

E A S T E R N

# EDUCATOR

College of Education, Eastern Michigan University

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## COE Celebrates 15 years of Excellence in Education



The College of Education commemorated the opening of its new home, the John W. Porter Building, with a series of special events. The “Celebration,” as the festivities were titled, began with ceremonial music in the lobby of the Porter Building.

A special convocation in the new building featured keynote speaker David Imig, president and CEO of the American Association of Colleges for Teacher Education. A highly regarded spokesperson for professional education, Imig talked about the future of teacher education. Porter, a former EMU president whose achievements include securing state authorization for the University’s first doctorate in educational leadership, received special recognition at the convocation.

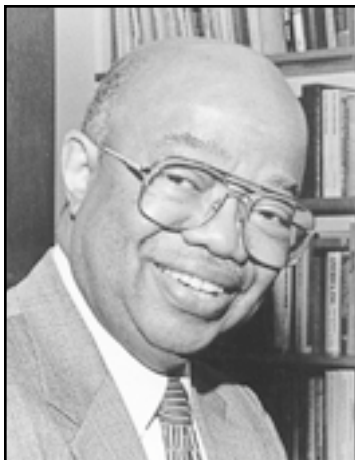
An open house throughout the building allowed guests to tour the facility and view educational exhibits. Other celebratory events included the inaugural lecture by James Comer, M.D., first holder of the John W. Porter Chair in Urban Education; the world premiere of processional music composed by Paul Goldstaub and performed by the EMU Wind Symphony; a commissioned dance performance with choreography by Julianne Pedersen; a reception and ceremony for special friends of the University; and a presentation titled “Experience the World in Story,” hosted by the Department of Teacher Education.

The high-tech learning environment of the Porter Building will help the COE to continue to produce the nation’s finest educators.

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# Comer Named John W. Porter Chair in Urban Education



James P. Comer, M.D.

***The chair will strengthen Eastern Michigan University's role in urban school districts.***

**I**nternationally renowned psychiatrist and urban education expert James P. Comer, M.D., is bringing his expertise and insights to EMU as the first holder of the John W. Porter Chair in Urban Education.

The chair, named for former EMU President John W. Porter, will strengthen EMU's role in urban school districts in Michigan. The program will include an emphasis on community-school partnerships as a primary solution to the challenges faced by urban schools.

Gifts from the Mott Foundation; the McGregor Foundation; the Herrick Foundation; the Doan Foundation; Ameritech; Consumers Power; Detroit Edison; Comerica and a number of individuals provided the \$1 million endowment to support the chair.

The Maurice Falk Professor of Child Psychiatry at the Yale University School of Medicine's Child Study Center, Comer is the founder of the Comer School Development Program. Comer's school model is based on child development, which he believes should be the foundation for the educational process.

"We know what children need to learn and succeed," he says. "We incorporate it into the educational plan and have all the adults in the child's life collaborate to ensure the child gets what he/she needs to succeed in mainstream society."

His philosophies are similar to community-education concepts that have been the underpinning of the COE's educational philosophy. Thus, it is not surprising that the EMU-led Comer project in Detroit is the most successful, or that EMU faculty train Comer educators across the United States. The Comer project is in place in more than 700 schools across the nation. EMU is the university partner for its implementation in 26 Detroit schools.

"Dr. Comer believes the school should be a meaningful place for children to learn," says James Berry, head of EMU's Leadership and Counseling Department. "This means providing a learning environment that is not only good for children academically, but also socially, emotionally and behaviorally. He's committed to making sure that children have a place to go where they have a good

understanding about how to behave appropriately in their world and in the adult world."

During 1999-2000, Comer will visit EMU's campus numerous times. He delivered his inaugural lecture Oct. 8, as part of the John W. Porter Building "Celebration." During the lecture, Comer stressed that relationships are the key to a child's success and that adults must collaborate.

To date, Comer has met with numerous students, faculty and southeast Michigan education practitioners on EMU's campus and in Washtenaw County. He and two colleagues were presenters at the COE's annual Collaborative School Improvement Program Conference in February.

Comer was on campus again in late March working with faculty, students and alumni from the Educational Leadership program. He also

was the guest speaker at the annual Celebration of Excellence recognizing student achievement.

Although Comer's background is in medicine rather than education, the Porter Chair was especially appealing to him, says Berry.

"One of the things

Dr. Comer found attractive about being the first chair in urban education is that he can come here and learn about teacher education and administrative preparation," says Berry. "He has an opportunity to get inside teacher preparation. It's a great opportunity for him to talk with faculty members in Teacher Education."

A native of East Chicago, Ind., Comer holds an undergraduate degree from Indiana University, a medical degree Howard University College of Medicine and a master's degree in public health from the University of Michigan School of Public Health. He trained in psychiatry at the Yale University School of Medicine.

