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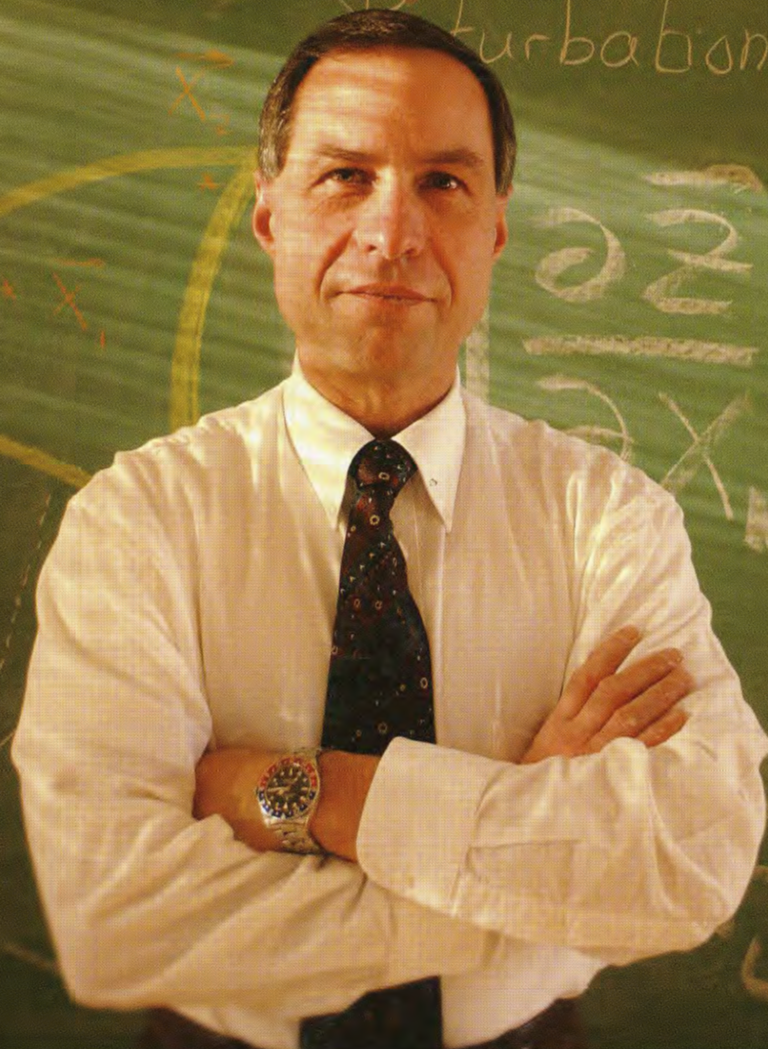
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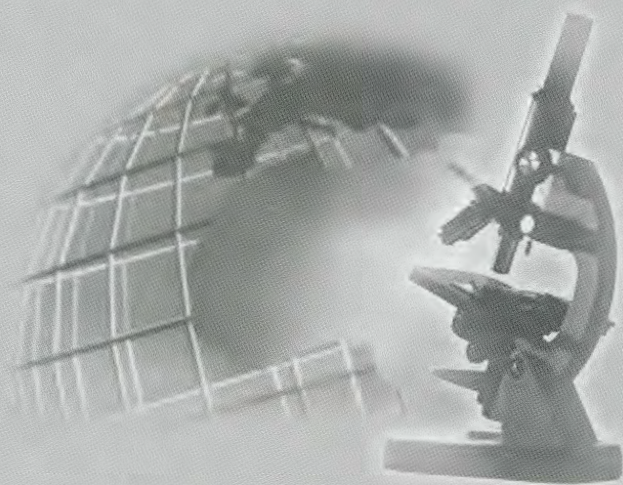
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Perspective

Vol.15 No.2 Winter 2004

For Alumni and Friends of Eastern Washington University





Second only to teaching, research is the most time-honored and meaningful activity undertaken by university professors, both at Eastern and at universities around the world.

At its most fundamental level, university research fosters the expansion of knowledge for the benefit of mankind. Research is often a series of long and intertwining pathways, followed with the hope they will lead to solving some of society's most pressing problems.

Research can seem far removed from the realities of our day-to-day existence. As we pursue our careers and raise our families, there seems to be little connection between these facets of our lives and the mysterious activities occurring in laboratories or open fields or the endless corridors of libraries and archives around the world.

But the research continues, and every so often, we open the morning paper to read about a lifesaving new medical procedure, an amazing astronomical discovery or some incredible breakthrough in pollution control.

Given these morning newspaper announcements, it's not surprising that some people believe research can solve problems overnight. But despite rare accidental discoveries — the 1895 detection of X-rays by German physics professor Wilhelm Roentgen or Alexander Fleming's unexpected discovery of penicillin in 1928 — research is mainly hard work and a lot of patience.

In this issue of *Perspective*, we take a look at the nature of research, the mechanics of inquiry, the involvement of students, the tangible and intangible results and how the process of discovery can sometimes lead to practical applications never anticipated by the researchers themselves — let alone the public they serve.

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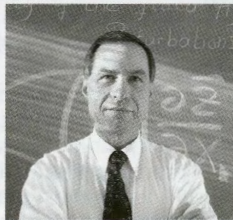
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Perspective



*Professor Yves Nievergelt helps explore
the nature of research at EWU*

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The Nature of Research

By John Soennichsen MFA '97

To many people, the word *research* is likely to conjure up images of scientists in lab coats mixing chemicals or scribbling complex mathematical equations on huge blackboards.

But the pursuit of knowledge and advancement of humanity are not confined to scientific formulas and life-saving discoveries. Nor is the quality of our lives determined solely by our day-to-day survival. It comprises art and music and family and laughter and beauty, among other less tangible, but equally valuable, aspects of our human existence.

- *Educational research* helps develop better, more effective ways to teach our children. It helps prepare dedicated, enthusiastic, productive teachers.
- *Liberal arts research* involves aesthetic endeavors that bring lasting works of music, art and literature into our lives. Creative research fosters an appreciation of history, society and culture within the region and in society as a whole.
- *Business, government and economics research* assists the development of new technology and production techniques. It aids in the conception of new primary industries and related businesses. It encourages symbiotic relationships between universities, government, businesses and industries.
- *Natural resource and environmental research* leads to discovery and development of new energy sources and technologies. It helps develop and evaluate new techniques to prevent, control and eliminate pollution. It creates working partnerships between universities, industry and government in the efficient application of energy and environmental safeguards.

- *Social science research* fosters an atmosphere of concern and care for under-served populations including children, the poor and the elderly. It encourages personal and community responsibility for the betterment of all our lives.

Simply put, university research improves all our lives. Even the most basic inquiries can lead to important discoveries which might significantly improve the quality of life for each one of us, our children and their children. Research poses ideas, investigates possibilities and inspires all of us to be hopeful about our futures.

"An increasingly important mission of Eastern is to encourage faculty research," says Dr. Stephen M. Jordan, Eastern's president. "Not only does this help keep the faculty professionally current but makes them better teachers, through the sharing of research opportunities with their students."

"...we would not have a cure for polio, we would have no idea how to treat heart disease, we would not have electricity in our homes, we would not have cars to drive or airplanes to fly in, nor would we have virtually any of the 'modern conveniences' we all enjoy."

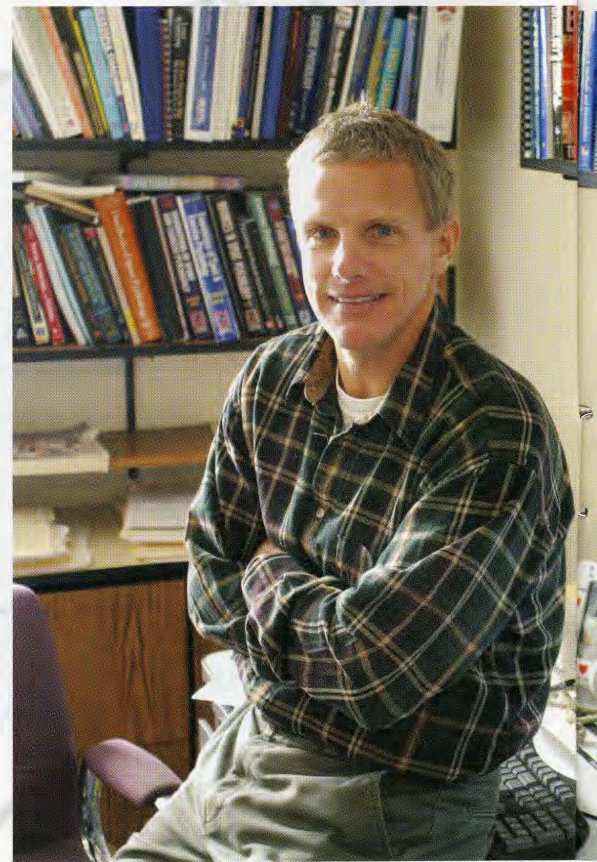
"A faculty is defined through three activities – teaching, research and service," adds Jeffers Chertok, dean of the College of Social and Behavioral Sciences. "But I have never regarded those three aspects as being independent of one another. In my experience, you can't excel at one while neglecting the others. Faculty members must be

involved in all three areas — teaching, research and sharing their expertise with the community they serve."

"Quite simply, research expands our knowledge base," says Sandy Altshuler, associate professor of social work at Eastern. "It gives us answers to questions that we have as a community of individuals trying to get along together."

An open-ended search for truth

Though generally undertaken to answer specific questions, research often begins as an effort to explore topics, events or phenomena of interest, without specific objectives or applications in mind. This sort of open-ended examination often



results in unexpected benefits.

"The federal government invested heavily in research on LASER beams, and the results were not immediately fruitful," says Ed Byrnes, assistant professor of social work at Eastern. "Now, four decades later, LASER has numerous medical applications that have substantially reduced the risk for patients who undergo surgical procedures. Also, theoretical research in probability theory has led to methods that statistically model important risk factors for diseases — such as heart disease, cancer and birth defects. These statistical models have led to findings that result in much of the preventive care we take for granted today, such as cholesterol checks and prenatal ultrasound screenings."

"Past research in abstract and theoretical mathematics has produced tangible products that the public now uses every day," notes Yves Nievergelt, professor of mathematics at Eastern.

Examples include:

- Codes for secure communication with Internet & cell phones.
- Medical Ultrasound scanners ("baby-monitors," etc.).
- Medical Magnetic Resonance Imaging (MRI) scanners.
- Global Positioning Satellite (GPS) systems.
- Space flight, including all communication (TV, etc.) satellites.
- Computational methods to reduce manufacturing costs.

"Were it not for the scientific process," adds Jon Hammermeister, assistant professor of physical education, health and recreation, "we would not have a cure for polio, we would have no idea how to treat heart disease, we would not have electricity in our homes, we would not have cars to drive or airplanes to fly in, nor would we have virtually any of the 'modern conveniences' we all enjoy. These have arisen as a result of some solid research which has advanced our scientific understanding in virtually every field."

Some research is directed inward, focusing on how to better educate people in certain academic fields.

"For example," says Linda Bolte, EWU mathematics professor, "research in mathematics education has a direct effect on society as a whole because much of the research addresses various aspects of how students learn mathematics and how to improve the teaching of mathematics."

In a similar vein, research can be a tool to give students the confidence that their professors are knowledgeable in their fields.

"Professors' peer-refereed and published research," says Nievergelt, "constitutes tangible and verifiable evidence that professors are capable to read, work and write in their specialty."

Some of the most directly applicable research results are found in the field of education. Nancy Marchand-Martella, associate professor of education at EWU, says her research has direct and expedient application to our daily lives.

"With the advent of the 'No Child Left Behind' legislation and 'Reading First' programs," she explains, "states, districts and individual schools are calling for scientifically validated programs in reading."

In many cases, research can directly affect the public's collective pocketbook, says Sandy Altshuler.

"Why value research in social work?" she asks. "One reason the public should value our research is because it helps inform them as to what practices and policies do and how their money is being spent. If research shows that a particular way of dealing with certain groups of people is not working, then public money can be spent more effectively on other programs that research indicates to be more successful."



Linda Bolte
mathematics professor

Intangible Benefits

Not all benefits of research are tangible. Many are more subtle — the camaraderie of one researcher sharing knowledge with fellow researchers and — ultimately — humanity; the personal and professional growth of people doing the research; the learning of lessons about patience, perseverance and a willingness to accept the inevitable twists and turns of direction when conducting research.

"In the past," says Linda Bolte, "I've tended to work in isolation because none of my colleagues had similar interests. However, the current graduate methods course does give Jane Lane (EWU developmental mathematics coordinator) and myself the opportunity to discuss current issues in the teaching and learning of mathematics and to examine our teaching as well as that of the first-year graduate students."

To Ed Byrnes, intangible research benefits revolve around three themes — patience, suspending judgment and an expanding view of knowledge.

"Research is a systematic and deliberate process that requires patient, methodical action and thought," he says. "Although present and future research is built on



Jon Hammermeister
assistant professor of physical
education, health and recreation

past research, the outcome is never pre-ordained until results are analyzed. So, one has to suspend judgment about what is being studied. It is this suspending of judgment that helps me negotiate my way through a world that is complex and where clearly causal relationships are not always readily apparent."

Eastern researchers engage in both quantitative and qualitative research, the former being largely objective and the latter more subjective in nature. Quantitative research seeks explanatory laws; qualitative research aims at in-depth description. Byrnes states that in the decade he has spent as a researcher focusing on social problems, he has discovered that relationships between the two are often very nuanced.

"Although I'm a quantitative researcher," he explains, "I am developing an increasing understanding that, in social research, some

Eastern's Unique Position

Of all types of colleges and universities, the regional comprehensives — such as EWU — have for years occupied the most ambiguous position with regard to research and its connection to teaching.

Institutions such as the University of Washington are Research I universities; they are expected to have a major research orientation. A community college has an equally clear mission, that of preparing students for vocational and technical careers. True Liberal Arts colleges also have a clearly defined path. But universities such as Eastern have for years been conducting research while teaching traditional liberal arts courses, technical courses, hard science and some courses that might be considered vocational.

Chertok adds that the University has maintained a strong research tradition for years.

"For some time," he says, "we been have ranked nationally in the top 10 percent of colleges of our kind receiving grants for research."

