



Diane Trudgeon '78 BS with five of her six K-8 students at the Copper Harbor School, a historic one-room schoolhouse.

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Fall 2011

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Northern Horizons, Fall 2011, Vol. 101, No. 1. Publishers Cindy Paavola '84 BS, Director of Communications and Marketing, Martha Haynes, Executive Director of Advancement **Editor** Rebecca Tavernini '11 MA **News Director** Kristi Evans **Contributing Alumni Association and NMU Foundation Staff** Maria Coursey, Vincent Grout, Brad Hamel '99 BS, '11 MCert., Deanna Hemmila '88 BS, Amy Hubinger.

Northern Horizons, the magazine for alumni and friends of Northern Michigan University, is published three times a year (winter, spring/summer and fall) by the Communications and Marketing Office and the Alumni Association of Northern Michigan University. NMU is an equal opportunity institution. Printed on recycled paper with EnviroInk.

On campus today

NMU students earn national attention and prestigious awards



Andrea Ewasek '11 BA is one of 92 selected in the inaugural class of W.K. Kellogg Foundation's Woodrow Wilson Michigan Teaching Fellowship recipients. Ewasek received a \$30,000 stipend to complete an intensive master's education program at Wayne State University. The fellows represent promising educators with strong backgrounds in science, technology, engineering and mathematics. Each recipient makes a commitment to teach for at least three years in a high-need urban or rural school in Michigan.

A biology major at NMU, Ewasek was involved in extensive laboratory and field work and presented at several conferences. "I'm particularly interested in genetics and science at the cellular level," she says. "After I complete my master's, I will be teaching biology to high school students in Detroit."

The fellowship selection was based on academic achievement, community service, leadership and teaching

skills. At Northern, Ewasek was a member of the NMU Honors Program and the university's nationally recognized citizen-leadership program Superior Edge. She also volunteered at a domestic violence shelter and was a Girl Scout Brownies leader.

"The competition for these fellowships is extremely high, but Andrea is a very creative thinker," says Judy Puncocar, an NMU education professor. "I was told the evaluators of her lesson said that she gave the best lesson they had ever observed."

During the lesson portion of the competition, Ewasek chose to teach the concept of what causes the season in the Northern Hemisphere, having the audience sketch their ideas, discuss and demonstrate the changing seasons with body movements and Styrofoam balls. She had them sketch what the equator looks like from the sun's perspective during the Northern Hemisphere's summer and winter.

Ewasek also had to write an essay and complete an interview as part of the competition, which had about 1,500 applicants.

“These fellows are amazing. They all bring real science and math expertise to the kids who most need strong teachers,” said Arthur Levine, president of the Woodrow Wilson National Fellowship Foundation. “They learn to teach in real classrooms from the very beginning, just as doctors learn in hospitals. They’re prepared to succeed in teaching as a long-term career. They’re going to change the face of teaching, and they’re going to change tens of thousands of lives.”

FULBRIGHT U.S. STUDENT AWARD TO STUDY ABROAD



Kirstin Meyer '11 BS won a Fulbright U.S. Student Program Award to study deep-sea ecology for a year at the Alfred Wegener Institute in Bremerhaven, Germany, before returning to the United States to complete her studies. Shortly after arriving in Germany this summer, she joined a three-week research expedition to the Arctic. The group used an Ocean Floor Observation System towed alongside their ship to obtain photos every 50 seconds of the abyssal plain, which is about 2,500 meters below the surface. Meyer will spend the remainder of the year identifying the species or taxa present in the images, tagging them in an online program and analyzing fluctuations in the abundance of various organisms.

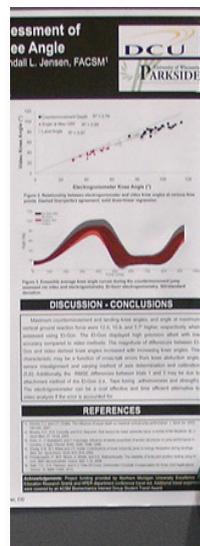
“The Fulbright program accomplishes two goals at once: facilitating top-notch research and building bridges for cultural exchange,” says Meyer. “I’ve decided to build my deep-sea research into my dissertation. I’ve gotten interested in drop-stones, which typically range in size from a loaf of bread to a table and hitched a ride from land on a glacier or sheet of ice and fell to the sea floor when the ice melted. These hard surfaces have a lot more

organisms on them than the soft mud. I’ll start with drop-stones from the Arctic and compare them with those from other oceans. I’ve found the best science is done by those who follow their curiosity—who let nature do the teaching—and that’s exactly what I plan to do.”

Meyer was a zoology major and participated in the Honors Program at NMU.

She plans to start her doctorate next fall at the University of Oregon in partnership with the Alfred Wegener Institute.

\$90,000 NATIONAL SCIENCE FOUNDATION FELLOWSHIP



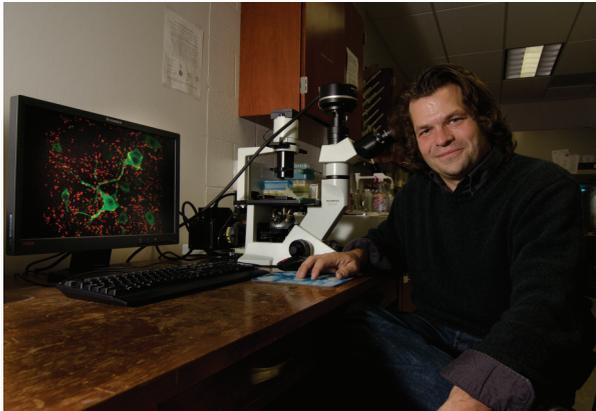
Erich Petushek '11 MS received a \$90,000, three-year National Science Foundation Graduate Research Fellowship for a doctoral project on childhood obesity that he will be completing at Michigan Technological University. His project is titled “Effect of pediatric obesity on lower-extremity biomechanics: Implications for injury risk assessment and screening.” He will assess knee, hip and ankle joint “torques and alignment” during physical activities such as running and jumping.

“From this data, we may identify biomechanical parameters that are useful for screening procedures and exercises or activities that are safe for obese children to participate in,” says Petushek. “Childhood obesity is a growing concern and may lead to injuries that can cause long-term problems. Affordable screening processes may reduce the incidence of injuries and allow children to be more active, increasing their quality of life.”

An exercise science major at NMU, Petushek was named an outstanding graduate student, received two NMU Excellence in Education Research Grants and was a Sigma Xi scientific research society inductee.

On campus today

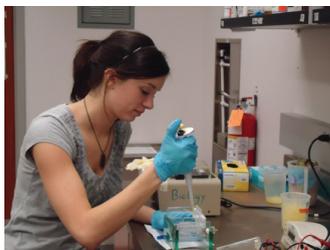
National Institutes of Health provide major research funds



Tim Rossland

Ottem in his West Science lab.

Erich Ottem, an NMU biology professor, received a \$368,200 grant from the National Institute of Neurological Disorders and Stroke of the National Institutes of Health (NIH). The project will explore the potential of diminished or absent brain-derived neurotrophic factor (BDNF) production by muscles to then trigger or exacerbate neuropathological and myopathological processes associated with neuromuscular diseases. Results of these studies may provide a novel target for treatment of neuromuscular disorders and establish the importance of muscle-synthesized neurotrophins as a critical factor in the health and maintenance of the entire motor unit.



Student Kate Abrahamson has worked with Ottem on related research on BDNF. “My favorite part of the laboratory work was using immunocytochemistry to highlight neurons in spinal cord tissue,” she says.

“The slide preparation included many steps that took a few days to complete. All preparation had to take place in the dark so that the quality of the fluorescent tags was maintained. At one point, I was using a paintbrush to tease a section of spinal cord onto a slide in darkness (except for one little lamp). Viewing these neon-green neurons under a fluorescent microscope took my breath away.”

The U.S. Luge Association national and junior teams are using gauges produced by an NMU class. The gauges measure more than 30 points of luge sleds to ensure that they adhere to international regulations. They are already being used for training and will be used at competitive events in Lake Placid, Salt Lake City and at Lucy Hill in Negaunee when the season begins in November.

Luge tool

Engineering technology professor Cale Polkinghorne says he was approached by Dennis Guertin, a local resident and international luge race official, for help in upgrading the gauges.

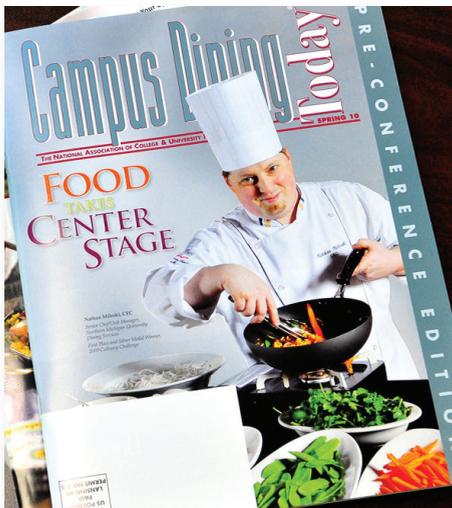
“I integrated the project into my advanced computer numerical control (CNC) operations class. The existing gauges were in limited supply and had weak tolerances, so we manufactured three separate gauges that hold tolerances of 0.002 of a millimeter. We made 20 of each gauge for a total of 60. The students were graded on every step.”



Displays of military excellence

NMU student **Jordan Brull** of Reedsville, Wis., received the Association of the United States Army Leadership Excellence Award after the U.S. Army’s 29-day Leader Development and Assessment Course at Joint Base Lewis-McChord, Wash. He received an Army saber to signify the award at a July 11 graduation ceremony. Brull was ranked No. 1 among 477 Army Cadets for the 1st Regiment at Operation Warrior Forge, the capstone training and assessment exercise for the Army Reserve Officers’ Training Corps (ROTC).

On a related note, Northern is on the list of 2012 Military-Friendly Schools released by *G.I. Jobs* magazine. The designation honors the top 20 percent of colleges, universities and trade schools “that are doing the most to embrace America’s service members and veterans as students.” This is Northern’s third straight appearance on the annual list.



Top Chef

Nathan Mileski, corporate executive chef with Northern Michigan University's dining services, has received his third "Chef of the Year" Award from the American Culinary Federation (ACF) Upper Michigan Chapter. This recognition is awarded annually to the individual "who best personifies the qualities and attributes of ongoing promotion of the culinary profession and assisting advancement in education and expertise."

Mileski is an ACF-certified executive chef who previously won the award in 1997 and 2002. Over the past three years, he has also won two gold and two silver medals in national ACF-sanctioned culinary competitions.

The American Culinary Federation Inc., established in 1929, is the largest professional chefs organization in North America.

Increase in freshmen students, retention

The number of incoming freshmen pursuing bachelor's degrees increased by 105 students, or 8.6 percent, over last year's figure, according to NMU's 10th day enrollment report. The rise in new students helped counter the effect of the university's largest graduating class on record for the past winter semester.

"This increase in new full-time freshmen is amazing given the declining high school graduating classes in the region, especially in the Upper Peninsula," says Paul Duby, associate vice president for institutional research. "There's a smaller pool of prospective students and more competition to recruit them from institutions working diligently to increase enrollment because of reduced state support."

Duby says the freshman academic credentials, as measured by ACT score and high school grade-point average, are as strong as those from last fall.

"Those freshmen performed extremely well, so we would expect positive things from this year's group and that bodes well for retention. Our retention rate for the 2010 freshman class increased by 2 percent, which means 25 more students returned for their third semester this fall compared with 2009 freshmen."

NMU's total enrollment is 9,252, a decrease of 21 students—or 0.02 percent—from last year's figure. The university had anticipated a dip closer to 1 percent in the wake of the large number of departing degree recipients, but the freshman increase offset most of the void. Undergraduate transfers also rose slightly to 582, which is the highest number in more than a decade.

NMU attracted 70 more students from outside of Michigan compared with last year. Within the state, Northern drew more students from every recruiting region except the western U.P. and southeast Lower Peninsula.

NMU's four largest academic programs continue to grow:
 art and design, 701 majors • nursing, 604 • criminal justice, 392 •
 elementary education, 274 • biology increased by 41 students, to 161.



NMU hosts international economics educators

The NMU Center for Economic Education and Entrepreneurship was selected as one of six hosts across the country for foreign educators participating in a study tour on economic education in the United States. The nine individuals who visited Marquette in May hailed from Argentina, Mexico, Peru and Uruguay. They were university professors, governmental education workers and a non-profit organization employee. The group met with education, business and industry leaders. Hugo Eyzaguirre, co-director of the center, accompanied the delegation to Washington, D.C. afterward. The National Council for Economic Education sponsored the program.

On campus today



In May, crews began laying a new, tan membrane on the 296,000 square-foot Superior Dome. The original gray covering was installed in 1990. They expected to have the entire surface covered by the end of October.

Campus projects

Site preparation has begun for construction of a \$16.4 million combined heat and power renewable energy plant and to address \$800,000 in long-term maintenance at the existing Ripley Heating Plant.

The new biomass plant will reduce annual energy costs by producing up to 88 percent of the campus steam consumption currently supplied by burning fossil fuel at Ripley. It will also produce up to 15 percent of the university's electricity needs, reducing the amount it has to purchase from Marquette Board of Light and Power. The plant will be fueled by wood chips and wood byproducts from the Upper Peninsula. The Ripley plant relies primarily on natural gas, with fuel oil as a backup. The project will reduce the carbon footprint of the Ripley plant by about 85 percent.

