

DR. STIRLING MCDOWELL
Foundation
FOR
RESEARCH INTO TEACHING

2003-2004

ANNUAL REPORT

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CONTENTS

Foreword	3
Overview of the Organization	5
McDowell Foundation Reports	7
The Research Program	8
• Research Grants	8
• Education and Support for Researchers	9
• Research Publications and Presentations.....	9
• Learning from Practice Exchange.....	10
Administration and Governance.....	11
Communications and Fundraising	11
• Displays and Presentations	11
• Fundraising Activities.....	12
Financial Statements.....	15
Publications	19

FOREWORD



Yet another year has passed. For the McDowell Foundation, the end of 2003-04 marks another step along the way to maturity. In its fourteenth year, the Foundation became further established as a significant entity within the Saskatchewan education community, enjoying solid support not

only from its founders at the Saskatchewan Teachers' Federation, but also from teachers, administrators, trustees, university faculty, and even those outside the education community.

We can be truly proud of this success, and give credit to all of those who have contributed to the Foundation in monetary and other ways. The Board of Directors, the Advisory Committee, the Project Review Committee, and the staff of the Foundation are to be commended for their contribution to this important effort.

You will read later in this report about the specific accomplishments of the year, but I would like to highlight one important event. For the first time, the McDowell Foundation was linked to World Teachers' Day. That day was celebrated on October 5, 2003, when teachers and local associations across the province attended events to mark World Teachers' Day

and raise funds for the McDowell Foundation. This effort resulted in total donations of approximately \$5000 for the Foundation.

On the subject of donations, it is important to reiterate that the future success of the Foundation will be partially dependent on the donations made by individuals, groups, organizations, and sponsors. The fund that sponsors McDowell Foundation research is growing slowly, thanks to the generosity of our donors, and to recovering capital markets, but the Foundation is not yet in sight of the goal of self-sustainability. Additional efforts will be needed to achieve this goal. I encourage all of you to provide whatever assistance you can toward that end.

The research that is made possible by the Foundation through all of our efforts will benefit our children and youth far into the future.

Best wishes for another great year!

A handwritten signature in black ink that reads "Lyle A. Vinish". The signature is written in a cursive style with a large, sweeping "L" and "V".

Lyle Vinish
President and Chair of the Board of Directors

OVERVIEW OF THE ORGANIZATION

The McDowell Foundation is an independent charitable organization that was established by the Saskatchewan Teachers' Federation in 1991. Its general purpose is to support research, inquiry and the dissemination of information that focuses on teaching and learning within the publicly funded K-12 education system. In all its projects and activities, the Foundation is guided by the voice of practising teachers and works in consultation with organizational partners in business and education. As articulated in the Strategic Plan developed by the Foundation's governing bodies and updated annually, it is the function of the organization:

1. To promote teacher-led research;
2. To build an educational research community;
3. To encourage mentoring and exchange between educational researchers;
4. To work cooperatively with stakeholders in building an environment conducive to educational research;
5. To ensure that McDowell research respects the need for intellectual freedom and high ethical standards;
6. To recruit and select research projects for funding;
7. To support McDowell researchers in carrying out and presenting their research;
8. To disseminate and publicize the results of McDowell research;
9. To provide information on research methodologies and how to do research;
10. To promote educational leadership through research;

11. To provide recognition to educational researchers; and

12. To evaluate the effectiveness of the Foundation's research program and the impact of teacher research.

The McDowell Foundation calls for research proposals on an annual basis and selects research projects for funding according to established budgets, policies and criteria. It also sponsors opportunities for teachers and others to learn about educational research, build an educational research community, and share their research with each other and the general public. The most prominent of these opportunities is the annual Learning from Practice Exchange of Teacher Knowledge and Research, which the Foundation hosts each year to showcase recently completed McDowell projects. The results of all research projects funded by the Foundation are published and may be accessed in full through the Foundation's web site at www.mcdowellfoundation.ca.

McDowell research is funded through donations from individuals and corporations. The Foundation's fundraising goal is to establish an endowment fund of \$5 million to provide on-going support for substantive educational research. A significant step towards meeting this financial goal has been taken through the generous contributions of several corporate contributors. These foundational donors have included the Government of Saskatchewan, Greystone Managed Investments, McDougall Gauley, and the Teachers Credit Union.

The offices of the McDowell Foundation are located in the Saskatchewan Teachers' Federation building in Saskatoon. Staff and administrative services for the Foundation are provided by the STF. The Foundation gratefully acknowledges the continuing support of the Saskatchewan teaching profession.

The McDowell Foundation is governed by a Board of Directors appointed by the Provincial Executive of the Saskatchewan Teachers' Federation. The Board of Directors oversees the finances, policies and operations of the Foundation, and is assisted in its role by an Advisory Committee of representatives from the educational and business communities. The selection and evaluation of projects funded by the Foundation is carried out by a Project Review Committee appointed by the Board of Directors. Supporting the work of these three governing bodies are a coordinator, part-time consultant, Federation coordinator, and administrative assistant.

1. Board of Directors for 2003-2004

- Lyle Vinish, STF General Secretary and President of the McDowell Foundation (Chair)
- Rod Holowaty, STF Executive
- Gwen Dueck, STF Assistant General Secretary
- Teacher Representatives:
 - Steven Allen
 - Kim Archibald
 - Margaret Epp
 - Ingrid Gabert
 - Michael Swityk
- Doreen Lloyd, Superannuated Teachers of Saskatchewan
- Foundational Donors:
 - Rex Beaton, McDougall Gauley
 - Fred Herron, Greystone Managed Investments
 - Boyd Taylor, Teachers Credit Union

2. Advisory Committee for 2003-2004

- Tim Yee, STF Executive Assistant (Chair)
- Donna Coleman, STF Executive
- Teacher Representatives:
 - Darryl Elaschuk
 - Rachel Florence
 - Noreen Jeffreys
 - Len Lorenz
 - Wendy Siemens
- Organizational Representatives:
 - Barry Bashutski, Saskatchewan School Boards Association
 - Bob Kowalchuk, League of Educational Administrators, Directors and Superintendents

Dr. Janet McVittie, College of Education,
University of Saskatchewan
Dr. Bernard Laplante, Faculty of
Education, University of Regina
Dr. Margaret Lipp, Department of
Education
Larry Lozinski, Superannuated Teachers
of Saskatchewan
Sarah Sun, Saskatchewan Association of
School Councils