Since 1994, Comer has served as a member of the National Commission on Teaching and America's Future. In addition, he has been associated with the National Launch Committee for Americorps and the National Campaign to Reduce Youth Violence. Comer has authored six books, has been awarded 37 honorary degrees and is the recipient of numerous awards, including the Heinz Award for the Human Condition.

***It is not surprising that the EMU-led Comer project in Detroit is the most successful, or that EMU faculty train Comer educators across the United States.***

# EMU Supports Detroit Public Schools' Implementation of Comer Model

Eastern Michigan University is in its sixth year of participation in a mutual effort that seeks to raise achievement and promote healthy growth and development of students in the Detroit Public Schools.

The Detroit Comer Schools and Families Initiative (CSFI) is a collaboration between EMU, Detroit Public Schools and Yale University's Child Study Center. At the heart of this collaboration is the implementation of the Yale Child Study Center's School Development Program (SDP), or Comer model, in the Detroit Public Schools.

According to Dr. Alison Harmon, EMU's chief liaison to the Comer Project in the Detroit Public Schools, EMU acts as a resources broker for the Detroit Comer Schools. "We work right alongside the district and schools to find out what they need to fully implement the model," says Harmon. "We then go back to EMU and talk to professors about linking their research, practice and theory to what we're attempting to do in the schools."

Since 1994, an independent firm has been evaluating the progress of 12 Detroit Comer schools. Of those, says Harmon, each one has shown improvement in at least one area of the M.E.A.P. Test, and in at least one climate area (parental involvement, how children feel about school, etc.). Furthermore, according to a national study of all Comer schools, Detroit's are more fully implementing the model than a number of schools that started at the same time.

Harmon says EMU also has benefited from the program. "While we're providing support to the schools, the schools, in turn, are helping us to form our theory," she says. "Our students are getting first-hand knowledge of practice, not only as it relates to teaching and learning, but more specifically to urban education. It really is win-win."

The Comer model utilizes mechanisms that allow parents and staff to engage in processes in which they gain and apply knowledge of systems, child development, and of individual behavior to every aspect of a school program in a way and at a rate that is understandable and not threatening.

To support the model, the Comer Schools are governed by teams. The student and staff support team consists of a group of professionals, including teachers, counselors, psychologists, nurses, social workers, who look at where children can be referred when they encounter challenges.

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Dr. Alison Harmon

"If the support team says the child could benefit from additional tutoring, EMU steps in and says, 'We have classes in which our students are required to do field study. We will place our students in the schools and they can become your tutors,'" says Harmon.

The support team also has placed EMU Nursing and Social Work interns in the schools and has developed a rotation for medical interns from Children's Hospital in Detroit to provide immunizations in the schools. Another team looks at the schools from a comprehensive perspective and determines areas for improvement. And, she says, school principals are trained to adhere to the Comer model.

"Our model promotes collaboration, consensus and no-fault," says Harmon. "This is not necessarily how administrators were trained. Most were trained from the old autocratic model of the building being their central responsibility and decisions being unilateral. We can't expect that administrators will move into this process without support and skill development."

In addition, the Detroit Schools hire a part-time parent facilitator for each school. EMU Special Education Professor Nora Martin provides those parents with the direction and training they need in order to advocate on behalf of the other parents in the community.

Each of the three institutions involved in CSFI received a grant from the Skillman Foundation, which together total more than \$16 million. Detroit's grant is to implement the model in 26 schools, EMU's grant is to support Detroit in the implementation of the model, and Yale's grant is to provide the model. The Yale Child Study Center has entrusted EMU to provide the Comer model to other schools in Michigan and Ohio, as well.

***"While we're providing support to the schools, the schools, in turn, are helping us to form our theory. Our students are getting first-hand knowledge of practice, not only as it relates to teaching and learning, but more specifically to urban education. It really is win-win."***

– Dr. Alison Harmon,  
EMU's chief liaison to the  
Comer Project in the  
Detroit Public Schools

# COE Responds to Education Challenges of 21st Century

*Five-year vision addresses teacher shortages, technological proficiency*



Dean Jerry Robbins

*The college will concentrate its efforts on ensuring that new teachers are well prepared to use technology in the classroom and that technology enhances learning for K-12 students.*

The opening of the John W. Porter Building heralded a new era for EMU's College of Education. With updated surroundings, enhanced educational offerings and technological sophistication, the building is helping EMU continue its 150-year tradition of producing outstanding professional educators.

The college's continued success depends upon its ability to meet the increasing challenges of teacher education in the 21st century. According to COE Dean Jerry Robbins, a critical focus of the college during the next five years will be examining ways to respond to the widespread teacher shortage.

