

Giving Back to Education

Business Wire founder wants to honor his teachers by supporting University of Oregon education building.

San Francisco businessman and philanthropist Lorry Lokey, who says his Portland elementary school teachers started him on the road to success, pledged \$10 million to the University of

Oregon College of Education for its new building project—and then increased his pledge with a \$2.5-million challenge gift.

If the college can raise \$2.5 million from other donors by June 30, 2007, Lokey will match it, bringing the full amount of his gift to \$12.5 million, President Dave Frohnmayer announced March 1.

“I decided to increase my pledge because the longer it takes to raise the money, the more expensive the project

will be,” said Lokey. “I hope the challenge will spur other donors to step forward.”

Timely Donation Spurs Construction

Lokey’s gift, added to the matching funds from other donors, would complete the financing for the \$48 million project. “I am overwhelmed by the generosity and kindness of Mr. Lokey, and I want to thank him deeply for this gift,” said Michael Bullis, interim dean of the College of Education.

The gift is the third significant donation Lokey has made to the university in the past 18 months.

“I can think of no better way to honor one’s teachers than to help provide a wonderful new facility for training future teachers,” said Frohnmayer. “Lorry

Lokey doesn’t just talk about the value of education. He demonstrates it again and again with his remarkable support of schools and universities.”

According to Dean Bullis, Lokey’s gifts, combined with others including a \$10-million lead gift from the HEDCO Foundation, provide the necessary match for the \$19.4 million in state bonding authority which was approved by the Oregon Legislature for the project last year. “Because of Mr. Lokey’s timely donation, we will be able to move forward with our plans to start construction in the summer of 2007 and have the new complex ready for the 2009–10 school year,” Bullis said.

“I feel that if we delay, we run the risk of creating greater expenses over the construction cycle,” Lokey said in a private luncheon honoring the philanthropist and other building project contributors following the announcement of the gift by University of Oregon President Dave Frohnmayer.

Governor Ted Kulongoski praised Lokey for his generosity. “Education is the key to improving Oregon’s economy and maintaining our quality of life,” the governor said. “That is why, during the last legislative session, I pushed for the largest state capital construction investment in University of Oregon history, which included the new education complex. I’m pleased to welcome Mr. Lokey as a partner in moving our education system forward to ensure all Oregonians have access to a quality education.”

“Where would any of us be if we did not have good teachers to inspire us?” Lokey asked. “I credit my elementary school, Alameda School in Portland, as the starting point for my success. I would not have made it without those teachers. That is why I wanted to support education in Oregon by contributing to an updated education building.”

RELATED ARTICLES

Alameda Elementary School: Pages 4-5
The Challenge Is On to Break Ground: Page 9
Project Architects Chosen: Page 12

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INSIDE

Campaign Oregon Update
Thank You, Marty
Gifts in Action



Donor Honor Roll
Challenge Grant
Juiced for Journalism
Book Huddle: Room 217
Project Architects



UNIVERSITY
OF OREGON





Bold Investments, Exciting Change

CAMPAIGN OREGON: \$400 MILLION & GROWING
In 2001, the University of Oregon made a visionary commitment to go where no one in Oregon had gone before: The university launched a fundraising campaign for \$600,000,000. As the largest campaign of any kind in the state, Campaign Oregon set a bellwether goal of recasting the stature of the university and its service in the following ways:

- By raising \$100 million for scholarships and fellowships, we will ensure that no qualified Oregon student will be turned away because of inability to pay, and we will attract the top students from Oregon and beyond.
- By investing in the student experience, including building residence halls, increasing experiential learning programs, and enhancing activities outside the classroom, we will improve that experience and increase student retention and graduation rates.
- By doubling our endowed faculty positions and resources for research, we will sustain and strengthen the quality of our faculty.
- By investing in academic programs with the strongest potential for distinction, we will enhance the quality of the university and raise our already distinguished academic reputation.
- By building on established research and teaching strengths, we will produce students ready to take their place in the world and help Oregon and the nation revitalize the economy.

