for the college. She has begun a major initiative to rejuvenate the College of Education Excellence Fund Annual Appeal, which is essential to the operation of the College. This fund provides private support to augment state funds for existing and new programs, various student activities, faculty awards, student scholarships, and research.

An alumna of the College, Scobee is re-acquainting herself through visits across the state and country. Through these visits, she is helping alumni and friends learn how to become partners in helping the College and the University reach their goals.

Prior to joining the College of Education, Scobee worked at Episcopal High School in Baton Rouge for 20 years, first as a teacher and then 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. Scobee invites your calls and e-mails and can be contacted at 225-578-6384 or e-mail gscobee@lsu.edu



Allow me to begin by saying how happy I am to be a part of the College of Education at LSU once again. The entire College of Education faculty, staff, and students are to be commended for their continued good work as well as their continued good will, flexibility, and concern towards our own students and especially those affected by Hurricanes Katrina and Rita.

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 have strengthened programs while engaging in relevant research recognized world-wide. Also, the walls of Peabody Hall are brighter, filled with children's art work 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. As we move forward into the next several years, we will join the LSU Foundation and the University in a capital campaign. The campaign will enable us to achieve even greater recognition

for our outstanding students and faculty as well as to 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. Our focus will include fellowships for graduate students, scholarships for undergraduate students, endowed professorships, and initiatives involving community engagement, outreach, and excellence in research.

I invite you to consider ways to invest in the College of Education Excellence Fund. The College, our friends, and volunteers will begin making calls in April to solicit donations to the fund. Your donation will directly assist Dean Fleener in supporting existing faculty and student programs while fostering new programs of excellence.

Thank you for your support of and participation with the College of Education. I look forward to meeting as many of you as I can. Please contact me if you would like to learn more about our efforts.

Georgia Brown Scobee
gscobee@lsu.edu
225-578-6384



Bottom: Left to right, Maureen Daniels visits with Georgia B. Scobee and Dean M. Jayne Fleener at an LSU Foundation ceremony honoring professorship donors. Maureen and Ben Daniels are the relatives of professorship donor Roy Paul Daniels.

LSU TRANSFERS TAPED HISTORY OF OLD SOUTH BATON ROUGE

In November 2005, LSU transferred more than 200 copies of taped interviews documenting the history of Old South Baton Rouge to the Carver Branch Library at a reception hosted by the Community University Partnership and the East Baton Rouge Parish Library System.

With impact nationally and locally, these oral histories highlight the important role the Old South Baton Rouge community played in the civil rights movement. The tapes include narratives on the 1953 Baton Rouge bus boycott, the pioneering strides in education for African

history, not just passive recipients. Research of this nature enhances our understandings of who we are as community and the profound potential of collaboration.”

Assistant Professor Lilly Allen’s social work students formatted the materials electronically

The memories and histories which have been preserved in these oral history tapes will keep alive the rich and vibrant history of this community for generations to come.

Petra Munro Hendry, Ph.D., director of the McKinley High School Oral History Project, described the 10 year collaborative relationship between the College of Education, T. Harry Williams Center for Oral History, School of Social Work, Service Learning Center, and the Old South Baton Rouge Community as “an example of the possibilities for action research in building community.” Hendry is an associate professor in the college’s Department of Curriculum & Instruction.

Americans, and some of the earliest documented organizing for voting rights. These oral histories also capture the history of the churches, businesses, social clubs, and organizations in the Old South Baton Rouge area.

Remarking on the McKinley High School students who documented and preserved their own history with the initial interviews of Old South Baton Rouge residents, Dr. Hendry said, “This speaks to the vast potential of high school students to be active agents in the writing of

to facilitate searches and created a paper form for borrowing. LSU service-learning students listened to the tapes and wrote abstracts to accompany the audio material. Now that the tapes are housed at the Carver Branch Library, students and the general public will have the opportunity to listen to the rich history of this community from the perspectives of those who lived it.

Left: Alumna Lavada Taylor (right) served as the graduate student director for the summer 1998 program focused on the Baton Rouge Bus Boycott. The Rev. T.J. Jemison (center, sitting) and Isadore Tansil (second to right, standing) with McKinley High School students performed the 1998 interviews. **Top Middle:** 2002 McKinley High School Oral History Project participants, from left to right: Natalie Clark, Cindi Edwards, Teona Edwards, Chrystal Perkins, Jessical Mosby, Brandy Snowden, Nita Clark, and Courtney Grimes. **Middle Bottom:** A town meeting for the Old South Baton Rouge neighborhood was held at Polk Elementary School. **Right:** McKinley High School students Chrystal Perkins (center) and Nita Clark (right) interview an Old South Baton Rouge resident (left). **Photos all courtesy of Petra Munro Hendry**



CHINESE EDUCATORS VISIT THE COLLEGE OF EDUCATION

In November 2005, the LSU College of Education hosted 13 visitors from China for a luncheon presentation and tours of three Louisiana public schools. The visit was brought about by interest in the work of Bill Doll, Ph.D., on curriculum and how some of his research can be implemented into the Chinese educational system. Doll, professor in the Department of Curriculum & Instruction at LSU, published three books on curriculum theory that have been translated into Chinese.

Ge Mu, an undergraduate student in Arts & Sciences at LSU, was instrumental in setting up the visit. Mu's father works for the Education Commission of Heilongjiang Province in China. Mu translated her father's comments on Doll's work, indicating that "Professor Doll's book *A Post-modern Perspective on Curriculum* has made a deep and great influence in the field of Chinese education."

The visitors, known as the Education Research Team, were hosted by the Education Commission of Heilongjiang Province in China. Three of the 13 members are elementary school principals in Harbin, the capital city of Heilongjiang Province. These elementary schools, which serve more than 1,000 students each, focus on bilingual education. The other 10 visitors are officials from the Education Commission of Heilongjiang Province, including the director and vice director of basic education.