"There is a great deal of data that indicate nationwide critical teaching shortages in special education, math, chemistry and physics," says

Robbins. "School personnel are expecting a number of teachers to retire in the next few years, and are concerned about where they're going to find replacements." Robbins adds that enrollment is growing rapidly in many geographical areas, triggering the need for new positions to be filled. And, he says, many schools are being forced to hire teachers with only a minor in the desired subject areas.

EMU administrators and faculty are exploring strategies to encourage more people to enter the Teacher Education program and select majors in math, science and special education.

## Technology as a Teaching Tool

In addition to addressing teacher shortages, the COE's vision for the next five years will include a continued commitment to enhanced technology, says Robbins. To that end, the college will concentrate its efforts on ensuring that new teachers are well prepared to use technology in the classroom and that technology enhances learning for K-12 students when applied to instructional programs.

"School districts are very concerned about what to do with existing teachers who often came through preparation programs when there was little or no emphasis on technology, and who haven't had many opportunities to learn it on the job," says Robbins. "They're also very much concerned about making

sure that we in higher education are turning out new teachers who are well versed in the latest technology." An ongoing challenge will be staying current with rapidly changing technology and locating the resources with which to upgrade and replace existing equipment.

One way in which EMU has taken a leadership role in terms of technology skills among pre-service teachers is through The Consortium for Outstanding Achievement in Teaching with Technology (COATT). Formed in April 1998 in response to a challenge issued by Sen. Carl Levin, Michigan teacher

training institutions began to work cooperatively with school administrators and teachers to establish the state's leadership in technology for educators.

Along with EMU, the founding members of COATT are Albion

College, Andrews University, Lake Superior State University, Michigan State University, Oakland University, Western Michigan University, the University of Michigan-Ann Arbor and the University of Michigan-Dearborn. The COE serves as the administrative home of the consortium.

"After looking at national statistics, Sen. Levin recommended that we find some way to identify the new teachers who are particularly adept at using technology, as well as a way that school districts can know in their hiring processes which people are and are not adept," says Robbins.

As part of a pilot project this academic year, COATT will award certificates of recognition to pre-service teachers who have demonstrated an exceptional ability to use information technology as a teaching tool. The prospective teacher could then present that certificate as part of his or her application materials and become more employable to the school district.

The institutions involved in COATT will examine the results of the pilot project to determine how much time will be needed to review the qualifications of a given individual and how much labor would be required to duplicate the process for hundreds or perhaps thousands of new teachers.

"We want to make sure we're doing our very best to meet the needs of the state, in particular, and also make a small dent in the national scene in terms of teachers and critical areas of need," says Robbins.

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***"There is a great deal of data that indicate nationwide critical teaching shortages in special education, math, chemistry and physics."***

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*-Dean Jerry Robbins*

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# Urban Teacher Project Wins Creative Programming Award

The COE's Urban Teacher Certification Program received a Creative Programming Award from Region IV of the University Continuing Education Association (UCEA). Underway for more than a decade, EMU's program helps address the critical issue of uncertified teachers in Detroit Public Schools.

The Urban Teacher Certification Program assists long-term, permanent substitute teachers in the Detroit Public Schools in obtaining full credentials for teaching. Founded by Dr. Robbie Johnson, recently retired associate dean of the COE, the program provides non-certified teach-

ers who hold a bachelor's degree in a teachable major or minor with the opportunity to meet education program requirements while employed in the Detroit Public Schools.

Upon acceptance into the program, participants attend required courses on weekends in the Detroit area and complete fieldwork in the Detroit Public Schools. Once they have met the requirements and passed state tests, participants become eligible for Michigan certification and permanent employment in the school district.

*The Urban Teacher Certification Program provides non-certified teachers who hold a bachelor's degree in a teachable major or minor with the opportunity to meet education program requirements while employed in the Detroit Public Schools.*

# Gwaltney, EMU Chapter of Kappa Delta Pi Earn High Honors

EMU Teacher Education Professor Thomas Gwaltney made Kappa Delta Pi history last November by becoming the first recipient of the organization's Lucinda Rose Outstanding Counselor, Professor and Service Provider Award.

The award, which recognizes the outstanding chapter counselor from among nearly 600 in the organization, was presented to Gwaltney at the Kappa Delta Pi Biennial Convocation in Baltimore.

Founded in 1911, Kappa Delta Pi is an International Honor Society dedicated to scholarship and excellence in education.

Gwaltney, who serves as counselor (faculty advisor) for EMU's Pi Chapter of Kappa Delta Pi, says receiving the Lucinda Rose Award was unexpected and overwhelming.

"Lucinda Rose was a brilliant woman," says Gwaltney. "One of the things that touched me about the award was that I knew who Lucinda Rose was and what she stood for."