Research at Eastern also has been increasingly focused on regional issues, with a number of meaningful projects completed each year. In one department alone — economics — chair Tom Trulove came up with more than 20 regionally directed research projects off the top of his head. Among them:

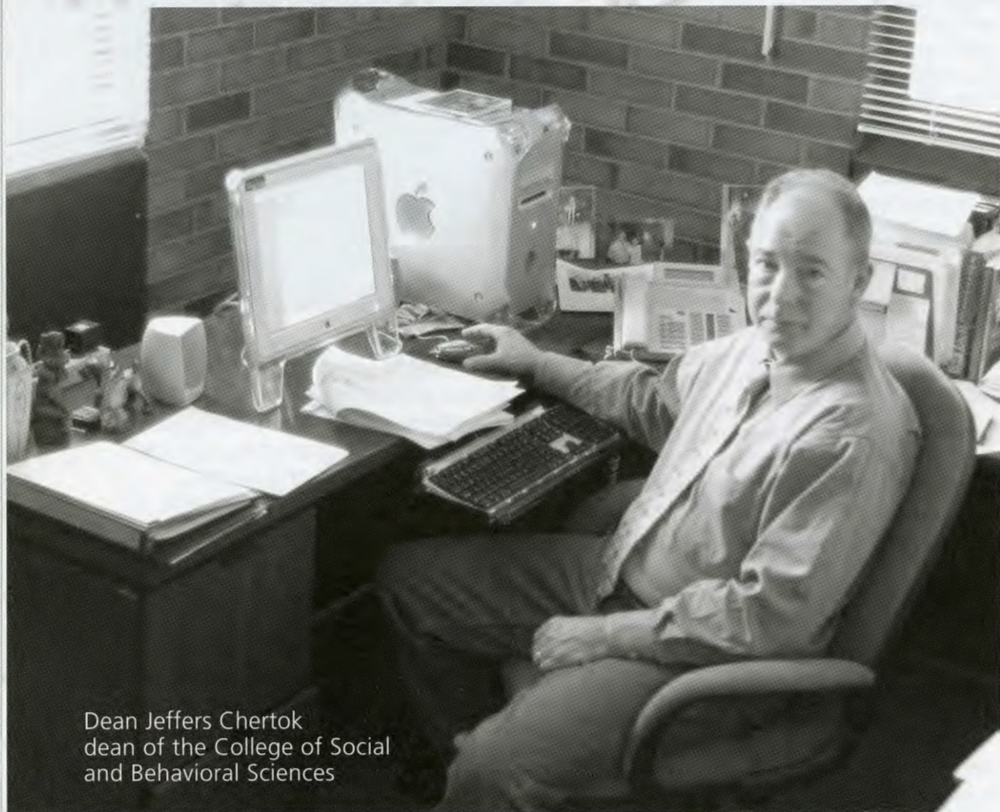
- a study of the socioeconomic characteristics of the new City of Spokane Valley;
- a study as to whether Spokane is gaining or losing physicians and what economic factors are most important if Spokane is to have a stable and growing medical community;
- study of the effects of failed health insurance reform in the state of Washington;
- an economic forecast for the Spokane area, presented this fall in Spokane at the sixth Annual Economic Forecast Breakfast.

Another striking example of Eastern's commitment to the region was its establishment in 2002 of the Institute for Public Policy and Economic Analysis to provide analysis and data for community-driven topics relevant to the region it serves.

One mission of the Institute is to help fund the sort of research that will be of relevance and, ideally, economic benefit to the Inland Northwest regions. Published monographs share the results of each research project with members of the community.

"Initial research at the Institute has shown we can learn a lot about the region we call home," says Patrick Jones, director of the Institute. "In most, if not all, of the monographs, we are plowing new ground. As far as I can tell, there simply haven't been instances of data compiled, compared to relevant benchmarks, then analyzed a bit, for the topics we're looking at. For the social science, business and planning faculty with whom I've worked, these studies are departures from their usual activities at the University. But I think the authors of the reports are excited about what they have found so far."

Recent monograph titles include *A Demographic and Economic Analysis for the City of the Spokane Valley* and *An Analysis of Racial and Ethnic Diversity in Spokane and Kootenai Counties*.



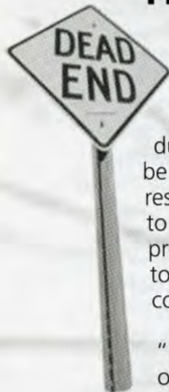
Dean Jeffers Chertok
dean of the College of Social
and Behavioral Sciences

phenomena are not readily quantifiable. I'm also developing an increasing appreciation for colleagues who pursue qualitative lines of research inquiry, and for their substantive contribution to our knowledge about social problems."

"Research simply changes how you think and live your life," says Nancy Marchand-Martella. "It has changed how I raise my children, how I provide instruction to them, how I teach my classes."

"We have been faced with the task of defining who we are, what our mission is and should be," says Dean Jeffers Chertok. "President Jordan's Vision 2010 document (delivered to the University in a major address in September 2001) was his formal unveiling of a plan to create a concise statement of our role as a university, as well as an effort to reposition ourselves as a student-centered institutional provider of a solid education but also with an emphasis on applied research."

The Mechanics of Research



The process of conducting research can be simultaneously rigid and flexible; objective and subjective. While certain procedures are followed, there also must be a fluidity to the research process; researchers must have a willingness to change course, to abandon previously held assumptions — even to suspend their beliefs in some commonly expected truths.

“By definition,” says Nievergelt, “research in mathematics focuses on problems for which no recipe exists yet. In other words, if there is a step-by-step procedure for the solution, then it ain’t research. This requirement has several consequences on the research process.”

Because there is no recipe for solving research problems, Nievergelt continues, the researcher must try new avenues, most of which will lead to dead ends. Using the intuition gained from past knowledge and experience, the researcher can rule out many of these dead ends before traveling down those roads.

“In particular,” says Nievergelt, “the researcher must be able to face and accept months of nothing but failures and still persevere with new methods and techniques until the first partial success occurs. In some situations, the researcher might be the only person on the planet to understand a particular technical difficulty, and thus cannot expect help from anyone else. Once the difficulty is cleared, however, the solution may be useful to many people.”

To Sandy Altshuler, social work research continually introduces human elements into what could easily degenerate into mere numbers and statistics.

“It’s a lot like gathering educational data that will show how certain groups of students are failing, but will not show why,” she says. “But if you do the research — if you ask the questions — you will introduce a human element into the process. Number crunching gives you stats but what we try to do with our research is to ask ourselves ‘is there something else? Are we overlooking anything?’ I also use numbers — don’t get me wrong — it’s a qualitative versus quantitative thing and any research has to use both to be effective.”

Research and the Concept of Time

When asked how he was able to predict so many advances in scientific knowledge through his research, Sir Isaac Newton replied, “I can see so far because I stand upon the shoulders of so many.”

“The nature of science is that it advances,” says Hammermeister. “Studies I am engaged in today would not be possible without the groundwork laid by numerous others over the past 100 years or so.

“While a single research project can extend from months to decades, it can reach over thousands of years or have immediate use,” says Nievergelt.

As an example of the former, he refers to problems in geometry that can be traced back several thousand years but have been solved only during the past few centuries.

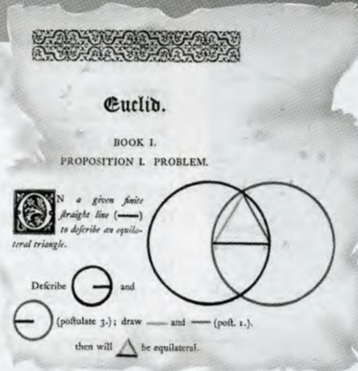
“Euclid’s Fifth Postulate states that through any point passes one and only one line parallel to any given line,” says

Nievergelt. “The problem was whether this statement followed logically from the other axioms of geometry. The solution (that Euclid’s Fifth Postulate does not follow from the other axioms) had to wait until the 19th century.”

He adds that any single current research project can rely on a long list of citations, extending over thousands of years.

“For example, research on the mathematics of algorithms for medical imaging diagnostic machines can rely on thousand-year old geometry and 21st century quantum physics, all in the same research project.”

“At the turn of the 19th to 20th centuries,” offers Ed Byrnes, “the statisti-



cian Karl Pearson developed a method for testing scientific hypotheses that was based on probability-based expectations. His method is the Chi Square test, and it is widely used in many research endeavors. Pearson was able to apply probability theory, specifically the

probability of independent events co-occurring, to arrive at these probabilistic estimations of what could be expected by chance alone. The calculations that estimate the probability of independent events co-occurring were originally made by Pascal, the 17th century mathematician.

“What this history demonstrates,” continues Byrnes, “is that research knowledge develops over time.”

Conclusion

Research is as old as the human race itself. It has taken many forms over the centuries and resulted in many startling conclusions and untold marvelous creations of art, industry and science. Moreover, the nature of research has become entwined with life itself, affecting who we are, how we live, what we value.

“Most situations involve many tasks and activities,” says Yves Neivergelt. “For instance, making medical diagnostic imaging devices available to the public requires research in computing, engineering, mathematics, physics, and then manufacturing, marketing, training, etc. Similarly, education requires administration, grading, laboratories, lecturing, listening, reading, etc.

“In such contexts, research is only one among many components. Yet the foregoing considerations indicate that research has a unique nature, different from any routine activity. Therefore, some amount of research seems indispensable to the quality control within every professor. In other words, for outsiders to measure, keep and verify the current status of a professor’s capabilities, it appears that no other activity can be substituted for research.”

“I believe regional comprehensive universities such as ours are vital to the development of our communities,” says Ed Byrnes. “We train professionals who serve our communities and ensure that our populace enters the 21st century

armed with essential knowledge and the tools for critical thinking and analysis of issues confronting us.

“When one examines the trends of public funding for state higher education institutions over the past decade, it becomes clear that schools like Eastern must become more and more self-sustaining. Among a number of approaches, research activities garner funds that sustain the University. What this means for the Inland Northwest is that research activities of EWU faculty are helping ensure that the education we provide to our community members as a regional comprehensive university will be there for future generations of our citizens.”

A Brief Look at Eastern Research

By John Soennichsen MFA '97

Day Reporting Center

Joe* was paroled at age 21 after two years in state prison for aggravated burglary. Conditions of his parole included securing employment and remaining free of all drugs and alcohol. As a recently paroled felon, he had difficulty finding employers who would hire him. As he grew more despondent, he began drinking and smoking marijuana. After four urinalyses consistently tested positive for marijuana, an administrative parole hearing was held and Joe was returned to state prison for parole violations.

After another 18 months, Joe was again paroled. This time there was a difference. A new Day Reporting Center had opened and Joe had to go there daily as a condition of parole. At the Day Reporting Center, Joe participated in classes that included job-seeking-and-keeping skills, managing moods and depression, and social skills. Joe also attended 12-step substance abuse cessation meetings held at the Day Reporting Center. Joe was able to find and keep a job, and remain clean and sober with the support of his 12-step program.

Two years later, Joe has completed his parole, is living independently and helping his mother take care of his father, who is suffering from dementia. Joe attributes his success to a combination of skills he learned at the Day Reporting Center and persistence of the staff, stating "They never, ever gave up on me."

Ed Byrnes, EWU assistant professor of social work, does the sort of research that results in programs to help people like Joe.

"My research specialty is juvenile and criminal justice," says Byrnes. "Within that area I ascribe to a model called restorative justice, an approach that balances (a) ensuring public safety, (b) holding offenders accountable and (c) building competencies in offenders that will reduce the likelihood of their re-offending."

Byrnes' work has focused on evaluating effectiveness of programs that are alternatives to incarcerating offenders, such as drug courts for non-violent drug offenders and day reporting centers for probationers and parolees at risk for incarceration.

"In addition to assessing how these programs impact public safety, I examine the program actions associated with public safety outcomes," says Byrnes. "The goal of my research is to improve public safety by offering society alternative approaches to crime and delinquency that integrate offenders into society rather than ostracize them."

Round-off Errors

On February 25, 1991, during the Gulf War, an American Patriot Missile battery in Dharan, Saudi Arabia, failed to track and intercept an incoming Iraqi Scud missile. The Scud slammed into a U.S. Army barracks, killing 28 soldiers and injuring 100 others. A report of the General Accounting Office later determined the cause of the failure was inaccurate calculation of the time due to computer arithmetic errors.

"Because many applications involve numbers that are neither integers nor fractions, and computers process only a finite number of digits, problems arise due to extremely fast compounding of round-off errors," says Yves Nievergelt, professor of mathematics. "One of our research programs focuses on verifying and improving the accuracy of computers' internal floating-point arithmetic."

The research objective, says Nievergelt, is to find computational methods that are less sensitive to round-off and produce provably accurate results.

At-risk Children

Jamal's* mother had severe drug addiction problems and the 14-year-old had been removed from her care by social services and placed with his maternal grandmother, with whom he was very close. It was naturally assumed he would benefit by the more stable environment.

"But, when I scheduled an interview and started talking to Jamal," says Sandy Altshuler, associate professor of social work, "he told me about the absolute necessity of social workers to make sure to help kids transition to their new home during their very first night of being placed into care."

Previous to this discussion (and Altshuler's subsequent publishing of further research on the topic, based upon his insight/suggestions), no one in the field really considered that kids being placed with relatives needed any sort of "extra attention," since it was assumed these kids would not find it disruptive.

"When, in fact, being removed from your home by social services is, *by definition*, disruptive," says Altshuler, "regardless where the child ends up, even at his closest relative's home."

Altshuler's research focuses on improving the lives of at-risk youths. In Illinois, she dealt with foster children; here she concentrates on youth with disabilities. Research into kids is typically done — *on* kids and *about* kids but rarely *with* kids, Altshuler believes.



Nancy Marchand-Martella
associate professor of education

"I involve my subjects — the youth themselves — in my research," she says. "When I worked with foster kids, we would interview about 150 kids to get their own insights on factors that influenced positive foster care experiences, and the best ways to help them through the transition of leaving a parental home for a foster care home, then eventually to another full-time home."

Why should the public care about social work research?

"Because these are some of our most vulnerable children, the most likely to do things the community frowns on," says Altshuler. "So, if we can find out the best ways to help them as youths, they will be much more likely to become successful, well-adjusted adults."

Understanding Business Failure

When Bill Parker's* dot.com company went belly-up in the mid-'90s, he was at a loss to explain precisely where he had gone wrong and had no tools to help him identify his mistakes and take steps to avoid those mistakes again. Lacking that information, he found a job working for someone else and abandoned plans to start another business.

As the Distinguished Professor of Entrepreneurship at Eastern, Robert Schwartz conducts research to help businesses and the entire regional business sector. One of Schwartz's research areas is that of failed firms.

"Many studies put their efforts into researching ongoing firms," he says, "but understanding business failure is also important to any firm wishing to avoid the costliest error of failure."

While the results of such research may not necessarily put failed companies back in business, the data generated can be valuable to future business owners who want every chance at success.

Schwartz is also actively involved in research related to *the sine quo non* of entrepreneurship: opportunity recognition.

"This type of applied study," he says, "assists firms in identifying new opportunities that can play into new business development, subsequently improving the regional economy. A number of case studies of live firms assist those firms in their own self study and possible strategic improvement leading to enhanced viability and additional job creation."

Athletics and Emotion

Hockey player Lars Lemieux* is playing in the WHL championship game. A defenseman who has performed well during this very close game against the Seattle Thunderbirds, he makes a very aggressive play to strip the puck from a Seattle player.

The crowd roars around to make a pass to his left winger, but he accidentally places the puck right on the stick of Seattle's right winger. In an

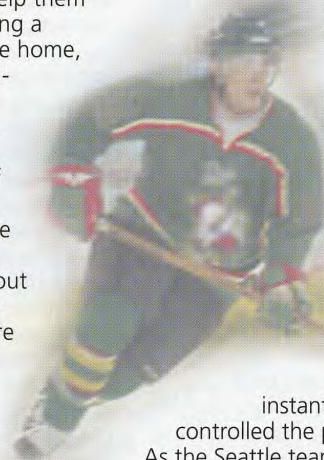
instant, the winger has controlled the puck, shot and scored. As the Seattle team celebrates the go-ahead goal, Lars is forced to the bench where his coach heatedly asks him, "what were you thinking?"

Emotionally, Lars is a mess. He is very threatened psychologically by his poor play and by his coach's displeasure. He feels like he has very little control over this situation, and to make matters worse, perceives that he has no effective way to cope. Lars becomes anxious, frustrated and hopeless. Not a good emotional climate for a defenseman on a top-notch hockey team. How can he change this negative emotional climate?