3. Project Review Committee for 2003-2004

- Shirley Humphries, STF Executive Assistant
- Ingrid Gabert, Board of Directors
- Jane Macleod, Director, Saskatchewan Professional Development Unit
- Teacher Representatives:
 - Jennifer Dyck
 - Ted Green (Chair)
 - Linda Greyeyes
 - Melanie MacLean
 - Sonia Susut
- University Representatives:
 - Dr. Vivian Hajnal, College of Education,
University of Saskatchewan
 - Dr. Wanda Hurren, Faculty of Education,
University of Regina
- Researcher Outside Education
 - Dr. Terry Wotherspoon, Department of
Sociology, University of Saskatchewan

4. McDowell Foundation Office

- Verna Gallén, Coordinator of Research and Governance
- Kim Kennett, STF Member Services Coordinator
- Earle Robertson, Consultant, Local Associations, Communications and Fundraising
- Karen Williams, Administrative Assistant

McDOWELL FOUNDATION REPORTS

If imitation is the sincerest form of flattery, the McDowell Foundation has become the indirect target of praise from several new initiatives promoting school-based action research in Saskatchewan. Such research has been recognized as providing a valuable platform for educational change and is now being encouraged in connection with school improvement, Aboriginal education, and community-teacher engagement. The implications of these initiatives for the McDowell Foundation are not known, but their effect on the number and nature of McDowell Foundation projects will be monitored in coming years.

Meanwhile, McDowell researchers continue to discover for themselves the potential of research for changing teaching practice and improving the quality of education for students. Their experience is powerfully described in a poem that was included as a preface to the research report by Debbie Mann and Trudy Capes on their project entitled "Towards a Culture of Continuous Deliberation".

Coming to the Research

*Barth, in
Learning By Heart, said:
"You can't lead
where you haven't gone."*

*Although neither of us had ventured before
To the learning connections we came to know,
We shared a vision
Driven by passion and a moral imperative.*

*A notion coalesced:
...Teachers joined together
Celebrating their learning,
Building their practice
In a safe place...*

*"How can a principal and teacher
achieve with colleagues
a learning community that honours
knowledge
creative spirit
and teacher passion
to shape a powerful learning system?"*

*We mused.
We postulated.
We pondered,
Never doubting there would be a way.*

*... And Fullan whispered,
"It is the walking that beats the path..."*

And we all stepped forward.



Deborah Mann and Trudy Capes look over the report on their action research project which focused on professional development through professional dialogue.

TABLE 1: RESEARCH APPLICATIONS, GRANTS AND EXPENDITURES*

	2004-05	2003-04	2002-03	2001-02	2000-01	1999-00	TOTAL 1994-2005
Amount Available	\$ 85,000	\$ 85,000	\$ 85,000	\$100,000	\$ 75,000	\$ 75,000	\$ 740,000
No. of Applications	17	34	20	30	29	19	229
Amount Requested	\$155,225	\$253,946	\$290,329	\$273,226	\$417,796	\$177,448	\$ 1,937,149
No. of Awards	11	21	12	19	14	13	139
Total Awarded	\$ 84,693	\$ 79,317	\$ 82,294	\$ 89,444	\$ 76,726	\$ 63,518	\$ 607,200
Total Expenditure	?	\$ 74,530	\$ 77,728	\$ 78,884	\$ 73,303	\$ 61,200	\$ 528,334

* Applications include late applications, applications for major extensions, and development grants. Awards include project extensions and development grants. Expenditures include conference presentation grants over and above the original award as well as additional research support and dissemination costs.

1. THE RESEARCH PROGRAM

RESEARCH GRANTS

At its project selection meeting on May 7-8, the Foundation's Project Review Committee allocated almost all of the \$85,000 available to 10 new projects and one continuing project. The Committee noted the sharp decrease in the number of applications for funding in comparison to recent years, but no obvious explanation for the decrease was found. An overview of the Foundation's research grants and expenditures over the past ten years is provided in Table 1.

Out of 15 applications received before the deadline, the Project Review Committee selected 10 new projects for funding:

- 1) *F.U.E.L. (Foods Used Effectively for Healthy Living): Promoting Healthy Food and Nutrition Choices among High School Students.* Joyce Polowski, Carol Henry, and Susan Whiting. Prince Albert. Grant: \$5,500.
- 2) *Fostering Environmental Stewardship.* Krista Ford, Bruce Arthur, Isabelle McCrea, Donna Nazar and staff of Silverspring School. Saskatoon. Grant: \$16,300.
- 3) *Assessing the Hard to Assess: Student Learning in a Middle Years Outdoor Environmental School.* Janet McVittie, Arlene Lazecki, Scott Thompson, and Shelley Loeffler. Saskatoon. Grant: \$4,400.
- 4) *Evan Hardy Collegiate Literacy Initiative.* Faye Elke et al. Saskatoon. Grant: \$6,400.
- 5) *"Collaborating to Make a Difference": The Adaptive Dimension and Differentiating Instruction in Saskatoon Catholic French Immersion Schools.* Hélène Cook and Elaine Stakiw. Saskatoon. Grant: \$7,500.
- 6) *Encouraging Student Attachment to School.* Suzanne Zwarych, Myra Comrie, Rick Clark, and Murray Guest. Saskatoon. Grant: \$3,931.
- 7) *Parent Engagement and Leadership.* Debbie Pushor and the Princess Alexandra School community. Saskatoon. Grant: \$25,000.
- 8) *Measuring the Effects of Literacy Growth in Mathematics.* Michael Bradford and staff of Mayfair Community School. Saskatoon. Grant: \$4,200.
- 9) *Restorative Action in the Elementary School: A Community-Based Approach to Peace Building and Conflict Resolution.* Krista Memory, Michaela Keet, Cindy Keet, Jane Dimnik, and Bria Huculak. Vanscoy. Grant: \$4,476.
- 10) *Building Bridges in a Community: Teaching Literacy Through a Community School Newsletter.* Keith Jorgenson. Punnichy. Grant: \$2,460.