Most of the high schools and elementary schools in Heilongjiang Province have undergone a "curriculum revolution," Mu translated for the visitors. "Their achievement has been regarded as a great success by the Education Ministry of China. LSU's education department is very famous, so this is a great chance for us to learn more."

"Hosting international visitors is an excellent way to open avenues for collaborative research and to expand our own experiences with different cultures," said Dean M. Jayne Fleener



of the College of Education, who also has two books being translated into Chinese.

The program for the Chinese visitors included several tours of area schools organized by Elizabeth Willis, Ph.D., through her close ties with local school administrators. The first three tours included classroom observation of Holmes elementary teachers at Broadmoor Elementary School and Sherwood Middle School of the East Baton Rouge Parish School System. Alan Jeff Berthelot, College of Education alumnus and social studies teacher who works with the Holmes students at Sherwood Middle School, described the LSU-School partnership, "We work together, giving and taking and sharing ideas in a truly collaborative way." Berthelot also stressed the strong professional-academic relationship that evolves from designing classroom inquiry projects as thesis research.

After meeting with Sherwood Middle School faculty, the Chinese Research Team enjoyed a



lunch hosted by Dean M. Jayne Fleener. During the luncheon, Doll gave a presentation on the LSU Holmes Elementary Education Program called "Designing and Implementing a Post-Modern Curriculum." The day concluded with another tour of the LSU University Laboratory School and visits to area attractions.

Doll is coordinator of the Holmes Elementary Education Program and co-director of the Curriculum Theory Project. One of the primary goals of the College of Education Curriculum Theory Project is to research the role education plays in a democratic society with focus on internationalization of curriculum, reflective teaching and inquiry, cultural studies, and global and social responsibility.

"Professor Doll's ideas on education are not only valuable for China, but also valuable for the world education field," reflected Mu.

Left: Bill Doll, Ph.D., (second from right) and Terese Knowles (right), Lab School art teacher, entertain the Chinese visitors with an art exercise during their tour of the University Laboratory School. **Right:** Members of the Chinese Education Research Team came from schools that can top 4,000 enrollments, such as Jihong Elementary School (pictured above during an art performance) Photo courtesy of Qinglian Shang, president of Juhong Elementary School.

KINESIOLOGY FACULTY USE STREAMING VIDEO TO IMPROVE SPORTS HEALTH CARE IN LOUISIANA: THE LOUISIANA SPORTS HEALTH CARE NETWORK

Continuing education opportunities offered through streaming video are widely available for various health care professions including nursing and physicians, among others. For athletic trainers, however, there are no organizations in the United States that deliver wide-scale continuing education opportunities

prevention and methods to improve the overall quality of physical fitness for the residents of Louisiana.”

In addition to providing more economically efficient opportunities for continuing education, the development of readily available online educational resources for athletic training

of Louisiana through a Web-based information portal, streaming videos for continuing education credits, and the development of future continuing education programs.

In collaboration with Nicholls State University, Southeastern Louisiana University, the University of Louisiana at Lafayette,



via video-streaming. Thus, attaining the minimal continuing education requirements to maintain board certified/licensed credentials usually requires athletic trainers to travel out of state, an unnecessary and time-consuming expense.

“Using streaming video allows the educational programs to come to the user versus the user traveling to the program,” said Ray Castle, a certified athletic trainer and serving as co-principal investigator of the grant.

Melissa Thompson, also a certified athletic trainer and serving as co-principal investigator on the grant, added that the videos will be used for more than just continuing education, “Through streaming video, we can create educational programs directed to all sports health care populations with a focus on injury

students will help ensure that these future health care providers are highly skilled and competitive in today’s health care workforce. A highly educated health care workforce will in turn translate to more effective health care delivery to both rural and metropolitan populations of Louisiana.

As an “approved provider” of athletic training continuing education courses through the National Athletic Trainers’ Association Board of Certification, Inc., the College of Education’s Department of Kinesiology requested funds from the Louisiana Board of Regents to implement a “sports health care network.” This network will offer collaborative education opportunities for athletic training students, health care providers, and the general public

and Louisiana College, the Department of Kinesiology will offer in-depth instruction with the ability to assess students’ completion and understanding of the content matter through pre-test and post-test components administered on the Web site.

The streaming video project will serve adolescent, high school, recreational, adult, and many other sports health care populations. Castle and Thompson are currently collecting additional material for posting on the network as well as working with LSU graduate students in compiling additional content.

Visit <http://sped1.ednet.lsu.edu/healthcare/default.aspx> for updates on the progress of the network or how you can participate or contribute to its success.

COLLEGE OF EDUCATION WELCOMES INTERNATIONAL FELLOWS



The College of Education welcomed Nilufar Begibayeva, Ph.D., and Julijana Cicovic, Ph.D., as fellows in the Junior Faculty Development Program (JFDP). The JFDP is a program of the Bureau of Educational and Cultural Affairs of the United States Department of State and is administered by American Councils for International Education. According to its Web site, JFDP is “a non-degree, professional development program that provides promising junior university faculty with the opportunity to: develop new courses and implement curriculum reform at their home institutions, cultivate teaching skills and techniques derived from exposure to U.S. educational methods, expand the information base in their fields of study, and become a vehicle for on-going contact and exchange between home and host institutions.” Both Begibayeva and Cicovic hope to network within the University and collaborate on future research and publications.

Begibayeva joins the college from Andijan State University in Uzbekistan. Her research is focused on both teaching English as a foreign language and on educational technology. Begibayeva hopes to expand her knowledge in implementing interactive technology into the teaching process and to collaborate with other faculty throughout the campus who have an interest in learning via technology.

Cicovic joins the college from the University of Montenegro with a research focus on psychology. She hopes to observe teaching methodology and to expand her teaching techniques. Cicovic also hopes to compile various resources, including research data and literature, to take back to her colleagues in Montenegro.



From left, Nilufar Begibayeva, Ph.D., (Andijan State University, Uzbekistan) and Julijana Cicovic, Ph.D., (University of Montenegro) joined the College of Education as 2006 Junior Faculty Development Program fellows.

