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# The Delta Kappa Gamma Bulletin Collegial Exchange

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The *Bulletin*, an official publication of The Delta Kappa Gamma Society International, promotes professional and personal growth of members through publication of their writings. Three online issues per year, subtitled *International Journal for Professional Educators*, focus on research-based and documented works—applied and data-based research, position papers, program descriptions, reviews of literature, and other articles on announced themes or other topics of interests to educators. Two print issues, subtitled *Collegial Exchange*, focus on articles based on practice and experience related to education, the Society, women, and children, as well as personal reflections and creative works. All five issues include book and technology reviews, letters to the editor, poetry, and graphic arts.

Submissions to the *Bulletin*, a refereed publication, are reviewed by the Editorial Board and the Society editorial staff. Selection is based on relevance of the topics addressed, accuracy and validity, contribution to the professional literature, originality, quality of writing, and adherence to Submission Guidelines (see [www.dkg.org](http://www.dkg.org)). Editorial Board members evaluate each submission's focus, organization, development, readability, and relevance to the general audience of *Bulletin* readers. Due to the diversity of the *Bulletin* audience, material that expresses a gender, religious, political, or patriotic bias is not suitable for publication.

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# Call for Submissions

Members are encouraged to submit manuscripts for consideration by the *Bulletin* Editorial Board. The Delta Kappa Gamma *Bulletin: International Journal for Professional Educators* accepts research-based articles including Action/Classroom Research, Qualitative Research, Quantitative Research, Reviews of Literature, Program Descriptions, Position Papers, and Book/Technology Reviews. The Delta Kappa Gamma *Bulletin: Collegial Exchange* accepts articles of a more practical, personal nature, including Classroom and DKG Practices/Programs, Viewpoints on Current Issues, Personal Reflections or Anecdotes, Inspirational Pieces, Biographies and Interviews, Book and Technology Reviews, and Creative Writing.

Submissions should be focused, well organized, effectively developed, concise, and appropriate for *Bulletin* readers. The style should be direct, clear, readable, and free from gender, political, patriotic, or religious bias. For more detailed information, please refer to the Submission Guidelines and the Submission Grids at [www.dkg.org](http://www.dkg.org) via the Apply/Submit tab.

Listed below are the deadlines and, where appropriate, themes. Although there is a suggested theme for each issue of the *Bulletin: International Journal for Professional Educators*, manuscripts on all topics are welcome. The *Bulletin: Collegial Exchange* is not theme-based.

**Collegial Exchange (85-4; Print)**  
(Postmark deadline is December 15, 2018)

No designated theme

**Journal: The Evolving Teachers (85-5; Online)**  
(Postmark deadline is March 1, 2019)

Teacher Collaboration • Teachers in Learning Teams •  
PLCs • Mentoring • Retention • Training • Recruitment • Accountability • Roles and Responsibilities

**Journal: Democracy in Education (86-1; Online)**  
(Postmark deadline is May 15, 2019)

Creating Independent Thinkers • Civic Education • Generating Student  
Engagement and Leadership • Participatory Action Research (PAR)

**Collegial Exchange (86-2; Print)**  
(Postmark deadline is August 1, 2019)

No designated theme

Submit all materials to:

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*Full Submission Guidelines and other resources are available at the Apply/Submit tab on [www.dkg.org](http://www.dkg.org)*



# Evolution: What a Concept!

In her acceptance speech at the recent international convention, incoming president Cathy Daugherty spoke about the **evolution** of Delta Kappa Gamma (read her full comments on pages 7-10), noting that the approval of many changes in governing documents would allow the Society to move to “its next level of growth.” Indeed, most who attended that convention—with its overflowing plate of activities and the challenges of considering 122 proposed amendments—would probably agree that Founder Annie Webb Blanton’s mantra of “forward moving ever” captured the spirit and synergy of the event. How fascinating that return to the city where Blanton’s **revolutionary** thinking—a rebellion against the norms of the time that dictated what women could and could not be or do—that resulted in the founding of DKG would mark a growing emphasis on **evolutionary** thought for the Society!

Evolution clearly is at the heart of DKG’s mission: *to promote the professional and personal growth of women educators and excellence in education.* That is, through its Purposes and far-reaching activities, the Society seeks to help women educators to evolve both personally and professionally—to become ever-better individuals and educators in a complex and challenging profession and world. Several viewpoint articles in this issue speak to the specifics of such evolution through membership in DKG. Furthermore, as the Society impacts members, they in turn support the evolution of excellence in

education, captured here in both reflections about experiences as educators and in sharing of classroom practices and programs that make a difference.

Some might argue, however, that even as it promotes the growth of members, the Society itself—ironically—has not evolved sufficiently as an organization to keep pace with the times. Have we moved beyond past practices that may no longer serve members well? Have we embraced the breadth of technological possibilities to engage all members effectively? Have we considered new avenues for development and success? Perhaps what President Daugherty observed at the convention were clear steps toward being able to answer “yes” to these questions. Several articles in this issue speak to this evolution of the Society.



Ultimately and importantly, we must understand that evolution is not the same as change. Merriam-Webster’s online dictionary notes that change is “to become different,” while evolution is “to change or develop slowly often into a better, more complex, or more advanced state.” Members

at the convention did not approve change for the sake of change but rather embraced modifications to the governing documents and a spirit of synergy in sessions and workshops that they believed will help DKG to evolve. May the articles in this issue similarly assist the key women educators of DKG to move to their “next level of growth.”

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*Judy Merz, EdD*  
Editor



## Dear Editor:

After my article, *Children's Literature ... It's Not Just for Kids*, appeared in the *Collegial Exchange* (2017, Vol. 84-2), I wondered if any readers would find the books I recommended useful. I was excited to receive an e-mail from Mari Kamioka, a member of DKG Japan State Organization. She answered my question.

Mari is a retired middle school English teacher who has a license for picture book therapy. This means she does workshops for adults using picture books. She bought the books I recommended and said she would show my article to other DKG members. She did this at a monthly meeting called *Enjoying English*.

I received an e-mail from another member, Atsuko Ando, after the *Enjoying English* meeting. She offered that she was happy to know that some DKG colleagues are researching picture books. She sent me a photo of the meeting.



Atsuko helps run a children's library. She shared that she hoped to see me in Austin. We were able to meet, and I presented two copies of the book *Llama Llama Loves to Read*\* to her. One book was for her library and the other one was to take back to Mari.

Satisfaction comes from realizing that our magazine is fulfilling its mission: colleagues are exchanging ideas and encouragement.

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**Karen Kinney**, Alpha Zeta Chapter, Indiana State Organization

\*Dewdney, A., & Duncan, R. (2018). *Llama llama loves to read*. New York City, NY: Viking.



# News about the *DKG NEWS*

By Carolyn Pittman

Future issues of *DKG NEWS* will be published online. The decision made by the 2016-2018 Administrative Board affects every member.

The Administrative Board considered concerns of access, timeliness of delivery of information, costs, and format preferences (print, digital) and made the difficult decision that publishing *DKG NEWS* online serves members effectively and efficiently—and fiscally (saving approximately \$190,000 a year).

Aware that some members have unreliable and sluggish postal mail delivery and aware that some members have unreliable or sluggish electronic mail delivery, the board discussed what serves the most members efficiently and effectively. States and chapters have already addressed the same issue, with many of them publishing electronically and depending on members to furnish and/or inform members without electronic access of chapter and state concerns and news.

The *DKG Constitution* Article XII. B.1. states: *The Society shall publish a news periodical, DKG NEWS, six (6) times a year. Print versions will be mailed to members.* Members who drafted the revised 2010 *Constitution* carefully chose specific words to provide a future option for electronic delivery of *DKG NEWS*. While

the definition of “publish” may vary by context, in general, *publish* means “to make information known to the general public.” Published information may be conveyed orally, electronically, or in print.

The second sentence—*Print versions will be mailed to members*—remains valid. Members who prefer a print copy may request it from

Headquarters. The requested copy will be printed on an office printer and mailed to the member. *DKG NEWS* will not be printed on high-quality paper at a printing company.

Members with the *DKG* app will receive a “push” notice when a new edition of the *DKG NEWS* is available.



Nov/Dec edition of the *DKG NEWS* as seen in its new flipbook format.

**Carolyn Pittman**, 2016-2018 International President, is a member of Gamma Omicron Chapter in Arkansas State Organization. [cpittman@yahoo.com](mailto:cpittman@yahoo.com)



# Evolution, Momentum, and Transparency

By Cathy P. Daugherty

The new international president's acceptance speech delivered at the DKG International Convention, July 21, 2018, in Austin, Texas, provides insight to her vision for the 2018-2020 biennium.

Overwhelmed, shocked, incredibly humbled, totally frustrated, and ultimately “eager to hit the ground running”—some of the myriad feelings experienced since becoming your nominee for 2018-2020 DKG International President. And here, at the end of a convention that exemplifies our “forward moving ever” mentality and our ability as a Society to “accentuate the positive,” the dominant feeling enveloping this room and embracing your newly installed president is ... **ENERGIZED**.

That **ENERGY** is the result of **EMT**—not from a shot of oxygen administered by an Emergency Medical Technician, even though I sense my blood pressure is up and my heart is beating at an alarming frenzy. No, I'm referring to another version of EMT, one prescribed uniquely for DKG and tied to promises I make to all members tonight.

## Evolution

The first of these promises is tied to Evolution—the Society's continued evolution. In her November 2017 *DKG NEWS* article, 2016-2018 International President Carolyn Pittman urged, “**Take charge of your membership.**” Throughout this convention week, the realization of that charge was evident. Each of us considered and voted on proposed amendments that allowed our organization to evolve to its next level of growth. From my vantage point as the presenter of those proposed amendments, **YOU**, the members of DKG, displayed hope, genuine concern, and respected reflection as each vote was taken. I could see DKG move forward on your faces with every “click” of a vote. And I know I heard shouts of joy from the Founders. It was an amazing experience! It was the embodiment of what I've dubbed “courageous membership.” To paraphrase our founder, Dr. Blanton, “...WE didn't cling to the old when it's worth had passed. WE weren't so set in our views that nothing was changed.” WE were courageous members.

So too, this week we each took advantage of DKG opportunities that reinforced the reasons we belong and continue to belong to this Society. Keynote speakers inspired us.



Members at the 2018 international convention cast votes electronically during consideration of 122 proposed amendments to the governing documents.



Workshop presenters expanded our minds. Members from 17 countries again proved that there are no boundaries to lasting friendships in DKG. Tonight, we are different than we were this time last week. DKG is different, too. That's the nature of evolution. That's what happens when you take charge of your membership.



As individuals we grow and evolve to meet the needs of our changing world. As an organization we know we must do the same. DKG's continued growth takes shape when members invest in the Society at all levels. Chapters bring key women educators into the fold where they interact with their first DKG mentors, accept their first DKG leadership roles, and meet their first and most lasting Society friends and colleagues. Where would you be tonight without support and encouragement from your chapter members? Would you be here? I think not. I know I wouldn't! My Alpha Alpha Chapter members have given me opportunities, inspiration, and validation beginning from the start of membership and continuing all along my membership journey.

Where would we be without our state organizations to extend training, provide leadership tools for Society and educational venues, and show us that even more knowledge, opportunities, and contacts exist beyond our chapters? International experiences and resources also contribute to our personal and professional evolution just as we, in turn, impact international's growth. Every time you visit the website, read an article in the *Bulletin* or *DKG NEWS*, or tweet or post a comment on Facebook about our Society, you are exerting your membership at the international level. What you contemplate, voice, or do as a result contributes to the Society's evolution. As individuals we grow and evolve to meet the needs of our changing world. As an organization we do the same. WE must do the same. I promise to promote the continued EVOLUTION of DKG throughout this biennium.

## Momentum

The second of my promises is directly tied to energy resonating throughout the Society—MOMENTUM, those developing forces that propel one forward over speed bumps and potholes along the way. The road is never without hazards, but momentum minimizes the obstacles as it pushes you along. Possibilities and





“**Tonight, we are different than we were this time last week. DKG is different, too. That’s the nature of evolution.**”

discussions lead to decisions that generate the implementation of those decisions. We dream. We talk. We listen. We vote...and now buoyed by the energy and desires made known here in Austin, WE WILL IMPLEMENT those decisions. I see implementation of our convention actions as both a major challenge and reward that your Administrative Board, Executive Board, and every member in the Society will experience during the next 2 years. How well we, together, harness the momentum generated here will determine how far DKG moves forward from this biennium through those beyond.

Please notice these are “WE, not ME” statements! WE help ourselves when WE help each other. WE move forward together. So, WE, as representatives of our chapters and state organizations, including councils, districts, or areas, must exert our influence and carry the energy forward to those not here tonight. Your enthusiasm – your optimism – your excitement...all are key. That means DO NOT WAIT UNTIL THE FIRST CHAPTER MEETING OF THE YEAR! By Sunday or Monday at the latest you should have spread the joy! Tweet it! (#DKGCON2018) Post it on Facebook! Email chapter members! Call! Use your phone for DKG! Share convention actions and experiences with your state organization and chapter leadership teams and executive boards! Remember that just as the best learning occurs in the first 5 minutes of class, so too, to be effective you must share enthusiasm as close to the initial experience as possible!! It’s less contagious the longer you wait and ultimately loses precious MOMENTUM.

Maybe you are thinking, “Well, my beloved proposed amendments C-1929 and SR-2018 were not adopted! What momentum is there for ME to go forth?” I say, “Ladies, surely with over 100 proposed amendments, there were some—probably more than

some—about which you can be “over the moon.” I bet even those “not adopted” proposed amendments sparked discussions and points that you would like to share with others. Remember it’s all about “WE, not ME!” Let Johnny Mercer’s 1944 lyrics be your mantra: “Accentuate the positive. Eliminate the negative. Latch on to the affirmative. Don’t mess with Mr. In Between!” Believe that the energy present in this room tonight will propel DKG toward more possibilities becoming realities. Momentum moves inspirations into actions. Throughout this biennium I promise to capitalize on the MOMENTUM of this moment in DKG’s EVOLUTION.

### Transparency

The third of my promises to you tonight deals with **transparency** but has affixed to it the concepts of **timeliness and technology**. **Transparency**, as I use the term, means to function so that one clearly sees what actions are being performed. It’s actually a sharing of information intentionally with others. **Technology** addresses HOW we share the information, and **timeliness** addresses the WHEN of this sharing. The three are, in my view, intertwined to generate an all-encompassing vision of **transparency**, especially where our Society is concerned.

In her article, “Differently Led by Millennials” in Volume 84-2 of the *Bulletin’s Collegial Exchange* magazine, Dr. Mary Mehaffey, Virginia State Organization, related that “millennials want their workplaces and organizations where they spend time to be open environments for ideas that will assist with growth and success. WE in DKG want growth and success!” Mehaffey was talking about transparency. As you can see for yourself, your new president is not a millennial...Now, let’s be kind! But, if you were to look beyond the graying hair, drooping facial structure, and expanding backside, you would find the



soul of a millennial. Frankly, I think every member of the Society wants an open environment. Don't you? Could that make us more generationally united than we think? Don't you want immediate feedback when decisions are made? Don't you want easy access to venues so that you can comment on those decisions? It is a function of the international level to provide information on decisions and address feedback from members that these decisions generate, thus providing data and input for future decisions. Transparency will continue and expand in large part because of actions this convention took this week.

Compared to models used earlier in our history, DKG at all levels has come a long way in incorporating technology to deliver and receive information. But as members we have obligations, too. Are you holding up your end of the transparency issue? How often do you visit the website? Do you spend more than a few minutes there when you do visit? Are you taking advantage of the Home Page survey questions designed to gather opinions about current Society topics or concerns? Did you participate last summer in the international conference luncheons? "on the spot" collections of data addressing issues that became proposed amendments here in Austin? Do you regularly visit MyDKG and participate in the communities housed there? Maybe I should first ask... Have you set up your MyDKG account to have this capability? Did you download the DKG app to your phone and use it at this convention? Will you continue to use it once you return home? DKG provides you with the technological channels and training to experience more "transparency" in the Society's work, but you have to access those channels. Transparency works both ways. The Society provides the method, the data. You, the member, access it and provide feedback to it. Transparency moves us forward. It gives all involved "voice." Do you have an ongoing "voice" in DKG?

As technological advances materialize, additional delivery methods will be available. More webinars, updated app information, expansion of Go-to-Meeting usage, timely email blasts, and additional website postings/surveys will definitely be on the rise from 2018 to 2020. **Throughout this biennium I promise to utilize TRANSPARENCY to capitalize on the MOMENTUM of this moment in DKG's**

## EVOLUTION.

Three promises made, tied to **EVOLUTION, MOMENTUM, TRANSPARENCY**, all linked by our ability to listen and to hear each other. During transition sessions in preparation for taking on the role of international president one message resonated loudly... "As international president you represent members, all members. It is your primary and most important role."

Key Women Educators of DKG, I understand that message and am here to fulfill that message. You motivate me to serve. You drive me toward continued lifelong learning opportunities. You lead me beyond full three-dimensional DKG membership. You and I are WE... "Leading Women Educators Impacting Education Worldwide" — both last biennium's theme and continuing as this biennium's theme.

Since our Vision Statement was unveiled in 2010, I have considered those six words to be the definitive biennial theme. Tonight, as the 2018-2020 theme, our Vision Statement becomes a bridge between two biennia and establishes a verbal and physical continuum for our Society's work. No longer will a curtain come down or go up on our 2-year spans. Tonight, we start tracking a journey from one point to the next—a line that links one to the other with no spaces, gaps, or gears to change. "Leading Women Educators Impacting Education Worldwide" guides each of us toward the fulfillment and multidimensional experiences promised when we first became members, irrespective of the generation we represent, our instructional level or discipline, or our state organization. Those six words will guide us as **WE together utilize TRANSPARENCY to capitalize on the MOMENTUM of this moment in DKG's EVOLUTION.** Thank you for your enthusiasm and support going forward. I embrace it and you.

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**Cathy P. Daugherty**, DKG International President 2018-2020, is a member of Alpha Alpha Chapter in Virginia State Organization. A recipient of the International Achievement Award in 2016, she has served in multiple roles at the international level, including as first vice president, 2014-2016. [cathyd@dkg.org](mailto:cathyd@dkg.org)



# Today's Thinking Creates Tomorrow\*

By: Gwen Simmons

Each year The Delta Kappa Gamma Society International recognizes one member for distinguished service to the Society. From recommendations submitted by members, chapters, or state organizations, the International Executive Board selects a member for this honor, symbolized by a gold medallion presented to the recipient. We asked 2018 recipient Dr. Gwen Simmons to share her thoughts on DKG.

