We are always pushing the boundaries in front of us, tackling the challenges of our moment, and searching the horizon for solutions to society’s most vexing problems. Our commitment is a genuine promise to the future. We will do what it takes here and now to build a better world for tomorrow. We are forward-facing dreamers, activists, explorers, and doers. We don’t stop. We don’t slow down. We don’t look back.

If we did look back, however—and this year, we really did—we would see that we are the descendants of dreamers, activists, explorers, and doers. With this issue of Michigan Education, we recognize the concurrence of several important anniversaries and milestones. This year was a powerful reminder of the impact of a great public university and of the Wolverines who paved the way for us. We are the sworn stewards both of the future and of the past.

The University of Michigan celebrated 200 years of excellence in research, teaching, and service. It was an honor to be part of the many bicentennial events designed to celebrate our shared history and set the stage for the coming century. From downtown Detroit—where we got our start—to the other side of the globe, alumni, students, faculty, and staff marked this special year.

Here in the School of Education, The Center for the Study of Higher and Postsecondary Education—commonly shortened to CSHPE—recognized its 60th anniversary during Homecoming weekend. You will read, in this issue, about the history of this highly-regarded program, and how the work of our students and faculty has changed the face of higher education in our country. Issues that are top of mind and in the media every day—college access and affordability, diversity and inclusion, job preparedness and the economy, just to name a few—have been at the heart of CSHPE scholarship for decades.

In this issue, we also remember the days when University Elementary and University High School students filled our historic halls. Closing in 1968, the final class of U High students began their last year in the school 50 years ago. We are delighted to welcome back groups of these alumni every year to hear memories of their teachers, their deep sense of community, and often their youthful mischief.

Our most recent anniversary is that of the Elementary Master of Arts with Certification program, which was created 20 years ago after the Secondary Master of Arts with Certification program established itself as a highly successful model for teacher preparation. As it was at the beginning, this program distinguishes itself as a unique learning community for teachers. Strengthened by robust school partnerships, the program continues to blend theory, research, and practice to prepare exceptional teachers. These cohorts remain close colleagues after the intensive one-year curriculum. That closeness made this reunion particularly special.

Thank you to all who have participated in the celebrations of the past year. It has been a pleasure to acknowledge the contributions that you and your colleagues have made through this university. Ultimately, our reflections bring us back to the commitment we have always held—to opportunity, exploration, knowledge, and justice.

We will do what it takes here and now to build a better world for tomorrow. We are forward-facing dreamers, activists, explorers, and doers. We don’t stop. We don’t slow down. We don’t look back.

As I said in the opening of my letter, while it is important to acknowledge the many milestones of this year, we have not ceased our momentum forward. We are engaged in a continual process of self-reflection, purposeful growth, and aspirational visioning. We see more challenges ahead of us than we have put behind us. For that reason, we strive at this moment to:

- name, anticipate, and investigate vexing problems of education, and generate ideas, strategies, and resources for tackling those problems;
- embody and promote diverse, inclusive, just, and equitable education systems in local, national, and global contexts; and
- engage with, learn from, and contribute to communities, families, educational institutions, and learners of all ages.

The magazine is a vehicle for sharing influential research findings, exciting new partnerships, innovative student work, and alumni achievements. It is also a way to communicate our vision for education and our roles within this complex and impactful field. For nearly 100 years, a shared and evolving vision has driven us, and continues to.

Go Blue!
Pioneering the Field of Higher Education for 60 Years
CSHPE celebrates six decades of leading scholarship in an ever-changing field

Choosing Teaching, Changing Lives
ELMAC alumni, faculty, and staff celebrate the 20th anniversary of a unique teacher education program

The Toxic Tour
Exploring environmental justice and community history in Southwest Detroit

Using Student Experiences to Enhance Teaching
Interns use final thesis presentations to reflect on their practice and prepare to be powerful educators

The Cubs of the Wolverines
Celebrating the legacy of University High School 50 years after its last class

SOE Happenings
Teaching with Tech: Earth Odyssey
Victors for Michigan Campaign
Class Notes
The Back Page: Reflections on the U-M Bicentennial
Fourth- through eighth-graders participated in the sixth year of the Summer ESL Academy. Children engaged in a hands-on study of art, identity, and social justice that included trips to the Detroit Institute of Arts, University of Michigan Museum of Art, and the National Arab-American Museum. The program culminated in the collaborative design and painting of a 30-foot mural called “The Colors of Our Dreams,” located in the entryway to the Scarlett Middle School cafeteria.

The SOE welcomed students to campus with a student orientation including a resource fair, community luncheon, and book discussions.

The SOE welcomes the Dean’s Advisory Council to two annual meetings. This special group works together with the school’s leadership team to discuss the changing landscape of education, the direction of the school, and strategies to promote the school’s initiatives.
The SOE hosted a Homecoming Tailgate in the courtyard on a chilly fall morning. Hot breakfast and a performance from the a cappella group “Amazin’ Blue” got everyone ready for the game.

Top Professor Christina Weiland presented her new book with one of her co-authors, Ajay Chaudry (New York University), in a conversation centered around early-in-life disparities in the United States. The book, *Cradle to Kindergarten: A New Plan to Combat Inequality*, offers a comprehensive, evidence-based strategy that diagnoses the obstacles to early learning and development and charts a path to opportunity for all children.

Middle The Equitable Futures Student Forum brought together 200 students to participate in skill-building workshops focused on taking action toward social justice in their communities. These students were among 600+ youth from Oakland, Wayne, and Macomb counties who engaged in a five-week study of social justice and inequality embedded in their United States history courses. A collaborative team from Oakland Schools and the University of Michigan’s Center for Education Design, Evaluation, and Research (CEDER) developed the Equitable Futures project, now in its second year.

Bottom The SOE wished the University of Michigan a very happy 200th birthday, and acknowledged all faculty, staff, students, alumni, and supporters who call themselves “Wolverines.” Forever Go Blue!

Top SOE alumni returned to the school for a reunion luncheon during Homecoming weekend.

Middle Matthew Lister, Director and Team Lead at Gehl, presented “Promoting and Measuring Public Life” at The Jam Handy in Detroit. Lister—whose work focuses on the design and activation of great public spaces—visited to work with Detroit youth as part of a community project focused on investigating and improving city neighborhoods: Sensors in a Shoebox, a 2016 Knight Cities Challenge winner.

