Letter from the Editor

As a child, the first day of school always held special excitement. New teachers, a new grade, old and soon-to-be friends gathered in groups exchanging greetings; all combined to turn this one day of the year into a special memory......

Calendar of Events

Focus on Faculty

When it comes to awards, Dr. Charles Eberly displays his with pride and humility; a charming combination that places the givers (Sigma Phi Epsilon) at the forefront of Dr. Eberly's praise list...
Tramp the halls of Buzzard this semester and you might encounter some unfamiliar faces. Since we know how distressing this can be, Connections offers for your enjoyment an introduction to the newest members of the College of Education faculty...

"An Educator's Vacation." That's how Dr. Marylin Lisowski describes her recent visit to New Zealand with members of the educational community and other participants in the July-August 2003 trip...

P-16 Partnerships

What do Cesar Chavez, Susan Butcher, and Martin Luther King, Jr. have in common?...

Alumni News

Discover what is going on with former classmates and other alumni....
Spotlight on Alternate Secondary Education Program (ASEP)...

Curricular Concentration

Education majors both with and without math concentrations find that the Math Energy program provides them with valuable information, experiences, and socialization.

Jest for Fun

Jest for fun, check out these humorous contributions... majors both with and without math concentrations find that the
As a child, the first day of school always held special excitement. New teachers, a new grade, old and soon-to-be friends gathered in groups exchanging greetings; all combined to turn this one day of the year into a special memory.

Despite the (too) many years since childhood, coming back to campus this fall generated that same magical feeling. For me, it is a new grade (graduate school), new courses, and old and soon-to-be friends gathered in group....

WAIT! Did I say “gathered”??!

I meant, crammed into textbook rental to collect books we should have picked up a week ago, muttering to ourselves as we crawl through parking lots following (stalking) departing students to grab their space, and rushing across campus to be on time for that first class.

The thrill of new courses develops into groans of despair as syllabi are received and the realization hits—this is hard work. What was I excited about? Oh, yeah – new courses, a new grade, and friends. And, a new job.

This year, I am serving as a graduate assistant in the College of Education and Professional Studies, through the generosity of the Vern Stockman Graduate Assistantship in Educational Technology. One of the exciting new duties that I inherit with the assistantship is the opportunity to help publish this newsletter.

While the editor may have changed, the format for “Connections” remains the same. You’ll still see information about events, faculty, community, alumni, students, and departments. You might (okay, so you will) see some new features as well. The most notable change, though, affects delivery. The publication dates have changed from monthly to quarterly, so you’ll see a new edition on October 15, December 13, February 28, and May 5.

Please feel free to forward any ideas, suggestions, concerns, or information by email to eulas15@eiu.edu. Or, if you prefer, I’m tucked back into a corner of room 2306 in Buzzard Hall, so you can hand deliver items (donuts are always accepted).

It is with a magical sense of excitement that I publish this edition of the newsletter. An edition, where I hope you will find new events, activities, partnerships, technology, news, and friends.

Leslie Sebastian
## Upcoming Events:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 13, 2003 –</td>
<td>Spring Registration</td>
<td></td>
</tr>
<tr>
<td>January 11, 2004 –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 17, 2003 –</td>
<td>Administrators’ Roundtables – 8:30 a.m. – Contact: Department of</td>
<td>217-581-2919</td>
</tr>
<tr>
<td>ASEP Informational</td>
<td>Educational Administration – 217-581-2919</td>
<td></td>
</tr>
<tr>
<td>Meeting - 2149 Buzzard</td>
<td>5:00 p.m. – Contact: Audrey Edwards</td>
<td></td>
</tr>
<tr>
<td>October 23, 2003 –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 27, 2003 –</td>
<td>Math Energy – 7-8:30 p.m. – University Ballroom/Union – Contact:</td>
<td></td>
</tr>
<tr>
<td>November 5, 2003 –</td>
<td>Joyce Bishop</td>
<td></td>
</tr>
<tr>
<td>November 6-7, 2003 –</td>
<td>MTEA Overnighter and Conference – “Community College Conference” -</td>
<td></td>
</tr>
<tr>
<td>November 17, 2003 –</td>
<td>Contact: MTEA Officers or Ralph Gardner</td>
<td></td>
</tr>
<tr>
<td>December 5, 2003 –</td>
<td>All materials due for Fall 04, Spring 05 Student Teaching – For</td>
<td></td>
</tr>
<tr>
<td>December 8, 2003 –</td>
<td>information, contact the Student Teaching office</td>
<td></td>
</tr>
<tr>
<td>December 13, 2003 –</td>
<td>Commencement – 10:00 a.m. and 2:00 p.m. – Lantz Arena</td>
<td></td>
</tr>
</tbody>
</table>

