

Education Students Dedicate Peace Poles

Two six-foot white poles, covered in eight different languages, now stand outside SU's Teacher Education and Technology Center to spread the message "May Peace Prevail on Earth."

The project was initiated by students in Dr. Patricia Dean's early childhood social studies class. Participating students mentioned their desire to leave a legacy at SU, and how the peace poles represent unity within the campus community. The poles also send a message of peace to



visitors, a message that the students want to carry throughout their lives. Funds raised by the students to purchase the poles were matched by the Peace Study Center in Baltimore, whose mission is to help teachers create curricula that emphasizes peace.

Masahisa Goi started the international peace pole project in Japan in 1955. Devastated by destruction from WWII, Goi dedicated his life to uniting people across the world and spreading hope for world peace. Today, there are peace poles in 180 countries worldwide. Languages featured on SU's poles include English, Hindi, Swahili, Chinese (representing an exchange student who was part of the class), Sign Language, Cherokee, Arabic and Spanish.



Social Work Projects Better The Community

Students in Eileen Gilheany's Practice III Macro Social Work class spent countless hours on efforts to better the region during the spring semester.

Examples include the creation of a reading garden for children at Head Start in Berlin, MD; a dinner and silent auction that raised some \$3,000 to fund the Delaware Diamonds, a 12-and-under girls softball team; and a program to help give pregnant teenagers resources to stay in school. Working with decorated soldiers formerly deployed in Iraq, they also raised \$2,200 for

homeless veterans. Students filled empty food banks and gathered school supplies for children in foster care whose parents are incarcerated. A golf tournament they organized raised \$4,400 to benefit children in Worcester County.

"While projects raised thousands of dollars and gathered supplies, they are more than fundraisers," said Gilheany. "The goal here is to involve community members who then decide what their neighborhood needs, and our students help them see how they can bring about positive, sustainable change. ... With these projects, bonds are formed, skills are honed and the community is strengthened."



Wagner Earns Holocaust Fellowship

Upon completing the Holocaust Educators Network's annual summer seminar at New York City's Memorial Library, Dr. Diana Wagner, Education Specialties Department, was charged with using her experience to help teachers in the Wicomico County area.



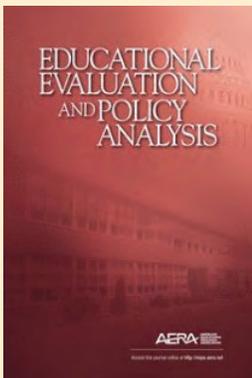
The goal: Educate them in ways to teach the Holocaust across multiple disciplines as an opening for larger discussions about social justice.

Wagner, who received a fellowship to attend the two-week seminar in Manhattan, was one of only 24 participants from the United States and Belgium selected from more than 60 applicants. Wagner has long been a proponent of social justice. In 2011, she worked with Rutgers University-Newark to develop Safe Zone curricula and training after the suicide of Rutgers-New Brunswick freshman Tyler Clementi raised critical questions about civility and acceptance. She also has conducted two campus climate surveys for Eastern Shore public schools, examining patterns of bullying.

Finch Examines Early Math Skills

In the journal *Educational Evaluation and Policy Analysis*, Dr. Maida Finch, Education Specialties Department, and colleagues from Vanderbilt University and the University of Chicago document that most kindergarteners are ready for more challenging mathematical education.

The trio studied data from the National Center for Educational Statistics' Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K) to determine the mathematical skills of most children entering kindergarten. Their findings: about 95 percent of children have mastered counting from 1-10 and recognizing basic shapes. At the same time, kindergarten teachers reported spending approximately 13 days each month teaching those skills. More time on these rudimentary skills and less time on higher-level skills such as addition and subtraction are associated, on average, with lower end-of-kindergarten test scores, according to the study.



Riall Lecture Celebrates 25th Year

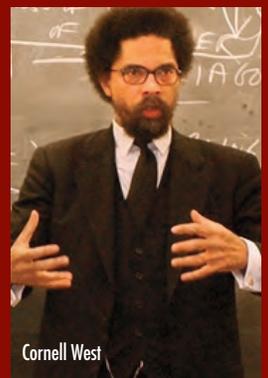
SU's E. Pauline Riall Lecture Series in Education celebrated its 25th year in 2013 with a presentation by University of South Carolina (USC) College of Education Dean Emeritus Les Sternberg (above), who discussed "The Perceptual Cataracts of Educational Policy: Creating Clearer Vision."

Sternberg is special assistant to the provost at USC, coordinating public service outreach initiatives. Under his leadership, USC gained prominence as a leading research university in the Professional Development Schools (PDS) movement. Sternberg has been described as the "godfather of PDS" for his role in supporting research, encouraging collaboration and shaping an agenda for political activism by educators. His presentation included information on U.S. education policy issues and the role PDS can play in educational renewal.

The E. Pauline Riall Lecture Series is named in honor of its founder, teacher and later principal at SU's Campus School from 1929-1969. Upon her death in the late 1980s, she left a bequest providing funding for the series, scholarships and an award given annually to an outstanding graduating elementary or early childhood education major. The series' purpose is to bring to the University and community outstanding national lecturers in the field of education. Its first speaker, in 1988, was the late Ernest Boyer, who served as president of the Carnegie Foundation. Other notable educators who have given Riall Lectures include Maxine Greene, Luann Johnson and Cornell West.



Ernest Boyer



Cornell West