Top The SOE hosted a Homecoming Tailgate in the courtyard on a chilly fall morning. Hot breakfast and a performance from the a cappella group “Amazin’ Blue” got everyone ready for the game.
Always at the forefront of research, practice, and policy, the Center for the Study of Higher and Postsecondary Education (CSHPE) continues to be the most well-respected program of its kind, and it is poised to make as great an impact in the next 60 years as it has in the first 60. Meanwhile, over 2,000 center alumni work as leaders and innovators in the world’s greatest universities, research centers, and nonprofit organizations.

A decade ago, in recognition of the 50th anniversary of the CSHPE, former dean Deborah Loewenberg Ball noted that the formal study of higher education was born at The University of Michigan. Now, on the occasion of its 60th anniversary, CSHPE director Michael Bastedo again weaves the center’s history into the larger legacy of the university: “The study of higher education has a remarkable history at the University of Michigan. Our alumni have gone on to amazing careers as administrators, researchers, and faculty—whether they be at universities, foundations, or think tanks.”

Bastedo notes that CSHPE students and faculty “bring a wealth of diverse backgrounds, experiences and interests” leading to “lively classroom discussions, innovative scholarship, and multiple perspectives in intellectual interactions.” While the SOE recently became the first school on campus to develop and adopt a strategic plan for advancing diversity, equity, and inclusion, the CSHPE has led the conversation about inclusion in higher education since its inception.

The center’s early years blossomed from a post-war boom across higher education. As a result of the GI bill, more students went to school and student populations diversified in terms of age, race, and class. Additionally, universities shifted from educating the elite to creating market-driven programs that focused on upward mobility. These changes became more apparent once the baby boomers grew to be college-aged, bringing about the need for professionalization in higher education.

During this period of change, founding director Algo Henderson initiated a doctoral program at U-M to study higher education. During the 1950s, his program and workshops grew. Coursework was generally related to curriculum planning and solid pedagogy, but his seminars on problems in higher education bolstered the program’s reputation. In 1957, through a grant from the Carnegie Corporation, the center was formally established. Its aim was to prepare doctoral candidates for this emerging field of study, to train administrators and practitioners, and to provide consultancy services.

In the mid-1960s, the children of WWII veterans came of age, and the center added several new faculty members. Grants and projects also expanded. Year after year, the number of doctoral students increased as well. As the decade ended, a new director was in place, and the center continued to
shift with the times. The dawn of the Civil Rights Era, for example, brought inclusivity into focus, leading to important scholarship in the 1970s like Black Students on White Campuses. It was at this time that faculty and graduate students were also conducting quantitative and qualitative research to examine changes that resulted from increasing enrollments of black students in mostly white institutions. Even when the strength of diversity in individual cohorts waxed and waned, CSHPE faculty remained committed to scholarship on diversity.

During the 1970s, a greater emphasis on faculty research as well as governmental and policy issues converged, causing the center to be a seat of discussion for state and national issues. By the end of the decade, the shift away from professional development and toward scholarship was complete. The trajectory that would solidify the center’s reputation for research and policy excellence took place during the leadership of Marvin Peterson (himself a doctoral graduate of the program), who served as director for 20 years.

At the turn of the century, the center’s position at the forefront of national issues carried onward. Research conducted by CSHPE professors Eric Dey and Sylvia Hurtado was cited in 2003 by the U.S. Supreme Court when it upheld the use of affirmative action for college admissions. Dey found that “students in diverse learning environments have better cognitive development [and] become more interested in solving social problems.” Dey acknowledged his U-M predecessors’ work and the center’s climate for “open[ing] the doors to people who have been unable traditionally to pass through the front gates.”

In the decade since the CSHPE celebrated its 50th anniversary, the center has continued to grow in ways that are consistent with its tradition of increasing diversity, inclusion, and social justice in education. The center added master’s concentrations to support this expansion of their mission, including strands in Higher Education Public Policy, Higher Education Student Access and Success, and Diversity and Social Justice in Higher Education. Additionally, the student population itself has changed. The most recent historical data shows women attend-
CSHPE 60th Anniversary Conference

CSHPE conference. Coinciding with the U-M reunion weekend and the final bicentennial festival, the CSHPE hosted a conference that took place as part of the 60th anniversary celebration. CSHPE students, alumni, staff, and faculty gathered for presentations and discussions on student experiences, institutional diversity, and other emerging issues in the field of higher education.
Panel discussions  CSHPE conference attendees took part in a number of lively and informative panel discussions that addressed a wide range of topics of vital interest to educators, faculty, alumni, and students:
- Diversity and Inclusion in Higher Education
- College Debt and Affordability in Higher Education
- Emerging Issues for Teaching, Learning and Faculty
- Student Success
- College Access Interventions
- Challenges in University Leadership and Governance
The Mackinac Bridge, the world’s longest suspension bridge at the time, opens. U-M tuition costs $100 per semester, but new students cannot register without submitting a medical report stating that they are in good health. At age 22, Elvis Presley buys Graceland for $100,000. Toyota begins exporting vehicles to the USA. Fees for the nursery unit at the University School cost $60 per semester, including lunches.

Sputnik 1, the first human-made Earth satellite, is launched. Bubble wrap is invented. Wham-O company introduces the Frisbee.

Experienced teachers who did not complete all of their undergraduate work can attend graduate school, pending an interview or correspondence that justifies their entrance. John Lennon (age 16) meets Paul McCartney (age 15) for the first time.

The Detroit Lions are the NFL champions.

During a visit to Norway to study European Higher Education, then to Chile to study social change. In both cases, the issues of key interest involved the study of access and opportunity. For Chile, in particular, students voted to visit that country due to their interest in social change movements. Study trip organizer Jan Lawrence recalls that “understanding the power of students in bringing about social change was really eye opening. It was fascinating to see our own students puzzling through this.”

Following those trips, CSHPE students visited England to conduct a comparison study about best practices for serving immigrant populations. In South Africa, students studied the country’s gains across higher education since the end of apartheid in terms of access, equity, and first-generation student retention. Two domestic trips in 2014 and 2016 included visits to Historically Black Colleges and Universities as well as Tribal Colleges and Universities. On these experiential visits, students learned about social activism, inequities, and barriers to educational advancement.

For CSHPE graduates who will serve an increasingly diverse student population as administrators and researchers in the future, study trips contextualize the circumstances from which students come. “These trips stand out as one of the most important experiences they had at the university,” explains Jan Lawrence. “Given that equity, access, and multicultural perspectives cut through much of our coursework, students can gain essential and real experiences from these trips. I hope the trips will continue.”