Gwaltney, who began his teaching career 45 years ago, has been on the faculty at EMU since 1964. He first served as counselor of the Pi Chapter in 1965-68, and returned to the position in 1986. His wife and three daughters also are EMU graduates and members of the Pi Chapter.

In a separate competition and ceremony, the Pi Chapter received one of 13 Achieving Chapter Excellence (ACE) awards. The chapter, which has been in continuous existence at EMU for 78 years, has been the recipient of Outstanding Chapter Awards for scholarship and leadership for the last

10 years. This marked the first time the Chapter has won the coveted ACE Award.

The award is based on fiscal accountability, service to the campus, service to the community and programs with a professional emphasis. Gwaltney says that the Pi Chapter is exceptional in its pursuit of excellence.

While Kappa Delta Pi Chapters are required to hold two to three meetings per year, he says, the Pi Chapter typically holds at least 20. Although chapters are expected to have one initiation per year, the Pi Chapter always has two. And, though the chapter is expected to spread its activities across the 36-week academic year, the Pi Chapter remains active throughout the spring and summer.

Gwaltney adds that many of the Pi Chapter's students graduate with honors in their respective fields, and that some have progressed to leadership positions in the schools. "The students benefit by meeting the real stars of education - the people whose books and theories they've used," he says.

A strong advocate of leadership enhancement, Gwaltney says he tries to arrange his schedule in such a way that he can attend virtually all of the chapter's meetings during the year. He stresses that such participation is as much for his benefit as it is for the students'.

"Many times, students will call me and ask, 'You're the head of my chapter, aren't you?'" he says. "I tell them, 'No - it's a student organization. I'm the old fellow they keep around to help them.' If the students can't feel ownership, it's kind of a sham."



Thomas Gwaltney

*The College of Education is pleased to acknowledge graduates who have made a significant difference in their field.*

## COE Alumni Honored for Teaching Excellence

### **Michelle Baker-Herring ('96),**

a seventh-grade physical science teacher at South Middle School in Belleville, won the 1999 Sallie May First Year Teacher Award for the state of Michigan. The award carries with it a \$1,500 prize, a trip to Washington, D.C., and professional development activities. Baker-Herring, who taught at both North and South Middle Schools in Belleville during 1998-99, completed her program in elementary education in 1996 with a major in elementary mathematics. She was presented with the award for applying hands-on principles in the physical science classroom, for fostering an environment conducive to learning and for positively interacting with students, parents and staff. The 1998 award was presented to EMU alumnus Andrew Lindsay.

### **Keith Cook ('91),**

a chemistry teacher at Clarkston High School, and **Ann Elizabeth Hart ('81)** a third-grade teacher at West Ridge Elementary School in Racine, Wis., were among the winners of the 1999 Milken Family Foundation National Educator Awards. In the past nine years, approximately one-third of all Michigan winners of the Milken award have been EMU alumni. Milken winners receive a stipend, participate in a network of more than 1,300 of the nation's most outstanding educators and attend the annual Milken Family Foundation National Education Conference. Cook and Hart were recognized for actively engaging their students in the curriculum and encouraging parental

involvement. Hart, who majored in education of the emotionally impaired, also was honored for her work with children who have special needs.

### **Michael Lewis ('77, '84, '91),**

a teacher at Oak Ridge Elementary School in Royal Oak, was honored in November as the 1999 Elementary Physical Education Teacher of the Year by the Michigan Association for Health, Physical Education, Recreation and Dance. Lewis, who holds both bachelor's and master's degrees from EMU, was selected for the award due to curricular and extracurricular excellence in elementary physical education, as well as for programs that encourage healthy active living among elementary students.

### **Dan Miekstyn ('75, '78, '82),**

a history teacher at Ann Arbor's Forsythe Middle School, was one of 39 semifinalists (among 75,000 nominees) for the Walt Disney Co.'s 1999 Teacher of the Year Award. Miekstyn, who received a \$2,500 award for himself and another for Forsythe Middle School, was honored for motivating his students by applying a high level of creativity in the classroom. He joined the semifinalists in July in Los Angeles for a series of workshops on creative teaching, appeared Nov. 15 on The Disney Channel as part of the selection process and was honored by Disney through a billboard on I-94. Miekstyn holds a bachelor's degree, master's degree in educational leadership and certificate in technology, all from EMU.

