

imagine! the next 100 years

To commemorate a century of service—and the current prominence of the UO College of Education as the number one public graduate education program in the country—alumni and friends gathered September 17 to open an anniversary year of celebration by viewing a newly released promotion for the college, “Imagine the Next 100 Years.”

at the college; and David Conley, Ph.D., professor of Educational Methodology, Policy, and Leadership and director of the Center for Educational Policy Research. Clinical professional programs were represented by School Psychology program director Laura Lee McIntyre, Ph.D., and emeritus professor of Communication Disorders and Sciences Ned J. Christensen, Ph.D. Current students were represented by Daniel Ramirez, a doctoral candidate in Critical and Socio-Cultural Studies in Education, and Kari Heinrix, a master's candidate in UO Teach and alumna of Family and Human Services.

The YouTube UOregon channel began featuring the film in October and had recorded more than 330 views as of November 1, 2010. The September evening showing was the first broadcast of the centennial film project.

Centenarian and alumna Esther McCarty '50 was

honored with a standing ovation from 190 guests during the evening program that she attended with her daughters, Edythe McCarty (1959) and Mary Ellen Christian (1966), who are also graduates of the College of Education. Born in 1907 in Duluth, Minnesota, Esther McCarty began her career teaching in a one-room schoolhouse from 1927 to 1931, after completing a two-year program in a teacher's college.

She entered the UO teacher education program in 1947 and earned a bachelor's degree in 1950. She spent most of her career as a sixth-grade teacher at Page Elementary school in Springfield. She has traveled widely in retirement and participated in classroom support in Southeast Asia with her daughter Edythe, who is a teacher. Her entire family is still active in educational outreach with an emphasis on church missions.

Related information on page 8

FALL 2010
VOL. 15 – NO. 1

INSIDE

The Next 100
New Colleagues
CTL Reading Clinic



Imagine the Next Success
Success to Go
Superintendent of 2010
Generations of Gratitude
Outstanding Alumnus
Trek to India



UNIVERSITY
OF OREGON



The three-minute video, produced by the college's communications unit under the direction of filmmaker Michael McDermott, invites the public to imagine what the field of education could be like in the century ahead and to consider what tomorrow's experts might achieve. The film was commissioned to highlight the college's work—from educating teachers, school administrators, and clinicians, to conducting the pioneering research that provides a basis for how all children may be taught. Children from faculty and staff member families and an area preschool participated in 30 screen tests for the feature, under the direction of youth talent producer Andrea Olson. The college's fresh new campus face—featuring the new HEDCO and renovated Lokey education buildings—provided the setting. Cameo comments were provided by COE dean Michael Bullis; Jane Squires, Ph.D., program director for Early Intervention and director of the University Center for Excellence in Developmental Disabilities



The Next 100 Years

It is an exciting time to be in and around your College of Education. In the fall we celebrated the college's 100th anniversary, honoring the past century and preparing for an even brighter future. Last spring US News and World Report ranked the college fifth nationally, first among colleges of education located at public universities, and first for faculty productivity. The special education program was ranked third for the 11th year.

More important, we continue to address critical societal issues. This past year our faculty worked in all 50 states and more than 17,000 schools. Closer to home, we are involved in every school district in Oregon and work directly with more than 50,000 Oregon students. To provide but a few examples of these efforts, the Youth Transition Program—a joint project with the Oregon Department of Education and Vocational Rehabilitation—serves more than 2,000 adolescents with disabilities yearly to help them find employment and complete high school; the Easy CBM project, a quick and psychometrically strong way to assess students' learning skills, is gaining momentum and is being implemented throughout Oregon; and the clinics in the HEDCO Education Building—Communication Disorders and Sciences, Couples and Family Therapy, and Reading—serve 800 individuals and families every year.

The student body is robust, maintaining more than 1,300 students, and our graduates are finding great success. After graduation, 90 percent secure employment in their field or continue in graduate education. Given the shaky economy, this achievement is particularly noteworthy and speaks highly of the quality of our academic programs and the value of degrees from your college.