Johnson Controls (JC), which has done performance contracting on campus to reduce energy costs, worked with NMU to design the plant and is overseeing the project. They also will guarantee the plant meets annual posi-

tive cash flow and return on investment for 20 years. If the plant output doesn't produce the projected savings, JC will pay the difference. At the end of the 20-year period, the university owns the plant and the debt is retired. Construction is slated for completion in April 2013.

Jamrich Hall, the primary classroom facility on campus, remains the top priority among capital projects. After architects developed plans to renovate the current facility, with an addition to house faculty offices, it was determined that construction of a new building, closer to the Learning Resources Center, would have the same construction budget, but would create greater efficiencies in space utilization and operating costs. It would also minimize the need to move classes to other buildings as Jamrich would remain in operation until the new building is complete. NMU's total share of the \$34 million project is \$8.5 million, with the rest funded by the State of Michigan. A final plan needs to be submitted for approval to the state in November.

Researching an American pioneer

NMU's 2011 Peter White Scholar, English professor James McCommons, is using the \$17,500 award to research and write a historical biography of George Shiras III (1859-1942). The book will combine elements of nature writing with a narrative of Shiras' accomplishments as one of the pioneers of wildlife photography, father of the Migratory Bird Act and influential figure of the early 20th century conservation movement.

"After moving to Marquette several years ago and seeing the pool, planetarium and other things named for him, I was curious to learn more about



Shiras," says McCommons. "Then I realized I had previously seen his book *Hunting Wildlife with Camera and Flashlight* years earlier. His photos were among the first to appear in *National Geographic* and brought him to the attention of Teddy Roosevelt, who was also an outdoor sportsman and championed the U.S. Forest Service. The two became friends."

Shiras was one of the first to use flash photography, which in the late 1800s involved magnesium flash powder and alcohol lamps. He also invented the "trip wire" technique, where he ran a shutter string across a trail so animals coming in contact with it would fire the flash, essentially snapping their own photos.

McCommons has done research in Washington, D.C., at

the National Geographic Archives, to which Shiras willed all of his images. He also discovered the University of Pittsburgh had three boxes of Shiras' personal papers in a suburban warehouse. The papers included an unfinished autobiography and letters from Roosevelt and his widow, Edith. They were not even catalogued and have since been donated to the NMU Archives.

"I teach nature writing and always incorporate Shiras into that class," he says. "I take students to an area of Whitefish Lake managed by the Nature Conservancy. They built the George Shiras Discovery Trail and we take a guided hike down that. Shiras generates a lot of local interest, but he was also a figure of national significance on many levels."



Center for Student Enrichment staff and students, including Jon Barch '99 BS, '01 MS and Dave Bonsall '74 BS, model the new T's.

Shirts to support student programs

"It's a Great Day to be a Wildcat!" T-shirts

are quickly spreading across the Wildcat Nation. The slogan "It's a Great Day to be a Wildcat!" has been around Northern Michigan University for decades. Current President Les Wong has made it one of his signature phrases.

In an effort to further enhance NMU pride in students and alumni, the Center for Student Enrichment has designed and made available for sale "It's a Great Day to be a Wildcat!" T-shirts. All proceeds go to support student programs.

Shirts come in black, green and gray and are available in traditional style (\$10) and American Apparel (\$12). Sizes include small to XXX-large, and there are

also children's sizes available. Shirts can be purchased at the Center for Student Enrichment (1206 University Center) or by mail. Send shirt sizes and colors desired, the purchase price of the shirt, plus \$3 per shirt for shipping (checks should be made out to NMU; credit cards are not accepted) to: The Center for Student Enrichment, 1401 Presque Isle Avenue, Marquette, MI 49855. Include a phone number in case of questions.

How about a picture of you in your "It's a Great Day to be a Wildcat!" T-shirt in front of a landmark or your hometown sign? Email your photos to ckamps@nmu.edu.



Patti and Katie Tourville display their Wildcat pride at the Today show in New York City.

On campus today

SPORTS AT NMU



U.S. OLYMPIC EDUCATION CENTER

NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN

Discussions Continue on USOEC's Future *Kleinschmidt Retires, Gaudreau Named Interim Director*

With the loss of federal funding, the future of the United States Olympic Education Center, which has been on the NMU campus since 1985, continues to be discussed by Northern and the U.S. Olympic Committee.

"As the USOC has been reshaping itself, it is moving away from the model of multi-sport Olympic Centers to more one-sport, multiple-level elite training sites," says NMU President Les Wong. "For instance, Oklahoma City built state-of-the-art facilities to accommodate elite canoe and kayak training, and that is where all levels of American canoe and kayak training now take place. The athletes and the teams still receive funding from the USOC, but the facility itself is owned by the city."

Wong, along with various NMU contingents, have met with USOC officials in a series of meetings that began last fall to discuss the USOEC's future and the contract for the center, which expires Dec. 31. On average, the USOEC has about 100 students in its residential programs each year. Currently, it is home to four residential programs in the sports of short-track speedskating, freestyle wrestling, Greco-Roman



Boxer Jesse Hart has qualified for the Olympic Trials

wrestling and weightlifting. At the start of the fall, USA Boxing suspended its USOEC residential program due to financial constraints within that sport's national governing body. Just prior to the program's suspension, USOEC middleweight fighter Jesse Hart of Philadelphia, Pa., qualified for the Olympic Trials.

Another major change to the center this summer came when long-time USOEC director **Jeff Kleinschmidt '83 BS, '86 MA** retired. Kleinschmidt was named the



In the wake of Jeff Kleinschmidt's retirement, Brian Gaudreau is named interim director of the USOEC

center's assistant director in 1989 and

director in 1991. **Brian Gaudreau '83 BS**, the athletic department's associate director-programming, took on the additional duties as the center's interim director.

Gaudreau said while the USOEC and NMU athletic departments have been officially part of the same unit for decades, each has always operated separately. This summer, the USOEC sports were more formally integrated into the athletic department in a way that enabled better sharing of resources. In addition, several positions were restructured and two eliminated as cost-cutting measures of the reorganization.

Wong said that integrating the USOEC sports into the athletic department is one way to bring the Olympic Center's operational costs down and, thus, increase its chances of being funded by the USOC.

"Northern Michigan University and the Marquette community value having the USOEC on our campus and our goal is to see it continue here for a long time to come, but we're not clear at all right now on where the USOC stands related to its future," says Wong. "Everyone has serious funding issues to deal with right now, including the USOC and NMU—that's just the economic landscape that we live in. As the USOC reinvents itself, we'll have to see what role, if any, it wants the USOEC to play in the American Olympic movement."



NMU Hockey Moves to WCHA in 2013-14

College hockey league membership in the western conferences was completely rearranged in an explosion of movement set off by the announcement of the creation of a Big 10 hockey conference last spring.

Then there was the news of a second new conference called the National Collegiate Hockey Conference, created by several members of the current Western Collegiate Hockey Association. Both will begin play in 2013-14.

The creation of the new conferences left a depleted Central Collegiate Hockey Association, of which NMU is a member, as well as openings in the WCHA. One of the first teams the WCHA reached out to was Northern. NMU made the decision to leave the CCHA and join the WCHA as of the 2013-14 season.

"We share many natural rivalries with the new WCHA programs and the league offers geographical balance for us," says Steve Reed, NMU interim athletic director. "Having our hockey team travel west also complements the university's overall recruiting footprint. The schools offer similar academic programs and have similar student bodies. Also, many of the teams in the new WCHA have hometowns much like Marquette in that they are smaller but very supportive of their hockey programs."

The league alignments for 2013-14 are as follows: WCHA – Alaska, Alaska-Anchorage, Bemidji State, Bowling Green, Ferris State, Lake Superior State, Michigan Tech, Minnesota State and NMU; Big Ten – Michigan, Michigan State, Minnesota, Ohio State, Penn State and Wisconsin; NCHC – Colorado College, Denver, Miami, Minnesota-Duluth, Nebraska-Omaha, North

Dakota, St. Cloud State and Western Michigan. Notre Dame will play in Hockey East. The unchanged leagues include the 12-team Atlantic Hockey Conference and the 12-team Eastern College Athletic Conference.

"Right now 2013-14 seems like a long way off and we're not thinking about it much," said Wildcat coach **Walt Kyle '81 BS**. "Our focus is on 2011-12 and doing as well as we possibly can in this year's CCHA race."

WILDCAT NIGHT Across the Country



Last year's party in Nahma

**Saturday,
February 18
5:05 p.m. (EST)
NMU vs. Michigan!**

televised live on Fox Sports Detroit.

Now is the time to plan a Wildcat Night Across the Country party for your area. All you have to do is find a local sports bar or restaurant that gets Fox Sports.

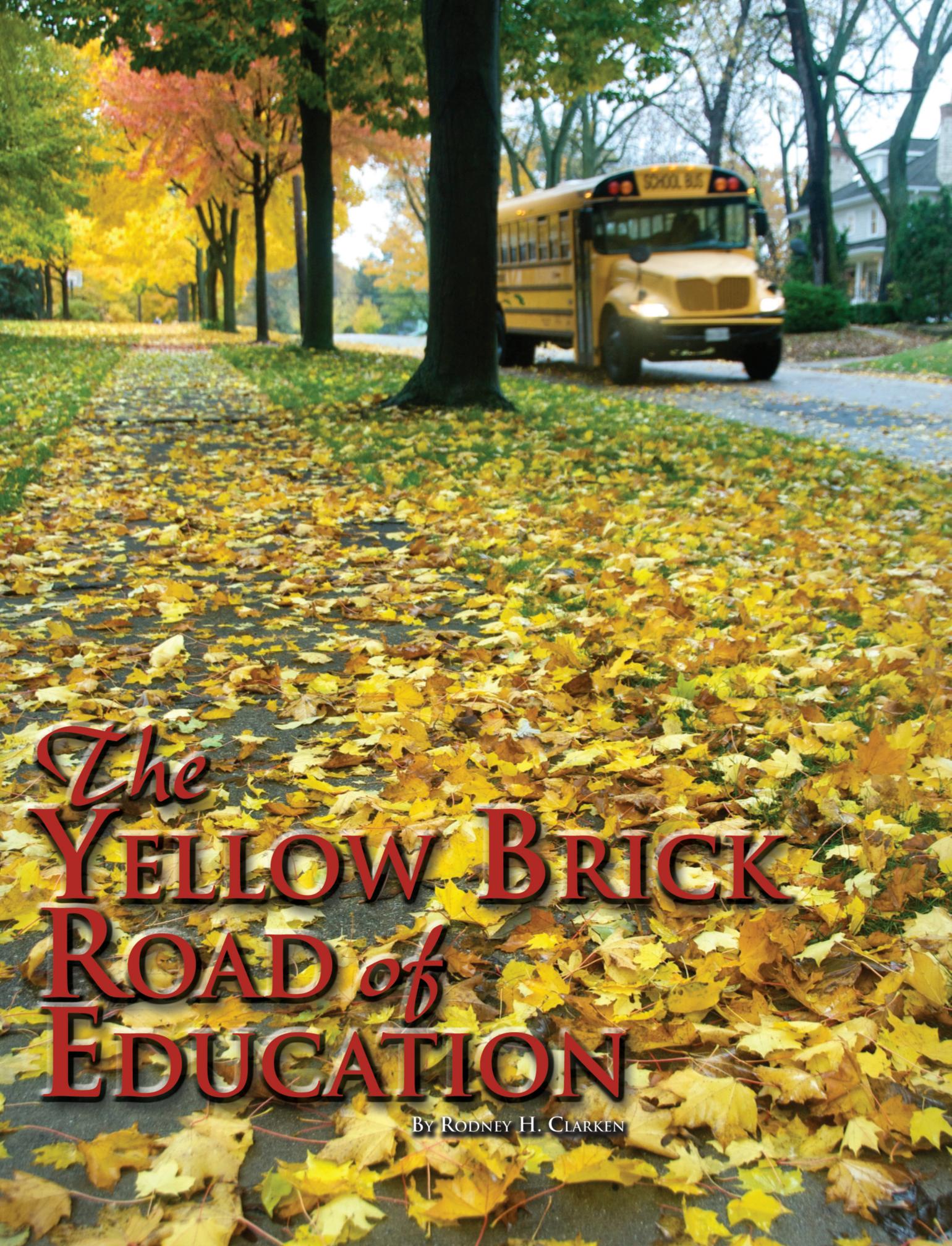
We'll publicize the location and details of your event, send invitations to local alumni and send you a "party package" that includes green and gold decorations and prizes.

Party locations need to be determined by January 1 to get postcards in the mail.



Contact the
Alumni Association
with your details.

**1-877-GRAD NMU or
alumni@nmu.edu**



The
YELLOW BRICK
ROAD of
EDUCATION

BY RODNEY H. CLARKEN

The story *The Wizard of Oz* provides an archetype for helping us find the brains, heart and courage we need to be successful teachers and learners. As I look back on my life and my forty years in education, I find my story, and the story of many of the teachers, teacher educators, teacher candidates and educational leaders I have worked with can be told or understood as our own journeys to Oz and finding our way home. Each of the characters—Dorothy, the Scarecrow, the Tin Man, the Lion and the Wizard—represent aspects of our selves that need to be developed in order for us to become truly whole as individuals and teachers.