The university’s commitment to interdisciplinary over the past decade has also offered CSHPE students a broader perspective on the field of education. In 2007, former President Mary Sue Coleman unveiled a $30 million investment in 100 faculty hires to expand interdisciplinary teaching and research. Solving complex education problems through relations across campus has led organically to the creation of several interdisciplinary student groups in which the CSHPE participates. These include the Community College Interdisciplinary Research Forum (CCIRF), the Higher Education Applied Research (HEAR) Workshop, and the Social Work and Education Collaborative (SWEC). Another result from these new interdisciplinary approaches was a course created by Lisa Lattuca that focuses specifically on the practice of interdisciplinarity in higher education. Over the past two years, the interdisciplinary Race and Social Justice in Higher Education symposium series has also featured a variety of guest speakers from multiple disciplines and backgrounds.

As CSHPE director Michael Bastedo’s six-year term comes to a close, he is reflecting on his original goal to build a more inclusive and diverse program. While working to diversify cohorts, he was also able to create a...
more supportive environment in the center. For example, CSHPE began to pair new students with current ones to create a culture of camaraderie and mentorship. Bastedo also led efforts to reform student recruitment and admissions—informed by his own research—to a more holistic and structured application process. Groups like the Graduate Organization of Students in Higher Education host activities, panels, and brown bag talks that allow students and faculty to discuss hot issues and key contemporary topics in higher education.

In his last year as director, he hopes to smooth the transition for the next director by focusing on shorter-term initiatives, like developing a research mentorship program for master’s students. He also hopes to begin a conversation in the CSHPE about the best ways to serve the growing part-time student population. In all cases, he points out, “our number one goal is to sustain excellence for another 60 years.”

CSHPE Directors

1957-66  Algo Henderson
Henderson’s leadership in the development and study of higher education attracts a Carnegie Corporation grant to create the center—one of three in the U.S. designed to study the emerging field of higher education.

1966-70  James L. Miller, Jr.
As demands and complexities increase for institutional leaders, Miller prioritizes institutional research and organizational change theory to meet these demands. A culture of publication and research grants begins to take shape in the center.

1970-71  James I. Doi
The year 1971 marks not only Doi’s brief directorship (before accepting a deanship at the University of Rochester) but also the center’s formal recognition as an official part of the School of Education.

1971-76  Joseph Cosand
Prior to his directorship, Cosand served as Chair of the Board of Trustees of the American Council on Education. He came to U-M with 25 years of experience leading community colleges. He also served as Deputy Commissioner for Higher Education of the U.S. Office of Education. His national prominence attracts leaders to campus and ushers in an era in which the center becomes recognized for its research in higher education policy.

1976-96  Marvin W. Peterson
Under the leadership of alumnus Marvin Peterson, the center earns national prominence as unsurpassed in the preparation of higher education leaders, with 70 alumni serving as presidents of two- or four-year institutions. The center also intentionally develops a more diverse student population. Peterson successfully oversees a merger between the center and the Division of Higher and Adult Continuing Education, forming the CSHPE.

1996-2000  Janet H. Lawrence
Lawrence’s research involves understanding faculty career patterns and their motivations to do research and teach. CSHPE study trips are born from Lawrence’s professional development programs for university administrators from Asia. The trips prove to be transformational to students who discover other systems of higher education first-hand.

2000-03  Sylvia Hurtado
Hurtado’s directorship is synonymous with a focus on diversity. The Gruhett v. Bollinger landmark case is heard by the Supreme Court during Hurtado’s time as director, and Hurtado’s own research plays an important part in the decision of the case.

2003-06  Patricia M. King
King is responsible for the hiring of several new faculty colleagues whose research and expertise further complement the increasing diversity and professional interests of the student population. Her own research on reflective judgment is held in high regard by academics in college student development and student services.

2006-09  Deborah Faye Carter
In 2007, the center celebrates its 50th anniversary under Carter’s direction. During her directorship, the number of master’s students coming directly from undergraduate programs increases as students recognize the growing opportunities and professionalization within the field of higher education.

2009-12  Stephen L. DesJardins
DesJardins’ research on the long-term sustainability of financial aid programs complements the work of center faculty members and remains at the heart of national discourse. His directorship also marks greater career guidance and expanded internships for master’s students.

2012-present  Michael N. Bastedo
Bastedo’s research on unequal access to highly selective institutions based on socioeconomic status, race, gender and urbanicity is put into practice as he oversees the center’s admission procedures. During his time, the master’s cohort nearly doubles, and the doctoral qualifying process is re-envisioned.
Choosing Teaching, Changing Lives

ELMAC alumni, faculty, and staff celebrate the 20th anniversary of a unique teacher education program

Coming from diverse fields such as human resources, engineering, advertising, law, counseling, and statistics, 636 graduates have earned degrees from the Elementary Master of Arts with Teacher Certification (ELMAC) program. Celebrating its 20th anniversary this year, ELMAC has emerged as a leading teacher education program known for preparing a different kind of educator and launching successful teaching careers.

The ELMAC program was born out of the successful Secondary Master of Arts with Certification (SecMAC) program. Stu Rankin was its founder, and his aim was similar to that of SecMAC: to certify post-baccalaureate students who wanted to teach in elementary schools. Many of the first ELMACers were returning Peace Corps members. Their experience in the Peace Corps made them good candidates, since Rankin’s intention was to train quality teachers for inner-city schools. Others came from Teach for America. Some were recent graduates and others were looking for a career change. After 20 years, ELMAC students continue to vary widely in age and background, but their commonality is that they all found their true career path in education. Professor Tim Boerst says, “for all of them it’s a conscious choice to teach. The dedication that they have to the program is to a different degree because they stopped their everyday lives to immerse themselves into becoming a teacher.”

Debi Khasnabis (AB ’98, AM ’99, TeachCert ’99, AM ’06, PhD ’08), a former ELMAC student and current ELMAC professor, can relate. “During my undergraduate program,” she explains, “it was difficult to figure out that I wanted to be a teacher. It took me time. Many people need time to grow before making that decision. I was a senior by the time I decided to become a teacher. It was important that I made that decision only after coming to it through a lot of reflection. And ultimately it was inspiring to be in a cohort with other students who had also thought it through so carefully.” Now that she instructs students in the same program, she adds that “it’s a privilege to teach students who are ready to do the work.”

The ELMAC program seeks to recruit people with life experience who are, as Khasnabis says, “ready to do the work.” Professor Cathy Reischl adds, “there’s so much knowledge that the program can acknowledge, benefit from, and build from.” The year-long intensive program structure for ELMAC also suits the busy lifestyle of its students, whether they are recent college graduates or mid-career adults.