This year we are joined by two new senior faculty: CHiXapkaid—Dr. Michael Pavel—is a leader in Native American education, and Dr. Yong Zhao will become the college's first associate dean for global education and the University of Oregon's very first Presidential Chair. Both will lead us to expand our collective reach and impact across Oregon, the nation, and the world. We are conducting six tenure-track faculty searches, and we will continue to grow our enrollment and develop new ways to support our students and their success.

This first year of the college's new century will be stimulating and challenging. I encourage you to visit the new building complex and learn more about what we do here. Go Ducks!

Michael Bullis, Ph.D.
Dean, College of Education
Sommerville-Knight Professor

"Our graduates are finding great success. After graduation, 90 percent secure employment in their field or continue in graduate education."

Mike Bullis



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Welcome, CHiXapkaid!



CHiXapkaid, also known as Michael Pavel, Ph.D., joined the faculty in fall 2010.

"The Department of Education Studies is fortunate to have CHiXapkaid as its newest faculty member," said department head Edward M. Olivos. "His knowledge of Native American and Native Alaskan educational equity issues provides our department with a depth of expertise and wisdom that will benefit our Native and non-Native students immensely."

ANNIVERSARIES

▪ **Youth Transition Program (YTP)** celebrated its 20-year mark in 2010. YTP's innovative partnership with Oregon Vocational Rehabilitation, Oregon Department of Education, local schools, and COE faculty has served more than 20,000 students with disabilities in 209 Oregon high schools. In February 2011, YTP sponsors a statewide conference in Hood River for all education and rehabilitation personnel affiliated with YTP. Find "Twenty Years of the Youth Transition Program" at <http://www.ytporegon.org>

▪ Currently serving as business manager for two academic areas of the college—Special Education and Clinical Sciences and Counseling Psychology and Human Services—**Carol Fernlund** was recognized in 2010 for 40 years of service to the state of Oregon.

RECENT RESEARCH AWARDS

▪ **Autism and the Family** ▪ INVESTIGATOR: Laura Lee McIntyre, Ph.D. This 5-year longitudinal study of families who have young children with autism and other developmental disabilities was awarded a \$2.5 million National Institutes of Health grant. The research team will use a randomized controlled trial design to investigate the short-term and long-term effects of early, family-based interventions to promote well-being, increase child adjustment, and decrease incidence of behavior disorders.

▪ **Middle School Intervention Project** ▪ INVESTIGATOR: Scott Baker, Ph.D. This project will assess the implementation and impact of a targeted middle grades intervention to improve reading and school engagement among students with reading difficulties within a universal intervention to improve reading and engagement among all students. The \$7.2 million award was made by the federal Institute of Education Sciences.

▪ **Project BASES: Behavior and Academic Special Education Specialists** ▪ DIRECTORS: Robert Horner, Ph.D.; Beth Harn, Ph.D.

▪ **Project Preparation in Secondary Special Education and Transition** ▪ DIRECTORS: Cindy Herr, Ph.D.; Chris Murray, Ph.D.

These two new federal Office of Special Education Programs training grants were recently awarded to faculty.

More 2010 research highlights can be found at <http://education.uoregon.edu/research-outreach>

University of Oregon president Richard Lariviere has appointed **YONG ZHAO, Ph.D.**, as the university's first **PRESIDENTIAL CHAIR FOR GLOBAL ACADEMIC EXTENSION**. In January 2011, he joins the College of Education faculty as associate dean for global education to lead the development of academic extension programs for the college.

Dear Colleagues,

IT IS WITH GREAT PLEASURE AND ANTICIPATION

that I write this letter to introduce myself. I feel greatly honored by and excited about the opportunities to work with all of you. The University of Oregon, particularly the College of Education, has a long history in excellence and distinction because of its faculty, students, and alumni. Through various visits and meetings with faculty and the leadership, I have been very impressed with the college's deep commitment to high quality research that intimately connects with the well-being of students and the daily practices of educators, its enthusiastic desire to tackle new challenges and take advantage of emerging opportunities presented by globalization and technology, and its unwavering support for creative and innovative work. I have also been very impressed with the friendliness of the staff, the collaborative spirit of my future colleagues, and the forward-looking spirit of the whole campus.