One key campaign priority has been funding for exemplary education facilities befitting the national reputation of the outstanding College of Education faculty.

The response has been overwhelming, with breathtaking philanthropy and heartfelt gifts from numerous alumni, including broad support from Oregon educators. This, in turn, prompted the Oregon State legislature to match a significant portion of our donors' investments in the project.

With the recent announcement of Lorry Lokey's generous gift, and his additional challenge grant, we now have just \$2.5 million remaining to renew the College of Education to meet the demands of the 21st century.

This is an exciting time. I invite you to add your support to this project and Campaign Oregon. Then keep your eyes on the horizon at 17th and Alder, where we're not only building a new education structure: We're transforming the future of teaching and learning.

Allan Price

Vice President, University Advancement

"Keep your eyes on the horizon at 17th and Alder.

We are not only building a new education structure: We're transforming the future of teaching and learning."

Allan Price

With Great Appreciation

"It has been an extraordinary privilege to serve as the seventh dean of the University of Oregon College of Education. I've been honored to serve you and support your aspirations. We have achieved a national identity and reputation as one of the nation's best colleges of education. It has been an awesome opportunity to steward and share in your collective success, impact, and influence in advancing our profession and shaping its practices.

"We owe much appreciation to our alumni, donors, friends, and partners for their private philanthropy and investments in our future. Their efforts, support, and advocacy for the college have contributed to elevating the college's stature, strengthening its impact—and obtaining funding to achieve one of Campaign Oregon's top priorities: a new education complex.

"Such dedication to actively engaging is essential in our continuous efforts to serve our college and school and community partners while advancing the effectiveness of our noble profession."

Martin J. Kaufman



Martin J. Kaufman
Dean 1992–2005
University of Oregon
College of Education

Thank You, Marty!

Recognizing Superlative Leadership



College of Education faculty and staff and invited guests gathered December 6, 2005, at Eugene's Downtown Athletic Club in tribute to Martin J. Kaufman's remarkable tenure and accomplishments as dean. Interim dean Michael Bullis acted as master of ceremonies as many colleagues and guests shared remarks and personal reflections on Kaufman's unique contributions to the college, to the university community, and to educational and social services agencies locally and nationally.

"Dr. Kaufman became dean at a time when the college and university were reeling from the cuts that had been imposed by the state's Measure 5 bill," said the president of the University of Oregon, **Dave Frohnmayer**. "Under his leadership, the college has moved from dealing with significant program reductions to the point where it has been consistently recognized as one of the nation's top-ranked education colleges. His role in obtaining financial support has been no less stellar, helping the university work with the legislature this season to obtain \$19.4 million in funds to achieve one of Campaign Oregon's top priorities, a new education complex."

Interim dean **Mike Bullis** acknowledged the college's indebtedness to the dedication and service of Martin Kaufman and the work he completed in his 13 years as dean, noting that "Marty almost single-handedly raised the college from the shambles of the Measure 5 cuts in the early 1990s, creating its current structure and leading us to our place of national prominence."

COE professor **Jerry Tindal** also described the process and vision that Kaufman brought to the college: "Beginning with the commission to jump-start the college from the ashes of Measure 5, Marty began with focus groups; we focused on external and internal meaning. In the end, we settled on core values. The fact that these values still hold today says something about Marty's ability to

Friends and colleagues honored the accomplishments of Marty Kaufman at a reception December 6, 2005



be ahead of the curve. Indeed, 'Making educational and social services work for all' provides a backdrop today as we begin efforts to open our college to the community and provide access to many who have been left out of influence.

"Working with Marty closely, I saw time and time again, that he makes no class distinctions, never stands on protocol, is accessible to all with an open door policy, and takes on irresolvable problems with an entrepreneurial bent and incredible creativity, a large dose of savvy, and a tireless work ethic. Marty has been omnipresent on all fronts: raising money for a college with 21 off-campus sites, working with a faculty that has five times more non-tenured than tenured members, building a state-wide alumni group to carry the message that our work spans generations, negotiating with faculty to forge scholarship integration, and serving as the catalyst for change that is anticipatory rather than reactive. Most importantly, Marty has never asked of others what he wasn't willing to give himself. With the wisdom of hindsight, we are bound to look back at the Kaufman years and recognize how important they were for securing a future that is broadly writ and serves all of us well."