Klo Phillippi, a founding faculty member, explains that “there’s something lovely about ELMAC’s ability to reach a junior or senior student who is about to graduate in a field, only to discover that they want to teach children what they have learned. It’s also wonderful that older students can make a career change through ELMAC.” The program has always been structured to last just one year in order to suit both types of students. “This way, it takes less time out of their lives,” Phillippi adds. As alumnus and current principal Myron Miller (AB ’04, AM ’07, TeachCert ’07) confirms, the program was busy, but the length suited his lifestyle. “Managing time between my placement, classes, coursework, and family helped get me ready for what I now do as a principal,” he said.

The design of the program allows developing teachers to get the most out of their time by pairing in-depth, academic study with the practice of teaching. Sonali Deshpande (AM ’10, TeachCert ’10) says, “What drew me is reading the research and applying it at the same time, which is intense but worth it.” Agreeing, Chrisara Moore (AB ’13, AM ’17, TeachCert ’17) adds, “ELMAC is different from other teacher preparation programs in that we have the opportunity to apply theory as we learn it thus moving it from the philosophical to the practical.” As managing director of elementary teacher education, Meri Tenney Muirhead (EdS ’01) elaborates: this intertwining of coursework and field placements “opens up the possibility of taking in new ideas, trying them in well-scaffolded university settings, and then, later that day or week, implementing these strategies with children under the guided expertise of a mentor teacher and university field instructor.”

Another signature feature of ELMAC is its cohort structure. A cohort consists of 20-25 people each year, who study and work together from June to June. “When you ask students what they love about ELMAC,”
states Cathy Reischl, “it’s the cohort. They are a group, consisting of all adults, who have made a concerted effort to come back to school for teaching.” This format allows ELMACers to learn how to become productive colleagues and how to seek out ideas from others. “They see this as the norm because of the structure of ELMAC,” she adds. Tim Boerst notes that their pride and collegiality continue as ELMAC graduates, even if they attended different cohorts.

Alumni explain that the impetus for collegiality begins with their coursework. Former student Alexander Popkey (AM ‘11, TeachCert ’11) explains how collegiality is built in the program: “In classes, we watch videotapes of our teaching,” he says. “Everyone watches you teach and you learn to receive and give feedback while building each other up.” Fellow alumnus Luke Willson (AM ‘17, TeachCert ’17) adds that “in class, we talked a lot about who we are as teachers. This melds into who you are as a person, so our cohort learned about each other as well-rounded people. At school, in stressful situations, you still have to work effectively with co-workers and families, so it’s helpful to understand people’s backgrounds and ideas, and be aware that they are valid as well.”

Once they finish the program, ELMACers have much to say about their careers “in the real world” and the ways they rely on their colleagues for support, just as they did as interns. Long-time teacher Julie Donnelly (AM ’02, TeachCert ’02) recalls her early years as a teacher. “I was fortunate to get a position teaching 8th grade at Clague Middle School. Like all new teachers, I had a lot to learn. Whether my challenges were about trying to enthuse a disengaged student or creating a new unit to teach, I found myself asking the same question: ‘what would my ELMAC instructors do?’”

Others credit the collegial atmosphere for engaging their curiosity. “My ELMAC experience truly sparked a lifelong field of education,” notes Lindsay Mann (AB ’02, AM ’05, TeachCert ’05). “While I have been a classroom teacher, a literacy specialist, a staff developer, a curriculum contributor, and a doctoral student, I still lean on my cohort. My ELMAC colleagues continue to push and challenge my thinking in the field every day. Every ELMACer understands that teaching and learning is more than just a discreet set of skills; it requires a learning stance, an ability to constructively look at one’s teaching practices and curricula.”

Over its 20 years, ELMAC has prided itself on community work as well as its dedication to the art of teaching. One ongoing example comes from the Mitchell-Scarlett Teaching and Learning Collaborative. Kevin Karr (ABEd ’91, TeachCert ’91), International Baccalaureate district facilitator, SOE alumnus, and former Mitchell Elementary principal, contends that “this partnership brings value-added experiences to our students, families, and teachers that mirror or complement the kinds of instruction going on in the classrooms.” Arising from the collaborative is the Mighty Mustangs program for math enrichment. Mighty Mustangs is an extended-day program headed by Tim Boerst and 5th grade Mitchell teacher Matt Krigbaum. Boerst explains that ELMAC interns serve the program by leading small groups of students on the topic of the day. As he reveals, “the benefit of this program is two-sided: Students who need math assistance can learn the content as well as various ways to interpret questions and think critically. Students also learn to share ideas and listen carefully. All the while, ELMAC interns learn to lead groups, assess students, and plan lessons.” The goals for this program are long-term. Among them is the hope that the interns will walk away with a keen interest in students and why they do what they do. “I hope they will capitalize on that,” says Boerst. “They truly benefit from puzzling through their work with the students, setting them up to be thinkers, and discovering what they think.” Mitchell Elementary principal Matt Hilton adds that the program’s future is bright as he plans to continue this partnership for the benefit of the students at Mitchell, which is among the most diverse schools in Michigan.

In the course of 20 years, the ELMAC program has evolved to continually fit the needs of future educators, and one of the biggest areas of growth in the field has been related to technology. To ensure that its future educators are prepared to serve their students in the 21st century, ELMACers receive an entire year of training from professor Liz Kolb (PhD ’10), who teaches interns to determine the educational value of various technologies before using them in their classrooms. “We explore how to use technology based on what the research says is effective or ineffective, rather than doing what ‘feels good’ or is the latest fad,” says Kolb. In her course, interns learn how to evaluate educational apps and websites in order to determine their pedagogical soundness. Learning how to teach virtually and how to Skype with classrooms across the nation, ELMACers can put these skills into action in our increasingly more digital landscape.

Clearly, the future of ELMAC is in the hands of the interns, mentor teachers, and faculty who are committed to shaping children’s lives through research-based practices. Faculty and students agree that the energy among ELMAC cohorts is infectious. Their commitment is exceptional and their sense of professional community is unequaled. This anniversary marks just one proud milestone in the movement to develop leaders and change makers who educate and advocate for their students.
Rarely are the stories of urban communities of color at the center of local and national conversations—and even more rarely are they collected by and told from the perspective of the young people growing up in those communities.

To remedy this, professor Enid Rosario-Ramos, with the support of Literacy, Language, and Culture graduate student Jenny Sawada, engaged a group of approximately one dozen middle and high school students in a project to collect and share important stories from the families and businesses that will be relocated by the construction of Detroit’s new Gordie Howe International Bridge. In describing the project, Rosario-Ramos noted that “these young people understood the narratives that had been built about Detroit. They knew that stories about Detroit often focused on its problems and that very little was said about its beauty, and they were not happy about the negative depictions of their community.”