Oregon is the launch pad of my professional life . . . well, actually my life in the United States. I came to the country in 1992 as a visiting scholar at Linfield College, just miles away from Eugene. After one year at Linfield, I went on to study at the University of Illinois and then returned to work for a short time at Willamette University. After almost 15 years at Michigan State University, it is time to return to where I started. I have always admired the University of Oregon from a distance. Now I am about to become part of it. I am delighted.

I have a broad range of research interests, all around the changes that technology and globalization may bring about. In the early years of my career, my work was primarily on how to use technology to improve foreign language learning, how to use technology to help children develop digital literacy and entrepreneurship, and how to help teachers make intelligent uses of technology in their teaching. Later, my research expanded to developing effective online/distance learning programs. And most recently, I have been working on international education reforms, particularly on what knowledge and skills matter in the age of globalization and thus strategies and policies that can support the teaching of such skills and knowledge.

The College of Education provides an excellent platform for me to continue my work in all these areas. First, I hope I will contribute to its global agenda by bringing the outstanding work of its faculty to the world through online and distance learning programs. As associate dean for global education, I will work closely with Dean Bullis and other colleagues to develop strategic plans and practical approaches to help faculty members bring their work to a broader audience, establish exemplary programs in global educational leadership in a blended format, and seek opportunities to collaborate with institutions and individuals globally. Second, I will continue to work on developing creative uses of modern technology to support student learning. A very large piece of this work will concern developing and using computer games for authentic assessment and engaging students in learning foreign languages. Third, I will continue researching effective online and distance learning programs. Online learning is still in its infancy. With emerging technologies and the emerging reach of today's technology, we are faced with new challenges, such as how to effectively deliver education to students who are culturally different and located in a different country.

I am equally excited about working with schools in Oregon. For the nearly 15 years I have spent in Michigan, I have worked with numerous schools in the state in different capacities. It is through working with them, I feel my work is real and meaningful. Although I may often use the term "global," I will act very "locally." And I consider Oregon part of the globe anyway. It is my desire to serve students and schools in Oregon by using new technologies and bringing in content and connections that may otherwise not be available to local schools.

I am enthusiastic about the work in Oregon—and equally enthusiastic about Oregon weather. I know about the rain, but it beats 20 below and three feet of snow. I will not let rain dampen my enthusiasm.

Thank you for the opportunity, and I look forward to working with all of you!

■ Yong Zhao



Since 1996, Yong Zhao, Ph.D., has been a professor of technology in teaching and learning in the Department of Counseling, Educational Psychology, and Special Education at Michigan State University, where he was also founding director of the US-China Center for Research on Educational Excellence and University Distinguished Professor.

My Experiences Volunteering with the CTL Reading Clinic

■ Amanda Rhodes, *Educational Foundations*

For the past two and a half years I have volunteered at the Center for Teaching and Learning's Reading Clinic, where I have fallen in love with tutoring students by using intensive, research-based instruction. Simply knowing that I have had a positive impact on a few students and drastically changed their reading abilities has been one of the highlights of my college experience. Volunteering at the CTL Reading Clinic greatly influenced my decision to not only major in Educational Foundations but to minor in Special Education as well. What I thought would be a one-term commitment has grown into a love of teaching students to read, which I hope to continue after graduating from the University of Oregon.

I believe that learning to read is one of the most important subjects to master during the early elementary school years. Without a strong foundation in reading, students will struggle in all other school subjects. It is difficult to correctly answer math and science problems if students are unable to read the prompt or word problem correctly. Reading is an integral part of every school subject and affects almost every aspect of our daily lives. Reading instruction in school is not always enough. The Reading Clinic tries to work with the student's teacher and school to use instructional programs that will work in tandem with the reading programs the student is receiving at school. The Reading Clinic uses research-based instructional programs that have been proven to work. There is a reason behind every aspect of the reading programs we use. Often, students have gaps in their reading abilities, and these programs have been scientifically proven to help close these gaps.