GEAR UP BATON ROUGE: COLLEGE OF EDUCATION AND ITS PARTNERS MAKING AN IMPACT ON URBAN YOUTH

Since 2000, the LSU College of Education has hosted the GEAR UP Baton Rouge program. Funded by the United States Department of Education, the project focuses on increasing the rate of urban youth attending post-secondary educational opportunities. In partnership with the East Baton Rouge Parish School System, ExxonMobil, and the Young Leaders' Academy, LSU and GEAR UP Baton Rouge provide mentors, tutors, social work interns, college orientations, campus visit seminars, and professional faculty and staff development services that impact more than 1,300 students in eleven high schools and two middle schools participating in the program.

Pat Smith, coordinator for the GEAR UP Baton Rouge program, indicated that the program offers a once in a lifetime opportunity that "transforms student potential into reality and active upward mobility."

GEAR UP Baton Rouge incorporates a number of academic and support services. Parent workshops are held throughout the year to link family with academics and to promote teamwork between parents and students. Nearly 60 percent of GEAR UP parents have participated in these workshops that focus on

high school graduation requirements, national and state tests, college entrance requirements, and financial planning. GEAR UP Baton Rouge also hosts career workshops that explore a wide range of professional jobs and careers that require distinct post-secondary education and skills. With extended day instruction, students meet for three days per week on the LSU campus, offering physical exposure to a higher education environment and increasing the amount of time students spend at GEAR UP partnership schools as well.

GEAR UP incorporates several summer programs. The intense summer enrichment programs enhance students' academic development for the subsequent year. GEAR UP also takes students on campus tours to universities, community colleges, and vocational schools during the spring semester.

GEAR UP has had a profound impact on participating students. Of the first cohort in, 71 percent remain enrolled in high school, with more than 50 percent graduating from high school in May 2006. Approximately 80 percent of GEAR UP students conveyed aspirations to pursue a four-year college degree or post-secondary careers. The GEAR UP Baton Rouge

Program is collecting data on all the programs, student achievement, and overall assessment outcomes. Keep watching for details on the program's success. Contact the GEAR UP Baton Rouge offices at 225-578-1751 to find out how you can become involved.



Above: Students involved in the GEAR UP program attend an information meeting.

THE NEXT GENERATION OF GREAT SCHOOL LEADERS

AMY WESTBROOK AND THE LOUISIANA LEADERSHIP FOR LEARNING GRANT

Amy Westbrook, Ph.D., a veteran 13-year teacher and former principal, understands the challenges of trying to teach simultaneously while pursuing a graduate degree. As a researcher and faculty member in the College of Education's Department of Educational Leadership, Research, & Counseling, Westbrook also realizes the impact that an advanced degree and teaching experience can have on an aspiring school leader.

Westbrook is addressing the time and financial problems facing prospective education leaders from across the state through "Louisiana Leadership for Learning," a \$454,000 grant from the United States Department of Education.

Implementation of this grant, known as L3, is currently underway in the East Feliciana School System. Westbrook is working with East Feliciana Parish Superintendent Glenn Brady, Ph.D., to identify five principals to serve as internship mentors for 15 teachers nominated for the graduate education leadership cohorts.

"Great principals were first great teachers," asserted Westbrook, "Being able to lead an entire school community should occur after one demonstrates the ability to lead a classroom of students to academic success."

The grant provides each mentor principal with a \$500 honorarium for participating in the mentor training as well as \$2,500 for each candidate mentored during the internship.

The grant also provides the 15 candidates each with \$7,025 in tuition, fees, and materials.

Westbrook offers mentor training workshops monthly in East Feliciana Parish. "I think it is important to go to them," Westbrook said about the candidates. "They should not have to come to us."

Westbrook surveyed the mentors to define issues and topics that interested them, and she focuses each workshop on these topics ranging from curriculum planning and alignment, special education law, school/community cultural understanding, and budgeting, to motivation strategies and personnel issues.

Brady commented on the importance of mentor training, indicating, "It has been a great in-service training for our administrators. We are so busy just 'doing' that we don't have time to do in-service training like this or things for continuing education."



Above: From left, Amy Westbrook, Ph.D., (ELRC), and Glenn Brady, Ph.D., superintendent of the East Feliciana School System. Photo courtesy of Kevin Duffy, LSU RESEARCH.

Higher Education and Student Affairs

In collaboration with student affairs professionals on campus, LSU higher education faculty members in the Department of Educational Leadership, Research, & Counseling (ELRC) have been working over the past several years to develop a Master of Arts degree with coursework focused on higher education and student affairs. With strong participation from coordinator Susan Gardner, Ph.D., Becky Ropers-Huilman, Ph.D., Roland Mitchell, Ph.D., and Laura Hensley Choate, Ph.D., the new coursework focus will benefit enrolled students, and through their contributions, the state and the country. The coursework focus will appeal both to current student affairs professionals and recent graduates who have demonstrated academic ability and an interest in college/university involvement. Applications are currently being accepted for the 2006 fall semester. For more information, contact Gardner, Mitchell, or Ropers-Huilman at 225-578-6900.

TRANSFORMING SCHOOL COUNSELING



Associate Professor David Spruill, Ph.D., Department of Educational Leadership, Research, & Counseling in the College of Education, organized a pre-conference workshop entitled “Transforming School Counseling: What To Do and What It Takes To Do It” in conjunction with the annual meeting of the Louisiana Counseling Association and co-sponsored by the Louisiana Association for Counselor Education and Supervision (LACES) and Louisiana School Counselors Association (LSCA).

According to Reese House, Ph.D., director of the new National Center for Transforming School Counseling at The Education Trust, Inc., “We need to arm school counselors with the data to raise achievement of all students.” Spruill also invited Erin Mason to co-present the workshop. Mason is leading an effort in Cobb County, Georgia, to give a first-hand account of what it is like to transform a school system’s counseling program.