The Next Assignment

In the fall of 2005, University of Oregon President Dave Frohnmayer asked COE Dean Martin Kaufman to assume new specialized leadership roles essential to the college's future.

Dean of the college since 1992, Kaufman assumed his new duties September 1 as a distinguished university professor, working with faculty and university planning offices to complete the design phase of the university's new \$48.1 million education building and complex.

For excerpts read from personal letters sent in recognition of Marty Kaufman, see <http://education.uoregon.edu/content/1700>

Gifts in Action

Education Matters visited Principal Teri Geist '73 in the library at Alameda Elementary School in NE Portland, Oregon. Alameda is a school of 670 students, one half-day and three full-day kindergartens, four first-grade classrooms, and one very famous alumnus, Lorry I. Lokey.

Alameda Elementary School uses creative staffing and a new technology center to operate programs that once might have been considered extras—but that research shows are critical to the success of many students.



It's 11:35 A.M., and students are moving from lunch period to recess. Librarian and reading specialist Laurie Ross works with five first graders using an early literacy curriculum developed by UO College of Education faculty. Principal Teri Geist looks on and talks about the challenges for administrators addressing reading benchmarks:

"In kindergarten, we tend to be quite protective of the development of children's social and emotional readiness to learn," says Geist.

"There is a philosophy district-wide in Portland Public Schools that we are careful to bring the

right quality of attention to pre-reading skills—we don't want to be pushing kindergartners too far, too fast. The variability in rates of learning, the varied exposure children have to reading and language in the home environment, and the need to incorporate as many different modes of learning as possible while they are rapidly developing are high priority for our kindergarten program.

"But by first grade, we know that if students have not begun to perceive the relationship of sounds to the visual system, and get some other basic reading readiness familiarity with the phonological cues, they will begin to fall behind," says Geist.

To address this, many districts operate after-school, before-school, or summer reading programs for kindergartners and first graders, using curriculum such as ERI (Early Reading Intervention, published by Houghton-Mifflin, originally developed and tested by UO faculty). But schools without federal funding to address enrichment for at-risk learners sometimes must find creative ways to implement reading support strategies.

"Typically, principals have to scramble to create the staffing to provide extra instructional time in the day for students to get the enrichment to progress in reading. Here at Alameda," says Geist, "I am extremely fortunate to have a very strong parent foundation that supports one instructional assistant in the half-day program plus three more who use ERI with kindergarten. This keeps our class sizes at 28 pupils in all four kindergarten classes."



“Though we don’t qualify as a Title 1 school (our free and reduced lunch program serves only 11 percent of children in attendance), we do have great parental support and a fantastic foundation that helps out with some of our building resource needs. Yet, we find we still have families whose children have not attended preschool and, therefore, may have a different readiness for learning in the school setting; we still have children with special learning needs, needs that have only just begun to emerge in the reading rates of progress in first grade,” says Geist. “I have to put on my thinking cap to get the results we’d like to see: that all students are making good progress toward the third-grade reading benchmarks.”

With the reading intervention assistants in kindergarten and noon-time reading-skills sessions for Ross’s group of first graders, Geist is able to utilize her staff to the maximum to operate programs that once might have been considered extras—but that research shows are critical to the success of many students.

“We know from research that, by intervening early with reading difficulties, we can avoid much more costly intervention down the road in the development of a child’s educational progress,” says Geist.

Geist comes to her commitment to the importance of early intervention through her own professional preparation as a speech pathologist; she graduated from the University of Oregon College of Education with a degree in speech, language and hearing science.

“I’m very biased. I have a very strong base in language development, and I myself—as a speech therapist long before I was an administrator—had seen the results of instructional decisions that downplayed the importance of key developmental phases of language fluency.

