

SCHOOL OF EDUCATION

NEWSLETTER

In this issue

From the Dean

APS Department

New Literacy Effort

Poverty in Schools

Schooling under Siege

Welcome
Queen Mother

Bobbie Gaunt



Regional, National, and International Collaboration

Drives Administrative and
Policy Studies Department



Contents

From the Dean	2
APS Department	4
New Literacy Effort	6
36th Horace Mann Lecture	9
The War Schools of Dobrinja	12
Upgraded Computer Facilities	14
Welcome Queen Mother	15
Gallagher Named Associate Dean	15
From the Grants Office.....	16
Distinguished Alumni Fellow	20
Graf Scholarships Awarded.....	28

PUBLISHER

Alan Lesgold

EDITOR

Judith DeAngelis

ASSISTANT EDITORS

Seth Paradis

Lori Modico

COMMUNICATIONS MANAGER

Jeanie Goff

DESIGNER

Matthew M. Chverchko

PRODUCTION COORDINATOR

Chuck Dinsmore

The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission. This policy applies to admissions, employment, and access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations.

For information on University equal opportunity and affirmative action programs and complaint/grievance procedures, please contact: William A. Savage, Assistant to the Chancellor and Director of Affirmative Action (and Title IX and 504, ADA Coordinator), Office of Affirmative Action, 901 William Pitt Union, University of Pittsburgh, Pittsburgh, PA 15260, 412-648-7860.

Published in cooperation with the Department of University Marketing Communications. PR3665-0502.

From the Dean . . .

To the School of Education Community:

While we've run a little behind in getting out the newsletter, it's not because nothing is happening here in the School of Education. In fact, my many fine colleagues are extremely busy. New research honors, new outreach efforts, and continuing efforts to improve our academic programs are all under way. We are just now beginning to make offers to a few exemplary young researchers who we hope will join us on the school faculty, and I am confident that this year's recruits will be every bit as stellar as those who started in September. This is a school of which we can all be proud, and I certainly am honored to be leading it.

We have been doing a lot of work this year in an area where many of you will acknowledge we needed to improve, namely service to prospective and current students. Last summer, we hired Scannell & Kurz, an experienced consulting firm, to study our admissions, recruiting, and student service functions and make recommendations for improving them. They presented their report to faculty and staff on September 28, 2001. Within 60 days, we had engaged the College Board to provide an extensive software system that will allow us

to serve prospective and current students better and that will provide the "business process" backbone for our service and recruiting efforts. We reorganized the dean's office and the Office of Student Personnel Services into a more integrated unit that has teams focusing on admissions, recruiting, records and student service, and enhancing diversity. If you go to the "area formerly known as OSPS," you will see it labeled Student Service Center.

We have changed the phone system and are conducting extensive training to assure that prospective and current students can get their questions answered—in one phone call and without being bounced to half a dozen different people. We have hard-working and dedicated staff in these offices. What they needed was work systems and organization that supported excellent service and training in how to leverage those systems and structures. Today, only seven months after the consultants reported to us, much of that training is completed, job roles have been redefined, the tools are in place, and service is part of everyone's thinking.

We also needed to improve our Web site, and this work has begun. We had two major goals. First,



we wanted to assure that anyone, whether a student somewhere out on the Web or a staff member wanting to answer an inquiry, could find out the requirements for any program and get complete and accurate information. This required moving from static Web pages to an overall school database of program information that is structured as needed to provide the Web pages people actually see. Second, we need to move from speaking only the complex and arcane language of a large number of specialized programs into speaking the language of prospective students. We are making progress on this, but there is work yet to be done this spring and summer.

Finally, we need to integrate related programs and specializations so that we have a critical mass of faculty behind each program and so that we better match our offerings to what the region and the world need. This work has been started and will take a year or two to complete.

All of this requires hard work, dedication, trust, and money. My colleagues have come through in the first three areas, and they've even been very helpful on the fourth. Your contributions to the capital campaign and the annual fund are absolutely the difference between barely staying in business and having a truly excellent school, and you've done well for us. We thank you greatly. We in the school have also done our part. Contributions from the Pitt Internal Campaign to the school already exceed \$36,000 for this fiscal year, and over a third of faculty and staff have contributed. To put this in perspective, per capita contributions from faculty and staff are more than ten times the per capita contributions from alumni.

With this support, we have made major investments in infrastructure to improve quality, introduced digital video as a tool for connecting our courses to student field experi-

ences, and helped many students come here and complete their studies in the face of financial hardships. All of you, and all of my colleagues here in the school, can be proud of what we have accomplished with this kind of generous help. There are still many financial needs and many tasks that we need to pursue, but the partnership of the School of Education community—both people on campus and alumni—in addressing major school needs has achieved some big successes.

The ultimate contributions of this school can only be measured in improvements in every school and every child that you and we touch. Best wishes for continued success and personal fulfillment in pursuing these contributions.

Sincerely,

A handwritten signature in dark ink, appearing to read "Alan Lesgold". The signature is fluid and cursive, with a large, stylized "L" and "A".

Alan Lesgold
Professor and Dean

REGIONAL, NATIONAL, AND INTERNATIONAL COLLABORATION DRIVES Administrative and Policy Studies Department

In the coming months, the School of Education's Department of Administrative and Policy Studies (APS) will find itself at the heart of educational dialogue and focus. The department will play host to meetings bringing hundreds of national and international scholars, administrators, and educators to Pittsburgh.

HES Meeting

How did competing scientific and religious perspectives alter education in the late 19th century? How did socialist immigrants influence American thought in the late 1930s? And how have educational institutions impacted race relations? Scholars thoroughly explore topics like these at the History of Education Society's (HES) annual meeting.

Approximately 200 society members will attend the 2002 meeting, which is hosted by the Department of Administrative and Policy Studies and takes place October 31-November 3 in Pittsburgh.

HES promotes and encourages research into the history of education and an appreciation of an historical perspective in developing educational policy.

"Participants can present their latest research and have it critiqued, usually before it has been submitted for publication," says James Albisetti, PhD, professor of history and honors at the University of Kentucky and HES program chairperson. "For graduate students and recent graduates, such presentations provide a chance to develop a record of professional activities and to meet scholars from other institutions."

The department will host the Comparative and International Education Society Conference, the History of Education Society (HES), the National Principal's Initiative, and the University Council for Educational Administration (UCEA) (see sidebars). For students, the conferences provide opportunities to meet scholars and experience the atmosphere of academic meetings firsthand—all without the cost of travel and overnight accommodation.

Pitt's role as host not only reflects the national and international stature of the department, but also the goals of Alan Lesgold, PhD, dean of the School of Education. Shortly after being named dean in May 2000, Lesgold called for building on the school's strength in research methodology, increasing outreach, and fostering collaboration with school districts—goals frequently realized through APS. "Our role in preparing tomorrow's educational leaders requires that we maintain and strengthen relationships with other educational scholars, policy experts, and school educators," says Lesgold. "These meetings reinforce those ties."

Outreach also plays a major part in fulfilling APS's mission. "Some of our colleagues in social and comparative studies in education spend a lot of time working with people in

Principal's Initiative

They gather to develop and share strategies for helping teachers overcome education gaps and other challenges. They leave with innovative methods to take back to their communities. For six years, this approach has driven the National Principal's Initiative, an annual meeting of superintendents and principals from more than a dozen urban, suburban, and rural school districts around the country. This year's meeting, sponsored by the School of Education's Department of Administrative and Policy Studies, takes place June 27-30 in Pittsburgh.

School leaders develop contacts they can draw upon, with the goal of passing knowledge on to teachers and, ultimately, benefiting students and improving education outcomes. "The better your teachers, the more successful your students," says Otto Graf Jr., PhD, research associate and coordinator of the program.

Pitt continues to support the initiative because of the enthusiasm of attendants. "The principals and superintendents were very pleased with the program," says Graf. "They wanted this annual conference to continue."

developing countries to build their education systems," says Lesgold. "The work varies. Our people go over to those countries, and groups of university administrators or students come here for training, too." Some examples:

- A select group of Thai students spent 18 months studying in Pittsburgh as part of a doctoral

program under the direction of John Yeager, PhD, and Glenn Nelson, PhD.

- Yeager and John Weidman, PhD, remained involved with South African higher education while continuing their work on reform efforts with the Mongolian Ministry of Education.
- In 2001, Clinical Professor Sue Goodwin, PhD, completed a training program for school administrators in Egypt.
- Thirteen representatives from the Pakistan Ministry of Education came to Pitt in 2001 for a four-week program in man-

agement training, part of the Pakistan Fellowship Program, codirected by Noreen Garman, PhD, and Sean Hughes.

- Maureen McClure, PhD, directed The Global Informational Networks in Education, which has provided vital information and resources to countries experiencing educational crises.
- Clementina Acedo, PhD, a Stanford graduate and newly appointed faculty member, directed reviews of the education reform process in five countries as part of the Improving Educational Quality II project, funded by USAID.

Many activities are closer to home, through programs such as the Tri-State Area School Study Council (Charles Gorman, PhD, and Jean Winsand), Forum for Western Pennsylvania School Superintendents (Richard Wallace,

Continued on page 8

UCEA Conference

As one of only four Pennsylvania universities to offer doctoral-level programs in education, the University of Pittsburgh holds an elite status regionally, nationally, and internationally. It's one reason that approximately 500 representatives from distinguished schools of education will gather in Pittsburgh later this year, when the Department of Administrative and Policy Studies cohosts the annual conference of the University Council for Educational Administration (UCEA).

