44 YEARS OF PDK MEMBERSHIP CAPPED BY SIGNIFICANT COMMUNITY SERVICE

When Dr. Carl J. Daeufer was initiated into PDK in 1962 little did he realize he and his wife would endow a scholarship and lecture series that focuses on issues of pre-service preparation for teachers consistent with the mission statement of the University of Hawai'i Manoa Campus College of Education.

Carl met Alice in 1960 when he started working at the UH College of Education. They married in 1965 when she was on the staff of the University Laboratory School and later undertook other positions at the University for twenty-two years. Carl served for 35 years as a college faculty member actively involved in university teaching, research, and administration; University of Hawai'i Professional Assembly (UHPA); overseas education development; and public elementary and secondary education. He is now an emeritus professor of education. After retirement in 1994 he served on the UHPA board of directors for twelve years.

He stated "Alice and I decided to establish an endowed fund, which offers annual scholarships and an education lecture series because we wanted to 'give something back' to the College of Education and the University of Hawai'i." Since May 1998 when the first annual scholarship was issued to the present, the Daeufer Family Endowed Fund has supported annual scholarships and periodic public lectures.

PDK/Hawai'i salutes our long-time member and his exemplary example of service to the cause of education through the their family fund. We hope it will be a model more and more retired educators will consider to provide educational excellence in the State of Hawai'i. As Carl states, "I encourage former faculty and alumni to explore areas of interest to them. There is no limit to the good it can do."

See details of the Daeufer Education Lecture Series March 17 presentation in a separate article. In addition to the public lecture March 17, there will be a small group meeting to dialogue with the speaker on the morning of March 18. For the latest details on that contact Rhonda Black (rblack@hawaii.edu) or Gay Reed (greed@hawaii.edu).

Ed. note: The Alice, Sumy, and Carl J. Daeufer Family Scholarship in Teacher Education was fully endowed in December 1997 by Carl and the late Alice Daeufer, who passed away in May 2004.
The UHM College of Education Presents
The 2009 Carl and Alice Daeufer Lecture Series
Featuring: Nel Noddings on Happiness and Education

Tuesday, March 17th
6:00 – 7:30 p.m.
UHM Art Auditorium

Nel Noddings is the Lee L. Jack Emeritus Professor of Education at Stanford University. She is a past president of the National Academy of Education, the Philosophy of Education Society, and the John Dewey Society. In addition to sixteen books, she is the author of more than 200 articles and chapters on various topics, ranging from the ethics of care to mathematical problem solving. Her latest books are Happiness and Education, Educating Citizens for Global Awareness, Critical Lessons: What Our Schools Should Teach, and When School Reform Goes Wrong. In her lecture on happiness and education, she will discuss how we might teach if we were to take happiness seriously as an aim of education.
Technology, Colleges & Community Worldwide Online Conference 2009

Website: http://tcc.kcc.hawaii.edu/2009/tcc/welcome.html

TCC or Technology, Colleges and Community is a worldwide online conference designed for university and college practitioners including faculty, academic support staff, counselors, student services personnel, students, and administrators.

For the past two years, PDK has been a group sponsor for TCC providing discounted registration for all PDK/FEA members.

* With PDK's new "social networking" PDK Connect developments this year is an ideal one to see "what and how in the world..." are people doing professional development and distance education.

* This event should be an incentive for those interested in education and professional development to join PDK in order to take advantage of the savings of up to $75 on full registration. $25 is the cost-sharing fee for PDK/FEA members.

To join the conference, please go to the following online registration form: https://skellig.kcc.hawaii.edu/tccreg/

At this page, enter your personal registration data, then on the field entitled: Payment Information: Registration Type. Select the following from the pull-down menu Phi Delta Kappa ($25 USD). To submit your $25 co-payment, please call in your credit card information to Sharon at (808)734-9534, or you may mail a check payment to:

Kapi'olani Community College KISC - TCC Conference, 4303 Diamond Head Road, Honolulu, Hawaii 96816

Please make the checks payable to "Kapi'olani Community College." If you have any questions, you may contact Sharon at fowlers@hawaii.edu or at(808) 734-9534.