Today we know that the earlier we intervene with an intense enrichment skills program, the better chance we have of helping children meet reading and learning goals. Once, there was a more casual attitude, almost one of waiting for children to ‘grow out’ of certain phases of development. Today I just don’t think we can justify waiting, given what research shows benefits students. Thankfully, we know better.”

On Lorry I. Lokey

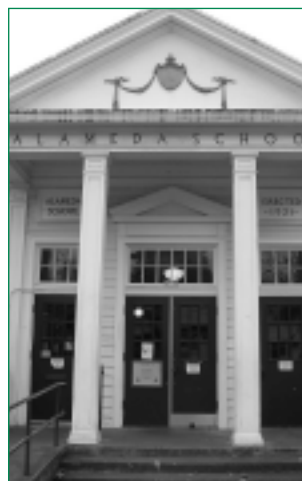
“**W**e’re standing in the media center Mr. Lokey gifted to Alameda Elementary,” says Geist, “his own elementary school in the 1930s. For me, this gift created not just a media resource with



bells and whistles—though it is that, and an incredible resource to be sure. Beyond the wonderful access to technology it represents, Lorry Lokey’s gift has created the space that has become the central hub of our school.”

Geist gestures to Laurie and the reading group at a table; the adjacent “story step” area in the southwest reading corner, and the integrated library and computing center behind her, with an infocus projection system, wireless lab, closed circuit television, and electronic “Big Elmo,” a friendly electronic animator for music and story presentation.

“This room helps me stretch the creative staffing to the maximum. With such flexible instructional space, I have the possibility of assigning my librarian to double as a reading instructor and the capability to schedule more than one type of learning activity. Music and art no longer have to happen in one location only. Each of our instructional staff members utilizes this multi-faceted resource to enrich and expand instruction. Mr. Lokey has been very generous with our building; we’ve recently begun construction on a second computer lab made possible by his gift.



“It’s no surprise to me that he is making a major contribution to the College of Education building project, because he clearly has prioritized education as a philanthropist. We are so grateful.”

At Alameda Elementary School in Portland, an integrated library, two computer labs, and a modern media center help teachers bring instruction—including art and music—alive with effective teaching strategies.

THANK YOU!

It is an honor to acknowledge the alumni, friends, corporations, and organizations that have so generously donated to the College of Education during the past fiscal year. Although space limitations prevent listing every donor, we are grateful for every gift to the College of Education. Together we form a partnership that transforms the lives of children and families.

COE Honor Roll

SPECIAL GIFTS 2004-5*

*(Fiscal year July 1, 2004-June 30, 2005)

\$100,000 & above

Elaine Boone
Kay & A. Donald Parr, Jr. '54
Julie A. '65 and Keith L. Thomson
Louis Kaplan

\$50,000-99,999

Maureen '58 & James Bernard '60

\$25,000-49,999

The Estate of Audrey Eschebeck
Sally David '70, '71
Educational Policy Improvement Center

Starly Friar Hodges '52
SELCO Community Credit Union

\$10,000-24,999

Mary Gallagher Brown
& Warren Brown IV '66
Linda '79 & Douglas Carnine '71
David Moursund '58
Hope Gibson Smith '81 & Eugene Smith '67
Susan H. '58 & George E. Swindells
Susan Tripp '63
Larry Wolfard '54

\$5,000-9,999

Gina Elliott Biondi
Philip Heid '41
Susan Martindale Kingzett '63 & Edward Kingzett '70
Sammie Barker McCormack '85
Claire '73 & James Williams '73

\$2,500-4,999

Janie & Robert Burns '73
William Goldstein '69
Victoria '70 & Don Hamilton
Diane & Donald Lindeleaf
Jane Long '65
Ozzie '69 & Coralee Rose

ANNUAL DONORS 2004-5*

Gifts of \$100-2,499

Alumni Gifts by Class Years

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Helen Mallery Hakanson '48
& John Hakanson '57
Shirley '44 & Louis Pearson
Virginia Parr Petros '49 & Peter Petros '62
Mary Petrusich '46
Doris & Daniel Sage '49
Dixon Howell Sheldon '48