Professor Rosario-Ramos’ research focuses on adolescent literacy development and on the development of youth’s civic engagement skills and identities. In order to further this work, she has been developing a partnership with the Detroit Hispanic Development Corporation (DHDC) for the past three years. The DHDC is a community-based organization that provides a range of social services to the people of Detroit, including after-school activities for youth from schools in the city’s southwest neighborhoods. “Our partnership with DHDC emerged out of a common interest and commitment to youth civic engagement,” Rosario-Ramos said. “After several conversations, we collectively decided that we would address such interest by developing an after-school program focused on community history.”

Meeting twice a week, participants are trained in community history methods such as oral histories and document collection and analysis, as well as concepts of advocacy and collective action. When the pilot program was launched two years ago, the students began their work by conducting interviews with residents, business owners, and other stakeholders, as well as documenting the neighborhood landscape through pictures and videos of the areas that will be impacted by the bridge construction.

“We were careful to position them as researchers through youth participatory action research.”

As the group collected stories and examined the narratives emerging from their community, they began to notice recurring themes around pollution, the environment, and the obvious inequities their neighborhoods faced with these and other issues. Building upon this idea, the students decided to refocus their work on the environment and social justice. “After the pilot year,” Rosario-Ramos explained, “it became clear that they saw environmental injustice and their experiences with it as an issue that was larger than the bridge.”

The students decided to dub their refocused program “The Toxic Tour,” and set to work speaking with experts and community and corporate representatives (including an executive from Ford, an environmental lawyer, scientists, and family members), as well as visiting and documenting community, commercial, and industrial sites in and around the neighborhoods where they live. As the project moves forward, they will also develop materials to explain their findings and create a presentation that will be shared with a variety of stakeholders. The students have already begun to imagine campaigns to clean up and improve the quality of their parks, playgrounds, and communities.

By sharing their work, the group hopes to gain support from other community members and organizations in advocating for policy changes in their local community. “We were careful to position them as researchers through youth participatory action research,” Rosario-Ramos explained. “This placed them in positions of power and authority, as creators of knowledge and as knowers.”

Dr. Rosario-Ramos is documenting the students’ work in order to evaluate the program’s success in contributing to their development of skills in the areas of historical inquiry, civic engagement, and disciplinary literacy. “By engaging them in critically analyzing texts to produce works of consequence, we hoped to create a bridge between academic literacy practices and community action and to argue that critical literacy can be used to inform the design of community-based practices and projects.”

In addition to the direct impact that the program will have on the participants, Rosario-Ramos is also hoping that impact will extend beyond the youth at DHDC to include the community in Southwest Detroit and the larger context of Southeast Michigan. “Working toward social justice can be daunting and frustrating. The journey may lead to success at times, but failure is also part of the process,” Rosario-Ramos said, noting that participants in the program “travelled the road from helplessness to hope often, at times, in one single conversation.”

The Toxic Tour
Exploring environmental justice and community history in Southwest Detroit
The 2017 Secondary Master of Arts with Certification (SecMAC) graduates concluded the academic year with presentations on their teaching accomplishments at their placement schools. Kendra Hearn, professor and chair of secondary teacher education, explains that these final thesis presentations “put a period on the intense experience of our students and gives them a moment to synthesize what they have learned.” This event also gives faculty a chance to verify that their SecMAC graduates have become transformative beginning teachers. This year, family members and the SOE community celebrated with 38 interns who each presented the ways in which their year-long experience shaped their teaching practice. In these presentations, many interns reflected on their efforts to build student confidence, validate student experiences, and create supportive learning communities.

**Julia A.:** “I told my students that everyone has a story worth telling and worth being listened to. I asked them, then, what is your story?” “One of my students wrote a narrative poetry collection. I told her that I thought she could publish it. She told me that she was looking into it and that I inspired her. Doesn’t she know that she’s the one who inspired me?”

**Avni D.:** “I want to build resilience in my students. Building resilience is difficult to do, especially when students give up on themselves, but modeling and enacting policies that encourage confidence, along with constant encouragement, is what will be essential in my classroom. Students will know that they always have someone in their corner.” “I learned to incorporate student interests and experiences into every lesson. Whether it be a small video clip or bringing in their travel experiences, I’ve been able to motivate students by including their interests and experiences.”

**Kris Z.:** “Children are humans first and students second.”

**Trevor G.:** “I get some students to talk about biological applications, while other students want to talk about physics. Being able to dance around that and communicate about science in my chemistry classroom is something that I’ve used to develop the community within my classroom.”

**Sara W.:** “What I really desire in my classroom is to encourage my students to become sharers, to confidently share who they are, what makes them unique, and how their unique perspectives on life, culture, and their own experiences, can influence their understanding of a text and their understanding of one another.”

**Daniel B.:** “My belief is that students need to feel a personal connection before they start to open up and are receptive to learning. I choose to focus on this competency because it is the most important to me, and it’s one that I’ve had since my earliest teaching endeavors. It is something that I’m constantly trying to refine. I’ve actually been able to build really good relationships with my students.”
In faded gold paint, the word “showers” is printed across a door. Tiles depicting nursery rhymes rest above a fireplace. A library checkout desk stands in the center of a large meeting room. Under a cascade of green ivy, a stone inscription peeks through. Wood floorboards bear the faint marks of a basketball court. A plaque commemorating those who served in WWII hangs solemnly in the hallways.

Easily missed by a busy student rushing from one class to another, these curiosities make observant visitors pause to consider a time when babies cried in the nursery, children played on the rooftop, and teens cheered on their classmates in the third-floor gymnasium. As the last students of University High School near their 50th anniversary, the legacy of a renowned teaching school endures through the artifacts, images, and memories of those who learned and taught in the University High School and University Elementary School.

University High School, or “U High,” as it is known by many, opened in 1924. It held 96,400 square feet consisting of offices, classrooms, a library, an auditorium, and two gymnasiums. Its purpose was to be a model high school and to demonstrate the best educational theory. As a laboratory school, its floor plans contained countless observation rooms for U-M education students and researchers to see the learning process in action. As one teacher wrote, “life at U High was exciting and strenuous with constant observation and visitors in classes.” By 1929, an elementary was approved as well, making it possible for researchers and teachers to study a longer period of childhood growth.

Across years of alumni recollections shared in newsletters, on social media, and in Irene Hayner’s book University High School, 1924-1968, a standout theme is that of community. Alumna Barbara Morrison Licht explains, “for those days, it was an amazingly diverse and accepting atmosphere. I value the friends I’ve kept in touch with since high school despite distances and time.”