“**In the long run, we shape our lives, and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our responsibility.**”

-Eleanor Roosevelt

From my perspective, a positive aspect of the 2018 International Convention in Austin was that many—if not most—members had spent time before the convention thinking about the proposals to amend the governing documents. As a result, individuals voted more independently in Austin than members voted in convention after the major DKG evaluation of Focus 2000. Even so, in some voting situations the rationale for member choices did not seem to consider the **reality that the sustainability of DKG continues to be in question.**

The increased lack of willingness to serve in leadership positions and membership losses drive the availability of funds to sustain current services; tough economic decisions, although not necessarily acknowledged, lie ahead.

The invitation to write this article as the recipient of the Society's top achievement award prompted me to think about what I believe would enhance the sustainability of DKG. Successfully handling 122 proposed amendments based on the “stories” behind them at the 2018 International Convention in Austin influenced my choice of the first topic.

During the physical grouping of the 122 proposed amendments into appropriate categories, Dr. Judy Merz suggested the potential value of *stories* or *narratives* to make the complex simple and tangible in order to inform members about the proposed amendments. As discussion about the value and use of *stories* progressed, the Administrative Board, Constitution Committee, and other key players in the process welcomed the *stories* behind the six categories of proposals to amend. Those of us working directly with the preparation of these proposals became proficient at talking not only about the individual proposals to amend but also about the *story* behind them.

The preparation experience for handling—**via e-mail**—the 122 proposed amendments was an experience very similar to taking a trip down the Grand Canyon on a mule—a trip I do not wish to repeat, but a journey I am glad I traveled. Getting all those proposed amendments handled without an *adjourned meeting* was made possible because of the *stories* or *narratives* that accompanied the grouping, consent agendas, and bundles.



## Challenge 1

The first challenge to the reader of this article is to *think with me* about how *stories* or *narratives* could transform the Administrative Board's **strategic plan** into a brief, simple, story or narrative. Such an effort will, in and of itself, be difficult, require time, and critical thinking, but could potentially transform the

complex into the simple and tangible—i.e., into the *who, what, when, where, and why* of the Administrative Board's strategic plan. Such plans are often more confusing than compelling, even when developers of the plan try to explain their thinking and passion. Story format or narrative format would enhance the chances of the strategic plan being compelling.



International Achievement Award recipient Dr. Gwen Simmons acknowledges the appreciation of members for her long and exceptional service to the Society.

## Challenge 2

The second challenge for the reader to *think with me* about is the taking of tangible, overt actions to **implement DKG's Purpose 4**: *to initiate, endorse, and support desirable legislation or other suitable endeavors in the interest of education and of women educators.* Purpose 4 and its companion Purpose 7 clearly state two reasons for the Society's existence. We, as women

educators, tend to think of politics as a negative. However, if women educators are not directly involved in legislative educational issues, others will continue to decide their fate and the fate of public education.

Talk about marketing ourselves as an organization! If we would actively participate in *“initiating, endorsing, and supporting desirable legislation or other suitable endeavors in the interest of education*



and of women educators,” there would be little need for formal marketing of DKG. From my view, the regional forums are a beginning structure for this to happen. Lobbyists are a powerful entity in the United States; to pretend they are not necessary to an issue’s success (whatever the issue) is to deny reality. Personally, I like the idea of paid or unpaid DKG representatives being visible in the halls where legislation is conducted.

I strongly believe that DKG membership is capable of directly, visibly impacting *education worldwide* and the lives of women educators, especially if we, individually and collectively, find the power of our voice in the political arena as opportunities allow in different geographic locations.

### Challenge 3

The third challenge for readers is to *think with me* about having **regularly scheduled seminars** entitled *Leading Effective Meetings* before international conferences and conventions. These seminars could be sponsored either by the Society or a state organization. This would mean an opportunity to attend training in effective meeting management would exist for members (not just members wishing to be credentialed in parliamentary procedure) each year in different geographic locations. Such a seminar would be the basics—the basics of parliamentary procedure—and thus train *members and potential presiders or potential parliamentarians in the language of Robert’s Rules of Order Newly Revised (RONR)*. Such seminars would accommodate members wishing to be *effective presiders*, or *informed parliamentarians*, or knowledgeable *participating members*, as well as members wishing ultimately to become a *credentialed parliamentarian*.

The purpose of RONR, the Society’s parliamentary authority, is to ensure and protect the rights of individuals, minority representatives, majority groups, and collectively all together. Working at the international level reinforced my perception that training more members as credentialed parliamentarians is not the answer—although an avenue of opportunity to do that should be regularly provided. But to participate effectively in meetings, the *average member* AND the *presider* of a meeting should know the *common language* of RONR. My experience in DKG service has led me to believe that **DKG’s best recruitment and retention tool** is leading effective meetings at each level of the Society, especially at the chapter level. We train in many other subject areas but not in meeting management. We even specify in our governing documents that the chapter will have four business meetings each year; however, we offer no training at the international level for members in the language of RONR. My desire is to encourage annual international- or state-organization-sponsored training of DKG members in effective meeting management (using the **basics** of parliamentary procedure) so that *member participants* and *meeting presiders* and *parliamentarians* leave DKG meetings *feeling energized and empowered*.

These three key challenges support my message to all members: The sustainability of DKG depends on the choices we make today!

\* Note: The title of this article is taken from a chapter title in David Goldsmith’s book, *Paid to Think* (2012).

**Dr. Gwen Simmons** is a member of Gamma Kappa Chapter in North Carolina State Organization, where she served as president, 1995-1997. A professional registered parliamentarian, she served as International Parliamentarian, 2014-2018. [simmonsgs@earthlink.net](mailto:simmonsgs@earthlink.net)



# Sister: A Word for Reflection

By: Þorgerður Ásdís Jóhannsdóttir

This article is derived from a speech first delivered in a chapter meeting and later at Iceland State Organization convention by a new member.

## **Come here and sit by me, sister dear.**

My dear sisters in Nu Chapter, ever since I joined DKG a year ago—where we, women educators, forge invisible bonds concealed within the word “sisterhood”—I have thought about the word **sister** and what it stands for. When I was asked to give a brief talk on *a word for reflection* during a meeting in our chapter this winter, the word **sister** came to mind. So, what I want to share with you is my complicated emotional understanding of the word sister.

## **Come here and sit by me, sister dear.**

### *Family—Sisterhood*

I am blessed with my three living sisters. We don't look alike; our personalities differ; we have different talents, different dreams, different values in our lives—and our lives evolved differently. However, we unite once a year in sisterhood.

When we meet we celebrate our lives and sing together, we have learned that what united us while young and still does is singing together, dancing, and celebrating. We even compiled our music list devoted to the past, the present, and the future. With the power of music, we resolve delight, sadness, and gratitude at being able to meet and embrace each other's lives.

Looking back at those lives, I see four different individuals playing, fighting, laughing, and crying together. I see the little girls grow into young women who matured and evolved in different directions. We are sisters connected by indestructible blood ties, but we are also sisters who share their destinies and the stories of their lives—connected in sisterhood by the invisible bond concealed within the word sister.

*I am mirrored in my sister.*

## **Come here and sit by me, sister dear**

### *Friendship—Sisterhood*

When I look further afield, more sisters appear. They are not my relatives but my sisters through friendship. They are friends I trust like my blood sisters... and I can share experiences of my life and my destiny with them as well as with my blood sisters.

Although as strong as blood ties, sisterhood grown out of friendship is in many ways different—but the essence is the same: to help, to support, to share delightful as well as heartbreaking moments, to listen when one needs relief, to hearten and encourage.

*I am reflected in my friend — my sister.*

## **Come here and sit by me, sister dear.**

### *Schoolmates—Sisterhood*

These are my sisters who joined me on the path between primary school and university. Some of them had crucial influence on the way; others became lifelong friends. What makes us sisters is neither blood nor friendship; it is being schoolmates who share trust, empathy, and many of life's values.

*I see my reflection in my schoolmates—my sisters.*



Come here and sit by me, sister dear.

*Sisterhood*

These are sisters of entirely different kind. They are not connected by blood, friendship, or education. These are my sisters in the present, the past, and the future—my sisters who showed me my reflection in historical context.

My connection with them is the everlasting time. My sisters in time have created life in the past, in the present, and will do so in the future. Their engagement created my potential. We encounter those sisters in literature, in history, and when

we enjoy the arts—we simply meet them any time we attempt to understand the historical epoch in which we are mirrored from time to time. They help us to evaluate our own purpose and how we deliver our values in the present and in the future.

*I am mirrored in my present and past sisters, and my image is reflected into the future.*

Come here and sit by me, sister dear.

*My Sisters in the Field—My Coworkers*

These are the many sisters who travel with us through the duties and leisure of our lives. They come and go, but the invisible bonds created during busy days remain within us. Some of them may be teachers, professional coworkers, or associates in social work who sparked the flame that kept us going. These are our sisters who made us more efficient in everyday life. All of them struck a chord within us that made us more able to evolve and mature—just as our siblings did.

*I am mirrored in my coworkers, my sisters who have enriched my existence and reinforced me during my passage through life.*

Come here and sit by me, sister dear.

*Nu Chapter Sisters*

Finally, I have reached us, the Nu chapter of DKG—sisters in the northwest of Iceland. We, women educators in the Northwest, are determined to meet to enrich our individual and professional abilities during the present epoch in our lives, each of us in harmony with her personal background.

Our region is vast, but we have ample courage to travel long distances to meet and lay the foundation of our sisterhood based on friendship, empathy, and trust. We are just starting our journey, and I recall a verse from the Viking wisdom *Hávamál* saying that the distance to a good friend is never too long, and a friendship based on short acquaintance will only last 5 days:

sisko

hermana

syster siostra

sestra

kardeş

sister

schwester αδελφή søster



Hotter than fire among false hearts burns  
 Friendship for five days,  
 But suddenly slackens when the sixth dawns:  
 Feeble their friendship then.  
 (Auden & Taylor, 1967 translation)

This is only our fourth formal meeting, so we advance slowly and cautiously in evolving our sisterhood. It is of fundamental importance that all voices are heard and that we trust each other to shape our relations and community and the world we live in.

The creation of our devoted friendship is based on mutual trust—we are sisters, we are different, and we don't have to agree all the time. We need to realize that constructive critical thinking is the backbone of our profession. I hope that our sisterhood will nourish my curiosity and that I will find encouragement, strength, and joy with you—my sisters.

*In the future, I will be mirrored in my Nu Chapter sisters.*

~

My theme, “**Come here and sit by me, sister dear**” is the first line of a poem by D. Stefansson (“Mommy is Going to Fall Asleep” [Mamma ætlar að sofna], 1952). So now I would like to address you, my sisters, with my own poem using these opening lines:

**To my sisters in the Nu chapter**  
 Come here and sit by me, sister dear.  
 Tell me your story, sing me your songs.  
 Tell me your dreams, your desire and needs.  
 Tell where your heart belongs.

I listen with all my kindness and care.  
 I give you support to the end.  
 I will offer my help and always be true.  
 I am your sister — your friend.

At this moment when I thank you, my sisters at the **DKG** Iceland State Organization assembly, for your attention, I wish that after this first spring meeting I may see myself reflected in all of you. I will conclude this talk for my sisters by quoting the opening question of the short story *Grasaferd*, a literary breakthrough by the 19th century poet J. Hallgrímsson:

“Sister dear, can you see what I see?”

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***DID YOU KNOW?***

The DKG Fine Arts Gallery accepts not only visual art but music and video submissions as well!





# What Delta Kappa Gamma has Meant to Me

By Grady Sue Loftin Saxon

In the spring of 1974, my sister-in-law Bettye and her friend Jeannine invited me to attend a chapter meeting of Gamma Kappa Chapter of The Delta Kappa Gamma Society International. Even though I had taught in three states and for several years, I had never heard of Delta Kappa Gamma and had not the slightest idea what the organization did. I was not very interested in joining anything at that particular time, but they told me how much being a member had meant to them. They persuaded me to visit. And so, I did. The members welcomed me with open arms. I enjoyed being with colleagues and found their programs interesting and informative. And so, I joined. I am so thankful that I made that decision. Being a member has meant so much to me over the years—personally and professionally.

Almost immediately, Bettye and Jeannine told me about the upcoming convention that was being held in Detroit, Michigan, and suggested I submit a macramé hanging for the convention's art exhibit. At their ongoing insistence, I submitted the hanging. It was accepted for the exhibit, so they decided we (meaning I was included) HAD to go to the convention so we could see it on exhibit.

Jeannine drove us from Alabama to Michigan. We took a roundabout route so we could visit some specific places we had never seen. It was a good trip, especially for me. I had always been pretty much a homebody and had only traveled out of Alabama to and from the Georgia beach for vacations and to and from Ft. Lauderdale, Florida, where we lived when I first married.

It has been so long since that first convention that I don't remember much about it, but I do remember the camaraderie of the members and the informative and interesting workshops. I also remember—and will never forget—meeting a member from Hawaii. We were seated side-by-side at one of the banquets. When she said she was from Hawaii, I told her my daughter and her husband were leaving for a first-time visit and vacation in that state the next week. She gave me her address and telephone number and told me to give it to my daughter. She said to have them call her if they had any trouble or problems at all. I was touched by the gesture and have never forgotten it. That is just one example of caring that I have experienced over the years.

Since then, my travels to various meetings and conventions have provided an opportunity to visit many states in. At that time, Alabama's state organization would charter a bus to take us to each convention. It was always full. As we made our way to various conventions, stops were scheduled so we could sightsee along the way. What fun we did have! And so, thanks to Delta Kappa Gamma, after that enjoyable visit to Detroit, I have traveled to Austin, Las Vegas, Richmond, and many other places I never would have visited on my own.



Members check in to the JW Marriott, site of the 2018 international convention.



I am also very thankful for the information and training workshops that Delta Kappa Gamma presented at local, district, state, and international meetings. The chapter leaders always encouraged members to apply for the various opportunities to attend workshops and conventions. I would say, “I can’t”—but they responded, “Yes, you can.” And, so I did, which resulted in many experiences I never expected to have.



I was so fortunate to be selected to attend a leadership workshop in Austin. I left Alabama a quiet, somewhat shy follower (except in the classroom) and returned believing that I could learn to lead. After many leadership workshops at the state, district, and international level, I was transformed into a leader. Although I still have some hesitancy and am somewhat reluctant to speak before others, I know that I can—thanks to the training I have received from Delta Kappa Gamma.

And so, I encourage all members, but especially new members, to take advantage of the many opportunities provided by Delta Kappa Gamma. I also encourage all members to be active, to participate, to be supportive of your chapter, district, state, and international programs and activities. By giving of yourself, you will gain so much educationally and personally.

As for myself: Looking back from the perspective of an 83-year-old retired educator, I say thank you, Delta Kappa Gamma, for all you have given to me personally and professionally. I wish you many more years of sisterhood while you continue to be supportive of members in their personal and professional growth.

Members from across the Society gathered at breakout sessions during the 2018 international convention in Austin, Texas.

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# Everything I Learned about Being a Leader I Learned in

~~Kindergarten~~

By Jane Tanner

## DKG

Today Delta Kappa Gamma is experiencing declining membership and, at the same time, members are often reluctant to step up to serve in a leadership capacity. In some cases, members who have already held leadership positions say it is time for someone else to become involved. Alternatively, some newer members don't feel ready to step into leadership roles because they are teaching, managing their families, and taking additional coursework to retain their teaching credentials. I hope the story of my journey in DKG will inspire all to embrace opportunities.

Everything I learned about being a leader I learned in DKG. That's it, plain and simple. I would not be the leader I am today if it were not for the opportunities made available through membership in Delta Kappa Gamma. In fact, the leadership training and positions that I have held within all levels of our Society are indirectly responsible for my leading a national

mathematics education professional organization. All Society leadership positions provide hands-on training that transfers into members' personal and professional lives outside DKG. Accepting a leadership position means one is willing to take on a challenge and ready to learn—not that one already knows all that is necessary to be an effective leader.

Earlier this year, I completed a term as chair of the DKG Educational Foundation, which provides funding to support projects, seminars, and professional development opportunities for members and nonmembers alike. Currently, I serve as the Northeast Regional Director, a very rewarding position as this allows me to communicate with the states within my region, conduct an international conference, and encourage growth within the Northeast region. In addition, I am the past president of the American Mathematical Association of Two-Year Colleges (AMATYC), the mission of

which is to provide high quality professional development, to advocate and collaborate at all levels, and to build communities of learners for all involved in mathematics education in the first 2 years of college. So how did DKG contribute to my leadership journey and lead to my standing on the stage in front of more than 1,500 members last November at AMATYC's annual conference?

### A Journey for Life

The story began in the late 1960s with my aunt talking about this organization of key women educators. A charter member of Beta Kappa Chapter, she never really had a leadership position but enjoyed being chapter photographer and working on chapter scrapbooks. I am not sure why it took her 13 years to ask me if I was interested in becoming a member. I didn't hesitate to say yes, but I will admit I wasn't exactly sure what I was getting into. My aunt and I attended all the



meetings and, after only 1 year of membership, I was convinced to become recording secretary. This was a good way to get my feet wet. I had no clue what would follow in the next 27 years of membership.

Very concerned that I was going to some board meetings without her, my aunt figured I would be out of my comfort zone because I didn't "know" these people. I reminded her that being a chapter officer was a great way to get to "know" the members. In fact, one of my duties was taking attendance, so I quickly learned everyone's name.



Tanner exercised her presiding skills at AMATYC conference in San Diego.

The next biennium, our first vice-president was going to move up to the presidency but could not because of some family issues. Approached to consider taking the office, I was given many reasons why I should do it, but the one that made the most sense to me was "you know you are going to be president someday; why not do it now and get it out of the way?" This "logic" worked. A few months later, I was receiving my chapter president's training and meeting all the state organization officers whom I had seen at state conventions.

Two events helped me to become more involved at the state level. Because of my computer skills, I was appointed to be registrar of the 1995 convention of New York State Organization. A few months later, I attended the Northeast Regional Conference and found myself in Kinko's assisting with the preparation of the daily newsletters. Having honed a variety of record-keeping and communication skills, I felt confident when I was approached the following year to fill the vacant position of state organization executive secretary. Appointed to the position, imagine

my surprise when I was told that I was going to get some training for this new responsibility at the 1997 Northeast Regional Conference held in Stockholm!