1950s

Eileen DeWilde Ashpole '57
& Charles Ashpole '57
Sheila & Walter Banks '49
Richard Boettcher '53
Catherine & Donald Carter '65
Sharron '59 & Gerrald Church
Orval Clawson '55
Charlene Wiedeman Cosentini '58
Carol '57 & William Domenighini '55
Jean '56 & Ralph Ettel, Jr. '58
Delbert Fennell '50
Phyllis Kaup Harriman '54
Patricia & Robert Heffernan Jr. '53
Stacy Hertsche '54
Gloria Hutchins '56
Anne & David Johnson '50
Merilee & John Lighty '57
Florence '54 & George Litzenberger '52
Barbara Martin '52
Robert Morrow '53
Neeta West Mouchett '57
Norma & Caldon Norman '55
Trena Brett Peloquin '57
Janet & Howard Potts Jr. '57
Theresa Ripley '71 & John Loughary '52
Barbara Sue & William Seal '59
Beverly & Dean Smith '56
Barbara '52 & Jack Smith '52
Marie Keller Squires '58
Ruth Maier Sylwester '70
& Robert Sylwester '53
Sally '58 & George Thomas '56
Claudia '91 & Dean Thompson '58
Marilyn Triolo Tollefson '56
Karen Jacobson Warren '54

Jane Tingley Wiley '55
Meredith Goodrich Wilson '54 & John Wilson
Ardeth Trullinger Woods '59 & Dean Woods
Janet Wright '59 & Roy Genger
Helen & Kenneth Wyatt '51
Lonita Vincent Yost '53

1960s

Penelope Fromong Antonini '63
& Marion Antonini
Kathryn Whyte Backus '61 & Leonard Backus Jr.
Rebecca '75 & Ralph Bennett '69
June Bigge '69
Gilbert Binnington '65
Donna & Richard Blue '64
Jeri Boe '69 & Ramon Martinez-Rangel
Diane Davis Bricker '65
Susan Hook Brown '64 & Thomas Brown '72
Bonnie Brunken '67
Joanna Gibbs Burk '66 & Charles Burk '61
Sarah Fort Bush '69 & Steven Bush
Josephine Buckley Claunch '69
& Loren Claunch '65
Svea & Gary Cooke '67
Nancy Adams Crawford '69 & George Crawford
Carla Garrison Cross '64 & Richard Cross
Ardella & Leonard Curtis '64
Nancy Day '64
Margaret DuPuis '60
Janet Aune Essig '75 & Don Essig '64
Yvonne Riddle Fasold '67 & Dennis Fasold '66
Marilyn '66 & Steve Faust
Clifford Freeman '66
Joyce Garrett '68
Suzanne Gemmell '60
Laurice & Clyde Gibbs '68
Sally Sharkey Goff '61
Mary Carey Graubart '63 & Jeffrey Graubart
Mary Hamilton '62
Martha Chambers Harris '74 & William Harris '67
Dicksey '63 & Richard Hawkins
Nancy Burham Henry '69
Dale Herron '61
Susan Maris Hill '67
Thomas Hills '69