*Other events available for a small fee. CPDUs available.*
When it comes to awards, Dr. Charles Eberly displays his with pride and humility; a charming combination that places the givers (Sigma Phi Epsilon) at the forefront of Dr. Eberly’s praise list. While he graciously praises those who recognized his contributions, it is the awards that provide insight into the time and energy that Dr. Eberly devotes to Sigma Phi Epsilon.

During the past year, Dr. Eberly received both a local and national award from the fraternity. Each award recognizes Dr. Eberly for his devotion to the fraternity, at Eastern Illinois University as sponsor and at the national level as an alumnus of the organization.

*The Charles and Sharon Eberly Essence of Fraternal Values Award* was presented to Dr. Eberly at a ceremony in April of 2003. He was surprised and touched by the gesture and stated that “he did not know he was receiving this award.” The crystal cut award holds the engraving “Those who attain any excellence commonly spend life in a focused pursuit, for excellence is not often granted in easier terms,” a sentiment that Dr. Eberly’s work with the fraternity has proved.

Nationally, Dr. Eberly was awarded at the Alumni recognition banquet the *Order of the Golden Heart*, which recognizes those with outstanding careers and service to the fraternity. This award, first given in 1959 is the highest alumni recognition award within the organization and truly illustrates the lifetime of service Dr. Eberly has provided. Dr. Eberly’s contributions to Sigma Phi Epsilon include the *Balanced Man Program*, which Dr. Eberly stated he “suggested,” but of which the national organization said “The concepts you introduced us to in the early 80s would years later be woven into the most sweeping movement in fraternity history.” It is easy to see that Dr. Eberly takes the leadership responsibility seriously when it comes to the fraternity and shares that same enthusiasm with all he meets.

The recognition of Dr. Charles Eberly goes beyond the fraternal. Dr. Eberly was recently notified that he will appear in *Who’s Who in American Education* for the 2004-2005 edition. Congratulations Dr. Eberly!

---

*Dr. Eberly (center) with EIU chapter treasurer Dean Lugge (left) and chapter president Joe Mark (right)*
And now, for something completely new…

Tramp the halls of Buzzard this semester and you might encounter some unfamiliar faces. Since we know how distressing this can be, Connections offers for your enjoyment an introduction to the newest members of the College of Education faculty.

Joining the ELE/ECE/MLE staff:

**Dr. Richard A. NeSmith** holds a Dr. of Science Education from Curtin University of Technology, Perth, Australia. His academic interests include action research and teaching and learning in middle level science. Dr. NeSmith has taught in public and private secondary schools for 8 years, including heading up a science/math department in Western Australia. He has seven degrees, his most recent a doctorate in Science Education.

Richard is married, with two children, both boys and a faithful dog named Shy. His wife is currently a non-traditional student in education. One son, Wendell is married and Ricky presently attends Augusta State University.

Outside the classroom, his interests are hiking, traveling, reading, computer games, building websites, and spending time with his wife and dog. His first book will be published in 2004 (advance orders accepted), entitled "Human Biology I: Entering the 21st Century." The sequel will follow in 2005.

Richard likes Chinese food, diet Coke, Jamocha shakes, and BBQ baby-back ribs (if he could just find a place that serves a good batch!)

**Dr. Mildred M. Pearson**. Dr. Pearson came to EIU from the University of Wisconsin-Milwaukee where she taught College Writing, Multi-cultural Education, Educating Black Girls/Women, and Urban Education. She was attracted to Eastern after reading the CEPS mission for creating diverse subjects, strategies, students, societies, and technologies. She also read the U.S. News and World Report ranking that put EIU as one of the top public Universities in the Mid-west.

Dr. Mildred M. Pearson
Dr. Pearson found that the university had a strong teacher education program, a rich history and many traditions. It was the genuine caring and supportive environment that excited her during the interview process, as well as the faculty support system for mentoring, research, and development.