The CTL Reading Clinic is unique in that struggling readers are able to receive one-on-one instruction using research-based interventions twice a week for an hour. I really enjoy working one on one with students, because it allows me to build a great relationship with each of them. It amazes me how many of the students who are tutored at the clinic come running in with huge smiles on their faces, excited to begin their tutoring sessions. For most

of these students, reading has been an uphill battle, and the fact that they come to the clinic excited to read is a tribute to what great relationships these students have built with their tutors. The success that these students have achieved has given them a feeling of confidence in reading that many of them have never experienced before.

When I first begin working with students, they often have very low confidence in their reading skills and, quite frankly, just don't want to read. I love watching the students I tutor slowly come out of their shell as they grow more and more confident in their reading abilities.

One of my proudest accomplishments is having helped a student of mine go from refusing to read—or even try—to actually being excited to read and proud of herself when she is done with a tutoring session. We often do one-minute timed readings at the end of each session to work on fluency and accuracy. The student and I set goals for how many words in a minute she will be able to correctly read. When we first began tutoring, it was all I could do to get her to read the passage twice, regardless of whether our goal was met. Now she wants to read the passage at least three times, because she is proud of how well she can read it and wants to do better each time. The confidence she has in her reading abilities has grown tremendously, and I am so proud of her reading accomplishments.

The more practice students can get in addition to what they are receiving at school, the better readers they will become. Extra reading at home is great, but many students need the structured, research-based intervention programs the CTL Reading Clinic offers if they are to catch up to their peers.

When I began tutoring at the CTL Reading Clinic, I thought it would be a one-term obligation and I would be done with it. Once I began tutoring students, I was hooked and didn't want to stop. Almost three years later, I love tutoring in reading just as much, if not more, than when I first began. Because of my experiences at the reading clinic, I hope to one day become a reading specialist and continue to help struggling students gain confidence in their reading abilities and become successful readers. I didn't expect to fall in love with helping students learn to read, but I did. It has truly been one of the greatest experiences of my college career, and one that I will greatly miss when I graduate this spring.



“I have fallen in love with tutoring students by using intensive, research-based instruction.”

Amanda Rhodes

imagine! the next success

THREE COMPONENTS LIE AT THE CRUX OF OUR EDUCATIONAL PHILOSOPHY: RESEARCH, OUTREACH, AND STUDENT PREPARATION.

These are evident daily at the integrated HEDCO Clinic, where faculty members use research-based interventions to provide supervised practical experience for student clinicians who work with children and families. Clients of the clinic represent a broad range of people, including children with autism and communication disorders, brain-injured adults, elderly stroke victims, and families in crisis. During this centennial year, we are focusing on the importance of clinical outreach and providing access to services to those who need it the most, as well as to families who may not realize how they can benefit from the research of the experts at the College of Education.

In hours of clinical practice, students supervised by professionals help clients address real-world problems: diagnosis and intervention for children and adults with developmental, physical, emotional, speech, hearing, language, and learning problems. The students themselves gain the opportunity to experience applied research and outreach, while receiving exceptional training. The experience of Amanda Rhodes, who tutors children in the CTL Reading Clinic, for example, epitomizes research put into practical application. A significant number of other College of Education students seek degrees in the specialized professional programs of Couples and Family Therapy, Counseling Psychology, and Communication Disorders and Sciences. Faculty research in these areas provides the opportunity for student practitioners to apply the most current knowledge of effective practice to benefit the individuals, couples, and families served by the clinic.

To commemorate 100 years of service to children and families, the UO College of Education is proudly featuring a year of public presentations by clinical faculty. The series—"Imagine the Next Success"—provides outreach to the community. It is yet another way the college helps children get ready to learn, helps adolescents succeed, supports healthy families, and creates systems for effective teaching and learning.