As friendships grew, so did each student in his or her own way. Personal growth instruction was a main feature of University High, as evidenced by a school announcement from 1931. It stated that “in each department, the teaching objectives are, in general, the same: contributing everything possible to more abundant living and developing increased power to solve such problems as may confront the pupils in their life experience. The school strives to be a wholesome and efficient community rather than an institution.”

Alumnus John Keller remembers his instructors being specifically interested in his growth. He shares that “teachers really got to know us over four to six years, and thus they could assess our skills, aptitudes, and weak spots; the focus was on bringing someone to their full potential as an individual student.”

Daily homeroom periods, lasting 30 minutes, reinforced the ideals of University High School. These periods were spent with the same teacher for each of the six years from 7th to 12th grade. As a former homeroom teacher remembers, “in homeroom, an esprit de corps developed that was basic to U High’s excellence.” Homeroom was the base for activities, class affairs, student council, committee meetings, and social affairs. It was also a time for practical knowledge, such as when one teacher taught students how to give a good, firm handshake. As Joanne Beaman explains, her homeroom teacher, Miss
McKinney, taught her how to be literate and how to be a lady. Alumnus John Eggersten recalls that Mr. Berg “played records all the time.” In story after story, U High alumni reveal that homeroom was the safest space for self-expression and for development of leadership and interpersonal skills.

One opportunity for student self-expression occurred annually during the Christmas assembly. Each year, students would begin the ceremony by singing carols as they walked down the school hallways toward the darkened auditorium. The brightest lights came from tin lanterns created by early U High shop classes who had punched nativity scenes into the sides. As alumna Sally Barnwell Cherry remembers, “the Christmas caroling through the halls to the auditorium, with lighted lanterns casting designs upon the walls—that was a wonderful way to begin the holidays.” Barbara Green adds that her “favorite memory was listening to and participating in the Christmas music down the hall to the auditorium. Each grade sang a different carol.”

While carols filled the hallway for the Christmas assembly, so did art displays. “What was especially memorable for me was working on the enormous Christmas displays that filled the hall on the first floor each year,” explains Alice Wild Dawes. “We created paper sculptures and gigantic ornaments under Ms. Irene Tejada’s guidance.”

Life at University High School involved friendships, homeroom, Christmas assemblies, sports, clubs, and a million stories that alumni continue to tell. “Most of all,” explains alumna Wendy Dobson Browner, “I remember the excellent teachers and the unusually fine education.” Adds John Keller, “we had a diverse set of extracurricular activities and events, with involved teacher mentoring, and many of the students had a chance to shine in some sort of arena outside of academics as well.”

Over time, University High School continued to grow, and the building took on more staff and students. Simultaneously, the U-M School of Education grew, needing more space as well. By 1962, U High was only able to support 17 percent of a class of 908 student teachers from the School of Education. This eventually led regents from the Ann Arbor Board of Education to build Huron High School, which absorbed some teachers from U High, and most of its students. The end result—50 years ago—was the closure of The Purple and The Gold due to space challenges. Around the same time, four other university demonstration schools also closed in the state for similar reasons.

Even though U High students have long since left its hallowed corridors, the building remains filled with eager students and warmly welcomes its original alumni who pay a visit each year. Time has passed, but the spirit of University High School remains strong, similar to the words in its alma mater, “like a beacon cheery, guiding every soul.”

― from the alma mater, The Purple and the Gold

“UHS, UHS, ever we’ll be true, Though we leave your portals we’ll remember you. Never will we forget as the years unfold That we are the children of the purple and the gold.”
Covered with villages, deserts, mountains, markets and narrow streets, the country of Morocco is on the continent of Africa. Its residents are multilingual, often speaking two forms of Arabic as well as Berber and French. A mix of cultures, sights, and sounds, Morocco is a sought-out travel destination, but a 4,000-mile trek across the Atlantic Ocean isn’t always feasible, which is why Earth Odysseys brings the experience to K-12 students right where they are. As one teacher explains, this project “brings down the geographical barrier and helps students develop better cultural understanding.”

The Earth Odysseys project is offered by the 30-year-old Interactive Communications and Simulations group (ICS), which houses web-based learning programs that create global classrooms. To date, ICS has connected 36 states, as well as 25 countries. Middle school, high school, and college students join together as they take part in this project, which is led by Jeff Stanzler, Michael Fahy, and a team of mentors. The Earth Odysseys website is hosted by the School of Education and offers stories, photos, and videos that compose a 10-week trip through far-flung geographical destinations.

The Morocco Odyssey engages with middle school and high school students with written passages and images about religion, eating habits, student protests, customs, identity, and even monarchical rule. The Odyssey guide is Nadia Selim (MA ’12, TeachCert ’13), an alumna and Fulbright scholar, who shares biweekly reports from her time there. Each of Nadia’s reports ends with discussion prompts for students. As students post their responses, other students and mentors can respond to the replies. Students engage with each other and mentors until a new passage is posted.

Throughout the Odyssey, participants are encouraged to “resist dismissing the unfamiliar and struggle to consider how and why such differing practices and mores evolved.” As a result, the interactions are thoughtful. In one of her posts, for example, Nadia discusses the practice of bargaining for items in Moroccan markets. After reading the post, one student responded that she “would not like knowing that [she] would have to argue with people in order to get a reasonable price.” Another student maintained that “bargaining is useful because sometimes vendors are overpriced.” A third student expressed concern for the possibility of a city losing its identity if the markets were ever replaced by larger supermarkets. To support student critical thinking on the Odyssey, their teachers are given access to materials, articles, videos, and extension activities.

Along with students from across campus, SOE students have served as the mentors for this project since it began in 1990. As Stanzler explains, a mentor “raises issues that might otherwise be left aside, and tries to build and illustrate connections that might be usefully explored.” When responding to Nadia’s post about bargaining, one mentor extended a question about the fate of market vendors when bigger stores open, asking “what will they do if they’re no longer getting customers?” Another mentor asked, “what do you think makes someone good at bargaining?” Overall, the mentors learn how to facilitate discussions while being asked to remain willing to experiment with an idea and to continually adjust their mentoring based on the work done by the students and the challenges they encounter. As Stanzler explains, “we see lots of opportunities for reciprocal learning between the university students and the middle school and high school students.”

Across the Earth Odyssey series and its multiple destinations, Stanzler and Fahy hope to “honor the writing and thinking done by students and to use their engagement with the Odyssey reports to help them take a closer look at their world.”