The workshop, which provided practical information on how to transform a school counseling program, attracted nearly 130 attendees, including P–12 school counselors and administrators as well as counselor educators from around the state.

Top: Graduate students in counseling assisted in conference registration and meeting organization. From left to right, Michelle Roe, Lacey Dunlap, Cara Zito, and Emily Meadows. **Bottom:** From left to right, David Spruill, Ph.D., Erin Mason, Dean M. Jayne Fleener, Ph.D., and Reese House, Ph.D.

Instructor Publishes New College Textbook

College of Education Instructor James W. Stockard, Jr., (Department of Curriculum & Instruction) has written a new college textbook to be published this spring. *Handbook for Secondary Social Studies* will be published by Waveland Press, Inc., of Prospect Heights, Illinois. Stockard served as a long-time teacher and administrator in Caddo Parish where he was the assistant superintendent for curriculum & instruction before serving a 13-year stint at Auburn University where he achieved the rank of professor. He has also taught at California Polytechnic University in Pomona, Centenary College of Louisiana in Shreveport, and the University of Louisiana at Monroe. Stockard has published seven books during his higher education teaching career, three since coming to LSU in 1999.

HURRICANES KATRINA AND RITA-RELATED RESEARCH SPOTLIGHT ON TERESA K. BUCHANAN, PH.D.

In collaboration with the LSU School of Human Ecology, many of the College of Education's pre-kindergarten through third-grade students worked in shelters across the area by providing developmental and reading experiences for young children there. *Early Childhood Research & Practice* published Project Katrina, a paper that emerged spontaneously from the relief efforts of LSU faculty members from the School of Human Ecology Carol Aghayan, Ph.D., Andree Schellhaas, Ph.D., Angela Wayne, Ph.D., Diane C. Burts, Ph.D., and Joan Benedict, Ph.D., along with Associate Professor Teresa K. Buchanan, Ph.D., from the Department of Curriculum & Instruction in the College of Education.

Additionally, Buchanan collaborated with Burts (project advisor and co-principal investigator) and School of Social Work Associate Professor Timothy Page (co-principal investigator) on a successful proposal to the National Science Foundation (NSF). The \$88,000 NSF grant, "Early Childhood Educators' Responses to Katrina and Child Outcomes," is an exploratory study investigating teachers' immediate responses to and children's learning about hurricanes.

For this project, the researchers sent a survey to preschool, kindergarten, and primary grades teachers in public school classrooms in Louisiana, Tennessee, Georgia, and South Carolina. The researchers asked teachers to describe any teaching practices or learning activities they did in their classrooms in the aftermath of Katrina and Rita. The survey also measured teachers'

beliefs about and practices of developmentally appropriate practices and the teachers' own adjustment following the hurricanes. Researchers are selecting a sample of teachers to examine the relationships between teacher classroom response and child outcomes. In addition to conducting classroom observations, the researchers will use an interview protocol to assess children's understanding of hurricanes and the children's evacuee status.

Buchanan noted, "Through future teacher preparation and training, the results of this study have the potential to improve early childhood teachers' responses to natural disasters. In turn, the results may help educators better understand how to help assist children to more effectively cope with natural disasters."



Right: Self portrait prints by two student from McKinley Middle Magnet. Art teacher Rosanna Sique and student art intern Jessica Beauvais helped students create prints by using their own fingerprints to stamp the values of their self portraits. Portrait on the left by Briana Batiste and portrait on the right by Sonitra Dryer.



Established in 1984, the Louisiana State University Writing Project is a collaborative university-school partnership dedicated to improving the quality of student writing in schools. It brings successful teachers of writing together in invitational summer writing institutes and prepares them to lead workshops for other teachers. Participants join a network of teacher consultants who actively provide ongoing professional development for schools and districts. Other programs of this 300-member network include rural open institutes, administrators' writing retreats, youth writing activities, quarterly meetings, and an annual convocation.

A WRITING TIME MACHINE

THE LSU WRITING PROJECT HOSTS ELEMENTARY STUDENTS AT THE AGCENTER'S RURAL LIFE MUSEUM

Elizabeth Willis, Ph.D., director of the LSU Writing Project in the College of Education, wanted to bring history to life. She worked with teacher consultants, the LSU AgCenter's Rural Life Museum, and Melrose Elementary School administration, teachers, and students to provide an opportunity for students to develop a greater understanding of rural Louisiana and African American History. Willis used a contextual approach to learning through the study of historical fiction and African American authors, real life experiences, and the vivid environment of the Rural Life Museum to stimulate the minds of nearly 60 elementary students in a writing marathon.

The theme behind this writing marathon revolved around Deborah Hopkinson's book *Sweet Clara and the Freedom Quilt*, a story about a quilted map of the Underground Railroad. Seeing depictions of the living conditions of the characters in the book and creating a "legacy quilt," just as Clara did in the book, allowed the students to understand more deeply life during the late 19th and 20th centuries.

"The book allowed us to weave many disciplines into the writing marathon," said Willis. "We had activities dealing with the geography of the Underground Railroad and the local Baton Rouge area; we had hands-on exercises in quilting, sketching, and crafts."

The Rural Life Writing Marathon began with a literary performance of *Sweet Clara* by Willis and Shana Wilson, a fourth-grade teacher at Melrose Elementary School and teacher consultant with the LSU Writing Project. Melrose's second and fourth graders then broke into groups of six and toured the museum with their teachers and rural life guides, taking part in exhibits and pausing to write in their journals and share their writings with the group.

"A simple reading of the book would have exposed our students to the feelings of desperation, loneliness, disassociation, companionship, compassion, hope, fear, and triumph associated with slavery," said Wilson. "Yet, breathing life into these feelings by giving our students the Rural Life Museum experience was far more effective," added Willis.

Willis commented on how the writing marathon connects students' knowledge to new information through sight, touch, and sound, "It gives them freedom to express themselves in exciting ways—poems, stories, song lyrics, notes to friends, games, Instant or Text Messages."