This search for a brain (knowing and truth), a heart (caring and love) and courage (willing and justice) is a journey down the yellow brick road to becoming a teacher. As we develop these capacities, we can more effectively share them with others and help others develop them in themselves. Until teachers find their authentic voices, they will be of limited success in educating others. We do not actually give our students brains, heart and courage, rather we teach, encourage and provide opportunities to help them to realize and develop these capacities in themselves.

Education is a fundamental human right. It is the cause of the progress of individuals and nations. To the extent that our minds, hearts and wills allow, education should help us construct meaningful and productive lives. However, education alone cannot provide opportunities for all to realize their gifts and talents and serve others. All segments of society must work together to achieve this noble purpose.

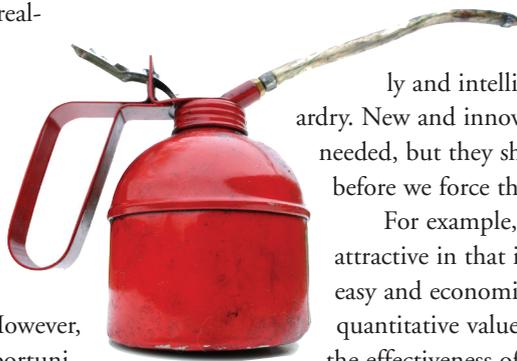
Education has, can and will continue to reform. Educational institutions and culture have to adapt to changing conditions, and right now the world is changing at a tornadic pace.

Unfortunately, education and teachers are being unfairly blamed for many of society's problems by reformers who wish to overhaul the American education system. Many of these reformers have limited knowledge or experience in teaching or education. Some among the

policy makers, critics in the media and business community suppose their expertise or success in politics, finding fault or making money equips them to also be experts and successful in educational reform as well. However, many of their proposals are not supported by the evidence from research studies or from scholars in the field.

Further, their business models that seek to quantify and put a price on the intricate, complex and interrelated activities of education are harmfully reductive, skewed and faulty. They threaten to further diminish and devalue education and their reform proposals work against what they claim to be supporting. The rhetoric and assumptions upon which most of educational reform claims are made subvert the best interests of education.

The Wizard of Oz might represent those reformers and media that pretend to have the answers and hide behind the curtains of half-truths while offering displays of power along with fake diplomas in place of true knowledge, clocks for hearts rather than authentic care and love, and worthless medals for courage while they violate basic human rights.



Education and teachers are being unfairly blamed for many of society's problems by reformers who wish to overhaul the American education system.

For reforms to be effective, they should be based on sound facts and principles systematically and intelligently applied, not rhetorical wizardry. New and innovative ideas in education are truly needed, but they should be tested for effectiveness before we force them into policy and onto practice.

For example, test-based accountability is attractive in that it promises an objective, accurate, easy and economical way to measure and assigns a quantitative value to the learning of students and the effectiveness of teachers and schools. However, when these tests are not a fair or accurate indication of the quality or outcome sought, they are deceptive, unfair and demoralizing.

Evaluating education and teachers fairly, clearly and honestly is a complex, difficult, expensive and time-consuming endeavor. Student test scores are an unstable and unreliable measure of teachers. When high stakes tests are used to reward or punish, the process becomes vulnerable to misuses and abuses, such as teaching to the tests, teaching test-taking strategies, neglecting what is not tested and cheating. The result will be that test scores will rise while learning suffers.

Another misguided reform is pay-for-performance. It may work for people whose primary motivations are monetary or for those who do not need to work together in cooperation and collaboration to achieve a long-term goal, whose sole aim is to benefit others, as teaching does. For teachers who need to be motivated by higher ideals of truth, service and justice to be truly effective, such materialistic and selfish motives are counter-productive.

Pay teachers a respectable wage and accord them the respect, honor and status they deserve. This will attract the best and brightest in our society to become teachers and keep them in classrooms. Committed teachers will do their best and will not need to be manipulated or cajoled by extra pay to do their jobs. Find ways to fairly evaluate and compensate their work, but realize teaching is an extraordinarily complex and challenging job.

When approaches used to determine accountability and apply incentives are faulty, decisions based on them can be destructive.

People tend to be internally motivated by challenge and accomplishment. The key to fostering motivation is to encourage internal and autonomous striving and use external rewards with wisdom. Tests can be motivating

when they are used to provide relevant information or feedback, but are demotivating when they are controlling or too difficult. If teachers are pushed to sacrifice the best interests of their students and communities for such short-term and shortsighted aims as high stakes standardized test scores, merit pay or other incentives, we begin losing the soul of education.

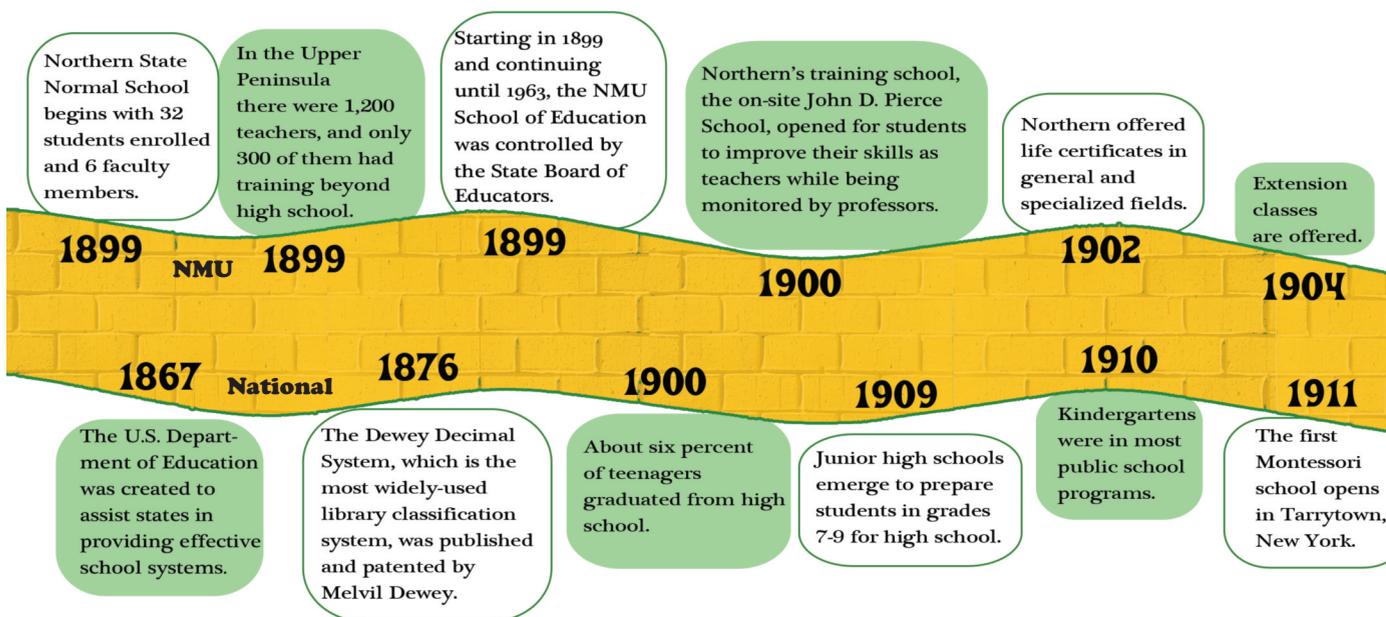
Teachers help students and classes become excited about learning, progress toward their goals and uncover more of their true natures and noble selves. Serving in the awakening and unfolding of another's possibilities is one of the great rewards of teaching.

Often the fruits of a good teacher's labor do not become apparent until many years later. These fruits are not measured by tests, grades or policies. We value the teachers who most positively changed or influenced our lives, who cared, who saw our potential and encouraged us to become more, who opened our minds, illumined our hearts and quickened our wills.

In truth, education starts long before a child starts school. If we as a society are sincere about optimizing learning and improving educational outcomes, the greatest benefit with the least cost we can have on develop-



Pay teachers a respectable wage and accord them the respect, honor and status they deserve. This will attract the best and brightest in our society to become teachers and keep them in classrooms.



ment, including the brain, the vital organ for learning, is to ensure healthy growth in the womb and the years before kindergarten. No amount of intervention or education in school can compensate for failure to develop properly in the womb and before school.

We live in a society that is not doing enough to encourage the proper physical, mental, emotional, moral and spiritual development of its young. If we really wish to turn things around, that is where we need to focus our attention: Give young children a good foundation upon which to build their futures.

May we all work for the minds, hearts and souls of all children, to educate and reform education according to

Often the fruits of a good teacher's labor do not become apparent until many years later. These fruits are not measured by tests, grades or policies. We value the teachers who most positively changed or influenced our lives, who cared, who saw our potential and encouraged us to become more.

the highest principles of truth, love and justice. This is the home for which we all long. ■



Note: Rodney Clarken is associate dean of teacher education, director of the School of Education and professor at Northern Michigan University. He started his career as an intern

counselor in the White Earth Indian Project, then was part of the Wisconsin Indian Teacher Corps and later an elementary, secondary and post-secondary teacher in Tanzania. In his 38 years in education, he has taught almost every grade level, from 1st grade to the doctoral level in rural, urban, public, private and international schools. In higher education, he has taught and worked in a Jesuit university in Detroit, a historically black land-grant university in the Virgin

Islands, teacher colleges in Botswana and China and an international university in Switzerland. He came to NMU in 1989. This article is taken from excerpts of a book he is writing on education.



The longest-serving chair of the Education Department, Gilbert Brown, conducted a study that found that Northern had helped to improve education in area rural schools and many schools had instituted vocational training with Northern's help.

A survey was released that tried to understand what teachers needed from a normal school. It was the first of its kind in the country.

Northern was closed for several weeks as a result of Spanish influenza, which had been carried back to the U.S. during World War I.

Northern attracted a lot of nuns from Wisconsin, Indiana and the Upper Peninsula who wished to earn teaching certificates and, in some cases, bachelor's degrees.

Northern stopped offering two-year teaching training programs.

1913-1916

1914

1918

1920s

1933

1919

Each state has a law that provides funds for transporting children to school.

1925

The Tennessee vs. John Scopes trial takes place. High school biology teacher John Scopes is convicted of teaching evolution.

1926

The Scholastic Aptitude Test (SAT) is administered for the first time. It is based on the Army Alpha test.

1938

The ballpoint pen is patented.

1946

Congress approved the National School Lunch Act requiring schools to provide lunch for students.

1950

Middle schools emerge for grades 6-8 to meet the needs of preadolescents.

FROM THE SUPERINTENDENT'S DESK

A perspective on public schools



Mary Brayak '84 MAE, Superintendent, principal and director of student services of Mid-Peninsula School District

Schools are forced to find ways to do more with less now—that's the expectation. It's certainly a challenging situation. Teachers, administrators and even students are being put under intense scrutiny, which I think is unfair. People who get into this profession generally want the best for their

students. But these teachers and administrators are having to pick up more and more and more to fill voids. For instance, we have lost our art program to budget cuts, teachers are stepping in and teaching art. Others are helping with physical education.

The end result of the ongoing budget situation and the feeling that educators are continually under a spotlight is that we're going to start to lose good teachers. There is nothing wrong with the state and the community wanting the best teachers and expecting improvement, but you need to give the teachers the tools and resources to be the best and to be able to continually improve.

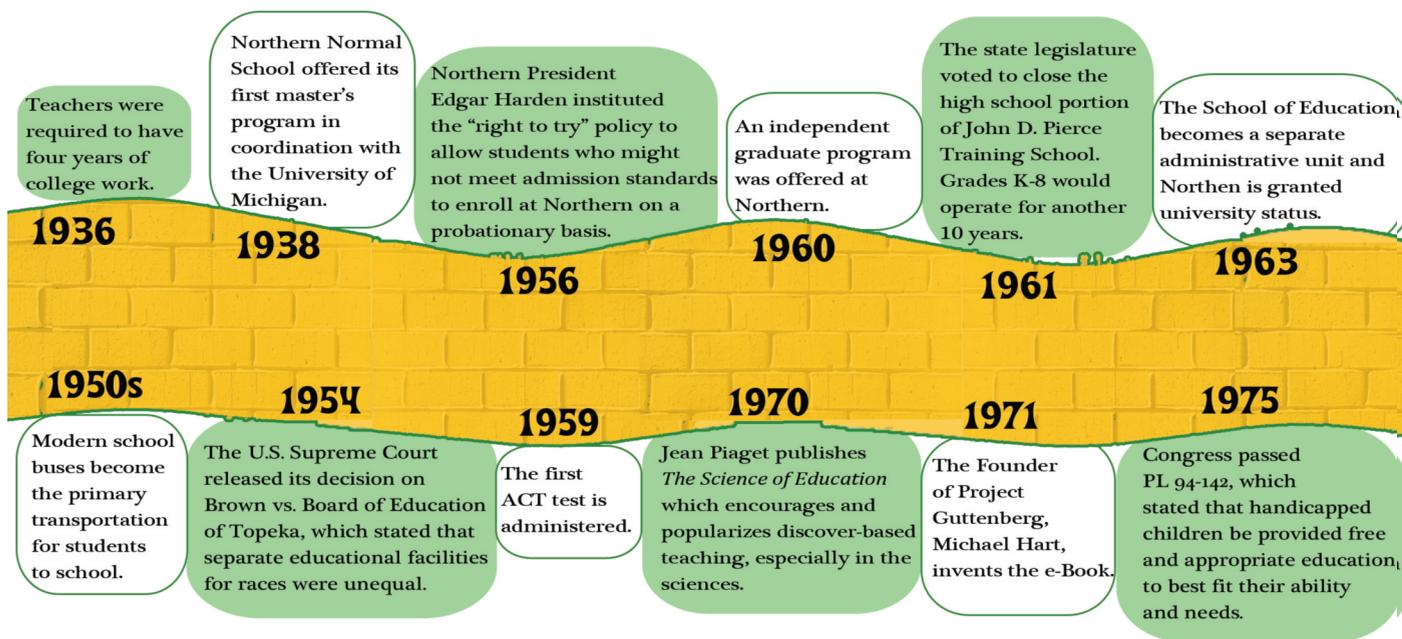
Today, when an educator says we need more resources, legislators always assume that means money for salaries or benefits, but I'm struggling to find a way to buy up-to-date textbooks. More resources means providing the tools that enable teachers to

teach well.