Penn State University will join Pitt in hosting the conference, which takes place November 1-3, 2002, at the Pittsburgh Hilton. A consortium of 67 U.S. and Canadian research universities, the UCEA aims to improve the preparation of educational leaders and promote the development of knowledge in school improvement.

The meeting reinforces the prestige of the School of Education and the Administrative and Policy Studies program. "It's a select group of universities," said Sean Hughes, associate professor, Administrative and Policy Studies.

Social and Comparative Analysis of Education

When an international delegation of approximately 90 representatives met in Augsburg, Germany, this spring to address women and educational leadership, the weeklong conference garnered front-page coverage in the regional newspaper and TV attention.

The conference also featured an address by the dean of Faculty of Education of the German School System, lunch with the Bavarian minister of education, and visits to the Dillingen Institute for Continuing Teacher Education and college preparatory schools.

The conference was sponsored by the Social and Comparative Analysis of Education program in the Department of Administrative and Policy Studies in cooperation with the University Center for International Studies and Women's Studies at the University of Pittsburgh. The groups will sponsor a reciprocal conference in Pittsburgh in the spring of 2003. The initiative is led by Maureen Porter, PhD, associate professor, APS.

The meetings are part of a long-term strategy to develop culturally appropriate methods for encouraging more women to enter and thrive in positions of school leadership, particularly at the middle school and high school levels.

The international delegation met in Augsburg, Germany, to develop strategies that bring more women into school leadership.



Western PA Educators Lead New Literacy Effort

For more than a year, the late Jean Winsand, associate professor (DIL), and 50 other educators from Pennsylvania worked to produce the new Pennsylvania Literacy Framework. Winsand served as project coordinator and directed the efforts of the committee in the development and writing of the document. Four additional faculty members from the University of Pittsburgh participated as members of the research/writing team. These included, from the School of Education, Rita Bean, professor (DIL); Shirley Biggs, associate professor (DIL); and Charlene Trovato, clinical assistant professor (APS). Nicholas Coles, associate professor and director of the Western Pennsylvania Writing Project, represented the English Department, Faculty of Arts and Sciences. Kim Riddell, a recent graduate of the School of Education, who is now an assistant professor of education at Chatham College, was a member of the team also. (A complete list of the research/writing team accompanies this article.)

In addition to the main writing and research committee of 12, about 40 other educators from across the state provided input for the new document. This group of classroom teachers, administrators, curriculum coordinators from the intermediate units, and higher education representatives made contributions

to the document and provided editorial input on the rough drafts of the chapters. “They were the first line editors,” indicated Winsand.

The Framework is the successor to the Pennsylvania Comprehensive Reading Plan II (PCRP II), which has provided guidelines for language and literacy instruction in Pennsylvania for the last 11 years.

“That was a very forward-looking document. ... It has survived very, very well,” noted Winsand.

However, as Winsand explained, the passage of time and ongoing research have dictated the need for an updated document. When the original document was written, the only test in reading or writing in the state was the TELLS Test in reading. Now there are state assessments in reading and writing, as well as state standards in those two areas. This document recognizes both the state standards and assessments.

The new Pennsylvania Literacy Framework provides reviews of research on literacy; instruction in literacy; and reading, writing, and discussion applications for learn-



Pastel portrait of Jean Winsand created by her son, Barry Winsand

ing in any subject. The major goals are to implement the Pennsylvania Language Arts Standards in every classroom and to get important, current research into the hands of educators. Also, the Framework provides classroom applications and resources for professional development of both pre-service and in-service teachers.

Winsand elaborated, “We put in the research base and ... tried to marry it to the implications for instruction. ... We envision the framework being used by classroom teachers for planning and implementation in the classroom and by administrators for a basic review

of current research in the field of language instruction.”

This document is expected to be used primarily by classroom teachers and school administrators, but it will be useful to colleges and universities in their teacher preparation programs.

The guiding principles of PCRP II have been continued in the new framework. They define learning as (1) a human activity, (2) a social activity, (3) a language-based activity whose purpose is making meaning.

In addition, four developmental stages have been identified to reflect the current continuum of thinking about literacy. The stages are **Early Literacy**, **Expanding Literacy**, **Enhanced Literacy**, and **Lifelong Literacy**. **Early Literacy** is used rather than emerging literacy because it represents a broader perspective, extending into kindergarten and first grade, and recognizing school readiness. **Expanding Literacy** reflects the basic literacy needs of children in the early elementary years, depending upon a child’s developmental stage. **Enhanced Literacy** is the process of building and using reading and writing as tools for learning in all content areas. **Lifelong Literacy** recognizes reading, writing, and exploration of language as the critical experiences of a lifetime.

NEW PENNSYLVANIA LITERACY FRAMEWORK RESEARCH/WRITING COMMITTEE

Jean Winsand, Professor, Department of Instruction and Learning (DIL)

Rita Bean, Professor (DIL)

Shirley Biggs, Associate Professor (DIL), and Director of Affirmative Action

Charlene Trovato, Clinical Assistant Professor and Associate Chair,
Department of Administrative and Policy Studies (APS)

Nicholas Coles, Associate Professor and Director of the Western
Pennsylvania Writing Project, English Department, Faculty of Arts and
Sciences, University of Pittsburgh

Marian Dugan, Souderton School District

Beverly Melenzyer, Associate Professor, California University of Pennsylvania

Kim Riddell, Assistant Professor, Chatham College

Marsha Pauley, English Teacher and Librarian, Central Cambria School District

Yvonne Weaver, Principal, Trinity School District

Barbara Marinak, Mechanicsburg School District

Jesse Moore, Chair, Reading Department, School of Professional Studies,
East Stroudsburg University

The Framework consists of seven chapters: Literacies across All Disciplines, Early Literacy, Reading as Transacting with Text, Writing as Composing Text, Investigating Language, Expanding Reading and Writing in Content Areas, and Assessment.

New and unique to this document, the Early Literacy chapter focuses on readiness in young children, specifically the major tasks that must be addressed when children come to school not ready for literacy experiences. It has implications for parents and provides activities, suggestions, and materials that can be used for developing early communication.

Winsand noted that the Reading chapter was difficult to write. The

chapter presents a balanced position on the current discussions on teaching reading, indicating that children need to possess phonics understandings and they also need a basis for comprehension of text.

The Writing chapter includes substantive changes. The document maintains a focus on the writing process, but the framework now provides more balance between product and process. Spelling and the recognition of grammar relative to editing and publishing were added to this chapter as a response to the increased focus on writing as a product. Another segment of this chapter reinforces a position on genre, especially creating informational genres by examining the structures and grammars of these genres.

Continued on page 8

PENNSYLVANIA LITERACY FRAMEWORK

CONTINUED FROM PAGE 7

The Investigating Language chapter is an expansion of the Extending Reading and Writing chapter from the PCRP II. The updated version looks at language, starting with the youngest children and uses the developmental stages in the analysis. Another section looks at investigating language variations. This chapter will expand as research in these areas continues. Sections on the history of language and issues of oral communication in the classroom are included. These topics are of special interest since instruction in oral conversation and discussion in the classroom have not been addressed thoroughly in most schools.

The chapter Reading and Writing in the Content Areas is another new chapter. It provides teachers in the content areas with a wealth of specific activities that can be implemented in their classrooms, such as setting a purpose through conversation, prereading, planning, previewing and predicting. It reflects the standards that are expected for all teachers and includes references for high school teachers.

The new Pennsylvania Literacy Framework looks very different from the previous document. It is designed to be user friendly and to grow and change with the times.

Instead of being a bound booklet as in the past, it is packaged in a three-ring, loose-leaf binder. The document contains an abundance of resources including graphic organizers at the beginning of each chapter to facilitate its use. Also, three CD-ROMs accompany the binder. There is a general overview provided on one CD-ROM, a training program on a second, and an overview and training for the Governor's Institute for English/Language Art teachers on the third.

Winsand said, "We've come to recognize that this is probably the last paper document, as such. ... It is our expectation that this will rather quickly become a document available on the Internet and accessible to people on the state [Web] pages. Also, we're looking at regular updates as new information becomes available. Each teacher's document will ultimately become highly personalized."

"For me there is an enormous sense of pride. ... I'm very proud of our faculty. For the last [major] thing I will probably ever do for the University of Pittsburgh, it's nice to know that I've made a contribution that puts our school and our area on the map. I'm proud of that," smiled Winsand.

APS DEPARTMENT

CONTINUED FROM PAGE 5

PhD, and Sue Goodwin, PhD), and the Principal's Academy (Associate Professor Joseph Werlinich and Otto Graf Jr., PhD). Charlene Trovato, PhD, continues to work with the University Community Leaders and Individuals with Disabilities project to train doctoral students to work with, and advocate for, individuals with disabilities.

The department also recently added two new faculty members in conjunction with the Learning Research and Development Center (LRDC), a multidisciplinary research center that focuses on improving learning by children and adults in the organizational settings in which they live and work. With joint appointments in the department and LRDC, Mary Kay Stein, PhD, and Cynthia Coburn, PhD, will expand policy studies on the roles of school administrators.