TABLE 2: DISTRIBUTION OF McDOWELL FOUNDATION PROJECTS BY GEOGRAPHIC AREAS, 1994-2004*

	2004		2003		2002		2001		2000		1999		1994-2004	
	#	(%)	#	(%)	#	(%)	#	(%)	#	(%)	#	(%)	#	(%)
Saskatoon/Regina	8	(73)	10	(53)	7	(58)	10	(59)	5	(42)	7	(64)	63	(58)
Small City	2	(18)	3	(16)	1	(8)	3	(18)	2	(17)	1	(9)	18	(17)
Northern Areas**	0	(0)	0	(0)	0	(0)	1	(6)	0	(0)	2	(18)	7	(6)
Rural Areas	1	(9)	6	(31)	4	(33)	3	(18)	4	(33)	1	(9)	19	(18)
Outside Sask.	0	(0)	0	(0)	0	(0)	0	(0)	1	(8)	0	(0)	1	(1)
TOTAL	11		19		12		17		12		11		108	

* Does not include project development activities but does include project extensions.

** Does not include Prince Albert, which is included in Small Cities.

In addition, an extension grant was awarded to the following project:

- 1) Building Moral Intelligence One Piece at a Time. Jayne Hudson and the staff of Queen Elizabeth School, Saskatoon. Amount: \$4,526.

As shown in Table 2, the proportion of McDowell projects in rural areas declined markedly this year, with 73% of the new awards going to projects in Saskatoon. This imbalance reflected a sharp, unexplained drop in the number of applications received from areas outside Saskatoon.

EDUCATION AND SUPPORT FOR RESEARCHERS

The Foundation's orientation session for new McDowell researchers who were awarded grants in May, 2003, was postponed until the following September, and a second session was held in June, 2004, for those who were awarded grants in 2004. As usual, almost all new projects were represented at these sessions. Much of the agenda was devoted to research ethics, allowing both experienced and inexperienced researchers to consider some of the ethical challenges that they might face as their projects unfold. The spring orientation was ably facilitated by two

members of the Foundation's Advisory Committee, Dr. Janet McVittie from the University of Saskatchewan and Dr. Bernard Laplante from the University of Regina.

RESEARCH PUBLICATIONS AND PRESENTATIONS

As McDowell projects came to completion in 2003-04, the Foundation edited and published 12 research reports (see Table 3). Downloadable copies of all project reports were posted on the Foundation's website, and hard copies were provided to project teams and major educational libraries in Saskatchewan. Due to lack of staff time, summaries of all projects completed in the past year were not sent to all schools in January in the form of the Learning from Practice Bulletin.

The Foundation was invited by the Saskatchewan Instructional Development and Research Unit to provide a noon hour seminar on teacher research in rural and northern Saskatchewan on November 26, 2003. The seminar focused on McDowell projects in these areas and the barriers that northern and rural teachers encounter in undertaking educational research.

TABLE 3: DURATION AND COST OF COMPLETED McDOWELL FOUNDATION PROJECTS*

	Completed Projects	Average Expected Duration**	Average Actual Duration	Total \$ Granted	Total \$ Spent	% Grant Spent	Average Cost Per Project
To 1999	24	12 mos.	16 mos.	\$ 91,121	\$79,129	86	\$3,297
1999-00	13	12 mos.	25 mos.	\$ 55,112	\$48,598	88	\$3,738
2000-01	15	17 mos.	19 mos.	\$100,131	\$83,164	83	\$5,544
2001-02	9	12 mos.	25 mos.	\$ 63,078	\$47,220	75	\$5,247
2002-03	15	13 mos.	16 mos.	\$ 87,082	\$62,690	72	\$4,179
2003-04	12	14 mos.	17 mos.	\$ 58,181	\$45,980	79	\$3,832

* Development projects are not included in this table.

** Duration is calculated from the start date in the project record to the date that a final report on the project is received.

LEARNING FROM PRACTICE EXCHANGE OF TEACHER KNOWLEDGE AND RESEARCH

For the first time in 2003, a thematic approach was taken to the Learning from Practice Exchange of Teacher Knowledge and Research. The theme of “Creating Safe, Caring Schools” was set by the keynote address from Yves Bousquet, a McDowell researcher with experience in extending ownership for the school to teachers, students, parents, and community members. The conference was attended by 132

participants, who provided positive feedback on the event.

The 2003 McDowell Foundation Award was presented to Dr. David Friesen, the Associate Dean, Faculty of Education, University of Regina. The award is intended to honour an individual who has made outstanding contributions to educational research in Saskatchewan. Dr. Friesen is a distinguished educational researcher who has conducted two



Yves Bousquet, McDowell researcher and Principal of Princess Alexandra School, Saskatoon, addresses the 2003 Learning from Practice conference.



Dr. David Friesen receives the 2003 McDowell Award from President Lyle Vinish.

McDowell research projects, provided steadfast support for teacher research, and made numerous efforts to support the work of the McDowell Foundation. Throughout his career, he has emphasized the importance of research as a means of enhancing the teaching profession and the calling of teaching.

2. ADMINISTRATION AND GOVERNANCE

The staff of the Foundation was challenged by turnovers and illness in 2003-2004. As a result, some activities were cut back; however, all the basic elements of the Foundation's research program were implemented, and outreach activities continued with respect to local associations, superannuated teachers, and education students.

In addition, work was carried out to develop a Strategic Plan to guide the Foundation in its programs and activities. The Foundation's philosophy was articulated, based on its Operating Policy and its identity as a non-profit corporation and a charitable organization. A day-long workshop was held in March with the Advisory Committee to identify strategic directions for the Foundation in carrying out its core functions of research, fundraising, communications, and administration /governance. The Committee articulated the following mission statement for the Foundation:

The McDowell Foundation promotes teacher-led research into teaching and learning for the benefit of K-12 students in publicly funded schools. This research empowers teachers and engages them in fuelling educational change and improvement.

After the strategic directions proposed by the Advisory Committee were reviewed and affirmed by the Project Review Committee, strategic actions were developed for the implementation of these directions in 2004-05. The full Strategic Plan received formal approval from the Board of Directors at its meeting on May 15, 2004. It now provides a platform for articulating the mission of the Foundation and carrying out annual organizational responsibilities for planning, evaluating, and reporting.

The family of the late Dr. Stirling McDowell has presented the Foundation with honours and art works that he acquired during his distinguished career. Among the honours are certificates and plaques that Dr. McDowell received from the Canadian Teachers' Federation, the Saskatchewan Teachers' Federation, the Superannuated Teachers of Saskatchewan, and the Province of Saskatchewan. The art works consist of African carvings and a print that were presented to Dr. McDowell in recognition of his international work in education. With financial support from its corporate and educational founding donors, the McDowell Foundation has undertaken to develop a display that houses these items appropriately in the McDowell Meeting Room of the STF Building in Saskatoon.

