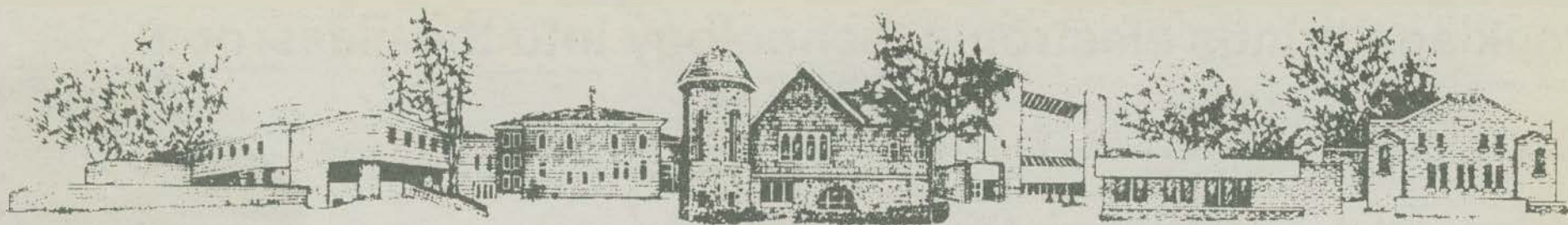


INSIDE: EMU's 1994 Distinguished Faculty are profiled



FOCUS EMU

Volume 42, Number 31

March 21, 1995

Produced by the Office of Public Information

Government may cut financial aid at EMU and across the nation

By Kirk Carman

The new Republican Contract with America program includes proposals for the largest financial aid cut in history, which could cause thousands of students, at EMU and nationwide, to lose their financial aid or be burdened with more debt.

Because the federal government provides 75 percent of all student aid, the cuts will hit millions of middle class families, resulting in many students not attending college.

The proposals under consideration would cost families up to \$20 billion over the next five years, and increase student loan indebtedness by up to 50 percent.

At EMU, the cuts would result in a reduction of over \$8 million in financial aid, the elimination of over 800 student employment positions, and a reliance on Stafford and Direct Loans and other limited institutional resources.

If the program passes, an EMU student currently receiving

financial aid would lose approximately \$900 in supplemental educational opportunity grants, \$2,000 in work study employment and \$2,000 in Perkins loans. Students who benefit from subsidized guaranteed student loans would have to pay an average of 20 percent more if the in-school interest subsidy is eliminated.

Borrowing through federal student loan programs, such as the Federal Direct Student Loan Program (FDSL), is expected to increase to more than \$33 million this academic year.

Courtney McAnuff, associate vice president of university

If The Federal Government Cuts Student Financial Aid Programs:

- ✓ The cuts would amount to nearly \$20 billion in the next five years.
- ✓ It would result in the largest increase in the cost of college in the nation's history.
- ✓ EMU may lose over \$8 million in financial aid reductions.
- ✓ EMU's 886 student work-study positions may be eliminated.
- ✓ Students who benefit from subsidized guaranteed student loans would have to pay an average of 20 percent more if the in-school interest subsidy is eliminated.
- ✓ Student loan indebtedness may increase by up to 50 percent.

marketing and student affairs, believes the cuts could have a "devastating" effects on students. "Such a dramatic cut in student financial aid is essentially forcing

students to mortgage their future," he said. "If the cuts are passed and students are burdened with more debt, I don't know how any of them ever will be able to buy a car or a home."

While McAnuff praises the government's intentions to balance the budget, he sees alternatives to eliminating the government's funding for college loan and student aid

programs. "Education is a part of the system, but so are Social Security, defense, Medicare and countless other areas. The cost of a few B-2 bombers would most likely pay for some of the programs which are in jeopardy.

"College students are the ones who eventually will become

productive and contribute to society, but that won't happen if the cuts take place," McAnuff added. "The initiative to cut financial aid may very well destroy access to higher education."

McAnuff said the proposals to cut student aid have an excellent chance of passing both houses of Congress. He added that while most students nationwide are passive, the time has come for them to take a stand and fight for their rights. "Students need to write, vote and communicate their concerns and opinions — they're the ones whom the cuts will affect the most."

McAnuff said the Alliance to Save Student Aid also can help. The organization was established to educate the public about the importance of federal aid to college students and to encourage citizens to rally in support of saving student aid. An 800 number has been established (1-800-574-4AID [4273]) which students can call to get more information. Students also are encouraged to write their United States representative or senator.

An "EMU Alliance to Save Student Aid" packet is available for those who disagree with the proposed cuts.