The emotional state of Lars and other athletes like him is the focus of research conducted by Jon Hammermeister, assistant professor of physical education, health and recreation. His research has a theoretical focus revolving around "trying to advance our understanding of how emotions are generated in sport."

"Outcomes in sport are highly influenced by the emotional states of athletes and coaches," he explains, "so trying to better understand the antecedents of these states is quite important when one is interested in helping athletes perform better. I have utilized a Cognitive-Motivational-Relational (CMR) model which suggests that stress is a complex cognitive evaluation including primary appraisal, secondary appraisal and coping resources."

"All three components interact to produce an emotional response. The classic formula for a negative emotional response (e.g., anxiety, anger, depression) is a situation where threat perceptions are high, control is low,



Keeping Us Safe

Keeping Us Healthy



Sisters: **Ricki Haugen** (MSW '03 & B.S. developmental psychology '98), behavioral health director, Kallispel Tribe of Indians (Camas Institute), and **Raina Peone** (MSW '03 & B.A. applied psychology '97), adult protection services social worker, Department of Social and Health Services

"It is a natural instinct within our culture to help people. The social work profession allows us to be a part of people's life-changing experiences."

Eastern's
School of Social Work
has the highest
percentage of Native
American graduates in
the country.

and few coping resources are available."

Hammermeister has examined how this model can predict competitive anxiety in several samples, although the bulk of his work revolves around endurance athletes.

"What I've found is that, while endurance athletes tend to be threatened by similar things and tend to have similar perceptions of control, the way they cope with the threat of endurance competitions differs greatly, and it is this ability to cope (or lack of ability) which best discriminates between emotional outcomes.

"The take-home or *applied* message for the athletes I've studied is that you shouldn't be too concerned with your perceptions of threat (everyone is), but rather you should turn your attention to *how* you will cope with source of threat. The best 'copers' are the athletes who end up with the most adaptive psychological performance climates, and who ultimately perform the best. Thus, coaches, sport psychologists and athletes should work on ways to enhance the number of adaptive coping resources they view as directly available to them."

K-12 Math and Reading

"Sarah* was good at mathematics and enjoyed her classes, but she didn't know how to transform what she knew about functions into a lesson for high school students. What kinds of examples should she use to develop a deep understanding of functions? What student misconceptions should she anticipate? How can she balance the need for both conceptual knowledge and facility with the related procedures? How can she assess the students' level of understanding? How can she help students make the connections that indicate a deep understanding of functions and their central role in mathematics?"

"One aspect of my research," says Linda Bolte, EWU mathematics professor, "has been to explore pre-service secondary mathematics teachers' knowledge of functions, a major unifying concept within the field of mathematics, and their use of this knowledge in instructional planning. How does a pre-service teacher's depth and level of integration of knowledge of functions influence their teaching? How does it influence their choices of examples,

ability to anticipate and react to student misconceptions and misunderstandings, and ability to help students make connections?"

Nancy Marchand-Martella's research centers on the use of scientifically validated programs in K-12 public school settings.

"Specifically, research I'm conducting focuses on improving reading instruction for students in grades K-2 who are at risk for school, math instruction for students who qualify for special education and intensive phonics instruction for those students who need more intensive remediation," says Marchand-Martella, associate professor of education at EWU.

She collaborates with others to improve reading comprehension of fourth grade general education students and beginning reading skills of students in grades K-3. In all, these projects focus on determining the effects of specific programs on the academic skills of students in our neighboring schools. The first three projects are funded by the Office of Superintendent of Public Instruction; the last two by curriculum companies.

* Names are fictional

Students and Research

By John Soennichsen
MFA '97

One of the most valuable experiences a college student can have is to work with a professor on a research project. Eastern allows this to happen with great regularity; even undergraduate students have research opportunities if they choose to be involved.

"The last few years have seen an increased emphasis on the involvement of students in research," contends Jeffers Chertok, dean of the College of Social and Behavioral Sciences. "There also has been increased emphasis on the idea that research we conduct be largely of regional significance. In a way, much of what is happening at Eastern is helping to define who we are as a university."

"For students who pursue academic careers, it is essential for them to gain early research experience," says Ed Byrnes, assistant professor of social work at Eastern, "not only to gain familiarity with methodology and the overall research enterprise, but more importantly for socializing them in becoming ethical researchers."

Nancy Marchand-Martella, associate professor of education, agrees.

"Students learn to question everything when they conduct research; they learn that their thinking must be tested. They learn that data should drive decision making and that we must go well beyond qualitative research and testimonials. Simply saying 'I know it works' is not enough; we must say, 'show me that it works!'"

"Performing any kind of research allows students to gain a better understanding of their study area," says EWU graduate Stephanie Dyer (interdisciplinary studies, '02).

"Research papers for classes afford this opportunity, but taking one step further out — research done for conference presentations, research done when in combination with interviewing and/or travel — provides in-depth study that can broaden understanding, excite the student to new learning and possibilities as well as teaching important skills."

Dyer performed research working with Dana Elder, professor of English, through a directed-study course on classic literature. She also had the opportunity to work with



Ed Byrnes
assistant professor of social work

Perry Higman, director of University Honors, and went to Arizona to present her research, "The Classics as an Essential Element of Undergraduate Study," at the Honors Regional Conference.

"Not only was I able to present but also attended other student presentations," says Dyer. "The presentation itself took a new kind of preparation for me — I would need to be able to present without reading, to know my material well in order to answer questions, to present it in a way that those attending would not only understand but also enjoy the presentation — better yet — to sway them by my research and presentation to agree that Classics are an essential part of study."

"I did a research project for my thesis when I did my master's in special education," says EWU graduate Bethany Leonard (MEd., '03). "It was a great experience, and I think it caused me to look at everything through a different perspective."

Leonard was a teacher at the time, so she did some pre-test/post-test data in order to quantify student progress in reading.

"Ron Martella and Nancy Marchand-Martella were the professors who ran the program," Leonard recalls, "and they taught us a great deal including how to run research projects and interpret research data. The project was a year-long procedure which I was involved in from beginning to end. I think research provided the application piece of my education."

"In the past five years, quite a few sociology majors have taken part in faculty-directed research projects," says Sue Wright, associate professor of sociology and member of the Project Management Team for the Children's Studies Program at EWU. "These projects have included interviews with farm parents on their children's farm work, cultural analysis of romance in American media and survey research on the activities of children ages 9 to 13.



Kennet Phillipson

"Whether employed as research assistants on funded projects or working on community research in the capstone course," Wright adds, "research opportunities ultimately allow students to apply knowledge acquired through course work. In these projects, student work culminates in papers, presentations (some for regional and national conferences), and sometimes even articles published in refereed journals. More importantly, however, students who are encouraged to think critically and independently bring new ideas and insights to the research process and help foster research that is both rigorous and relevant."

EWU graduate Kennet Phillipson (BA government, '03, and a former student member of the EWU Board of Trustees), is now a law student at the University of California - Berkeley. He became involved in extensive research while at EWU based upon deep interest in a specific topic.

"As a freshman," says Phillipson, "I had read a book, *The Shadow University*. The basic premise of the book is that universities enforce their own politically correct world-view through censorship, double standards and a judicial system without due process. Written by a university professor and a lawyer, it was well researched and persuasively written. I was so fascinated with the book that I did a little research on my own, examining EWU's own speech codes and anti-harassment policies."



Keeping Us Safe

Keeping Us Healthy



Jason Darling
(MPT '99 & B.S. biology '97), physical therapist, Performance Physical Therapy (Spokane Valley, Wash.)

Eastern
now offers its first doctoral degree in physical therapy. The first class graduates spring 2005.

Research As A Life Pursuit

Profile of Sandra Holmes BAE '86; MEd '90; CER '90 (Ph.D. - U of Idaho) By John Soennichsen MFA 97'

Some people seem born for a life of research. They're naturally inquisitive, determined and primed to push the limits in everything they do. They're people like Sandra Holmes, who entered Eastern as a 30-year-old single mom and commuted from Moses Lake, 190 miles round trip, daily.



Dr. Sandra Holmes

She took overloads — which are not typically granted — and tried to average 21 credits a quarter due to limited funds. At times, she wondered if her stamina would hold up beyond the six quarters she assumed it would take to complete her studies.

Today, Dr. Sandra Holmes — who received her B.S. in natural science and a master's in science education from Eastern, then went on to earn her Ph.D. from the University of Idaho — now holds a joint teaching appointment

between the Education, Chemistry/Biochemistry and Biological Sciences Departments at Messiah College in Grantham, Pennsylvania.

She is Messiah's only earth & space science, discipline-prepared faculty member, and the first tenure-termed faculty member to teach the elementary and early childhood science preparation courses. She also teaches geology and physical science courses, both with labs.

And, she has filled her life and that of her students and other teachers with research experience, most recently in connection with the 2002 Iturralde Expedition, an ongoing study of a Bolivian feature that scientists believe to be a huge impact crater from a meteorite.

"I was co-leader with Dr. Bevan French (Smithsonian Institution) of the Crater Phenomena focus group of the feature," explains Holmes. "Due to political turmoil, only six of the team were allowed to enter Bolivia. Thus, in the true NASA tradition," she adds with a wink, "I directed the Home Team efforts. Responsibilities included daily updates and live video feed from the remote site, posing questions and directing research for the on-site team to conduct."

The remarkable Iturralde geologic feature was originally identified in the mid-1980s with satellite imagery, but an early attempt to visit the site in 1987 was unsuccessful due to the region's remote location. Investigating scientists were nevertheless able to formulate a good circumstantial case for the Iturralde

"...In all the science courses I completed from my bachelor's to Ph.D., Dr McCollum was the only woman Ph.D. I encountered."

structure being impact related.

Holmes' relationship with NASA dates back to 1986, when she was about to start her master's work at Eastern.

"Dr. Robert Gibbs (faculty emeritus) was my course instructor for an introductory physics course," she explains. "He also changed my life as an undergraduate. I really enjoyed the astronomy component of the course, which led to my enrollment in other National Science Foundation-funded astronomy projects he had funded through competitive grants.

Since getting her NASA certification, Holmes has borrowed lunar samples from three NASA facilities as her career has moved cross-country.

"Because of the influence of Dr Gibbs, I was selected for Project NOVA (NASA Opportunities for Visionary Academics) and I took a team with me to Johnson Space Center for a week-long experience."

In 1996, she accepted a position at Messiah College, initially to teach science, technology and mathematics within the Education Department. Though research sabbaticals are few and far between at private colleges, she was awarded an early sabbatical to work on NASA projects.

One of these is the History of Winter Project, involving field research in Lake Placid to study the effects of local global warming on the region's ice and snow. This is especially useful for the Olympic Regional Development Committee (ORDC) as they consider hosting a third Winter Olympics at Lake Placid.

The last two events (1932 and 1980) were conducted on natural ice. With the increased use of ionized, low oxygenated thinly layered ice, the ORDC must consider whether to propose the use of natural or manmade ice for the events.

As for the Iturralde expeditions, the 2002 team is still seeking funding for a return trip to Bolivia.

"South American governments are constantly in turmoil, so we will be continually challenged to negotiate for scientific opportunities," says Holmes. "My role, if and when we go back, would be to collect and process data, analyze results, pose queries and converse with educators selected to participate in the project."

"My career path was the direct result of two faculty members at Eastern," she says, "— Professor Dale Stradling, my advisor for my B.S. and M.S. degrees, and Dr. Bob Gibbs, physics. Another influence on my life was Dr. Linda McCollum, geology. In all the science courses I completed from my bachelor's to Ph.D., Dr McCollum was the only woman Ph.D. I encountered."

Sandra Holmes completed her fifth year with a content emphasis in astronomy and geology, which she says created a pathway to her current research.

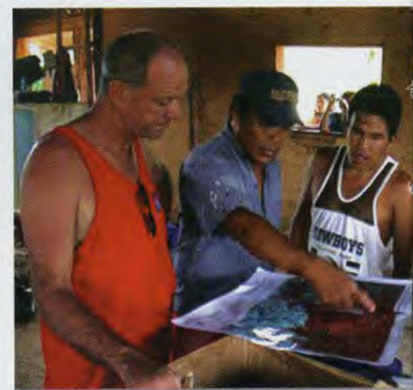
"I had two male professors who mentored me in content, a female professor who introduced me to the aspects of geology beyond 'rocks for jocks,' and served as a reminder that women could be successful in the sciences. These blessings from Eastern have had a profound influence on my life and career path."



Members of Magnetism Team record data from probe that measures magnetic signature associated with crater feature.



Helicopter transports researchers to Puerto Araona before transfer to boats.



Tim Killeen, responsible for Bolivian organization details, confers with Araona residents about the crater.

The Iturralde Crater Expeditions

In perhaps the remotest part of the Bolivian lowlands, in an area hundreds of kilometers from the closest town, NASA scientists have identified what they believe to be the youngest complex meteorite impact crater on earth.

Based on what is known about the geology of the region, they believe the meteorite slammed into the Earth sometime between 5,000 and 20,000 years ago, making it the youngest "large" impact crater on Earth. The crater is approximately 8 km across and is unique in that the

target material was soft sediment.

Field data gathered during three expeditions between 1989 and 2002 supports the hypothesis that the circular feature is a meteorite impact crater. The rings visible on the satellite image correspond to slight ridges not more than 2 meters in elevation, but sufficiently higher to support upland forest vegetation, while the interior of the crater is either inundated savanna or flooded forest. However, only sophisticated methods using seismology and magnetometry can definitively prove the existence of a meteorite or meteorite fragments buried beneath hundreds of meters of alluvial deposits.

The Teacher as Scientist Project

The importance of exposing students — at all levels — to research cannot be understated. Yet, too often, teachers who work with students at the K-12 level have little if any exposure to research themselves.

One important program to involve teachers in actual research projects is the Teacher as Scientist Project (TAS), the brain child of Dr. Peter Wasilewski of NASA. There are many facets to the TAS concept. These include providing educators the opportunity to hone scientific skills in a setting where actual research is occurring. There are a limited number of scientific research study opportunities for which educators vie, usually in lab settings. Few opportunities exist to be part of a field-based research team.

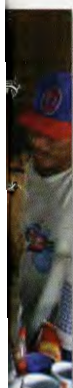
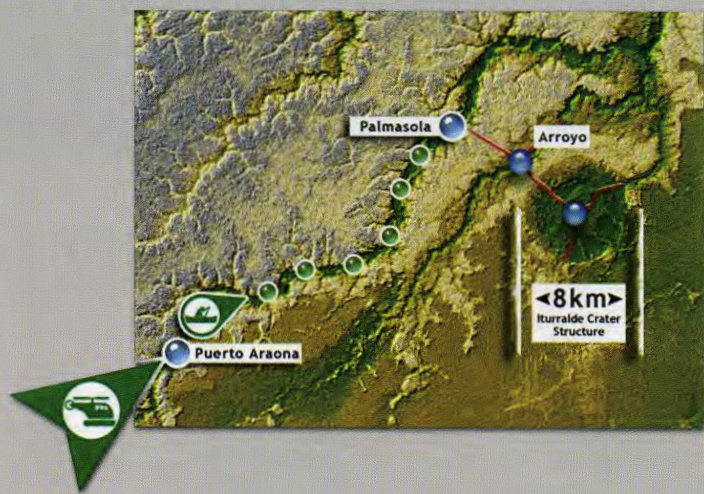
There were two components to the teacher team aspect of the 2002 Iturralde Crater Expedition:

- 1) provide a teacher as scientist experience for the home teams who will help design the field science program and will then participate in all aspects of analysis and interpretation, and thereby,

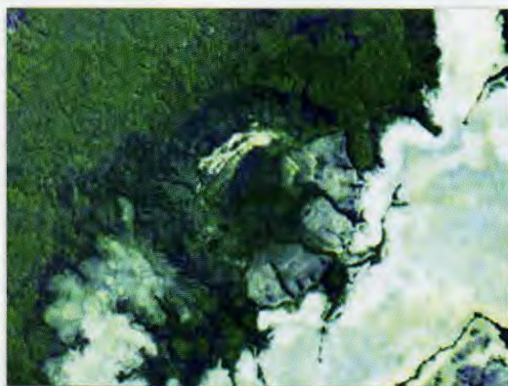
- 2) enable the creation of a web-based delivery format for a teacher professional development program.