"Managing educational resources is a collaborative activity, whether dealing with children with disabilities or children in developing countries," says Lesgold, "we need to develop the best approaches by working with colleagues from many different places."

36TH HORACE MANN LECTURE

Poverty a Major Problem in Schools

What failing American public school system? Despite a drop in relative salaries of teachers, despite the fact that a rising percentage of teachers are teaching outside their field, and despite thinly spread education budgets in this country, test scores still have gone up over the past 30 years, kids continue to learn more than their parents, and the American workforce is the most productive in the world, according to a leading U.S. educator.

"In 1983, *'A Nation at Risk'* made the case that we can't compete because of poor schools. It said we're in a rising tide of educational mediocrity and America will lose the economic war in an increasingly global economy," David C. Berliner told the audience at the 36th Horace Mann Lecture held here March 15, 2001. "But 19 years later, actually, we're the only economy in the world that is still standing reasonably tall, despite recent stock market setbacks."

Berliner, who is dean and regents professor in the Arizona State University College of Education, challenged the business community's intrusion in public education in this country in a lecture titled "Business and Education: A Problematic Relationship."

The Horace Mann Lecture Series, sponsored by Pitt's School of Education and the Omicron Phi Chapter of Kappa Delta Pi,

is named for the American educator (1796-1859) known for educational reform efforts and advocacy of public schools. Pitt has hosted the lecture series since 1953.

"Criticisms of the public school system are as American as apple pie," Berliner said. Critics say that schools are dominated by professional educators rather than job-skills trainers, that competition is lacking, that schools don't enforce discipline, that foreign language instruction has disappeared, and that public schools are neglecting the average child or neglecting moral and spiritual values.

"The condemnation of our schools is a little tiring," Berliner said. "A hundred or more years of crying wolf gets old. We hear when the economy goes south, schools are to blame; but when it goes north, business and politicians are responsible. This is not logical, but criticisms don't go away no matter what we do."

Particularly galling, Berliner said, is the recent call by the National Alliance of Business to tie teachers' pay to performance. "To force performance for pay on educators, where the bottom line is not dollars and where performance can't be measured, is simply nonsense," Berliner asserted.



David C. Berliner, Dean and Regents Professor,
College of Education, Arizona State University

"There are no indicators for promoting citizenship in a democracy; there is no hugging-rate indicator, no way to measure how to help children seek knowledge or the kindness rate in classrooms, or how well we are helping children express themselves in public."

The kind of bottom-line thinking business espouses completely misses the point, Berliner said. "I wouldn't mind as much the business community's recommendations if they tied pay to performance themselves." But with dozens of examples of CEOs getting millions in cash and stock options while running their companies into the ground, it is the height of hypocrisy to link teachers'

pay to performance, he said.

There are some failing schools in the United States, Berliner acknowledged, but the culprits are poverty, the ever-widening gap between the haves and have-nots, and the misapplication of business ideology, not a flawed educational system. “We need to improve the lives of all Americans or we’ll have a system that will only have an impact on society for those with the social and economic resources to profit from our public schooling.”

Poverty has discernible (negative) effects on schools. ... Our child poverty rate of 18 percent is the highest in the industrialized world,” Berliner pointed out. “It’s hard to teach poor kids. From birth to age 17, of a child’s waking hours, 15 percent of the time is in school. That means 85 percent is with family and in neighborhoods. If those families are not strong and those neighborhoods are not healthy, we lose the battle to get the kids to come in the door ready to be educated. If we want to improve our schools, we might want to look at reducing poverty.”

Meanwhile, business maintains that the United States spends too much on its schools with too little result. But the facts belie that, Berliner said. “Twelve nations spend more on education than the U.S. as a percentage of their gross domestic product. In secondary school teachers’ starting salaries, we rank seven

of 22 industrialized nations; after 15 years, we’re at eight of 22, and the top of the salary range puts us at nine of 22. That says something about the prestige of teachers in our society.”

Moreover, educational budgets in the United States must accommo-

“We hear about failing schools because bad news is news and good news is not. Our schools are really making miracles happen, given their limited resources.”

David C. Berliner, Dean and Regents Professor,
College of Education, Arizona State University

date a whole range of costs that are not borne by comparable budgets in other countries, the lecturer said. “We measure educational budget in per-child cost. But some of that budget goes to pay medical costs of the teachers, janitors, and administrators. In Canada, they pay health care out of the federal revenue funding. So every figure of student costs here is deflated because we do not have national health care.” U.S. educational budgets also support athletics, computers, transportation, food service, police guards and metal detectors, special education needs, driver education programs, and on-site registered nurses. “[Our budgets fund] even day-care facili-

ties and staff,” Berliner said, “because many children in this country are having children. It seems obvious: establish a day-care facility at a school or risk that young mothers will not attend at all.

“My point is that when the business community says we spend the most money on educating our children, they are wrong. We spend a lot, yes, but there are costs in our budget not in other countries’ budgets,” Berliner continued. “We hear about failing schools because bad news is news and good news is not. Our schools are really making miracles happen, given their limited resources.”

The U.S. is also a society where the rich are getting richer and the poor poorer, a kind of “trickle-up economics,” Berliner noted.

In the past 20 years, while CEOs’ salaries and severance packages have skyrocketed in the midst of the biggest economic boom in history, there are still 11 million children without health care coverage and the bottom 20 percent of the workforce makes less money in real dollars. Typically, both parents are working, and the United States leads the industrialized world in hours worked per year, he said. “Most people would agree, I think, that family involvement in their youth is the best education we can have. Yet we have less adult supervision time for children. Between

1990 and 2000, we're working on average 270 more hours [annually]. That means seven work weeks less time with our children.

"I'm not antibusiness," Berliner insisted. "I value the opportunities this economy has given me and my family, but business has distorted views when it comes to education." What happens when the business model is applied to education? U.S. CEOs are pushing vocational training in high schools and colleges, Berliner said. In contrast, foreign CEOs expect to invest in the workers they get and tailor their training for what fits the corporation, freeing students to pursue a liberal arts education.

"As business ideology enters our schools, what people should know is tied to productivity," Berliner charged. "I am pro standards, but when the curriculum narrows, what happens to learning about life? Particularly when you pay schools and teachers for performance, then schools start teaching for tests, which means sacrificing poetry, sculpture, social studies, and music—the liberal arts. Testing becomes the dominant ideology."

A colleague of Berliner's in Mesa, Arizona, determined that between kindergarten and 12th grade, a child in a public school there spends a year and a half being tested. "It just feels wrong. Schools should help students explore the world broadly.

The oldest, most rhetorical, most important question in education is: What knowledge is worth knowing? For business, the market determines the best knowledge," an inversion of the knowledge for knowledge's sake philosophy that should be dominant in education, he said.

"Today, the servile arts, like business, manufacturing, agriculture, the service industries, [are overemphasized in U.S. schools] and the liberal arts have come to service their former employees," Berliner said. "Somehow we have to find a synergy.

"The agenda for improving schools is not primarily about tests and standards—though it should be about higher expectations. Children need to come to school ready to learn. We need more counselors and mentors and, yes, we need a redistribution of wealth. Is there enough money in our system?

"In Arizona last year, 2,244 people reported an income of \$1 million or more. Suppose they made \$900,000, would they survive?

"Is there enough money to go around?

"In the year 2000, \$42 million was spent on weddings. The average wedding in this country costs \$18,874. Would we be so much worse off if it slipped to \$17,000?"

Peter Hart

This article originally appeared in the March 22, 2001, issue of the *University Times*.

Chancellor's Distinguished Public Service Award



Roger Klein, associate professor (PIE), was awarded the Chancellor's Distinguished Public Service Award for faculty. Klein was cited for his development of The Psychology Minute and other activities that help the public better understand psychological research that relates to our daily lives. Among the endorsers of his nomination was an officer of the American Psychological Association, who conveyed the Association's respect for his public work. The University of Pittsburgh recently agreed to become the scientific review institution for The Psychology Minute, and the syndicator is currently enlisting radio stations to carry this feature. Soon, people around the country will be able to hear The Psychology Minute each day, receiving useful updates on parenting, behavior change, learning, and other areas of psychological research. He also participated in the Psychology, News Media, and Public Policy symposium at the American Psychological Association annual meeting in San Francisco in August 2001. Klein has published 19 two-minute video clips that have been produced and combined on a CD to accompany two introductory psychology textbooks from McGraw Hill.

For more Faculty News see page 18

THE WAR SCHOOLS OF DOBRINJA

Schooling under Siege in a Sarajevo Neighborhood

The following entries are taken from the School Annual of the Dobrinja War School Center, which served the administrative function of reconstructing schooling across the entire community during the siege of Sarajevo. These entries form the heart of a research project that began with similar entries in the School Annual of Treća Gimnazija, a war school in Sarajevo, during the Bosnian war. In academic terms, the case study of a single war school, Treća Gimnazija, and the case study of the war schools of a single community, Dobrinja, are critical stages in reconstructing the history of schooling during the siege of Sarajevo. In more human terms, these are the stories of students who asserted their right to their education and the teachers who answered their call, the drama of everyday life under siege conditions—stories from Bosnian landscapes that offer lessons for America.