CAMPUS CAPSULES

Computing Lecturer To Speak March 22

The Department Of Computer Science and the Ann Arbor Chapter of the Association for Computing Machinery will present *Oracles for Checking Temporal Properties of Concurrent Systems* subtitled *Ask the Oracle: What Does Your Test Really Tell You?* Wednesday, March 22, at 3:15 p.m. in 501 Pray-Harold.

Featuring keynote speaker Laurie Dillon, ACM national lecturer, the lecture is for people with interest in parallel or concurrent programming, testing or graphical interfaces.

The lecture is free and open to the public.

For more information, call the Computer Science Department at 7-1063.

Distinguished Faculty To Be Honored March 22

The 1994 Distinguished Faculty Award winners will be honored at a ceremony Wednesday, March 22, from 3:45 to 6 p.m. in the McKenny Union ballroom.

The winners are Dr. Lynne Rocklage, Dr. Margaret Crouch, Dr. Stuart Henry and Dr. Marylyn Lake.

The ceremony also will honor the recipients of the Scholarly and Artistic Recognition Awards.

Silent Auction At the Rec/IM On March 22

A silent auction fund-raiser will be held Wednesday, March 22, from noon to 5:30 p.m. in the Rec/IM.

The auction will benefit the City of Hope National Medical Center and Beckman Research Institute.

For more information, contact Kristi Jacobs or Viola at 7-1338.

Weather Training Course On March 21

A basic severe weather spotter training course will be offered Tuesday, March 21, from 7 to 9:30 p.m. in 104 Mark Jefferson.

Presented by Dr. Carl Ojala, professor of geography and geology, the course is sponsored by the Washtenaw County Emergency Management Division and the Detroit/Pontiac Office of the National Weather Service.

Offered free of charge to any person 18 years or older, the class will feature severe weather identification and reporting procedures.

Official spotter identification codes will be issued to those who complete the training.

To register or for more information, call Emergency Management at (313) 971-1152.

Blood Drive To Be Held On March 24

A campus blood drive will be held Friday, March 24, from 11 a.m. to 5 p.m. in Downing Hall.

Events Celebrate Women's History Month

In honor of Women's History Month, the following programs will be held in March:

- *The Practice of Becoming: Translation, Autobiography, Pedagogy*, featuring Dr. Rebecca Martusewicz, professor of teacher education, Wednesday, March 22, from noon to 1 p.m. in the Founders Room of McKenny Union.

- *Maori Women As Religious Leaders*, featuring Dr. Karen Sinclair, professor of anthropology, Tuesday, March 28, from 2 to 3 p.m. in 608 Pray-Harold.

Public Info. Has A New Fax Number

Public Information has a new fax number. (313) 483-2077 may be used to fax all submissions and correspondence.

Annual Basketball Banquet Is March 26

Men's Basketball presents the Sixteenth Annual Basketball Banquet Sunday, March 26, at 1 p.m. in the McKenny Union ballroom.

The luncheon will begin at 1:30 p.m.

Tickets for the luncheon are \$20 per person or \$125 per table.

For reservations, call Brian Miller at 7-0464.

Latino Student Awards Banquet Is April 6

The Latino Student Association will celebrate its 24th annual awards banquet Thursday, April 6, from 7 to 10 p.m. in the McKenny Union ballroom.

The theme of this year's banquet is *Latinos: Divided by Frontiers, United by Culture* and will feature keynote speaker John Quinonez, correspondent for ABC's *Primetime Live*.

Tickets are \$12 for the general public and \$10 for students.

R.S.V.P.s are due by Friday, March 24.

For more information, call the Office of Campus Life at 7-3045.

Alcohol/Drug Workshop Information Requested

University Health Services and the Health Resource Center are giving students, staff and faculty the opportunity to request a workshop on alcohol and/or other drugs by contacting Health Resources at 7-2226.

'Postcards' from a poet



EMU photo by Kevin Phillips

Poet Kenward Elmslie read from his works last week (March 10) on campus, as part of EMU's "Writers: Living and Alive" series. Elmslie sang highlights from his musical play, *Postcards on Parade*, and performed poem-songs and monologues from his works such as "Champ Dust," "Paydirt," "26 Bars," "Sung Sex," and "Palais Bimbo Lounge Show." He has performed at the San Francisco Art Institute, The Poetry Project in New York City and in an off-off-off Broadway cabaret revue.

DISTINGUISHED TEACHING I AWARD

Rocklage brings electronic technology into the classroom

By Kirk Carman

While most teachers require students to turn in a typical research project or report that is typed, double-spaced and on standard white paper, Dr. Lynne Rocklage, assistant professor of special education, permits her students to use whatever medium with which they feel most comfortable.

"I tell my students to turn in their report or project the best way they know how," she said. "Those options include everything from paper to computer disk to audio tape."