As we launch our next century of commitment to education and clinical and social services, our faculty, students, and alumni continue to profoundly affect the many lives they touch. We invite you to join us in cultivating success by supporting any of the following opportunities:

- **Andrea Wiggins Faculty Fund for Outreach Activity**

To support COE faculty outreach services to the community

- **Integrated HEDCO Clinic**

To provide assistance for ongoing client services in reading, hearing/speech/language, and couples and family therapy

- **Student Practicum Supervision**

To provide practical clinical training and experience for students

For information about making a gift, please contact

College of Education

Kate Feeney

Interim Director of College Advancement

541-346-1681 or katef@uoregon.edu

Audio files of the "Imagine the Next Success" series, with printed resources and reading lists, will also be posted as they are available at **Success to Go!**
<http://education.uoregon.edu/go>

A series of expert ideas for individuals, couples, and families



- **October—READING FLUENCY**

FACULTY EXPERT: **Carrie Thomas-Beck**, Ph.D.

- **November—YOUR NEW FAMILY**

FACULTY EXPERTS: **Deanna Linville**, Ph.D., AND **Jeff Todahl**, Ph.D.

- **December—ORGANIZATION FOR TEENS**

FACULTY EXPERT: **McKay Sohlberg**, Ph.D.

- **January 29, 2011—TODDLER COMMUNICATIONS**
Improve Your Toddler's Communication Skills: Eight simple strategies and early speech and language milestones.

FACULTY EXPERT: **Heather Moore**, Ph.D.

- **February 5—PARTNERSHIP FOR NONVIOLENCE**
Health, Violence Prevention, and Trauma Healing: Centered around a community project designed to reduce partner violence and child maltreatment. COMMUNITY PANEL WITH FACULTY PARTICIPANT: **Jeff Todahl**, Ph.D.

- **March 5—BABY SIGN**

An Introduction to Baby Sign Language: Figure out what baby wants! Learning some simple baby signs in American Sign Language can bridge communication gaps while giving a child stepping stones toward second language development. FACULTY EXPERT: **Johanna Larson**, M.S.

- **April 16—KINDERGARTEN READINESS**

Getting Your Child Ready for Kindergarten: Reading activities for parents of 4- to 5-year-old children to do at home. FACULTY EXPERT: **Carrie Thomas-Beck**, Ph.D.

- **May 21—BEHAVIOR COACHING**

First Steps to Success: For students in grades 1–3. How parents and teachers can enhance a child's adjustment and future success in school. FACULTY EXPERT: **Hill Walker**, Ph.D.

- **June 11—Early Childhood CARES**

Early Childhood Positive Behavior Support: Developed to support infants, toddlers, and preschoolers in their homes, child care, preschools, and community activities. FACULTY EXPERTS: **Natalya McComas**, M.S., AND **Gerry Morgan**, M.S.

Oregon Superintendent of the Year Is Golden

Nancy Golden, Ph.D., superintendent of Springfield Public Schools (SPS) since 2003, has received the 2011 Superintendent of the Year Award from the Confederation of Oregon School Administrators (COSA).

Education Foundation and an increase in partnerships with the local business community, city government, and the University of Oregon. Golden consistently receives exemplary performance reviews for her communication skills, spirit of col-

“She is a treasure for this community. I hope she stays forever.”

Peter DeFazio



Photograph courtesy of
The Register Guard

Nancy Golden, superintendent of Springfield Public Schools, is embraced by her daughter, Leilani Sabzalian, after the announcement that she is the winner of Oregon’s Superintendent of the Year Award. She holds her three-year-old grandson, Jahan.

Springfield Public School Board members, College of Education colleagues and alumni, local and state elected officials, staff, student board representatives, community supporters, members of Golden’s immediate family, and the local news media attended a surprise presentation Tuesday, November 9.

“Nancy Golden is one of the finest educational leaders I have known in my 44 years in Oregon education,” said Kent Hunsaker, executive director of COSA. “She has been successful at every level of leadership, has brought incredible commitment and energy to every position she has held, and has made a positive difference in the lives of children, parents, and educators throughout her career. Nancy is admired and respected by education leaders in all parts of Oregon, and, on their behalf, we congratulate her on this honor.”