### **"Lifetime Distinguished Achievement Award" Goes to EMU Professor**

*(rt.) Dr. Q. S. Samonte, Professor of Education, was the recipient of the "Lifetime Distinguished Achievement Award" given by the University of the Philippines Alumni Association of America at its 1999 Grand Assembly and Reunion. Newly appointed President of the University of Philippines, Dr Francisco Nemenzo, Jr., a former student of Dr. Samonte in Sociology, flew in for the occasion.*

*He has been elected to the honor societies of Phi Kappa Phi for his work in Sociology, and to Kappa Delta Pi for his work in international education. Aside from various awards from EMU, he was selected by the government of the Philippines as awardee for "Outstanding Filipino Overseas in Education" in 1982.*



# COE Faculty Edit Major Educational Journal

For nearly two decades, the journal *Educational Studies* has informed and enlightened researchers, faculty and students in educational foundations and curriculum studies. Since 1998, the quarterly journal has been housed proudly in EMU's College of Education.

A journal of the American Educational Studies Association (AESA), *Educational Studies* traditionally has consisted of articles that deal with issues within the broad interdisciplinary field of educational foundations. Upon being granted the editorship of the journal, EMU Teacher Education Professors Rebecca A. Martusewicz and Maureen McCormack were charged with maintaining its traditional focus while updating its content and format.

According to Martusewicz, the journal's editor, the production of *Educational Studies* was approximately eight months behind schedule when she and McCormack, managing editor, took over. In their first year, says Martusewicz, they published nine issues - essentially, condensing a two-year effort into one. They also suc-

ceeded in their mission to revise the publication's format.

"Until EMU took over the editorship, [*Educational Studies*] primarily was a book review journal, with the main task of reviewing as many books in the field as possible," says Martusewicz. "Now, half of the journal is dedicated to publishing scholarly articles, media reviews, poetry and a section is dedicated to pedagogy issues in the social foundations of classrooms."

This has provided a forum for scholars to communicate their research and explore methodologies within the foundations fields. Publication in the journal is determined by juried review.

Martusewicz defines social foundations as an interdisciplinary study of education that draws on the social sciences and humanities to consider all of the forces that affect teaching and learning in the public schools and other institutions. The journal's approach to the field, she says, is very broad.



Professor Rebecca A. Martusewicz

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## Teachers and EMU Faculty Share Best Practices

For the second consecutive year, the research and accomplishments of Michigan educators were showcased at EMU's Best Practices Conference last fall at the Eagle Crest Conference Center. Sponsored by the Department of Teacher Education, Continuing Education, the Middle Vision project, the Office of Collaborative Education and the local chapter of Phi Delta Kappa, the conference highlighted the successful efforts of K-12 teachers in all subject areas.

"The purpose of the conference is to highlight the work of practicing teachers demonstrating a strong integration of theory and practice," says Lisa Frankes, a member of the Teacher Education faculty. "We wanted to create an opportunity for teachers whose work is supported by research to have a forum for presenting what they're doing in the classroom that is working."

The keynote speaker for the conference was Janet Kierstead, an adjunct professor at Claremont Graduate University, a consultant for the California Department of Education and a former classroom teacher. An expert in the field of curriculum integration and interdisciplinary teaming,

Kierstead discussed her action-based project approach for integrating the curriculum.

Other conference topics included service learning; counseling interventions for at-risk youth; multicultural mathematics; image processing and cooperative learning. Among the numerous COE presentations were:

- "Creating Multi-Media: A Tool for Learning," with Anne Bednar;
- "Media Literacy: Teaching Children to Become Critical Consumers," with Frankes;
- "Action Research in Elementary School: Teachers Teaching Themselves," with Sue Grossman and several graduate students;
- "Rational Approaches to Managing Social Behaviors in Schools: A Successful Model," with Trevor Gardner.

With double the attendance of last year's event, the conference generated positive feedback from many of the approximately 300 attendees, says Frankes. The conference was conceived by Teacher Education faculty member Pat Williams-Boyd.

# HPERD Courses Promote Lifelong Wellness

*The department's bottom line is promoting physical activity and its positive relation to overall health. And, with many students going on to become health and physical education teachers and/or coaches, that message can be passed on to the nation's youth.*

- Assistant Professor Kara Gallagher

Although the university experience provides students with a challenging mental workout, it's not uncommon for health and wellness to take a back seat to fast food, stressful schedules and late-night cramming sessions.

At EMU, however, students have more reasons than ever to embrace the benefits of exercise. That's because the Department of Health, Physical Education, Recreation and Dance (HPERD) offers activities for just about everyone. And, as Assistant Professor Kara Gallagher explains, it's not about Jane Fonda and leg warmers anymore. "We need to offer classes in what people are seeking when they go to exercise anywhere - and they're not looking for traditional group exercises like aerobics anymore," says Gallagher.

To that end, this fall HPERD will introduce strength training classes in which students can enjoy the autonomy of working out in a gym atmosphere, while benefiting from the structure of a group exercise. A certified instructor will help students work every major muscle group and avoid injuries. Kick-boxing, yoga and martial arts classes will also be offered.

"People are looking for something more than just burning calories and getting a workout," says Gallagher, adding that the department recently updated all of the equipment in its physical activity program. "They want to learn new skills, gain strength and get things out of their exercise program that will translate to their everyday life."