If you look for a silver lining for the situation of what's happening to our local schools today, it's that it has forced teachers,



administrations, business leaders and parents to come together. In areas like the Upper Peninsula, the local school is not only the education center of the community, but it's the gathering point, the community center—the place where everybody has common ground. These tough times have caused people to come together to say, "This school is important to us and we need to save it," and that's caused us to work together to figure out what has to be done and even how to make some things better.



**Mike Maino '73 BS,
Superintendent of Gwinn Area
Schools**

The budget issues are probably the most serious thing facing schools today. In Michigan, it's not a situation of overspending, but simply one of not having enough resources. We are at a point now where we've cut and cut and cut and we're now cutting nearly every extra program that we have. We have cut in a way that does not hurt the core programs, but there is not much left to cut without impacting the core. We're at the mercy of the state legislators to find a way to provide schools more revenue so they can do what they are expected and being held accountable to do.

Our number one issue beyond the budget is parental involvement. When a student starts failing or not showing up for class, it's very difficult to get the parents involved to help work on the problems and improve them.

Still, we've done a lot of great things in our school district, things to be really proud of. We have made

great advances in technology. We have the latest computers and software. This fall we're implementing a program similar to Northern's technology program and we're handing out the first 200 netbooks to our 7th and 8th graders. They will no longer get textbooks (that cost \$100, \$200 each); we'll no longer have computer labs. In four years, all of our 7th through 12th grade students will have this technology.

"Our number one issue beyond the budget is parental involvement."

Some people are saying that the U.S. education system is broken, but I don't agree. Here, we educate all students. In other countries, many portions of the school-age population don't go to school. Countries around the globe still want to send their young people to the U.S. to receive a college education. Here in Gwinn, we have a Chinese student in our district this year whose parents are paying something like \$8,000 a year to have their child educated here, in



America, rather than in China. So, we must be doing something right.

Consolidating resources is definitely being emphasized and it should be. There is room to consolidate services among school districts. The way we operate today on the business side of things will change.

Michigan has more public school districts than any other state. That means there will be some consolidation of schools in the future, but even more likely is the consolidation of services. Unfortunately, that means some more local people losing jobs. The area superintendents meet regularly and we're talking about what we can try to consolidate to be more cost efficient, and in some cases, we are working on actual plans for service consolidation. ■

A timeline graphic with a yellow brick background and green callout boxes. The timeline is divided into decades: 1963-1966, 1966-1978, 1970s, 1990s, and 2011. Specific years are marked with callouts: 1981, 1994, 1999, 2001, and 2010.

- 1963-1966:** Wilbert Berg was head of the School of Education, and under him the school received its first accreditation and developed graduate programs.
- 1966-1978:** Elmer Schacht was head of the School of Education and increased the size of the faculty.
- 1970s:** The state provided the Native American Tuition Waiver to one-quarter Native Americans who are members of federally recognized tribes.
- 1990s:** Northern chartered three schools: Nah Tah Wahsh Public School Academy, Bahweting Anishnabe Academy, and North Star Academy. More charter schools followed.
- 1981:** *Teach Your Own: A Hopeful Path for Education* by John Holt is published and fuels the homeschooling movement.
- 1994:** Whiteboards begin to replace blackboards in classrooms.
- 1999:** The shooting at Columbine High School in Littleton, Colo., by two students leaves 15 dead and 23 wounded.
- 2001:** The No Child Left Behind Act is approved by Congress, which requires student testing, places emphasis on student performance and penalizes schools that do not make certain progress toward meeting goals.
- 2010:** The state of the economy results in layoffs in schools across the country as most states face budget deficits and make cuts in education.
- 2011:** Northern Michigan University's School of Education offers many degrees, including an educational specialist degree, a master's degree, bachelor degree majors and minors, certifications, and professional and personal development programs.

Lucy Hough and Rachel Krohn

Nurturing future teachers

Two Michigan Teachers of the Year continue to inspire

By Kristi Evans



Sue Szczepanski

Northern education students are benefiting from the highly qualified expertise of two former Michigan Teachers of the Year. After retiring from their jobs with Marquette Area Public Schools (MAPS) in 2002, both **Sharon Green '71 BME, '80 MME** and **Sue Szczepanski '81 MAE** joined the NMU faculty and found a renewed professional purpose: training future teachers to become—like them—effective and inspirational leaders in the classroom.

The women made Marquette the first district to boast back-to-back recipients of the state's top teaching award. Green, who taught choral music and guitar at Graveraet Middle

"We need to step back and realize kids are not cars on an assembly line. They're human beings of all different levels, strengths and challenges."

School, won it in 1995-96. She was also the first honoree from the Upper Peninsula, a fact that became glaringly obvious to her at the state recognition ceremony. When presented with the traditional wooden clock carved in the shape of Michigan, Green stood in disbelief, staring at an

embarrassing design flaw. The award depicted only the Lower Peninsula; the Upper Peninsula was missing.

"Despite that oversight, the whole experience was just wonderful," she says. "I was able to network with other state teachers of the year and attend Space Camp with them in Huntsville, Ala. We also attended meetings with the U.S. Department of Education in Washington, D.C., and I got to meet President Clinton and Secretary of Education Richard Riley. It was a thrill to be honored."

Szczepanski won the following year while teaching 2nd grade at Whitman Elementary School, which was later shut down and became an NMU facility that houses the School of Education. During an interview in her office, she addressed the irony of working in the same building for a different employer and in a different capacity. But she credits the teaching award for creating new opportunities.

"It was life-changing in many ways," she says. "I feel it was meant to be that I'm coming full circle and contributing to the profession by nurturing future teachers. I'm still in a classroom every day, only now it is with my methods and reading classes. My students are all field-based. MAPS is very welcoming. The district teachers help us by modeling effective instruction, and they benefit from our students' help in the classroom."

As an elementary teacher in grades 1-5, Szczepanski spent 18 years at Silver Creek School and the final 12 years at Whitman. After the

schools closed due to consolidation, she was hired by NMU's School of Education.

Green had spent 31 years in middle school education, but opted out with an approaching reconfiguration that would guarantee her a teaching job, but not necessarily in choral music. "I never would have left otherwise because I still loved it. When I did retire, I handed in my keys and bawled for a week straight. My heart seemed empty, sort of like the feeling after a death in the family. I didn't know if I could handle it or how I would fill that void."

A year later, an adjunct instructor opening in the music department brought Green to Northern. She is now in her sixth year of full-time teaching. Her courses include music

schools hovers outside the high-pressure fray of test scores and requirements. "The arts may not be necessary, but they do encourage you to be more human." Unfortunately, they are among the first casualties when districts cut budgets, as demonstrated in nearby Ishpeming, where she says visual arts are not being offered in the curriculum this year.

"Everyone's looking for the magic silver bullet to solve the problems in education," says Green.

"The arts may not be necessary, but they do encourage you to be more human."



Sharon Green

and society, music for elementary teachers, voice, guitar and methods. She also directs the Lake Effect Show Choir, whose mix of vocals and choreography allows Green to continue her forte of staging themed concerts. This year's theme is "Green and Gold." The choir performs 10-12 times per year for various events and groups.

Green says music in public

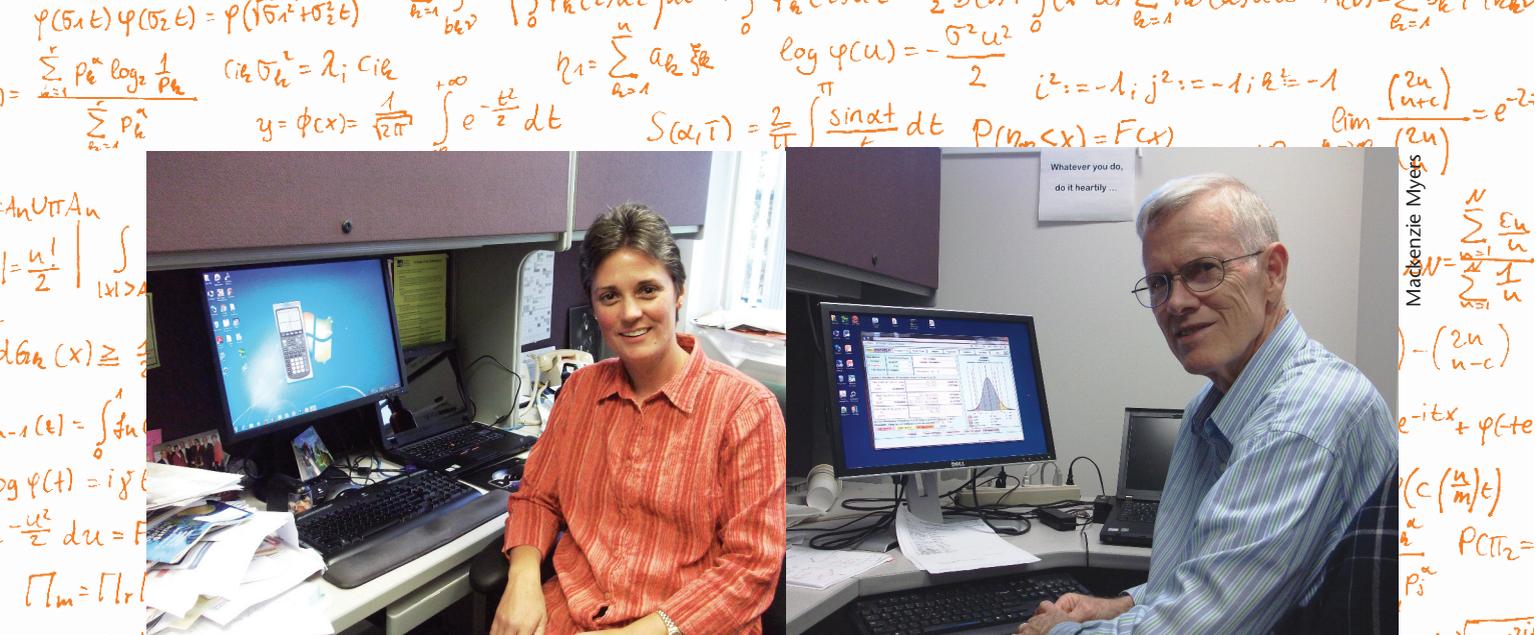
"There simply isn't one. The cookie-cutter approach of a detailed required curriculum for all often does not address the strengths, talents, needs and learning styles of individual students. It is important to provide a solid education in core subjects. It is equally important that students have the opportunity to learn and excel in areas that match their interests and talents."

When asked for her views on the state of education today, Szczepanski said, "Funding is the big issue. That's what drives the bus. Accountability is so big it's almost becoming a monster. Teachers need to be politically aware of what policymakers are deciding and take an active stand on what's important to children. I didn't think about politics when I was teaching, but it's critical now. We need to step back and realize kids are not cars on an assembly line. They're human beings of all different levels, strengths and challenges."

Both faculty members have followed a similar cycle. They attended Northern as students, taught in the public schools while also supervising NMU student teachers and returned to their alma mater to play a role in preparing others pursuing the same career.

"I always said that one day I hope to teach teachers," says Green. "It's a natural progression. I continually seek out ways to become a better and more effective teacher. I attend two or more conferences every summer because professional development is a must. It is the highest privilege to teach and have the opportunity to make a difference in students' lives."

Szczepanski adds, "Teachers hold the future and have the power to guide children down the path to success. You get a positive feeling building a sense of community where children feel safe and inspired to learn. It's like a calling, not a job. You live it 24/7, but it's the most rewarding profession on earth. I love hearing from former NMU students who are teaching and tell me how they're implementing things they learned here. Or from principals who request that we continue to send grads their way. All of that serves as a great testament to the strength of our program and I feel privileged to be part of it." ■



Mackenzie Myers



New Math

Using technology to increase understanding

By Mackenzie Myers

Ironically, when Northern Michigan University professors Ken Culp and Carol Bell each stepped into the post-college world, they were in places far removed from education. They were business professionals. Culp wrote his own software and sold it to dental companies, after working 11 years for Texas Instruments. Bell was a programmer at IBM for three years.