This training put me on the path to another source of leadership training available through DKG. I met many state organization presidents who had just returned from the Leadership Management Seminar sponsored by the Golden Gift Fund Committee. Their stories of how the 2 weeks in Austin had changed their lives made me want to participate. I was fortunate to participate in the next leadership management seminar in 1999 (and was one of the coordinators for the 2008 class). The topics presented during the seminars were inspiring and informative, allowing me to learn more about negotiations, communication skills, parliamentary procedure, and different personality types. In addition to preparing me for leadership opportunities, these seminars allowed me to cultivate lifelong friendships that continue today.

## DKG Impact Extends

While I was getting more involved in all things DKG, I had major changes both professionally and personally. My job switched from teaching computer information systems and a few mathematics classes to teaching only mathematics, a move that allowed me to use my degrees in that subject. In order to stay current in my field, I maintained memberships in numerous professional math organizations and was given the opportunity to further refine my computer skills and organizational ability when I was appointed production manager of AMATYC's peer-reviewed journal. In addition, I was widowed 3 weeks after changing departments. Both events contributed to my taking a more active role in the New York Mathematics Association of Two-Year Colleges (NYSMATYC), an AMATYC state-level affiliate organization, and for that matter, in DKG.

In 1998, I was appointed Scholarship Chair of NYSMATYC and became a member of its executive board. I figured that I would be in this position for many years but, as before, after only 1 year, I was approached to run for president-elect because no one would step up in a leadership role. The people who asked knew that I didn't have a lot of board experience, but they were impressed with the conference planning experience I had gained from my role as DKG



state organization executive secretary. Because of the leadership training I received through DKG, I felt confident that I had the necessary skills to lead NYSMATYC forward during my 3-year presidential cycle.

In 2001, I was installed as DKG New York State Organization President and had to have three people take over my NYSMATYC past-president duties as the two annual meetings were the same weekend, in locations at least 6 hours apart. In my life, one door was closing and another opening.

Being a state organization president was a wonderful opportunity that allowed me to become more involved in all areas of the Society—and I wanted more! After the sudden passing of the state organization treasurer, I served in that capacity until a regular appointment could be made. I was also asked to serve on the international research and Golden Gift Fund committees, as well as being elected to the Finance Committee and the Delta Kappa Gamma Educational Foundation (DKGEF). My roles as treasurer of the 2012 International Convention in New York City and chair of DKGEF gave me additional opportunities to grow within DKG. All these roles helped further refine my leadership style, keep my computer skills current, as well as learn different facets of our organization.



Speaking skills developed in DKG proved useful in many presentations for the Society and beyond.

At the time, I had no aspirations to continue a leadership journey within my mathematics organizations—I was happy simply to attend the annual conferences. The networking with other mathematics instructors was a crucial part of my

professional development so that I could incorporate new pedagogies in my classes. Then 10 years ago, AMATYC's Nominating Committee contacted me and asked me to consider running for Northeast Region Vice President. My initial thought was "Who? Me?" But then I thought "Why not me!" I certainly have enough leadership abilities (thank you, DKG)!

The rest is history. I served three 2-year terms as Northeast vice president and then was elected to the 6-year presidential cycle and chair of the AMATYC Foundation. I have had the opportunity to participate in much needed discussion about redesigning the developmental mathematics curriculum used in all 2-year and 4-year colleges and universities. I have presented throughout the United States and Canada, as well as at the International Congress on Mathematical Education held in Hamburg, Germany. I have been interviewed and quoted in publications both in print and online. National coalitions working toward reform in mathematics education have asked me to join their advisory boards. I never dreamed that all of this would be possible, nor that I could have an impact nationally in improving mathematics education in the first 2 years of college.

I did not aspire to all these leadership roles but the training I received in DKG enabled me to accept with confidence any position that was offered. Maybe I didn't have the required skills in the beginning, but I was able to observe, learn, and grow in each role. I truly believe I have been in the right place at the right time—and it all began when I was willing to become chapter president at a time when no one wanted the position. Was it a lot of work? Of course it was. Was it worth it? Most definitely. The opportunities that DKG offered opened many doors for me both personally and professionally, and I encourage all DKG members to take an active role within all areas of our Society, as one never knows where the experience will lead. And don't forget about all the great people you will meet along the way!

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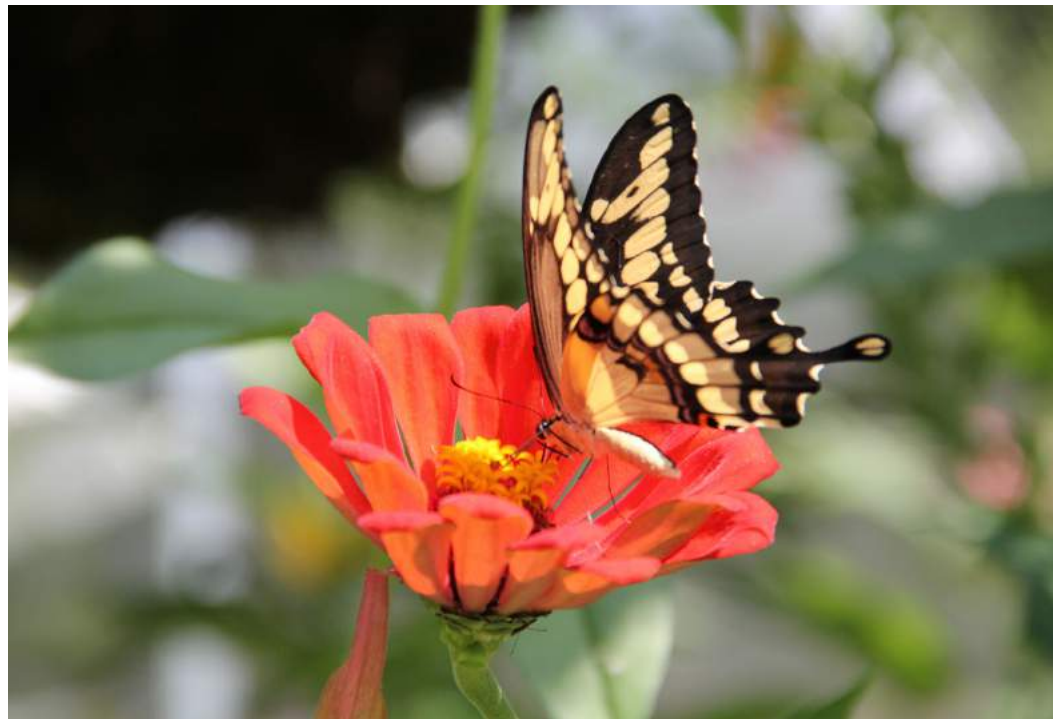
# Tribute to Teachers

By Phyllis E. VanBuren

Many teachers have said to themselves, “I wish they (whoever “they” would be at the time) would walk in my shoes.” Teacher appreciation is not the usual focus by the media when education is addressed, but it deserves to be acknowledged by the public and colleagues. Veteran teachers have walked in “their shoes” and celebrate the journey.

Delta Kappa Gamma (DKG) recognizes that teachers supporting teachers is crucial. In 2012, DKG established Supporting Early-career Educators (SEE) as its second international project. The role of a mentor is vital to encouraging, supporting, and retaining a cadre of educators dedicated to students in the profession.

Even though we are acculturated not to brag, we should “toot our own horn” as professional educators. Who knows better than we what we do to promote learning? Who better than teachers to share our experiences with our newer colleagues to encourage and to explain that what they believe is a shared conviction among teachers at all levels of education and across international boundaries?



Committed teachers honor the profession with their dedication to young people and their desire to make a difference...one learner at a time. These are great teachers.

Great teachers don't teach lessons; they teach learners. Yes, they make lesson plans (Plan A—and probably Plans B and C as well), so that they can adjust purposefully to students' questions and meet individual interests and needs. They meet each student where he or she is and lead and guide each forward. Humans do not all develop at the same rate; not all humans (students) learn at the same rate. Great teachers accommodate everyone. Great teachers work to “set them up for success.” It's not about teaching; it's about helping young people learn.

Great teachers are hopeful teachers. They instill hope and challenge each student to take a risk with courage and belief in self. They encourage them. Great teachers help young people learn if they fail and joyfully celebrate their successes.

Great teachers arrive each day ready to teach...even though not every student comes wanting to learn. But great teachers know their students and develop “tricks” (strategies)

Nourishing Moment ©  
Photograph by Patricia  
B. Blewett, KY; pbrock-  
blewett@twc.com, featured  
in the DKG Fine Arts Gallery.



## Some children love school; some come to school for love. Great teachers love them all.



to engage them on a personal note—to tap their interests and connect them with the plans for the day.

Great teachers take time to reflect at the end of the day on what worked well for the learners and how they might enhance the lesson or unit even more next time. They note what did not connect with the class or with particular students. They add the inspirations that came from the interaction with or among students that proved successful. Great teachers plan for the future.

Great teachers invest countless hours during evenings, weekends, and vacations to assess students' work and provide meaningful feedback. Positive comments and suggestions for improvement clearly stated encourage learners to do even better the next time. The feedback may indicate new ways by which to expand their knowledge and explore related topics.

Great teachers sacrifice evenings, weekends, and vacations to continue their own professional development—as required by law or for additional degrees. They are motivated to be lifelong learners and want to inspire their students to become the same.

Great teachers share that the real tools are those that students have within themselves. By modeling and prompting, teachers help students learn to ask questions and find their own answers that lead to more questions and answers...and the process spirals for a lifetime.

Great teachers define their success by the successes of their students. No great teacher wants any student to fail. Long after students graduate and pursue their own dreams, they forget the data but fondly recall the teachers who made time for them as persons and encouraged them.

Some children love school; some come to school for love. Great teachers love them all.

An anonymous post on Facebook (2018) summarized a day in the life of a great teacher. "Teaching: You laugh. You cry. You work harder than you ever thought you could. Some days, you're trying to change the world, and some days, you are really just trying to make it through the day...Your heart is full. And your mind is packed with memories of students who have changed your life. Just another day in the classroom." And the next day that teacher re-enters the classroom eager for another day to connect with young people and to help them recognize and realize their own potential—each is a gifted learner, and each gift is as unique as they are."

Regardless of the unique talents that each student brings into school, we profoundly hope that a "great" teacher is the one welcoming them to learning every day. Great teachers know the power of the personal connection. For those of us with a heart for learners and those who inspire them, "Thank you, Great Teachers!! You DO make a difference!"

Note: The value of great teachers does not go unnoticed by society. In the United States, Teacher Appreciation Week is the first week of May. Internationally, a day to acknowledge the influence of teachers comes in October.

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# His Name is Still on My List

By Karen Tyler

There was a twinkle in his eye when he appeared in my fourth period Child Development class last August. The group was full of students with strong individual personalities, but I could tell he was going to keep me on my toes. The first few days in class were a struggle for me to learn everyone's name and determine how to adjust the curriculum to this group of students and who needed extra attention.

Ricky needed extra attention but in a good way! He had the cutest smile and deepest dimples! He loved a good joke and liked to be the center of attention, and he had to work to get it in this class because four or five more demanded the spotlight as well!

After a few days, the teachers met with counselors for our modifications meeting.

Any student on our list who had an Individualized Education Plan or a special needs plan or who was a limited English speaker was identified, and we discussed the modifications that could help him or her in our class. It was then that I learned how special Ricky truly was. Not only did he need attention; he was a limited English speaker, and he had a special talent.

According to the English as a Second Language teacher, Ricky was a "human beatbox." He could reproduce any sound. Water dropping into a bucket? He could do it! Rapping beatbox rhythms? Nonstop! Sci-fi special effects sounds? Just like in the movies! Oh, my! I could just imagine chaos erupting in fourth period with Ricky providing the sound effects. I determined then and there that I would have to maintain control over his talent and keep a lid on it!

And so, we learned...Ricky learned about parenting decisions and other child development topics per the curriculum. I was excited when he completed his first project and answered questions in class discussions. I learned to give him some one-on-one attention before or after class and, when appropriate, during class. But I wouldn't let him give me the entire repertoire of his talent. I was going to save that for the last day before exams, when I would let him have a mini-concert to entertain the class.



School Friends - Ghana © Photograph by Suzanne C. Roy, CA; drsuz@san.rr.com, featured in the DKG Fine Arts Gallery.





Ricky always had a smile, even when he didn't score well on an assessment: "Yes, ma'am! I'll study harder." "No ma'am, I didn't review last night." But beyond that big charming smile, he listened and participated in class, so I knew he was learning. I put Ricky and another "class clown" at a table with my two autistic students. What? Why would I do that? But it worked: They learned from each other, and I could control their behavior before it got out of hand. Each day I looked forward to teaching Ricky and learning more from him as well.

Then one night, I heard a call on the emergency scanner. Paramedics were called to a self-inflicted gunshot wound. It sounded very serious. I had a pit in the bottom of my stomach, but I didn't know why. The next morning, I found out why: My Ricky had attempted suicide.

Why? Where were the signs? Why didn't I see it? Was he reaching out for help and I ignored it? Speculations on social media pointed to bullying. I hadn't seen any signs of bullying. Was there trouble at home? He seemed so happy and upbeat all the time. What was in his story that I had missed? Could I have prevented this tragedy?



Auschwitz – A Train to Nowhere © Photograph by Teresa Hughes Shadoin, NC; [teresa.shadoin@gmail.com](mailto:teresa.shadoin@gmail.com), featured in the DKG Fine Arts Gallery.

Ricky didn't survive long; his injuries were too severe. Now I had to answer questions for my students to which I really didn't have the answers myself. I wish Ricky had come to me. I would have moved heaven and earth to keep him from hurting himself. I would have let him know that, whatever he was facing, he didn't have to face it alone. I would find someone to help. I would pray with him. Instead,

now I was praying for him and his family and his friends. I was praying that this tragedy could be used to help others find answers in place of despair. And I wondered how we would move on.

We did move on. We mourned for Ricky. We mourned for his family and friends. But life and school continued forward. Eventually, the students talked less and less about him. His name was dropped from my attendance roster.

Then one day, as I was completing some paperwork, I saw his name on my list. "Oh, Ricky! Why did you leave us?" My eyes filled with tears. I pondered what class would be like if he were still here.

A few weeks later, his name popped up again; another paperwork list that hadn't been updated. Another reminder that he was gone, and I hadn't had time to watch his performance. We hadn't made it to the end of the semester when I was going to let his talent spill out completely. I wish I had given him more time in the spotlight!

As the semester ended, his name appeared on my final exam roster again. This time, it reminded me to give the rest of my students time in the spotlight. It reminded me to take time to get to know my students better so I could look more carefully for signs of trouble.

Last month, one of my students didn't come to school for a week. I thought of Ricky. I had missed an opportunity to help him. I was not going to miss an opportunity to help another student. When we finally got in touch with the absent student, she came to school...only to drop out! I sat with her for almost 2 hours. My colleague, our principal, and I listened to her pour out her frustrations about home and family and work and school. She cried, and we handed her more tissues. She wanted all the problems to stop. She wanted to give up. She was broken. But I will not give up. I am fighting every day for and with this student. I will not let her be another name that slowly fades away from my list.

Ricky's name is still on my list. His name is still on my heart, and it will be forever.

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# Intervening “Mean” in 2018

By Linda S. Paslov

I had lunch with an old friend recently. We had met in 1966, when he moved into our before-it-was-politically-correct-to-be-racially-integrated urban neighborhood. Bob, who was christened Roberto, was one of the new kids in 6th grade—a tall, lanky Puerto Rican boy who had a habit of sticking his too-large feet into the aisle, blocking my exit from the desk in front of his. I stepped on those feet as often as I could, with quite a bit of force, since that is how preadolescents showed someone we cared about them. When I was a teacher and principal, I had witnessed such flirting behaviors often.

As extreme as “Lurch” (the name I affectionately assigned him) was in height 52 years ago, I was in awkwardness. Dark-haired and brown-eyed, I sported a unibrow, a faint mustache, and very hairy extremities (thank goodness for knee socks!). My face was dotted with pimples. I was also chubby, particularly as compared to my bony, blue-eyed, fair-haired,



obviously-fraternal twin sister. I must have stunk, as I lived in a home in which both parents chain-smoked. My hair was stringy. My clothing was never fashion-plate cute, as my mother insisted that knee-length, John’s Bargain Store quality skirts were far more ladylike than the “mod” Twiggy apparel so prevalent in the day. Finally, I was a “bookworm” who had never earned a grade lower than an “A” and was always teacher’s pet. In short, I was the perfect target for a bully.

In the midst of some reminiscing over Caribbean fusion cuisine, Bob suddenly blurted out, “You know, I got into some big trouble in school because of you—three times actually! The last time was pretty bad.”

“What do you mean?” I asked, truly surprised at this sudden confession.

“Well, some guys were making fun of you, so I had to beat them up!” He spoke of incidents in elementary, middle, and high school and went on to explain that, during the third occurrence, a male administrator had actually suspended him. But after Bob explained the reason for his actions—that he had confronted and ultimately fought someone who had said something mean about a girl he liked—the disciplinary action



was changed to an in-school suspension, before that brand of punishment was in vogue. Bob's father was never notified. Apparently, this wise assistant principal understood that a severe punishment was not the solution to this issue. I was stunned into momentary muteness. What could I say? I never asked him what these boys had said about me; I didn't want to know. So, I thanked him for his chivalry. I felt gratified that he had stood up for me, even though the teacher-turned-administrator in me shuddered a little at the degree to which he did. After all,

as an educator, I could never condone violence as a means of problem-solving among students. But this felt a little different. My friend was defending my honor. Apparently, he decided I need not know about it at the time. I would be spared some pain; he would maintain his pride.

In the days following our reunion lunch, I started thinking about the impact of bullying—not on those who are the immediate victims, but rather on those who are comrades of intended prey, those known as peer bystanders. I had, as an administrator, experienced many instances of these situations, always telling the defender-of-honor-turned-assaulter that physical acts of aggression were not the best way to settle the score. “I understand what you were trying to do,” I would lecture. “You are a good friend. But you gave [the verbal attacker] a lot of power by reacting the way you did. You allowed him to push your buttons. You should have told a teacher, school counselor, or me about it and let an adult handle it. Now you must face the consequences of your actions.”

I unexpectedly reflected on my own utterances. What satisfaction can be derived by placing one's duty and responsibility as a friend into the hands of another? How can one honestly say, “I took care of it” when what “I” actually did was “snitch”?