Visit the site at odyssey.icsmich.org.
In the late 1920s, a newly married couple stopped at Michigan Stadium on their way home from a honeymoon in Detroit. It was there, on the brand new grounds of the Big House, that they promised one another that one day, their future children would attend the University of Michigan. In the end, all three of their children did. One of them was Ellie Doersam (ABEd ’51, TeachCert ’51, AM ’57), a longtime giver to the School of Education.

When speaking about her time spent at the University of Michigan, which began in 1947, she called it “a very welcoming place.” She lived and worked in Betsy Barbour, where she was a waitress and athletic manager of the house. She also served as vice president of the Women’s Athletic Association and ran the alumni club. Throughout the years, her involvements brought her scholarships and opportunities to become involved with Michigan athletics. “I was very lucky and given many opportunities to meet community leaders and campus leaders at a young age, which led to a fortunate life,” she explains.

As an upperclassman and a history education major, Doersam completed her student teaching at University High School. “Michigan was the only place where you also had to student teach in your minor, so I did student teaching in history and physical education. I taught with Mrs. Johnson, who was so very helpful in helping me grow as a P.E. teacher. Eventually, I got a job at Cheboygan High School, where I was asked to re-start their gym program from the ground up. Their original gym burned down 20 years before that, so I got a lot of help from Mrs. Johnson, even after I graduated from the university,” she explains. One of her favorite stories to share about raising funds for this program has to do with the history of the Upper Peninsula. “While the Mackinac Bridge was still under construction, she remembers, “the hunters would be in their cars with very long lines for the ferry. I decided to make sandwiches and sell them to the crowds, and I ended up earning money for the school that way.”

Doersam eventually started teaching at Lansing Eastern High School, where she taught for 14 years and served as an assistant principal for 18 years. After that, she became the first female principal in Lansing School District. “When the principal retired, it was the kids and parents who selected me,” she recalls. “The parents called the school board in support of me, and then I was named principal of Eastern High late on a Friday night.” She attributes her success with her school community to the idea that “youngsters don’t care how much you know, but they know how much you care.”

Now a retired principal, Doersam works on the planning committee for a 90th anniversary celebration for the school. She was proud to discover that she is the longest-lived person who is still connected to Eastern High School. Throughout her long tenure there, she says that her students have been a source of joy to her. “Wherever I go,” she notes, “they turn up and they recognize me.”

When asked her reason for giving to the SOE consistently for 43 years, she explains that it is where she received the education that inspired her. The school gave her “the ambition and motivation to go into the field of education which resulted in a very successful 41-year career,” she states. “This is my way of paying back the university for what they gave to me.”
New Endowments and Bequests

The Louis O. and Lois Giessner Birr Endowed Scholarship provides need-based support to undergraduate and graduate students, with a preference for undergraduate students intending to teach grades 7-12 who are part of the (soon to be established) University of Michigan Teaching School in Detroit. This scholarship was created by Dean Elizabeth Birr Moje in honor of her parents, who inspired her love for Detroit—the city where she has based her research, professional development, and partnerships since 1997. Moje’s mother was a teacher and reading specialist for 40 years and her father, a career changer who obtained a second master’s degree in early childhood education, operated his own preschool. The scholarship benefits students pursuing teaching careers in secondary education, which reflects Moje’s own commitment to studying the complexities of middle and high school teaching and learning. Ultimately, she envisions the scholarship’s impact as “improving teaching to improve outcomes for youth.”

Verne G. (AB ’62, MBA ’63) and Judith A. (ABEd ’62, TeachCert ’62) Istock established The Marcia Istock Van Tuyl Endowed Scholarship to honor the memory of Verne’s older sister, Ms. Van Tuyl was a strong proponent of education for children of all ages. Her mother, Mildred Walke Istock, also has a named endowed scholarship at the school. Donors Verne G. and Judith A. Istock have a strong commitment to redressing educational inequality at all levels, ensuring that all students have access to quality education and the arts.

The Carol D. and George J. Quarterer Endowed Education Scholarship Fund provides need-based scholarship support for undergraduate students in the SOE. Carol (ABEd ’64, TeachCert ’64) loved her time at the School of Education and enjoyed a long career in teaching and administration in Midland, where the Quarterers raised two sons. Carol specialized in literacy and oversaw reading instruction for the Midland Public Schools, retiring as an elementary school principal. Later, she taught at Central Michigan University and at Saginaw Valley State University. George’s father, George Quarterer, Sr., also earned his Master’s degree from the School of Education in 1949. The Quarterers established this scholarship to support students who want to become teachers but are challenged by a lack of resources. Carol and George (BSE ’62, MSE ’64, PhD ’67) recognize the transformative role of teachers in children’s lives, and the impact that good teachers have on our world. The Quarterers want to do everything they can to encourage future teachers, and hope this scholarship will help alleviate the financial burdens that may keep them from pursuing the profession.

In celebration of its Bicentennial, the university is matching gifts to new endowed scholarships created at the level of $50,000 or more. Matching funds are finite, so they will be available for a limited time. If you’ve ever considered establishing a scholarship, the time is now! Gifts may be pledged over a period of up to five years. Call the Office of Development for more information: 734.763.4880.

The Regina P. and Daniel J. Gunsett Scholarship Fund provides support to students in the Secondary Master of Arts with Certification program. Both Regina (ABEd ’71, TeachCert ’71) and Daniel (BSEChE ’71) Gunsett believe in the transformative power of higher education. Their scholarship is merit-based and need-based, and will be awarded to students with at least a 3.4 undergraduate GPA, with a preference for non-traditional students who intend to become math or science teachers.

Kathleen M. Valenti (ABEd ’71, TeachCert ’71) and Samuel Valenti III have created The Valenti Family Scholarship for Future Teachers Endowment Fund. This fund provides need-based support to undergraduate or graduate students in the Teacher Education program. Katie Valenti began her teaching career at West Willow Elementary School in Ypsilanti, MI and was known to employ creative approaches to engaging her students. Katie’s father was also a well-respected teacher and a coach. She recalls hearing her father’s former students and athletes describe the life-changing impact he made on their lives. Both Katie and Sam believe that if you ask anyone to name someone who has made a difference in their life, they will name a teacher. Katie and Sam are passionate about promoting the profession of teaching and are eager to encourage future teachers through this scholarship.