However, like many career journeys, their initial plans changed. “I really didn’t like working in industry,” Bell says. “I thought about teaching. When I worked for IBM in Rochester, Minnesota, I actually had the opportunity to teach a class at the local community college.” Today she’s a mathematics professor at Northern. Culp decided to give teaching a try as well. “At age 55, I discovered I have a passion for teaching. There’s nothing I’d rather be doing and they’re paying me to have fun,” he says. Culp teaches computer science.

But the professors didn’t completely leave their programming backgrounds behind. They took on innovative new projects to help students in the classroom and beyond. Both professors received NMU’s Technology Innovation Award last December for their work.

Bell became involved as a facilitator for “Algebra for All,” which is a state program for high school math teachers originally supported by former Gov. Jennifer Granholm. Demonstrated through training sessions, the program shows educators how to visualize the mathematical functions they are teaching. “As a facilitator for the training sessions,” Bell says, “our workshops are offered through the Seaborg Center. I coach school teachers through class observations and after-school meetings. We get a good view of how they use the technology because

the teachers create their own lessons by using the program and then show us.” Algebra for All is in its third year, and has shown positive results. “There have been improvements in students taking algebra who have used the program.” In fact, if funding goes through, the Algebra for All program may be extended to the middle-school level.

“NMU Stat-Help” is Culp’s award-winning program. “I love to write programs, and I saw that the existing tools were not ideal for teaching,” he says. “So I undertook writing something that I could use as a teaching tool and something the students could use also.” His program allows statistics students to type in data and generate a clear, colorful graph that explains the problem at hand. In addition to providing visual clarifications to homework problems, Stat-Help is widely available to students for other uses. Since it is free, downloadable and on the web, students have access to it any time they want to incorporate a graph on a lab report or project.

“I’ve discovered that in teaching, you can’t just teach the topic at hand,” Culp says. “You have to teach the person how to learn. Therefore, teaching is not just the importation of knowledge but it’s also the importation of excitement and enjoyment of the material, as well as building those learning skills that are necessary to retain it.” Providing innovative solutions to help students succeed in the ever-expanding fields of math and technology is something that excites Bell as well. “I love working with students and seeing them grow in their education. I’ll see my students in higher courses, and seeing how much they’ve grown is amazing. If you’re in education, that’s the kind of thing you want to see.” ■

Equity and opportunity for all

By Rebecca Tavernini '11 MA

A deep belief in the potential of all children” is what drives **Abby Cameron-Standerford '99 BS, '06 MAE** in her role as a middle school special education teacher. “I enjoy teaching kids that just because they may not learn in the same way as another student, it does not mean that they can't learn. I see my job as helping each student, whether he or she is eligible for special education or not, to unlock the path that will allow them to be successful.”

As part of a co-teaching team at Negaunee Middle School, Cameron-Standerford works together with a general education teacher in a shared classroom. She says that model has been very effective, not only in meeting the needs of students with special needs, but also those who are at-risk. “In addition, my relationships with the general education teachers and students makes the idea of special education transparent and helps to humanize the needs of students with special needs.”

That makes having a learning disability, health impairment or attention deficit/hyperactivity disorder, which affects many of her students, less of a stigma.

An education plan is created for each student by a team of education professionals and the student's family. The student is often involved in its creation as well. The plan identifies a student's strengths and needs and what accommodations are needed in order for the student to learn and progress. Cameron-Standerford has other ways, too, that she customizes



learning on a day-to-day basis. “The two most common ways I support students are simplifying the concept before laddering into the grade-level expectation,” she says, “and identifying and using the student's learning style—whether that be auditory, visual or kinesthetic—in both instruction and assessment processes.”

She adds that she is “working toward those subtle moments when the glimmer of confidence flashes across my student's face or a connec-

tion is made.” As a 7th and 8th grade teacher, she also enjoys seeing the emotional and social development that can occur as her students grow.

She stresses that tailoring education is important to all students, not just those with special needs.

“Teaching and learning is a complex process that requires relationships to be developed, trust established and continual reflection. Our students come to us from such diversity that a one-size-fits-all approach will certainly not contribute to the students' success.”

More local control of educational decisions is also needed, she believes, pointing to the detrimental effects she's seen in her own school of state mandates, budget cuts and government policies made without input from teachers and administrators. “Our nation was built on the ideal of public education as a basis for equity and opportunity. Some of the current 'educational reform' measures will do nothing to perpetuate this,” she adds.

“Teaching cannot be reduced to the actions taken in preparation for a test,” she says. “Teaching is a lifestyle.”

It's a lifestyle shared by her husband, **Chris '97 BS, '08 MS** a K-12 teacher; her mother-in-law, Suzanne, a professor in NMU's School of Education; and her own parents—her mother just retired from teaching after 28 years. “I suppose it is not surprising that the love of learning be passed down to the next generation,” she says. Helping all children succeed runs in her blood. ■



Abby Cameron-Standerford (left) receiving the 2010 Educator of the Year Award from Karin Hansard '76 BS of the Special Education Parent Advisory Committee of the Marquette-Alger Regional Educational Service Agency.

When a picture paints a thousand words, imagine what a children's picture book can do

NMU Professor Sandra Imdieke chairs the prestigious Caldecott Award Committee

By Rebecca Tavernini '11 MA



Sandy Imdieke in her office at NMU. *A Wrinkle in Time* was her favorite book while growing up.

Who knew that choosing the best children's picture book would be a lot like the TV show "Survivor"? That's how Caldecott Award Selection Committee Chair Sandra Imdieke describes it.

All of the elements are there: Fifteen people sequestered together in a hotel conference room for nearly two days straight, largely shut off from the outside world. A locked, camouflaged trunk contains dozens of books—the contestants—which are each laid out on the table and remain there until getting voted off. There are impassioned speeches, heated discussions, tender emotions. Then elation, when a lone book remains, and committee members gather together to phone the winning illustrator as day breaks.

"It's an amazing experience," says Imdieke, an NMU education professor who served on the selection committee in 2000 and was appointed chair for the 2013 award, marking Caldecott's 75th year. "It's a major commitment, but a labor of love," she says. After all, she and other committee members read 600 to 700 books in less than a year before the finalists are selected.

The Caldecott Medal is awarded to the artist of the “most distinguished American picture book for children” published the preceding year. As a picture book can be intended for children from birth to age 14 (as defined by the Caldecott Award criteria), they can vary greatly, and include text or not. But overall, they are a visual experience. Most importantly, Imdieke says, “children are the audience.” That is what she keeps foremost in mind as she is swept into the characters, plot, setting, mood and artistic technique emanating from the pages.

While the award goes to a book’s illustrator, the author, if there is a separate one, also benefits, as Caldecott winners—and Caldecott honor books—will likely have increased sales from the resulting prestige and publicity, and will always be in print because libraries will want to stock them. Unlike “Survivor,” there is no monetary award, just a medal and a great distinction.

Before that final conference-room showdown, committee members work independently, evaluating the titles entered by publishers, and anonymously submitting their suggestions to the committee for serious contenders. But they are not working in a bubble by any means. There are informal email and phone discussions among the members. Many are librarians who “field test” books and share their young patrons’ opinions. Imdieke has had her student teachers take books to their classrooms to get feedback and developed a one-credit workshop at NMU on evaluating and sharing books with children. She has blogged to a children’s literature class while she was involved in selecting the Batchelder Award winner for best international children’s book. (She has also served on the Newbery committee for best children’s book of literature. These awards are all sponsored by the Association for Library Service to Children.)

A few weeks before the committee is cloistered, each member nominates his or her top seven titles, with one paragraph as to why it should win, or be honored.

As chair, Imdieke will get to advocate for her choices, but her main role will be to make sure everyone’s voice is heard—in a way that’s respectful. A timer is often used to help the process along. “Although you come to the table with favorites,” she says, “your personal preferences and opinions of the books will change as you listen and learn from each other.”

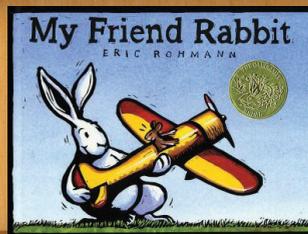
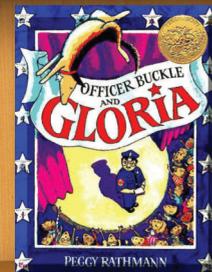
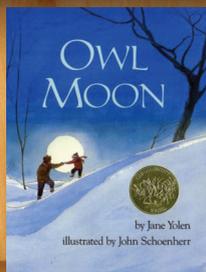
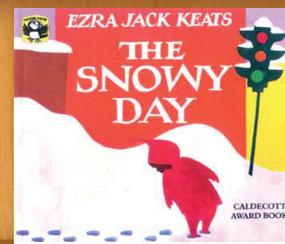
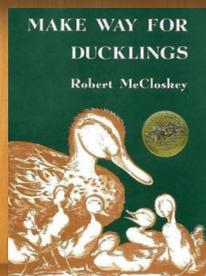
Nevertheless, the winning book must receive eight of 15 votes for 1st place. Imdieke stresses that the Caldecott honor books are often equally worthy of attention. “They had to fight to stay in the running, and may have received many 1st place votes, too.”

Despite the sore eyes, lack of pay (it’s all volunteer)

and tense discussions, Imdieke says, “I cannot even tell you how much fun this is.” At the same time, she adds that the committee members take the process very seriously. “We become experts on the books because we know them so well.”

She’s especially looking forward to that early Monday morning in January 2013, after the weekend’s long deliberations, when the committee will gather around to phone the medal winner and share the life-changing good news. Then let the celebrations begin. ■

Sandy Imdieke’s 7 all-time favorite Caldecott winners



The Lion & the Mouse





By Kristi Evans

A room of one's own

One-room schoolhouses keeping pace with the times

Most of us have little familiarity with one-room schoolhouses beyond museum recreations or nostalgic depictions in movies and Laura Ingalls Wilder novels. These humble places of learning once dotted the rural American landscape. According to *TIME magazine*, there were more than 190,000 in 1918, which represented 70 percent of U.S. public grade schools. But the number dwindled significantly through population shifts, increased mobility/busing and consolidation. Some of the vacant buildings still stand by virtue of historic

preservation efforts, but recent estimates indicate only about 400 one-room schools remain in operation. Michigan's oldest, which opened in 1859 and is led by an NMU alumna, is at the tip of the Keweenaw Peninsula.

Diane Trudgeon '78 BS is the principal and only teacher at Copper Harbor School. She had spent childhood summers and holidays in the area with her parents, who both taught downstate, and eagerly applied for an opening at the school a year after graduating from NMU. After three decades in a one-room, multi-age environment, Trudgeon is highly

qualified to address its unique challenges and rewards.

"I enjoy teaching a broad range of material to all the different grades, but it does require a tremendous amount of preparation the night before," she said. "You have to make the necessary copies, which might be six different spelling sheets instead of just one. And you need to plan out everything for every level so you can give the information, review it with students at one grade level and move on to the next.

"The goal is to keep everyone busy. When you're talking to some students, others can be completing

worksheets on their own. The students work independently a lot. It's still a challenge to make sure everyone is engaged and learning everything required. Every year, the standards get more rigorous. But we are fortunate that we have a chance to work on a one-on-one basis because of the lower number of students. We're able to fit the curriculum to them rather than fit them to the curriculum. Each child has individualized instruction, even if there are others in the same grade."

Copper Harbor School has six K-8 students and five preschoolers. The student-teacher ratio is ideal and Trudgeon says having mixed ages together promotes team spirit, with older children stepping up to help the younger students in the classroom and having no qualms about spending recess together on the playground. Younger students also benefit from their exposure to more advanced material, allowing some to accelerate their learning when they are ready. The preschool level is a recent addition at the school and required Trudgeon to spend three summers at NMU working toward her early-childhood endorsement.

"In this type of rural community, we've got children who hardly ever see other children. We wanted to provide an opportunity for them to come to school and participate in activities with their peers. They're in the room part-time with the other students, doing different things but feeling like they're 'big' kids. Then we have a kitchen/library area where an aide takes them for Spanish lessons, academic and play activities."

Mike Aubin '00 BS began his career in a K-6 classroom at Elm River School in Toivola, also in the

Keweenaw Peninsula. Built during the area's mining heyday, the school once accommodated K-12 students, who occupied all three floors. The top two stories are now closed off. Aubin was the only teacher at the school for his first three years. A part-time position was added to lead a second classroom when enrollment increased. Even though numbers are down again, the staffing and structure—K-3 in one room and grades 4-6 in another—remains the same.

"I have three students in my K-3 class, which is the smallest group I've ever had," said Aubin. "The benefits for the kids are phenomenal. I have time to work individually with those



At left, Mike Aubin with his entire kindergarten through 3rd grade class at Elm River School. Above, the Copper Harbor School sits at the furthest point north in Michigan. Diane Trudgeon, the school's sole teacher and principal, has taught there for more than 30 years.

who may be struggling and I know exactly where every student is and what every student needs. The one-on-one time is the biggest benefit. And once a week on Fridays, we have Buddy Day, where an older student is paired with a younger child and becomes the teacher, reviewing what they learned. We started that a few years ago and it works really well."

Aubin may no longer teach the full K-6 range himself, but he relies on the same strategies and preparation.

"After 12 years here, even if I taught 25 kids in one grade, I would

still approach it as different levels because students learn in different ways and at different rates. I start with the older students because they're more self-sufficient and can get to work right after I give them instruction. That frees up my time to work at a table with a younger group. Children learn to be patient.