After five cycles through various exhibits in the museum, the students then translated their writings from the marathon into a quilt. They used special transfer paper to copy their drawings and sketches onto a patch and then stitched the patches all together.

Willis declared that the whole notion behind

the LSU Writing Project's writing marathons is to create demonstrations for teachers to take back to their campuses and share with their colleagues. "We want to create a cadre of teacher leaders who help other teachers," she explained.

Willis said that aside from the joy and sense of accomplishment it gives her to see children so excited about writing, reading, and learning, the workshop's success lies in the fact that it revolves around "teachers teaching teachers."

The LSU Writing Project is one of 189 sites in the United States, Puerto Rico, and the U.S. Virgin Islands that comprise the National Writing Project. It is centered in the Department of Curriculum & Instruction of LSU's College of Education, from which it serves 10 parishes in the southern part of the state. Elizabeth Willis, Ph.D., assistant professor of education at LSU, serves as director of the LSU Writing Project; co-directors are Susan Weinstein, Ph.D., assistant professor of English at LSU, and Kenneth Farizo, Ph.D., curriculum specialist in St. Charles Parish Schools. Visit www.lsuwritingproject.org for more information on events and activities.

Top Left: A student finds a quiet place to write while participating in the LSU Writing Project. **Photo Courtesy of LSU Writing Project.** **Top Right:** Students find time to put into practice what they learn from the LSU Writing Program at the LSU AgCenter's Rural Life Museum. **Photo Courtesy of LSU Writing Project.** **Bottom Left:** After Hurricane Katrina, LSU Assistant Professor of Education Elizabeth Willis's 2005 Summer Institute Teacher Consultants organized a Writing Marathon Reunion to discover ways to help children express themselves about the hurricanes through writing. The reunion was held at the Shaw Center in downtown Baton Rouge.

COLLEGE OF EDUCATION WELCOMES NEW ATTACHÉ PÉDAGOGIQUE ARNAUD SGAMBATO

The LSU College of Education welcomes the new Attaché Pédagogique to the French Education Project for Research and Teacher Education (FEP), directed by Denise Egéa-Kuehne, Ph.D., and housed in the College of Education's Department of Curriculum & Instruction. Arnaud Sgambato, whose position is funded by the French government, serves in a consulting capacity on how to assist in the preservation and understanding of the French language and francophone cultures in Louisiana. These efforts include the recruiting and supervision of teachers who come from France through the CODOFIL program (Council for the Development of French in Louisiana) to teach French in Louisiana P-12 schools.

Sgambato joins the FEP as director of the National Resource Center for the Teaching of French as a Second Language and French Immersion. Because of this center, the Embassy of France in the United States has recognized LSU as one of five National Resource Centers, along with Rutgers University, the University of Southern California, the University of Wisconsin, and Yale University. Each center has a specific mission; LSU focuses on teaching French as a second language and French immersion programs.

Sgambato's responsibilities include developing the National Resource Center Web site available at www.frenchimmersionusa.org, which was originally initiated by the Consortium of Immersion and the FEP and established through a Board of Regents Distance Education Initiative Grant awarded to the FEP. Responding to the needs expressed by teachers of French in

Louisiana's P-12 immersion programs, the Web site content is organized around the concept of sharing and disseminating the rich and varied pedagogical materials created by the teachers themselves. Furthermore, it offers a means of communication among all the teachers of French and provides information and recommendations to administrators interested in opening or improving the management of immersion

programs in their schools. Using innovative applications, the center provides an opportunity for anyone to submit resources for review and inclusion on the Web site.

Sgambato, whose move to Louisiana was delayed by the hurricanes, arrived in October and immediately began working with several initiatives on behalf of the French government to offer aide to Louisiana French educators and



schools affected by Hurricanes Katrina and Rita. Thus far, through the French American Cultural Exchange Foundation (FACE), the French government has provided more than \$400,000 in aid to Louisiana P-12 schools and teachers. These funds support the reopening of three schools in New Orleans and the purchase of pedagogical material for the students enrolled in Louisiana French immersion programs. In addition, 10,000 French books will also be distributed to those schools.

Sgambato indicated that the people of France, deeply moved by the tragic events caused by Katrina and Rita, wanted to reach out to the people of Louisiana with whom they have a rich and long-standing linguistic, cultural, and economic relationship. Sgambato stressed that those relationships are closely interrelated: "Fighting to preserve the French culture and language in Louisiana is also fighting to preserve the Louisiana economy," an economy which receives much of its income from French tourists and others seeking the unique Louisiana francophone cultures and from French businesses and the petrochemical industry.

Sgambato has taught in several middle and high schools in France and Honduras. His courses and workshops have included teaching French as a second language, learning with the Internet, and creating Web sites with students. In addition to added familiarity with theatre and music, Sgambato speaks fluent English, French, Italian, and Spanish and is working towards proficiency in Romanian.

Sgambato received his degrees from France: a B.A. in the humanities from the University

of Paris 3, an M.A. in French literature from the University of Paris 7, and a second M.A. in French as a second language from the University of Grenoble 3. He pursued additional graduate studies in history and semiology of texts and images from the University of Paris 7 and in cultural management from the University of Cergy-Pontoise.

The college's French Education Project (FEP) is one of the three poles which, with the Center for French and Francophone Studies and the Department of French Studies, constitute the Louisiana State University Pluridisciplinary Center. The Pluridisciplinary Center has been identified as a Center of Excellence by the French government, articulated around those three poles of complementary activities, enabling the development of francophone activities beyond linguistic dimensions. The primary goal of the FEP is to improve the teaching of French and francophone cultures with special emphasis on Louisiana's francophone heritage through teacher education, material development, and research. The FEP conducts research projects on teacher education, schools, students, and foreign language education, in particular on French immersion programs in Louisiana.