Mildred’s research interest includes: Social Cognition, namely Self-Efficacy and Resiliency, Multiple Intelligences, Reading and Writing across the curriculum, and integrating technology within the classroom. She is looking forward to being part of the EIU team and contributing to the enhancement of the university.

Outside the classroom, Mildred enjoys traveling, shopping, reading, and listening to jazz and gospel music. She also enjoys spending time and looking after her two poodles, Adam and Zachary.

Dr. Pearson feels that students should know that she is genuine and has a true passion and love for the field of teaching. She wishes to see students be “efficacious and resilient” in order to make the best of their university experience. Her message is: “Anything easy is not worth having and hard work produces success.”

**Dr. Marie A. Fero** earned her Ed.D (in Education Administration) from Northern Arizona University after obtaining a Master of Arts in Education at the same institution. Prior to her graduate work, Dr. Fero obtained her Bachelor of Music degree in Piano performance from Salem College, West Virginia.

**Dr. Marie A. Fero**

Her academic interests include writing children's books and general research in education. She's taught vocal/instrumental music for twelve years at schools in Missouri, Ohio, and Arizona. She has taught on the college level at Northwest Missouri State University, Southern Arkansas University, and Kent State University. Marie has also been an elementary principal, kindergarten teacher, and Chair of Education at Benedictine College in Atchison Kansas.

Outside the classroom, Marie enjoys exercise, gardening, reading, going out with friends, and visiting her children in Kentucky and New York. She also enjoys fine arts festivals with her husband, who does fine woodworking. She is currently teaching herself the art of jazz piano improvisation.
Joining the Special Education Department:

**Mrs. Rebecca A. Fogarty** joins the staff here after spending three years as School Psychologist in Champaign. Rebecca attended EIU as a graduate student and notes the small class size and personal relationships as being a positive.

When Rebecca’s husband relocated to Mattoon, she sought a position at EIU where one of her big goals is for students to “feel that they are better prepared to enter their profession both from an individual assessor standpoint” and as someone “who can be an active participant in eligibility/IEP meetings.”

Rebecca A. Fogarty

Outside the classroom, Rebecca spends her time with her one-year old son and enjoys being outdoors—mountain biking, boating, and walking. Any time left over is spent with family and friends.

**Ms. Melissa L. Jones.** Ms. Jones earned both her BS and MSE at EIU and joins the faculty after teaching eight years at Cumberland Elementary in Toledo, Illinois. Melissa, a lifelong resident of Greenup, wanted to join the EIU faculty because of the high quality teachers the department produces and for their work in the community. Her academic interests are school and family partnerships and teacher preparation in Special Education.

Melissa’s interests outside of academia include family, walking, biking, reading, baking, and shopping. In addition to that full load of activities, she is also working on her PhD.  

Melissa L. Jones
**Dr. Mei-Ling Li**

Dr. Li earned her PhD at the University of Northern Colorado where she also taught previously. Her academic interests are adapted physical activity.

Mei-Ling chose Eastern because of the reputation that the Department of Special Education has in regards to curriculum and the program in general. She has previously worked as an Education administrator, researcher, and part-time professor.

Dr. Li’s outside interests include music and when asked “What would you want students or colleagues to know about you?” She replied, “Whatever they want to know…..!!”

**Ms. Joy L. Russell**

Ms. Russell has been an adjunct professor for the past 18 years and always felt a sense of pride in participating in the work accomplished by the College of Education. Her particular focus is in the Department of Special Education.

Rewarding to Joy is being able to influence the quality of education for both K-12 and higher education.

Joy has been Director of Professional Development for the Regional Office of Education for Clark, Coles, Cumberland, Douglas, Edgar, Moultrie and Shelby counties, Administrator for the Eastern Illinois Area Special Education, and a classroom teacher in loves Park, Arcola, and Casey. She has also co-authored a publication entitled: The Source:ADD/ADHD with Gail Richard.

When not pursuing academia, she can be found enjoying golf, fishing, shopping, and gardening. Joy feels very fortunate to have chosen a career that impacts the future and to meet so many extraordinary and caring people.

**Welcome to the College of Education and Professional Studies!**
“An Educator’s Vacation.” That’s how Dr. Marylin Lisowski describes her recent visit to New Zealand with members of the educational community and other participants in the July-August 2003 trip. The expedition, sponsored by EIU’s Department of Science and Environmental Education, highlighted geothermal studies, historical and cultural experiences, birdlife conservation, marine biology, cave system exploration, educational lectures and discussions, and of course active adventures.