Elections for PDK International President

All PDK members should be reviewing the candidates running for PDK International Presidency: Kathleen M. Andreson, Region B Director and Frank H. Nappi, Jr., Region H Director. Ballots will be mailed, and respondents can vote by return ballot or go online. The voting period is April 1 to May 31. All PDK members are urged to review the candidates statements and vote for the one who you feel best qualified to become PDK President for two years.

You can find details on the PDK website at: http://www.pdkintl.org/chapters/elections.htm. There are listed the general bylaws overview on elections and

Link for learning more about the candidates for president-elect of the PDK International board. and

President’s Report

by John Thatcher

First, congratulations to all who participated in the International School Peace Gardens December 2008 Hawaii Interisland Tour headed by Dame Julia Morton-Marr and Fraser Marr. Many thanks to them for joining us for an exciting week of activities involving school visits, ISGP dedications, and presentations on Oahu and Hawaii. See Morton-Marr's summary report of this launching endeavor for which we look forward to seeing more schools in Hawaii setting up ISPGs. We greatly appreciate the support received from the Charter School Administrative Office, the Hawaii Science Teachers Association, IHTEC and UH Manoa College of Education to make this venture possible.

Second, I wish to salute long-time PDK member Dr. Carl J. Daeufer for his exemplary model of community service in establishing an endowment fund at the University of Hawaii entitled the Daeufer Family Endowed Fund that provides student scholarships and an education lecture series. See the meeting notice of the March 17 public lecture featuring Nell Noddings, Lee L. Jacks Professor of Education, Emerita Stanford University, who will speak about Happiness and Education and workshop the next day. PDK/Hawaii is pleased to be a co-sponsor of these events. Please pass the word on to others who might be interested. See details in this issue.

Finally, I think it important we be aware of national efforts supporting charter and other public schools. The National Alliance for Public Charter Schools President and CEO, Nelson Smith, issued the following statement on January 29, "In passing the American Recovery and Reinvestment Plan yesterday, the House included significant funding for school modernization, renovation and repairs, and saw to it that public charter schools - like all public schools - would have equal opportunity to benefit from the funds. It strongly reflects the reform provisions sought by the Obama Administration, and we urge the Senate to act swiftly to pass similar legislation so that the two may be reconciled and a final bill is moved quickly to the President. There are literally thousands of repair and renovation projects waiting to be undertaken at public schools - both traditional and charter - all across the country, and similar legislation - ensuring equal access for all public schools to these funds - is all that's needed now to get these jobs done."

It is interesting that the first public school President Barack Obama chose to visit was a charter school. The president and the First Lady went to the Capital City Public Charter School in Washington DC on February 3. "We were just tired of being in the White House," joked the President. After reading The Moon Over Star by Dianna Hutts Aston, President Obama said to second-grade students, "You're excellent listeners. And the reason we came to visit, A, we wanted to get out of the White House; B, we wanted to see you guys; but C, the other thing we wanted to tell everybody is that this kind of innovative school, the outstanding work that's being done here by the entire staff, and the parents who are so active and involved, is an example of how all our schools should be. And what I've asked Arne Duncan to do is to make sure that he works as hard as he can over the next several years to make sure that we're reforming our schools, that we're rewarding innovation the way that it's taking place here, that we're encouraging parents to be involved, that we're raising standards for all children so that everybody can learn - especially things like math and science that are going to be so important for the jobs of the future. And so we're very proud of what's been accomplished at this school and we want to make sure that we're duplicating that success all across the country. So nothing is going to be more important than this. And the recovery and reinvestment act that we've put forward will provide billions of dollars to build schools and help with school construction. It will provide money to train teachers, especially in subjects like..."
math and science that are so critical. And it will also give Secretary Duncan the resources he needs to reward excellent, innovative schools. And so we think it's really important for the country that we get that bill passed."