“Dobrinja was a special place,” said one teacher during an interview, the siege of Sarajevo at its most severe, “a siege within a siege.” A large apartment complex two kilometers square, located on the edge of the city, Dobrinja was separated from Sarajevo proper by Mojmiilo hill and completely cut off by enemy forces during the first months of the Bosnian war. The severity of siege conditions created a determined resolve to survive in



A group of students of the Skender Kulenović Elementary School in Dobrinja pose for their 1993-1994 class picture, along with their teacher, Elvedina Vidimlić, in front of their sandbagged classroom. Photo courtesy of Mevsud Kapetanović.

those who were trapped there. “And I am leaving, Mother, to defend Bosnia,” they sang in defiance. “If I am killed in battle, do not regret it.”

Among those trapped were approximately 800 secondary school students, 2,000 elementary students, and 120 teachers. At the time, the three elementary schools in the complex were rendered useless. Two were directly on the front line, and the third was shelled into ruin. There was no secondary school in Dobrinja.

In the words of Smail Vesnić, the deputy director of the Pedagogical Institute at the time, “When I remember those days, I think about how impossible it was to organize

a school.” During the summer of 1992, Vesnić and his colleagues created the Dobrinja War School Center, which served as the administrative framework for elementary education, with three schools and no buildings, and for secondary education, for students who had attended 26 schools across the city and no building.

On 10 June 1992, the War School Center was officially established by the War Presidency of Novi Grad municipality of Sarajevo City. At the time, Dobrinja was 40 days into a siege within a siege and totally surrounded by the enemy when, in the words of one teacher, “not even a fly could get in or out.” This total



From the pages of the *School Annual*, the first anniversary of Gimnazija Dobrinja is marked by a ceremony at the school on 25 January 1994. Seated to the far left is Smail Vesnić, the school director. Seated next to him is Seniha Bulja, the coordinator for elementary education in Dobrinja. Note the audience of soldiers in the foreground. Photo courtesy of Gimnazija Dobrinja.

isolation was to last another 35 days when a relief convoy from the city reached the complex, but Dobrinja remained in virtual isolation throughout the war.

As Vesnić turns the pages of the *School Annual* of the War School Center, he reads an entry, shaking his head at the memories of schooling under siege:

15 August 1992: At 6:00 PM, two shells hit the War School Center ... At that time, 40 people were inside the Center. Fortunately, nobody got killed but two boys were wounded. There was great damage to the Center building. Classes were continued after the attack ended.

“The children of Dobrinja can’t go to school,” wrote Seniha Bulja, the coordinator for elementary education of the War School Center. “They don’t have any. These schools are dead and destroyed monuments. It is war.” In response to such conditions, she organized the first “stairway school” in the summer of 1992 “in a building that was on the frontline. You will have to admit,” she continued, “that took courage and guts.” Under her direction, seven local coordinators organized instruction in corridors, stairways, and basements, while three elementary principals supervised instruction for their respective schools.

In the absence of a secondary school, Vesnić created Gimnazija Dobrinja, which began instruction on 25 January 1993, nine months into the siege. The coordinator for secondary education of the War School Center, Ilija Šobot, super-

vised five local coordinators, 22 coordinators representing schools in the city, and one coordinator for the four-city *gimnazija*. Gimnazija Dobrinja served as the administrative center for students who attended secondary schools across the city trapped within the complex.

12 July 1993: A day, like every other. All classes were held as scheduled. In the afternoon, Dobrinja went through hell once again. While waiting for water, 11 people got killed and 16 of them were seriously injured ... Our students were killed: Ilan Jelovac, 10th grade of the administrative school, and Adjin Kirlic 10th grade of the gimnazija. Terrible! Terrible! ... Block C-5 is in grief again ... Snipers shoot at everything that’s moving. We asked Civil Defense to protect the Center with sandbags. We are actually running between the bullets. We learned how to successfully use the pauses of the snipers.

Schooling was particularly difficult for young men of high school age since they also served on the front line. Among them was Damir Hadžić, a 16-year-old student, and soldier, “but I was not the youngest.” The times were “unbelievable experiences for everyone,” said Damir, “but especially for guys my age ... The war caught me at that age, and I came to the realization that we had to live in a different community.” Today Damir is the 25-year-old mayor of Novi Grad municipality who works to unite those against whom he once fought.

In a recent interview, Vesnić poignantly remembered the times. “Although it was August 1993,” he said, “we were told that the Americans would come and write about how



A group of elementary school children move through the trench lines of Dobrinja en route to class. Photo courtesy of Mevsud Kapetanović.

we did it, how we reconstructed the schools.” Today, his words offer testimony to courageous educators under siege in a struggle for the very lives of their students. “We didn’t fight with guns,” said the man who created schooling when nothing was there. “We fought in this way, to defend our homes, our families.” In the process, “we saved those kids. We moved them from the streets to the classroom, and we saved them.”

5 November 1993: A rainy morning, just like human souls. Blood on the sidewalk and one life less as a result of last night’s shelling. Until when is human blood going to flow down the streets, and the world still watch and say nothing?

It’s dangerous so the kids can’t go to school, again. Classes are still cancelled. Still, life goes on.

David M. Berman was a Fulbright scholar at the University of Sarajevo during 2001. His first book, *The Heroes of Treća Gimnazija: A War School in Sarajevo, 1992-1995*, was published by Rowman & Littlefield in summer 2001, while he was in Bosnia.

NEW AND IMPROVED: Upgraded Computer Facilities

Imagine a technological facility where a multitude of shiny, new computers await your arrival. A place where Internet access combined with a Smartboard, DVD-RAM with DVD video, color scanners, and pro graphics allow endless possibilities. Envision a space where cutting-edge, multimedia resources house photographs, music, movies, digital effects, and interactive conferencing as a sample of the tools available. Does this scenario sound too good to be true? Technology upgrades in the School of Education computer labs have transformed the imagined into reality.

Thanks to a grant from the Buhl Foundation, the School of Education has completely refurbished the Computer and Curriculum Inquiry Center (CCIC) with 32 new Macintosh dual processor computers. Shirley Campbell, CCIC director and Preparing Tomorrow's Teacher's to Use Technology (PT3) project director, has made it her mission to make sure that the faculty and students in the School of Education have the best when it comes to computer technology.

She noted, "The most impressive, fast, and user-friendly software was chosen for students and faculty to use in the lab." The computers feature a 256K memory, a 250MB

Zip Drive, a digital data port to attach digital cameras and camcorders, and a DVD-RAM drive among other features. A podium computer provides the capability to attach a PC or Macintosh laptop computer for projection along with the option to play a VHS video.

"Faculty and students are creating videos to educate others and to evaluate themselves in the classroom," stated Campbell. The center also includes a smaller lab that showcases a Smartboard for projecting computer images allowing interactive presentations. The CCIC offers workshops to educate individuals on this new technology.

The Cooley Computer Lab on the fifth floor of Wesley W. Posvar Hall has been expanded also. The lab has been reconfigured to allow extra space for a smaller back lab.

Dean Alan Lesgold stated, "By having a mix of spaces of different sizes, we hope to accommodate both individual student needs and the increasing demand for class time in which each student has a computer."

The lab not only contains new computers, but also includes new desks, new carpeting, a new printer and a Smartboard. It provides high-speed Internet access, instructional CD-ROM, video tutorials, and TV and VCR combinations for instruc-



tional video viewing. The lab computers offer Microsoft Office XP along with a variety of educational software packages such as NUDIST, Endnote 3, SAS Systems for Windows V8, and SPSS 10.0. With both the CCIC and the Cooley Computer Lab in the same building, the doors are wide open for exploration and opportunity.

The Trees Hall Computing Lab has also been renovated. The lab has been outfitted with new computers, new desks, software, and a Smartboard. The technological capabilities in the School of Education are keeping pace with time. New computers and an abundance of progressive software create infinite options for high-tech, innovative projects. Tomorrow's technology is here today, as the imagined possibilities of the past are the realities of the present.

WELCOME Queen Mother

The School of Education welcomed the Queen Mother of the Royal Bafokeng Nation. She engaged in the long voyage from South Africa to initiate relations with the University of Pittsburgh and the Bafokeng people. While visiting schools in South Africa, Ogle Duff, associate professor of education (DIL), invited the Queen Mother to the University of Pittsburgh.

The School of Education held a reception on June 5, 2001, in the Queen Mother's honor. Administrators and faculty members from the School of Education discussed with her various program models and technical assistance strategies. Dean Alan Lesgold commented, "University of Pittsburgh School of Education has a strong record of service in developing countries and regions. We're honored that the Queen Mother decided to visit here and are sure that we will find ways to be of assistance to her people."

Queen Mother Semane Bonolo Molotlegi arrived with open arms and made it quite clear that she was not here asking for donations, but wanted to take the needed steps for an exchange agreement. In the *Pittsburgh Post-Gazette*, June 6, 2001, she stated, "I know my needs. What are your needs?"



Queen Mother Semane Bonolo Molotlegi with School of Education Dean Alan Lesgold

She is taking these needed steps to improve her kingdom that already prospers from the second-largest platinum deposit in the world. This wealth has allowed the Royal Bafokeng Nation to establish and maintain roads, schools, and clinics; however, other areas need to be addressed: the need for books, classroom computers, skilled worker education, and public health education. A relationship with the University of Pittsburgh and the School of Education would give her people the opportunity to come to the United States of America and receive the knowledge needed to make their nation stronger. The School of Education looks forward to taking the steps to forge this new relationship with the Queen Mother and the Bafokeng people.