While some may view Rocklage's teaching methods as unique or unorthodox, they have been effective, as illustrated by her 1994 Distinguished Faculty Award. Rocklage won the Teaching I Award, for excellence in teaching by a junior faculty member.

Rocklage hopes if she allows her students to turn in assignments using various types of technology, they will model her strategies and apply them when they become teachers. "Hopefully, my students are obtaining teaching and learning strategies that will carry them into the 21st century — and not necessarily strategies that were used when I was a student. Advancements in technology have had a tremendous effect on strategies and techniques being used in the classroom."

Rocklage believes technology needs to become as standard a part of the classroom as a piece of chalk and a chalkboard are. "Technology is a magnificent tool for individualizing the input and output of every student. It also permits teachers to

use multi-media, video, audio and CD-ROM to make learning come alive. It makes the whole process much more exciting than simply a chalkboard and a piece of chalk.

"Technology can be a bridge for the individual, providing him or her with access to the communication. It also bridges a perceptual gap that you and I might have in looking at a person with a disability and misinterpreting what they're able to do with technology."

While technological advancements have been known to come and go, Rocklage believes they will become a permanent part of the classroom. "Technology in the classroom is not a fad — it's no longer an issue of will we use technology in teaching and learning. It's an issue of how will we best use it. Roughly 20 years ago, televisions and VCRs weren't common objects and they certainly are now. Pretty soon, we'll expect to find a computer, modem and CD-ROM in every home — it's just around the corner.

"Technology is not just something nice to have in the classroom," Rocklage continued. "It's an indispensable tool because we're preparing students for the world of education in a brand new century, where electronic technology will be a part of every day life. We're beginning to see that and taste that now. Using technology is a skill our students must have when they begin teaching the children of tomorrow."

"Technology is a tool — not a stand-alone gizmo or contraption. Both teachers and students can use it for increased learning and productivity, and to enhance learning and skills acquisition."

As an educator who specializes in adaptive technology, Rocklage knows how technology has paved the way for improvements in teaching and learning in special education. "In public school classrooms, technology can be an amazing tool to let students demonstrate to the rest of the world that they have all kinds of skills and abilities they can't demonstrate any other way," she said. "A child who has no verbal speech capacity can use a stand-alone electronic device and communicate verbally with you and me just as if it was his or her speaking voice. Without it, we might look at that child and think, 'That child can't think — that person is less than you or me.'"

Rocklage said that technology first began making its mark in the classroom during the early 1980s. "At first it was sort of a tentative look by educators, who slowly began to see that just like in the rest of education and probably even more so, technology as a tool in special education is one of the more powerful keys we have available to unlocking a person's skills and abilities."

Rocklage defines adaptive technology as an "umbrella term" that describes any device or piece of equipment which can be used by persons with disabilities to enhance, increase or maintain their skills and abilities. "I look at adaptive technology as a device, piece of equipment or system that puts a person with a disability on more equal footing with a non-disabled peer."

"We might have a five-year-old with a physical disability who can't manipulate a regular computer



Dr. Lynne Rocklage, assistant professor of special education, believes technology needs to become a standard part of the classroom. "Technology is a magnificent tool for individualizing the input and output of every student," she said.

keyboard. Incredibly, we have any number of adaptive keyboards that can be plugged into a computer to help that five-year-old overcome

that difficulty.

"Or, we might have a student who is blind who cannot see a

See Rocklage, page 4

DISTINGUISHED TEACHING II AWARD

Crouch strives to influence students to reassess their beliefs

By Debra Cunningham

Dr. Margaret Crouch, director of the Women's Studies Program and associate professor of philosophy, may seem shy and reserved, but she turns into an enthusiast in the classroom.

"I am enthusiastic," she admits. "I want to infect the students with enthusiasm for ideas, for difficult scholarly work, for the importance of thinking seriously about their beliefs, current social issues and how they live their lives."

Her enthusiasm is fueled by her desire to foster justice.

"I believe that ignorance is a significant cause of bigotry and injustice," Crouch said. "When people are ignorant of their own assumptions, when they think that any view is as good as any other or that their own belief is the only reasonable one, they tend to behave unjustly."

With all that enthusiasm for teaching, it's easy to see why Crouch was recommended by many colleagues and students for the 1994 Distinguished Faculty Teaching II Award, awarded for teaching excellence to a faculty member of five or more years. Crouch, who has been at EMU since 1987, has taught 15 different courses and has introduced four new courses which explicitly concern gender and justice.

"My motivations for introducing and teaching new courses on women and gender are both intellectual and moral," Crouch said. "A woman studying the history of Western philosophy cannot help but be struck by the fact that gender is hardly ever

mentioned and that when it is, it is in order to justify the exclusion of women from such pursuits as philosophy.