PDK Executive Director, William Bushaw, recently wrote "Phi Delta Kappa International is a member of the Learning First Alliance, a partnership of 18 major national education associations representing more than 10 million educators, parents, and education policymakers. The Alliance released a statement on October 13 calling for a NEW federal role in supporting success for all children in America's public schools... PDK's mission is to 'promote quality education, in particular, publicly supported education, as essential to the development and maintenance of a democratic way of life.' Please help fulfill our mission by forwarding the LFA statement to parents, community members, and other educators." The message can be found at http://www.pdkintl.org/LFA/LFAFederalRole.pdf.

I would like to encourage all of our Hawaii PDK chapter members to take an active role in spreading the LFA message and to support equal funding for charter schools as the American Recovery and Reinvestment Plan funds reach our shores.

PDK Hawai'i Features IHTEC's International School Peace Gardens Interisland Tour

by Julia Morton-Marr

In November 2008, Phi Delta Kappa Hawai'i Chapter in cooperation with the Hawai'i Charter School Administrative Office (CSAO), the Hawai'i Science Teachers Association (HaSTA), the University of Hawai'i Manoa Campus College of Education including the Curriculum Research & Development Group and University Laboratory School, invited the IHTEC's (International Holistic Tourism Education Centre) Founding President Julia Morton-Marr and Fraser Marr to visit Hawaiian schools, the week of December 2 - 7, 2008. This involved discussion of the first steps towards implementing Global Sustainability Education (GSE) through the International School Peace Gardens (ISPG) program. The visit included the innovative and inspired work of teachers and students, in Hawaiian Public and Charter Schools. Prior to the visit, PDK Hawai'i had decided to foster this project for one year. PDK Hawaii's action supported the Hawaiian Government's legislation

Kanu o ka 'Aina New Century Public Charter School (KANU) - We were chanted in by teachers and students to a “space based learning center” where students work in two outdoor laboratories, land and sea.

Connections Public Charter School (PCS) Going Global Class where Grace Chao said "Globalization"is no longer a study, but rather, something to do about. Students become much more aware of our responsibilities and the calling of helping our local and communities in these turbulent times."
Resolution 08-57 Bill 345 Act 23 for Hawaiian Peace Day on July 25, 2007 to be held on September 21 annually, and legislation for Hawaiian Green Schools on June 4, 2008.

The PDK Hawai'i team visited 10 schools and held 3 School Peace Garden dedications. The visits were to the University Laboratory School Elementary Division; Hokulani Elementary School; Kanu o ka 'Aina New Century Public Charter School (KANU); Connections Public Charter School (PCS); Hawai'i Academy of Arts & Science; Kua O Ka La PCS; Kamaile Academy PCS; Kane Aki Heiau (Temple for Healing and Agriculture); Halau Lokahi PCS; Hawai'i Academy of Arts & Science (Hawaii) - where we saw Hawaiian arts in action, as students carved a new canoe out of an old tree trunk. Here they are using hydroponics and fish farming (aquaponics) linked together for food security.

Halau Lokahi PCS - Visiting the Hokule'a a double-hulled voyaging canoe we heard plans of the school's involvement in the canoe's next ocean journey. It is hoped that Hokule'a will carry messages to all ports of call, about the ISPG program for climate change, and as a tool to implement Global Sustainability Education.

Windward Community College, Hale Akoakoa was the venue for the PDK Hawai'i dinner. 80 people attended, many of whom are focused on different aspects of sustainability. Several people presented a short descriptions of their current work. SLAM Poetry students were on topic. The dinner was of locally grown or traditional food. Since the dinner, Aaron Levine has organized an email group to invite them to join PDK Hawai'i, and to keep these contributions informed of future progress. Meetings were also held with Frank Pottinger and other Curriculum Research & Development Group and University of Hawai'i Laboratory School staff; John Cusick, University of Hawai'i at Manoa Environmental Center; Gerald G. Marten and Namji Steinemann at the East-West Center. Tracy H Okubo, CSAO Administrative Assistant, wrote press releases and follow up letters for the week.

The essence of a “Culture of Peace through Tourism” was very evident, through the Aloha philosophy in schools. The early preparation in Nicenet contained 76 messages where there is also a full description of the program in IHTEC's Nicenet classroom. The week's events were excellent and it was a great team effort. It
brought educators together through the various Charter Schools, NGO's, various levels of the University of Hawaii, and other individuals who were working on various aspects of sustainability.