**...as an educator, I could never condone violence as a means of problem-solving among students. But this felt a little different. My friend was defending my honor.**



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Although all 50 states now have laws in place that not only define bullying but also mandate prevention strategies in schools (Laws & policies, 2017), few or none focus explicitly on the impact of bullying on youthful onlookers who often feel helpless to assist. These children can suffer from feelings of impotence, guilt, anger, and myriad other emotions that ultimately negatively impact their emotional well-being.

During my research, I discovered that the National Institutes of Health (more specifically, the Eunice Kennedy Shriver Institute of Child Health and Human Development) has created “Bullying: Be More than a Bystander” (2015) resources to assist children in finding their voices in situations that often provoke silence. The strategies presented in these tools provide a kind of liberation, even power, to those who can utilize them, especially when they feel that their peaceful yet forceful intervention is valued.

I also learned that the United Federation of Teachers (UFT) held a *Be BRAVE Against Bullying Conference* in May 2013. There, participants explored strategies to turn “bystanders” into “upstanders” when bullying occurs, with keynote speaker Emily Bazelon “noting that peer bystanders intervene only 20 percent of the time in a bullying situation” (Callaci, 2013, para. 2).

As schools are frequently the site of bullying behaviors, there are actions that educators can take to help students feel proud about using communication skills instead of fists—or, alternatively, reticence—to impact positively the quality of the lives and experiences of their teased or bullied peers. I had crafted this list before I found the UFT resources and feel validated that many of the actions I propose are covered in them. Here are a few suggestions to consider:



**Create, and then nurture, a culture and climate of trust in your classroom and school.** Students need to feel comfortable confiding in the grown-ups in their lives. Make sure all children have an adult to whom they can divulge their hopes and fears, for themselves and other important people in their world.

**Validate students' needs to solve their own interpersonal problems themselves.** Try to understand fully why they do not want you to do this for them, whether it be mediating a peer conflict or meeting with a foe in their absence. After all, they must learn this skill in order to deal effectively with others for the rest of their lives.

**Respect students' desire to support their friends.** In these egocentric years especially, children should be commended and applauded for altruistic behavior. The fact that they are putting others' feelings of safety and belonging before their own indicates that they are capable of empathy—a quality worthy of our reverence.

**Provide students with the tools they need to avoid or avert physical altercations.** Model appropriate remarks and behaviors through role-playing. Practice often during health class, math class, and every class, as practice makes perfect. Empower them by affording them a repertoire of actions and phrases meant to mitigate rather than instigate.

**Praise students who use social skills instead of their fists.** Tell them how proud you are of them. Call their parents to share details of their words and deeds, as well as to reveal what negative outcomes these well-chosen alternatives to fighting potentially prevented.

**Celebrate successes.** Utilize schoolwide assemblies and “town hall meetings” to share positive experiences, outcomes, and achievements in this important arena of supporting friends, classmates, and even strangers when others have disparaged, taunted, teased, or bullied them. All members of the school community must be present at these affirmations of personal triumphs in which courageous and selfless action has superseded physical force or passive silence.

We have all heard and concur with the phrase, “If it’s mean, intervene.” What we need to do is clearly define and model a suitable way for our children to do so that provides them both satisfaction and pride in the process as well as the outcome. Only then can they truly feel empowered by their noble actions and, hopefully, transfer their newly-acquired skill sets to their work, parental, and community roles in the future.

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I pondered what I would have done 50 years ago if I had been called into a principal’s office to hear, “Linda, someone said something mean about you, but your friend Bob stepped in and told him to cut it out. I’m so impressed with him! I’m going to call his Dad now, to share this news, but wanted you to know as well.” I think I would have felt both pleased and contented. I believe Bob would have as well.

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# Don't Tell Me

By Linda Pitts

Driving home from school one day many years ago, I heard the song, "Flowers on the Wall" (1966) sung by the Statler Brothers.\* That prompted ("inspired" is too strong a word) me to write the following:

Chasing hamsters in a ball,  
Hanging artwork in the hall,  
Zipping zippers that won't zip,  
Collecting money for the next field trip,  
Teaching how to tie a shoe,  
Now, don't tell me I've nothing to do!

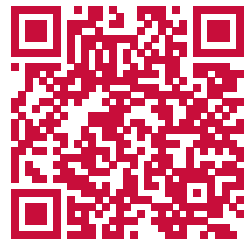
Putting band-aids on skinned knees,  
Catching cold each time they sneeze,  
Taking time to dry some tears  
Resulting from a small one's fears,  
Stopping some from eating paste,  
Now, don't tell me my day's a waste!

Hearing about a recess fuss,  
Letting them settle it, what a plus!  
Planning a lesson to shed some "light,"  
Planning again when it just isn't "right,"  
Grading papers with Jay Leno,  
Now, don't tell me my day is slow!

Buying school "stuff" with my pay,  
Helping the kids makes it OK.  
Coming early and staying late,  
Explaining to a patient mate,  
Summer classes to "make the grade,"  
Now, don't tell me I've got it made!

Going home tired with feet that ache,  
Counting the days 'til the next school break,  
Calling a parent with news that's bad,  
Wishing so much it was something glad.  
Knowing the hurt won't soon be eased,  
Now, don't tell me this job's a breeze!

\*Scan this QR code to watch a video of the Statler Brothers signing "Flowers on the Wall"—the inspiration for this poem!



Journey South © Quilt by Charlyn Trussell, TX; charlynrussell@gmail.com, featured in the DKG Fine Arts Gallery.

Getting a note from a parent who  
Is "very grateful for all you do,"  
Deciding it's good to go the second mile,  
Knowing I was right when I see a kid smile,  
Savoring a brief moment on the "mount,"  
Now, don't tell me my job doesn't count!

Sharing ideas with the teacher down the hall,  
Teaching – "All for one and one for all,"  
Humming a tune when the day's gone well,  
Looking around for someone to tell,  
Receiving kids' hugs when the day is over,  
Don't tell me I'm not walking in clover!

Ending each day with heartfelt prayer  
To treat each child with love and care,  
Hoping I've helped more than I've hurt,  
Asking forgiveness for the times I was curt,  
Anxious for morning when they run through the door,  
Now, don't tell me any job offers more!

Linda Pitts is a member of Beta Chapter in Colorado State Organization. pedlin@comcast.net



## I Am Here

By Doris E. Person

I am in her presence—  
The trailblazer—  
The one willing to say  
“WE need our own”  
as women  
as educators  
as leaders.

Her eyes follow me around the humbling room  
But I am honored and follow the lead  
Of calmness, of peace, and the assurance  
That DKG will be okay.

I am here in more ways than one  
With The Girl from Little Rock statue  
And the woman with the open arms  
With the grand piano and the mahogany doors  
With the simple idea to unite women educators.

I am here reflecting in the golden stretched mirror  
Of our mission, of Annie’s passion, and our circle of purpose.  
I am here looking at the sisters gazing at the  
bluebonnets framed for admiration.

I am here fluttering with the butterflies  
Of achievement, heritage, progress, and change  
With the image of the cornerstone of more  
than just a building, but an empire of  
Hope, empathy, vision, and sisterhood.

I am here signing my name among  
Those “forward moving ever” as  
Women of means, women of wisdom,  
Of gratitude, attitude, and possibilities.

I am here touching a 250-year-old vessel  
In a room of soft and hard roses.  
I am surrounded by walls of words—  
Excellence, Service, Synergy,  
Change, Imagination, Strength, and Simplicity.  
I am here leaving inspired and rejuvenated as  
a woman, an educator,  
a leader.



The Girl from Little Rock: One of the many pieces of art on display at DKG Headquarters in Austin, Texas.

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# The Ron Clark Academy's Influence on Preservice and First-year Teachers

By Amy McBride and Sharon Gieselmann

Future educators' beliefs about teaching and learning, which have accumulated over years of K-12 school and life experiences, often define their vision of effective teaching. In some instances, these experiences have been exceptional; in other cases, they have been marginal at best. As a result, higher education institutions must provide preservice teachers with opportunities to study and visit unique classrooms, allowing them to expand their knowledge base of effective teaching that includes non-traditional methods that enable K-12 students to excel. Opportunities to study award-winning teachers such as Ron Clark and to visit his school, The Ron Clark Academy, can impact the performance of university graduates during their first year of teaching.

At the University of Evansville (UE), the School of Education espouses to provide preservice teachers and graduates with a new vision of effective teaching. With a combination of university coursework and over 1000 hours of K-12 classroom experience, preservice teachers begin preparing for the realities of the classroom. However, these future educators must experience a paradigm shift regarding effective teaching. Although some preservice teachers enter higher education with outstanding K-12 schooling experiences, the experiences of others have been marginal at best. Their beliefs about teaching and learning, which have accumulated over years of school and life experiences, often define their vision of teacher effectiveness. John Dewey recognized as early as the 1930s that students all have some type of classroom experience, but these encounters differ in quality (Dewey, 1938, p. 27). How can university faculty, then, provide preservice teachers with opportunities to expand their thinking beyond traditional teaching methods and impact their future instruction in the K-12 classroom? This quest to find unique pedagogy led a group of UE students and faculty to attend the Indiana State Reading Association Conference where Ron Clark served as the keynote speaker. An award-winning teacher, accomplished author, and cofounder of the Ron Clark Academy (RCA), Clark's passionate and dynamic approach was clearly the answer.

## Ron Clark Resources Utilized at UE

Faculty at UE currently utilize several texts written by Ron Clark in required education coursework. These readings help preservice students develop their thinking about effective teaching beyond their prior K-12 classroom experiences. *The End of Molasses Classes* (2011) is an excellent text for the education foundations course. Students explore Clark's goal of improving education and creating a revolution to help students achieve success academically and in their lives in general (Clark, 2011, p. x). Preservice teachers discover the aim of the RCA to create a positive, expressive, and enthusiastic learning environment for all students that is guided by extremely creative and skilled educators with high expectations.

*The Essential 55* (2003) is a perfect text for a classroom management course. By exploring Clark's book, UE junior interns are exposed to 55 unique rules that teach skills of behavior not common to the traditional classroom. The key idea is to "create a culture with high levels of discipline, manners, and respect" (The Ron Clark Academy, 2018, para. 7). This exposure is augmented with viewing of *The Ron Clark Story* (2006) to see rules introduced and reinforced. These same preservice teachers spend at least 240 hours interning in local schools, practicing teaching strategies and management skills. Discussions during the accompanying seminar often contain references to their experiences and how Clark's ideas can assist them.



UE students gather outside Ron Clark Academy.

UE students experience a paradigm shift regarding effective pedagogical classroom practices after reading Clark's books and watching his video, but nothing can compare to seeing Ron Clark and his colleagues in action. Fortunately, the School of Education and UE's Student Government Association provide funding for education majors to attend the RCA Experience—Educator Training. Presently, this opportunity is offered biyearly. This one-day experience exposes a group of preservice teachers not only to Ron Clark but to the entire school, students, and other RCA teachers. They witness

unique pedagogy in action, enthusiastic students, and passionate teachers who inspire them to think outside the box.

### Outcomes for First-Year Teachers

To determine the effectiveness of exposing preservice teachers to Clark's theories, UE graduates who attended the RCA experience (N = 10) were surveyed at the conclusion of their first year of classroom teaching regarding their impressions of his work on their own classroom practices. Although the question was open-ended, their responses organized into three main ideas: pushing beyond traditional teaching techniques, the balance between love for students and high expectations, and addressing parents' concerns.

One of the founding principles of the RCA is to "teach in ways that promote creativity, innovation, wonder, joy and a passion for learning" (The Ron Clark Academy, 2018, para.3), which was the first pedagogical idea addressed by our graduates. This response represents the norm:

RCA was a great example of how thinking out of the box and pushing past traditional techniques can have a huge impact on the whole classroom. I am still working to push past my own comfort zone when it comes to teaching, and I think about Ron Clark often when I am feeling stuck and wishing that my routine was different.

Another graduate described two specific presentation techniques that made an impression from watching Ron Clark teach:

...never let my arms drop below my waist and never turn your back on students. Keeping my arms up, I realized, helps keep me energized while teaching, and in turn relates to students that they should be excited about the subject as well.

Witnessing the engaging teaching methods reinforced what students had read in their texts and brought to life the possibilities for their own classrooms. One graduate summarized her thoughts about the experience: "The RCA trip let me see, truly, that school does not have to be pencils, papers, and a lecturing teacher at the whiteboard."

Another pedagogical idea practiced by the



teachers at RCA, high expectations balanced with love for students, appeared in graduates' responses. The RCA aims to demand academic rigor and set high expectations for every learner. During the RCA Experience, the academic, conduct, and presentation skills of each RCA student were consistently held to a high standard. The Essential 55 rules and procedures were maintained, and constructive criticism was given yet gratefully received due to the strong relationships between and among teachers and students. One UE graduate remarked, "...all of the teachers at Ron Clark had a great balance of loving on their kids while demanding nothing less." Another graduate noted the implications for evaluation and responded:

While Mr. Clark makes himself clear that kids should be nurtured and adored, they also deserve tough love. He uses the phrase, "not every child deserves a cookie," and explains students cannot be rewarded for completing a subpar job.

This concept is important because it causes teachers to evaluate students based upon their performance. Graduates agreed this aspect is something currently lacking in many of our schools.

The last pedagogical idea shared by our graduates included addressing and working with parents, which is typically a concern to new and practicing teachers. Our graduates are no exception; so, when this topic



The Academy provides a doorway to learning for its students...and for UE preservice educators.

was directly addressed by Ron Clark, they took note:

I vividly remember the completely open and receptive posture he took, the gentle way he asked to share his thoughts, and the way he shrugged it off when the parent left. It's hard not to take what parents say personally, but I try to listen, learn from it, and "shake it off" like Ron Clark did because I still have to keep moving forward.

Our graduates learned to foster an atmosphere where students, parents, staff, and community members work together to create a family environment for their learners.

## Conclusion

The University of Evansville's teacher education program aims to prepare graduates to become quality teachers armed with pedagogical practices to meet the needs of their K-12 students. Improving our graduates' performance ultimately comes down to improving the learning experience of students in their classrooms. Exposing preservice teachers to unique teaching methods such as those used at the Ron Clark Academy can serve as the catalyst for meeting the needs of all students during their first years of teaching.

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# Take Joy! Five Teachers Rediscover the Enjoyment of Teaching Writing

By Diana Grady and Margo J. Moore

“Simply put: Let’s make sure that kids have spaces and opportunities to experience the pleasure of writing.”  
—Ralph Fletcher (2017)

“I’m enjoying it more!” a teacher commented at the start of a discussion among five educators in an urban Massachusetts elementary school about putting joy back into writing. The discussion took place at the end of a professional development institute in 2017 that focused on strategies and lessons designed to make writing instruction fun for teachers and students.

Test mandates have robotized the teaching of writing. Responding to readings, open-ended questions, and structured responses in mandated genres such as informational, narrative, and argumentative have directed writing instruction. These mandates are important to the goal of meeting state and national standards and achieving credible scores on standardized tests. However, something is missing. In this article, we examine how one group of elementary teachers searched for what is missing and, through this process, discovered the joy of writing for themselves and their students.

At the beginning of the institute these five teachers shared stories about their students’ disengagement with the writing process. The children accomplished the goals but gave no evidence that they felt empowered as writers or saw the personal value of writing. Even though the young writers met objectives, their writing was lackluster, without true voice. Clearly, writing instruction needs to go beyond robotized mandates in order for students to find their

own voices. Students need to know their ideas and stories are worthy of writing and sharing.

Teachers focused on initial questions that expressed concerns about bringing joy back to writing:

- How much time should be devoted to writing?
- Do teachers enjoy writing?
- How does choice impact empowering student writers?
- Are students and teachers excited about writing?
- What types of classroom practices mirror the work of “real” writers?

The five teacher-participants in this institute provided by Buzzards Bay Writing Project, a site of National Writing Project (NWP), wanted to ensure “our students are bitten by the writing bug!”

## Strategies to Make Writing More Joyful

During the institute, teachers shared strategies for enhancing writing instruction. In addition, each teacher presented one writing lesson that had proved engaging for students. Teachers explored activities that help students understand about writing in the real world. Whether shared lessons used “teachable moments” to present a key writing focus or implemented a literacy block to provide ample practice, all added enjoyable, functional activities to each teacher’s toolbox.



Teachers worked on developing activities that reflect how “real” writers work in order to help students develop good writing habits. Well-supplied writing centers, writing journals, and mentor texts inspired students to reflect, revisit, and rewrite. Teachers encouraged students to carry notebooks to jot down ideas and observations. Most importantly, teachers realized the need to provide time, preferably every day, for students to write independently.

One teacher created an inviting writing center. In a corner of her classroom, near the windows where there was ample natural light, she set up a round table because it “felt less structured than the rectangular shapes that define our room.” She supplied it with pens, colored pencils, highlighters, paper, dictionaries, thesauruses, an idea folder, and even a plant. Students were immediately drawn there. “I created an oasis in our room where they could focus on writing...where writing seemed less stressful.”

Using mentor texts—stories, poems, articles, and media—as models of how published writers work

helped demonstrate an author’s use of vocabulary, voice, style, and even punctuation (Shubitz, 2016). Teachers explored using *If You Give a Mouse a Cookie* by Laura Numeroff (1985) as a model for cause and effect writing. Used as a read-aloud, the book led to the class discussing cause and effect and to students writing and illustrating their own *If you...* stories. One teacher noted that using mentor texts provided opportunities for more creativity in her lesson design.

Another strategy that teachers found increased pedagogical creativity as well as improved student style was that of “Show Don’t Tell.” This strategy enables students to explore conveying images without using worn-out words, without just “telling.” For example, students describe a situation such as “Eduardo is cold” without using the word cold. In a mini lesson, students brainstorm lists of words and phrases that convey the concept of cold, such as “shivering,” “red nose,” “rubbing hands together,” and “stamping feet.” Then, with the teacher, the class uses the phrases to write a paragraph that creates an image

of a boy waiting for the school bus on a winter morning. As the children become more experienced as writers, they use this tool to enhance their style and develop a unique writing voice.

One practice that carried over to classrooms was “Writing into the Day,” a cornerstone of NWP’s philosophy that choice of topic and time to write are crucial to enhancing a love of writing (NWP, 2016; Valerie, 2012). Encouraged to use it with their students, teachers also practiced it themselves during each institute session. For this activity, teachers provide students with time to write about their own topics of choice—such as friends, favorites, or something they learned in science class. A variety of prompts are available for students if “writer’s block” occurs, thus helping curtail laments that students have nothing to write about. Students can volunteer to share their writing.