"Staying organized with different levels is always a challenge. I have a good handle on lesson planning now, but when I started, that was tough to get under control. I would go home to my wife and two young children with two milk crates full of books. The first few years were rough, but then I got the rhythm down. I have also come to enjoy my own freedom as lead teacher. There's no principal, so I can work independently to make sure students get what they need and that state standards are met."

With their small class sizes, teachers in rural schools such as Copper Harbor and Elm River are able to have more frequent and meaningful interactions with students and guide their transition through several grades. It is difficult in this "family-like" atmosphere not to become emotionally connected.

"There's a closeness we have at the school between the students and myself," says Trudgeon. "It's fun to see them as they change and develop through the years. It's rewarding because everyone is so helpful to each other."

Aubin adds, "Next year the student who was in kindergarten when I started will be graduating from high school. It's neat to see how well he's doing and how well all students do when they leave for a bigger school. It makes your heart proud to know you've prepared them well." ■



GUATEMALA

TEACHING IN DIF

For NMU education majors, student teaching is the capstone of their academic experience. It is their chance to put theory into practice, work cooperatively with master teachers and test their ability to lead an active classroom before they seek full-time employment. Assignments are available at K-12 schools across the Midwest. But some NMU students deliberately seek placements beyond U.S. borders to further their own education as they begin teaching others.

Salem (Watts) Prince '11 BA wanted to improve her Spanish-language skills and experience education in a different culture. Both are important to her goal of someday teaching English as a Second Language (ESL). Through NMU partner Educators Abroad, she spent a semester in Antigua, Guatemala.

“The educational system is very different than in the United States,” says Prince. “Only private schools teach English, so families need to have money in order to learn English. There are also no national or state standards for education. My school is just starting to come out with standards for each grade, but right now teachers are given a textbook to teach out of and we have to supplement the textbook in any way we can.”

“Schools in Guatemala also have no teacher unions,

contracts or benefits. Teachers can give a day's notice and leave with no consequence. It's sad to see because at my school last year, some classes had four or five teachers in one year and that is hard on students.”

Prince taught children ages 5-7 in *Preparatoria*, which is similar to U.S. kindergarten. The school is bilingual, each day split evenly between Spanish and English instruction.

“The first few weeks were very stressful; I felt like I was getting nowhere,” she says. “But my cooperating teacher was helpful and supportive. She assured me that my students were learning and I would see big changes in them in the next few weeks. By the end of the three months, many of my students were speaking in full sentences. It was a really rewarding experience to see how far they had come.”

Prince left Guatemala in April, but was asked to return this summer to teach the same class for the remainder of the academic year (Guatemalan schools are in session from January through October). Her husband, **Loren '10 BS**, is a part-time teacher at the school. He helps older students prepare for the TOEFL test, which measures English-language proficiency among international students planning to attend American universities.

CHINA



DIFFERENT WORLDS

By Kristi Evans

After spending the winter holidays with family, the couple would like to return to Guatemala for another school year. Salem said she hopes to move to a higher grade level and teach more conversation skills. Loren would like to land a full-time position.

Negaunee native **Don Barr '10 BS** is a self-proclaimed free spirit who had traveled to other countries and was eager for a teaching assignment that would set him apart from other job seekers down the road. He found it at an international private school in Chengdu, located in China's Sichuan Province.

"It was unlike any other country I've ever visited and the first one where English wasn't spoken within a reasonable radius of where I stayed," says Barr. "The first month was culture shock, adjusting to the population density and just trying to navigate my way around. Language was a barrier because every province has its own, but I took Chinese language lessons from teachers at my school and learned quite a bit in four months. It was incredible to see a different way of life. I went into it with an open mind because if you're not flexible, you'll have issues. It was challenging, but I wouldn't trade it for the world."

Barr's responsibilities were "all over the board." He taught K-1 and 3rd grade English and math, 8th grade

math, 8th and 11th-grade American culture and 11th-grade conversational English. It did not take him long to pick up on cultural differences in classroom protocol.

"The Chinese education system is teacher-centric," he says. "The teacher says something and the students repeat it. They learn mainly by rote. In America, it's student-centric and teachers encourage discussion. I would ask a question and the students didn't know what to do. Other [expatriate] teachers there said they confronted the same thing. My general perception is that the students' higher-level thinking skills were under-developed because they're not asked to think; they learn."

Barr also discovered that a test administered to 8th-grade Chinese students determines which high school they will attend, which in turn dictates their post-secondary options. "Their fate is determined very early as to whether they can go to a four-year university, two-year college or vocational school. Those kinds of things were eye-opening."

Now back at NMU as a graduate assistant working toward his master's in educational administration and supervision, Barr would like to continue toward a doctorate in educational media and technology, with the goal of teaching at a university. ■



Professor Martin Reinhardt meeting with students in the Center for Native American Studies

New paths for Native American Education

By Kristi Evans

An NMU master's degree in education administration with an American Indian emphasis has been endorsed by the Tribal Education Departments National Assembly (TEDNA). The program includes two courses offered through the NMU Center for Native American Studies: American Indian education and American Indian educational law and leadership. It also includes an internship at a tribal school or department of education, a school with Title VII programs or a school where at least 25 percent of the student body is American Indian. The research seminar or thesis will require an American Indian education focus.

TEDNA was established as a non-profit in 2003 with support from the Native American Rights Fund and the U.S. Department of Education's Office of Indian Education.

"It is the only national organization representing tribal sovereignty in education," says Martin Reinhardt, professor in the Center for Native

American Studies (CNAS). "It advocates for tribal education agencies at the government level, hosting legislative summits in Washington, D.C., and other regional meetings. For a long time, outside agencies and well-wishers controlled American Indian education. TEDNA is stepping up as

the voice of tribes in the system to endorse programs that benefit graduates and the tribes themselves.

"Northern's program is unique because it focuses on American Indian education in a broad context, not just on Indian students or content. I think we have a lot to offer because there's an emphasis on capacity-building, which is required for good representation for tribal citizens and effective leadership in Indian education. It will help administrators

and teachers structure budgets, incorporate standards and do a better job integrating Indian education into the general curriculum."

There is room for improvement, according to Reinhardt, because American Indian content in public schools is typically relegated to history classes and stereotypes, and inaccuracies persist, adversely impacting the perception of all students.

"Nationally, there are movements afoot to develop region- and tribal-specific education standards," he says. "The Rosebud Sioux in South Dakota were the first to have their own. Similar efforts were initiated in Alaska and a few other states, but many standards are applicable beyond those borders. Tribes are more in control of their own destinies and with federal funding and gaming revenues, some have more resources to devote to education and social services."

April Lindala '97 BS, '03 MA, '06 MFA, director of the CNAS, said legislation recently passed in Michigan does not require certification for instructors of indigenous languages such as Anishinaabe, which

"For a long time, outside agencies and well-wishers controlled American Indian education... Tribes are [now] more in control of their own destinies and with federal funding and gaming revenues, some have more resources to devote to education and social services."

NMU offers, provided they have a community endorsement.

"Northern students who are aggressive in taking language courses through the center could find themselves able to teach beginning classes at public schools," she says. "We haven't had anyone reach that point yet, but we're close."

Reinhardt says, "The underlying philosophy of education, from the traditional Indian perspective, is 'The Earth will show us the way.' There's a

divergence from mainstream education in terms of methodology and content, but you can't ignore either one. The painful history of Indian education, with the boarding schools, it's a lot to heal from. But the question now is how do we use the education systems, both Indian and non-Indian, to do the most good in a community?" ■



A Year of Milestones

The NMU Center for Native American Studies is celebrating some significant milestones this academic year related to the history of American Indian students on campus.

- 40 years ago: First issue of *The Nishnawbe News*. It is now called *Anishinaabe News* and is produced by Northern's Native American Students Association.
- 40 years ago: Indian Awareness Week first recognized. Now Native American Heritage Month is celebrated nationally in November.
- 20th anniversary of NMU's Native American studies academic minor.
- 20th annual "Learning to Walk Together" pow wow. The first pow wow was organized by NMU's student group, the American Indian Science and Engineering Society.
- 15 years ago: The NMU Center for Native American Studies established. The center hosts the U.P. Indian Education Conference, Indigenous Earth Issues Summit and two youth educational programs.

Another choice: NMU's charter schools

By Cindy Paavola '84 BS

Bill Pistulka '87 MAE, NMU's charter school officer, does not have to think long when asked what's the most important thing for the public to understand about charter schools. "That they are public schools and they must meet the same standards as any school in the state," he says quickly and emphatically.

"They are known as PSAs or public school academies. They don't charge tuition; they receive the same per-pupil funding as any traditional public school in the state. Most are in urban parts of the state and many located where there is a diverse population, and often a poor population. Many of the charter schools have themes that highlight a particular educational area of study, such as the arts or a culture," Pistulka says.

Northern Michigan University is the authorizing institution for five public school academies. Two of the schools have a focus on Native American culture: Bahweting Anishnabe and Nah Tah Wahsh. North Star Academy focuses on academic service learning. NMU's two Lower Peninsula schools, Burton Glen and Walton, are operated by National Heritage Academies, which has a four-pillar philosophy: academic excellence, moral focus, parental partnership and student responsibility.

Charter schools became part of Michigan's educational system in the mid-1990s, at the same time as per-pupil funding. Two points of difference between traditional public schools and charter academies—and things that cause some of the opposition to charters—are that the

teachers are not unionized and most are not vested in retirement plans.

Pistulka believes there is a role for charter schools in Michigan. "These schools represent choice and competition. If they are doing well by the students, they are sought after and thrive," he says. "There is the concern that school management companies are in it for the right reasons, but it's important for the public to know that charter schools have been closed for non-performance, and that's not the case for very many traditional schools."

NMU's responsibilities as an authorizer of charter schools include oversight that each academy is meeting all state and federal laws and regulations and appointing academy school board members. The university does not have any authority relating to the day-to-day operations of the school. Charter school authorizers receive a three percent management fee for each academy. Pistulka says that while some authorizing institutions may be in the charter school business for the revenue potential, that is not the case for NMU. "More importantly, it provides opportunities where NMU education majors can get hands-on experience in diverse learning environments with diverse populations. It also helps the charter students to consider NMU for their college education. We're really starting to see the results of our work with these schools turn into enrollment at NMU, and that's something we want to continue to grow." ■



Discovery Initiative by the Numbers

Earlier this year we announced the rollout of a pilot program called the Discovery Initiative. The program was developed and implemented by the NMU Foundation with a grant from the Wildcat Innovation Fund. The purpose of the Discovery Initiative was to strengthen ties with NMU alumni, while providing opportunities for students to develop professional and interpersonal skills and gain insight into the diverse ways that a Northern Michigan University education can form the foundation for a prosperous and meaningful life that includes a lifelong relationship with their alma mater. Now, several months and over 100 interviews later, we would like to share some of the results with you.

Number of interviews completed: 100
Number of cities visited: 10
Number of states traveled to: 10

 **Michigan (U.P.):** “[Northern Michigan University] helped me get to where I am today.”

NMU Alumnus '03, Marquette, Mich.

 **Michigan (L.P.):** “Businesses need to do a better job of supporting and promoting NMU, and this has to come from the alumni that work at the businesses.”

NMU Alumnus '80, Troy, Mich.

 **Wisconsin:** “I want Northern to create experiences for alumni to return to campus beyond reunions and meetings.”

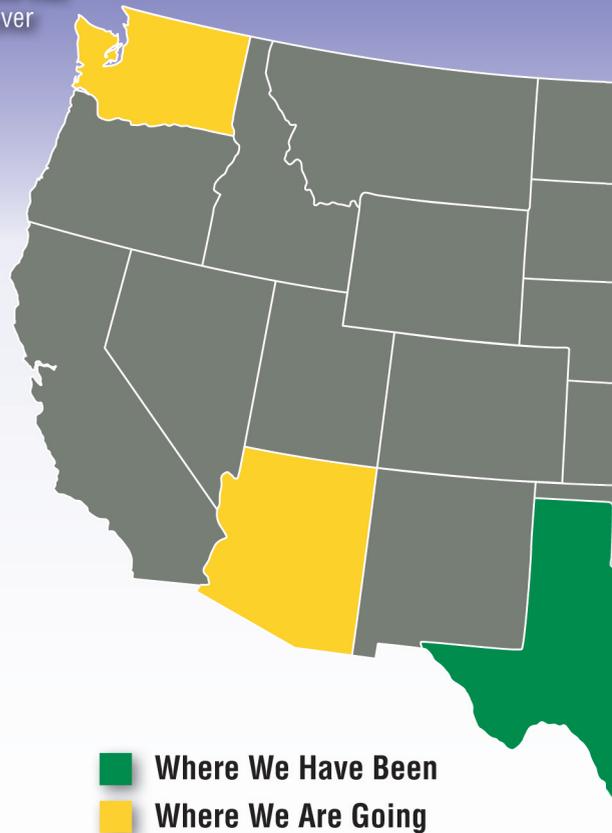
NMU Alumna '90, Green Bay, Wis.

 **Illinois:** “I enjoyed my time at NMU. I formed strong friendships with people I still remain in touch with.”

NMU Alumna '73, Chicago, Ill.