Also this fall, HPERD will offer a new fitness walking class two days a week to help people develop fitness habits that can continue long after the class is over. "Eastern's campus is a great place to walk, and we're offering the fitness walking class for people who don't want to go into an aerobics room, listen to the music and feel like they have

two left feet," says Gallagher. "We're trying to bring the fun back into what exercise is all about."

According to Gallagher, HPERD has responded to the continuing resurgence of swing and ballroom dancing by offering courses that help students learn steps that will stay with them for years to come. For the first time, HPERD is offering a Latin dance class through

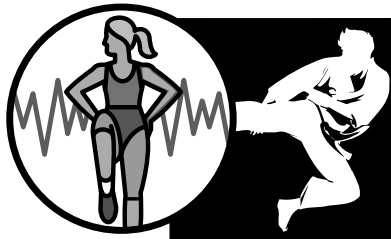
Continuing Education, to be held July 17-20 in Traverse City. In addition, the department will continue to offer hip-hop dance courses. "Students love the hip hop class because it incorporates the music they like," says Gallagher. "They can actually take some of those moves out onto the dance floor on a Friday or Saturday night. It's great music, great fun and an opportunity to experience other cultures."

With warmer weather right around the corner, says Gallagher, outdoor activities courses such as golf and tennis will also be popular. No matter what courses students choose to take, she says, the department's bottom line is promoting physical activity and its positive relation to overall health.

And, with many students going on to become health and physical education teachers and/or coaches, that message can be passed on to the nation's youth.

"The surgeon general's report from several years ago that said physical inactivity is detrimental to a person's health has sent a huge message that we've got to encourage people to get out there and move," says Gallagher.

"If we can start early and teach students in schools to develop these skills through creativity, fun and activity, we're going to do a lot for our population as a whole."



*This fall HPERD will introduce strength training classes in which students can enjoy the autonomy of working out in a gym atmosphere... Kick-boxing, yoga and martial arts classes will also be offered.*



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Norma Hall  
Charlotte and James Halsey  
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William and Linda Harris  
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Conrad and Luella Hempel  
Jonathan Henkel  
Janyth Hess  
K. Heyn  
Margaret Higbie  
Gary and Mary Hinkle  
Karen and Norman Hoenes  
Nora Hoke  
Mary Anne Homann  
Ralph Hommel  
Barbara and Richard Hoover  
Olive Horning  
Eva and Steve Hyder  
Martha Irwin  
Janette and James Jackson  
Elizabeth Jacob  
Geraldyn Janeczko  
Regina Johnson  
Suzanne and Cecil Johnson  
Marion Kelly  
Emily and Ted Kennedy  
Kiwanis Club of Ann Arbor  
Janet Knisely-Simons and Marc Simons  
Donald Kobane  
Jo Ann and James Kohler  
Martha Krezel-Ostertag  
Patricia Kroh  
Diana Kunze  
Henry and Ursula Lapeza  
Lucy Larsen  
Stephanie Latour  
Nancy Lawlor

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Rose and Laran Lerner  
Clyde and Kathleen LeTarte  
Rosemary Lewis  
Tsai-Ping Li  
Arthur and Elizabeth Lieder  
Elizabeth and William Lipton  
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Mary and David Lowery  
Joseph Lubaway and Barbara Roberts  
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Sally and William Mantle  
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Scott McDowell  
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Suzanne Meissner  
Patrick Melia  
Lesley and William Metz  
Rosemary Mignano  
Janice and Samuel Mills  
Jack and Esther Minzey  
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James and Terry Monkiewicz  
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Susan and Mark Obert  
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James and Suzanne Palasek  
John and Persephone Pappas  
Loren and Richard Parker  
Margaret Patterson  
Cynthia Patton  
Judith Patton and Robert Fisk  
Patrick and Diane Phelan  
Gwendolyn Phillips  
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Harold Pogats  
Patricia Pokay  
Jennifer Poteat-Flores and Guillermo Flores  
Helen Potter  
Carolyn and Scott Powers  
Judy and Kevin Prost  
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Kathleen Quinn  
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Gerald and Jill Rogowski  
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Sue and Joseph Ruiz  
Wayne Samuel  
Werner and Sylvia Schienke  
Donna Schmitt  
Patricia and Charles Schrimper  
Lawrence Schulte  
Janet Schultz  
Ben Schurgin  
Kathleen Sedor  
Beverley Shafer  
Catherine and Scott Shapero  
John Sheard  
Marilyn and Richard Shell  
Jean and Vincent Simonetti  
Jean Siterlet  
David and Cathy Skinner  
Susanne and Daniel Smedley  
Clara Smith  
Marilyn and D. L. Smith  
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Peggy Steig  
Hilda Stephenson \* \*  
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Carol and Willard Sullivan  
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Karen and Lee Turner  
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Benjamin and Madelon Van Riper  
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Earl Vanderwalker  
Kathryn Vreeland-Rapai and Joseph Rapai  
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Claudia Wasik  
Frank and Mary Wawrzaszek  
Susan Wessel  
Jack and Sarah Whelan  
Susan and Steve Whitaker  
Avis and Don White  
John White  
Esther Williams  
Louis Williams  
Wooden Nickel  
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Margaret Yahrmatter  
Karen Yankie  
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Daniel Zawacki  
Joyce and Thomas Zeneberg