Coleen '66 & Leroy Hoffman '65
Harriet & Louis Holden '61
Kathryn & Michael Holen '68
John Holmes '68
Linda Collins Holt '71 & Eugene Holt '67
Mary & Richard Hornaday '61
Marilyn Hereth Horton '67
Mildred Shafer Hulse '62
Alvin Hultgren Jr. '64
Thomas Jacobson '63
Carolyn '60 & Phillip Johnson
Dorothy Calkins Judy '68 & Clifford Judy
Sondralee '64 & Gordon Juve
Fern & Jarold Keith '67
Penelope Sargent Kimball '63
Eileen & Kip Knight II '66
Ann & David Kocer '66
Barbara '69 & James Leahey
Rosiland Randles Lund '64 & Jon Lund '63
Gloria Curtis Lutz '66
Barbara & Jack Lutz '67
Kay Ruck Macpherson '67 & Donald Macpherson '72
Richard Maneman '68
Susan Latta Massey '60
Linda Hadley McAllister '66 & Donald McAllister '65
Martha Donaldson McGinty '66 & Dale McGinty
Nancy '62 & Lawrence McGlamery
Donald McManis '61
Betty Berry McMullin '69 & Brent McMullin
Deborah Stevens Mielke '65 & Lary Mielke
John Milburn '65
Janice Monti '69 & James Miller
Marylyn & Richard Morehead '61
Janice & William Morrisette '67
Audrey Musson '62 Nancy Hale Nelson '68
& David Nelson
Marshall Northington '69
Marilyn Hatfield Owens '67
Frances '69 & D. Nelson Page '65
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Jerrie '69 & Nicholas Rauch '69
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 James Roberts '64
 Robert Robinson '61
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 Ramon Ross '61
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 Ardyth Anderson White & Lawrence White '69
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 Eleanor '67 & Rowland Wiggins
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 Sven Winther '60
 Sharon '64 & W. Mark Wood

1970s

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 Dan Antoni '76
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 Celia & Darrel Duncan '73
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 Tracy Volker Beekman '85 & Michael Beekman '85
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 Lori Kohler Beseda '82 & James Beseda '81
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 Richard Robbat '84
 Dennis Robbs '80
 Arlene '99 & Arnold Roblan '83
 Jihad Saoud '82
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 Candice Styer '84
 Dorothy Kohn Syfert '85
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 Marcia '81 & Sam Tomatore
 Diane & John Tracy III '83
 Margaret Urban '82
 Elizabeth & William Wahl '80
 Kenneth White '82
 Tami Nelson Wold '89 & Lonny Wold

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 Karen Bilter '90 & Dale Gann
 Joy '99 & Morgan Brooke
 Tania Cajigas '99
 David Chard '95
 Lynn Cindric '94
 Shirley Dickson '94
 Beverly Hanning Gladder '90 & Kip Gladder '90
 Beverly Ludtke Harms & Richard Harms '92
 Jeffrey Holmes '93
 Brenda Kameenui '92
 Robert March '98
 Ram Mudalier '92
 Donna Okubo '90
 Eric Prouty '90
 Ute Regier '96
 Kathleen Roberts '93
 Mary & Thomas Ruhl '90
 Angelina Spokes '95
 Scott Ulman '90

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 Vicki Nishioka '01
 Dana Smith '00
 Casey Wood '03

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**Pledges & Gifts to the
 College of Education
 Building Campaign**

Current as of April 1, 2006

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 Lorry I. Lokey

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 Dana & Paul Skillern
 Ann & Bill Swindells Charitable Trust
 Julie & Keith Thomson

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 Leonora '91 & Dallas Hemphill
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The Challenge Is On to Break Ground in 2007!

The first surprise of the day during the March 1 announcement of the second major gift to the UO College of Education building project came in the form of a challenge: Lorry Lokey added another \$2.5 million to his original 10 million dollar gift to the building project on one condition: that other private donors match that challenge amount with some haste.

"I wanted to get this project started as soon as possible," said Lokey. "Challenge opportunities are a way to motivate the momentum we need to get on with the project."

FACULTY RESPONDS TO CHALLENGE

The second surprise came at the close of the announcement luncheon when **David Conley**, faculty member at the College of Education, made the first pledge on behalf of a non-profit research center he directs: \$25,000 toward matching the grant.

"Other faculty members have also contributed anonymously and generously to the project," says Andrea Wiggins, director of development and external affairs for the college. "It's fitting and

an inspiration to us all to have faculty make the first important step towards meeting Lorry Lokey's challenge grant."

DOUBLE YOUR IMPACT!!

This is a great time to join those who have already given their support to the project: every dollar donated for the building project between now and June 30, 2007, is eligible for the Lorry Lokey match. And any gift you make to the College of Education building project now will pack a double wallop. Not only will your generosity be matched by the challenge grant, but that grant along with the final \$2.5 million raised will complete the funds needed to break ground for the project in the summer of 2007.