"This led me to want to examine contemporary writings on this and other topics concerning women as well. The material I discovered was so intellectually stimulating and important to the lives of men and women, I wanted to introduce students to these areas of study," she said.

Crouch, who holds a doctorate in philosophy from the University of Minnesota and a bachelor's degree from Colorado State University, said her ultimate teaching goal is to enable students to become more conscious of their conceptions of the world so they can examine and evaluate these conceptions critically.

Crouch uses four elements to help her students examine and evaluate their beliefs: reasoning skills; knowledge of the history of their own philosophical tradition, an understanding of philosophical traditions other than their own; and some knowledge of the bearing of philosophy on contemporary controversies.

"It is not my goal to change the students' minds about anything," Crouch said. "It is my goal to help them to discover what their beliefs are, to formulate them clearly and consistently, and to become aware of the deepest assumptions on which their views rest."

Another goal of Crouch's teaching methodology is to make her courses contain less traditional western philosophy.

"I taught introductory philosophy, which I have always taught as

Western philosophy, and then I started incorporating African American and Native American views, but this past summer I also covered world philosophy. So the class talked about Buddhist notions of the state and Confucian notions of society and the Muslim idea of the state. It was really fun," Crouch said. "I think since the Internet and TV and lots of other things making this a global society, people need to understand not just the superficial differences between people around the world, but how others think differently."

Crouch currently is studying the social concepts and laws of sexual harassment and the changes that have taken place over the past 25 years.

"The term sexual harassment didn't even exist until about 25 years ago," she said. "Sexual harassment existed, but nobody thought of it as anything. They hadn't categorized those behaviors into one kind of thing. I thought it would be interesting to trace the genesis and the history of one of the social concepts to see what influenced and changed it. Even now people disagree extremely about what it is, how serious it is and what it's like," she added.

According to Margot Duley, head of the Department of History and Philosophy, "Margaret Crouch is a talented and dedicated teacher. She is one of those rare teachers who has had an enduring influence upon students. Her students remember her encouragement, her extra measure of attention to them as individuals, which inspired them to do their best."



Throughout her eight years as an EMU faculty member, Dr. Margaret Crouch, associate professor of philosophy and director of the Women's Studies Program, has created four new courses which concern gender and justice. "My motivations for introducing and teaching new courses on women and gender are both intellectual and moral," she said.

DISTINGUISHED SCHOLARLY/CREATIVE AWARD

Henry's publishing record includes over 70 publications

By Jennifer Harrison

To say that EMU's Dr. Stuart Henry is a man of many words is an understatement. With a career including over 70 publications and numerous research grants during the span of his career, the internationally recognized professor of sociology and criminology has established himself as a prolific author and scholar.

In honor of his significant contributions in the area of crime, law and society, and his creative involvement with his students, Henry will receive EMU's 1994 Distinguished Faculty Award for Scholarly/Creative Activity.

The 45-year-old London native currently is on research leave, writing a book on post-modernist criminology. According to Henry, there virtually is no one in his field who has written about the alternative approach to crime, law, justice and social order that he has adopted.

His book *Constitutive Criminology*, which suggests that crime is an entity created by society, is a culmination of various projects he has worked on since 1987. Henry believes the book, which he has had less than four months to complete, will emerge as the most important assemblage of his research findings to date.

"The book basically is about how we, as a society, co-produce crime," he said. "It's not just the individual offender who makes crime. It becomes a big business in which many people invest."

The end result of such treatment of crime, said Henry, is that people

have become more fearful than ever. "This actually is out of proportion to the current crime statistics, which show a downward trend," he added.

Henry, who holds bachelor's and doctoral degrees from the University of Kent in Canterbury, England, came to EMU in 1987, after serving 10 years in faculty positions in England and the United States. His books include *Self-Help and Health: Mutual Aid for Modern Problems*; *Private Justice: Toward Integrated Theorizing in the Sociology of Law*; and *The Deviance Process*.

He has received numerous awards, including the State of Michigan Teaching Excellence Award in 1990 and EMU's Faculty Recognition Award in 1992 and 1993. He has received research funding from the National Science Foundation, the British Economic and Social Research Council and the Federal Emergency Management Association. He also is listed in the 1992 edition of *Who's Who in American Education*.

Ironically, much of what Henry knows about criminology did not come from the classroom, but from his own experiences growing up as a "working class street kid" in south London.

"I've always been interested in learning about deviance because I was a juvenile delinquent," he said, laughing. "I saw criminology as an exploration or self-discovery into what my teenage life had been about."

Early in his career, Henry pioneered the study of underground economies in England, with a book

in 1978 called *The Hidden Economy: The Context and Control of Borderline Crime*. The first book to be published on this topic, it received widespread critical acclaim and has been cited and discussed in over 100 published works. Though his early research appears to be very diverse, Henry said it actually can be integrated into one underlying theme.