One of the main concerns in Hawaii is that of food security. The islands only have two weeks of available food at any one time. The ISPG program can help by planting vegetable gardens & fruit trees. Other aspects of Green Schools that are already being achieved in Hawaii are schools who are feeding the homeless, using hydroponics, aquaponics and fostering “place based learning”. These examples can be expanded in Hawaii. The benefits from the Hawaiian visit to Charter Schools could also support educational changes for the USA.

A package containing a PDK membership brochure, International Holistic Tourism Education Centre (IHTEC) Award, ISPG and IHTEC pins and a Canadian Flag and pins were given to each school visited. Participation Award Certificates were given to all schools visited to mark the occasion. Since the PDK Dinner, other schools have joined.

The main outcomes include:
1. PDK Hawaii formed a committee that is called IHTEC Hawaii which will hold regular meetings.
2. There is a report slide show and podcast on the PDK Hawaii website.
3. Julia Morton-Marr was interview for a PDK Intl Member Spotlight.

Fraser and Julia enjoyed the tremendous hospitality and involvement with everyone. They thank you all very much for the hard work and planning involved to make this journey such a success.

PDK / IHTEC Hawai'i Organizing Committee: John Thatcher, John Southworth, Frank Pottenger, Maria DeSilva, Jeannie Lum, Aaron Lavine, Maunalei Love, Eli Witt, Julia Morton-Marr and Fraser Marr.

Current members: Consider sharing the following with colleagues who are not members and school administrators who should consider the re-designed PDK Institutional Membership that covers a Primary Contact and four Affiliate members.

PDK membership has a variety of modes for those interested in not only improving education today but preparing and recruiting educators for tomorrow.

Members represent all areas and levels of the profession and include educators from preschool through higher education. Undergraduate students, community leaders, parents, and institutions are also eligible for membership.

Individual Memberships Available:

**Professional Membership**
- for persons who hold a baccalaureate degree or equivalent standard as determined by the International Board
- are licensed or credentialed as educators or employed in an education-related field or
- are undergraduate education majors who are participating in or have completed student teaching.

**Undergraduate Student Membership** for those who are enrolled in an accredited education program and make application prior to student teaching
International Electronic Membership for those who live outside the United States and do not have an APO/FPO address

Associate Membership for Parents, Community, Business, and Government Leaders

Institutional Membership for schools and academic institutions, companies and agencies to provide for multiple individuals in a professional community the opportunity to enjoy the benefits and services of membership.

Future Educators Association is an international program for middle and high school students interested in exploring careers in education. The program is similar to the Future Teachers of America, an activity that existed prior to 1969 under the auspices of the NEA. Phi Delta Kappa International organizes Future Educators Association clubs in schools across the United States and internationally.

For further information on any of the above alternatives either:

- Go to the PDK International website for membership: http://www.pdkintl.org/joinpdk/joinhome.htm and select the category of interest (immediate, on-line application available)
- Contact PDK customer service at customerservice@pdkintl.org or
- Call 1-800-766-1156 and ask for Customer Service.

K-12 TEACHERS AND POVERTY  

John Wilt, PDK/Hawaii Research Rep

I have been fascinated with a December 2008 Economic Policy Institute article on "poverty" published in the April 2008 journal: Educational Leadership. The author of the educational leadership article is Richard Rothstein who is Research Associate at the Economic Policy Institute. His e-mail address is riroth@epi.org. At the beginning of Rothstein's article called "Whose Problem is Poverty?", he indicates several disadvantages suffered by low-income children such as no health insurance, single-parent families, and so on. The central thesis of Rothstein's article is that it is wrongheaded for K-12 teachers-and policymakers-to suppress awareness of "how social and economic disadvantage lowers achievement." Rothstein's chief argument is that there is no future in letting schools "off the hook" by buying into the argument that "schools alone can overcome social and economic causes of low achievement." Rothstein offers several suggestions as important adjuncts to social reform. Here is just one of his six suggestions: "Provide higher-quality early childhood care so that low-income children are not parked before televisions while their parents are working." As two final thoughts regarding Rothstein's article "Whose Problem is Poverty?", he asserts that "no schools serving disadvantaged students have demonstrated consistent and sustained improvement that closes-not just narrows-achievement gaps." He further asserts that "Nobody should be forced to choose between advocating for better schools or speaking out for greater social and economic equality. Both are essential. Each depends on the other. Educators cannot be effective if they make excuses for poor student performance. But they will have little chance for success unless they also join with advocates of social and economic reform to improve the conditions from which children come to school."