Participants in the trip found themselves nestled in the lush they do! The day begins with a 7 a.m. breakfast and ends sometime in the evening after a full day of learning activities, including lectures and discussions with local educators and specialists.

What participants didn’t find on their trip were the typical tourist attractions. Instead, they enjoyed the experiences of a volcanic plateau, rare birds (including this friendly guy who appears to be waving hello to the visitors) and study of the Waitomo Caves.

The stunning landscape of New Zealand offered more than just the view as a wealth of habitats unfolded to enrich the group’s learning activities and provide hands-on experience in geology, conservation, and natural resource management. Not to mention the delight of snow covered hills in August as the group hiked the Southern Alps.

This trip and others like it that Dr. Lisowski has hosted over the years places an emphasis on science, but also brings a lot of cultural events into the itinerary as well. Experiencing the culture as well of the science of the area being visited gives travelers the opportunity to hear local symphonies or view plays. NZ participants combined culture and education when they explored Christchurch, viewed Maori artefacts, and spoke with local farmers about the challenges of daily life.

The science focused trip to New Zealand is just one of many that Dr. Lisowski has hosted, and she’s busy on the planning stages for next summer’s expedition, this time to South Africa. Those wishing to participate can expect a complete learning experience where science and culture combine with a lot of fun. As Dr. Lisowski pointed out “It’s primarily teachers that go but there are always others who like to learn.”
Ask any Carl Sandburg Elementary School third grader in Kathy Miller or Lou Conwell’s class and they’ll tell you that the three figures are being represented this semester in Project WOW. “We learn together” declares a third grade participant of the partnership program that teams elementary education majors with the 3rd grade students while they work on a semester-long project of research, technology, learning, and fun.

The program, entering its 11th semester, has changed over the years. One of the major changes, technology, allows the students to design their own webpage to spotlight their hero. The collaborative site provides students, from both the University and the elementary school a place to display their findings, their own reflections about the program, and their talents as designers, artists, and writers.

Judy Barford, EIU coordinator for the project, feels that one of the unique features is that the partnership has lasted a long time. This has allowed the evolution of the program, which aside from new technological opportunities also includes field trips to EIU and other areas where students can meet and discuss with experts in their field of study. One such event took students to St. Louis to see the Museum of Westward Expansion as they completed an ambitious unit on Lewis and Clark.

Of the Lewis and Clark unit, done in 2002, Judy Barford says that this particular unit “gave [students] opportunity to teach [and learn] patriotism; patriotism that included contributions of the Native Americans.”

Student comments about the unit seem to reflect the same idea, they were grateful to Lewis and Clark for exploring as they did. Additionally, the 3rd graders found the project interesting and fun (which the picture certainly seems to display).

The process of selecting the subject matter for Project WOW, like the program itself, displays interaction between the EIU facilitators and the 3rd grade students. EIU ELE 3340 students perform skits about potential subjects and the students vote. This semester’s WOW topic is American Heroes and ranges from well known figures, such as the Wright Brothers, to those who will take a little more research time; Susan Butcher and Marian Anderson, for example. All the heroes selected are in the multiple intelligences categories. Also, they are all value based heroes that the children can respond to as role models.

Once the selections are made as to whom the students will be studying for the semester, they get to know the EIU students, and vice versa, through autobiographies, and then group projects that get all the participants used to working with each other.

To find out more about Project WOW!, Visit their website:  http://www.eiu.edu/~wow
This is just too sad. All of us on the newsletter staff (okay, so it’s just me but it needs to sound really pathetic) searched high and low for alumni news and came up short, so I borrowed from the Alumni Association’s *Old Main Line* for this edition.

Now, I know that there is news to be had out there in Alumni-land (that’s somewhere between Disneyland and Coney Island). I, however, am limited in how far I can travel to ferret out, investigate, pry, snoop, and all those other newsy things to get information.

What would really help would be having someone send me tickets to some new exotic place each month so I can get news. Okay, okay, so that’s not going to happen.

Truthfully, if you could just email and let us know what’s going on in Alumni-land we’ll get it in the newsletter. It doesn’t have to be of epic proportion, just let us know what you’re up to and we’ll tell everyone else.