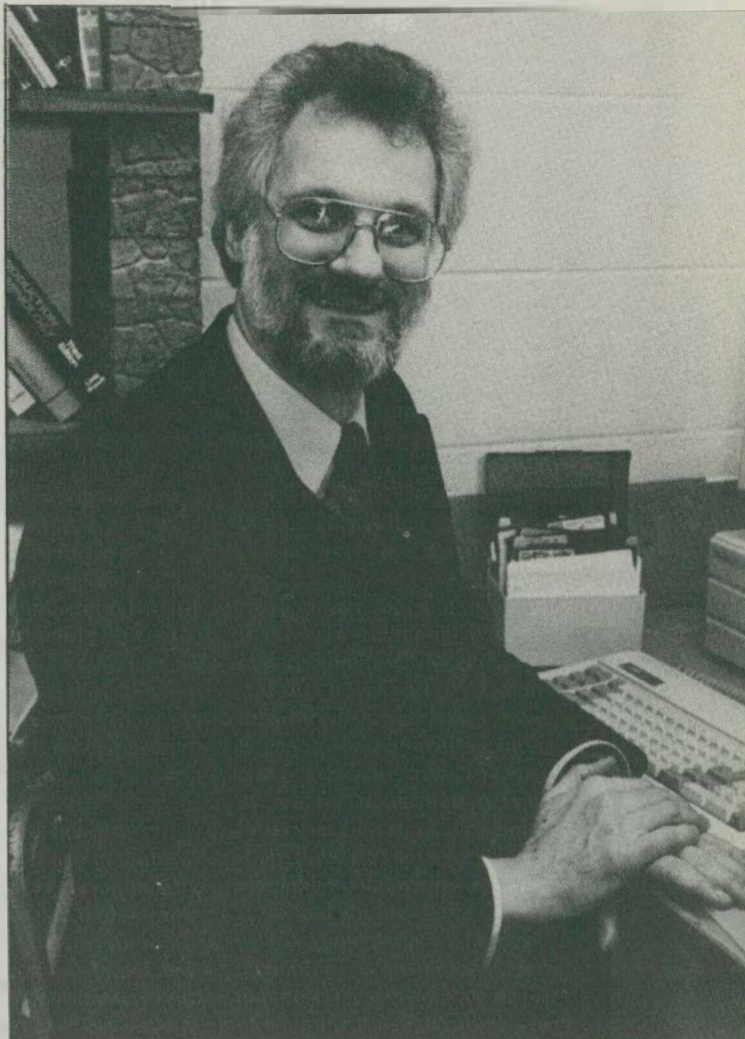
"All of the earlier projects I did in England are particular expressions of what has become a general statement," he said. "They each deal with the ways in which ordinary people come up with their own creative economy and solve their problems themselves."

The bulk of Henry's later research also is thematic, in that it has focused mainly on how the creative capacity of ordinary individuals is often ignored or overlooked.

"Each project looks off-the-wall," he said, "but it is all about the creative energy and activity of ordinary people that is not officially recognized. It is a revelation rather than a revolution when people recognize their own creative capacity."

Henry said he tries to put the theory of empowering people through their own knowledge into practice when interacting with his students. He has allowed students to assist him in his research projects and through his innovative teaching methods, has encouraged and helped them conduct their own research and writing.

As evidence of this scholarly collaboration with students, Henry edited a book entitled *Degrees of*



Dr. Stuart Henry, professor of sociology and criminology, said that much of his interest in deviance is a result of his experiences as a "working street kid" in south London. "I've always been interested in learning about deviance because I was a juvenile delinquent," he said.

Deviance: Student Accounts of Their Deviant Behavior, in which he had students at Old Dominion University in Virginia document

their own deviant behavior. Through this study, he showed that everyone is engaged to some extent

See Henry, page 4

DISTINGUISHED SERVICE TO THE UNIVERSITY AWARD

Lake dedicates herself to activities that contribute to EMU

By Sean Elliott Martin

Dr. Marylyn Lake, EMU professor of special education, believes that teacher collaboration is important to quality instruction. "We are all teachers—number one," she said. "We have to collaborate, and through this collaboration, I've seen some really exciting things happen."

Service to the University and the local community through quality instruction is central to Lake's mission. "I feel very strongly that, in order for me to prepare teachers, I have to remain current on what is happening in the schools," she said. "I've never done service activities for the sake of recognition. I've been involved in service activities because I grow from those activities, and then try to give back to the University and the communities I work with."

Lake recently received recognition for her dedication with the 1994 EMU Distinguished Faculty Award for Service to the University.

The committee that chose Lake described her as "a person who is totally devoted to serving her profession in whatever capacity asked of her."