Gallagher Named Associate Dean ...



Provost James Maher confirmed the appointment of **Jere Gallagher** as associate dean of the School of Education. Dr. Gallagher joins Associate Dean Lou Pingel and Dean Alan Lesgold in the dean's office.

Gallagher has been a dedicated and effective leader as chair of Health, Physical, and Recreation Education Department (HPRED) and has participated on several committees for the school: PACWC, the senate Tenure and Academic Freedom Committee, and dean searches. She has been active in the School of Education's early childhood program, for which she was coordinator for several years. She also runs the Kinder Kinetics program that serves many children in the Pittsburgh region.

Gallagher recently published a book with Nancy Sayre, *The Young Child and the Environment*. The book is for early childhood educators and focuses on the factors that influence the development of a physically and psychologically healthy and safe lifestyle for infants, toddlers, and young children.

The School of Education looks forward to the leadership and dedication that Jere Gallagher brings with her. Congratulations.

New and Continued Sponsored Projects

EARLY READING SUCCESS THROUGH EFFECTIVE TEACHING PROJECT

Rita Bean, Professor (DIL)

Commonwealth of Pennsylvania

—\$315,791

The Early Reading Success project provides professional development and ongoing support to teachers in the area of early reading that will ultimately improve students' reading achievement through systemic change in target schools. This grant provides continuation funding for this project.

INTERGOVERNMENTAL PERSONNEL AGREEMENT

Jerlean Daniel, Associate

Professor (PIE)

U.S. Office of Personnel Management

—\$137,529

This agreement will provide the Head Start Bureau with program and technical expertise in planning and implementing national efforts to strengthen program curriculum, teaching, and assessment practices to demonstrate accountability for child outcomes in early literacy and school readiness.

MAXIMIZING ADOLESCENT POTENTIALS PROGRAM (MAPS)

Carl Fertman, Research Associate Professor and Director of MAPS (HPRED)

Allegheny County—\$303,000

This funding provides for the continuation of the MAPS program. This project operates several direct-service programs and

research projects for the prevention of substance abuse and the promotion of mental health.

TRAINING EARLY CHILDHOOD SPECIAL EDUCATORS GRANT

Louise Kaczmarek, Associate Professor (DIL)

U.S. Department of Education—

\$199,000

This grant provides continuation funding for this three-year project which is designed to provide training to persons who serve preschoolers with disabilities.

TRAINING EARLY INTERVENTIONISTS IN MULTIPLE DISABILITIES GRANT

Louise Kaczmarek, Associate Professor (DIL)

U.S. Department of Education—

\$256,263

The grant provides the final year of funding for this three-year project. The project is designed to provide training to persons who serve infants and toddlers with disabilities, generally or more specifically infants/toddlers with complex multiple needs.

GLOBAL INFORMATION NETWORKS IN EDUCATION (GINIE) PROJECT

Maureen McClure, Associate Professor (APS)

United Nations Educational, Scientific and Cultural Organization (UNESCO)

—\$153,600

This grant represents continuation funding for the GINIE project. The project will expand its Internet-

based information services systems for education professionals interested in Education in Situations of Emergency and Crisis to include member states.

URBAN LEADERSHIP FOR THE 21ST CENTURY

Rollanda O'Connor, Associate Professor (DIL)

U.S. Department of Education

—\$799,368

The objective of this four-year project is to develop a doctoral training program to prepare leaders into the 21st century for the education of students with high-incidence disabilities. There is a particular focus on preparation for urban, multicultural special education.

STRENGTHENING CONTENT AREA PREPARATION OF FUTURE SECONDARY TEACHERS OF THE DEAF AND HARD OF HEARING

Claudia Pagliaro, Associate Professor (DIL)

U.S. Department of Education

—\$1,114,714

This five-year project will address the critical need for improvement in the quality of deaf education teachers, by strengthening the preparation of future teachers who may teach secondary-level students either in center schools for the deaf or in high school resource rooms, or itinerant programs serving mainstream schools.

A STUDY OF TEACHER EDUCATION: RESEARCH ON INSTRUCTIONAL DESIGN

Margaret Smith, Assistant Professor (DIL)

Mary Kay Stein, Associate Professor (APS)

National Science Foundation
—\$608,839

This three-year project will design and implement two courses that are based on an innovative approach to teacher education and will study the impact of the courses on teacher learning.

PENNSYLVANIA ALTERNATE SYSTEM OF ASSESSMENT PROJECT (PASAP)

Naomi Zigmond, Professor (DIL)
Commonwealth of Pennsylvania

—\$1,365,000

The purpose of the project is to develop and field test an alternate statewide assessment for students with severe disabilities. The outcomes of the project will include a set of guidelines for determining eligibility of students to participate in the alternate assessment; a validated and reliable alternate system of statewide assessment for students with severe disabilities; a procedures manual for administering, scoring and reporting of results; and training materials for trainers, teachers, parents and school administrators. This grant represents continuation funding for this project.

NEW FACULTY APPOINTMENTS

The Department of Administrative and Policy Studies welcomed several new faculty in the fall of 2001.

Clementina Acedo was appointed assistant professor. She comes from Caracas and some of her most recent work focuses on the education system and teacher development in the Philippines.

Rachel Christina, whose focus is international comparative education, joined the School of Education as visiting assistant professor.

Cynthia Coburn was also appointed assistant professor. Her area of interest is reading instruction.

Sharon Johnson was appointed senior lecturer. She brings considerable knowledge on student affairs in higher education.

Cindy Tananis was named clinical assistant professor. Tananis has been involved in various funded research projects in the department for several years.

Other faculty appointments in the school include:

Dan Dewey was appointed assistant professor in the Department of Instruction and Learning (DIL). His main focus is second language education, and he has considerable experience teaching Japanese.

John Jakicic was appointed assistant professor in the Health, Physical, and Recreation Education (HPRED). Jakicic's work focuses on the relationship between various exercise programs and weight loss.

Faculty Promotions

Congratulations to the following faculty.

Ellen Ansell (DIL) and **Mary Kay Stein** (APS) have been promoted to the status of associate professors.

Ellice Forman (PIE) and **Joan Vondra** (PIE) have been promoted to the rank of professor.

Faculty Notes

Ellen Ansell, associate professor (DIL), has been named program coordinator of the Elementary Mathematics Education Program.

David Berman, associate professor (DIL), was a Fulbright scholar at the University of Sarajevo in the Federation of Bosnia and Herzegovina during spring and summer 2001.

Martin P. Cohen, associate professor (DIL), presented "Problem and Projects in the Algebra Curriculum" at the National Council of Teachers of Mathematics in Orlando, Florida, in April 2001. Also, Cohen is a consultant for Carnegie Learning.

Kevin Crowley, assistant professor (DIL), published two articles focused on how families develop scientific literacy during museum visits. "Parents Explain More Often to Boys than to Girls During Shared Scientific Thinking" was published in the May issue of *Psychological Science* and "Shared Scientific Thinking in Everyday Parent-Child Activity" was published summer 2001, in *Science Education*. Also, Crowley received a grant from the University's Central Research Development Fund to collaborate with Carnegie Mellon University's Robotics Institute on a study of what children learn about artificial and human intelligence by interacting with autonomous mobile robots.

Marigold A. Edwards, associate professor emerita (HPRED), published the article "Health Promotion and Wellness Education" in *Biofeedback*, Vol. 28, No. 4, Winter 2000, pp. 7-11.

Nancy S. Elman, associate professor (PIE), presented "Dealing with Problem Students" at the National Council of Schools of Professional Psychology (NCSPP) Midwinter Meeting in Freeport, Grand Bahamas. Also, Elman presented "Communication between Graduate Programs and Internship Programs about Problematic Trainees: Honesty v. Politics" at the Association of Psychology and Postdoctoral Internship Centers (APPIC) 2001 Membership Meeting and Conference in New Orleans, Louisiana.

Carl I. Fertman, research associate professor (HPRED), and executive director, Maximizing Adolescent Potentials Program (MAPS) has co-authored several articles. The first, titled "Evaluating the Effectiveness of Student Assistance Programs in Pennsylvania," appears in *Journal of Drug Education*, Volume 31, No. 4, 2001, and was coauthored with C. Fichter, J. Schlesinger, S. Tarasevich, H. Wald, and X. Zhang. This article reports the first-year findings of the Pennsylvania Student Assistance Program evaluation, which addresses social and emotional barriers to learning. The full text of the year one and year two reports are available at www.sap.state.pa.us. The second article, "Needs Assessment and a Model Agenda for Training the Public Health Workforce," *American Journal of Public Health*, Volume 90, No. 8, 2000, was coauthored with M. Potter, C. Pistella, and V. Dato. He also presented "Evaluation of the Pennsylvania Student Assistance Program: Findings and Implications" in March 2001 at the Third Annual Criminal Justice Research Symposium in Harrisburg, Pennsylvania.

Ellice Forman, professor (PIE), has been named an associate editor for *American Educational Research Journal*.