During the workshop some teachers initially resisted “Writing into the Day” but ultimately realized its importance and enjoyment. In her final reflection, a teacher described her first experience with this activity:

It was our first class when we were asked to “write into the day.” Write into the day? Are you kidding me? Now I know how my students felt when I asked them to write in their journals. Maybe my feelings about writing hindered my students’ writing. I enrolled in this class to improve student writing and their attitudes toward writing, but it was my attitude that needed adjusting.

## Reflection

In final reflections, the teachers marveled at the changes that had occurred in their attitudes about writing and writing instruction, especially the effect these changes had on students. Teachers themselves discovered the writer within; during discussions they indicated that they had abandoned their fear of writing or the feeling they had nothing to say. They realized writing and sharing provided insight into their students and themselves. Teachers’ self-reflection supported the goal of helping students to believe in themselves as writers, recognizing that expressing their thoughts on paper is important and fulfilling. Teachers need to respect students as writers, and students need to respect themselves as writers.

Teachers summarized their experience by addressing the initial guiding questions:

The teachers agreed “writing was always the thing you squeezed in at the end.” They determined that daily writing is important in a successful writing program.

Initially, neither teachers nor students necessarily enjoyed writing. However, by the end of the institute, the teachers reported experiencing personal satisfaction in writing.

Students’ attitudes likewise showed that writing can be enjoyable; they expanded their fluency, discovered their own stories, and enjoyed demonstrating learning through writing.

Teachers and students discovered that writing for yourself about topics that interest you is empowering. Students need time to free write, thus allowing them “me” time.

**Teachers’ self-reflection supported the goal of helping students to believe in themselves as writers, recognizing that expressing their thoughts on paper is important and fulfilling.**

One teacher concluded, “Writing for my students and me had become a burden. Where was the joy? Now I mention the word ‘writing’ and students respond with exclamations of YES!! rather than disapproving groans. Writing is coming alive again!”

Most “real” writers achieve success by writing every day, revising, editing, and sharing their efforts. Students learn to mirror these activities in the classroom or independently.

### Conclusion

The biggest takeaway from this year-long institute was that instruction need not—and actually should not—be a one-size-fits-all, robotic methodology in order for students to learn to be good writers. In the final discussion, teachers expressed their belief that instruction that stresses enjoyment of writing, even if it is hard work, leads to better results. Initial analysis of writing scores was not completed at the time of this writing, but preliminary data suggest that the writing scores increased from 2017 to 2018. The higher writing scores on these standardized tests validated the teachers’ discovery that, if students learn to enjoy writing, they will successfully show what they know in their writing.

This study focused on the experiences of a group of elementary teachers; however, the concept that joy in writing is relevant and important also applies to older students. Middle school and high school students with whom we have worked have benefited from the experiences of writing every day, of sharing their work, and of incorporating strategies that strengthen style and voice. These students have also discovered the possibilities and joy of effective writing. We would recommend that teachers at all levels engage in professional development that aims to help them develop strategies to teach the joy of writing.

Writing is hard work. However, securing the students’ interest helps the learners begin to realize that such hard work can be pleasurable (even fun!) and that the blank page offers endless possibilities. Addressing those possibilities should be full of joy.

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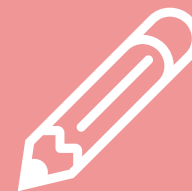
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## Take Joy in Your Writing!

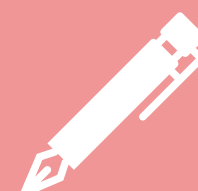
Submit creative works to the Writing segment of the DKG Fine Arts Gallery.



Submit viewpoints and practical articles about education and DKG to the *Bulletin: Collegial Exchange!*



Submit research and academic writing to the *Bulletin: International Journal for Professional Educators!*



# Journal Writing Revisited: Taking a Tradition into a New Era

By Cynthia Pittmann



**Einstein's three Rules of Work: Out of clutter find simplicity; from discord find harmony; in the middle of difficulty lies opportunity.**

—John Archibald Wheeler (Gearhart, 1979)



Imagine a noisy classroom and, as the students arrive, the teacher addresses the class: “Good morning students. Please take out your journals. Ready? Begin.” Suddenly the room is quiet as the students pour out their jumbled thoughts, unhindered, into their notebooks. When the teacher calls out, “Time,” they put down their pens, look up, and are ready for class to begin. However, the teacher knows that the class has already begun. Why? She knows that, by writing frequently, over time the students develop an unfettered approach to writing that not only increases fluency but also provides access to the nascent voice that lies under judgmental thought. As students increase their self-awareness and develop concentration through regular writing practice, they realize that their creativity is enhanced. Given the opportunity, they uncover idea threads that later could be expressed in poem, essay, or short story genres. Further, structured private writing within the English classroom allows students the opportunity to address troubling personal situations that are obstacles to learning.

Simple ideas are often the most powerful, which is why educators need to value them. Journal writing is an essential core teaching technique that is flexible and can be adapted to any classroom grade or student level. Many teachers and students have had either positive or negative experiences with diary or journal writing, but these prior experiences should not be an obstacle to implementing a journal-writing practice in the classroom. Insights gained from earlier experiences provide information about what kinds of problems to anticipate and what strategies to put in place to solve them. Although journal writing is not a new idea, allowing this private writing in the classroom environment can yield significant results.

## Background

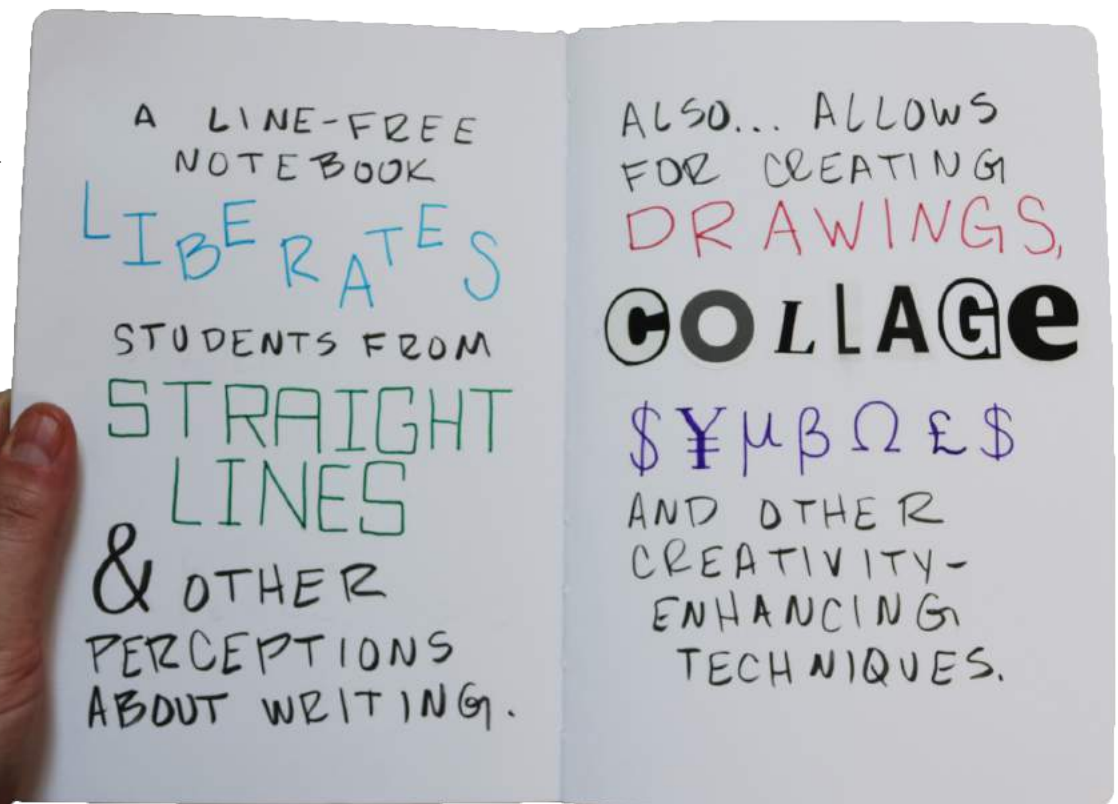
The fundamental practice of the following journal-writing project is adapted from Natalie Goldberg's classic, *Writing Down the Bones* (1996), but adjusts it to the English classroom. Goldberg's idea of writing as a mindful practice fosters self-knowledge in personal but also academic areas. Her basic first-thought technique requires that the students write freely, without stopping or editing (Goldberg, p. 8). For classroom

purposes, a short session of 10-minute writing practice with a 2-minute writing-process reflection and brief postdiscussion unravels the students' emotional clutter and mental confusion. The brief postwriting sharing sessions help students to appreciate similarities with their classmates, which leads to authentic connection and develops empathy. Through regular practice, the classroom atmosphere organically evolves into a supportive, collaborative learning space. Academic gains occur as well. With additional reflection questions, the teacher helps students develop a self-referential habit that helps them to discern thought patterns and make connections between mood and success in semester exam results, for example.

## Procedure

Setting up a strong writing practice requires forethought. It begins with simple materials: a dark pen and a line-free notebook. Because freedom of thought is essential, the students do not edit their writing with liquid paper or even cross out their words (Goldberg, p. 8). By adapting Goldberg's method and using a line-free notebook, the student is liberated from straight lines and other preconceptions about writing. An additional advantage is that later such open space allows for other types of journal activities, such as creating drawings, collages, or collections of symbols and for other creativity-enhancing exercises. Sometimes students prefer to write on a computer or on their other electronic devices, but teachers should avoid this slippery slope because it provides access to social media and the distraction of texting during writing time. To help with acceptance, bonding, and ownership of the journal, the teacher can ask each student to cover it with meaningful images and inspiring quotations, which aids students in overcoming initial resistance. A final benefit of using these materials is that they allow all students to participate without economic discrimination.

Because this is private writing, it remains private. After writing, the teacher quickly initials near the date while walking around and leading the postactivity reflection. She does not read or make editing



comments. She maintains a role of facilitator and guide by encouraging students to make personal insights, giving them the choice of what and how much to share. As they develop the habit of a timed-writing practice, followed by 2-minute reflection and brief postwriting discussion, the students' deeper writing begins.

Although Goldberg’s model doesn’t have teachers reading and commenting, other models do. Some may recall the film *Freedom Writers* (2007), which was based on the true story of teacher Erin Gruwell, who used journals to show disadvantaged youth how to love literature and writing. Her published collection of students’ personal essays, *The Freedom Writers’ Diary* (1999), inspired this film. Gruwell used a different approach than the one presented here. She wrote comments on the journal entries, which positioned her as the reading audience. Students wrote with her in mind and that influenced their writing. Nonetheless, Gruwell’s success in creating engaged writers shows that private writing has a place in the classroom.

### Recommendations

Keeping the project efficient, with a clear beginning and end (such as 2 months); routine, by requiring regular writing practices (such as five times a week for 10-minute periods); and reflective, by structuring 2-minute writing-process reflections after the writing,

helps to create a framework for success. Assessment is handled ahead of time because students know that if they meet the minimum requirements they will receive full credit. Consequently, they begin to trust the experience, relax into writing, and meet the person they find flowing through their uncensored words.

Sometimes the students encounter an overly judgmental person who requires perfection staring back at them from the page. When this feedback is shared with the class, the teacher can say, “Write a letter to the person you find criticizing and editing your words. Is it a parent’s or teacher’s voice? Be compassionate, but clearly express your feelings and what you desire.” This type of activity would be placed in another section of the journal as it is important

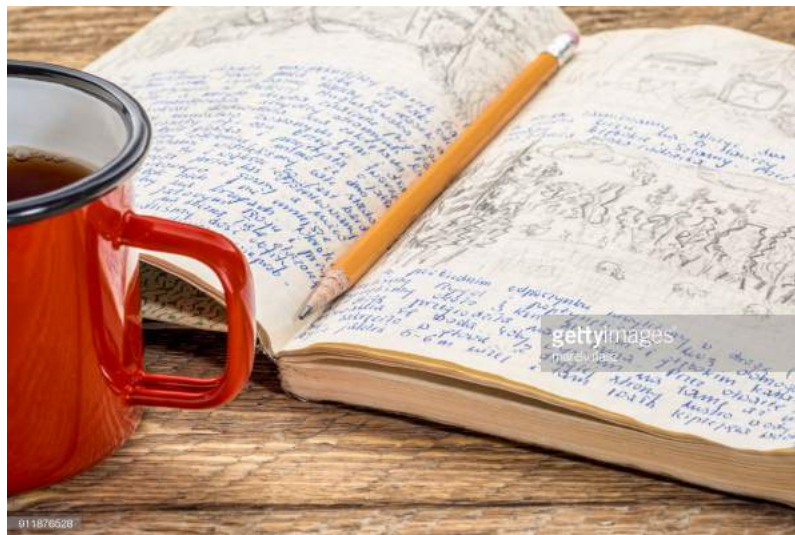
to separate core, first-thought activities from others. Addressing writing problems as they come up spills over to other areas of students’ learning. For example, they learn the difference between helpful and harmful criticism by working with their perfectionistic tendencies.

### In Conclusion: A Personal Example

On a personal note, in the aftermath of Hurricanes Irma and María in Puerto Rico, the author implemented a journal-writing project and found that it assisted the students to reintegrate into the university by providing a place to process difficult feelings of loss and helped them to adapt to the stress caused by limited water, food, and/or electricity. Laboratory notebooks and pens were available, but

Internet connections were not. Mail was delayed, so textbooks did not arrive on time. Through the challenges, students could rely on writing to continue. Using journal writing in the classroom teaches the students to take themselves more seriously as learners and writers—and to

take care of themselves. It allows the teacher to create a learner-centered and transdisciplinary classroom.




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# Lyrics and Literature: A Family Project

By Janice Moen

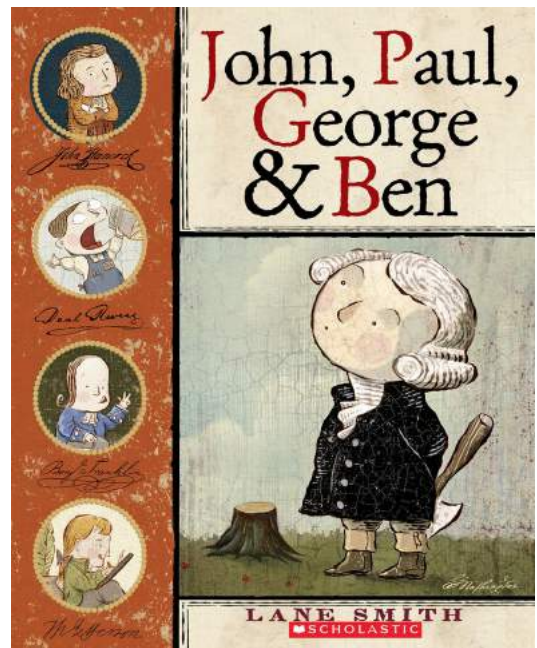
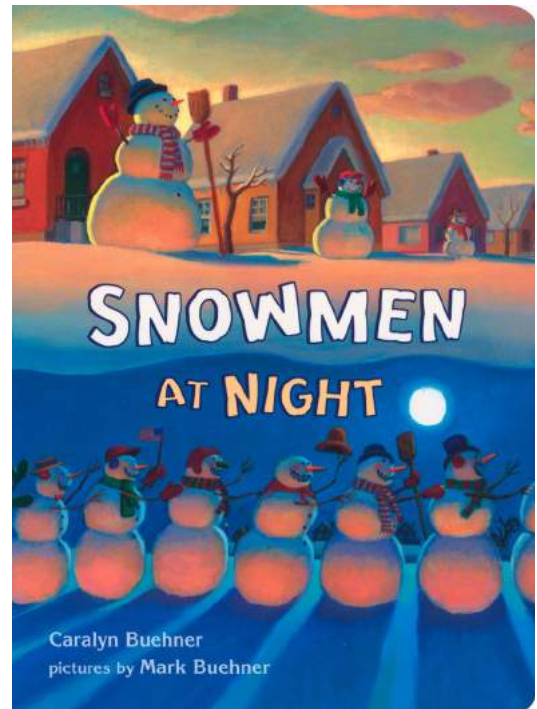
*Lyrics and Literature* began as a collaborative project between two Delta Kappa Gamma members, a niece (Elaine Hall, member of Kappa Chapter in Oregon State Organization) and her aunt (Janice Moen, member of Kappa Chapter in Washington State Organization). The inspiration for the project began when Elaine read the book *Snowmen at Night* (2004) by Carolyn Buehner. Her students loved the story, and so she added corresponding activities. Having seen the many benefits of using music with literature—the students were more involved, remembered more information, and had details come to life—she searched for a corresponding song to accompany the story. Finding none, she decided to send the book to her aunt, who had written numerous songs for children.

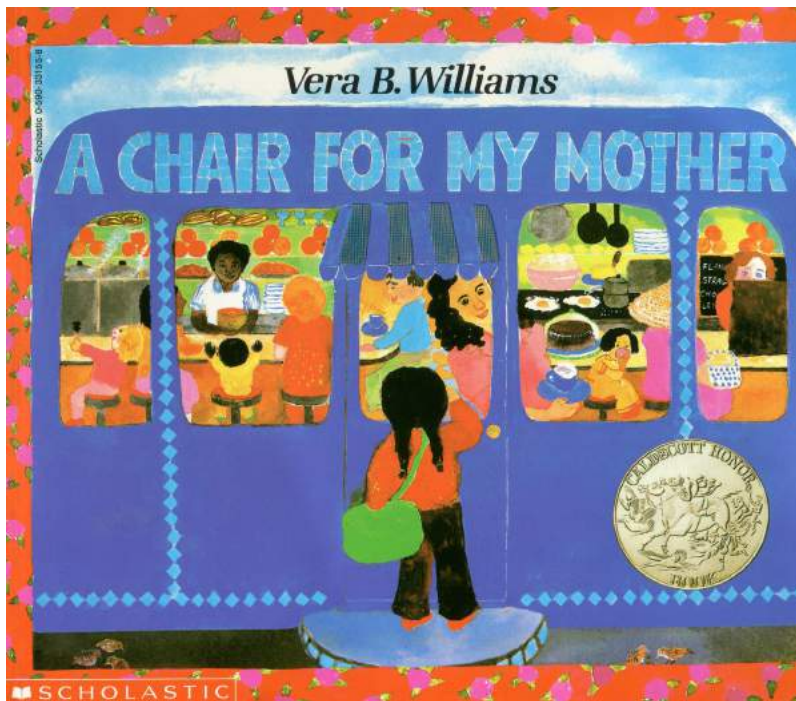
The book was equally popular with Janice, and the song “What do Snowmen Do?” was soon written and returned with these beginning words:

Did you ever wonder, did you ever think  
What do snowmen do?  
When you're in your bed and fast asleep,  
Are they watching you?