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Richard and Nancy Ameal  
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Cynthia and Gordon Andersen  
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Dale and Kathleen Archibald  
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## B

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Gloria and Donald Bantien  
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Geraldine and Timothy Barnauska  
S. Eleanor Barnebee  
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James and Linda Bartus  
Constance Baskett  
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Kristin and Michael Bauman  
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Sally Belson and David Toutant  
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 Pamela and Dennis Bishop  
 Dennis Bizon  
 Charles and Susan Blackman  
 Shirley and James Blewer  
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 Beulah Blumberg  
 Delorys and Robert Blume  
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 David Boldiszar  
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 Marguerite Bowman  
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 Marjorie and Todd Bresson  
 Michael Bretting  
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 Paula and Frederic Butler  
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 Greg Capling  
 Fernanda Capraro  
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 Mark Crowley and Maria Solis-Crowley

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 Sigrid and Larry Elsner  
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 Sunshine Emery  
 Jacqueline Emmendorfer  
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 Hattie English  
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 Mary and Lee Fall

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Judy and John Farrell  
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Joann and Walter Fedison  
Karen Feldt  
Mike Felzak  
Marcia and Mel Ferguson  
Marlene Fick  
Joan Fielder  
Joan and Edward Figura  
Sharon and Kenneth Filips  
Maryann and John Finke  
Cherie and Robert Fish  
Deanne and Timothy Fisher  
Kathleen Fitts  
Margaret and Robert Fitzgerald  
Wendy and George Fletcher  
Constance and John Flynn  
Diane Forbes  
Stanley and Rosemary Ford  
Mary-Louise Forester  
Mary and Stephen Foss  
Gerald and Lynn Fouchey  
Robert and Susan Fouchey  
Hallie and Harry Francis  
Norman Francis  
Cathy and David Frazee  
Cecil and Audrey Freels  
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June and Robert Freydl  
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William and Mary Frost  
Nancy Frushour and Gary Stelzer  
Andrea and Robert Fukuda  
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Jane Fuller  
Marjorie Funk

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Daniel and Marsha Gamble  
Richard Gamelli  
Gloria Gammell  
Gerald and Sandra Gath  
Suzanne Geldys  
Leslie Getz  
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Jewel Gill  
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Neysa and David Gonzalez  
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Ruth Good  
Catherine and Lee Goodman  
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Diane and Jerome Gorski  
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Pamela Grabczynski  
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Flora Grant  
Belinda Grantham  
Sara Gratiot  
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Phyllis Green  
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Lisa Guise  
Beverly and Dennis Guiser  
Michelle and Terry Guitar  
Pat Gunnis  
Greer Gurganus  
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Gretchen Hahn  
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Jonathan Hannon  
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Harold and Geraldine Harris  
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W. Kathleen Hollitz  
Janet and Roger Holm  
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Elsie Holton  
Ann and William Hommer  
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Clare Horwood  
Joyce and Edward Houck  
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Ann Howard  
Timothy and Lisa Hudgins  
Mildred Huehl  
Christine Hughey  
Kylie Hulbert  
Nancy Hunt  
Ruth and Jim Hunt  
Brenda and Terence Husband

### I

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Norman and Elizabeth Irish  
Kay and Timothy Ismond  
Jo Anne Iwanicki

### J

Mary and Michael Jablonski  
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Carrie Jacques  
Sandra and Thomas Jameson  
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Catherine and Franklin Joseph  
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Helga and Robert Juchartz  
 Phebe and Wilfred Judson  
 Winifred Jurrjens