Lake said she was especially honored to be unanimously nominated by her department for the award, and that the nominations were supported by letters from current and former students, agencies and school districts with which she has worked.

Lake attributes much of her dedication to education to her upbringing. "I come from a long history of teachers," she said. "Both of my parents were teachers, as well as my sister, my uncle and

my grandmother. Throughout my schooling, I was exposed to education in a very positive way. I also was exposed to the idea that, while you taught students, you always needed to be involved in the community."

For Lake, focusing on children with special needs is an inherent instinct. "Throughout high school, I was a cadet teacher," she said. "My folks reminded me over the years that I tended to navigate toward the student who just didn't seem to learn as rapidly. I did not have anyone in my family who was disabled. I don't even recall in school many classrooms where we had children with disabilities. I think that the seeds of going into special education go back to those field-based experiences."

Although she has chosen special education as her field, Lake believes that special education and general education should not be isolated from one another. "I have always enjoyed working with all students," she said. "Throughout teaching, while my focus was in special education, I have always tended to interact very strongly with general education teachers, because I see the interconnection between general and special education. They are starting to co-teach and work together."

Lake also has observed a general increase in teacher enthusiasm, related to student success. "In the schools that I've worked with, I've seen a renewed enthusiasm for teaching, both among general and special education teachers," she said. "They see kids doing things that, previously, they might not have thought them capable of. One success leads to another success. I

have seen teachers who are now willing to try something a little bit different, to meet the needs of all children. That's a very positive thing.

Lake strives to encourage building an environment of increased collaboration among teachers. "I would like us to work even more closely together in designing and developing educational opportunities that will benefit all children," she said. "That means that we need to continue to work together in the K-12 public sector and at the university level. It's a time when we have to strengthen those ties with the public school community. We need to build more partnerships with our public schools."

"I have participated extensively with the Collaborative School Improvement Program (CSIP) and the Consociate Schools, which I view as excellent opportunities for educators to become involved with public schools."

One of Lake's goals for the University is to increase collaboration among faculty. She said, "I hope we will increase the partnerships of co-teaching, team-teaching or interdisciplinary teaching across departments, colleges, and even the University. There is an Interdisciplinary Task Force now, which I view as being a very positive move of the University."

Lake's numerous projects and goals indicate that, even after more than 20 years of service to EMU and the community, she still maintains her enthusiasm. "I am very proud to be an alumnus of EMU, to be a part of EMU's outstanding Department of Special Education, and to continue to



Dr. Marylyn Lake, professor of special education, strives to encourage building an environment of increased collaboration among teachers. "I would like us to work even more closely together in designing and developing educational opportunities that will benefit all children," she said.

give back to the University," she said.

"I am very proud of our students and of the contributions

they will eventually make to the teaching profession. I want to be a part of that for many more years."

EMU photo by Kevin Phillips

Focus EMU is published weekly from September to April and biweekly from May to August for the faculty and staff at Eastern Michigan University. The deadline to submit copy for consideration is 5 p.m. Tuesdays for the following week's issue. The deadline for submissions for "Events of the Week," which is prepared monthly, is the 15th of the month prior to the month the event will occur. Please send all submissions to: Editor, *Focus EMU*, Office of Public Information, 18 Welch Hall. Please direct any questions to (313) 487-440. Submissions may be faxed to (313) 483-2077.

Kathleen D. Tinney, assistant vice president, Executive Division
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Printed on recycled paper by the Tecumseh Herald, Tecumseh, Mich.; prepress linotronic services by ImageSet of Ann Arbor.

RESEARCH

Community Service Grants

The American Chemical Society's Community Science grants support community science projects that involve families in efforts to improve science education. Projects should develop effective strategies for involving families in home-based education and activities and should actively involve children, parents and other adults in hands-on science activities. The society favors programs that identify mechanisms for using local community resources to improve K-8 science education and address minority, female and economically disadvantaged children. Proposals should lend themselves to implementation in other parts of the United States.

\$25,000 is available for 1995, with grants ranging from \$100 to \$1,000. The deadline for this program is April 29, 1995. Contact your college's ORD representative at 7-3090 for more information.

Partnerships for Training

The Robert Wood Johnson Foundation's Partnerships for Training program addresses the shortage of nurse practitioners (NPs), certified nurse-midwives (CNMs) and physical assistants (PAs) in medically underserved areas.

The program supports the development of innovative regional education models for NPs, CNMs and PAs and is intended to spark partnerships among schools, employers of health professionals and public and private funders. Partnerships should develop and implement a comprehensive strategy for addressing access, financing, academic and policy barriers that deter qualified students living in underserved areas from enrolling in NP, CNM and PA programs. Partnerships should include strategies for making practices in underserved areas viable and should use population-based planning techniques and recent teaching innovations to redesign the infrastructure for NP, CNM and PA education.