"In the Iturralde Expedition setting," says Sandra Holmes, associate professor of education and biological sciences at Messiah College, "educators' ideas and research questions helped to define the project. Educators learned to use the equipment in the summer, explored application, computed raw data, trouble-shot the Magplane design, dug soil profiles and used GLOBE protocols. Once the research (away) team was on location, more components were addressed."

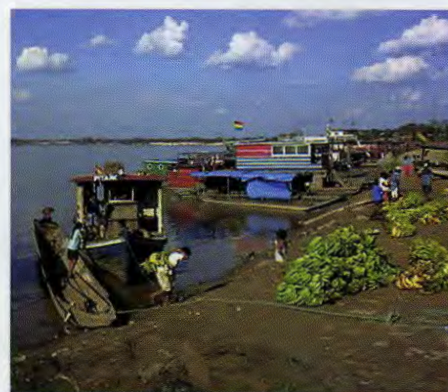
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Overview of crater location.



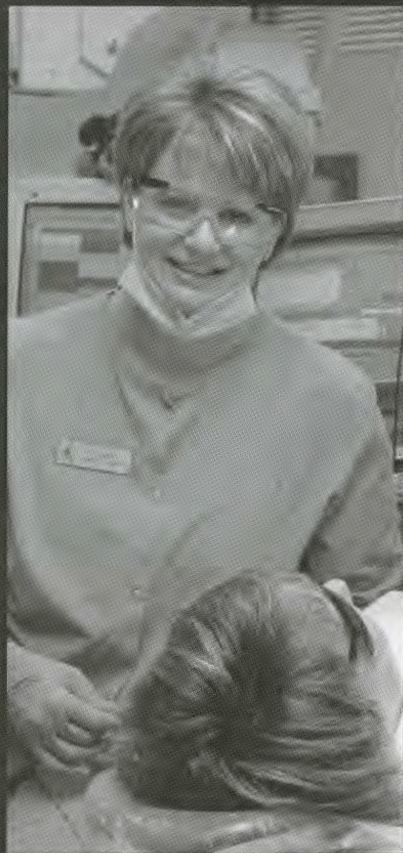
Landsat view of feature from space.



Outpost city of Riberalta, Bolivia.

**Keeping
Us Safe**

**Keeping
Us Healthy**



Michele Beckham
(B.S. dental hygiene '93),
dental hygienist,
James Hoppe Dentistry
(Spokane, Wash.)

**Eastern
is the only university
in the state of
Washington that offers
a bachelor of arts
degree in
dental hygiene.**

continued from page 13

Educators were assigned as team members responsible for data processing and analysis of data from the Away Team location, explains Holmes.

"As questions were answered and content addressed, new questions were formulated. Because we had Inmarsat 4 satellite connections (with media support), Home Team members could talk and see what was going on. From observations of collected specimens, educators could propose new queries. Additionally, the broadcasts allowed students in our classes the opportunity to interact with the field scientists.

"The questions proposed are still out for consideration," Holmes continues. "The reality of real research, the problems, politics, funding dilemmas are all part of the appreciation gained by educators as they

experience the team's successes, frustrations, and challenges."

Teachers also are allowed direct application, participation in, the national standards that relate to the nature of science, science & technology, and human understanding, says Holmes.

"The educators are part of science history being written as they communicate their knowledge, application, understandings and excitement," she says. "What better way to role model what leading scientific researchers do than being part of the process - and sharing that with your students!"



Literary Giants Highlight *Get Lit!* Events

Literary giants **Kurt Vonnegut, Garrison Keillor, Dave Barry** and **Lynda Barry** will visit Spokane this April for *Get Lit!*, the annual literary arts festival coordinated by the EWU Press.

Scheduled for April 14-18, *Get Lit!* 2004 will include writing workshops, panels, readings, school visits, poetry slams, food, music and more.

Ticket packages and individual tickets are already available. Ticket prices run \$30-55 for individual events to \$63-90 for the Sunday, April 18, events (Dave Barry and Garrison Keillor) to \$94-121 for a complete festival pass. For tickets, call Ticketswest at 325-SEAT or (800) 325-SEAT. (A limited number of discounted tickets for EWU employees and students are available from the EWU Press 509-623-4286.)

For specifics on schedules and tickets, check out <http://ewupress.ewu.edu> and <http://ticketswest.com>

Letters to the Editor:

To the Editor:

We received the Fall 2003 copy of the *Perspective* magazine and were thrilled to read the article about one of our favorite teachers, principal Linda Boggs.

We first met Linda when our son was in first grade and the recipient of a black eye from the playground bully. On the second black eye, we were beside ourselves with rage. Linda was not our son's teacher, but a teacher in the *pod* of three classes. But — as she had witnessed the attack — she handled the situation. With professionalism and a wicked sense of humor, she diffused our anger and helped us work through the situation. Although this happened nearly 14 years ago, I can still clearly remember her words today.

Over the years, my husband has worked for Linda during the summer school sessions and has been continually impressed by her skills and dedication to the students in her school.

Our son is now a sophomore at Eastern, and we are very pleased he had the opportunity to have been a student of Linda Boggs.

Thank you for a great article!

Richard and Denise Bartlow

Eastern Parents

To the Editor:

Just a note of praise for your fine piece on Dan Miller (Spring/Summer 2003) and on an excellent issue and magazine in general.

Terry Davis, '69 BA

Care to comment, complain or praise the content of *Perspective*?

Send us a letter to:

University Relations, EWU, 300 Showalter Hall, Cheney WA 99004

We'd love to hear from you.

Selected Grant-Funded Research for 2003

Ted Doughty, Geology

A study of the age of Precambrian rocks in the northern Rockies: Searching for the missing mate to North America in the 1.0Ga supercontinent Rodinia: Research in collaboration with the University of Montana, the University of Wyoming and Spokane Community College. Funder: National Science Foundation (\$38,997).

Jeffery Corkill, Chemistry

A study of hydrocarbons, irritating and toxic phenols and other biological toxics in smoke from burning wheat stubble. Research in collaboration with Washington State University. Funder: Environmental Protection Agency (\$72,226).

Allan Scholz, Biology

A study monitoring bull trout in the Pend Oreille Basin, Idaho and Washington. Funder: Battelle Memorial Institute, PNW Division/ U.S. Army Corps of Engineers (\$38,400).

Dona Boggs, Biology

A study of the sensitivity of chemoreceptors (structures called carotid bodies which, if they detect a decline in the oxygen in the blood, send signals to the brain to increase breathing) in two rat strains which exhibit different responses to hypoxia (lower than normal oxygen levels in the air you breath and in the blood). Funder: National Science Foundation (\$91,565).

David Bunting, Institute for Public Policy and Economic Analysis

Small studies on the identification of leading industries in Spokane and Kootenai counties using Regional Input-Output Modeling System (RIMS II) Data and a preliminary study of the economic effects of the proposed Great Gorge Park. Spokane Economic Development Council/City of Spokane (\$5,000).

Sue Wright and Steven Neufeld, Sociology

These sociologists are conducting an evaluation of the North American Guidelines for Children's Agricultural Tasks. In collaboration with the Oregon Survey Research Laboratory. Funder: National Institute for Occupational Safety and Health (\$447,618).

Stan Gough and Sara Walker, Archaeological and Historical Services

An archaeological evaluation of a Late Prehistoric site along the Valley Chapel Road on the Spokane Indian Reservation. Research in collaboration with the Spokane Tribe of Indians. Funder: Spokane County (\$78,026).

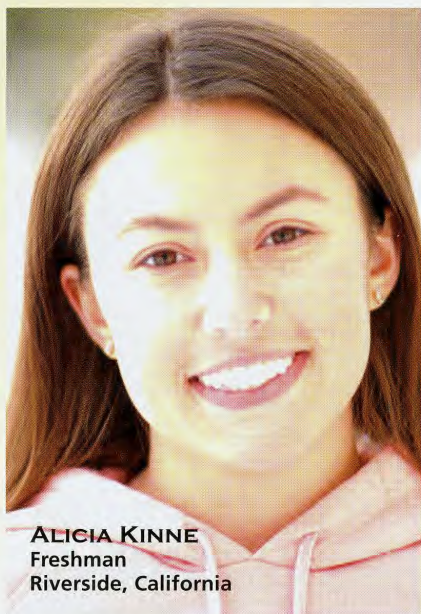
Sandy Altshuler and Romel Mackelprang, School of Social Work and Human Services

Division of Adolescent and School Health youth in transition research and dissemination project. Funder: Health Improvement Partnership/ Centers for Disease Control (\$60,786).

Fall Quarter 2003... Through the Eyes of Four Students

Remember that first quarter of each academic year? Falling leaves, football games, starting new classes, gearing up for note taking and test cramming?

We thought it might be fun to follow four students — two freshmen, one senior and a non-traditional student in a master's program — as they embark on a journey through fall quarter 2003 at Eastern.



ALICIA KINNE
Freshman
Riverside, California

My name is Alicia Kinne and I am a freshman at Eastern from Riverside, California. I chose Eastern because it placed me in an environment completely different from the fast-paced life of Southern California.

I drove up to school with my mom (a 25-hour drive). Along the way, we stopped in the Columbia River Gorge and also had a delightful stop in Kennewick, Wash., where a gracious state patrolman named Wilbur gave me a speeding ticket!

I soon moved into Morrison Hall and discovered that everyone on campus was extremely friendly and welcoming.

At Eastern, I participate in the Honors Program, founded the College Republicans, attend Campus Crusade, work in the Office of University Development as a glorified telephone solicitor for alumni relations, and actively participate as a member of the Alpha Xi Delta sorority.

My experiences at Eastern have been amazing. I have had innumerable opportunities to be involved on campus, get to know people and further my education. Regardless of the fact that I have to wear six layers of clothing to walk outside, I love the campus covered in snow and am so happy that I chose Eastern.

"I drove up to school with my mom (a 25-hour drive). Along the way, we stopped in the Columbia River Gorge and also had a delightful stop in Kennewick, Wash., where a gracious state patrolman named Wilbur gave me a speeding ticket!"

What college are you going to? That was one of the main questions on the minds of my high-school friends and I. I'm from Mountain Home, Idaho. Most of my friends wanted to stay close to home and chose Boise State, Lewis and Clark or the College of Southern Idaho. Not me — I wanted adventure, freedom and new challenges. I applied to Eastern.

Eight weeks later, my letter came in the mail — I had been accepted to EWU! Once I had everything planned out, I started saving money. After graduating high school, I could work part time at my job as a waitress. I got the money together for a down payment on an apartment.

A few months went by and it was a week before I decided to move to Cheney. My best friend helped me pack my room and my brother offered to help bring me down here.

On arriving, I started doing some things I never have before. I shopped at a Safeway for the first time. I drove in a big city by myself. I even carved my first pumpkin!

Without parents around, I have to be insistent on getting my own laundry done, my cleaning done and dishes washed. This is also the first time I've made more than \$5 an hour!

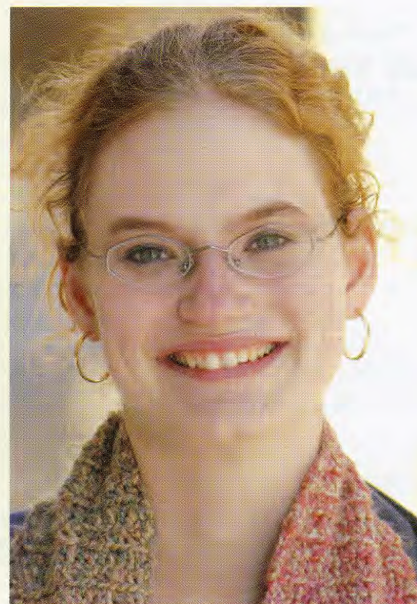
During my high school years, I was a 3.5 to 3.8 student. I wasn't allowed to have a C on anything. But I've learned that college holds a lot of unexpected surprises — like my first "C" in years! In some hard classes, you're lucky to get a 2.0. There is also a much bigger homework load than in high school.

You need to have a lot of motivation and be very passionate about wanting to get a bachelor's or master's degree. One of the main reasons I chose Eastern is for the Forensic Science Program. The university is building a crime lab on campus, and I figured it would be a wonderful experience.

I've learned that the less I study some things, the better I do, and the more I study, the worse I do. I also learned that I have to balance my time between family, personal life, work and studying.

One thing I really get on campus is exercise. Not having a car (it blew up on me!) has definitely got me in good shape. I've learned that in Washington, it rains a lot and the wind can cut right through you. But I love the smell of rain and I like the change of atmosphere compared to Idaho.

"You need to have a lot of motivation and be very passionate about wanting to get a bachelor's or master's degree. One of the main reasons I chose Eastern is for the Forensic Science Program. The university is building a crime lab on campus, and I figured it would be a wonderful experience."





HEATHER ROBINSON
Graduate student
Mount Vernon, Washington

Not everyone who goes to university takes the beaten path. I come from a less than scholarly background — my parents never even graduated high school. Heck, the only reason I even considered university was because it was the only way I could continue my swimming career after four years on the Mount Vernon High School swim team. Not exactly an academic pursuit, but it got me in the door.

After a few years of being unable to focus, I dropped out for a while, working, attending classes part time, dropping out and coming back. I couldn't just walk away from Eastern, yet I wasn't able to finish a degree. So, I did what any self-respecting dropout would do — I went overseas.

I lived in the Canary Islands for eight years, and I knew exactly what I wanted to do when I returned — come back to EWU and finish that darned BA.

So I did. After one year of new math requirements and CPLA and lots of other challenges, I graduated with BAs in communication studies and interdisciplinary studies. I was so pleased with the education I received and the support and encouragement from the faculty that I am now in my second year of the Master of Communication Studies program and will graduate in June.

It seems strange to think of leaving Eastern — it's been such a long road together! Without the support of innumerable faculty and staff here, it never would have been possible. They've helped me to finish not just a couple of degrees, but a 22-year project.

"I lived in the Canary Islands for eight years, and I knew exactly what I wanted to do when I returned — come back to EWU and finish that darned BA."

September 24

As I walked at a fast pace through the mall, I couldn't help but think about the many times I have taken this path in the last four years. It's hard to imagine, but this is the beginning of my last year at Eastern. Today is the first day of classes; everyone seems to be very excited to see old friends they haven't seen all summer.

"As I approach the end of my career at Eastern, I can't help but think of the memories I have. The many people I've met and the friends I've gained have made my years at EWU the most memorable and rewarding years of my life so far."

September 25

Today is the first Thursday of the quarter. Yes, it's the day that most students of legal age take a trip down to Eagle's Pub (formerly known as Showies) and hang out with friends to have a good time. As a good student who follows traditions, I, too, will make an appearance tonight!