## K

Mitchell Karageanes  
 Robert Karolyi  
 Kathleen and Stanley Kata  
 Timothy and Mary Kauper  
 George and Joan Keefe  
 Katherine Keeling  
 Catherine and Dennis Kelly  
 Judith and Michael Kelly  
 June Kendall  
 Joyce and John Kenne  
 Mary Kennedy  
 Kitty and James Kenning  
 Kevin Kent  
 Barbara Kerr  
 Rae-Ann and Les Kershner  
 Kathleen and Robert Kincaid  
 Ellen and Mark King  
 Jason King  
 June King  
 Kendell King  
 Lloyd and Lawrence King  
 Richard and Judith Kinney  
 Luci and Dennis Kirk  
 Margaret Kirk  
 Deborah Kirkland  
 Kathleen and William Kirkland  
 Helen Klandrud  
 Robin Klebba  
 Cheryl and Harold Klee  
 Sara Klein  
 Elizabeth Kline  
 Mary and Peter Kluender  
 Robert Knox  
 Lauren Knudsen  
 John and Barbara Koczman  
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 Tricia Kolvalcik-Kirck and Donald Kirck  
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 Mary Lou and Robert Kramer  
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 Robert and Linda Kreger  
 Kroger  
 Renee Kronsperger  
 Mary and Thorn Kuhl  
 Diane and K. R. Kvamme

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 Karen Labranche  
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 Kristin Lancour  
 Devery Landrum  
 Michelle Langley  
 Arthur and Mae Lanski  
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 John and Mary Lawrence  
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 Karen Lempe  
 Jean and Robert Lennox  
 Alice and Paul Lentz  
 Karen Leo  
 Marjorie and Bobby Leonard  
 James Leslie  
 Sally and Louis Lessure  
 Joan and Joel Levitt  
 Patricia and Donald Lewis  
 Elmer and Ruth Liimatta  
 Joyce Lindeman  
 Victoria Lindsey  
 Martha and Steve Linn  
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 Kimberly Lowe  
 William Loyd  
 Erin Loyer  
 George Lucas Educational Fndn.  
 Christine and David Lucka  
 Maryfaith and Peter Luddy  
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 John Lusk  
 Jennifer and Kris Lycos  
 Fontella and David Lyke

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 Betty and Mitchell Madis  
 Carol Magee  
 Paula Mahler  
 Terence and Carolyn Mahoney  
 Elizabeth Main  
 Jeanne Majidi  
 Catherine and Christopher Malicki  
 Virginia and Gerald Mantela  
 Kathryn Marcell  
 Jean and Angelo Marquez  
 Nicholas and Cheryl Marsh  
 Ozel and Betty Martin  
 Linda and Fredrick Mason  
 Sue Mason  
 Grace Mattek  
 William Matthews  
 Phillip and Kathryn May  
 Barbara Mayer  
 Molly and David Mazei  
 Courtney and Sharon McAnuff  
 Suzanne and James McBride  
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 Nancy and Stewart McCallum  
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 Virginia McClelland  
 Meg McCollister  
 Dale McConnell

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 Meijer's  
 Michelle Meiselbaugh  
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 Robert Menefee  
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Marilynn and Edmund Myszkier

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Linda Neal  
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Robert and Marjorie Nelson  
Victor Nembhard  
Gloria Neve  
Kay and Gust Nicholas  
Arlene and Ralph Nicholls  
Carolyn Nickel  
Patricia and James Nicolai  
Dimitrios Nisidis  
Patrick Nolan  
Robert Nordin  
Carolyn and Hadyn Notestine  
Susan Nunez-Gardner and Ernest Gardner

### O

Julianne O'Brien Pedersen  
Sheila O'Grady  
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Reed and Mary Olson  
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Lynne Orr  
Paula and Lawrence Osburn  
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Donald and Mary Outland  
Vicki Owens  
Charles and Grace Oxley

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Cecilia and Al Paas  
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Laverne Papworth  
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Sharon Parker  
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Penni Paul  
Kay and Maurice Paupore  
Jon-Jay and Ross Pechta  
Janice and Erik Pedersen  
Lisa Pelc  
Joanne and Joseph Perez  
Sandra Perfito  
Andrea Perry

Gloria and C. C. Perry  
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Sharon Peterson  
Carl Petkovich  
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Dennis and Wilma Rees  
Joan Reeves  
Madelyn and Thomas Reges  
Marilyn Regulus  
Sara and Leonard Reichel  
Marian and James Relken  
Joyce and Kenneth Renfrow  
Nichole Rennie  
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Margaret Ridgway  
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Susan Roberts  
Jeanne and John Roe  
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Ellma Rossow  
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Dale Sawicki  
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Cheryl Schemers  
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Lauren Schroeder  
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Jane Schryver  
Leone and Henry Schulze  
Stanley and Susan Schumacher  
Barbara and Edward Schwartz  
Edward Schwartz  
Diane Schwarzwald  
Daniel Scott  
M. Abigail Scott  
Wendy and Jack Scull  
Mary and John Seaman  
Judy Sears  
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As graduates and friends of the EMU College of Education, we want to know where your EMU degree has taken you. Please complete the form below and mail it to the address listed. In a future issue of the *Eastern Educator*, we'll share your news and tell your fellow graduates what you've been up to.

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