Do they keep an eye on the neighborhood,  
Acting calm and standing still,  
Or do they all decide to move  
And go sliding down the hill?

This worked rather well, so Elaine continued sending books in need of a song. These included *A Chair for my Mother* (2007) by Vera B. Williams and *John, Paul, George and Ben* (2006) by Lane Smith. Janice continued to write songs related to the stories, and great things continued to happen in the classroom through this project.



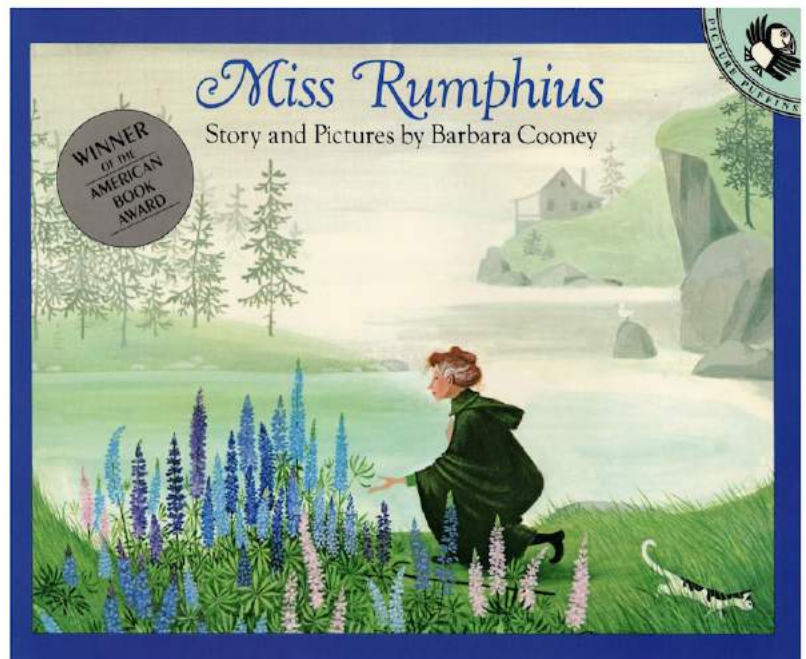


same pattern with new books, activities, and songs. *Lyrics and Literature III* focused on readers' theater. The two members are presently working on a fourth edition that will feature books that lend themselves to sound effects.

These two Kappa Chapter members from different states continue to collaborate and present their *Lyrics and Literature* materials at DKG events. The songs are being sung in several states and provinces. In Vancouver, BC, DKG volunteers read *Miss Rumphius* (1982) by Barbara Cooney and sing "Make the World a Beautiful Place." Another educator has her students sing "The Gift of Love" at her chapter's spring tea. Some classroom teachers have used the songs and activities with their social studies units.

If not for DKG, the project might not have traveled as it has. Lyrics and literature—the perfect combination.

For more information on the project, contact Janice Moen at [jhm4546@comcast.net](mailto:jhm4546@comcast.net), with subject line *Lyrics and Literature*.



In discussing the project at a family gathering, the two DKG members realized they now had 12 books with activities and songs. With this in mind, they decided to do a breakout session at the upcoming DKG international conference.

This was a busy time as Janice rehearsed the songs with several children and Elaine found a suitable recording studio. Booklets were printed, songs recorded, and artwork finished. All art work and singing were done by elementary-aged children. The two DKG members received a Golden Gift Stipend that helped get the project off to a flying start. The session in which the materials were presented was positively received, and thus the project continued.

*Lyrics and Literature II* followed the

**Janice Moen**, a member of Kappa Chapter in Washington State Organization, is a past state president, taught elementary classroom and music education for 33 years as well as college courses on integrated curriculum, and served as a staff development facilitator for the Kent School District. Presently on the Holden Fund Committee, Moen has been active on the international level, presenting at numerous conferences and conventions, serving on various committees, and sharing her talents as Music Representative to develop the new DKG International Songbook and CD. [jhm4546@comcast.net](mailto:jhm4546@comcast.net)

# The Classroom Drum Circle Project: Creating Innovative Differentiation in Music Education

By Valerie Vinnard

Since fall of 2017, the Classroom Drum Circle Project has benefitted and furthered education by providing K-5 and special needs students a creative learning modality that offers differentiated music instruction opportunities for enhanced student growth. The program currently takes place at four elementary schools in the Long Beach Unified School District (LBUSD): Los Cerritos, McKinley, Prisk, and Webster.

## Theory

Music educators try to find unique ways by which to differentiate general music instruction for their scholars, who come from diverse backgrounds and learning levels. Some scholars may be second-language learners, struggle with literacy, exhibit attentional issues, or encounter anger problems. Some students may be more auditory learners, whereas others may benefit from more visual or bodily-kinesthetic music instruction. Drumming offers students a hands-on approach to music education that is fun and helps to meet scholars at their zone of proximal development (Vygotsky, 1962) through careful teacher monitoring of students and through ongoing pupil assessments.

Not only does drumming offer many educational benefits, but it also offers healing benefits in the avenue of music therapy. Recent research has indicated that drumming accelerates physical healing, boosts the immune system, and has calming and focusing effects (Schwarcz, 2018). Drumming also proves beneficial to special needs students “in the areas of motor strength and control, speech and communication, social skills, emotional expression, and cognition” (Moore, 2011, p. ).

## Goals

The program offers students a drum circle unit in which each student learns basic hand-drumming techniques such as bass tone, open tone, and muted tone. Students in upper grades are shown additional tones such as slap and flam. World drumming provides enhanced communication, listening skills, teamwork, discipline, and respect for others. Goals of the unit are to explore and reinforce the elements of music, such as steady beat, tempo, dynamics, timbre, improvisation, tone, note reading/writing, and musical texture through drumming, singing, and dancing. These elements of music directly correlate with the California Visual and Performing Arts/Music Standards for each grade level. The standards touch on all aspects drumming imparts, such as Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relationships, and Applications (California Music Standards).

## Implementation

Each general education and each special education class may participate in its own classroom drum circle, or, as needed and appropriate, general education students can pair up with mainstreamed special needs students to share a drum, working cooperatively with one another. In the sharing of a drum (for example, due to a lack of materials if mainstreamed with a class of up to 35 students), scholars sit side by side in the drum circle and take turns playing the drum. While one drums, the other student utilizes body percussion or small classroom instruments already in music cabinets, such as rhythm sticks, maracas, tambourines, and so forth. Other differentiating techniques include students being dancers—i.e., putting the beat in their feet by “walking to quarter notes, tip-toeing to eighth notes, and gliding to half notes” (Vinnard, 2014)—while the other students play or improvise rhythms on the drum.

## Materials

Through music grants acquired through the Rumba Foundation of Long Beach, under the direction of James Petri, LBUSD music department head, schools were awarded 37 world drums: 17 small Djembes, 11 medium Djembes, and 9 Tubano drums. This array provides one drum for each student in a class of 35, one drum for the music teacher, and one for the classroom teacher. The music teacher may use the small Djembe with strap to walk around the room during instruction.

If budget is not an issue, additional drum circle materials such as Ngoma (leader drum) and Frame drums with mallets are recommended. The Ngoma drum offers students a chance to experience the stature and power that the leader provides. The Frame drums are beneficial for smaller students or for students who demonstrate a lack of coordination in the challenging alternating hand patterns that hand drumming requires. Having such a larger array of materials provides teachers with more options for differentiating even as it broadens mainstreaming opportunities.



Author Vinnard demonstrates on a Ngoma leader drum.

Conversely, if schools cannot afford drums, music grant opportunities are available for teachers through “Donors Choose,” “The National Music Education Foundation,” and “Music for Everyone.” If schools are unable to acquire grants, the method, theory, and song materials (“The Classroom [Percussion] Project: Creating Innovative Differentiation in Music Education”) may still be utilized through the use of body percussion such as patting, clapping, snapping, stamping, and through the use of small classroom instruments as well as dancing.

Song materials utilized vary from American

folk songs to world music found in the district’s music textbook series, *The Music Connection* by Silver Burdett/Ginn (Beethoven, 1995). World drumming principles adapted from *World Music Drumming: A Cross-Cultural Curriculum* (Schmid, 1998) and sequencing/methodology applied in the *Kodaly Concept of Music Education* (Zemke, 1977) as well as movement elements exercised in Dalcroze’s *Eurhythmics* (Dalcroze, 1915) are also incorporated in the program.

## Activities

Throughout the program, students are invited to come up and become drum circle leaders. The children improvise rhythm patterns that their classmates must accurately echo. Students also participate in a rain dance in which drummers tap eighth notes lightly on their fingertips for the rain, lay their palm flat on the drum as they make a circular motion for the wind, and tap quarter notes for the thunder. This activity also requires dancers who stand in the center of the drum circle and tip-toe to the eighth notes (rain), stamp their feet on the quarter notes (thunder), and free dance with their arms gliding in the air on the half notes (wind), The music

teacher or a student leader calls out which of the three parts to play/dance to. At the end of the activity, dancers are asked to freeze as they create their own visual arts sculptures. Students gain a sense of musical and social confidence throughout the activities and establish a deeper level of music appreciation.



## Assessments

Assessments vary from working in small groups to music reading and writing. Collaborating with other teachers and integrating other subjects are also facets of the program. One school participated in an interdisciplinary

Science, Technology, Engineering, the Arts, and Mathematics (STEAM) project and another in a multicultural assembly with Samoan dancers from the local high school.

Students participate in a final assessment exhibition in which all perform a multicultural song for one another and sing a combined selection at the end. These drum circles expand from the classroom, to grade level (12 students per class), to a school-wide drum circle (6 students per grade level, K-5).

## Outcomes

Students become attuned to one another through the program, and the camaraderie, mutual respect, and teamwork acquired during the lessons have aided pupils in all areas of the school, including in their regular classrooms, on the playground, and in the cafeteria. Teachers and administrators have noticed a positive shift in some key students. One particular student, De-Morris, has had tremendous gains in his behavior and self-confidence since participating in the program. According to his teacher, “He is a happier student and gets along with others in a better way.” Since participating in the drum circle unit, De-Morris has asked if he could spend part of his lunch time

improvising on the piano and has joined the school chorus. De-Morris even participated in singing *America the Beautiful* in a small group at his Grade 5 promotion.

Other outcomes of the program are that students are meeting and/or exceeding music assessments and expectations. Hector, a special education scholar, volunteered and was called up from the audience during a field trip to the city's symphony. The conductor handed him the baton, and Hector directed *William Tell Overture* by Rossini in front of an audience of 3,000 people with confidence, accuracy, and poise. The experience made "him feel happy and independent." His teacher, a National Board Certified moderate/severe special education teacher, said she was "proud of him especially because he was a shy student and music/playing the drums captured him where he felt good to step out of his shyness. It also helped him feel more confident with peers" (personal communication, 2018).

A documented increase in student achievement scores has also been noted at several of the sites in which the program has been implemented. According to the Student Accountability Report Card (SARC; California Department of Education), three of the elementary schools in the project increased the percentage of students meeting or exceeding the state standards in English Language Arts (ELA) and/or Mathematics. One of these schools also earned the title of *California Distinguished School* and has closed the gap for African-American students in math and English: "The school's effort to promote learning through collaboration has earned a 10% increase in math and a 6% growth increase in English for the African-American subgroup" (Mendick, 2018).

## Conclusion

The Classroom Drum Circle Project provides healing benefits, boosts self-confidence, and gives students an enhanced role in their own music education. In the fall of 2018, the program expanded to an additional site that was awarded the 37 drums as well as 16 Frame drums with mallet and a Ngoma leader drum. This larger array of materials will provide greater differentiating technique possibilities and broaden mainstreaming opportunities for students. Music teacher colleagues in the district and in other states (through social media)



have recognized the value of the program and have asked me to aid them in writing grants for their schools and students. This program has inspired and encouraged music teacher colleagues in attaining drum circle materials and experiences for their own scholars. Now, many more children will participate in the benefits drumming has to offer!

**Valerie Vinnard** has been a member of Delta Epsilon Chapter in California State Organization since January 2017 and has taught K-5 general music in the Long Beach Unified School District since 1999. She also shares her musical gifts as choir director/cantor/pianist at St. Mark Catholic Church in Venice, CA. [VVinnard@lbschools.net](mailto:VVinnard@lbschools.net)

# Lighting up a Forgotten History

By Grace Alonso

After years of debate, Texas students will now have another option in their high school curriculum. The course known as Ethnic Studies is a triumph for many of the young Mexican-Americans students throughout the state—an opportunity to know their past, to gauge for themselves the struggles and challenges many still face today, and to set a path forward. Students in South Texas have an advantage over most students of the state, because the area they call home is the same area that made them Mexican-Americans so many years ago. The valley between the Rio Grande Valley and the Nueces River was land disputed by Mexico, Texas, and the United States—and after a 3-year struggle and the Treaty of Guadalupe Hidalgo, thousands of Mexican citizens became United States citizens with all the attendant rights, seemingly overnight. Unfortunately, many valley students view the war and its impact with surprise and dismay when they first learn about it and are unaware of the rich history available just down the road. Altering this view is a challenge.

The answer to that challenge arrived via an e-mail I received during the last days of my third year as an elementary teacher when I was selected for the Department of the Interior's National Park Service (NPS) Teacher-to-Ranger-to-Teacher Program (<https://teacherrangerteacher.org/>) and provided a chance to work during a summer at the Palo Alto National Historical Park (<https://www.nps.gov/paal/index.htm>). This outreach program strives to make educational connections with local communities through the NPS's many parks and resources, creating place-based learning experiences, professional development, and other interactive educational programs with the expertise of teachers to enrich the parks' educational services and programs. And now more than 10 years later, I continue to show my high school students this forgotten history about their community that is also part of their story and to bring to them a sense of awareness that they are emphatically part of this history as well.

## The Living History Experience

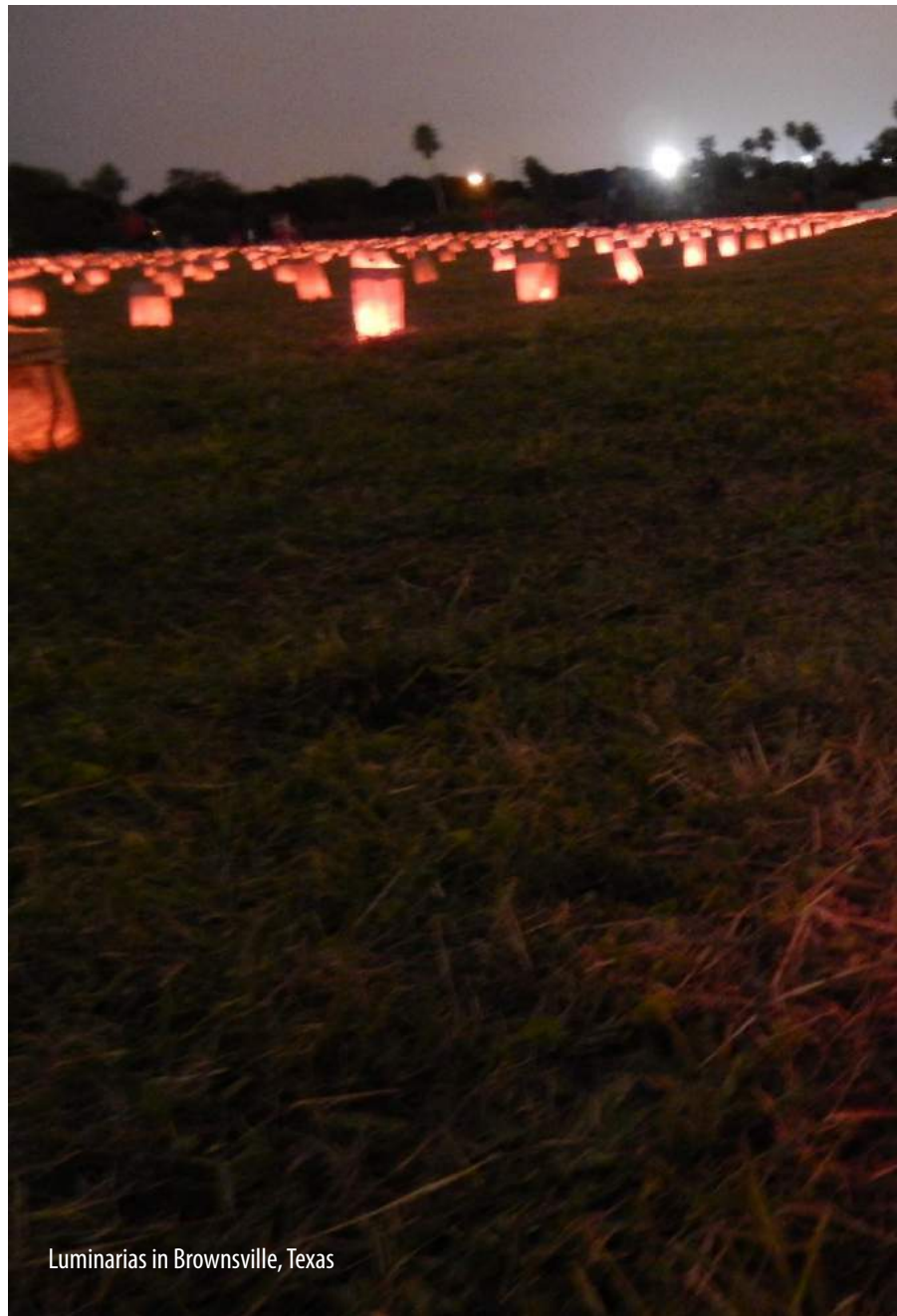
As you drive down Paredes Line Road on your way to the mall, nestled between a subdivision and resaca (old river channel of the Rio Grande), you'll find an empty field surrounded by a three-rail fence. Perhaps as you rush by you might not notice this interesting piece of undeveloped real estate surrounded by thick brush and trees, but if you take the time to park your car in the hidden parking lot and walk the path, you'll discover something amazing about the town. This empty field is the site where one of two major battles occurred, literally, in our own backyard, allowing the United States to begin the process of becoming a world power. At the time, Manifest Destiny was the more immediate goal, but this event, this battle, set into motion a series of events that propelled us to gain internal strength before we began to look outward towards new horizons and new goals. And if you drive by on a cool November night, you'll see that field turns into an array of twinkling, floating lights that presents a stark contrast to what occurred on that same field more than 160 years ago. Two nations, Mexico and the United States, faced off in an attempt to maintain their empires, to preserve their legacy,

or to establish ownership of land in a first face-to-face confrontation at the Battle of Resaca de la Palma.