Thanks in advance for your interesting bits of information – and really, anyone wanting to send me tickets to exotic locations, I’ll take them!!

The Editor

**AND NOW, WHAT YOU REALLY CAME TO THIS PAGE TO READ:**

Allison Weess (77) is a teacher’s assistant in the Grayslake School District and was married in April 2003 – congratulations!

Sara Kay Schmidt Slonaker (98) married Michael Slonaker May 24, 2003, and is now a Title I reading teacher in Alton, Illinois. Congratulations!

Kristi Weidner and Scott Rawlings (both 2002) were married August 30, 2003. Both are working at EIU as graduate assistants in athletic training.

Matt Painter (98) was named head coach at Southern Illinois University in May of 2003, with the distinction of being the second-youngest men’s basketball coach in Saluki history.

Dick Ulrich (64) retired as director of Athletics from the University of Puget Sound in Tacoma, WA and plans on spending time with his wife of 34 years, Pam, traveling to Spain and Portugal. Bon Voyage!

Patricia Ann (Wright) Haskins (68) was named executive director of the Warrenville Chamber of Commerce in January 2003. Congratulations!
The Alternate Secondary Education Program (ASEP) celebrates 30 years of activity at Eastern Illinois University by providing students a choice in educational opportunities as they work on certification. Directed by Audrey Edwards and staffed by Teresa Freking and Cheryl Warner, the program provides an interdisciplinary, field-based sequence of courses culminating in a final semester of student teaching.

ASEP combines general secondary education methods, special education, educational psychology, philosophy, and history of education into three writing-intensive courses that allow the students flexibility and independence. While “the program is not for everyone” according to Audrey, having a choice of programs allows students to select the educational path that fits their needs. Students who work well independently, need flexible scheduling and those who are not intimidated by writing intensive and technology based classes do well in ASEP.

Some benefits of ASEP include the practical experiences that the program provides. ASEP students learn to use technology as part of their planning and lesson implementation, work throughout the program with multi-cultural students, and during student teaching, participate in a discussion board and attend a mid-semester seminar. During their practicum students are encouraged to participate in alternative programs where they gain first-hand experience at dealing with the most challenging of educational atmospheres. As with the regular route to teacher education, ASEP requires 80-85 hours of practicum.

In addition to benefiting students, ASEP also provides valuable assistance to the educational community. Besides providing teachers in the core areas, ASEP draws a large percentage of non-traditional students, many of whom certify in high demand areas. (34% of ASEP students are non-traditional). The flexibility of the course is a major attraction for the non-traditional student and the freedom to work ahead in the modules offers students the ability to manage their time according to their needs.

Aside from training future educators, ASEP has been able to provide volunteers for after school programs by encouraging students to earn practicum hours in alternative settings. In the Charleston/Mattoon area, ASEPers can earn hours by working with the Stretch Time program, or Pathways (alternative schools), which can also be done in Paris, Effingham, Toledo, and Shelbyville. These programs also benefit the students by placing them in settings that help them get a head start on student teaching.

Both Audrey and Teresa feel there are misconceptions about ASEP. Teresa states that “there have been a lot of changes, so letting people know how the program has improved is a big challenge.” Another area of concern was that of lack of information and confusion between ASEP (Alternate Secondary Education Program) and Alternative Certification. This was a concern that Audrey mentioned, and she felt that advisors in the different colleges were doing a great job of addressing that by providing students with more information about the program.

Former and current students of ASEP speak highly of the program and the faculty. As a non-traditional student myself, I valued this program because I could not fit into the traditional program’s scheduling. That the university offered this choice was a major influence in my decision to attend. Current student teachers, when asked, also stated that the flexibility and freedom of scheduling were draws for them. As you can see by their comments ASEP students
ASEP – 30 YEARS AND COUNTING

have a lot of positive feedback about the program.

“I was very pleased with the ASEP program. It allowed me to work more independently than the traditional program would have, and it even fulfilled my multicultural observation hours. It is truly for the students that are mature enough to handle independent work.”

Michael Langevin – Social Sciences

“Overall, I am pleased with the ASEP program. I think the program is very efficient and makes sure that all bases are covered. I think the program is very thorough and highly informative.”