The foundation will make about 12 planning grants. Applicants may apply for either 15-month fast track planning grants of \$100,000 to \$200,000 or 24-month capacity building and planning grants of up to \$300,000. Based on performance during the planning phase, about eight grantees will receive implementation grants averaging \$1.3 million over six years.

The deadline for this program is April 7, 1995. Contact your college's ORD representative at 7-3090 for more information.

Rocklage, from page 2

computer screen," Rocklage said. "The computer output in large print or Braille, however, can be of assistance. As technology becomes more and more prevalent in special education classrooms, we begin to see that not only are the student's academic skills affected in a positive way, but the student's self concept is too.

"The power of technology as a part of the curriculum in special education classrooms truly is amazing," she continued. "In terms of reading, we always have good readers and poor readers. With more and more books available on CD-ROM and videodisc, where the text is read aloud, non-readers can become readers. They're not reading with their eyes. They're reading with their ears and are able to comprehend what the text is all about. The act of reading is based on the comprehension of that printed information. There isn't anything that stipulates how the text has to be interpreted through the eyes or any other sensory organ.

"With technology as a tool, the best teachers will become even better teachers."

OPENINGS

To be considered for vacant positions, all Promotional Openings Application Forms **MUST BE SUBMITTED** directly to the Employment/Affirmative Action Office and received no later than 5 p.m. on the expiration date. **NOTE: LATE OR INCOMPLETE FORMS WILL NOT BE ACCEPTED.**

The Employment/Affirmative Action Office announces the following vacancies. **The expiration date for applying for these positions is Monday, March 27.** Detailed job descriptions may be reviewed in Room 310 King Hall. Posting boards across campus also highlight necessary and desired qualifications. Locations of these boards are main traffic areas in: King Hall, McKenny Union, Roosevelt Hall, Business and Finance Building, Sill Hall, Pray-Harrod, Rec/IM Building, Physical Plant, Mark Jefferson, Hoyt Meeting Center, Dining Commons I, University Library, Pierce and the Owen College of Business Building.

Vacancy information also may be obtained by calling our 24-hour Jobs Line at 487-0016. Compensation/Employment Services office hours are Monday - Friday 8 a.m. to 5 p.m.

EXTERNAL APPLICANTS MAY SUBMIT AN INITIAL APPLICATION TO OUR CS AND/OR FM POOL. ONLY INTERNAL APPLICANTS MAY BID ON A SPECIFIC POSITION.

CLERICAL/SECRETARIAL

(Minimum Bi-Weekly salary)

CSAA9544 - CS-03 - \$623.94 - Clerk, Registrar's Office.

CSAA9545 - CS-04 - \$692.74 - Graduate Admissions Clerk, Graduate School.

FOOD SERVICE/MAINTENANCE

(Minimum Hourly Rate)

FMBF9531 - FM-21 - \$11.50 - Plumber, Physical Plant.

FMBF9532 - FM-12 - \$7.41 - Groundsperson, Physical Plant.
Hours: 7 a.m. to 3:30 p.m.

FMSA9504 - FM-10 - \$7.16 - Cook/Stockkeeper, Hoyt Center.
Hours: 8 a.m. to 4:30 p.m.

PROFESSIONAL/TECHNICAL

(Minimum Bi-Weekly Salary)

PTAA9513 - PT-07 - \$985.74 - Academic Adviser, Academic Advising.

PTSA9514 - PT-06 - \$857.22 - Area Complex Director, Housing-Pittman. Regular Part-Time 75 percent. Aug. 1, 1995 to May 10, 1996. Note: Position may not end up in listed building.

*The pay rates stated above reflect the probationary rate for a newly hired EMU employee. The pay rate or salary for current employees will be established according to the respective employee group union contract, and/or University Salary administration policy guidelines.

An Affirmative Action/Equal Opportunity Employer

Henry, from page 3

in behavior that is considered outside of the norm.

Henry also originated, supervised and inspired *Inside Jobs: A Realistic Guide to Criminal Justice Careers for College Graduates*, a book written by criminal justice program graduates designed to aid students in their job searches and provide them with advice for post-college survival. He said he believes that students can gain a "wealth of knowledge" from talking to other students and professors.

"Connect with former students and find out what the process is all about," Henry advised. "Explore what your professors are doing. Hang out with them, be with them and bug them."

Henry said he was flattered and surprised to hear that he will receive a Distinguished Faculty Award. "I thought it was amazing," he said. "I earned it for doing something I really believe in. I was really knocked out!"

EVENTS OF THE WEEK

March 21-27

TUESDAY 21

FACULTY AFFAIRS COMMITTEE MEETING - The Faculty Affairs Committee of the EMU Board of Regents will meet. 201 Welch Hall, 8 a.m.