Mark King, associate professor (PIE) and coordinator, Child Development and Child Care Program, presented a paper titled "Joint Physical Custody from the Psychologist's Perspective: Implications from Research and Clinical Observations for a Social Practice" to the Family Division of the Pennsylvania Bar Association in January 2001. King also delivered this presentation to the entire Pennsylvania Bar Association in May 2001.

Susan Gillis Kruman, instructor (HPRED), presented "Dance at the Center: Making Connections through Content, Process and Performance" at the Eastern District Association of the American Alliance for Health, Physical Education, Recreation, and Dance in Newport, Rhode Island, on March 9 and 10, 2001. In three sessions she presented lectures and activities designed to incorporate dance into a physical education curriculum. Also, Gillis-Kruman choreographed "Le Nozze di Figaro" presented by the Pittsburgh Opera in October 2000 at the Benedum Center for the Arts, and "Silent Spring: Alarums and Excursions," a new play presented by the University of Pittsburgh Repertory Theatre, in February 2001.

Meryl Lazar, assistant professor (DIL), has been named coordinator of elementary education.

Alan Lesgold, professor and dean (SOE), received the 2001 Distinguished Contribution of Application of Psychology to Education and Training Award from the American Psychological Association (APA). The award recognizes a psychologist for evidence-based applications of psychology to education and training. The awards committee cited Lesgold's role in developing artificial intelligent tutoring technology.

Steve Lyon, associate professor (DIL), has been named associate chair of the Department of Instruction and Learning. As associate chair, Lyon will be primarily responsible for admissions and admission-related issues in the department.

Carmela M. Maccarelli, master teacher (Falk School), was nominated for the Friedel and Otto Eberspacher Award for Excellence in the teaching of a modern European language. The award is administered by The John Hopkins University's Center for Talented Youth. A former Falk School student nominated Maccarelli for the award.

Don T. Martin, associate professor (APS), presented a paper titled "The Struggle to Organize Teachers: Pittsburgh Federation of Teachers 1935-1970" at the Midwest History of Education Society in Chicago, Illinois, in October 2000. His article "Origins of the American Federation of Teachers: Issues and Trends between the Two Great World Wars" is forthcoming in *American Educational History Journal*.

Maureen W. McClure, associate professor (APS), and director, Global Information Networks in Education (GINIE) project was appointed to the Board of Editors for *Leadership and Policy in Schools* as well as to the Board of Editors for *Educational Considerations*.

Renee Myers, assistant professor (DIL), has been named program coordinator of Special Education and codirector of the Professional Development Network.

Anthony J. Nitko, professor emeritus (PIE), authored a chapter titled "Conceptual Frameworks to Accommodate the Validation of Rapidly Changing Requirements

for Assessment" in *Curriculum and Assessment: International Perspectives on Curriculum Studies*, D. Scott (Ed.) (Vol. I). He presented a lecture, "Integrative Assessment of Problem Solving, Critical Thinking, and Creative Thinking in Education" at the National Center for Educational Research and Development in Cairo, Egypt. Also, in Cairo, Nitko presented a six-day workshop on classroom assessment to teacher trainers in the Integrated English Language Assessment Program II, which is supported by USAID.

Claudia M. Pagliaro, assistant professor (DIL), presented with Ellen Ansell (DIL) "Arithmetic Story Problems in the Primary Deaf Education Classroom: Translation to a Visual Language" at the American Educational Research Association annual meeting in Seattle, Washington, in April 2001. In March 2001, Pagliaro and Ansell presented "Linking Thinking: Eliciting, Assessing, and Building on Children's Understanding" at the Western Pennsylvania School for the Deaf. Pagliaro also presented "Math, Language and the Pursuit of Knowledge" at the Intermountain Special Study Institute 2001: A Focus on the Classroom, held at Idaho State University.

Alice M. Scales, professor (DIL), was chairperson for the 51st Annual Board of Editors Conference for *The Negro Educational Review Journal*. The conference was held on the campus of Hampton University in Hampton, Virginia, in April 2001. The theme of the conference was "A Stand for Affirmative Action."

Milton Seligman, professor (PIE), was elected to Editorial Board of the *Journal for Specialists in Group Work* for 2001-2003.

Margaret Smith, assistant professor (DIL), was elected to the Board of Directors for the Association of Mathematics Teacher Educators (2001-2003). Also, she published *Practice-Based Professional Development for Teachers of Mathematics*, National Council of Teachers of Mathematics, 2001. Smith, along with Mary Kay Stein, associate professor (APS), presented a paper titled, "Studying the Enactment of and Teacher Learning from Cases and Other Practice-based Materials." This paper was presented as part of the symposium "Developing Teachers' Pedagogical Content Knowledge and Beliefs: Studies on Building Teaching Expertise in Mathematics" for the annual meeting of the European Association for Research on Learning and Instruction, Fribourg, Switzerland.

Mary Kay Stein, associate professor (APS), is an invited member of the MacArthur Initiative, *Good Beginnings and Second Chances: Improving Elementary and Secondary Education*. The MacArthur Initiative is a national network of scholars focused on bridging the gap between research and practice. Stein also made two presentations at the annual meeting of the American Educational Research Association in Seattle, Washington, in April 2001. Stein, with L. D'Amico and M. Hartwell, presented a paper titled "Examining the Implementation and Effectiveness of a District-Wide Instructional Improvement Effort." Also, with H. Mehan and L. Hubbard, she presented "Reform as Learning in San Diego City Schools" in an invited Division C symposium titled "Educational Research in Pasteur's Quadrant."

2001 DISTINGUISHED ALUMNI FELLOW

Bobbie Gaunt

Bobbie A. Gaunt, a graduate of the former Business and Education program, was one of three alumni honored by Chancellor Mark A. Nordenberg at the Honors Convocation, February, 28, 2001. A leading industry professional, Gaunt is the first woman to hold the position of president and CEO of Ford Motor Company of Canada. After receiving her degree from the University of Pittsburgh, Gaunt began working as a stenographer in Ford's Pittsburgh office in 1972. Over time, she advanced to various sales and marketing positions in the company's Ford and Lincoln-Mercury Divisions, and became marketing research director for Ford's North America Automotive Operations.

A leader in community service, Gaunt has participated in numerous community service programs, focusing on the advancement of women in business. She was integral in involving Ford dealers in the Race for the Cure, and she has created an innovative partnership with the Children's Television Network and Sesame Street to promote child safety.

Winner of many awards, such as the Automotive Hall of Fame's Distinguished Service Citation for her significant contributions to the industry, Gaunt was named 1998 CEO of the Year by the Canadian Public Relations Society and garnered the Women's Automotive Association International's Professional Achieve-

ment Award. In the early 1990s, she returned to the Katz Graduate School of Business to counsel students and to recruit for Ford. As a University of Pittsburgh 2000 Legacy Laureate, Gaunt shared her business acumen with Katz faculty, students, and visiting alumni.



Alumni Honored by Teacher Excellence Foundation

Seventeen University of Pittsburgh alumni were among the 60 Teachers of Distinction named by the Teacher Excellence Foundation in 2001. They were honored at the Southwestern Pennsylvania Celebration of Teaching Dinner held on May 4, 2001, at the Pittsburgh Hilton Hotel. Among those recognized was **Robert C. Bergstrom** (MEd '68) from the Shaler School District. He received the 2001 Teacher Excellence Foundation Grand Prize, which included a check for \$20,000. **Shirley S. Stevens** (MA '67), Quaker Valley School District, and **Margaret Burley** (MEd '89), Pittsburgh Public Schools, were honored with Silver Awards, which included a check for \$2,500 each.

The Teacher Excellence Foundation was formed to recognize teachers who go above and beyond to educate and stimulate the minds of the next generation. The Foundation seeks to increase community awareness of this valuable resource we have in our communities: teachers.

Following are the other 14 University of Pittsburgh alumni who were among the 60 Teachers of Distinction. Congratulations to them all.

Richard T. Jarmul (MAT '76), Allegheny Valley School District
Ronald Tietz (BA '65), Bethel Park School District
Margaret Grasso (BS '88), Mt. Lebanon School District
Mary Lou Stefanko (BS '56), North Hills School District
Janice A. Skraly (MEd '75, PhD '83), South Allegheny School District
Dominick Frolini Jr. (PhD '86), Upper St. Clair School District
Cecilia A. Clemente (MEd '76), North Allegheny School District
Albert Puskaric (MEd '91), Pittsburgh Public Schools
Andrea Bibaud (Second Certification), Pittsburgh Public Schools
Laura K. Maginness (BS '75), Plum Boro School District
Richard Scott Bell (BS '88), Peters Township School District
Barbara W. Amick (BA '75, MEd '80), Woodland Hills School District
Sheila M. Sheridan (MEd '73), Keystone Oaks School District
Margaret G. Shea (BS '75), Baldwin-Whitehall School District

ALUMNI WELCOME LESGOLD

The School of Education Alumni Association sponsored two regional receptions to honor Alan Lesgold as he began his tenure as dean of the School of Education. Alumni from the South Hills of Pittsburgh and the Indiana County community joined School of Education faculty and emeritus faculty in welcoming Lesgold and discussing the future of the school.