Join the generous alumni and friends listed on the previous page and help make this dream a reality! To become part of this project, please contact:

Andrea Wiggins
(541) 346-1568; awiggins@uoregon.edu

For details of the project, see our website:
<http://education.uoregon.edu/building>

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Colleen Donnelly
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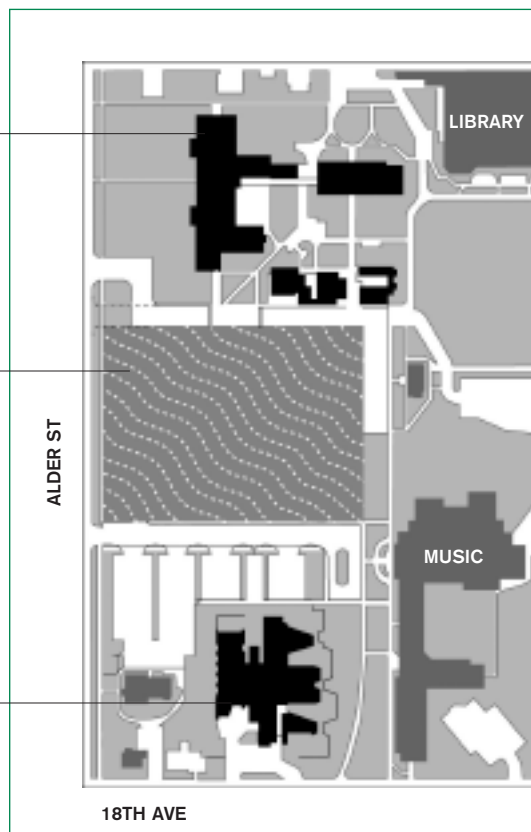
Sub-Committee

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Nori Hemphill
Starly Hodges
Susan Kingzett
Roz Lund
Fran Michael
Dick Schminke
Julie Thomson
Karen Watts

EXISTING BRICK BUILDINGS

Meeting the Lokey challenge by June 30, 2007, will allow the college to break ground here for the new HEDCO Education Building in 2007. The new building and renovations of existing structures will provide a variety of specialized spaces designed to prepare educators of the future and will draw together the college community and its COE programs now dispersed in 21 locations across campus and the city of Eugene.

EXISTING CLINICAL SERVICE BUILDING



Juiced for Journalism

1:30 PM Room 100 ~ Beth Williamson's newspaper class students stream to the computers on wheels—the “COW” which shuttles 20 Apple laptops from room to room. Students take their equipment carefully, navigate a bloom of wires flowing from the cart, check for powered-up machines, return any that show low battery life to the docking station, and settle in again for focused consultation with their co-editors. The energy level is high and humming with purpose. The walls of

Hosford Middle School in Portland, Oregon, uses technological advances to facilitate and enhance time-honored programs and practices.



the classroom are draped with URLs to resources as well as quick-list guides on good reporting style.

The students are very independent and impressively productive for middle-school-level journalists. Laptops liberate their reach for content. Research and reporting take on newsroom seriousness, as several committees use the Internet to work on the holiday edition of the *Element*, the Hosford

school paper. Their Halloween edition only recently published, they have opted to do an expanded format for Thanksgiving and winter break combined.

Groups of three to four editors gather to focus columns or sections: some are working on the history of Thanksgiving or favorite holiday foods; another group discusses how different cultures may celebrate Thanksgiving in America; another writes an advice column about friendships; another column is devoted to “Issues Concerning Hosford.” The war in Iraq, bird flu, and global warming are among issues addressed in the editorial letters dropped into the cardboard box outside Room 100.

In an electronically wired school, why the paper-and-pencil submissions?



“People can sign their letters to the editor,” says the editor-in-chief of the *Element*. “It proves they wrote it. Also, not everyone has an email address. We want to give everyone an opportunity to submit something to our newsletter, not just people who are online all the time or who have computers at home.”

