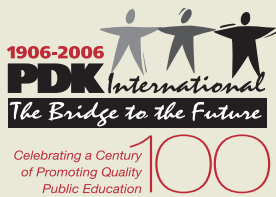




The earliest of PDK's founding groups was the Society of Pi Kappa Mu, organized in 1906 by a group of fresh-faced grad students at Indiana University. The founding members (l to r) were Louis F. Hillman, Joseph A. Williams, William E. Howard, Carl Henninger, Jesse H. Hoskinson, Ezra T. Franklin, William T. Stevens, Joseph V. Breitwieser. J.H. Risley (r) joined in 1907.

# PDK

## Young Leaders: A Centennial Celebration



A special  
PDK Centennial  
Pullout Feature

Phi Delta Kappa formed when three education associations merged: Pi Kappa Mu, Phi Delta Kappa, and Nu Rho Beta. All three groups were begun by young leaders of their time — male graduate students, most in their 20s and 30s. The amalgamation of these three fraternities into Phi Delta Kappa took place in early March 1910, and that council became the First National Council. A chief concern of the council was framing the constitution on which the amalgamation agreement would rest. Prominent was an article affirming that membership in PDK was limited to “men of sound moral character and of recognized professional training and ability.”

Why men? In the first decade of the 20th century, it was a question that was easy to answer. Professions, conventional wisdom dictated, were led by men. Ergo, education could not be seen as a profession unless (or until) it strengthened the ranks of men in a field that was then seen largely as “women’s work.” Indeed, women taught in most classrooms and, unless they chose spinsterhood, did so only temporarily, as many schools still did not allow married women to teach. The young male leaders of education sought to change that image and, in so doing, to transform education from an “occupation” into a “profession.”

Two years after the amalgamation of 1910, Kappa Delta Pi, a fledgling organization of men and women at the University of Illinois,

petitioned the Third National Council in February 1912 to merge with PDK. Their petition was rejected. However, Julian E. Butterworth, then PDK National Secretary, may have stated the case for rejection a bit too strongly when he wrote to Kappa Delta Pi in March 1912, saying:

*At the St. Louis meeting of Phi Delta Kappa I presented the petition which you had sent me. It was the sense of the Council, in which there was no dissenting vote, that in as much as the acceptance of your petition would, under the terms you propose, require an amendment to our Constitution that the petition must be rejected.*

*There was a strong sentiment that we should like to have Illinois join us. However . . . I am certain that there will never be an opportunity to secure the admission of women. We believe that a real honor fraternity in Education must, from the very nature of our profession, be confined to men. Women do not enter the work to make a profession of it, and they ought not. Their work lies elsewhere.*

*I most sincerely hope that the time is not far distant when our societies can see alike on this point.*

Butterworth was wrong on a couple of counts. One is that Phi Delta Kappa initiated only men until more than six decades later.

Women finally were welcomed into PDK in 1974. (And, by the way, Kappa Delta Pi still thrives, with national headquarters in Indianapolis nowadays.) However, the question of whether education is a true “profession” remains open in some circles. We believe it is, and it is strengthened by the men and women who dedicate themselves to it.

One thing is certain: Today’s PDK is not the same organization our grandfathers knew. Professional women in education compose more than half of PDK’s membership, many in positions of leadership in PDK and in education. Phi Delta Kappa International, unlike the PDK of 1912, is a fully inclusive, diverse association of dedicated individuals.

We began this centennial year’s series of special features with a celebration of our “luminaries” — leaders of the past, like the young men in the photo on the previous page. This final special centennial supplement to the *PDK Connection* celebrates six of today’s young leaders. These men and women were nominated by their peers. While we single them out, they and we know that they are but a few fine examples among the many younger Kappans who are making their mark in education and leading the way to the future.

## Margaret Palisoc

**W**hen **University of Southern California Chapter** President Margaret Palisoc, better known to friends and Kappan colleagues as Meg, graduated from USC with a bachelor’s degree in psychology, she didn’t see herself working with grade-school children. She liked college students. So after earning her master’s in higher education, Palisoc took a job as director of engineering career services at her alma mater — and found a problem. Where were the women? the Hispanic and black students?