“She is a treasure for this community,” said U.S. representative Peter DeFazio, one of several elected officials on hand to congratulate her. “I hope she stays forever.”

Golden is credited with renewing the Springfield district’s focus on instructional leadership, even in the face of significant budget challenges. Community support for the district is at an all-time high and includes the expansion of the Springfield

laboration, data-driven approach, and creative problem solving. As a visible and effective leader, she is most often recognized for her commitment to remain connected with students and staff members in her district.

“Springfield and its school district have reaped tremendous benefit from the presence of Nancy Golden

in our community and in her leading our school district,” said SPS Board chair Garry Weber.

This award is the first in the Springfield school district’s history and automatically places Golden in the running for the National Superintendent of the Year Award from the American Association of School Administrators (AASA).

South Lane superintendent and COE alumna Krista Parent presented the Oregon award to Golden. Parent received the award herself in 2007 and went on to become National Superintendent of the Year. Golden was also honored at the Oregon School Boards Association conference in Portland, Oregon, and will be recognized in Denver at the AASA National Conference on Education, February 17–19, 2011, and the annual COSA Conference in Seaside, Oregon, in June 2011.

In addition to her duties as an urban community schools leader and other community leadership and service, Golden continues to teach courses in school supervision and facilitative leadership in the administrator licensure program at the UO College of Education. Golden is a two-time alumna of the college.

Generations of Gratitude

Gratitude is the word that comes to mind for Val Taylor-Close when she talks about the scholarship that she and her husband, Dan Close, created in honor of her parents. “Dan and I established the Ed and Peggy Taylor Scholarship out of gratitude for the support and encouragement my parents had given us, their grandchildren, and their community. It seemed like the perfect way to honor their generous spirit.”

Gratitude also sums up Ed Taylor’s feelings for his own educational opportunities. During the Great Depression, his family was hit hard, and there seemed little chance that he would go on to college. After World War II, he was able not only to attend college but eventually to get his Ph.D., thanks to assistance from the G.I. Bill and scholarships.

Today, Ed Taylor still appreciates that leg up. When his wife, Peggy, passed away earlier this year, Ed wanted to honor her memory by making gifts to several causes about which she was passionate, including the College of Education and the Taylor scholarship fund. His gift in memory of Peggy provides broad support for deserving students who are enrolled in the Family and Human Services program, with special consideration given to students who are first generation college students.



The Taylor scholarship reflects the Taylors’ personal passion for helping individuals achieve things they never thought possible. This impact is evidenced in the words of one of this year’s recipients, Chika Onoshima: “It humbles me knowing that there are individuals who believe in me just as much as I believe in myself. On behalf of all of the students you touch, you are giving us the opportunity to be productive and dedicated in life.”

Val Taylor-Close is codirector for Early Childhood CARES, which provides early intervention and early childhood special education services to infants, toddlers, and preschool-age children in Lane County. Dan Close is an associate professor in the college and program director for Family and Human Services.

2010 Outstanding Alumnus Honoree



Each year, the College of Education Advocacy Council honors one outstanding individual who has made significant contributions in education through teaching, policy and advocacy, community service, or research and scholarship. This year we honor **Anderson J. Franklin, Ph.D. '68**, whose career spans 40 years as a scholar, a teacher, and a clinician who has addressed critical issues in our society.

A.J. FRANKLIN is a leading scholar on the psychological well-being, resilience, and health of African Americans and the impact of stereotypes and invisibility upon African American males and females. Along with his wife, Nancy Boyd-Franklin, he has written extensively on African American couples therapy, resiliency in Black families, and Black parenting practices.