Every year, the community in and around Brownsville, Texas, along with volunteers from high schools, Boys Scouts, Girl Scouts, and history enthusiasts, come to that field armed with their lighters and sturdy shoes to set up and illuminate hundreds of luminarias that serve as a memorial for the almost 200 lives lost during this imperial struggle. Most students show up with the hopes not only of gaining volunteer hours but also with a burning desire to stomp out the brown bags containing the candles if they catch on fire. Parents may take their children to view the living history demonstrations of a soldier's life during that time. And, for many community members, it is the realization that an important event happened in our little corner of the earth—that we are not as obsolete or irrelevant to the world at large as we might imagine. Hopefully, these young children grow up with a greater appreciation of the sacrifices soldiers made from both sides of the conflict and realize that something that changed the course of history for both nations happened in their own proverbial backyard and not in some faraway exotic land.

Each flickering candle, weighed down by sand on the green grass, provides a glaring reminder that, at one point, this land on which we stand once belonged to Mexico and that Mexican citizens from all over Mexico came to defend this land that was part of their once-vast empire, their heritage, and their place in the world.

However, a new budding nation, flexing its muscle and determined to earn a place on the world stage, would surprise a seemingly superior army in what became known as the Mexican American War. In fact, many in Europe, as they observed this struggle between two North American giants, believed that Mexico would completely rout the upstart American army. Simply put, the Mexican army had more experience fighting as they had been putting down rebellions throughout their lands; access to European weapons and training from the French Army in the popular Napoleonic methods made them a formidable opponent. However, in retrospect, those European weapons and tactics were outdated and obsolete. Despite the greater experience of the Mexican army, this battle, and ultimately the war, would be won by the innovators, those who depended on ingenuity and resourcefulness, not their vast armies, to secure victory. The American Army, though small, was led by career military men who had received their training at West Point. These were men who had decided their fortunes, or at least greater opportunities, lay with military service. Although the ranks of the U.S. military would fill with volunteers as the war progressed, the first two battles of this war





involved only professional soldiers.

Students approach this event with a sense of detachment about the actions that led up to the Mexican American War. They get carried away with the battle stories and the death tolls, but their understanding of the relevance this event plays in their own narrative and their place in American society is somewhat limited because they take for granted their surroundings, their bilingual abilities, and their story. This event illuminates that, due to their heritage, their lives are connected to the much broader legacies of two incredible nations and highlights the struggle many students have in reconciling their lives within the United States while honoring their own culture and traditions.

For the moment, those questions are set aside as we march quietly along the field, lighting a candle for each of the men lost from both sides of that struggle. Once all have been lit, we walk from one end of the field to the other in quiet contemplation, visit one of the many living history demonstrations and, once in a while, hear the quiet stillness of the night pierced by the boom of a cannon. Now, in complete darkness, each light, each soldier, each soul reaches out among the murmurs, the crickets, the cars, and the city lights, allowing us to honor the past while hoping for a better future as we stand on the same ground where Mexican and American soldiers spilled blood for their own hopes and dreams.



These same students, members of the community who are swept away with the serenity of the occasion, take the moment to wonder. Those questions prompt them to come to class and to ask, listen, debate, and appreciate. This living history demonstration helps students to observe the human side of events to make them more personal and to visualize them better than lectures or notes ever could. The luminaries of that night are more than an opportunity for community service hours, or something to do on a Saturday night, or to honor fallen soldiers. The experience motivates them to take the learning of the classroom to the public, their families, their little siblings, and relatives and forces them to ask the same question I asked many years ago when I first walked those fields to light my own luminaries: “Why is this the first time I’ve heard about this?” This field, this event, and this same awareness enable many Mexican-Americans to want to learn more about their history and contributions to the American story.

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**Grace Alonso**, a member of Alpha Mu Chapter in Texas State Organization, has a master’s degree in interdisciplinary studies in history and political science. She is currently teaching AP-U.S. History at Rivera Early College High School in Brownsville, Texas. [athena\\_1941@hotmail.com](mailto:athena_1941@hotmail.com)



# Great TEAMS Run GREAT Meetings

By Susan Leahy and Gwen Simmons

DKG has partnered with Susan Leahy, the nation's #1 Robert's Rules of Order training provider—author of *Robert's Rules Made Simple* and the creator of *The Confident Woman Program*—to support DKG members to feel more confident and competent, not just in meetings, but also in life! Here Leahy and 2014-2018 International Parliamentarian Gwen Simmons share three practical tips to begin talking about how to support chapter, state organization, and international level groups to practice TEAM during meetings.

Because many meetings are grounded in the context of conflict (us vs. them or right vs. wrong), work gets done slowly and resistance is created. What would be possible if the members of DKG could more clearly and directly talk about how to use meetings as an activity to generate more TEAM? What would shift within DKG if we owned the thought that “Great TEAMS Run Great Meetings”? What would shift if we started talking about how to make our meetings more of a TEAM building activity? Here are three practical tips to begin talking about a new way to approach meetings.

## **TIP #1: Set the Context of Your Meetings First!** **Be intentional about what you are creating!**

Context can be described by what people are thinking or feeling. The reality is that your meetings already have a context. For example, consider asking your meeting participants to “share three words to describe what you think or feel after attending our meeting.” The three words provided by your meeting participants would begin to express the current context of your meetings.

Context is always being created. The goal is simply to define the desired context of your meeting, intentionally and **before** the meeting ever starts. Thinking intentionally about the meeting context you want to create will give you, your chapter, your state organization assembly, or an international board something toward which to aim. This context is where you experience TEAM.

To set the context of your meetings, start with this exercise:

List 3-5 words that describe the TEAM context **you want** people to think or feel in your meetings. Answer the question:

We want our meeting participants to think or feel (LIST 3-4 Words) as a result of their participation in our meetings?”

- 1.
- 2.
- 3.
- 4.

EXAMPLE: “The TEAM context for our meeting is that people feel **HEARD, SAFE, VALUED, and RESPECTED.**”



These four words now become the context you collectively as a TEAM work to create. Begin and end your meetings by speaking these four words. This is a powerful way to give intention to the context of your meeting.

What is so important about defining and speaking these words before your meeting is that you now have something to which to draw back if there is any “bad meeting behavior.” Instead of confronting and making someone “wrong,” you remind participants of the context the group is collectively working to create and encourage them to make whatever shift is needed to support the TEAM context you have defined for your chapter or board. Finding your TEAM context doesn’t have to take a long time, yet it will provide you an infinite amount of support to make your meetings more TEAM.

## **Tip #2: Set Your Board Members Up for Success! Teach everyone the fundamentals of Robert’s Rules of Order!**

Set up your chapter or board members for success to be able to speak the language of meetings. It is very difficult to work together as a TEAM if people on your TEAM are not speaking a common language. If you serve on a board or chapter and you are supposed to be using Robert’s Rules of Order, then give each of your members the opportunity to learn the fundamentals of



the language. If your members do not know the fundamentals of Robert’s Rules of Order, then they are going to struggle to get involved, share opinions, and participate in discussion or debate in a way that supports the forward motion of the meeting.

To assist with such an effort, DKG has partnered with America’s #1 Robert’s Rules training resource called *Robert’s Rules Made Simple*. Providing training for each member of a board, or each state organization president, or each chapter assembly encourages them to learn the fundamentals so that they can work together as a TEAM to get more work done.

Below are “The 7 Fundamental Motions” used in most meetings. Teaching these to each of your board or chapter members will set up these participants and your meetings for greater success. Make a commitment on your board and in your chapter to teach each and every participant how to make and vote on each of these motions. (See resources at the end of this article)



The 7 Fundamental Motions:

- #1. Main Motion
- #2. Amendment
- #3. Amend the Amendment
- #4. Refer to a Committee
- #5. Postpone to a Definite Time
- #6. Previous Question
- #7. Lay on the Table

### Tip #3: Learn how to debate! Your job as a board or chapter member is to “influence” as well as to “be influenced.”

One important area to practice as a board or chapter assembly is structuring debate during meetings. Members’ failure to share or voice their opinions in an orderly and cohesive manner can create confusion. Great TEAMS are great at communication, and practicing clear and concise communication during meeting debates is important. Consider this simple 3-step process that will help DKG members debate with greater clarity.

3-Step Debating Process:

- #1. Restate the motion you are talking about  
“Regarding the main motion to...”
- #2. Give your opinions as an A, B, C or 1, 2, 3  
“It is my opinion that...a...b....c...”
- #3. Tell people how you want them to vote  
“So therefore, I encourage you to **vote for** the main motion;” or “So therefore, I encourage you to **vote against** the main motion.”

These three steps are simple and will generate focus as well as direction and clarity. Remember that as a board or chapter member, your job is to work to influence the opinions and decisions of your fellow members. However, that is not enough. It is also important to allow yourself to be influenced by the thoughts, opinions, and input of other board or chapter members. That is, your job is to influence as well as to be influenced by the members of your board or chapter. A strong debate supports this process and builds a more effective TEAM.

## Conclusion

What would happen if DKG started to look at our meetings as a TEAM-building opportunity? Would people show up differently? Interact differently? Get more involved? Would we work to be more cooperative? We believe DKG’s best **recruitment and retention tool** is leading effective meetings at each level of the Society—especially the chapter level. Remember: your board, state organization assembly, or chapter will work together as a TEAM if everyone is speaking the same language.

Think a bit about how you can support your DKG leaders at every level to function as a TEAM. Meetings are a TEAM-building activity. Set a clear TEAM context. Teach the fundamentals of Robert’s Rules of Order and share the 3-Step Debating Process with your board or chapter members. We encourage you to take these steps either in person—face-to-face—or using an initial 90-minute webinar with follow-up recorded webinars for members to view individually in the privacy of their homes or as a group on an ongoing basis.

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**Susan Leahy, MA, CSP**, a DKG Partner.

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## Gadgets for Key Women Educators

People love their gadgets—and educators may find many useful to help ensure the health that is vital to their classroom success and to improve their productivity and safety at home, at work, and while traveling. As technologies have advanced, so have the sophistication and range of gadgets to make daily life simpler—definitely a boon for busy teachers...and retired educators as well! The ever-expanding array of gadgets—i.e., unique-use tools—can make the task at hand easier or just plain “cool.” Because it is hard to stay on the cutting edge of technology and innovative gadgets due to the seemingly-daily flood of new devices, we offer ideas (not product recommendations *per se*) for the key women educators of DKG!

### Gadgets for Your Health

As modern medicine has progressed—and become more expensive—health gadgets have gained popularity. Certainly, they can be useful to educators who need to be at their peak health in the classroom, as well as to active and retired educators who attend conventions or travel for pleasure. Explore these select gadgets to learn ways to stay healthy, travel smarter, and feel better.

- If the heart is a concern, the FDA-cleared, clinical-grade mobile EKG monitor **Kardia** might be useful. Kardia captures a medical-grade EKG in 30 seconds anywhere, anytime. It works with Android or Apple iOS. A related gadget, **KardiaBand**, a watch band for the Apple Watch, provides accurate and instant analysis for detecting atrial fibrillation and abnormal sinus rhythm in an EKG. Simply place a thumb on the integrated KardiaBand sensor to take a medical-grade EKG in just 30 seconds.

- Another heart gadget that adds general health functions is the **Nokia Body Cardio Scale**. In addition to measuring standing heart rate, it provides weight, fat mass, muscle mass, body water, and bone mass. It transfers this information via Wi-fi to the Health Mate app (Android and iOS).

- To help the family and travelers stay well, try the **Verilux CleanWave Portable Sanitizing Travel Wand** with UV-C Technology. The affordable travel wand is laboratory-proven to eliminate up to 99% of germs in a matter of seconds! It kills the germs and allergens that are found on hard surfaces at home, in the office, on public transportation, and in other open places.

- Stay food smart with the **Nima Gluten Sensor**, a hand-sized gadget. Put a bit of food in the test capsule, insert the capsule into the sensor, and press *start*. In a few minutes, Nima will indicate *gluten-free* or *gluten-found*, and the user can determine if the food will fit his or her diet.





- Many dollars are spent on water bottles each year, with assorted styles and functions to meet varied needs. **Dot Hydration Tracking Water Bottle** has a clever lid. As opposed to numbers, this bottle tracks and displays a user's hydration with dots. The dots accumulate in 600 ml segments, and the bottle continues to track the sips with each refill. That refill might come from a **ZeroWater Pitcher** that removes lead, chromium, aluminum, zinc, and nitrate. It also removes chlorine taste and thus is a good choice for cleaner, pure-tasting water at home. A water quality meter included with each pitcher lets the user test the water for worry-free hydration.

- For caretakers or seniors themselves, the **Dring Smart Cane** goes beyond aiding the walker. The connected cane understands its user's habits and deduces which situations are not usual, such as low activity, tiredness, or a fall. The cane directly connects itself to GSM, the Global System for Mobiles network used by cell phones. Caregivers automatically receive a phone call, a text message, or an e-mail. The cane's software may include georeferencing, thanks to an embedded GPS system. The caregiver signals that he or she can respond to the alert. Confirmation is sent to the cane, which lets its user know that someone has been notified.

- Smart watches and fitness trackers are available from a variety of companies. **Fitbit** and **Apple** make some of the more popular ones. Depending on the brand, they can track movement during the day, heart rates, GPS, sleep, and even allow users to talk on the phone. The prices have come down in recent years on basic models but extra gadgets on the gadgets can add back up!

- If constant pain is a deterrent to normal activity, one could consider the TENS gadget as an alternative to painkilling medication. Mild electrical currents run through the transcutaneous electrical nerve stimulation (TENS)

machine and into the skin, stimulating specific nerve pathways to produce a tingling or massaging sensation that reduces the perception of pain. The small, battery-operated device has different adjustable settings the user controls for his or her specific preferences. TENS machines are manufactured by a number of companies, such as HealthmateForever or Omron, and vary in price according to features.



## Gadgets Around Your Home, Office, and Car

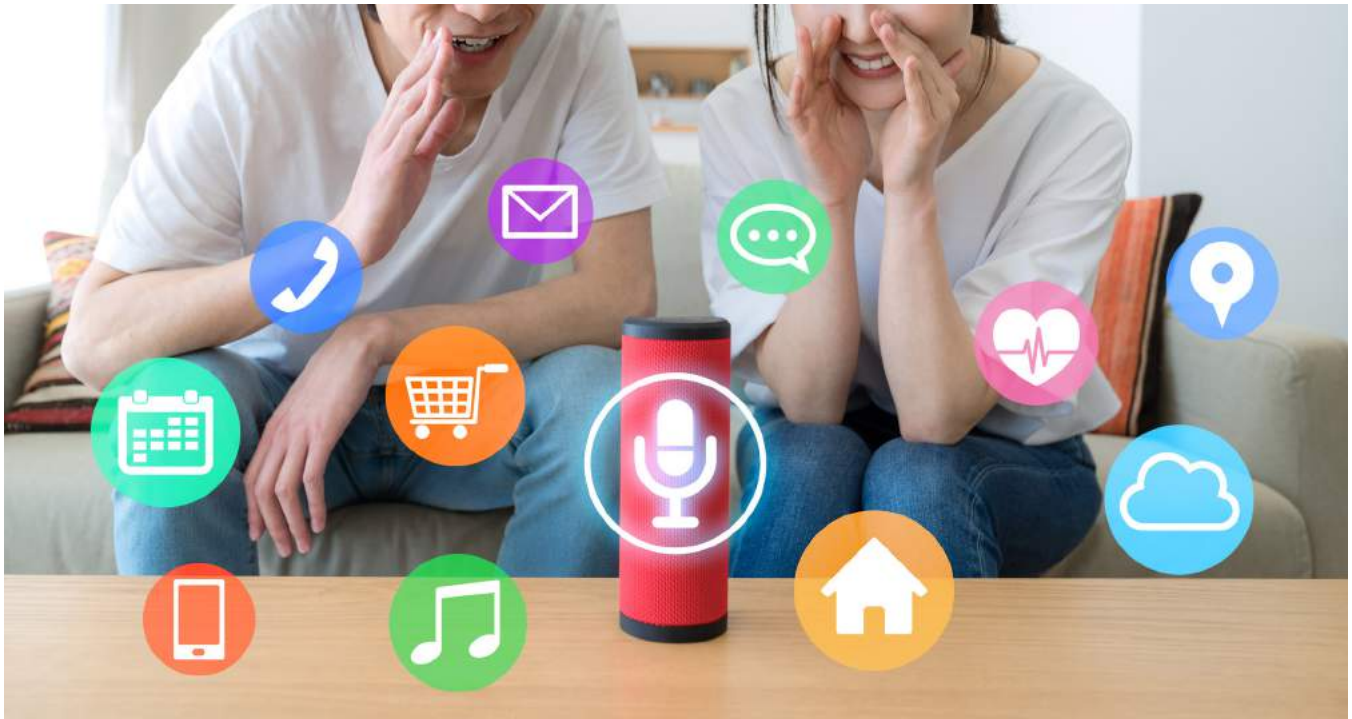
Home and office gadgets are among the most prevalent and quickly changing but can have the most impact on daily lives. For educators on the go, home, office and car gadgets can provide extra safety and convenience.

- Some simple, inexpensive, yet helpful gadgets that make great stocking stuffers or gifts for colleagues are the **Peeps** eye glasses cleaner and the **ID Protection Stamp Rollers**. Peeps is based on a dry-cleaning system that will not damage lens coatings like traditional alcohol or ammonia-based liquid cleaners. Small enough to put in a purse or pocket, it is both a safety and convenience item. ID Protection Stamp Rollers help



prevent identify theft by permanently blocking out print, such as addresses, account numbers, or form data, so junk mail or letters can be recycled instead of shredded. Great for the home or work offices, these gadgets are readily available and refillable.

and charge almost any electrical device, including smartphones, tablets, and lamps. The gadget can be charged using a wall outlet in as little as 2 hours or a car charger in as little as 4 hours.