University of Pittsburgh alumni Drs. Ronald N. and JoAnn L. Spiegel hosted the reception held for the South Hills alumni at Chartiers Valley Country Club on February 21, 2001. Mary Beth and John J. Sweeney Jr., both of whom are



University of Pittsburgh alumni, hosted the Indiana regional reception at the Rustic Lodge in Indiana, Pennsylvania, on May 10, 2001.

From left to right: JoAnn Loikrec Spiegel, Ronald N. Spiegel, Sharon Lesgold, and Alan Lesgold.



Distinguished Alumna Retires

On September 24, 2001, the Executive Alumni Committee recognized Hilda Kreimer, distinguished alumna 1932, for her many years of service on the School of Education Executive Alumni Committee. Kreimer taught physical education for the Pittsburgh Public Schools for 30 years. In addition, she has served as past president of the School of Education Alumni Association and chair of the Faculty and Student Research Committee.

Left to right: Grace Goshhajra, past president of the Executive Alumni Committee; Hilda Kreimer; and Tom Meisner, President of the Executive Alumni Committee

CORRECTIONS ...

Oops!

We would like to apologize to Frances Hesselbein for the misspelling of her name in the Winter 2001 issue of the School of Education Newsletter. Her friends were thrilled to read that she was being honored as a 2000 Legacy Laureate, but they were troubled by our error. So were we.

Also, in the previous issue, Barbara Seels, professor emerita (DIL), was inadvertently omitted as a principal investigator on the Preparing Tomorrow's Teachers for Technology Grant, which will build the Collaborative Community of Learners (CCOL). We apologize for our oversight.

Alumni Notes

'01

Helen Boyle, PhD received the Gail P. Kelly Award of the Comparative and International Education Society (CIES) for her dissertation "Quranic Schools in Morocco: Agents of Preservation and Change." CIES described her dissertation as one "that challenges conventional wisdom, is theoretically sophisticated, and is based upon research conducted in an area with limited access; it is indeed a piece of scholarship that deserves to be applauded."

'00

Christopher E. R. Mueller, MS is a teacher at White Oak High School in Jacksonville, North Carolina. Mueller is also head athletic trainer and assistant track coach.

Michael R. Wholihan, MEd of Toledo, Ohio, recently had an article, "Making a Difference with Prevention," published in the March/April 2001 edition of *America's Most Wanted* magazine, a worldwide publication. Wholihan is engaged to marry Karey E. Klinzing, who is also a University of Pittsburgh alumnus, and the daughter of Dr. George and Sandra Klinzing, both Pitt alumni and employees.

'99

Y. Jonathan Marcovitz, MEd is currently a special education teacher at Harmony Hills Elementary School for Montgomery County, Maryland, Public Schools.

'96

Shelly M. Bucci, PhD is a Success for All reading facilitator at Lockley Primary Center in the New Castle School District. Bucci received her principal's certification from Youngstown State University in 1999. She also serves as president

of the Lawrence County Reading Council and was awarded a Teacher as Researcher grant from the International Reading Association. In addition, she had a poem published in the April 1999 edition of *The Reading Teacher*.

Arden B. Hamer, EdD a graduate of the Reading Education Program has accepted a position as assistant professor at Indiana University of Pennsylvania.

Mary A. Smialek, EdD is lead consultant for Quest Solutions specializing in the areas of strategic planning, organization development and team implementation strategies. Smialek is the author of the forthcoming book *Team Strategies For Success, Doing What Counts In Education* and the editor of the *American Society for Quality, Education Division*.

'93

Betty Goerss, EdD has been promoted to associate professor at Indiana University East in Richmond, Indiana.

'92

Barbara C. Good, PhD has been named director of scientific publications of the National Surgical Adjuvant Breast and Bowel Project (NSABP). The Pittsburgh-based project is a cooperative clinical trials group supported by the National Cancer Institute. It was the NSABP's breast cancer studies that led to the establishment of lumpectomy plus radiation as the standard surgical treatment for breast cancer. The group was also the first to demonstrate on a large scale the preventive effects of the drug tamoxifen.

'91

Renee Smith Clark, PhD was recently named dean of students at the Community College of Allegheny County, South Campus.

Rev. Louis F. Kavar, PhD was appointed Area Chair for Community Counseling at the University of Phoenix, Southern Arizona Campus in Tucson, Arizona. His fifth book, *The Good Road: The Journey along a Spiritual Path*, was published by iUniverse.com. *The Good Road* is a practical guide for integrating personal meaning and spiritual practices in daily life. Kavar is an ordained minister in the United Church of Christ in addition to being a psychologist.

'89

Robin Summers Murphy, BS was named Alaska Educator of the Year for Elementary Art Education in October 2000. Murphy was recognized nationally at the National Art Educators Association (NAEA) art conference in New York City in March 2001. In 1999, she received the award of Ms. Education at Western Oregon University.

'86

Robin Connors, PhD is self-employed as a counselor and consultant. Her recent book, *Self-Injury: Psychotherapy with People Who Engage in Self-Inflicted Violence*, was published by Jason Aronson and is available in local bookstores or online through the publisher.

Dianne J. Pitts, MAT wrote a three-volume bible survey curriculum that was published by Scripture Union in Philadelphia. Also, she coauthored a test preparation workbook for the South Carolina distribution of McGraw Hill mathematics textbooks.

'85

Patricia A. McDonald, MA was appointed president of Umpqua Community College in Roseburg, Oregon, in July 2000.

'81

Jamie MacIntyre Southworth, EdD presented a longitudinal

research study for the International Research for Early Childhood Forum at the University of Waikato during the New Zealand Research Council annual meeting in November 2000. The results of the study were published in the *Early Childhood Research Journal* in 2001. On previous visits to New Zealand, Southworth visited schools and exchanged information with professors at Massey University. Her husband, Dr. Horton C. Southworth, former chair of elementary education and division head at the University of Pittsburgh, was also involved in the survey and research. Southworth recently retired from California University of Pennsylvania as professor of education in reading and early childhood. She has made several national presentations in the field of early childhood and the aspects of bibliotherapy as well as sociometric testing and service learning.

'80

Ronald Volpe, PhD is president of Hood College in Frederick, Maryland.

Joanne Sujansky, PhD, CSP just released the book *The Keys to Conquering Change: 100 Tales of Success*. The book is based upon personal experiences and provides how-to information on conquering change.

'79

William Hiller, PhD was appointed executive director of the Martha Holden Jennings Foundation. The foundation is dedicated to supporting k-12 education in Ohio.

Timothy Paul Seace, MEd has been a fourth-, fifth-, and sixth-grade language arts teacher in the Shade Central City School District since 1975.

'74

Susan A. Fondrk, BS and a colleague, Cheryl Frasca, have pub-

lished the book *Helping Struggling Readers*. It provides systematic and sequential techniques for teaching decoding skills, phonics, vocabulary building, and reading comprehension skills, and it includes instructions for implementing these strategies. The book is available through the publisher, Good Year Books.

Bonita S. Milanak, MAT was recognized as one of the most inspirational teachers through the *Pittsburgh Post-Gazette's* 2001 All-Star Achievers Awards. She influenced her students by teaching them the importance of manners, courtesy, respect, and kindness to each and every person. Milanak is an elementary school teacher for South Park School District and has been teaching for 28 years.

Sharon Baer Warner, MEd was named a Presidential Awardee for Excellence in teaching elementary math from the state of Pennsylvania. She received an all-expense-paid trip to Washington, D.C., a presidential citation, and a \$1,500 grant to be used within her school district.

'73

Arthur Van Stewart, PhD is professor of oral biology for the Department of Orthodontic, Pediatric, and Geriatric Dentistry at the University of Louisville School of Dentistry. Van Stewart received the University of Louisville's 2001 Distinguished Faculty Award for Outstanding Service to the Community, the Profession, and the University. This career achievement award is based on at least 20 years of professional activity. As a result of the award, Stewart was given the title of Distinguished University Professor and received a special commemorative medallion and a cash award.

'72

Roslyn Fradkin Davis, BS is currently a high school library specialist at Lynbrook High School in San

Jose, California. Also, Davis teaches a distance-learning course in children's literature for the University of Wisconsin.

Kenneth Wissmann, MA has retired from the federal government and is teaching research methodology. Wissmann still finds time to work as a musician and is a first-time grandfather.

'71

Sandra Tracy, PhD is president of Alma College in Alma, Michigan.

'70

Joseph S. Villani, MAT coauthored *Key Work of School Boards Guidebook*, which was published in October 2000 by the National School Boards Association.

'64

Helen McLain Jackson, MEd is province director of alumnae for Kappa Kappa Gamma Fraternity, serving Pennsylvania, New Jersey, and Delaware.

'63

Lewis Grell, EdD has retired after a 48-year career that included teaching and administrative positions here and abroad. He spent 13 years as executive director of the Association for the Advancement of International Education.

'61

Frank Belcastro, PhD was named faculty of the year for 2000-2001 by the student body of the University of Dubuque in Dubuque, Iowa, before retiring as professor of education and psychology.

On February 11, 2001, **John T. Szalinski, MEd**, celebrated a great 70th birthday with a party, Slovenian style, at the SNPJ Sygan Lodge No. 6 in Bridgeville, Pennsylvania. Szalinski is a substitute teacher and remarks that he is always learning.