Immersion programs are an innovative approach to learning for English-speaking students, in which all disciplines are taught in the foreign language. For instance, students not only learn about physics or history, but they do so in a French-speaking classroom environment. The teacher is usually a native of France or other French-speaking countries such as Canada or

Belgium, and the students are expected to learn and communicate in French.

The foreign language immersion programs in Louisiana are unique, since many are housed in public P-12 schools with underserved English-speaking student populations—minorities and children from lower socio-economic status. Twenty-five percent of all immersion programs in the United States are located in Louisiana with 30 percent of the schools, 22 percent of the students, and 21 percent of the teachers of French. Louisiana immersion programs have also been recognized as some of the best in the United States. This emphasizes the need for further research and collaboration on these unique immersion programs—a need served quite well by educators and scholars in the FEP and strongly supported by the French government through the continued commitment of a French Attaché Pédagogique to the French Education Project such as Sgambato.

Left: From left, Attaché Pédagogique Arnaud Sgambato and French Education Project Director Denise Egéa-Kuehne.

SPOTLIGHT ON FUTURE ALUMNI

NICHOLAS NG-A-FOOK AND THE UNITED HOUMA NATION



Top: From Left, Nicholas Ng-A-Fook and Latecia Doucet, niece of the principal chief of the United Houma Nation.
Bottom: United Houma Nation Summer Youth Camp held at Bayou Signette. **Photos courtesy of Nicholas Ng-A-Fook.**

The work of Nicholas Ng-A-Fook serves as an excellent example of the College of Education's participation in research and outreach. Ng-A-Fook extended the classroom boundaries beyond the University and into the community to research communities who have had little or no access to higher education and to use his research as a platform to build bridges between universities and local indigenous communities.

Ng-A-Fook focused his dissertation research project in his passion for the United Houma Nation. The Houma are one of the largest indigenous communities in Louisiana, including more than 17,000 members. Suffering from Jim Crow policies of racial segregation, American Indians were also denied access to local schools. A few non-traditional educational venues were open to the students of the Houma Nation, most of which were established by religious institutions. Yet most of these schools ended at grade seven. Parents who could afford to do so then sent their children to out-of-state high schools. As a result, many Houma were prevented from attending high school until the mid-1960s.

"I wanted to research on something which was meaningful to the United Houma Nation community, and something that had not been done in depth before within the faculty of Education at Louisiana State University—something that would benefit both the community and the University," said Ng-A-Fook on his dissertation focus. After introducing himself to the United Houma Nation community, Ng-A-Fook said, "I wanted to negotiate a research project that formed a synergy between what the research community wanted and what research the Houma would like to see done about their educational history and heritage."

"In the end, the work I did on my dissertation was only a small portion of the research I collected," stated Ng-A-Fook about his four-year qualitative study of the Houma community. Ng-A-Fook collected more than 6,000 photographs and more than 100 hours of digital video recordings from Houma members and elders. His dissertation documents the daily lives inside and outside of colonial institutional systems through oral histories of the United Houma Nation.

In addition to the massive amount of cultural history he collected, Ng-A-Fook became actively involved in the Houma community. For instance, Brenda Robichaux, head of the American Indian education program in Lafourche Parish, initiated a summer education camp to offer a cultural curriculum for American Indian children who had no other formalized educational opportunity to learn of their heritage. The three-night/four-day camp promotes literacy and community. Each day students gather for breakfast and read their Sakchay Anumpa (Houma Indian language word for crawfish tails), a daily newsletter produced from students' own words and writing highlighting their daily activities, artwork, and social gatherings.

With the cooperation of Robichaux, Ng-A-Fook started the Sakchay Anumpa newsletter three summers ago and produced it until the camp director was able to find someone to collect, edit, design, and print the material. "It is an excellent way for the children at camp to gain experience reading, writing, and communicating with each other," explained Ng-A-Fook. "This is critical to not only preserving their rich heritage, but also an opportunity to reaffirm their culture by living it."

Ng-A-Fook's research and involvement with Houma will not end with the spring diploma

STUDENT NEWS

ceremony. "The Houma told me when I first met them that if I wanted to understand them, I had to spend time and become part of the community," he recalled. After the devastation of Houma lands and homes in Southern Louisiana by Hurricanes Rita and Katrina, Ng-A-Fook began a fund-raising project from his current home in Canada through a group called Education for Global Peace. The group conducted bake sales and sold more than \$2,500 in silicone bracelets to benefit an educational fund for the Houma. With a goal of \$5,000, Ng-A-Fook will present the donations to Houma Principal Chief Brenda Dardar Robichaux at an educational conference sponsored by the University of Ottawa in Canada.

Ng-A-Fook earned his B.A. in classical studies from Ottawa University; his graduate diploma of education from the University of Western Sydney, Australia; and his Master of Education from York University, Canada. He received his Ph.D. in curriculum and instruction from the LSU College of Education in May. He is currently working to convert his dissertation titled "Understanding an Indigenous Curriculum in Louisiana Through Listening to Houma Oral Histories" into a book.

For more information on the United Houma Nation, visit <http://www.unitedhoumanation.org>

■ Aubrey Culullu and Danica Robinson received 2006 Conference Attendance for Prospective Teachers Awards (formerly known as the Isabelle Rucker Award) from the National Council of Teachers of Mathematics. Supported by the Julius H. Hlavaty Fund and NCTM, the annual award provides financial assistance to three future teachers of mathematics for attendance at NCTM conferences, funding an average of \$1,200 for travel and subsistence expenses for full-time undergraduate or graduate students.

Both Culullu and Robinson are mathematics majors with a concentration in secondary education. These students represent the sixth consecutive year that LSU students were selected as award recipients and the second time that multiple winners were LSU students, thus demonstrating the national competitiveness of our students. Our past recipients and their current teaching positions include:

2001

Noelle Barbay, LSU Laboratory School

2002

Cara O'Dell, Belaire High School

2003

Erin Landry, Jacksonville, Florida High School

2004

Ashlee Saltaformaggio, Dutchtown High School

2005

Kelly Clark, Donaldsonville High School

2005

Andrew Ingalls, Broadmoor High School

■ Graduate students in Chi Sigma Iota, the professional counselor organization, participated in a holiday service project. The Giving Tree Project collected new navy-colored sweatshirts

and uniform pants along with children's books from College of Education students and faculty. The benefit donated more than 60 items to the New Orleans evacuee students of Jefferson Terrace Elementary School.