3. COMMUNICATIONS AND FUNDRAISING

DISPLAYS AND PRESENTATIONS

As part-time Consultant for the Foundation, Earle Robertson continued his activities to increase awareness of the research and fundraising dimensions of the Foundation and build support for teacher research among local associations, superannuate chapters, education students' unions, special subject councils, and educational organizations.



The double-apples design that has become an integral part of the McDowell Foundation's visual identity is now protected as a trademark owned by the Saskatchewan Teachers' Federation.

The McDowell Foundation display, which includes an interactive computer component, was used successfully at the Saskatoon, Regina, Prince Albert, Melfort, Tisdale, North Battleford and Sask Central teacher conventions as well as the Rural Education Congress, the Saskatchewan Teachers' Federation Annual Council, Special Subject Council Day, the Local Association Leadership Development Weekend, the Saskatchewan School Based Administrators Conference, the Saskatoon Public Professional Development Fair, Accreditation Seminars in Saskatoon and Regina, the LEADS fall conference, and the Annual General Meeting of the Superannuated Teachers of Saskatchewan. The goal is to ensure that the Foundation's display has been seen at every special subject council conference and every teachers' convention in the province by the end of the 2005-06 school year.

An effort was made this year to raise the profile of the McDowell Foundation among the province's educational administrators, directors and superintendents. In addition to providing a display at the fall convention of LEADS, the Foundation had an opportunity to address convention participants, and two McDowell research projects were included in the convention program. LEADS also supported the Foundation by placing the annual call for research proposals on the back cover of its publication, *The Leader*.

Similarly, an article was provided for the newsletter of the Saskatchewan Association of School Councils, presenting the opportunity for parents to recognize teachers through a donation to the McDowell Foundation rather than the traditional small gift. The merits of using McDowell Foundation donations to honour teachers were also brought to the attention of one school board, noting that there

are many superannuating teachers who may prefer a donation in their honour to the usual retirement present. Donations to the Foundation in honour or in memory of an individual are recognized with letters to the person being honoured and recorded in a special list kept on display in the Foundation's offices and on its website.

Certificates of appreciation were once again presented to local associations who made donations to the McDowell Foundation in 2002-03. The presentations were made as part of the Local Association Leadership Development weekend on September 12-13, 2003. Donations were received from the Meadow Lake, Parkland, Potashville, Kindersley, Sask Central, Humboldt, Yorkton Catholic, Thunder Creek, Indian Head, and Prince Albert and Area Teachers' Associations. This year's award for the highest per member contribution to the Foundation went to the Meadow Lake Teachers' Association.

A new item was added to the STF Arbos Shop to promote the McDowell Foundation's visual identity. Black, long-sleeved shirts with a mock turtleneck are now available for purchase by Foundation supporters. Each one has, on the collar or chest, the Foundation's double-apples trademark embroidered in red or gold.

FUNDRAISING ACTIVITIES

In 2004-05, the McDowell Foundation became the beneficiary of fundraising activities associated with World Teachers' Day. For the first time, the Saskatchewan Teachers' Federation invited its local associations to celebrate the day with a special activity, e.g., a walkathon or hot dog sale, and donate any proceeds from the event to the Foundation. A number of locals responded to the invitation, raising \$5,993 through pledges or contributions. The Federation supported the event with a t-shirt for participants and a variety of promotional materials. It is anticipated that World Teachers' Day celebrations will become an annual event for STF members, with the Foundation continuing as the designated beneficiary of any funds raised.

In its first year, the Foundation's Tutoring Program has raised almost \$1,000 for teacher

research. The program allows teachers and superannuates who tutor students to channel the money received for their tutoring services to the McDowell Foundation. Participating teachers are able to contribute all or a portion of the tutoring proceeds to the Foundation, and accordingly, receive recognition as donors and a receipt for income tax purposes. Alternatively, they may ask students' parents or guardians to make their cheques for tutoring services payable directly to the Foundation, with the parent or guardian then receiving the tax receipt and recognition as a donor.

As shown in Tables 4-6, the overall level of donations to the Foundation rose in 2003-04 due to an increase in organizational donations. The contributions from local associations nearly doubled, while corporate donations increased by over 60 per cent. The money from donations by individual teachers, superannuates, and others was down slightly, although the number of donations increased markedly. The sharp rise in the number of teacher donations stems from the numerous, small contributions received from World Teachers' Day fundraising activities.

**TABLE 4:
DONATIONS TO THE
MCDOWELL FOUNDATION:
1990-91 TO 2003-2004**

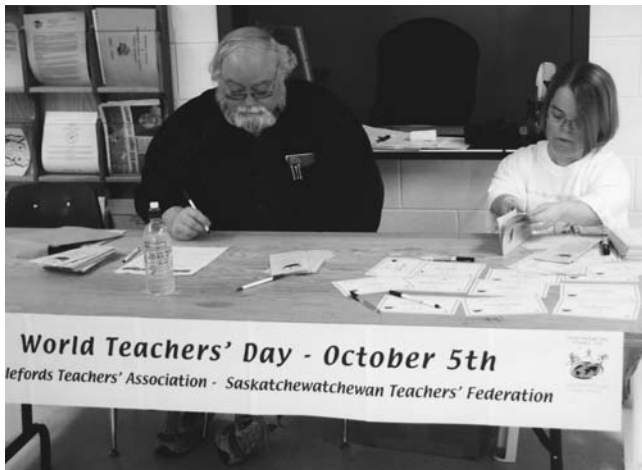
1990-1991:	\$ 202,111
1991-1992:	28,130
1992-1993:	231,422
1993-1994:	175,019
1994-1995:	127,426
1995-1996:	129,829
1996-1997:	92,737
1997-1998:	77,272
1998-1999:	79,707
1999-2000:	80,572
2000-2001:	95,043
2001-2002:	106,986
2002-2003:	66,176
2003-2004:	82,532
TOTAL	\$1,492,430

**TABLE 5: ALL GIFTS AND PLEDGES BY DONOR GROUP
FROM JULY 1, 1990 TO JUNE 30, 2004***

Donor Group	Total Gifts & Pledges	Number of Donations
Organizations		
Corporations/Government/ Foundations/Businesses	\$ 656,530	99
Educational Organizations (includes Local Associations)	\$ 172,586	231
Total	\$ 829,116	330
Individuals		
Educational Partners (includes STF employees)	\$ 315,391	338
Superannuates	\$ 159,912	1,042
Teachers	\$ 151,138	1,682
Total	\$ 626,441	3,062
No Information	\$ 6,027	156
TOTAL	\$1,461,584	3,548