October 6-10

A very busy week on campus. It's Homecoming week and lots of events are taking place. I'm president of OMT, Latino Brotherhood; so we will also be competing in some events. On Tuesday night, they held EWU Fear Factor, in which some of the contestants ate nasty things. Thursday night was the traditional Homecoming parade, followed by the bonfire and bed races. On Saturday morning I went to the football game at Woodward Field against Portland State — we won 42-16.

November 8

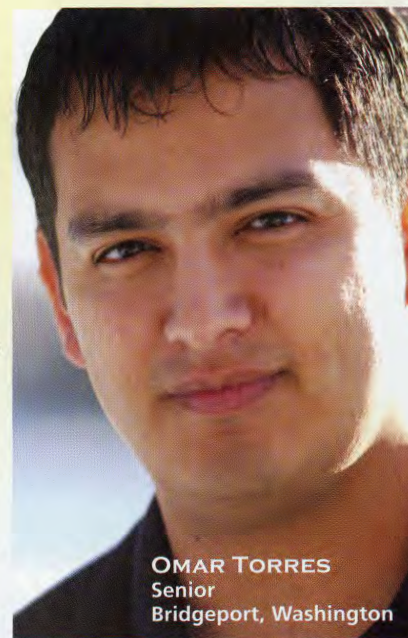
I went to the Governor's Cup football game at Jo Albi Stadium today. Eastern beat Montana State 34-25.

November 15

Today I went into the Registrar's office to turn in my graduation application. It still seems just like yesterday when I was filling out my admission application to different colleges and universities. I'll be graduating in the spring with a business degree in marketing. This will mark a major capstone in my life and that of my family since I will be the first in my immediate family to graduate with a college degree.

November 18

We are getting closer to the end of the quarter. It seems as if all the work is piling up. I have a presentation for my marketing class coming up next week. Yesterday I registered for next quarter's classes. I'll be having all my classes here on campus.



OMAR TORRES
Senior
Bridgeport, Washington

November 23

My last journal entry. On Wednesday I drive home for Thanksgiving break. I haven't been home to see my parents in more than a month, so I'm very excited.

As I approach the end of my career at Eastern, I can't help but think of the memories I have. The many people I've met and the friends I've gained have made my years at EWU the most memorable and rewarding years of my life so far.

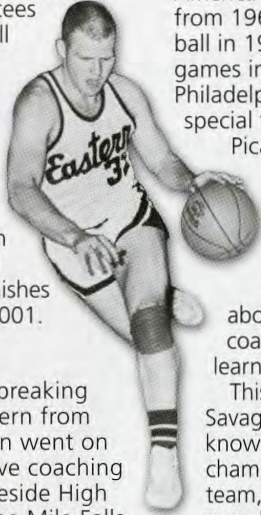
Now, as I prepare to go out into the real world and enter the job market, I'm confident that I'll be able to excel in everything I do. I know my education from Eastern is comparable to that of any other nationally ranked institution.

Sports Hall of Fame 2003

Four alumni and an entire basketball team inducted

Two of the Inland Northwest's greatest high school basketball coaches, a former NFL standout and an Olympic bronze medalist joined the 1945-46 men's basketball team in September as the 2003 class of inductees in the Eastern Athletics Hall of Fame.

The late **Wayne Gilman** won 522 games as a high school head coach and played at Eastern from 1966-69. His Ferris High School (Spokane) team won the State AAA title in 1994 and had runner-up state finishes in 1988, 1993, 1999 and 2001.



Lisa Comstock-Schultz

was a record-breaking guard at Eastern from 1982-85, then went on to a productive coaching career at Lakeside High School in Nine Mile Falls. She led the Eagles to 252 wins in just 12 seasons. Lakeside won State 2A titles in 1998 and 2001.



Wanda Jewell was a bronze medalist in women's smallbore standard rifle at the 1984 Olympics in Los Angeles. A collegiate All-American at Eastern in the mid-70s, Jewell is now director of operations for USA Shooting as the team prepares for the 2004 Summer Olympics in Greece.



The 1945-46 basketball team is the second to be inducted (the 1967 football squad was inducted two years ago). The team that was then known as the Savages, led by head coach Red Reese and player Irv Leifer, won a school record 31 games to finish 31-4. Included was a 27-game winning streak.



With commemorative plaques located at the east end of Reese Court, the Hall of Fame grew to 28 members and two teams. The complete list of Hall of Famers is available via Eastern's athletic website at: <http://athletics.ewu.edu/me/hall.htm>

Bob Picard twice earned NAIA All-America honors as an Eastern receiver from 1968-72, and lettered in basketball in 1973. He went on to play in 54 games in four seasons in the NFL with Philadelphia and Detroit, mostly as a special teams standout. A profile of Picard follows.

Little Guy Did Whatever Necessary

All they ever needed to know about Bob Picard, the football coaches at Eastern Washington learned his first few days on campus. This was 1968, one year after the Savages — as they were then lovingly known — played for a national championship. The coach of that team, Dave Holmes, had been hired away by the University of Hawaii, but among his parting gifts to Eastern was an unknown recruit from his old backyard in the Okanogan who'd had his senior season at Omak high wiped out by a broken leg.

Bob Picard would, in time, set all sorts of school receiving records and become Eastern's first alum to play in the National Football League — but you weren't going to predict that by looking at him.

"I was 6-foot-2 and 160 pounds and I wasn't turning any heads," he recalled. "I thought the only way I was going to make this team was by somehow getting their attention."

And this was going to be done how? "By not being too bright," he laughed, "or too proud."

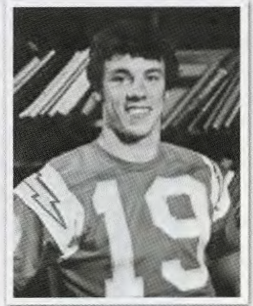
"We had a linebacker named Fred Murford — red-headed, eyes about half an inch apart, just ruthless. About 225 pounds, just an animal. So we had these bull-in-the-ring sessions, man on man, and I jumped in and said 'Let me at him.'"

The verdict? "I got killed, of course," Picard said. "It was a joke. But at least I got someone looking at me."

Perhaps wondering how they were going to get the blood stains out of the grass.

But when Eastern opened the '68 season against Whitworth at Albi Stadium, Bob Picard was starting at wide receiver.

In September, Picard went into EWU's



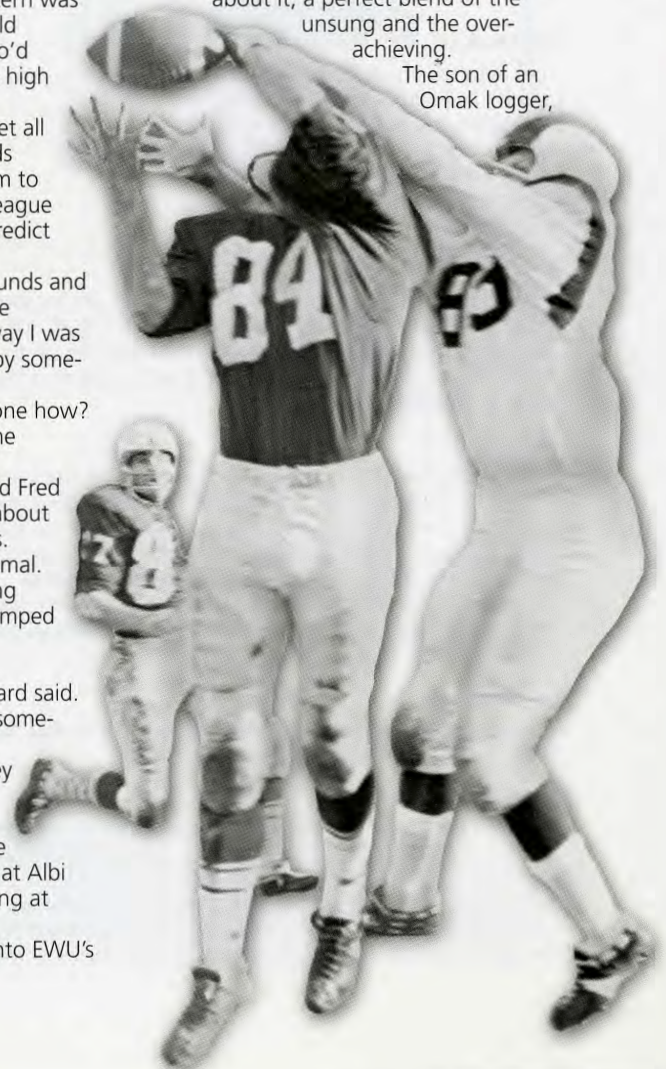
Picard — now and in 1968

Hall of Fame as part of another extraordinary class that also includes Olympic bronze medal shooter Wanda Jewell, basketball greats Lisa Comstock-Schultz and the late Wayne Gilman and the 31-2 basketball team of 1946. All, in their own ways, are typical Eastern success stories.

Picard is possibly the archetype. For his ambition could hardly have been more modest and — dare we say it? — wholesome, nor his opportunity more appreciated.

Even the way it culminated — with a four-year NFL career as a special teams kamikaze with Philadelphia and Detroit — had an almost epitomical Eastern-ness about it, a perfect blend of the unsung and the over-achieving.

The son of an Omak logger,



Picard was something of a misfit in his own family and culture.

"You were either a logger, rancher or had an apple orchard," he said. "When I said I wanted to go to college, the reaction was, 'For what?' My fathers and brothers loved to hunt and fish; I hated it.

"But to be on a team — I just lived for that."

Even if his Eastern football teams were never very good — only one of them getting to the 500 mark. But Picard picked up on all the intangible rewards — the competition, the characters, the goofy by-play of the locker room — and had such a Jones for it that he played basketball for Eastern, too.

And he never stopped being noticed. His 166 career receptions still stands as a school record, remarkably enough given the uptick in emphasis on the passing game. [That record has now been broken — see boxed story at end of this article]. The pros noticed too — though Picard insists it's only because they'd come around before to scout Dave Svendsen, Eastern's first NFL draft pick.

Former EWU coach Dick Zornes — an assistant on the staff Picard's senior year — scoffed at that.

"He was a big, strong, tough kid — the kind who would have a chance of making it in the pros now," Zornes said. "He was bona fide — maybe a step slow

to be a wide receiver in the two-receiver sets everybody ran then, but he'd have a role in the three and four receiver sets you see now."

At the time, Picard was just happy to have a chance, never mind a role.

"The first day I'm in camp, Roman Gabriel says, 'Here, rook, I want to warm up!' and I'm thinking, 'Who, me?'" Picard said. "I was overwhelmed at first. I really was. I'm the guy from Omak standing with these guys from Notre Dame and USC and Michigan, waiting for it all to come crashing down.

"But I remember getting up one night and going down to get a drink from the fountain outside the coaches' room, I could hear the film running — the old 8mm days — and I heard a coach say, 'Is that Picard? That kid'll hunt, won't he?' And the next day, I just started hitting everybody that moved. I'd gotten everybody's attention again."

Eastern's career receiving leader would never catch a pass in the pros, but he was a special teams treasure — a player Philadelphia columnist Bill Lyon once described as "a walking transfusion" for his hell-bent style.

Picard took pride in the assignment — but not too much.

"Special teams guys want to be playing every down and they're kind of pissed off about not playing," he said.

"That sort of helps your attitude."

After three years in Philly, the Eagles let him go to Seattle in the 1976 expansion draft where he thought his opportunity to be a receiver might come. But the Seahawks let him go in the last cut — along with a guy named Ahmad Rashad — and he landed in Detroit for four games before the Eagles brought him back.

"About that time," he said, "I realized the dream was coming to an end."

He returned to Eastern to get his master's, taught in Omak for a couple of years and then got into business back in Philadelphia, where he'd met his wife, Donna. Now the parents of five children, they live in Pottstown, where Picard is a sales manager with a packaging firm.

And where, amazingly, he still gets recognized — "a testimony to the fans," he said, "certainly not my career.

"I got stopped not long ago by a guy who said, 'I remember you.' I said, 'Yeah? What was my number?' and he said, 'Eighty-two.' I said, 'You've got to be kidding me — I don't even remember it.'"

Hey, it's all about getting their attention. It's Bob Picard's claim to Eastern's Hall of Fame.

(By John Blanchette. Originally appeared in *The Spokesman-Review* and is reprinted here with permission.)

Join The Eastern Eagles Saturday, May 8th for the 23rd Annual Killin Dinner, Dance & Auction.

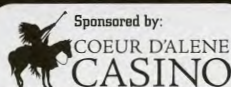


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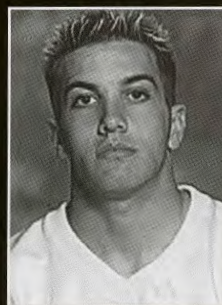


EASTERN ATHLETICS
Eastern Washington University
www.goeags.edu



Randall Breaks Picard Record

EWU wide receiver Kyler Randall Receives all-academic award with nine catches in the final game of his career on Nov. 15, 2003, against Montana.



Randall broke the EWU career receptions record of 166 held by Bob Picard (1968-72), by finishing with 168 catches.

Also, for the second-straight season, Randall has been selected to the prestigious 2003 CoSIDA Academic All-

America University Division Football Team as chosen by members of the College Sports Information Directors of America.

A senior wide receiver who graduated from Ferndale, Wash., High School in 2000, Randall has a 3.88 grade point average as a social studies major at EWU. He is Eastern's first-ever two-time first team selection, and his Academic All-America honor is the eighth overall by Eagle players since the school joined NCAA Division I in the 1983-84 school year.

WOODWARD

Make a difference,
Leave a *Legacy*

"We had always intended to make a planned gift to Eagle Athletics from our estate, but we didn't realize why it would be important for the EWU Foundation to know about it. After several discussions with key staff, we set up a Memorandum of Understanding that is now on permanent file. Our MOU outlines exactly how we will want our gift to be used."*

Sally and Thorne Tibbits made a decision to include Eastern Athletics in their estate plan in 1995. It wasn't until fall 2002 that they informed Eastern's Athletic Department of their philanthropic intentions.

November 2003. Sally and Thorne completed a gift of real estate to the EWU Foundation as a current gift toward the Woodward Field Renovation Project. To explore how you can help fund the stadium renovation with a current or planned gift, contact Kent Stanley, associate athletic director, at (509) 359-2079 or kent.stanley@mail.ewu.edu

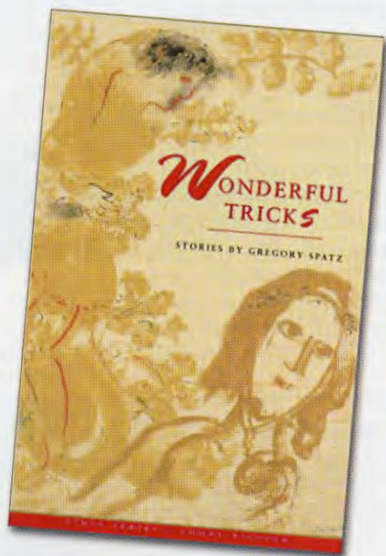
Office of Planned Giving
127 Hargreaves Hall
Cheney, WA 99004-2413
Gayle Ogden: (509) 359-6132 or
gayle.ogden@ewu.edu
Judy Rogers: (509) 359-6963 or
judith.rogers@ewu.edu

*The EWU Foundation is a 501(c)(3) organization chartered in 1977 to promote and support the University. The Foundation exists solely to raise, receive and manage private gifts for the advancement and benefit of Eastern Washington University.