STUDENT AFFAIRS COMMITTEE MEETING - The Student Affairs Committee of the EMU Board of Regents will meet. 205 Welch Hall, 8 a.m.

EDUCATIONAL POLICIES COMMITTEE MEETING - The Educational Policies Committee of the EMU Board of Regents will meet. 205 Welch Hall, 9:30 a.m.

FINANCE COMMITTEE MEETING - The Finance Committee of the EMU Board of Regents will meet. 201 Welch Hall, 11 a.m.

CAREER WORKSHOP - Career Services will present an Introduction to Career Planning Workshop. Call 487-0400 to register. 405 Goodison Hall, 1 p.m.

BOARD OF REGENTS MEETING - The EMU Board of Regents will meet. 201 Welch Hall, 1:30 p.m.

RESUME WORKSHOP - Career Services will present an advanced resume preparation workshop for teacher candidates. Call 487-0400 to register. 405 Goodison Hall, 5:15 p.m.

WEDNESDAY 22

MUSIC THERAPY CONFERENCE - The Music Department will host the 42nd Annual Great Lakes Regional Music Therapy Conference today through Saturday. Call 487-2255 for more information. Sheraton Hotel, Ann Arbor

JOB SEARCH WORKSHOP - Career Services will present the workshop "Help Wanted: Conducting an Effective Job Search." Call 487-0400 to register. 405 Goodison Hall, 11 a.m.

COMPUTER CONFERENCING WORKSHOP - The FCIE will present "Computer Conferencing as an Instructional Tool." Call 487-1386 for more information. 311 Library, noon

EAU MEETING - Local 1976 will hold a general membership meeting. Alumni Room, McKenny Union, 12:10 p.m.

CAREER PLANNING WORKSHOP - Career Services will present a career planning workshop using the Discover computer program. Call 487-0400 to register. 405 Goodison Hall, 2 p.m.

JOB SEARCH WORKSHOP - Career Services will present an advanced interviewing/job search strategies workshop for teacher candidates. Call 487-0400 to register. 405 Goodison Hall, 5:15 p.m.

CAREER WORKSHOP - Career Services will present an information session about the Professional Experience Program for College of Arts and Sciences majors. Call 487-0400 to register. Tower Room, McKenny Union, 6 p.m.

THURSDAY 23

PARENT'S SUPPORT GROUP - The parent's support group co-sponsored by counseling services and the Children's Institute will meet. Call 487-1118 for more information. 300 Snow Health Center, noon

FCIE WORKSHOP - The FCIE will present "Perspectives on Foreign Students." Call 487-1386 for more information. 205 Welch Hall, 12:30 p.m.

CAREER WORKSHOP - Career Services will present a workshop on the Myers-Briggs Type Indicator. The 45-minute MBTI test must be taken at least one week prior to today's workshop. Call 487-0400 to register. 405 Goodison Hall, 2 p.m.

FRIDAY 24

ARTISTS' RECEPTION - The Division of Continuing Education will present the bi-annual EMU Depot Town Center Artists' reception. Call 487-0407 for more information. EMU Depot Town Center, 32 East Cross St., 5 p.m.

NIGHTCLUB ENTERTAINMENT - The Underground Nightclub will feature the winner of amateur night and DJ Terry T. Call 487-3045 for more information. Eastern Eateries, 9 p.m.

ART EXHIBIT - The Art Department will present the art of undergraduate students Ian Adams and Clive Bonelle today through April 1. Call 487-1268 for more information. Intermedia Gallery, McKenny Union, 10 a.m. - 10 p.m. Monday through Thursday; 10 a.m. - 9 p.m. Friday; noon to 6 p.m. Saturday and Sunday

CHILDREN'S CONCERT - The Music Department will present "Child's Play III," music for the young. Call 487-2255 for more information. Recital Hall, Alexander Music Building, 2 and 4 p.m.

DINNER/CONCERT - The Music Department will present the EMU Chamber Choir benefit dinner-concert. Call 487-0280 for reservation information. Ballroom, McKenny Union, 4 p.m.

MONDAY 27

CAREER WORKSHOP - Career Services will present a career planning workshop using the Discover computer program. Call 487-0400 to register. 405 Goodison Hall, 11 a.m.

TELECONFERENCE - The FCIE, the Department of Leadership and Counseling and the Department of Business and Industrial Education will present "Preparing Professional Educators for the School-To-Work Transition Movement," a teleconference and panel discussion. Call 487-1386 for more information. Guild Hall, McKenny Union (pre-teleconference panel discussion), 1 p.m., Guild Hall, McKenny Union (teleconference), 1:45 p.m.