“I witnessed the wide discrepancies that existed in different students’ edu-



cation prior to entering college,” Palisoc said. And she knew she had to do something. She decided to leave higher education and, with her husband Randy, established Synergy Charter Academy, which has become the highest performing school in its zip code. In overcrowded, underachieving South Los Angeles, Palisoc has taken kids achieving in the bottom 10% on state assessments and brought them into the top 40%. “I know we still have a long way to go to level the educational playing field, but I am encouraged that we are on the right track,” Palisoc said.

Meg Palisoc is an all-around leader. As president of her PDK chapter, she also keeps herself and her colleagues informed by sharing the latest academic research and by scheduling dynamic, cutting-edge speakers for chapter meetings.

## Luzaray Quiñones-Hernández

**L**uzaray Quiñones-Hernández is an exemplary Kappan who fits the young leader profile perfectly. She joined PDK in 1991, a few years after receiving her bachelor’s degree in Hispanic studies from Pontifical Catholic University of Puerto Rico. That’s where she also went on to earn a master’s degree and is currently pursuing a doctorate — all while teaching study skills and providing support services to college freshmen.

Quiñones believes in her students, and they respond. “The recognition by my students has been my proudest accomplishment as an educator. For me it means that I have touched their lives. It means that my teaching has transcended the subject matter and in some way I have assisted them in becoming better persons.” She says, “What more can a teacher ask?” She also enjoys sharing learning experiences with colleagues and vows always to “stimulate appreciation and knowledge.”

It’s no surprise that she was recog-



nized by the **Ponce Puerto Rico Chapter** as Kappan of the Year in 2000 and selected for Who’s Who Among America’s Teachers in 1996 and 2000. As the oldest of five children, young Luzaray was a natural leader in her family. She’s put that natural leadership to good use by stepping up in her chapter, serving on the Ethics and Awards Committee in 1999-2000 and the Protocol Committee in 2000-01. She has held the office of chapter secretary since 2001.

## Scott David Richman

**J**ust call Scott Richman “Jack” — as in Jack of All Trades. Until recently, he was a science subject area leader and department head at Shields Middle School in Ruskin,



Florida, serving a county in which nearly 20% of children under age 17 live below the poverty line. His teaching style echoed the leadership, dedication, and innovation he admired in his own teachers when he was growing up in the suburbs of Ft. Lauderdale.

In January, Richman left the classroom on assignment by his district to recruit paraprofessionals and to train new teachers coming from other careers through the district's Alternative Certification Program. "My work in this program has allowed me to affect the careers of hundreds of new teachers," Richman said, calling such work his "proudest accomplishment." He also is managing a federal grant designed to attract talented new teachers.

Scott Richman comments, "PDK provides me with the opportunity to network with other education leaders as we strive to enhance our public education system." Richman also helps facilitate that networking as webmaster for his **Tampa Florida Chapter**, where a well-maintained, up-to-date website keeps area Kappans connected.

## Mark Strauss

**M**ark Strauss will tell you, "A district administrator suggested that I join PDK for its great networking opportunities." Mark did join, tapped that network,

and has now spent several years leading the way for other colleagues — both in PDK and in the education profession. He's one of those people who feels compelled to make a difference.

While working at Flamingo Elementary School in 2000-01, Strauss was named Assistant Principal of the Year in the Broward County School District, the sixth largest district in the nation. It was an accomplishment of which he justifiably says that he is



"tremendously proud." Strauss now is principal of Virginia Shuman Young Elementary School in Fort Lauderdale.

Mark Strauss served two terms as president of the **Broward County Florida Chapter**, for which he previously served as vice president for programs and as newsletter editor. Strauss' dedication and commitment to PDK also landed him a seat at the table for the PDK Constitutional Convention in 2002, giving him the opportunity to help shape our association's future. He currently is a chapter/member liaison (CML).