Sights & Sounds

Wonderful Tricks

By Gregory Spatz
EWU Professor of Creative Writing



Ten stories make up this collection which looks at diverse forms of love and affection. Lovers, husbands and wives, fathers and sons — these and other relationships are explored by Spatz through intimate vignettes that question the characters' seemingly elusive search for love and tenderness.

Spatz writes in simple yet moving prose that allows the reader to enter the world of his characters for a brief time, but long enough to understand and share the emotions they experience as they deal with their inner and outer expressions of love.

Spatz was recently named a winner of the 2003 Washington State Book Award for his latest book, and was recognized at a Seattle ceremony and with an honorarium.

Wonderful Tricks is available at most bookstores and online book sellers.

Frag's Ass and Last Autumn

Jeff Conine
MFA, '85

Frag's Ass is a black comedic social morality play set in a half-way house and on the Southern California streets of affluent Yuppie 1982 Reagan America. This is a biting commentary on post-Vietnam America and those lost '60s souls who didn't partake in the American Dream.

In its shameless amoral scope, where good is bad, bad is good and neither is quite either, Frag's sates the reader with double helpings of dark humor, total irreverence, gritty dialogue and action. The book offers a shroud to cover the "Love Generation," a sad apt epitaph to the wilted flowers of the '60s. Cosmically humorous, this is a novel of confident wit, constant irony and casual insanity.

Last Autumn is a love story, literary, spare of surface sentiment, stark, existential. Told in past and present, the situation centers around two people — once married, then separated by years, events and careers — who meet on a wild, cruel and isolated section of the Northwest coast.

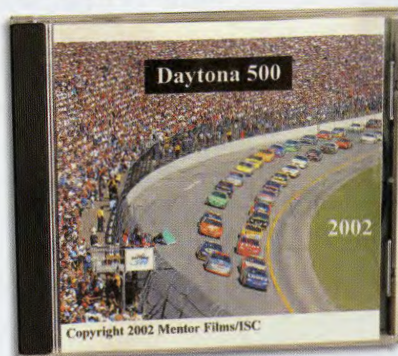
A has-been artist, he has become an alcoholic and she a successful career automaton. For different reasons, both have forsaken their dreams in the intervening years, but neither is over the other — even after years of separation.

Now verging on middle-age, they come together for the last time to resolve the love which has haunted and jinxed their lives. It is a resolution to a love which has none. This short novel is lyrical, poetic and atmospheric.

Both books are available from KMEditions of Dublin, Ireland, <http://www.kmeditions.com> or through online book sellers.

The Daytona 500

Mitch Mentor
BA-Journalism, '80



A film which gives race fans the ultimate Daytona 500 film experience,

The Daytona 500 was recently named Best Sports Documentary by the New York Independent Film Festival. It had previously garnered similar awards at both the Los Angeles Independent Film Festival and the Las

Vegas Film and Video Festival.

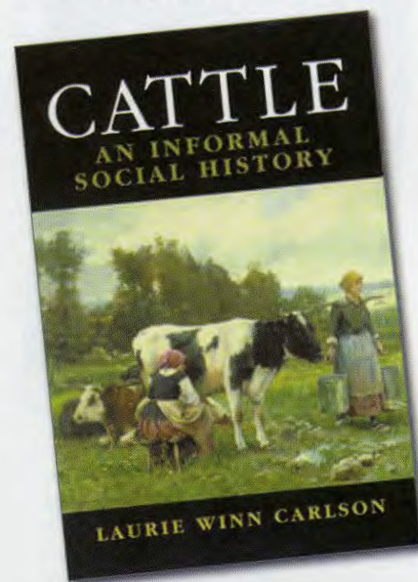
The film made its debut during the Rolex 24 event at Daytona USA, an interactive motorsports attraction in Daytona Beach, Florida. It is currently being presented as large-screen format film on a screen which is 55-feet wide and nearly three stories high.

The film features not only racing scenes, but scenes which show how race cars are built, maintained and repaired. The film ends with the roar of the fans, chatter of the radio "color men" and on-board camera work to make viewers feel as if they are in the car and crossing the finish line.

For more information, go to <http://www.daytonausa.com>

Cattle: An Informative Social History

By Laurie Winn Carlson
MA-History, '98



Cattle have played a prominent role in human civilization since early man. Such a large role, in fact, that most people do not appreciate their symbiotic relationship with the human race. This is the pretext for Laurie Winn Carlson's book, *Cattle: An Informal Social History*.

"Cattle have come on a long journey with us, from pastoral times to settled agriculture, from the New World to post-industrialism," writes Carlson.

Looking at the impact of cattle on human societies ranging from early Mesopotamia to the wild American West, the author provides us with a basic historical background and a collection of odd facts from throughout history.

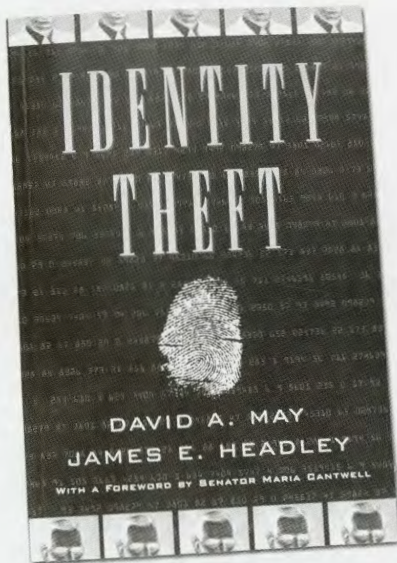
Among these is the attempt by the Germans to "reverse-breed" cattle and recreate their ancient ancestors — the long extinct aurochs.

Of particular interest to Americans might be her chapters on the rise of the cattle industry in the American West and the effects of the industrial revolution on cattle and the cattle industry.

The book is available at most book stores and at online book sellers.

Identity Theft

By David A. May and James E. Headley
EWU Professors of Government



There are few contemporary crimes more publicized these days than identity theft. David May and James Headley do a first-class job of defining, illustrating and suggesting solutions for this growing form of theft.

Statistics are introduced in this book to support the gravity of the crime, but not at the expense of personal accounts which are perhaps even more compelling in their illustration of the sometimes catastrophic results of having one's identity stolen.

Identity Theft is a good introduction to this world-wide manner of crime, which has only grown in scope as computer technology has improved.

At 139 pages, the book is Volume 13 of a series called Studies in Crime & Punishment, published by Peter

Lang Publishing, New York.

The forward is written by Sen. Maria Cantwell (D-Washington), who will speak on "Cyber Security, Identity Theft and the New Economy" at EWU's second annual Civic Breakfast — April 15 at the Westin Hotel in Seattle.

Loyal Till Death

Guy Breshears
BA-Social Science, '93

Loyal Till Death: A Diary of the 13th New York Artillery, is an account of the 13th New York Artillery Battery, which served from October 1861-July 1865 in the Union Army during the Civil War.

The unit took part in a few well-known battles of the war and several smaller engagements. Diaries, field notes and other paper records from this unit were excellent sources of commentary on the battles and also

offered glimpses into the routine camp life of Civil War soldiers.

The book is organized as a "unit diary" represented as a community view of the entire battery. Among the most poignant letters were those of William Wheeler, captain of the 13th until he died in June 1864. Wheeler's letters were available only in an 1875 private collection, and few libraries own that volume.

Appendices offer data on unit service, battles fought, a historical account of the unit, and many more items of interest.

The book is available at bookstores and at online book sellers.

Have you had a book published? A film produced? A piece of music recorded? Let us know about your creative success and we will feature it in a future issue of *Perspective*.

*More than 50 years of
making music together*



The Spokane Symphony Comes to Eastern!

May 19, 2004, at 7:30 p.m. • Showalter Auditorium

*Featuring a program for seasoned music lovers
as well as first-time concertgoers.*

For ticket information, call EWU President's Office (509) 359-2372

Presenting...

Morihiko Nakahara, new Associate
Conductor of the Spokane
Symphony and Director of Eastern
Washington University Orchestras



The Faculty and Alumni Connection

Significant faculty and alumni participation attest to the benefits of the close association between Eastern Washington University and the Spokane Symphony.

Maltalk

New Trustee Officers Assume Leadership



Gordon Budke

Retired Spokane business executive Gordon Budke has been elected chair of the EWU Board of Trustees for the current academic year. For 17 years, Budke was managing partner of the Spokane office of Coopers & Lybrand accounting firm. First appointed to the Board in 1997, he served as chair in 1998-1999 and continues to be actively involved in volunteer commitments, including membership on

EWU's College of Business and Public Administration Dean's Advisory Board. Budke earned a BA in business administration from Eastern in 1963.



Ines Zozaya-Geist

Ines Zozaya-Geist of Richland, Wash., is serving as vice chair. Appointed to the board by Gov. Gary Locke in 2001, she has been a senior consultant with Lockheed Martin Services, Inc., Richland, since 1997. Like Budke, she is an Eastern alumnus, earning a BA in business administration in 1986. Zozaya-Geist was also Boeing's Woman of the Year in 1996.

Just appointed to the board is Jo Ann Kauffman of Spokane, who replaces Spokane psychologist and attorney Mark Mays.

Kauffman is owner and chief executive of Kauffman & Associates, Inc., of Spokane, a consulting firm specializing in assisting and advising nonprofit agencies, tribes, national American Indian organizations and other public interest groups.



Jo Ann Kauffman

EWU Recognized for Recruitment of Hispanics

Eastern has again been noted by *The Hispanic Outlook in Higher Education* magazine as one of the colleges in Washington that "does a fine job of recruiting, enabling and graduating Hispanic students."

Eastern's inclusion this year to *The Hispanic Outlook in Higher Education's* 2003 Publisher's Picks List marks several consecutive years of selection.

The number of Hispanic students at Eastern has continued to grow in recent years – 439 in fall 2003 (4.62 percent of the student body), 379 in fall 2002 (4.13 percent), 337 in fall 2001 (3.77 percent).



Nicholas Peyton

Enrollment Reaches All-Time High

Eastern's 2003 fall quarter enrollment has marked 10 consecutive quarters of record enrollments, with 9,506 students taking classes at the University — and is expected that winter quarter 2004 will set another record.



A record enrollment of new freshmen at Eastern was also reached this fall. The number – 1,345 – represents 64 more freshman than last fall's enrollment.

"A strong freshman class bodes well for a university, and forms the backbone for strong classes throughout the undergraduate curriculum," said William S. Ponder, vice president for Student Affairs at Eastern.

The number of minorities at EWU shows an increase — 12.03 percent of the total student body, compared to 11.94 percent in fall 2002. An even more noticeable increase is noted in the new freshman class – 14.28 percent of whom have identified themselves as minority students, compared to 13.19 percent a year ago. Among the larger increases are African American freshmen (35 this fall; 18 last fall) and Hispanic freshmen (88 this fall; 75 last fall).

Simmons wins Award For Technological Development

Steve Simmons, EWU professor of computer science, has received the Catalyst Award in the Individual Category from Technet, a regional group promoting technology and business development in the Inland Northwest.

This is the second consecutive year that an Eastern faculty member has won the award. In 2002, the Catalyst Award-Individual Category went to John C. Shovic, an associate professor of computer science at EWU specializing in cyber security.

Richland's Nicholas Peyton is Student Member of Trustees

Nicholas S. Peyton of Richland, Wash., is serving as a student member of the Eastern Washington University Board of Trustees for 2003-2004.

Peyton, 21, a 2000 graduate of Richland's Hanford High School, is a senior at Eastern majoring in marketing with an economics minor.

Peyton is the sixth Eastern student to serve as a trustee. In 1998 the Washington Legislature approved the appointment of a student to serve on public college governing boards as a way to increase student involvement in college decision making. He was appointed by Gov. Gary Loke.

Sophisticated equipment, helping hands make student film a success

By Sarah Coomber MFA '03

When Angela Schwendiman set out to make a film, she never anticipated the wide-ranging support she would receive, both on campus and off.

Ask her about it, and the two-time Eastern graduate, who last summer earned a master's in college instruction with an electronic media & film emphasis, will begin reeling off the names of EWU students, faculty, staff, facilities and departments — as well as names of people from the greater Spokane area and as far away as Seattle.

"To me, it was amazing, all the work that went into it and so many people willing to help," Schwendiman said.

The project, which got its start as a screenplay she wrote as an undergraduate, resulted in a 15-minute film — a digital video, technically speaking — titled *The Chains That Bind*. A period piece examining one woman's struggle with slavery, it won Best Drama and Best Cinematography Merit at the University of Idaho's 2003 Moscow Kino Digital Media Festival.

Set on July 4, 1850, in Maryland, *The Chains That Bind* opens with Millie, a middle-aged slave, sitting in her dimly lit cabin. As she writes in her journal, her voice is heard saying, "Master Ross and his family were celebrating the independence of the United States of America." Beginning with the irony of a slave writing about Independence Day celebrations, Schwendiman's



film explores Millie's inner turmoil as Ross and another man visit and ask her the whereabouts of some escaped slaves (she does not know), and shortly thereafter, her long lost son Ben, now a conductor on the underground railroad, invites her to join him and his wife in a quest for freedom (she declines, recalling a previous escape attempt that caused her to lose her family and cost her a notch in her ear). After they leave, Millie's situation changes — and she decides also to pursue her freedom.

"The conflict was centered on her psychological escape. She needed to confront what was keeping her there psychologically," Schwendiman said.

"I feel people could identify with her today, and that her situation transcends that time period."

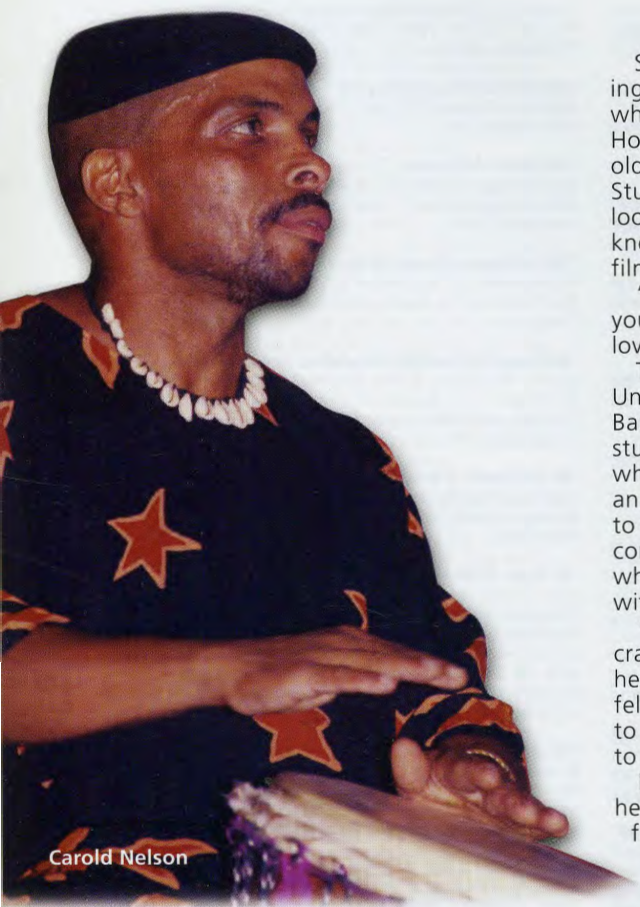
Schwendiman's approach to screenwriting has a distinctive, iconic feel, observed Tom Mullin, an electronic media & film professor who worked with her during her undergraduate and graduate programs. "She sees things in very strong, meaningful images — rather than naturalistic — that tell the story," he said. "It creates meaning on two levels, not just what the story says, but how it says it."