TABLE 6: GIFTS AND PLEDGES BY DONOR GROUP FROM JULY 1, 2003 TO JUNE 30, 2004

Donor Group	Total Gifts & Pledges	Number of Donations	Average Donation
Organizations			
Corporations/Government/Foundations	\$ 53,600	21	\$ 2,552
Educational Organizations			
- Local Associations	\$ 4,425	19	\$ 233
- Others	\$ 1,828	15	\$ 121
Total	\$ 59,853	55	\$ 1,088
Individuals			
Educational Partners			
- STF/MF Employees	\$ 8,134	28	\$ 291
- Others	\$ 535	1	\$ 535
Superannuates	\$ 2,480	30	\$ 83
Teachers			
- Seventh Day Adventists	\$ 1,713	26	\$ 66
- Other Teachers	\$ 12,492	316	\$ 40
Total	\$ 25,354	401	\$ 63
No information	\$ 1,502	85	\$ 18
TOTAL	\$ 86,709	541	\$ 160



Elgin Wyatt and Linda Nelson help to organize the World Teachers' Day walkathon in North Battleford that raised money for the McDowell Foundation.



Local association presidents display the certificates presented to their locals in recognition of donations to the McDowell Foundation in 2002-03.

Respectfully Submitted,

Verna Gallén
Coordinator of Research and Governance

FINANCIAL STATEMENTS

STATEMENT OF FINANCIAL POSITION

AS AT JUNE 30, 2004

	<u>2004</u>	<u>2003</u>
ASSETS		
Cash	\$ 56,213	\$ 65,518
Accounts receivable	1,684	1,800
Investment funds (Note 3)	1,607,239	1,468,174
	<u>1,665,136</u>	<u>1,535,492</u>
LIABILITIES		
Due to Saskatchewan Teachers' Federation (Note 7)	\$ 372	\$ 48
Accounts Payable	4	1,154
	<u>376</u>	<u>1,202</u>
NET ASSETS (Note 4)	<u>1,664,760</u>	<u>1,534,290</u>
	<u>\$ 1,665,136</u>	<u>\$ 1,535,492</u>

STATEMENT OF OPERATIONS AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2004

	<u>2004</u>	<u>2003</u>
REVENUE		
Donations (Note 4)	\$ 82,532	\$ 66,176
Investment income	74,471	76,137
	<u>157,003</u>	<u>142,313</u>
EXPENSES		
Fundraising campaign	22,924	17,030
Other	18,815	938
Research grants	74,530	77,728
	<u>116,269</u>	<u>95,696</u>
	40,734	46,617
CURRENT PERIOD CHANGE IN MARKET VALUE OF INVESTMENT FUNDS	<u>89,736</u>	<u>(14,063)</u>
NET REVENUE	<u>130,470</u>	<u>32,554</u>
NET ASSETS, BEGINNING OF YEAR	<u>1,534,290</u>	<u>1,501,736</u>
NET ASSETS, END OF YEAR	<u>\$ 1,664,760</u>	<u>\$ 1,534,290</u>

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2004

	<u>2004</u>	<u>2003</u>
CASH FLOWS FROM (USED IN) OPERATING ACTIVITIES		
Net revenue	\$ 130,470	\$ 32,554
Non-cash item		
Current period change in market value of investment funds	<u>(89,736)</u>	<u>14,063</u>
	40,734	46,617
Changes in non-cash working capital		
Accounts receivable	116	(342)
Due to Saskatchewan Teachers' Federation	324	21
Accounts payable	<u>(1,150)</u>	<u>1,151</u>
	40,042	47,447
CASH FLOWS USED IN INVESTING ACTIVITIES		
Investment funds	<u>(49,329)</u>	<u>(16,024)</u>
NET INCREASE IN CASH	(9,305)	31,423
CASH POSITION, BEGINNING OF YEAR	<u>65,518</u>	<u>34,095</u>
CASH POSITION, END OF YEAR	<u>\$ 56,213</u>	<u>\$ 65,518</u>

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2004

1. DESCRIPTION OF OPERATIONS

The Foundation is incorporated under the Non-Profit Corporations Act of Saskatchewan and is registered as a charity with Canada Revenue Agency.

The Foundation is established to support research and dissemination to the public of information focusing on instruction (both teaching and learning) in the context of the public elementary and secondary education system.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the Foundation have been prepared in accordance with Canadian generally accepted accounting principles and reflect the following policies:

USE OF ESTIMATES

The preparation of the financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the year. Actual results could differ from those estimates.

REVENUE RECOGNITION

Donations are recorded in the year they are received.

INVESTMENT FUNDS

Investment funds are stated at market value.

3. INVESTMENT FUNDS

Pooled Investment Funds	2004	2003
Fixed income	\$ 840,310	\$ 787,889
Canadian equities	703,162	595,265
Short-term	63,752	85,005
	<u>1,607,334</u>	<u>1,468,159</u>
Other	15	15
	<u>\$ 1,607,239</u>	<u>\$ 1,468,174</u>

4. RESTRICTED DONATIONS

In some instances the donor has specified the gift to the Foundation be held for ten years. The aggregate amount of donations received under these directions will be available for use in general operations as follows:

June 30, 2005	94,300
June 30, 2006	93,100
June 30, 2007	55,800
June 30, 2008	59,400
June 30, 2009	59,400
June 30, 2010	49,700
June 30, 2011	57,700
June 30, 2012	66,800
June 30, 2013	45,500
June 30, 2014	62,500
	<u>\$ 648,200</u>

5. GRANT COMMITMENTS

The aggregate maximum grant payments under the terms of the research awards are as follows:

2004	\$ 34,768
2005	830

In some instances the payments to the grant recipients will be less than the amounts stated in the research awards, and as a result the above amounts may decrease.

6. FINANCIAL INSTRUMENTS

The carrying value of the Foundation's cash, accounts receivable and accounts payable approximate fair values because of short-term maturities. Investment funds are carried at market value.

INTEREST RATE RISK

Interest rate risk refers to the adverse consequences of interest rate changes on the Foundation's cash flows, net assets available for benefits and income. This risk arises from differences in the timing and amount of cash flows related to the Foundation's assets and liabilities.

To manage the interest rate risk, the Executive has adopted an approach whereby investments are strategically distributed, on a long-term basis, among several classes of assets to reduce exposure to investment volatility.