## Tiffanie Thomas Roberts

**T**iffanie Thomas Roberts is PDK royalty. Initiated while her father, George Thomas, was international president in 1997, she has now served four years as president of the **Meridian Area Mississippi Chapter**.



Roberts has touched nearly all levels of education in her as yet short but successful career. She spent her first year in the profession teaching two-year-olds music, nursery rhymes, colors, and shapes, among other things, before moving on to teach math at Meridian Community College, where she was named teacher of the year in 2003. Currently, Roberts will say that she has found her niche as a counselor at Crestwood Elementary School in the Meridian Public School District, having put her degrees in math and family and human development from Mississippi University for Women to good use.

After winning the PDK Paul H. Henkin Conference Scholarship in 2002, Roberts was recognized by her chapter colleagues with a PDK Award for Leadership in 2003. Now, in addition to being chapter president, Roberts serves as editor of the chapter newsletter.

## Steven Wroblewski

**S**teven Wroblewski didn't hear the call to education in a typical way. Sure, like many who take up education as a career, some of his role models were educators, including his Uncle Rick, aka Dr. Rick Kolowski, former PDK International President, and his high school speech teacher. But they didn't tip the balance. Actually, it



(CML) in the northern part of the state. Last fall found him attending the PDK conference in Chicago.

Incidentally, Steven Wroblewski can't seem to quench his thirst for knowledge. He currently is earning his doctoral degree in education from the University of Illinois at Urbana-Champaign.

was a college job in a hospital working with mentally-ill patients that helped Wroblewski discover his ability to empathize, relate, and listen — all qualities that others want in an educator and that can make a person looked up to as a leader.

These days Wroblewski is the curriculum director for LaSalle-Peru Township High School in LaSalle, Illinois. One of his proudest moments in education came in 2003-04, when he spearheaded a year-long initiative to improve academic support programs for all of the 4,500 students in his district.

A member of the **Northern Illinois University Chapter**, Wroblewski also serves as a chapter member/liaison

## Your Name Here



**T**his could be your space. We have chosen six outstanding, young (under 40) leaders nominated by their peers. We know that there are many more emerging leaders in our

ranks — some more young at heart than young in years. They work in schools, offices, colleges, and universities where PDK is making a difference in their lives and in the lives of those they teach, mentor, or supervise.

In the final months of this centennial year, it is timely for Kappans of every age to rededicate themselves to the tenets that have guided our association since 1906: leadership, service, and research in education. In pledging our professional lives to these tenets, we are mindful that our timeless mission is advocacy in support of universally available education as every child's right.

We believe that excellent teachers are the key to every child's bright future. And we believe that excellent schools are essential to ensure the future of a free society.

We are PDK.

In preparing this feature, the editors were ably assisted by Patrick Giese, a rising junior at Indiana University. Pat is a journalism major and has served several weeks this summer as our publications intern. Another future leader!

## Time Capsule Opened, Rededicated

On June 28, Kappans and guests gathered at PDK's Rose Conference Center to open a time capsule placed in the cornerstone 17 years ago. The time capsule, set in celebration of the 1989 opening of the conference center, contained 19 items, including newspapers and journals, letters from prominent Kappans, items from chapters, and forecasts of what education would look like when PDK celebrated its 100th anniversary. International President Jo Ann Fujioka and Executive Director Bill Bushaw read aloud from some historical items, including predictions by former Executive Director Lowell Rose.

In 1989 the president was George H.W. Bush and major education concerns included national standards, the dropout rate, and tests for graduation. Predictions based on the 1989 U.S. governors' education summit still are far from being addressed. As Fujioka noted, "The items in the time capsule demonstrate how much the world and education have changed — and how much they have stayed the same."

At the end of the ceremony, new items were placed in the capsule and it was rededicated, to be opened again in 2031. But if the 1989 predictions are any indication, it is certain that in the future, we still will be worrying about the future of education. *Note: the time capsule will remain open until after the Summit in October. Kappans who would like to contribute a photo to be placed in the capsule should send it to the International Office. Photos will be included, space permitting.*