To film and produce *The Chains That Bind*, Schwendiman found human and technical resources everywhere she turned. Using books from Eastern's JFK Library, theater students helped research slave cabins and costumes from different locations and eras, and designed and built the set of Millie's cabin; EWU's Multimedia Activities Resource Services recorded spirituals sung by Nancy Nelson, director of the University's African American Education Program, and drumming by Nelson's brother, Carol Nelson, who traveled from Seattle with his collection of African drums; EWU's Electronic Media & Film Department provided a digital camera, and recording and editing equipment; the Spokane Civic Theatre loaned period costumes; Spokane's Onyx Theatre Troupe provided actors; and Eastern's Theatre Department loaned props.

"How could you not want to be involved? How could you not want to



Pictured left to right: Tom Mullin, Angela Schwendiman, Nancy Nelson



Carol Nelson

be a part of this?" said Nancy Nelson, describing her enthusiasm for the project.

"That's history. That really happened, and people need to know the reality. ... You have to remember all of this or it will be repeated again."

While Schwendiman's project benefited from a wealth of human assistance, it also gave other students an opportunity to obtain valuable experience, said Don McLaughlin, technical director of the University Theatre and a 1973 Eastern alumnus. Among the students who helped design and build the set was Tanna Peters, then a senior at EWU and now in an MFA program at the University of Maryland. McLaughlin said Peters' application portfolio stood out because it included the historical research and set design work she did for *The Chains That Bind*.

In addition to benefiting from human assistance, Schwendiman said she was impressed with the quality and availability of EWU's technical equipment that enables students to develop expertise using current technology that they can take with them into the industry.

Bit by the film bug

Schwendiman's interest in filmmaking began in Southern California, where she grew up 45 minutes from Hollywood. She was about 10 years old when, on a tour of Universal Studios, she stood in a façade looking out at "Main Street" and knew she would be involved in filmmaking.

"It's like having a terrible bug, and you never get rid of it," she said. "I love doing it. I love studying it."

This bug took Schwendiman to the University of California-Santa Barbara, where she earned a film studies degree; to Spokane's Q6-TV, where she was a production assistant and did technical directing; and back to studying film at Eastern. She completed *The Chains That Bind* when she was eight months pregnant with her seventh child.

"Why do a master's program? It's crazy," Schwendiman recalled asking herself in the midst of her studies. "It felt like one of those things I needed to do. Once I got in, I felt determined to finish. I had a lot of support."

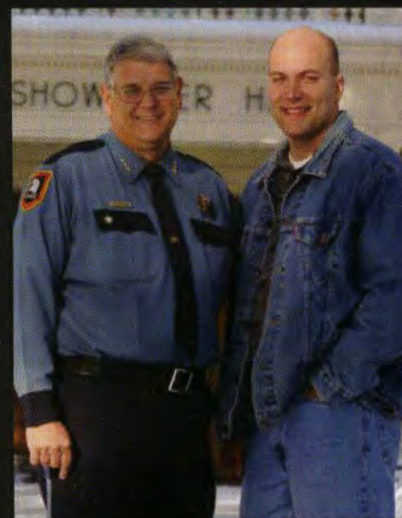
Much of that support came from her husband Bryce, who graduated from EWU in 2000 with a master's in physical therapy. Schwendiman recalls spending whole nights on campus editing the film and returning home at 6 a.m., getting the children ready for their days and then later finding her own time to sleep. Now, hammering out the beginnings of another screenplay and preparing to teach an EWU course in *African American Cinema*, she snatches time after the children go to bed, after they leave for school and while they take their naps.

Tony Anthony, a board member of Onyx Theatre Troupe, whose mission is to bring art by and concerning African Americans to the community, said he finds Schwendiman's ability to juggle her demands and produce a thought-provoking product remarkable.

"Here we have a student who is committed enough, dedicated enough to write the play, to figure out 'how in the world are you going to pull it off,'" he said. "That's a pretty courageous thing to do. Personally, I think it's what education ought to be about — learning things that are important to the society, the culture, the way we live."

Keeping *US* Safe

Keeping *US* Healthy



Father & son: **Tom McGill**, EWU director of Public Safety & chief of University Police, and **Larry McGill** (senior at EWU), police officer with a Washington law enforcement agency

"As police officers, each day brings with it something new. We help a variety of people under sometimes very interesting circumstances. At the same time, we change lives."

Eastern's partnership with the Washington State Patrol has enabled the development of Eastern's bachelors degree in forensic science and current construction of the WSP crime lab on campus.

Class Notes

2000-2003

'03 **Jennifer Omlin**, MS communication disorders, was hired as a districtwide speech language pathologist for student support services for the Cheney School District. Jennifer currently resides in Spokane.

'02 & '99 **Jennifer Smith**, MSW social work and BS applied developmental psychology, received the Teaching Tolerance Grant from the Southern Poverty Law Center. Jennifer is currently a teacher at Cheney Alternative Middle School. The grant will allow students to research different cultural groups and share what they have learned with preschoolers in the area.

'01 **Stacie Fuhriman**, BAB human resource management, is an employment specialist at Dakotah located in Spokane. Stacie does all staff recruiting for the Spokane, Coeur d' Alene, Idaho, and Pasco, Wash., offices.

'01 **Elizabeth Lonergan**, BAE reading and certification, has married '99 **Joseph Lonergan**, BAB general management. After honeymooning in Hawaii, the couple now resides in Tacoma. Elizabeth is director of the Challenge Learning Center for the Tacoma Rescue Mission and Joseph works in advertising at *The News Tribune* in Tacoma.

'01 **David Kilian**, BA biology, married '00 **Danielle Mott**, BS communications. The couple resides in Spokane after their honeymoon in Florida and the Bahamas. Danielle works as an event manager for the Juvenile Diabetes Research Foundation and David is a substitute teacher for School District 81 and Central Valley schools in Spokane.

'00 **Daniel Campbell**, BA economics and BAB finance, married '99 **Kelli Campbell**, BA human resource management. Daniel works at Washington State University and Kelli is human resource director for Whitman County Wash.

'00 **Alyse Day**, BAE reading and certification, currently teaches grades 10-12 in the Port Angeles, Wash., School District. Alyse is also in her second year of coaching cheerleading for the district.

'00 **Lucy Holland**, BA anthropology, married '98 **Ben Rodriguez**, BS biology. After honeymooning in Fiji, the couple is residing in East Palo Alto, Calif.

'00 **Christine Larson**, BAE reading and certification, has married Arthur Larson. Christine is currently teaching at Southside Christian School in Spokane, and Arthur is a sales representative for Columbia Distributing Inc., also located in Spokane.

'00 & '97 **Darcie Smiley**, MS clinical psychology and BS psychology, is the newest districtwide psychologist for student support services in the Cheney School District. Darcie resides in Spokane with her husband '01 & '96 **Jim Smiley**, MS social work and BA therapeutic recreation.

'90s

'99 **Ginni (Blackhart) Gillis**, BS psychology, married Chris Gillis on May 3, 2003. Ginni is currently working on her Ph.D. in psychology at Florida State University. The couple resides in Tallahassee.

'99 **Marisa Sheldon**, BAE Spanish, began teaching Spanish at Cheney High School in fall 2003. Marisa worked for three years in Brazil to obtain her social work and foreign language degrees. She also coaches soccer in Cheney. Her husband '86 & '81 **Mark Sheldon**, MS social work and BA Spanish, is the owner of Bicycle Time in Cheney.

'98 **Katy Brown**, BS communications, works as a chiropractic assistant technician at Milasich Chiropractic Center. Katy lives in Tacoma with her husband Ryan and their 1-year-old son.

'97 **Erin Macdonald**, BA recreation management, married Kyle Peck. Erin is currently working for the

University of Great Falls as program coordinator for the Flathead Valley. The couple resides in Whitefish, Mont.

'97 **Jessica McLaughlin**, BA theatre, is currently attending Illinois State University in pursuit of an MFA in directing.

'96 **Susan Anderson**, BS developmental psychology, received an AA in ministerial studies and moved to Florida, where she is now attending nursing school.

'96 **Stephanie Bond**, BA English, married Jeff Dimagmeliw on September 6, 2002. The couple honeymooned in Hawaii and are now living in Oregon.

'96 **Sara (Yarbrough) Sandefur**, BA communication disorders, is the administrator at the Discovery Community Church. Sara lives in Tacoma with her husband Mike and their 1-year-old son.

'96 **Elizabeth Schmitz**, MA social work, and her husband Dave have their own social service agency in Coeur d'Alene, Idaho, called D & L Associates.

'95 **Ryan Shannon**, BAB business administration, was recently named regional director for the American Heart Association. He is responsible for fundraising and corporate development for the annual Heart Walk in Pierce County, Wash. His wife '97 **Darla Shannon**, BAB finance, works at Goodale & Barbieri. The couples resides in Tacoma with their 1-year-old daughter.

'95 **Monte Syrie**, BAE English, was recently hired to teach language arts at Cheney High School. Monte is pursuing his master's in education administration at EWU. He resides in Cheney with his wife '95 **Sherry Syrie**, BA sociology.

'94 **Heather Giles**, BAE Spanish, completed her master's in education at Winthrop University in 2001. Heather is currently teaching Spanish at

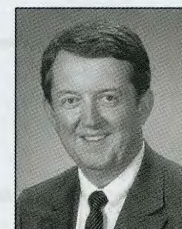


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ClassNotes

Rock Hill High School in South Carolina.

'94 **Melinda "Lea" Poso**, MA nursing, retired from the Air Force in 1999 and completed the family nurse practitioner program at the University of Washington in 2000. Melinda is a self-employed family nurse practitioner and works with homebound patients in Arizona.

'94 & '92 **David Turner**, MS and BA mathematics, recently completed a Ph.D. in atmospheric science at the University of Wisconsin. David is a senior researcher in the Climate Physics Group at Pacific Northwest National Laboratory in Richland, Wash.

'92 **Todd Wurl**, BAB business administration, currently owns and operates two Quizno's Sub Shops in Bothel, Wash., where he lives with his wife Michele.

'91 **John Hayes**, BA criminal justice, and '90 **Sarah Hayes**, BS chemistry, have a 2-year-old daughter and are living in Oregon.

'91 **Tamara Skillingstad**, BAE biology, was hired as a math and science teacher at Cheney High School in the fall of 2003. Tamara has 14 years experience teaching in Washington. She lives in Cheney with her husband.

'91 **Donald Skillingstad**, BA geography. Donald works as a planner for the Okanogan County in Washington.

'90 **Robert Buck**, BA English, and '88 **Tawny (Niebrugge) Buck**, BA business administration, live in Wasilla, Alaska, with their three children. Rob teaches English at Benny Benson secondary school in Anchorage.

'80s

'89 **Sandra (Seaver) Colbert**, BAE English, is staying at home and home schooling her three boys. '88 **David Colbert**, BS geology, is an engineering technician with the U.S. Forest Service. While at Eastern, Sandra took up running and this year has qualified for the Boston Marathon. Good luck, Sandra!

'89 & '88 **LaRae Wiley**, BAE history and BA history, is a member of the Colville Confederated Tribes. LaRae recently released her second music CD under her own production label called

Humming Tree Productions. She lives in Chewelah, Wash., with her husband '89 **Christopher Parkin**, BAE Spanish and certification.

'87 **Greg Fiscus**, BA journalism, is beginning year 15 at the *Skagit Valley Herald* and is in his third year as sports copy editor.

'84 **Jeff Sayre**, BA radio-television, was part of the first ever nationally televised broadcast of the EWU women's volleyball game against Sacramento State. Jeff and Doug Bundy formed CSTV Network in New York City, which aired the game.

'83 **Doug Bundy**, BA radio-television, was the other part of the first ever nationally televised broadcast of the EWU women's volleyball game against Sacramento State.

'82 **David Stebor**, BA radio television, has been working for Central Kitsap Fire and Rescue in Wash., since 1992. David was recently promoted to the rank of captain and will fulfill the role of duty chief during the battalion chief's absence.

'81 **Wes Hobbs**, BAE physical education, is now teaching special education at Cheney High School and is an assistant coach for the varsity football team. Wes previously worked as a teacher at North Central High School. He lives in Cheney with his wife Stefanie, and they have a son who is a junior at Cheney High School.

'81 **Dr. James Pratt**, MA biology and BA biology, has been appointed dean of the College of Arts and Sciences for Idaho State University.

'81 **Craig Rademacher**, BA recreation administration, currently serves as director of course and faculty development at Florida Gulf Coast University. Craig lives in Florida with his wife Beverly.

'80 & '73 **Terry Dick**, BS occupational safety and health and BA theatre, has worked for Boeing Commercial Airlines for more than 16 years and is currently safety administrator. Terry lives in Pacific, Wash., with his wife Cindy Lee.

'80 **Sharon Linton**, BA business administration, is a communications manager at Meydenbauer Center and has volunteered for the board of Bellevue Schools Foundation for the past six years. Sharon is now president of the BellevueSchools Foundation, and last year they raised nearly \$1 million for Bellevue schools.

'80 **John Martin**, BA geology, is vice president of operations and principal geologist for Cascade Earth Sciences, a Western U.S. environmental consulting firm headquartered in Albany, Oregon.

'70s

'78 **Ruth Dorman**, education certificate, is a retired teacher for the La Crosse School District in Washington. Ruth is enjoying retirement and working on her genealogy.

'76 **Dave Brennan**, BA recreation administration, has been teaching for 21 years currently at the Kahlotus School District. Dave and wife Beth have two boys and reside in Kahlotus, Wash. Beth is the assistant librarian for the Kahlotus School District.

'76 **Mary Harlan**, BA social work married Scott Alderman in 1990 and is currently a high school counselor with the Round Rock Independent School District in the Austin, Texas, area.

'76 **Michael Heavener**, BA journalism, has been the web manager at Tally Corporation in Kent, Wash., since 1999. Recently Michael earned the designation Accredited Business Communicator. Michael earned this award for demonstrating his outstanding abilities as a communicator. He resides in Redmond, Wash. with his wife, '75 **Terri Heavener**, BA special education.

'75 **Bruce Sydow**, BA sociology, was recently elected president of faculty at Tacoma Community College.

'72 **Diana J. Justice**, BA child development, recently met with former EWU friends for a 30-year reunion in Newport, Oregon.

'72 **Colleen L. Moore**, BAE speech communication, is in her second year teaching special education in preschool with the Sultan School District in Sultan, Wash. Colleen enjoys trucking with her husband John and gaming horses with her daughters.

'70 **Joyce Roskelley**, BAE child development, retired after 32 years of teaching in the Central Valley School District in Spokane. Joyce lives in Spokane with her husband John, who is a commissioner for Spokane County.

Continued on page 30

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Yves Nievergelt
professor of mathematics

Continued from page 11

In spring 2000, University Honors' Perry Higman told him about a National Collegiate Honors Conference to be held in Washington, D.C., the following fall with the theme of "Capital Ideas." Because the conference frequently accepts student presenters doing independent research, Phillipson proposed a book talk, which was accepted, focused around *The Shadow University*.

His research experience didn't end there, recalls Phillipson, though he considers it the high point.

"From my research topic, I discovered that I was really interested in the law and policy, so I decided I was going to major in government. Throughout my college years, I wrote several papers on that topic and it still continues to be an interest. It has segued into broader areas of interest for me, including first amendment issues."

He also worked with other professors on research projects, including Shane Mahoney and David May, both professors of government. The former resulted in a presentation that compared the Cuban Missile Crisis with the Vietnam War.