CREDIT RISK

Credit risk is the risk that the interest and/or principal, of a fixed income investment, will be defaulted upon and a loss incurred.

The Foundation limits credit risk by dealing with investees that are considered to be of high quality.

Credit risk concentration exists where a significant portion of the portfolio is invested in securities which have similar characteristics or obey similar variations relating to economic or political conditions.

This risk is managed by strategically diversifying investments, on a long-term basis, among several classes of assets.

7. RELATED PARTY INFORMATION

The Saskatchewan Teachers' Federation is the sole member of the Foundation and elects individuals to serve as Directors of the Foundation. The Saskatchewan Teachers' Federation also provides administrative support to the Foundation. During the year, the Foundation incurred administration costs of \$4,646 (2003 - \$0) from the Federation.

At the end of the year, the amount due to Saskatchewan Teachers' Federation is \$372 (2003 - \$48).

LIST OF PUBLICATIONS

1. RESEARCH REPORTS

AREAS OF STUDY

Art Education

- 1) Little, Melanie. *Implementation of the Grade Four Saskatchewan Arts Education Curriculum: An Action Research Study*. August, 1997. Project #25.
- 2) Noble, Debby. *Access to Art through Viewer Response*. June, 1999. Project #37.
- 3) Saskatchewan Association for Multicultural Education. *Exploring Identity and Social Justice through Drama in Schools*. July, 2001. Project # 58.

English as a Second Language

- 4) Taras, John. *Urban Aboriginal Students and ESL*. March, 1996. Project #13.

English Language Arts

Primary - Elementary:

- 5) Detchon, Sherry, Sandra Harris, Bernice Odeen and Lucy Howes. *Aboriginal Students' Writing*. November, 1995. Project #8.
- 6) Gambell, Mary Anne and Gail Neurauter Sajtos. *An Individualized Computer-Assisted Language Experience Remedial Reading Inquiry: Can Inner-City Students Make the Grade?* January, 2001. Project #47.
- 7) Gislason, Brian and Grant Hansen. *Home Reading Program*. June, 2001. Project #62.
- 8) Gorchynski, Lisa and Davina Fortin. *The Key to Writing*. July, 2002. Project #86.

- 9) Kroeger, Laura. *Planning Integrated Thematic Units of Study*. 1995. Project #4.
- 10) Latshaw, Jessica. *The Pedagogical and Practical Implications of using More Children's Literature in the Language Arts Program at Perdue Elementary School*. May, 1999. Project #24.
- 11) Ecole Alex Wright School Staff, Nipawin. *Primary School Language Intervention – "A Window of Opportunity"* (1997-2001). March, 2001. Project #34.

- 12) Prekindergarten, Kindergarten, Grade One, and Grade Two Teachers, St. Francis School, Regina. *Photobooks as a Shared Home Reading Tool*. May, 2003. Project #78.

Middle Years:

- 13) Caleval, Tim. *A Process Approach to Reading and Writing: The One-year Journey of Eight Northern Middle Years Students*. September, 1997. Project #6.
- 14) Wipf, David, Tammy Jung, and Heidi Osterwalder. *Teaching and Assessing Middle-Years Students' Speaking and Listening Skills*. June, 2000. Project #52.

Secondary:

- 15) Trithart, Greg, Maureen Braun, Jan Duncan, Marlyn Keaschuk, and Bonita Tucker. *I'm Glad to Hear That: Listening, Learning and Lending in the Language Arts 10 Curriculum*. April, 1999. Project #38.

Mathematics

Primary - Elementary:

- 16) Forsythe, Lillian and Vi Maeers. *Collaborative Manipulative Mathematics Research: Teacher Role*. June, 1996. Project #1.
- 17) Hanson, Diane. *The Internet as a Teaching and Learning Tool*. March, 2000. Project #33.
- 18) Sacred Heart Community School, Regina. *Project "X" (Excellence) – Phase III:*

Proficiency Targets, Instructional Strategies, and Assessment Tools for Mathematics. October, 2002. Project #77.

Middle Years:

- 19) Côté, Diane, Doug Schmitz, Gerri Perrault, Jean Paul Barker, and Kent Gauthier. *A Flexible Approach to Math Instruction in Middle Years*. July, 2003. Project #94.

Secondary:

- 20) Glanfield, Florence, Darlene Baczuk and Ann Oviatt. *Developing Secondary Students' Mathematical Understanding through Student Interaction*. May, 2002. Project #63.

Outdoor and Environmental Education

- 21) Forsberg, Nick, Twila Wilson and Nancy Morrell. *Education Beyond Traditional Classroom Walls: Voices from the Valley*. June, 1999. Project # 27.
- 22) Stephanson, Lorraine and Louise Jones. *Hearing from Our Kids: An Environmental Study*. July, 1997. Project #20.
- 23) Pennington, Gary and Aline Wilkie. *Welcoming Back the Wilderness: Impact of a Naturalization Project on a School and Its Community*. January, 2000. Project #30.

Physical Education

Primary - Elementary:

- 24) Derksen, Dave, and the staff of Buena Vista School. *Moving Together: School^{PLUS} and Physical Activity*. June, 2004. Project #110.
- 25) Humbert, Louise, David Derksen and Tammy Girolami. *Moving Together: Understanding the Implementation of the Elementary (Grades 1-5) Physical Education Curriculum*. July, 2002. Project #71.

Secondary:

- 26) Avery, Patricia, Tammy Girolami and Louise Humbert. *Closing the Gap: Addressing the Attitudes and Experiences of Young Women in Physical Education Classes*. April, 1998. Project #14.

Science

- 27) Aikenhead, Glen, Gloria Belcourt, Morris Brizinski, Lester Gardiner, David Gold, Keith Lemaigre, Shaun Nagy, and Earl Stobbe. *Cross-Cultural Science and Technology Units for Northern Saskatchewan Schools*. Web site link. No written report. December, 2000. Project #51.
- 28) Wessell, Warren and Rhonda Phillips. *Developing New Learning Experiences: Activities for High School Science that Integrate Computer Interface Technology*. April, 2004. Project #80.