■ Two College of Education students received praise from the Association of Hole in the Wall Camps for their service in the group's holiday camp at the Baker FEMA relocation trailer community known as Renaissance Village. Elyne Kahn, program associate for new camp development, praised LaTosha Mullins and Preston Broussard for their efforts, saying that, "Their dedication to the task of providing a camp to the kids of Renaissance Village, and the talent and enthusiasm... convince me that these individuals are an asset not only to the LSU community, but to the greater Baton Rouge community as well."

■ Kimberly S. Carter, a Ph.D. candidate in ELRC, was selected as a David L. Clark National Graduate Student Research Seminar participant. The seminar is sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), and Corwin Press.

ELRC Chair Wade Smith, Ph.D., and Professor Kim MacGregor, Ph.D., nominated Carter to attend the seminar, which, according to their Web site, "brings emerging educational administration and policy scholars and noted researchers together for two days of presentations, generative discussion, and professional growth. Carter attended the seminar in San Francisco, California, in April.

ALUMNI UPDATES

The College of Education now has a full-time director of development and a full-time publications director. So, keep us posted on your successes so we can let others know of the many accomplishments of our graduates.

■ Alan J. Berthelot (B.S., 2002, elementary education) is a fourth-year social studies and pre-law teacher and Instructional Management Team member of the social studies department at Sherwood Middle Academic Magnet School in the East Baton Rouge Parish School System. Berthelot, who also serves as a mentor teacher for Holmes student teachers, is also an LSU writing project fellow.

■ Janel Wood Bourgeois (B.S., 1982, education) is a "Teaching American History" grant coordinator for the Assumption Parish School Board. She serves on the Board of Regents Statewide Assessment Task Force, the Louisiana State Department of Education Grade Level Expectations Committee, and various high-stakes assessment committees.

■ Cate Curtis Heroman (B.S., 1974, elementary education; M.Ed., 1977) is director of preschool and kindergarten initiatives for Teaching Strategies, Inc., of Washington, D.C. Heroman is a co-author of *The Creative Curriculum for Preschool*, *Building Your Baby's Brain*, *The Creative Curriculum Developmental Continuum*, *Literacy: The Creative Curriculum*



Approach, and other early childhood publications for teachers and parents. Most recently, Heroman authored *Helping Children Rebound: Strategies for Preschool Teachers After the 2005 Hurricanes* to assist early childhood teachers in helping children recover from the trauma of Hurricanes Katrina and Rita. Heroman, along with her co-authors, received a 2003 Director's Choice Award from *Early Childhood News Magazine* for *The Creative Curriculum for Preschool*. Heroman is also a consulting editor for the National Association for the Education of Young Children.

■ Claire Lane (B.S., 1993, English education) received her Master of Arts in literature from the University of Tennessee. Lane received the Teacher of Excellence Award for Hamilton County for the 2002–03 academic year. A leadership fellows graduate and lead teacher in Hamilton County's Adult High School, Lane resides in Signal Mountain, Tennessee.

■ Katherine "Katie" Poche (B.S., 2001, elementary education) graduated in May 2003 from the University of Texas at Austin with a master's degree in information studies. Poche accepted a position as librarian of Ridgeway Elementary School in the Fort Bend Independent School District outside of Houston, Texas. Poche was 2004–05 Campus Teacher of the Year and an elementary finalist for the Fort Bend Independent School District

Teacher of the Year. She is a member of the Texas Bluebonnet Award selection committee, a group that selects a reading list of 20 books for students in grades three through six.

■ Pat Seidling (B.S., 1991, secondary education, social studies) has spent a number of years successfully instructing and managing competitive drum and bugle corps, recently serving as director of the Phantom Regiment Drum and Bugle Corps based in Rockford, Illinois. The Phantom Regiment is a leader in corps activity and finished in the elite "Top 12" of the Division I competitors for the 13th consecutive year. Seidling also was named Division I Director of the Year by Drum Corps International for 2003.



UNIVERSITY LABORATORY SCHOOL NEWS

Lab School Teacher Invited to the Oxford Round Table Congratulations Avril Font!

Avril Font, second grade instructor at the University Laboratory School, was selected to join the 2006 Oxford Round Table at Harris Manchester College in the University of Oxford, England.



According to its Web site, The Oxford Round Table is an interdisciplinary group of academics and practitioners chosen each year "to promote human advancement and understanding through the improvement of education." The special 2006 summer session will be devoted to the teaching of reading and the expansion of literacy.

Font was a former State of Louisiana Teacher of the Year and admired by her students, the Lab School alumni, and her colleagues. The LWCC will sponsor Font's trip to the Oxford Round Table, which was made possible by Lab School parent Kristin Wall.

Lab School Recognizes Outstanding Alumni

The University Laboratory School Foundation hosted its sixth annual alumni recognition event, CUBS 2006, on March 18, at the City Club of Baton Rouge. The event celebrated the accomplishments of stage and screen star Elizabeth Ashley (Elizabeth Cole), '57, and engineer and community volunteer Kathleen Hildreth Harris, '83, by inducting them into the Alumni Hall of Distinction. The celebration also honored NFL football's Bradford Banta, '89,

and retired University High Coach James M. "Jimmy" Gilbert, both of whom were inducted into the Lab School Athletic Hall of Fame.

The evening began with cocktails and hors d'oeuvres on the City Club veranda with displays and memorabilia highlighting the honorees' achievements. Bill Firesheets, Lab School Foundation Board president, introduced Stanley "Bubba" Peters, '71, Ph.D., master of ceremonies. Peters in turn introduced honorees with retrospectives of their lives and accomplishments. Upon induction, the honorees addressed the audience of University High alumni and friends.