Late alumna Connie Berry (ABEd ’59, TeachCert ’59) is remembered as someone who loved well, and was well-loved. Because she named the School of Education as a beneficiary of her estate, many students at the SOE will be afforded opportunities by The Constance A. Berry Fund. Connie taught junior and senior high school at U.S. military bases overseas as well as in California and Chicago, where she met her husband, Pradeep Berry. Pradeep says that Connie truly enjoyed her time at the University of Michigan, and describes her as “the most ethical, honest, selfless, charitable, and giving person I have ever met.”
**Jeff Austin** (AB ’04, MAT ’06, AM ’13) was a finalist for Ann Arbor/Ypsilanti Regional Chamber’s 2017 E3 Teacher of the Year. Austin teaches English, humanities, and writing at Skyline High School. The E3 Awards are designed to recognize Exemplary Educational Endeavors in local area public schools.

**Molly Berwanger** (AB ’09, AM ’11) was quoted in an article in *Hometown Life* as the site coordinator for Bright Futures at Wayne Memorial High School. Building empathy is one focus of her work, as she facilitates social and emotional learning. The Bright Futures program held a celebratory open house in November 2017.

**Barbara Carney-Coston** (AB ’73, TeachCert ’73, AM ’76) published a novel for young readers, *To the Copper Country: Mihaela’s Journey*, based on her family’s history. The story follows 11-year-old Mihaela as she embarks on a journey from Croatia to the Keweenaw Peninsula in 1886. The author’s ancestors made the voyage from Croatia to Michigan in the late nineteenth century.

**Dr. Donald DiPaolo** (ABEd ’78, TeachCert ’78, PhD ’04) was awarded full professorship at The University of Detroit Mercy, where he serves as the coordinator of the Interdisciplinary Leadership Minor and a faculty member of the Education Department.

**Dr. Richard Tabor Greene** (AM ’90, PhD ’94) created a dual language English-Chinese Massive Open Online Course (MOOC) available online at FutureLearn. Greene is Master of Innovation and Creativity Sciences at DeTao Masters Academy, in addition to owning a design studio in Shanghai. He just completed his 37th book offered on Amazon, *How to Rise to the Top*. Greene also debuted 40 designs of his Kimono SportFormal Fashion lines this fall in Shanghai and Tokyo.

**Leslee Klein** (ABEd ’13, TeachCert ’13) started a new position as a Spanish teacher with Oxford Community Schools in Oxford, Michigan.

**Dr. Daniel Muraida** (AM ’78, PhD ’88) is a research psychologist working with the Air Force Medical Operations Agency at Lackland Air Force Base in San Antonio, Texas.

**Dr. Jeremiah Shinn** (AM ’00) was appointed Associate Vice President for Student Affairs at Boise State University.

**Luke Wilcox** (BSEd ’01, TeachCert ’01), a math teacher at East Kentwood High School in Kentwood Public Schools, was named Michigan Teacher of the Year in 2017. He said that his greatest accomplishments as a teacher are the hundreds of students he’s inspired and motivated during his teaching career. The Teacher of the Year program is part of the Michigan Department of Education.

Submit class notes at [soe.umich.edu/magazine](http://soe.umich.edu/magazine).
Reflections on the University of Michigan Bicentennial

Since the 1960s were a period of conflict and reform in the U.S., when I returned to Ann Arbor, I wanted to change education for minority students. Thanks to my education in the School of Education, I was able to make a significant contribution towards this goal throughout the Midwest and nationally as well.

As someone who organized students and faculty in support of JFK’s challenge on the steps of the Student Union in 1960, this bicentennial gives me and the University of Michigan the opportunity to reaffirm these values: to engage with the world by sharing knowledge, showing compassion, and working as partners with others of all races, cultures and languages to improve the world for this and future generations.

Dr. Judith Guskin
(AM ’61, PhD ’70)

As an undergrad, I wanted learning experiences that would empower me to be successful with children in tough communities—not just those coming from a middle- or upper-class environment. The University of Michigan’s School of Education gave me just that.

On the occasion of the Bicentennial, I want to express that my experience at U-M has framed my work over the past 44 years and made a difference in the lives of many I have served. I am still inspired by what is happening at the University of Michigan, and I am proud to remain connected to my roots by serving on the Dean’s Advisory Committee. Go Blue!

Dr. Barbara Eason-Watkins
(ABEd ’73, TeachCert ’73)

I completed the requirements for a Bachelor’s degree in Education in the spring of 1976. Graduation was held Sunday, August 22 in Hill Auditorium. As we lined-up to march into the auditorium, I recalled the day I was walking across the campus several years before. I had heard a voice saying “one day you will graduate from here.”

Yes, I must admit it was stunning to think that someone from Fort Scott, Kansas was a graduate of the University of Michigan, especially if that someone was me! But the story does not end there. On the advice of my advisor, I applied for and was accepted for admission into a master’s degree program. When you accomplish something like this, it makes you pause and think about how it happened. You know and realize you didn’t do it all by yourself.

Robert Nelson
(BSEd ’76, MS ’77)

It is an honor to congratulate our alma mater, the University of Michigan, on the occasion of the Bicentennial. Remarkably, it becomes a walk down memory lane. For each of us, our experiences were different, but the quality of our experience was always positive, human, and rewarding. The impression of the university and of Ann Arbor touched me deeply. I was met with kindness from all sides, including our professors and the citizens of Ann Arbor. Truly amazing, the Placement Office never disappointed me when I was looking for a job.

My own stay at the university extended from 1953 to 1956, when I graduated with a bachelor’s degree and a dual major from LSA and the School of Education. Over 20 years later, while serving as the ambassador for an international congress, I had the honor of nominating another Scandinavian alumnus, Raoul Wallenberg, for recognition of his humanitarian contributions. He served in the Swedish embassy in Budapest and was responsible for saving thousands of Jews by issuing Swedish documentation to them. I know that the university touched him deeply, as well. I refer to this lasting impression of the university knowing that my fellow students all agree with me.

Dr. Frank Schmidt
(AB ’56, TeachCert ’56)
In the Spring 2018 issue

- We introduce the first university-based “teaching school” in the nation. A new partnership in Detroit involving several U-M schools and colleges will create a singular school space in which every adult in the building has two goals: children’s learning and the education of urban teaching professionals.

- We explore scholarship on supporting marginalized youth and seeking innovative paths to social mobility through education. Faculty offer their findings on ways educators and systems of education can diminish social inequities.

- We share alumni stories and news, and ask alumni “what does social justice mean and how do you see your impact in your work?” Through careers that are as varied as the definition of social justice, we ask alumni to talk about the skills and practices that they employ to create change and, ultimately, justice.

We want to hear from our readers. Submit letters to the editor and class notes at soe.umich.edu/magazine.
Farewell to the Purple and the Gold Commencement exercises of the last graduating class in the gymnasium of University High School in 1968.