"All of these opportunities proved great learning tools for me," says Phillipson.

"Three exciting things are happening to students at EWU," says Dean Chertok. "They are becoming more involved in research, they are undertaking internships in increasing numbers (to the extent that many programs now require an internship

as part of the requirements for completion) and there is a growing use of what we call service or experiential learning, where students — through their coursework — are being exposed to more real-world environments. Many courses are being restructured to relate more concisely to their real-world applications. In many ways, the community can be and is effectively being used as a kind of teaching/research laboratory."

"I work with numerous graduate students on topics that are generally spin-offs of my research," says Jon Hammermeister, assistant professor of physical education, health and recreation, "although if they have their own ideas which are well thought out and theoretically based, I will often allow them to branch off on their own."

As an example, Mike MacKenzie is a former All-Big-Sky football player who played for Eastern, then several years in the Canadian Football League before returning to grad school.

"His primary interest lay in the relationship between positive coaching behaviors and athlete satisfaction and performance," recalls Hammermeister. "His thesis was an in-depth examination of that topic utilizing a large sample of NCAA Division I football players. His work gave him tremendous insight into the role of coaching behavior and the psychological states of their athletes. In fact, his work was so good that we ended up hiring him for a special faculty

position here in our department!"

Stephanie Dyer believes research is an effective learning tool even if a student does not plan to go into a field that calls for performing research on a regular basis.

What students learn can be applied to any career and to their daily lives," she explains. "Some of the skills/knowledge/lessons are: learning to give credit where credit is due, improved skills in writing and speaking, people skills, gaining confidence in yourself to organize and research sources (the working of layers, peeling away to get to the core); this effects the ability to remember more."

EWU graduate Bethany Leonard was fortunate enough to see up-close the potential benefits research can bestow upon the lives of a specific group of individuals — in this case, special education students.

"It was powerful to actually measure students' progress and to understand how many factors go into a child's learning," she explains. "It makes me believe more than before that we need to make sure the interventions we are using are actually working for kids. Data provides this continual assessment of effectiveness."

"Occasionally," says mathematics professor Yves Nievergelt, "a student finds a tidbit of interest and can make a constructive contribution. The assistance of a former graduate student (now a mathematics instructor at North Idaho College) is acknowledged in the book

Drew Rieder: Citizen Soldier

By Stefanie Pettit

For the next several months, the Pentagon will be conducting a massive switchout of troops from Iraq, replacing the Americans who fought the war there — and who have remained to fight for the peace — with 105,000 replacements, forty percent of whom will come from National Guard and Reserve ranks.

One of those citizen soldiers is Eastern's own Drew Rieder, who, by the time this issue of *Perspective* is in your hands, should be serving with the Army National Guard's 116th Rear Area Operations Center (RAOC) somewhere in Iraq, in the early days of his 18-month mobilization. He is surely not the only person with connections to Eastern who has served or is serving in Iraq, but he is the one we know best.



Drew is Eastern's assistant director of Alumni Relations. Since coming to Eastern in fall 2001, he has been working enthusiastically to develop alumni chapters in Spokane and the Puget Sound area and coordinating events that help connect alumni back to their alma mater. If you've attended Homecoming, the Governor's Cup football game, the Civic Breakfast in Seattle or any of a number of activities in which alumni are

involved — well, then, you surely know Drew, too.

But, if not, here are a few things we'd like to tell you about him.

When he was in high school in his hometown of Tacoma, Drew pursued an appointment to a military academy, hoping for West Point. "I was in the top 2,000, but they took the top 1,600," he said. "Looking back on it, I was able to attend college (Gonzaga University) on a full-ride ROTC scholarship and got the best balance, a traditional college experience and great military training. ROTC turns out some very fine officers."

One such fine officer — Brig. Gen. Neal Sealock, deputy commanding general, Cadet Command, Fort Monroe, Va. — is one of five Army generals who graduated from Eastern's ROTC program. He's gotten to know Drew well from his visits to Eastern in recent years.

"As a citizen soldier serving in the Reserve component of our Army, Drew is continuing a long-standing tradition of answering the needs of our country," said Gen. Sealock ('74). "He personifies the Army values and will continue to be an outstanding leader for his unit, leading and mentoring our soldiers in a tough, critically important role."

"For his friends and family, rest assured that Drew is well prepared...I am so very proud to be associated with him and Eastern Washington University."

Always wanting to learn and improve himself, Drew is enrolled in the master of science program in communications at Eastern, having first earned his B.A. in communications from Gonzaga University in 1996. He and his wife Angela are the very proud parents of 16-month-old Jonah.

But, for now, his focus must be elsewhere. The 116th RAOC, normally based in Ellensburg, Wash., is currently managing the terrain in a sector of Iraq, serving as a communications center for a variety of activities. Back at home in Spokane, Angela remains involved at Faith Bible Church, continuing the ministry work and Bible study she and Drew have participated in there for several years. And she awaits the birth of their second child, due this July.

Before he left, Drew reflected on the tears they have shed, prayers they have said and the fact that the days home were growing short.

"We've said so many good-byes to so many people — including the wonderful people at Eastern, where everyone has been so supportive and understanding — and that's the hard part, missing and being away from my family and everyone I care about," he said. "I am proud to serve my country, but saying good bye is hard."

And we, his Eastern family, will be waiting to say hello again when he comes home sometime next year. Saying hello is a whole lot easier.

The EWU Alumni Association has established a "Drop a Line to Drew" e-mail address. If you'd like to send a message to Drew Rieder, please do so at <http://iceberg.ewu.edu/guestbook/alumni>

College) is acknowledged in the book *Elementary Inversion of the Exponential X-ray Transform*, he says, "and another former graduate student (now a mathematics specialist at EWU) and I co-authored an expository booklet for use by undergraduates and their instructors: *Elliptic Integrals and Elliptic Functions in Calculus and Beyond*."

"Our students are required to complete a research project," says social work professor Sandy Altshuler, "and they find out early that research is a big part of the profession."

But it is rarely a chore for them, she adds. "We have students who care and want to help others. I can give them data sets, but students appreciate most when they can go into the field."

Phillipson credits his experiences in the Honors Program and conducting research as pivotal in his outlook on life, saying it "transformed the way I looked at problems and the way I approached learning in general. For me, it was no longer about the recitation of facts, but the synthesis of ideas that became

important. It is a step that higher education is supposed to teach students to make, but it so often fails to do. It is also a skill that is necessary to be successful in both the private sector and government service."

"Participating in research made me a critical thinker," says Bethany Leonard, "in that I learned you can't believe everything you hear or read. You need to have knowledge of research in order to understand articles and determine what is true. Doing research was a life-changing experience that changed my perspective in my field as well as other areas of my life."

"I advocate course work in research methodology for all students because it enhances their ability to think critically about personal decisions and social issues," says Ed Byrnes. "When students go further and engage in the research process, even if they do not pursue research careers, they are better able to disassemble arguments and arrive at sound, evidence-based judgments about whatever they are confronted with in life."



Stephanie Dyer
interdisciplinary studies, '02

Class Notes

'60s

'69 **Don Chumley**, BA industrial technology, received a letter of commendation during an open house held recently at Whatcom County Fire District 4's new administrative/training complex. Don is fire chief for the Grant County (Wash.) Fire Protection Department #8. He lives in Bellingham Wash., with his wife, '73 **Gerl Chumley**, BA recreation administration.

'69 **B. Grace (White) Zentz**, BA education has enjoyed raising children and teaching pre-school for almost 20 years. She retired in June 2003. Grace lives in Spokane with her beloved husband Michael.

'67 **Frank Ham**, BA radio/TV, retired from the Army in 1989 after 22 years of service. Frank is now self-employed in a custom truck parts business in Olympia, Wash.

'65 **Chris Brown**, BA journalism, and '65 **Roberta (Stowell) Brown**, BA physical education, retired in 1997 and sailed to Mexico, where they lived for three years on the Sea of Cortez. They have two grown children, one of whom is an Eastern graduate, '94 **Heather Brown**, BA English.

'64 **Bruce Jameson**, BS mathematics, and '63 **Sharon (Perkins) Jameson**, BAE English, moved to Poulsbo, Wash., after living in Fort Worth, Texas, for 22 years. Bruce is a systems analyst for Nordstrom. He and his wife Sharon are enjoying living near family and friends.

'64 **Doris (Haley) Johnson**, BA communication disorders, worked as a supervisor of EWU and WSU graduates between 1985-1993 in Spokane University Programs in Communication Disorders and practicums.

In Memoriam

'90s & '80s

'94 **Ronald Varela**, MBA business administration, passed away Sept. 13, 2003. Ron was a resident of Spokane and very active in the regional theatre community, known especially for his abilities with accents.

'86 **Barbara Koci**, BA general studies, passed away April 1, 2003, at the age of 55. Barbara resided in Kennewick, Wash., for 25 years and was a homemaker.

'83 **Barbara Peterson**, BAE reading, died August 1, 2003. Barbara retired after 24 years of teaching in the Mead School District, north of Spokane. She enjoyed working with kids, traveling, quilting, skiing and spending time with family and friends.

'83 **Ronald Rasmussen**, BA history, died August 10, 2003, at age 47. Ronald taught high school in Sacramento, Calif., and was a resident of South Lake Tahoe, Calif.

'82 **Virginia Wilson**, history major, passed away August 1, 2003. Virginia was a retired high school teacher and a resident of Tri-Cities, Wash., since 1943.

'70s

'76 **George W. Dana Jr.**, BA management information systems, passed away September 6, 2003. George worked for The Fluor Corporation and was a resident of Richland, Wash.

'73 **Dorothy Brookes-Ford**, MA interdisciplinary studies, died August 27, 2003. Dorothy was a resident of Olympia, Wash.

'60s

'69 **Christine Nelson**, BA psychology, passed away November 11, 2003. Christine worked as a school psychologist in Spokane.

'67 **Larry Groshoff**, BAE health education, passed away September 12, 2003, at age 59. After graduating from EWU, Larry taught in the Mead School District for 34 years. He then retired in 2001 and moved to Coeur d'Alene, Idaho.

'65 **Thomas Brown**, BAE social science, died August 9, 2003, at age 60. Thomas retired in 2002 after 37 years of teaching in Spokane School District 81. He enjoyed collecting antiques.

'65 & '54 **Kenneth Carvey**, MA music, BA music, died July 31, 2003, at the age of 70. Kenneth began his teaching career in Wilbur, Wash., and taught band in the Longview School District for 28 years. Before teaching, he was choir director at First Christian Church. Kenneth enjoyed hunting, fishing, woodworking, gardening, golfing, traveling, jigsaw puzzles and singing. He was a resident of Longview, Wash.

'38 & '65 **Helen Gwinn**, BA education and BA home economics, passed away August 16, 2003. Helen was a long time resident of Walla Walla, Wash.

'64 **Helen (Evans) Koivula**, MA special education, died September 3, 2003, at the age of 81. Helen was an elementary school teacher for the Cheney School District for 25 years. She also taught at St. Paschal's School in Spokane and retired in 1980. Helen enjoyed oil painting, reading, politics and crossword puzzles. She was a resident of Spokane for 54 years.

'62 **Eleanor Boyd**, studied elementary teaching, passed away August 1, 2003, at age 88. Eleanor taught in Wallace and Kellogg, Idaho, for 22 years. She then moved to Citrus Heights, Calif., where she volunteered with the Sutter County Museum, was a commissioner of the Sutter County Housing Authority and was active in other philanthropic work.

'62 **Laurence McNamara**, BA physical education, died September 22, 2002, in White Salmon, Wash.

'50s

'50 **Donald Cobb**, BA early childhood education, passed away September 13, 2003, at age 78. Donald was a life-long resident of Spokane. While at Eastern, he lettered four years in football and baseball. He also was named to the Evergreen Conference All State Football Team. Donald worked for many years in School District #81 as a teacher, coach, counselor and administrator. He was a principal at Garry Junior High, North Central High and at Rogers High School in 1987 when he retired.

'40s

'49 **Frances Benson**, MA curriculum specialist, died September 17, 2003, at the age of 82. Frances was a long-time resident of Spokane

and taught in the Spokane Valley for 31 years before retiring in 1981.

'30s

'38 **Glen Adams**, BAE education and certification, passed away October 17, 2003, at the age of 91. He owned Ye Galleon Press in Fairfield, Wash., where he was a resident, publishing 727 books on a variety of topics, including Pacific Northwest and U.S. History. He was the subject of a story in *Perspective* in winter 1992.

'38 **Edward Gillman**, BA education and certification, passed away September 6, 2003, at the age of 92. During his years at Eastern, he loved participating in sports and was a four-year letterman in basketball and football. He was involved in Boy Scouts, 4H, church activities and coaching while living in Spokane.

'20s

'27 **Helen Charlesworth**, BAE education, passed away May 31, 2003, at the age of 94. Helen was a retired teacher living in Vancouver, Wash.

Faculty/Staff

'51 **Martha (Long) Blain**, BA education, died November 4, 2002. From 1951-52, she was a faculty member at Eastern, where she taught kindergarten at the college elementary school. She retired from the Issaquah School District in 1976. Martha was a resident of Walla Walla, Wash.

Tom Gillin passed away September 3, 2003. Tom was an information technology applications Specialist V in the Client Services Department at Eastern. Tom had been with Eastern for 14 years and lived in Cheney.

Denny Harr died April 16, 2003. Denny worked at Eastern from May 1983 until April 2003, when he retired. While at Eastern, he worked as a systems programmer IV in the Information Resources Department. He was a resident of Spokane.

Charles Keys Jr. died October 10, 2003. He had been an Eastern employee since 1990 and worked as a custodian. Charles lived in Spokane.

Jimmy Porter passed away on August 29, 2003. Jimmy had been an Eastern employee for two-and-one-half years, working as a custodian. Jimmy was a longtime resident of Cheney.

Vera Hoover died December 31, 2003. She earned a bachelor's degree from Eastern and worked in Eastern's Financial Aid Office for 31 years before retiring from the University last summer.

Save The Date

Historian and Pulitzer prize-winning author David McCullough will give this year's Eastern Washington University Presidential Speaker Series address on Thursday, March 11 at 1:30 p.m. Reese Court, Cheney.

Eagle Athletic Association's Lifetime Dedication Award

Tony Carpine, class of 1950 and outstanding student athlete during his collegiate years, received the Eagle Athletic Association's (EAA) Lifetime Dedication Award during half-time ceremonies at an EWU basketball game in January. The award was created this year by the EAA Board of Directors for those supporters who go above and beyond the title of "Booster of the Year."

Tony owned a deli in Cheney and still loves to cook for crowds. He has fed entire teams — and still does — on a regular basis. He is also an avid gardener whose greenhouse is full (bursting, rather) with tomato plants as well as other vegetables he uses in his authentic Italian meals.

Many, many former student athletes keep in touch with the Carpines and will never forget the generosity of home-cooked meals while being away at college. Tony has been a member of the EAA since its inception in 1984 and has generously given of his time, talent and treasure in support of Eastern athletics.



Thank you, Tony!

Hello, graduates of Eastern Washington University



Give us your thoughts on the current *Perspective* magazine. Tell us about your time at Eastern or your favorite EWU faculty. Submit a Class Note. Tell us what events have happened in your life: a new job, marriage, children, retirement, advanced degrees, you name it. Keep us updated. Moving soon or know someone else who has? Let us know so that we can keep *Perspective* coming to your mailbox.

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