Special thanks to corporate sponsors Baton Rouge Printing and Rickey Heroman's Florist & Gifts and to the CUBS 2006 committee chair Kerry Drake, '72, and committee members Melinda Collins, Manette Sammons, and Mary Jane McKernan Scala '79.

Congratulations to Mila T. Sexton, Brother Donnan Berry Award for Service Recipient

The Baton Rouge Chapter of the Association of Fundraising Professionals presented Mila T. Sexton, certified fundraising executive and development director for the University Laboratory School, with the Brother Donnan Berry Award for Service. This award is presented to an outstanding chapter member who upholds the ideals of the Association of Fundraising Professionals, advances philanthropy, and



reflects the former Catholic High School principal's dedication to the Baton Rouge area chapter.



U High Band Marches in Liberty Bowl

The University High School Band traveled to Memphis, Tennessee, to march in the halftime show for the AutoZone Liberty Bowl on December 31, 2005. Band Director Annette West joined the 20 band members who participated in the five-day stay for the performance.

Left: Photos courtesy of the University Laboratory School. **Above:** From left to right, Caleb Shotwell, James Major, Ryan Plummer, and Austin Guntz during their trip to Memphis, Tennessee, to march in the Liberty Bowl halftime show. Photo courtesy of Annette West, University Laboratory School.

Lab School Student Makes Debut on Red Carpet

LeLe Keller, a third-grade student at the University Laboratory School, was selected for a part in the movie *Big Momma's House 2*, starring Martin Lawrence. Keller was one of *Big Momma's* 20 cheerleaders. The role involved 18 days of practice and five days of filming in the New Orleans area. **Below:** Lab School third grader LeLe Keller on the red carpet at the

New Orleans premier party of *Big Momma's House 2*. Photo courtesy of the Keller family.



Lab School Students Go to Washington



University Laboratory School students pose with Edward Erle "Ted" Firnberg, pilot of Air Force 2 and a 1980 Lab School alumnus. Dean of Students Frank Rusciano accompanied 57 students on the seventh grade trip to Washington, D.C., as part of their American history studies. The trip included visits to the Annapolis Naval Academy, Arlington National Cemetery, Capitol Building, Holocaust Museum, Ford Theater, and several other monuments and museums in the area. For the second consecutive year, Lt. Col. Bart Phillips hosted the seventh graders at the Annapolis Naval Academy, presenting a hands-on history lesson about the navy. Phillips is the husband of 1995 Lab School alumna Jessica England Phillips. **Left:** From left to right, Eryn Short,

Mary Michael McDuff, Ted Firnberg, Emily Bankston, Selby Kean, and Storey Carver next to Air Force 2. Photo courtesy of Frank Rusciano, University Laboratory School.

Lab School Students Participate in Empty Bowls Benefit February 22, Louisiana School for the Deaf

Students in Beverly Wilson's and Nancy Von Brock's art classes at the University Laboratory School teamed with Julie Harrison's art class at the Louisiana School for the Deaf. These students worked with several other area schools and organizations to create ceramic bowls, which were displayed and auctioned on February 22 at the Louisiana School for the Deaf to benefit the Greater Baton Rouge Food Bank and the Society of St. Vincent de Paul in the fight against hunger. Activities began with student performances and included a gumbo dinner by Chef John Folse and silent auction. The Empty Bowls of Louisiana fundraiser is part of a larger effort through the national Empty Bowls organization.

Congratulations to the New National Board Certified Teachers

University Laboratory School 2004-05

Judith Gremillion
Patsy Scates
Worth Thompson
Nancy Von Brock

WAYS TO BE INVOLVED

The College of Education is soliciting volunteers for the Alumni Board/Volunteer Council

Can you make a commitment for two years?
Can you help recruit students and alumni?
Are you interested in mentoring students and helping alumni network?

Are you interested in enhancing the development of the college and becoming more involved in leadership activities?

Do you like to help plan special events?

Would you like to be an advocate for your alma mater?

The College is looking for dedicated alumni to help with recruitment and development activities. Regardless of where you live, please consider volunteering for a two-year term beginning June 2006. Call or stop by today, or visit the College of Education Web site <http://www.lsu.edu/coe>

We would also like to thank our 2004-05 donors listed in the 2004-05 College of Education Annual Report and available online at www.lsu.edu/coe/

UPDATE YOUR CURRENT INFORMATION

Visit <http://www.lsu.edu/coe>
Click on "Alumni & Friends"
Click on "Update your Info"
Keep us posted on your activities so others can know what you are doing!

The College of Education is diligently working to reach our alumni. We want to hear from you. E-mail gscobee@lsu.edu or call 225-578-6384 for more information.

DEPARTMENT OF KINESIOLOGY GOLF TOURNAMENT

MAY 6, 2006, LSU GOLF COURSE

Benefiting the kinesiology undergraduate student scholarship fund

Saturday, May 6, 2006, the LSU College of Education Department of Kinesiology held its 6th Annual Golf Tournament at the LSU Golf Course. The four-person scramble began at 8 a.m. with a shotgun start, food, and prizes. Proceeds from the tournament directly benefited the kinesiology department's undergraduate student scholarship fund.

If you would like to volunteer for next year's tournament or if you know an individual or a business that may be interested in sponsoring a hole for the event, please contact Karl Hill or Randall Heine at 225-578-2036.

Visit the kinesiology Web site www.lsu.edu/kinesiology for more information.

We want to stay in touch!

Please complete the information form below:

Information Update Form

First Name _____

Last Name _____

Maiden Name _____

Year Graduated/Degree _____

Current Address _____

E-mail address _____

☐ Yes, I would like to receive e-mailed newsletters and bulletins on the college's activities.

☐ No, I do not wish to receive this information at this time.

Telephone _____

Please share any news concerning your past or current activities, promotions, retirement, election to boards or offices, etc.

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