 **Texas:** “I was surprised to get a call from a student in Texas! I liked the chance to hear about campus now and wish to connect with other Northern alumni in the Houston area.”

NMU Alumna '83, Houston, Texas



What they had to say...

With over 100 interviews completed by the Discovery Initiative, trends have already emerged regarding alumni interest in NMU. Featured here is information about the topics alumni most want to know about. We hope this serves as a guide and an invitation for you to find new ways to reconnect with NMU.

Stay Connected

Wherever you live, work or travel, keep your contact information current to receive the latest NMU news, including invitations to events and updates on all of our programs and services.

When you update your record, we'll send you our *What's New, NMU?* online newsletter. You'll get all the news, information, weather and just about anything you might want to know about NMU all in one simple email.

NMU's Online Community

Join, friend, like, tweet and share!



Get Involved

- Post jobs for NMU graduates to Career Services
- Organize an alumni group for Difference Day
- Be a host for Wildcat Night in your Country
- Support NMU students

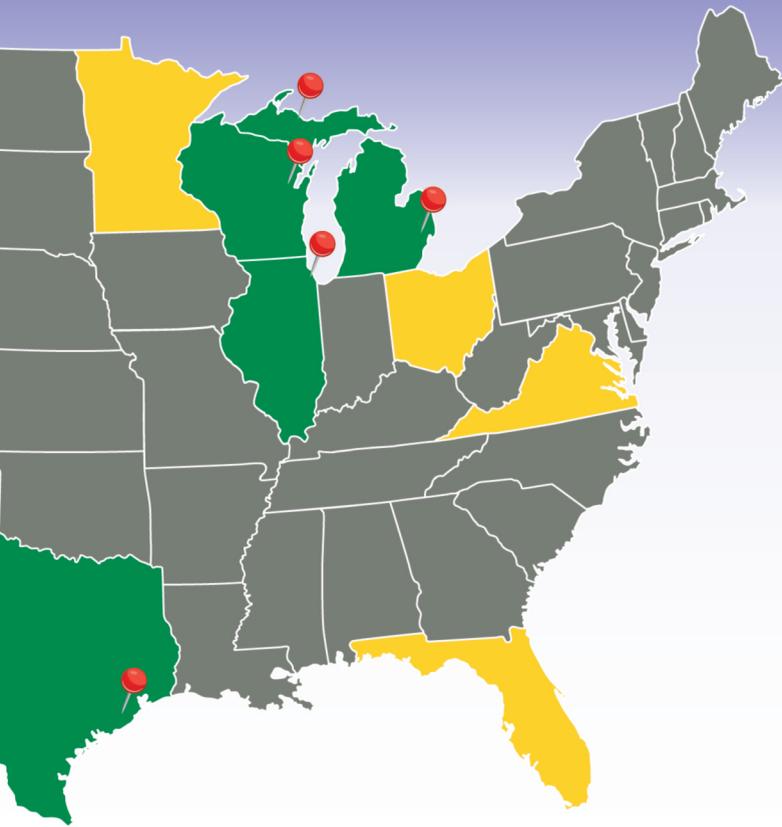


NMU Foundation
Andrew Hill
Program Manager,
Discovery Initiative

foundtn@nmu.edu
906-227-2627
nmufoundation.org

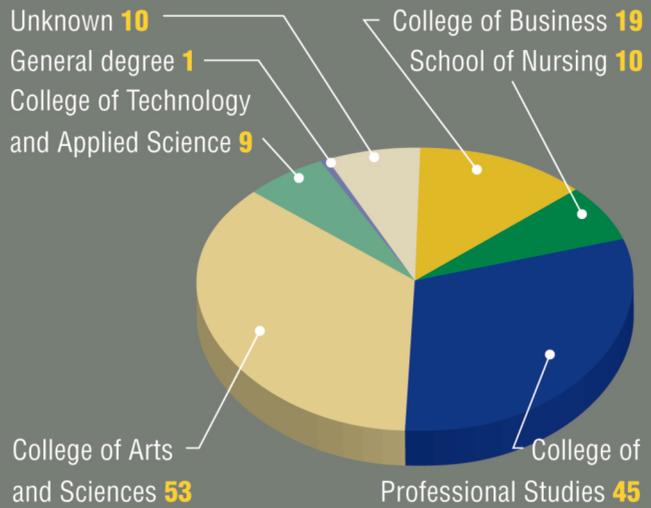
Completed: **114** Number of interviews by state:

26 Michigan	103
4 Wisconsin	8
Illinois	2
Texas	1



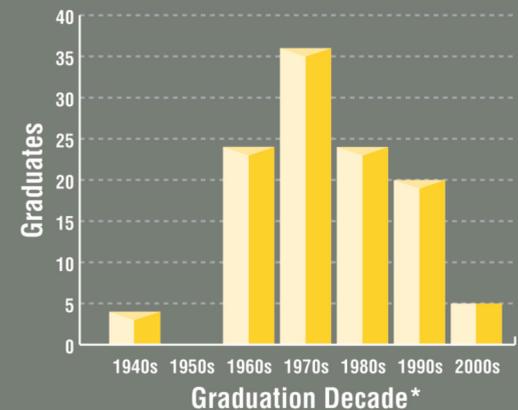
Number of Degrees Earned Per College/School by Discovery Alumni

Degrees earned by college or school*



* Total degrees earned by Discovery alumni per college. Alumni with multiple degrees are also represented

Discovery Alumni Interviewed by Graduation Decade



*Year alumna/us received first degree

Alumni Response Rate to Discovery Invitation

- 114** | interviews were conducted.
- 88** | declined to be interviewed.
- 42** | were unable to be reached because of invalid contact information.
- 49** | potential interviews.
- 157** | no responders.

Community
and post with us.



Attend an Event

Saturday, Nov. 5
NMU Football Tailgate Party
Wickes Stadium, Saginaw Valley State

Friday, Jan. 27

Grand Rapids Area Alumni Reception
West Michigan Center for Arts and Technology
Grand Rapids, Mich.

Saturday, Feb. 18

Wildcat Night Across the Country (Hockey)
NMU vs. University of Michigan at Ann Arbor

For all this and more:

1-877-GRAD NMU | alumni@nmu.edu |
www.nmu.edu/alumni

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up for Make a
ight Across the
and make a gift

Welcome to the board

Four new trustees have joined the NMU Foundation Board of Trustees. We welcome:



Janet M. Balbierz M.D., P.C., '80 BS, a physician specializing in physical medicine and rehabilitation, board certified by the American Board of Physical Medicine and Rehabilitation. She is a former associate professor at the University of Utah. She currently owns her own practice in Salt Lake City, Utah.



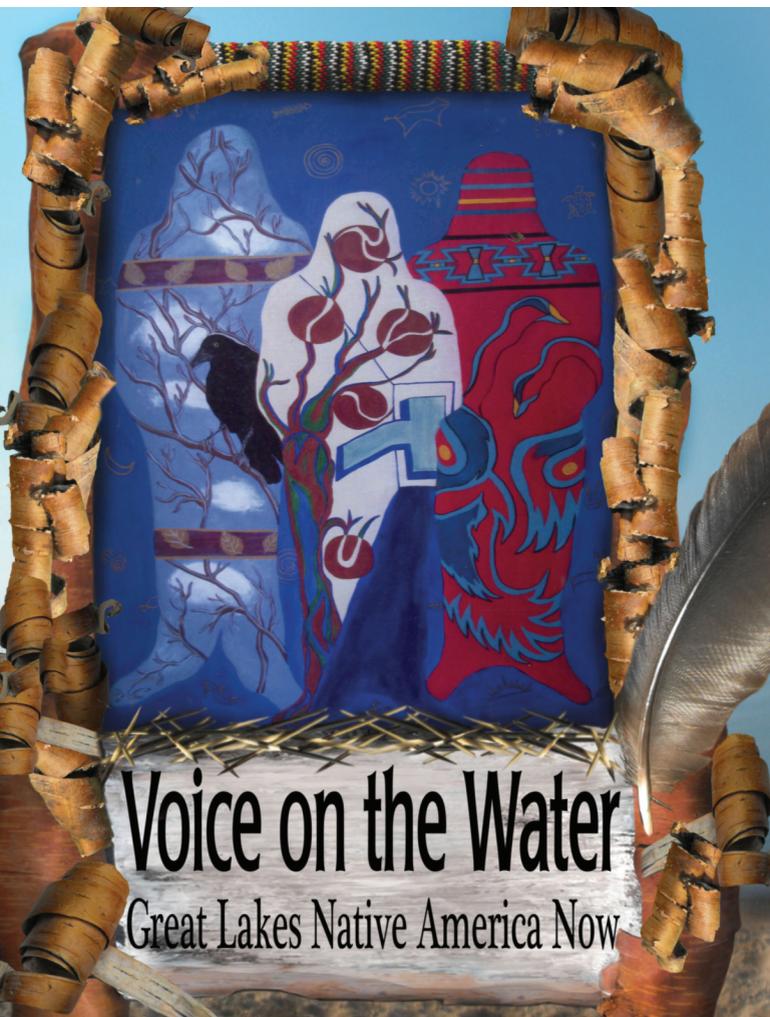
Paul Duby, NMU associate vice-president, Institutional Research. Duby joins NMU professor Dave Lucas, as an ex-officio faculty/staff representative, providing the Foundation board with critical institutional information and advice on university issues.



James M. Hundrieser '87 BS, associate vice president of Noel-Levitz in Aurora, Colo. His work with Noel-Levitz includes enrollment management, strategic enrollment planning, student recruitment, student retention, strategic planning, assessment and campus organization.



Ervin A. Kranberg '71 BS, president/broker with Professional Liability Brokers & Consultants, Inc., in Vernon Hills, Ill. He has over 35 years experience in the professional liability insurance industry. He has helped develop the New Business Venture Competition sponsored by the NMU College of Business.



A GREAT GIFT, ANY TIME OF YEAR

An anthology of the contemporary American Indian experience in Michigan in fiction, poetry, prose, art and craft.

Featuring the works of more than 60 authors and artists.

Here, readers will find a rich set of stories, carved from experience, memory, and imagination, and woven seamlessly into old and ongoing storytelling traditions.

—Philip J. Deloria
Author of *Playing Indian*
and *Indians in Unexpected Places*

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For ordering information,
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or ask for a copy at your local bookstore.



**HAVE YOU CREATED A
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CREATE YOUR

PLAN

Announcing our new Gift Legacy estate planning Web site

Creating your estate plan is now easier than ever before with our new **GiftLegacy** site.

Featuring retirement and planning calculators, will planning guides and more, the NMU Foundation's GiftLegacy site will help you organize your family and estate information and plan your giving legacy using our secure online system.

We look forward to helping you plan your future!

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Keeping track

Tell us what's happening in your life

Keeping Track is generated by your submissions and is open to all alumni. Send your submission to the NMU Alumni Association, Northern Michigan University, 1401 Presque Isle Avenue, Marquette, Michigan 49855; e-mail to horizons@nmu.edu; or send via the Web at www.nmu.edu/horizons. If you would like to include a picture with your submission, please send a print or digital photograph with a resolution of at least 300 dpi.

WWW.NMU.EDU/HORIZONS ■ HORIZONS@NMU.EDU



NMU Alumni Association member



NMU Alumni Association lifetime member

'60s

Jerry Glanville '64 BS is a consultant to the United Football League and will call Sacramento Mountain Lions home games on Comcast SportsNet California.



Dolores Prestay '65 BS, '70 MAE was selected to receive the 2011 Remarkable Older American Award. The award is given each year to one man and one woman, each of whom are Kenosha County residents age 60 or older and have given outstanding service to their community. Dee volunteers for Western Kenosha County Historical Society and several other organizations.



Jean Cisler '67 BS of Grandville retired after 42 years in special education. She worked as a teacher for five years and as a teacher consultant for 37 years. One of Jean's fondest memories occurred in her first year of teaching in Muskegon: *Bridge to the*



Future was filmed to encourage employment of special education students. Along with fellow staff members and students, Jean participated in the film and had the only speaking part.

John Acocks '69 BS of Shelton, Wash., retired from teaching high school in June.

'70s

Mary Lou (Eskuri) Caldwell '71 BS has retired after nearly 30 years of teaching, most recently for the San Jacinto Unified School District in California.

thehappyfinlander@verizon.net



William Hafeman '71 BS recently completed a year as the State Commander of the Michigan American Legion. Bill is a retired businessman and lifetime American Legion member of Post 244, Powers. He and his wife, **Janice (Chattin) '72 BS, '75 MA**, live in Carney and have two children and nine grandchildren. bhafeman@alphacomm.net



James Duranceau '73 BS recently retired after 35 years with Wells Fargo Bank. Jim was vice president and senior regional trust manager in the investment management and trust area supervising

the Wisconsin, Michigan and Indiana region. His wife, **Mary (Dahlin) '74 BS**, also recently retired after 33 years of teaching elementary school in the Marquette Area Public Schools System.

Robert Menzies '78 BS was recognized in *Super Lawyers* magazine as an outstanding lawyer. He was selected through a multi-phased process that includes a statewide survey of lawyers, an independent research evaluation of candidates and peer reviews by practice area.

Linda Welch '79 BS has retired after 31 years in teaching and school administration, most recently as elementary school principal in Downers Grove, Ill. She and her husband, George McGuire, a retired high school teacher, have recently moved to the Upper Peninsula and are excited to be back in the area full time.