THE INCLUSIVE SCHOOL AND CLASSROOM

- 29) Alphonse, Ann, Sheena Koops, and Joyce Mercredi. *Dreams and Involvement: A Black Lake Quest for 2000 – Interpretations and Recommendations for Improved Teaching*. November, 1999. Project #42.
- 30) Alphonse, Ann, Sheena Koops, and Joyce Mercredi. *Reflections on Implementing Traditional Dene Teaching Methods, Skills, and Values: Success Redefined*. October, 2002. Project #48.
- 31) Baldwin, Bruce, Sandra Garratt, Brenda Martin, Terri Mayne, Colleen Meyer, Ronna Schweitzer and Marg Smith-Windsor. *Reaching and Teaching Students At Risk: Voices from the Classroom*. December, 1999. Project # 35.
- 32) Blair, Heather, Agnes Rolheiser and Susan Reschny. *Adolescent Girls and Classroom Discourse*. November, 1995. Project #10.
- 33) Finney, Sandra, David Friesen, Caroline Krentz, Sandra Garratt, Brenda Martin, Terri Mayne and Dianne Stark. *“Together Against All Odds”: Learning from Portraits of Teachers of “At Risk” Students*. October, 1997. Project #26.
- 34) Francis, Gillian, JoAnn Bergsma, Ling Zhang, and Lorraine Cathro. *Two Teachers' Classroom Practice of Gender Equity*. October, 1996. Project #16.

- 35) Hamblin, Catherine and Helen Horsman. *Building Bridges: Developing an Alternative Learning Environment to Help Build Success for At Risk Youth*. June, 2000. Project #44.
- 36) Huber, Janice, Jean Clandinin, Marilyn Huber, Dawna Labbé, Shaun Murphy, Pam Steeves, and Karen Keats Whelan. *Reshaping Classroom and School Contexts: Learning from Stories of Aboriginal Children and Families*. September, 2002. Project #69.
- 37) Julien, Richard, John Hansen and Norine Tourangeau. *Respecting and Responding to the Voices of Aboriginal Students*. January, 2004. Project #97.
- 38) McGowan, Sharlene. *Beyond Duty: A Compilation of Teachers' Roles and Responsibilities with 'At Risk' Youth in Saskatchewan Secondary Schools*. July, 2000. Project #61.
- 39) Shinske, Bobbi. *Sexual Victimization: Strategies for Teachers Who Teach Children and Adolescents with Intellectual Disabilities*. May, 1996. Project #19.
- 40) Tadei, Kim. *It's OK to Have This Book in Your Public School Library!* July, 2002. Project #74.
- 41) Ward, Angela and Linda Wason-Ellam. *Supporting Literacy in Cross-Cultural Classrooms*. September, 1995. Project #5.
- 42) Wason-Ellam, Linda, Bev Adolph, Sue Barrett, Jan Butler, Sharon Champ, Ruth Elliott, Betty Ferster, Betty Field, Lynn Fraser, Brett Jones, Alana Lyle, Shelley Marciniak, Brenda Merasty, Bonnie Stephenson, Edith Robinson, Ann Tracey and Angela Ward. *Giving Voice to Intercultural Teachers: Finding Common Ground through Action Research. Multicultural Books*. (2 publications). October, 1999. Project #45.
- INSTRUCTIONAL STRATEGIES**
- 43) Allen, Marilyn, Lloyd Rey, Tim Prytula, Brent Okrainetz and Donna Schindel. *Content Enhancement: Strategies to Actualize the Adaptive Dimension*. Saskatoon, 2003. Project #79.
- 44) Birch Hills School Team Do-Well. *The Adaptive Dimension: The Road Not Taken*. October, 2001. Project #39.
- 45) Epp, Margaret, Karen Cambell, Betty Lee, Velma Loewen, Donna Nelson, Alana Raison, Wayne Shiels, and Bob Thomas. *A Picture is Worth a Thousand Words*. November, 2000. Report and CD. Project #57.
- 46) Forrester, Stewart, Kevin Leschyshyn, Joann Simon, Connie Tenaski, Dr. R. Randhawa and Thelma Gunn. *Strategic Learning in Middle Years Basic Skills*. December, 1997. In memory of Dorothy Christie. Project #18.
- 47) Hendry, Janice and Beth Warkentin. *Collaborative Action Research Investigating the Impact of an Experiential Learning Environment on Secondary Students*. August, 1996. Project #15.
- 48) Herchmer Community School, Regina. *Herchmer Community School "Learning for All" Pilot Project: Action Research Report*. October, 2003. Project #95.
- 49) Kidd, Darlene. *Readiness as It Pertains to Scholarship Success*. May, 2004. Project #122.
- 50) McKenzie Wilcox, Gail, Tim Beyak, Terry Cook, Cheryl Erlandson, Cathy Klombies, Russ Kushniruk, and Lori Woelke. *Talking in Circles*. May, 1999. Project #40.
- 51) McVittie, Janet, Marcia Klein, and Kelly Procyshyn. *Circles of Learning: Inquiry Discourse Communities*. June, 2004. Project #88.
- 52) Queen Elizabeth School Staff, Lloydminster (2000-2001). *Project Q.E.: Encouraging Habits of Mind – Phase One*. June, 2001. Project #64.
- 53) Queen Elizabeth School Staff, Lloydminster (2001-2002). *Project Q.E.: Encouraging Habits of Mind – Phase Two*. August, 2002. Project #87.

- 54) Tetreault, Loretta. *Project "X" (Excellence) – Phase II: "The Brain Activating Oasis"*. October, 2000. Project #49.
- 55) Westmount Community School, Saskatoon. *Multi-Age Teaching – Best Practices*. October, 2002. Project #92.
- 56) Montgomery School Staff, Saskatoon, with research team of David Wipf, Lori Hlady, Tammy Jung, and Janet Sondresen. *Montgomery Innovative School Project: A School-Wide Plan for Instructional Improvement – Part I (2000-2001)*. January, 2002. Project #67. (Published together with Project #89).
- 57) Montgomery School Staff, Saskatoon. *Montgomery Innovative School Project: A School-Wide Plan for Instructional Improvement – Part II (2001-2002): Sustaining the Growth, Extending the Possibilities*. June, 2002. Project #89. (Published together with Project #67).

SCHOOL AND COMMUNITY

- 58) Smith, Doug, Darlene Brander, Colleen Kowaluk, Megan Lee, Derek Murdoch, Sam Robinson, Jan Stirling, Lionel Tootosis, and Norine Tourangeau. *Connecting Wanuskewin and Saskatchewan Schools*. June, 2000. Report and link to web site with handbook. Project #56.