In this 100th anniversary year of the College of Education, we also acknowledge the 50th anniversary of a seminal event for our outstanding alum. On the morning of February 22, 1960, A. J. Franklin—a minister’s son from Brooklyn and a junior at nearby Virginia Union University—walked into Thalhimers Department Store in downtown Richmond, Virginia. When he asked to be served in the store’s restaurant, he was handcuffed, taken down the freight elevator, loaded into a police wagon, jailed, and charged with trespassing—along with 33 other young Black men and women who also had asked to be served. The group was prepared for this course of events—they had heard Martin Luther King Jr. speak on the Virginia Union campus about civil rights and nonviolence, and they knew that such actions were essential to the civil rights movement. One of “The Richmond 34” as the press later called them, Franklin had participated in an effort that set the stage for his life’s work.

THROUGHOUT HIS CAREER, A.J. Franklin has maintained his commitment to the struggle for civil rights, and today two of his primary projects—the think-tank-style Nelson Roundtable and the Boston College Collaborative Extended Learning Project—work to bring schools, community partners, and families together to develop more effective collaboration between in-school and out-of-school activities.

Franklin remains involved in civil rights and seeking social justice, with much of his work focused on helping people or helping the organizations that make our communities stronger. He has served in significant leadership positions with professional psychology organizations and is active in numerous local and national community agencies, such as the Harlem Interfaith Counseling Service and Boys Club of America.

He is the Honorable David S. Nelson Professor of Psychology and Education at Boston College Lynch School of Education and Professor Emeritus of Psychology from The Graduate Center of The City University of New York. He was recently awarded the American Psychological Association’s Presidential Citation for outstanding service as Distinguished Elder/Senior Psychologist at the 2009 National Multicultural Conference and Summit.

A.J. Franklin received his bachelor of arts from Virginia Union University, his master’s in experimental psychology from Howard University, his Ph.D. in counseling psychology from the College of Education at the University of Oregon, and completed his postdoctorate at the University of Michigan.

We honor A.J. Franklin in recognition of his vast influence as a multicultural scholar and educator, his commitment to addressing critical social issues, and his lifelong dedication to helping African American youth and families.



The university is an equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This publication will be made available in accessible formats upon request.

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Michael Bullis Dean

Lauren Lindstrom Interim Associate Dean for Research and Outreach

Joseph Stevens Associate Dean for Academic Affairs

Elaine Jones Assistant Dean for Finance and Operations

Margaret Mahoney Assistant Dean for Academic Programs and Student Services

Kate Feeney Interim Director of Advancement

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Lillian Winkler-Rios Designer for Diverse External Audiences

Cheryl Mikkola Proofer

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Continued from page 1

View the film "Imagine the Next 100 Years" at http://education.uoregon.edu/imagine—or watch for the 30-second television adaptation created for display during athletic events at Autzen Stadium, Matthew Knight Arena, and PK Park. Join us in imagining the next 100 years!

Share your own story about your days at the college and what you have been doing since then. Look for submission guidelines online at http://education.uoregon.edu/mystory

Success to Go: The "Imagine the Next Success!" series of expert ideas for individuals, couples, and families is available in downloadable audio (MP3) format. Get help. Get real about taking steps to improve your family's well-being. See "Success to Go!" at http://education.uoregon.edu/go

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Trek to Southern India

Four UO undergraduate students and one Family and Human Services (FHS) alumna will touch down January 10, 2011, in South India, headed for the Sri Aurobindo ashram at Puducherry (Pondicherry). From there they will visit several villages in Tamil Nadu state to teach English to village children and to study the growth of systems for clean water, sanitation, healthcare, and public works.

Recent FHS alumna and former ashram resident Jordan Rawlins will lead the trip. Regular Skype meetings with students will help practicum supervisors track internship progress. FHS program director Dan Close will meet the students in India during winter term to coordinate program requirements. Students will explore how villagers—taking personal responsibility for providing their own solutions regardless of education level—have created a transformation in their village community structure.

Be an Armchair Traveler! Enjoy the suggested reading for the India project:

- The Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits AUTHOR: C.K. Prahalad (2009)
Mountains Beyond Mountains: Healing the World: The Quest of Dr. Paul Farmer AUTHOR: Tracy Kidder (2003)
Shantaram AUTHOR: Gregory David Roberts (2003)
South India Travel Guide Lonely Planet (2009)