'80s

Dennis Chartier '80 BS was named recipient of the Michigan High School Athletic Association's (MHSAA) Allen W. Bush Award for 2011. The award honors individuals for past and continuing service to prep athletics. Dennis served Iron Mountain High School as an assistant principal and athletic director before becoming the building principal and then district superintendent. He was also a registered MHSAA basketball official for 17 years. Dennis now lives in Phoenix, Ariz., where he is a teacher and coach in the Deer Valley Unified School District.

Tim Lindquist '80 BS was recently selected to receive a 2011 Regents Award for Faculty Excellence from the University of Northern Iowa (UNI) for maintaining a record of excellence in teaching, scholarship/creative activity and service. Tim is an accounting professor at UNI.

Charlita Anderson-White '83 BS was selected to be the guest speaker for the Lorain branch of the NAACP 25th annual Life Membership Luncheon. Charlita is a magistrate of the Juvenile Division of the Lorain County (Ohio) Domestic Relations Court, where she presides over hearings of felony and misdemeanor delinquency, traffic and unruly matters, including pretrials, trials and disposition proceedings.

Kathleen Conover '83 MAE of Marquette was recently awarded the honor of signature status in the American Watercolor Society as well as the 2011 American Watercolor Society Silver Medal of Honor for her painting *Change is in the Air*.

 **Michael Bjork '84 BS** retired as lieutenant from the Troy Police Department. He served many roles in his 26-year career, including detective, SWAT commander and mountain bike patrol. He is now employed at the Detroit Zoo as security manager. Mike is married to **Lisa (Clements) '88 BS** and they have two children. Their eldest, Nate, is studying criminal justice at NMU. michaelbjork@comcast.net

Kenneth King '84 BS recently retired after nearly 32 years with the U.S. Army. He is now site manager for Defense Logistics Agency, GENCO, in Richmond, Va.



Theodore Sylwestrzak '84 BS was recognized by Chambers USA:

America's Leading Lawyers for his work in bankruptcy, workouts and secured lending and for his speed, efficiency and responsiveness toward clients.



Lisa Sayers '86 BS was recently promoted to regional vice president with Arbonne International. As part of her

promotion she has received a Mercedes which will be paid for by Arbonne. She lives in Girard, Pa.

Lonny Roland '89 BS is a corrections officer with the Michigan Department of Corrections in Lapeer. maldenmo@yahoo.com

Kelly Simon '91 BA, '08 MAE is a French teacher at Vandegrift High School. Kelly's husband, **Aaron '09 BS** is a staff accountant with Hanger Orthopedic. The couple lives in Austin, Texas. madameolson2@hotmail.com

Robin (Anderson) Aho '91 BS is the medical office manager at Northern Michigan University's Vielmetti Health Center. She previously worked as office manager for Peninsula Pharmacy in the Upper Peninsula Medical Center.

Timothy Corgan '91 BS recently opened his own optometric clinic in Marinette, Wis., called Corgan Vision Clinic, SC.



Amy Uecke, who is currently associate dean of students for campus life at Lawrence University in Appleton, Wis., submitted this photo from last summer's All Alumni Reunion Fun Run. It includes alumni, pictured from left to right: Keith Shaw '91, in front of him his wife Brenda (Schoch) Shaw '90 BSN, in back of her in white shirt Steve Stocker '89 BS, with his arm around his wife, Deanna (Stapish) Stocker '89 BS, in the Wildcat T-shirt is Uecke '90 BS, then Dan Blood '91 BS and wife, Kristen (Goslowski) '92 BS.

'90s

Scott Schloegel '90 BS is senior vice president for congressional affairs with the Export-Import Bank of the United States, in Washington, D.C.. Scott previously worked for the U.S. Congress for 18 years. scott_schloegel@hotmail.com

 **Mike Lee '91 BS** was recently promoted to vice president, national accounts for Covidien Health Systems. His wife, **Elizabeth '98 MA**, is an e-structor for Smarthinking.com. They will soon be relocating to the Dallas/Fort Worth area. mike.lee.3795@gmail.com



Carie LaFond '95 BA shares "just how wonderful my NMU women's basketball teammates are! A few of them joined me down in Bloomington, Ind., where I was wrapping up 10 weeks of Proton radiation treatments. **Wendy (Jamula) Morin '95 BS**, Kara (VanZee) Louisell, **Michele VanZee Strube '93 BS**, **Amy (Boynton) Drake '95 BS** and Shelly (Harvard) Otenbaker [pictured left to right, with Carie in yellow] all came down to celebrate the end of my treatments and have some good old-fashioned fun. These 'Cats are the best and I love them and thank them for their support!" Carie works in digital marketing and communications at Dow Chemical Company in Midland.

Chris Kobesko '91 Cert., '95 BS is a private practice therapist and sole proprietor of Superior Counseling in Ironwood.
kobesko.chris@gmail.com

Bradley Skytta '92 AB is employed with Opticom, Inc. in Green Bay, Wis.

Melissa John Wilson '92 BA completed a three-year term as regent of the Onagominkway Chapter of the National Society of the Daughters of the American Revolution. She is now recording secretary for the chapter as well as third vice president of the Marquette Lions Club.
beehivemjw@hotmail.com

Carrie Hane Dennison '93 BA is content and usability director at Balance Interactive, a web development and design consultancy.

Dylan Bolander '95 BS was selected through a Department of Defense program to attend Syracuse University's Advanced Motion Media Course in which 12 to 16 service members learn about the audio and video elements of producing long and short form

multi-media productions. Dylan is currently serving in the U.S. Air Force and has completed tours and deployments with the American Forces Network in Japan, Afghanistan and Korea.

Jovan Dewitt '99 BS was recently promoted to the football team's defensive coordinator at the University of Northern Iowa.

'00s

Nick Vivian '00 BS was recently appointed by the State Bar of Wisconsin president to serve on the Finance and Leadership Development Committees of the State Bar and has co-authored a new publication titled *The New Normal: The Challenges Facing the Legal Profession*. Nick is an attorney and partner at Eckberg, Lammers, Briggs, Wolff & Vierling, P.L.L.P.

Donald Shaffer '01 BS, '05 MS accepted a postdoctoral fellowship at the Dana-Farber Cancer Institute and Harvard Medical School. He

was also recently awarded with grants from Bear Necessities Pediatric Tumor Foundation and the American Cancer Society John W. Thatcher, Jr. Postdoctoral Fellowship in Melanoma Research. Donald holds a doctorate in translational biology and molecular medicine. shafferdon@gmail.com

Greg Andrews '02 BS was recently promoted to Director of Operations, Orlando, for Entertainment Benefits Group, LLC.
gda512@hotmail.com

Kristen Peterson '02 MAE, '06 EDS is special programs administrator for Gwinn Area Community Schools. She recently earned a doctorate in educational leadership from Western Michigan University.
kpeterso@gwinn.k12.mi.us

Kelly Westeen '03 BA, '05 MA is associate director of admissions for operations at the University of Arkansas. kwestee@uark.edu

Brad Fuerst '03 BS is a fishery biologist with the Alaska Department of Fish and Game, Commercial Fisheries Division. He is responsible for sampling the commercial Pacific salmon harvest in the ports of Craig and Klawock.
brad1st@gmail.com

Lynaye Stone '03 BS accepted a new position as academic coordinator/learning specialist for Miami University in Oxford, Ohio.

Victor Wernholm '05 BS is a sports psychology consultant in Southlake, Texas.



Kimberly Stobb '07 BS is public relations manager with Directions Marketing in Neenah, Wis.



Jennifer Grinder '08 BS of Madison, Wis., is a

scheduling assistant for the executive office of the State of Wisconsin.
jennifer.grinder@gmail.com

Jamie Johnson '08 BS recently accepted a position with Target, Inc. in Minneapolis. He previously worked for two years with IBM.
james40johnson@gmail.com

Anna Kerr '09 BA and **Cory Howes '09 BA** recently accepted positions working for Environmental Chemical Consulting Services in Baton Rouge, La.

Alan Donaldson '09 BS started his career at Teachout Security in 2009 as a site supervisor and was soon promoted to branch operations manager in the Lansing office. He was recently promoted again to branch manager of the Detroit office, where his responsibilities include overseeing day-to-day operations.

'10s

Amanda Hawkins '10 BS is a teacher for students with a severe mental disabilities in southwest Kansas. ahawkins@gckschools.com

Marriages

Dale Ollila '72 BS to **Barbara Glass '96 Cert.**

Heidi Stevenson '99 BS, '01 MA to **Joseph Wagner '99 BS.**

Diane Aquino Pérez '01 BA to **Andrew Poe.**

Jennifer Oien '04 BS to **Christopher Goodall '04 BFA.**

April Coron '04 BSN to **Lee Erspamer.**

Jessica Revard '05 BS to **Kyle Danek '06 BS.**

Tracy Weier '08 BS to **Trever Mashak '08 BS.**

Kellie Kleinert '08 BS to **Jerry Butler.**



Jessica Revard '05 BS and Kyle Danek '06 BS met while at Northern their freshman year in 2001 and tied the knot on September 4, 2011. Around 20 alumni attended the wedding, including these former Hunt Hallers (almost all of them were resident life workers at some point during their time at NMU). From left to right are: Krissy Petersen, Andrea (Bartz) Tavegia, Adam Czarnecki, the newlyweds and Stacy (Zuellig) Luczak.

Deaths

Alice H. Stevenson '44 BS, July 16, 2011, Munising.

Kenneth Haug '48 BA, Aug. 3, 2011, Niles.

Francis R. LePage '50 BS, April 6, 2011, Bad Axe.

Theresa M. Northey '52 BS, June 27, 2011, Ypsilanti.

Russell S. Bograin '56 BS, June 25, 2011, Ypsilanti.

Cornelius Peter Sochay '57 BS, May 7, 2011, Lansing.

George R. Blommel '61 BS,'63 MA, July 31, 2011, Milwaukee.

John Allen Ruska '66 BS, '81 MA, June 10, 2011, Kiva.

David D. Goulet '66 MA, July 13, 2011, L'Anse.

Gloria J. (Juntila) Jackson '68 BS, former NMU Foundation Board of Trustees member, May 18, 2011, Eagle Harbor.

John W. Koski '70 BS, June 11, 2011, Ishpeming.

John J. Okonkowski '70 BS, June 27, 2011, Marquette.

Julie Kay (Anderson) Schorr '72 BS, July 28, 2011, Chapel Hill, N.C.

Ruth Virginia Mead '76 BS, May 7, 2011, Grand Marais.

Jacqueline Lundgren '77 BSN, June 8, 2011, Portland, Maine.

William J. Olesak, Jr. '83 BS, July 1, 2011, Gladstone.

David Jude Martin '84 BS, April 22, 2011, Hobart.

Kevin Demetrius Stallings '95 BS, May 22, 2011, Flint.

Friends

Todd William Storti, retired maintenance worker, Jun. 26, 2011, Marquette.

Ruth E. Bishop, retired administrative assistant, Jun. 7, 2011, DeWitt.

Chieko "Peggy" Fesmire, retired line worker, May 30, 2011, Flushing.

Beatrice L. Girard, retired custodian, May 11, 2011, Gwinn.

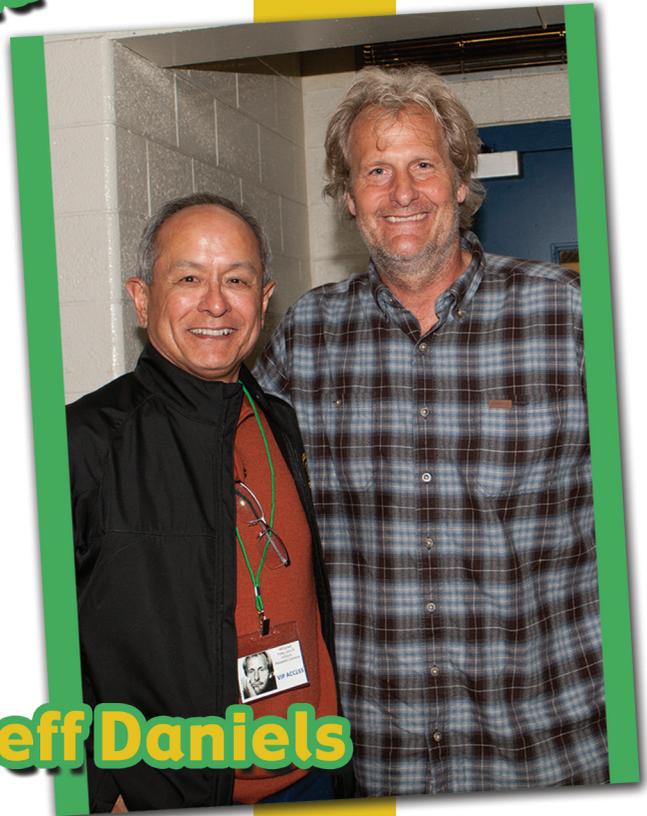
Lorin C. Richtmeyer, professor emeritus of music, June 8, 2011, Atlanta, Ga.

James L. Rapport, retired professor emeritus of communications and performance studies and former director of Forest Roberts Theatre, Aug. 27, 2011, Marquette.

Sugarloaf hike



Campus and city tours



Jeff Daniels



All Alumni Reunion Scrapbook