- Whether home or away, the **Ring Doorbell** gadget will alert the owner through his or her mobile device when motion is detected or visitors are at the door. Users can then communicate directly with visitors, speaking to them through a built-in microphone, as well as capture video footage if the visitors are the kind one would not want prowling close to the house!

- Power outages are causes for concern, and generators are gaining popularity for safety and convenience. One such larger gadget is the **Patriot Power Generator**, which provides an endless supply of electricity without gas, fumes, or noise. The 1500 watts of power is enough to power lights for safety and comfort, a computer, TV, or cell phone. Even small appliances such as a small freezer or critical medical device that will sustain a family during a power outage can be powered by such a generator.

- On a smaller scale, the **Battery ResQ** is a powerful, compact portable power supply that can be stored anywhere. It can be used to jump start a vehicle

- Taking care of in-home technology before the power goes out can save time and money. The **APC USP Battery Backup and Surge Protector with USB Charging Port** could be a life saver, providing power for computers, external hard-drives, and even wireless routers.

- **Amazon Echo, Google Home, and Apple HomePod** are smart speakers for a home. Each is waiting for the user to call upon it for inquiries, for music, or even to turn on lights. Depending on the brand, the device can give reminders (such as for medicine for the forgetful), place orders for groceries or supplies, wake owners in the morning, or even make phone calls.

- A home gadget that can actually do work instead of reminding one about it is a robotic vacuum. It will clean all kinds of floors while the owner sleeps or is at work. A number of such vacuums are on the market, including **Samsung PowerBot, Eufy RoboVac, and iRobot Roomba**. Each reportedly does a great job, even on pet hair.





- A safety and convenience gadget, especially helpful for the forgetful or the traveler (or both!) might be a tracker. Finding lost keys, luggage, or purses is easier if a tracker is attached. These tiny Bluetooth gadgets can be attached to a key ring or stuck on straps. Some are even waterproof and excellent for the beach or sports enthusiasts. An app on a smartphone will find the tracker. Popular ones include the **Tile Sport** and **TrackR**.

- The **Fujitsu ScanSnap** is an office gadget that can quickly declutter a busy workspace. Create searchable, multipage PDFs with the click of a button. Scan documents directly into integrated cloud services, such as Dropbox, Google Drive, or Evernote, to access files from anywhere. This gadget also scans high-quality photos. Fujitsu's customer service receives excellent reviews.

- A pair of gift ideas for photographers might be a lens cap keeper and a mini tripod. For example, the **Altura Photo Lens Cap Keeper** is an inexpensive gadget and useful for those who use a digital single-lens reflex (DSLR) camera lens cap. The holder, which will keep the cap from getting lost and make it easily accessible to return to the lens, will work with virtually any lens or camera brand. A smart phone or DSLR takes great photos, but there are times the photographer needs help to steady the camera. A mini tripod, such as the **FAVOLCANO Portable Mini Tripod**, can help. It can be used as a tripod or holder to get great, clear shots.

- Using a smartphone at a desk or need a flexible tripod for it? The **Everywhere™ Cell Phone Holder** uses a clamp and long flexible arm to position a phone just where it is needed. This convenient gadget is also perfect for vlogging, video chatting, or Facebook Live demos.

- In cases where the home or office extends to the car, hands-free communications would be safe and convenient. A smartphone or other device needed to initiate a call usually requires Bluetooth wireless technology to make the device hands-free. These gadgets, called hands-free car kits, include **Anker Sound Sync Drive** and **Jabra Freeway Bluetooth In-car Speakerphone**, the top-selling models.

- A handy gadget to keep the user's eyes on the road while driving is a heads-up display, such as **VIZR**. This safety device uses a smartphone app to project whatever is on the phone's screen onto a transparent display on the dash. The driver will have no need to glance down at a phone while navigating traffic, and the gadget's transparency leaves full view of the road. VIZR works on all cars and trucks and installs quickly and easily.

- Do not have a backup camera but think one would be convenient? Several are available to update any vehicle. One that is easy to install because no wiring is needed is **Pearl Rear Vision**. The camera, incorporated into a license plate frame, uses a smartphone app to give a view behind the car and alerts the driver to obstacles.

- Do-it-yourselfers might also find it convenient to have a gadget to diagnose what the check engine light means if it happens to come on. Instead of taking the car to a dealer, the DIYer could plug a gadget into the onboard diagnostic port. One such device, the **FIXD OBD-II Active Car Health Monitor**, shows in plain English why the check engine light is on, how severe the problem is, and how much a repair should cost. The device can also monitor the car for any problems before they become issues.

Gadgets such as the ones described above can help make life healthier, safer, and "cooler." From the most inexpensive tools to higher-priced items, gadgets can increase efficiency, bring joy, and provide a convenient, time-saving means to get a job done for modern-day key women educators.



# Teaching Controversy, Thinking Critically... and Loving It!

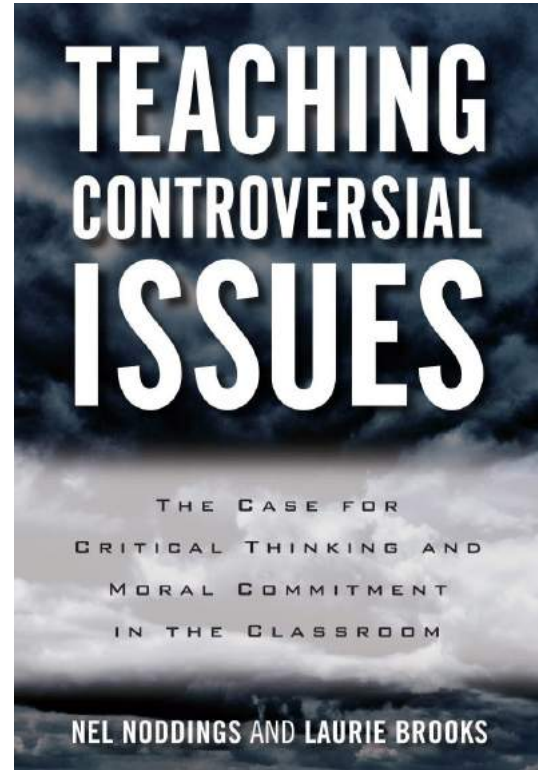
Dr. Nel Noddings and Laurie Brooks have written a timely and fascinating book for educators in all fields and at every level: *Teaching Controversial Issues: The Case for Critical Thinking and Moral Commitment in the Classroom*, winner of the 2018 DKG Educators Book Award. Committee members concurred in ranking this work consistently among the top choices of the eight qualified submissions and believed the book should be read and used by educators in every level, every field of teaching, and all over the world.

*Teaching Controversial Issues* is well-organized, with an introduction and 12 chapters. The authors divided up the writing, each taking several issues and discussing them thoroughly. However, the book begins with a discussion on the definition of “a moral life” through the ages, the three significant influences on that life, and how education has been affected over the centuries by these and many other philosophical influences. Although perhaps a somewhat difficult read, the first chapter is an important, thought-provoking synthesis of these philosophies and their influences on thinking and reason.

So often nowadays, members of society seem to have knee-jerk reactions to issues, whether on political, religious, race, gender, or myriad other topics. An issue is stated by one side, and heated, oftentimes inflammatory and derogatory statements toward the other side ensue. Nothing is resolved, leaving all parties angry and deeply divided. Noddings and Brooks make compelling arguments throughout the book that all children, beginning at a young age, should be taught to think critically as well as closely research and examine all sides and all points of an issue before forming conclusions and opinions about which side they favor. This method allows students to develop thoughtful insights; to empathize with salient arguments, no matter the speaker; and to be able to argue intellectually the points they favor. The idea is to understand, not to win!

Not only do the authors compel educators to bring up controversial issues, they also explain in each of the subsequent chapters about specific issues common in the world today. They delineate how to teach critical thinking, bring issues to the foreground in class, lay a foundation for discussion, examine progress made nationally or internationally, see what steps students and schools can take concerning issues, and develop understanding of the impact of these issues not only locally, regionally, or nationally, but also globally.

Although the book is based largely on philosophies, thoughts, actions, and issues that have to do with the United States, citizens of all countries experience many, if not every one, of these issues, and students worldwide will benefit greatly from being able to think critically and argue sensibly. The world will be a far less volatile place if, in the future, all adults have learned to think and argue critically about authority, religion, race, gender, politics, money, class and poverty, equality, justice and freedom, patriotism, and entertainment, sports, and media.





# Strength in Collaboration

The strength of DKG chapters is built on the symbiotic relationships among membership, programs and projects, and finance. Accordingly, when chapter presidents, treasurers, membership chairs, and educational excellence chairs work together to recruit and retain members, a strong base to grow chapters is built.

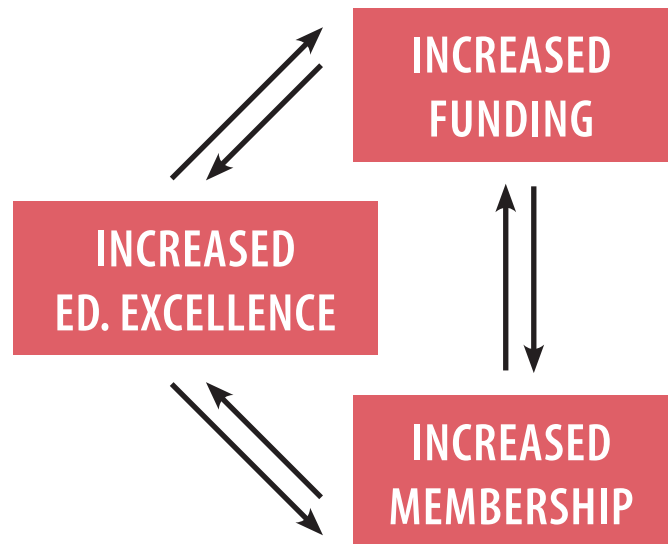
## Increased Membership

Increasing membership is important to driving programs, projects, and, in general, the funding required to promote educational excellence. The membership recruitment plan offers a framework to invite individuals with varied areas of expertise that will enrich programming possibilities for chapters, state organizations, and the Society. Utilizing members' skills and knowledge in this way helps them feel valued by the organization even as it enriches others.

## Increased Funding

Another benefit of growing membership is the financial support provided. The financial health of a chapter, a state organization, and the Society becomes an important piece of the equation. Dues, budgets, programs, and projects are all woven together and interdependent. Recruiting and retaining members is easier when programs and projects are meaningful. Funding meaningful programs and projects is increasingly possible when there is sufficient budget to support them. A chapter can build a strong financial base that funds meaningful programs and projects when membership increases.

A stable financial base gives members confidence in the organization. Chapters with a strong financial base not only can present great programs but may also be able to support conference attendance that enhances the membership experience. In addition, members and chapters could choose to contribute to additional philanthropic efforts.



## Increased Educational Excellence

Programs and projects encourage members to embrace educational excellence by offering opportunities to participate in policy discussions on education and changing global issues, to pursue leadership opportunities, and to implement community initiatives. When programs are vibrant, members are attracted, engaged, and retained. When a chapter is solid, it has financial stability and potential for growth.

This vital relationship—membership, finance, and educational excellence—ensures that DKG can move forward. An increased and diverse membership will create increased funding to promote more relevant programs of educational excellence. In turn, increased membership will result ... a powerful cycle!

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**This article was written collaboratively by** Connie Rensink, Texas, International Membership Committee Chair, 2016-2018; Cynthia Moore, Alberta, International Educational Excellence Committee Chair, 2016-2018; and Patricia O'Connell Buckley, Connecticut, International Finance Committee Chair, 2016-2018.



# The Holden Fund—It's All About the Members

Delta Kappa Gamma accepts its members as they are, with all their potential, and provides opportunities and experiences to help all to learn and grow, not only as educators but also as leaders. The Holden Fund is instrumental in making this happen.

## Tell Me More

The Holden Fund, formerly known as the Eunah Temple Holden Leadership Fund, sponsors speakers at each international conference (formerly referred to as regional conferences). These speakers are recognized authorities on management, education, and/or women's issues. The Holden Fund also partially funds a speaker for the international convention, as it did in 2018 with Benjamin Zander, conductor of the Boston Philharmonic Orchestra and co-author of *The Art of Possibility*.

Other speakers have included:

- ✦ Judith Viorst, humorist, psychoanalyst, researcher, and author of *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. She has also written many adult books including *It's Hard to be Hip over Thirty* and *Suddenly Sixty*.
- ✦ Helaine Jesse, college vice president and government relations representative, who is recognized for her ability to *Market Magic through the Power of Effective Communications*.
- ✦ Sarah Sladek, founder and CEO of XYZ University, who poses effective steps for addressing membership issues in her book *The End of Membership as We Know It*.

This list could go on and on and include a Royal Mountie, a beauty pageant winner, a lieutenant governor, a judge, a professor, a college president...all funded by the Holden Fund.

## Tell Me Even More

The Holden Fund partially funds the orientation sessions and the March finance committee meeting for the incoming international president, as well as

orientation sessions for incoming administrative board members and professional staff. It partially funds the planning meetings for international chairs and regional directors for the new international biennium.

## After All...It's All About the Members!

Feedback received regarding these Holden Fund projects reveals a far-reaching impact on DKG members. We all want this to continue. As a fellow member, you may want to contribute to the Holden Fund to see that these efforts do continue. You can contribute at [www.dkg.org](http://www.dkg.org) and will be helping our members develop their potential to learn and grow as educators and as leaders in their communities.

In his book *The Inner Game of Tennis* (2010), W. Timothy Gallwey writes about the rose, its beginning and growth:

When we plant a rose seed in the earth, we notice that it is small, but we do not criticize it as "rootless" and "stemless." We treat it as a seed, giving it the water and nourishment required of a seed. When it first shoots out of the earth, we don't condemn it as "immature" and "underdeveloped"; nor do we criticize the buds for not being open when they appear. We stand in wonder at the process taking place and give the plant the care that it needs at each stage of its development. The rose is a rose from the time it is a seed to the time that it dies. Within it, at all times, it contains its whole potential. It seems to be constantly in the process of change; yet at each state, at each moment, it is perfectly all right as it is.

We might think about Gallwey's rose as a member of DKG, a member accepted as she is and provided with opportunities and experiences for the future. Our members can grow just like this rose with support from the Holden Fund.



# Excursions, Travels, and Treks

No matter what term you may use—*expedition, tour, jaunt, travel, voyage, trek, or excursion*—each brings to mind a trip to a chosen destination. Your travel can vary from a quick camping trip to the mountains or shores to a trip that spans weeks and miles around the globe. The mode of travel may be plane, train, bus, or ship, and the list of possible destinations is almost endless. The desire to travel crosses all age groups and areas of interest, such as food, art, history, nature, or architecture.

With that in mind, DKG and Go Ahead Tours have been providing travel opportunities for members, as well as their families and friends, since 2016. Destinations have included England, Scotland, Ireland, Spain, Portugal, the New England states, and Alaska. Upcoming tours have been planned for Iceland and northern California. Input from members has also provided a list of desirable locations throughout the world that could become destinations for future tours. Additionally, each tour booked provides a source of non-dues revenue to DKG.

Travelers who book their excursions through DKG and Go Ahead Tours can be assured of many positive benefits besides great locations. Each tour includes guided sightseeing to attractions noted for their beauty, historic significance, or uniqueness. Knowledgeable tour guides ensure that travelers have thorough information and guidance throughout the trip. Hotels are chosen for their comfort and safety, and meals are selected to highlight the local cuisine. Each DKG tour associated through Go Ahead Tours includes a DKG Ambassador, carefully selected to enhance the tour experience. On these trips, one can learn, make new friends, and enjoy the sights and sounds in cities and countries around the world. Last but not least of note is the camaraderie that travel with fellow DKG members can engender. All these benefits add up to a truly remarkable travel experience.

## Iceland Travel

This amazing tour has already attracted many adventurers! It's not too late to sign up for the second scheduled tour. Experience geysers, waterfalls, and the world-famous Blue Lagoon. Begin your adventure in the capital city of Reykjavik, and be ready to be amazed by the natural landscapes and beauty of this incredible country. The tour is scheduled for July 28-August 2, 2019, immediately following the DKG European International Conference in Reykjavik. It's a perfect opportunity to attend the conference and stay on in Iceland! You will find more details about the trip on the Society's website.



Reykjavik, Iceland



Napa Valley, California

## California Travel

Does the idea of food and wine attract you? If so, this California tour will be the one for you. Begin your excursion in the “City by the Bay.” Experience San Francisco’s beauty and sights before departing to Napa Valley and all that wine country has to offer. Try your hand at creating gourmet fare at your group cooking class. In addition, you will have various opportunities on this tour to sample wines, olive oils, and cheeses. A stop in Berkeley, the home of the University of California, offers a unique cultural perspective. This food and wine trek will be offered October 9-14, 2020.

## What do past travelers say about their Go Ahead Tours?

**Helen:** “Go Ahead Tours excels in immersing travelers into the history, culture, and everyday life of the places they visit. Each segment of our England, Scotland, Ireland trip was enriched by knowledgeable local guides. One bus driver, who grew up on a peat farm, showed us how peat was dug, stacked, dried, and stored. Another took us off route so we could watch border collies herding sheep on a mountain side. These experiences went well beyond my expectations.”

**Kathy:** “Portugal and Spain are beautiful countries full of history, but their history isn’t as common to many as that of other places. Our trip covered a wide variety of culture through history, music, dance, food, and scenery. Major museums with outstanding docents added so much. The tour director accepted additional suggestions of interesting sights and places that were not on the itinerary. Many additional sites were enjoyed thanks to a caring, well-trained tour director. It was an incredible trip.”

## Ready to book?

Check out the current tour offerings and make your reservations today for your excursion, travel, and trek. More information and details about past tours and upcoming trips can be found on the DKG website ([dkg.org](http://dkg.org)). Look under “Events” and “Go Ahead Tours.” Also available on your phone or other device is the new DKG 365 app, which offers members another way to access general DKG information as well as Go Ahead Tours details. To view these details through the app, select “DKG 365 app” then “Links»” and “DKG Main Site” to reach the home page of the DKG website. Once there, choose “Events” and “Go Ahead Tours.”

What are you waiting for? The trips have been described as “amazing,” “wonderful,” and “so much fun”! You don’t want to miss the chance to experience these incredible destinations. Choose to visit Iceland or northern California and join other women educators and their friends and families for a fabulous tour. Pack a bag and meet friends, make friends, and learn about other regions, countries, and cultures.



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