Jean Cooper – Art

“I think that the ASEP program was helpful in many ways. I feel that it gave us extensive work with children with disabilities, or work on how to make accommodations for students with disabilities. I think that we learned a lot about the different Illinois laws as well. Another benefit of the program was the fact that you schedule all of the visits and observations on your own, so that helps to give you that push of independence.”

Britany Brettschneider – English/Speech

“I lived at home and commuted to college and enjoyed the times that ASEP classes were held. This program also allowed for me to be flexible with my observation hours and the time I put into the class each week. It was a blessing to have.”

Troy Bierman – Biology

The future of ASEP promises to be as productive and fulfilling to the University and educational community as it has in the past. And for those ASEP alumni, Teresa is putting together a website where alum can network, find certification information, and keep in touch with other student teachers. She’s already put into place a mentoring program for current student teachers to draw on the experiences of those who have finished through the WebCT resources.

For more information on ASEP, contact Audrey Edwards at cfate@eiu.edu or visit the ASEP website at http://www.eiu.edu/~asepweb.

ASEP staff from left to right: Audrey Edwards, Cheryl Warner, Teresa Freking
Energizing mathematics

Education majors both with and without math concentrations find that the Math Energy program provides them with valuable information, experiences, and

Dr. Joyce Bishop, Dr. Joan Henn, and Ms. Billie Dudley functions as an enrichment program for pre-service teachers - one that promotes enthusiasm for math and the teaching of math.

*Math Energy* provides pre-service teachers with the opportunity to fulfill the professional organization requirement of the certification program, but also gives the students involved practical experiences beyond the classroom.

Run by the students, general meetings are scheduled once a month where educators and other experts come in and speak. Members of *Math Energy* also gain the ability to network with educators, gain leadership experience, and explore the profession of teaching math.

Through *Math Energy* partnership programs, students are able to tutor students in early, elementary, and middle school levels. The tutoring program offers members the chance to ease their way into the new role of teacher.

A recent development of the *Math Energy* program is the partnership with Jefferson School to present *Math Energy*! Jr. Club. This after-school program will allow pre-service teachers the chance to share exciting enrichment activities with the elementary students. Not a tutoring program, the focus of the club is on making math fun and active. Students will participate in activities such as games, art projects, math literature, science experiments, and magic tricks. The *Math Energy* members will be sharing with the elementary students their own energy and love of math.

In addition to benefiting the students who are involved, *Math Energy* has strengthened the math education program by getting students involved. Undeclared concentration students are choosing math after finding *Math Energy*, because it helps to eliminate some of the fear students might have about the subject matter or their own ability to teach math effectively.

Due to the efforts of the students and advisors for this program, Eastern Illinois University’s *Math Energy* program is the largest affiliate of the National organization in the country. This distinction and efforts of the students at local and national conventions, provides recognition for the students, the math department, and the University. Our students are building relationships that extend far beyond the corridors of the math department – they are, energizing math.
No educator faces a classroom without also facing the inevitable late homework excuse. Here is a selection of the rare and unusual that demonstrates the creativity of the university student. (And hopefully will tickle your funny bone, at least a bit).

Bad kidneys, hay fever, and email down – all from the same student for the same assignment!
Contributed by: Dr. Richard NeSmith

I’m abstaining from homework due to philosophical beliefs. Contributed by Dr. Marylin Lisowski

As student clutches his left side: “My doctor says I have appendicitis.” Contributed by Dr. Timothy Shonk

My washer overflowed because of a toilet issue and affected the water system of the entire town. Contributed by Cheryl Warner

And for those educators in the Elementary, Middle, and High Schools, a selection of excuses sent in to the school by parents. Contributed by Cheryl Warner

1. My son is under a doctor’s care and should not take P.E. today. Please execute him.
2. Please excuse Lisa for being absent. She was sick and I had her shot.
3. Dear School: Please excuse John being absent on Jan. 28, 29, 30, 31, 32 and also 33.
4. Please excuse Roland from P.E. for a few days. Yesterday he fell out of a tree and misplaced his hip.
5. Please excuse Gloria from Jim today. She is administrating.
6. John has been absent because he had two teeth taken out of his face.
7. Carlos was absent yesterday because he was playing football. He was hurt in the growing part.
8. Megan could not come to school today because she has been bothered by very close veins.
9. Chris will not be in school cus he has an acre in his side.
10. Please excuse Ray Friday from school. He has very loose vowels.