SCHOOL ORGANIZATION AND PHILOSOPHY

- 59) Anton, Philip. *Initial Perceptions of an Alternate School Year Pilot*. March, 1995. Project #3.
- 60) Clarke, Diana. *The Yellow Bus Project*. August, 2002. Project #90.
- 61) Forbes, David, Kit Loewen, Susan Kargut, Dennis Flaherty, Katherine Flaherty, Alicia Klopoushak, Grier Swerhone, Sue Brooks, and Lorraine Stephanson. *The Development of Collegiality in Specialized Educational Programs*. October, 1997. Project #22.

- 62) Hudson, Jayne. *Dynamic Harmonization in a School Restructuring Endeavour*. August, 1997. Project # 31.
- 63) Mitchell, Coral, Irene Friesen, Joel Nostbakken and Crystal Torgunrud. *Organizational Learning for School Effectiveness*. November, 1995. Project #2.
- 64) Molnar, Tim. *Teaching Ecologically*. May, 1996. Project #11.

STUDENT MANAGEMENT

- 65) Amos, Roberta, with Darlana Bailey, Elaine Beres, Michael Gatin, Charlene Hickie, Susan Muir, Bev Podborochynski and Paul Watson. *An Examination of Teaching Affective Skills in Isolation Using the "Quality Intelligence Connection" Program*. January, 2000. Project #23.
- 66) Brenna, Bev and Gail Sajtos. *The Effects of Social Skills Groups During and After Periods of Regular Group Meetings*. January, 2003. Project #93.
- 67) Falk, George D. and Faithe C. Daniels. *Improving the Social Skills of Children with Moderate Cognitive Challenges using Self-Evaluation Via Videotape Feedback*. November, 1995. Project #9.
- 68) Gareau, Majella, Mary Koenig, Linda Cairns, Eric Harder, Rosella Nelson and the Staff of St. Louis School. *Improving Self-Esteem: A Handbook for Teachers*. January, 1998. Sponsored by Metropolitan Life. Not posted on web site, may be borrowed. Project #29.
- 69) Gray, Roza and Michele Smith. *In-School Suspension – Is It Working?* August, 2001. Project #36.
- 70) Macleod, Jane, Callie Bourhis, and Megan O'Shea. *A Control Theory Approach to Student Management*. September, 1999. Project #21.
- 71) Moffatt, Tami. *A New Path: Helping Regular Classrooms Support Lasting Change in Students with Behavioural Challenges*. January, 2002. Project #75.

- 72) Tenold-Phillips, Brenda. *Implementation of "A School-Based Anti-Violence Program"*. November, 1995. Project #12.
- 73) Tetreault, Loretta, and Sacred Heart Community School Staff. *Project "X" (Excellence): Our "Jacob" Became Our "Jesus"*. August, 1999. Project #43.
- 74) Tysowski, Lynda, Jackie Semchuk and the Staff of Queen Elizabeth School. *Creating a Safe Place: One School's Experience*. January, 2002. Project #54.

TEACHERS AND TEACHING

- 75) Brogden, Lace, Myra Froc, Laureen Hudyma, Gillian Lawson, Cheryl Mantei, and Joan Sabo. *Writing Our Way: Narrative Inquiry and a Teaching, Writing Life*. October, 2001. Project #68.
- 76) Friesen, David W. and Jeff Orr. *Voices of Northern Teachers*. Not on web site, may be borrowed. November, 1995. Project #7.
- 77) Lyster, Pat, Jackie Kirk, Laurie Ann Harkness, and Bev Haugen. *Connecting the Dots: The Link between Professionalism and Teaching Practice*. June, 2003. Project #98.
- 78) Mann, Deborah and Trudy Capes. *Towards a Culture of Continuous Deliberation: Professional Development through Professional Dialogue*. October, 2003. Project #103.
- 79) Ochs, Shannon. *Professional Growth for Cooperating Teachers*. February, 2004. Project #101.
- 80) Ochs, Shannon. *Succeeding with Job Sharing in Elementary Classrooms: A Resource*. August, 2001. Project #66.
- 81) Olafson, Marea, Darryl Elaschuk and Ellen Owens. *Is Surviving Enough? A Study on Mentoring Programs*. July, 2002. Project #85.
- 82) Wason-Ellam, Linda, Lyn Fraser, Cort Dogniez, Donna Heimbecker, Ann Tracey, Theresa Mudrik, Leo Yahyahkeekoot, Angela Ward and Karla Jessen Williamson. *Teacher*

Mentors: Teachers in Conversations. October, 1997. Project #28.

- 83) Williment, Mark. *A Descriptive Study of Teacher Retention and Attrition in Northern Lights School Division #113*, Saskatchewan. December, 2003. Project #91.

TECHNOLOGY IN EDUCATION

- 84) Bretell, Cindy, Colette Fischer, Maria Furgiuele, Gina Melnyk, and Brent Okrainetz. *Technological Skills in the Research Process*. October, 2002. Project #83.
- 85) Henderson, Karen Schmidt, René Cannon, and Wendy James. *Beyond the Mouse to the Modem: Teacher Technology Implementation in Saskatchewan*. June, 2003. Project #96.
- 86) Mayall, Sharon. *Integrating Technology into Subject Areas*. July, 2000. Project #50.
- 87) Miket, Deborah, Doug Gilmour, Christine Todd, Judy Byers, Terry Clark, Janet Racine and Donna Nazar. *The Changing Role of Grade One, Two and three Teachers as an Innovative Computer Project Is Implemented*. September, 2000. Project #55.

2. BULLETINS AND NEWSLETTERS

Learning from Practice: A Bulletin of Teacher Research (distributed to all schools and major education libraries)

Vol. 1, Nos. 1-5, 1995-99
Vol. 2, No. 1-3, 2000-02

3. PAMPHLETS AND INFORMATION SHEETS

You Can Help Improve Teaching and Learning: Piece by Piece
List of McDowell Foundation Research (updated regularly)
Awards Guide and Application Form
Renseignements dédiés aux demandeurs et aux demandeuses francophones
A Win-Win-Win Proposal : The McDowell Tutor Project
Recognizing Teachers and Schools through Donation to the McDowell Foundation

4. VISUAL AND AUDIO-VISUAL MATERIALS

Learning from Practice. Videocassette (17 minutes)

McDowell Foundation Display for Meetings and Conventions

Dr. Stirling McDowell Memorial Display



Kim Tadei with a display of books related to her McDowell research on gay and lesbian issues in relationship to public school libraries.