Three boys are working on media reviews. Alex is showing his co-editors a Japanese cartoon; they discuss a film review and whether they need to include discussion of the latest release of a popular game software.

Do they worry about appropriate content?

“Not every column will be printed, says the editor-in-chief. “We create more stories than we actually print. We choose the best ones together. If something is too explicit for our paper, we discuss why and talk about different ways to use our information that will respect all the readers and the school rules. We don’t have to print anything that is going to be bad for younger students, but at the same time we want to talk about movies and ideas that Hosford students actually see and discuss.”

Book Huddle in Room 217

1 :15 PM Room 217 ~ Nineteen students in Connie Ormerod's language arts class at Hosford Middle School are working in pairs on laptop computers. The class has been reading realistic fiction. Now their assignment is to "huddle" with a partner to compare the novels they have read. They start by discussing and brainstorming at least three differences and three similarities each.

Using a concept mapping tool on their computers, the pairs of readers arrange traits—such as physical characteristics, personalities, families, activities, problems or obstacles, strengths, weaknesses—into categories. Looking well beyond the limitations of charts drawn on a blackboard, the students expand one-to-one comparison into Venn diagram relational concepts. The attraction for students is obvious: they easily manipulate the symbols and add pictures or animation to layers of detail, revealing the hidden structure of a novel; the inner workings of character, plot, and devices such as setting and diction—which all relate to the events, the casts of characters, and their relationships.

"Some readers really cannot grasp the scene-behind-the-scene or interpret meanings from literary devices without visual guides," says COE research assistant Carolyn Knox.* "That's where the computer becomes important in improving advanced literacy: opening instruction to more visual ways of capturing, expressing, and communicating whatever it is that we are studying."

Traditionally, a teacher might conduct such a session at the board, and be limited to one selection. Students would compete for air time—with only a handful getting to talk about characters, setting, storyline. Others might have a tough time staying engaged and focused and feeling that their contributions are vital. In contrast, with teams of two huddling at laptops, all students are engaged, each pair plotting the architecture of novels within a program that webs facts together and contrasts with color or symbol. Suddenly the mysteries of great literature become visible: each student can see the



structure, order, and design of the art that formerly remained hidden to all but the most advanced students of the most creative literature teachers.

Teacher Ormerod's discussion of the text becomes more sophisticated than one would expect in 6th-grade language arts. Students not only share their mastery of individual reading selections; they engage in comparing and contrasting multiple selections. Many different books can be taught, yet group activities can be structured to allow individualized content. This gives more flexibility in participation. It also generates excitement about reading and sharing books.

With books right at their keyboarding fingertips, the students dive in and out for page numbers and examples. Students are able to do the computer exercises only if they have read their novels, and, because everyone recognizes the visual pattern of the lesson, there is no side-tripping to play computer games or pass notes to classmates. Another big advantage: the computer produces neat and legible products that can be compared and built upon for future work, review, and tests.

***Caroline Knox and COE's Center for Advanced Technology in Education (CATE) have provided training and support for technological instruction methods that bring science math, and literature instruction to life at Hosford Middle School.**



Hosford Middle School students, Portland, Oregon

EDUCATION MATTERS

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Project Architects Chosen

After impressive presentations by several highly regarded architectural firms, Thomas Hacker Architects Inc. of Portland was selected to design the new facilities and renovations for the UO College of Education building project.

The 35-person firm, founded in 1983, is known for its user-sensitive design of libraries, museums and interpretive centers, urban areas, and new and renovated buildings for higher education.

The firm has experience integrating designs with the work of Ellis F. Lawrence who designed many of the buildings on the UO campus, including the two education buildings built in 1921.



The architects began their work in April gathering vital input to establish criteria for facilities that will effectively support the many programs and services of the college.

Thomas Hacker
Architects Inc.
Portland, Oregon
<http://thomashacker.com>

I Want To Learn More!

Please contact me about becoming part of the UO College of Education building project.

NAME

ADDRESS

CITY

STATE

ZIP

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▪ ATTENTION:

Andrea Wiggins

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