As a followup to the December 2008 Economic Policy Institute article on "poverty," two articles have appeared in the January 2009 Phi Delta Kappan and they are called: (1) "Poverty and Payne: Supporting Teachers to Work With Children of Poverty" by Mistilina Sato and Timothy Lensmire and (2)"Poverty Does Not Restrict a Student's Ability to Learn" by Ruby Payne which includes this byline: "Oft-criticized educator responds that her work emphasizes a belief in each individual's cognitive ability to succeed, regardless of background in poverty." I find it rather interesting that some educators have criticized Payne for stereotyping people living in...
poverty and others have concluded "that Payne's work is a classic example of 'deficit thinking', where 'students who struggle or fail in school do so because of their own internal deficits or deficiencies'" (reference: page 366; January 2009 Phi Delta Kappan). According to the January 2009 Kappan, however, Ruby K. Payne "is an author and educator whose work focuses on the mindsets of economic classes and on crossing socioeconomic lines in education, work, and for social change." Ruby K. Payne is probably best known for a 1996 book called A Framework for Understanding Poverty which was written to help educators better address the issues of poverty plus, 800 to 1,000 teacher education programs/workshops/seminars which Payne and her certified trainers, consultants and employees deliver in the U.S. and Canada (yearly). Frameworks and other books by Payne are "based on patterns. All patterns have exceptions." Ruby K. Payne espouses the view that "to survive poverty, one must be an incredible problem solver," that educators must grasp "situated learning"-a theoretical approach that says that "virtually all initial learning occurs in 'situated learning' environments that have context, language, relationships, and tasks where you reason with stories and act on situation." And, finally, "the decontextualized environment of school requires students to use an abstract representation system of knowledge that is learned and usually not available in the situated-learning environment of generational poverty."

So, a key question is asked by Sato and Lensmire, authors of "Poverty and Payne" (reference: January 2009 Phi Delta Kappan, Pp. 365-370): "But if not Payne's Framework, then what? How can school districts address issues of poverty?" Sato and Lensmire believe that "rather than dwelling on children's perceived deficits, we believe teachers should be encouraged to focus instead on children's competence as cultural and intellectual people." Here are six final thoughts to assist K-12 administrators and teachers formulate a strategy for teaching disadvantaged students: (1) "Research on the role of cultural relevance in classroom teaching identifies how students' culture-the values, beliefs, practices, and experiences they bring with them from their homes, communities, and heritage-can be an integral part of a student's successful academic experience when teachers know how to relevantly build on them"-consult Geneva Gay's text Culturally Responsive Teaching: Theory, Research, and Practice; (2) "When we believe there is value in what a child brings into the classroom from their home culture, we listen for that value and build formal educational experiences on what the student brings with them;" (3) "... when we are concerned about stereotyping, we worry about the functions and effects of stereotypes in relation to those being stereotyped;" (4) "Living in poverty lies far outside of the realm of most teachers' experience"; (5) "As teachers begin to embrace issues of social class differences among their students and themselves, pedagogical shifts will need to be more than the addition of a few technical strategies;" (6) "New ways of being in the classroom must be taken up by teachers. Part of that being is to be present in the moment with students, while listening to them and respecting their ideas. Part of that being is a willingness to ask students questions, to get to know them as thinkers, as children, and as people. And part of that being is patience and grace in response to uncertainty, in response to the everyday classroom's pervasive demands for wise decisions and actions."

PDK Foundation and Scholarship News

by Loretta Krause, PDK/Hawaii Foundation Rep

It's Graduate Scholarship Time! If you know of Kappans who are working toward graduate degrees in education, please point them to the PDK website at http://www.pdkintl.org/awards/awardhome.htm for information on our Graduate Fellowships and Outstanding Doctoral Dissertation Award. PDK offers scholarships at the master's, specialist, doctoral, and research levels in all fields of education. Also available are specific awards for educators pursuing degrees in Education Administration (R. Gerald Melton Memorial) and Music Education (Ruey Witten Fellowship). Contact scholarships@pdkintl.org with your questions or requests for additional information.
Annual Fund The 2008-2009 Annual Fund giving campaign ends June 30, and many chapters are just a few donations shy of achieving a higher Club level. Use form at end of the newsletter to submit your donation that will help PDK/Hawaii. Contributions for chapter percentage giving are based on multiples of $10. For example, a $30 contribution will count as three individual member donations.

Willis B. Coale Scholarship: Each year PDK/Hawaii Chapter 0067 offers a scholarship of $500 in honor of Willis B. Coale to a graduate student in the field of education. To be eligible, the student must be officially enrolled in an accredited college or university for the fall semester of 2009 and studying for an advanced degree in some area of education.

Phi Delta Kappa has as primary goals for its members to further service, research and leadership in education. The student who applies for the scholarship is to:

* Submit a typewritten statement no more than two pages describing how he/she will, in the future, exemplify the three goals of Phi Delta Kappa.
* Submit a resume describing educational and employment history including official notification of being admitted to an advanced degree program.
* With the above, submit two letters of recommendation. At least one of these letters must be written specifically in support of this application.

These three items should be mailed by May 1 to: PDK/Hawaii Foundations Rep Loretta Krause, 4707 Matsonia Drive, Honolulu, HI, 96816. For more information call 808-732-0608 or email: lkrause@hawaii.edu

PDK Book Club

Join the PDK Book Club and receive a selection of the most prominent, education-related books right on your doorstep—without the hassle of scouring book reviews and making a trip to the book store! Call 800-766-1156 to become a member of the PDK Book Club today.

PDK is now offering a book club opportunity to all of its members. Simply add this option to your current membership, and three times per year you will receive a high-quality, contemporary book selected specifically for PDK members.

You can get all three books (a $90 value) for only:

$39 if you are a PDK member within the US or have an APO/FPO address
$49 if you are a PDK member in Canada or Mexico
$69 if you are a PDK member in any other country

Sign up now and receive a bonus book, Change Wars, edited by Andy Hargreaves and Michael Fullan, free!

PK NEWS FROM THAILAND

Regarding the Bangkok Chapter, I’d like to report the following: The 25th Anniversary Conference was a great success. It was held on November 7 & 8, 2008 with an overwhelming attendance. The Assumption University Newsletter ABAC Today (October 2008-December 2008) is carrying a report on the conference and I will send you copies of the newsletter when it is released.

Immediately after the conference, I handed over the Presidency of the Bangkok Chapter to Dr. Senee. Dr. John Chinapa will update you on this.

Thanks for all your support and please do keep in touch.
Best wishes, Sincerely, Prathip Martin Komolmas, Past-President
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Cynthia McAnish
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2007 Wal-Mart Teacher of the Year
Amy Perruso
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PDK FOUNDATION DONATION FORM

Submit to: Dr. Loretta Krause 4707 Matsonia Dr. Honolulu, HI 96816-4011

Yes I accept your challenge to help the University of Hawaii Chapter become a recognized Chapter for 2008-2009. To see some of the types of scholarships these donations cover go to the PDK website at: http://www.pdkintl.org/awards/awardhome.htm

(If you are donating more than $10, indicate whether you want it designated as a "Single Donation" or a "Chapter Lump Sum Donation". (Each $10 increment of Chapter Lump Sum donations counts for an additional member, and boosts the Chapter further towards "20-20" status).

Donor Name: ___________________________ Phone: ________________
Address: ________________________________________________

Donation Amount: _______________ (Make out check to Phi Delta Kappa Foundation)

Please check where applicable:

_____ I designate my donation as a single member donation

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