Sheer Goodness

The old adage, “give and you shall receive,” carries special meaning for Randi Taylor, graduate student in Psychology in Education (PIE). Taylor was named the 2000 Jefferson Award recipient for her outstanding service as a volunteer.

The United Way, the *Pittsburgh Post-Gazette*, Eat’n Park, and AT&T Broadband sponsor Community Champions, a program of the national Jefferson Awards. Taylor was one of approximately 200 people who were nominated for the Community Champions award. Fifty were chosen and highlighted in public-service ads in the *Post-Gazette* and in public service announcements on AT&T cable stations. From this group of 50 Community Champions, a panel of community judges chose the seven honorees to receive Jefferson Awards, considered the Nobel Prize of volunteerism. The tribute includes a medallion and a \$1,000 gift to the nonprofit organization of their choice.



Since 1994, Taylor has volunteered for Pittsburgh Action Against Rape (PAAR), where she conducts counseling for victims of rape and incest. PAAR, founded 28 years ago, is the largest rape crisis center in the country serving about 3,000 rape victims annually. Ellen Kerr, PAAR’s crisis intervention counselor, nominated Taylor for the Community Champion Award for her dedication, strength, and commitment as a volunteer.

Jefferson Community Champion Award honoree Randi Taylor, center, has volunteered at Pittsburgh Action Against Rape for the past six years, counseling rape and incest victims. With her is PAAR crises intervention coordinator Ellen Kerr, left, who nominated Taylor for the award, and Sharon Sutton, PAAR’s coordinator of counseling services. (Steve Mellon, Post-Gazette)

Not only does Taylor provide crisis counseling at the center, she also co-facilitates a children’s therapy group and works as a hot line volunteer twice a month. Altogether, Taylor volunteers about 10 hours a week at PAAR, not including additional time spent in training sessions or meetings. According to Taylor, her volunteer work is as meaningful to her as the work that she does for others.

Taylor was honored as a Community Champion at a reception in Carnegie Music Hall. The Federation of Independent School Alumni (FISA) has donated \$1,000 to PAAR in her name.



Student Awards

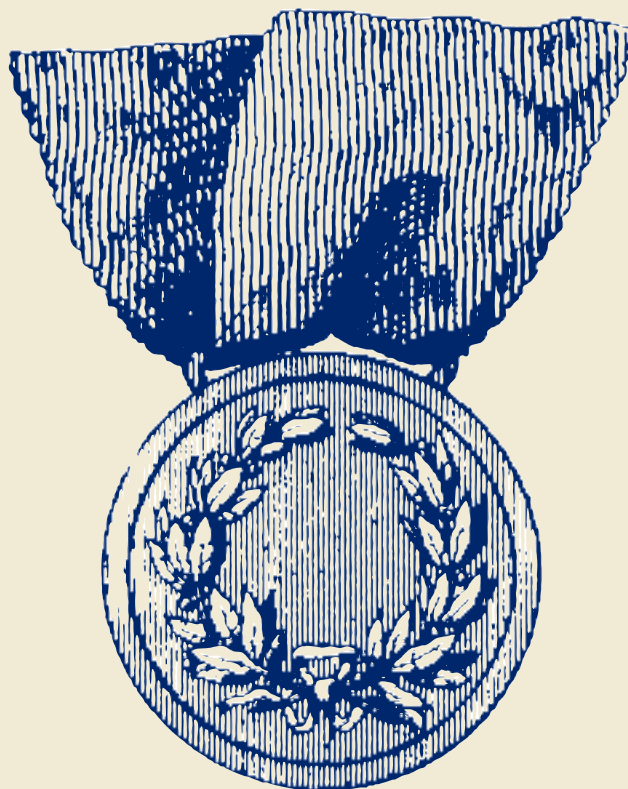
Amy Dresher, PhD candidate (PIE) has received the Educational Testing Services (ETS) prestigious Harold Gulliksen Psychometric Fellowship for the academic year 2001.

Alex Weissman, PhD candidate (PIE) has been elected the Division D student representative to the American Educational Research Association (AERA). This position is the student equivalent of being elected as the head of an AERA division.

Rebecca Clothey, PhD candidate (APS) has received a Fulbright Award to conduct research for her dissertation in China. She will be examining the experience of ethnic minority students in higher education in Beijing.

Announcement

James McCrea, doctoral student, Higher Education Administration, (APS) has been named the director of Generations Together (GT). McCrea brings with him a style of leadership that has gained him respect and admiration of many academics and professionals nationwide.



DOCTORAL FELLOWSHIPS

Michelle Ufner	Radvansky Doctoral Fellowship
Alexander Weissman	Weinberger Doctoral Fellowship
Victor Cordova	Jean M. Slack Doctoral Fellowship
Jodi Galco	Jean M. Slack Doctoral Fellowship
Josephine Wilson	Jean M. Slack Doctoral Fellowship
Kathia Monard	Masoner Fellowship
Carolina Belalcazar	Alumni Doctoral Fellowship
Rebecca Clothey	Alumni Doctoral Fellowship
Irene Conrad	Alumni Doctoral Fellowship
Charles Dampare	Alumni Doctoral Fellowship
Oscar Espinoza	Alumni Doctoral Fellowship
Miki Fukuhara	Alumni Doctoral Fellowship
Elizabeth Hughes	Alumni Doctoral Fellowship
Melanie Jacobs	Alumni Doctoral Fellowship
Chiharu Kondo	Alumni Doctoral Fellowship
Macrina Lelei	Alumni Doctoral Fellowship
Annamore Matambanadzo	Alumni Doctoral Fellowship
Elizabeth Melland	Alumni Doctoral Fellowship
Linda Messineo	Alumni Doctoral Fellowship
Susan Leigh Tanner	Alumni Doctoral Fellowship
Randi Taylor	Alumni Doctoral Fellowship
Minho Yeom	Alumni Doctoral Fellowship

Council of Graduate Students in Education News

2001 Extra Mile Award

The Council of Graduate Students in Education (CGSE) presented the 2001 Extra Mile Award to Mark Ginsburg, professor in the Department of Administrative and Policy Studies (APS) at the Spring Assembly. Dr. Ginsburg received this award for his outstanding support of graduate students. He has personified the CGSE mission by mentoring students, supporting their academic growth and success, and by facilitating opportunities for social interaction among diverse groups. Throughout the years, Ginsburg has been a mentor and a friend as well as a teacher and an advisor for students.

2001 CGSE Research Conference

The Council of Graduate Students in Education held its seventh annual CGSE Student Research Conference, At the Crossroads: Education for a New Millennium, March 20-21, 2001. This conference provided a special opportunity for students from all departments in the School of Education to interact and participate in a wide variety of interesting and informative projects.

The conference offered more than 50 student presentations representing all four departments. It included topics such as the effects of technology on education; training adults to improve the literacy of children; educational research and policy; issues in choices in educational settings; international service learning; cultural influences on education; parental involvement in schooling; and teacher education and cooperation.

From the students' proposals, a schedule was formed to showcase their research in a variety of formats including poster sessions, round table discussions, PowerPoint presentations, and individual and group paper sessions. Each session included a question-and-answer period where the audience could speak directly with the researchers.

In addition to student research projects, the conference included two invited panels and an invited faculty presentation. Rollanda O'Connor (DIL), Sekai Turner (PIE), Carl Fertman (HPRED), Maureen Porter (APS), and Michael Shriane (Dean's Office) presented information about research funding from local, state, and national sources. Noreen Garman (APS),

Maria Piantanida (APS), Cynthia Tananis (APS), and Dr. Cornelia Davis, Pittsburgh Public Schools, hosted a session titled, "Is There Life after Dissertation?" Sean Hughes (APS), the invited faculty speaker, defined the details concerning research subjects in "The ABCs of the Internal Review Board."

A highlight of the event was the keynote address by Deputy Superintendent of the Pittsburgh Public Schools, Dr. Paula Butterfield. Dr. Butterfield addressed the future of education focusing on multicultural issues, funding, and school vouchers. She noted that while the current system is under heavy attack, many individuals are engaged in education reform, and she challenged the students to "get involved and make appropriate and much-needed change."

John Dube (HPRED) served as the conference chairperson with Chiharu Kondo (APS) as the conference coordinator. Volunteer help provided by graduate students from all departments contributed to the success of the 2001 CGSE Student Research Conference.

Multicultural Festival

On February 8, 2001, CGSE held its first annual Multicultural Festival to demonstrate and promote cultural diversity in the School of Education and across the university. This event took place in the Assembly Room of the William Pitt Union. The Multicultural Festival included various exhibits representing cultures and countries from around the world. University organizations such as Study Abroad, Global Service Center, and the University Center for International Studies (UCIS) also participated. Music, dance, and poetry performances made this event unique. CGSE received generous contributions from UCIS, the Institute for International Education, Pitt Hillel, and the Graduate and Professional Student Association (GPSA).



Thank You

The CGSE officers for 2000-2001 want to thank the faculty, staff, and students who contributed their time and support to activities and who encouraged us to spend time planning these events. It is clear to us through their support that these activities are appreciated and valued.

2001-2002 CGSE OFFICERS

CGSE announces its new officers for the 2001-2002 school year:

President

Eric Asongwed (APS)

Vice President

Makiko Masuhama (APS)

Secretary

Simona Popa (APS)

Treasurer

Cara Ciminillo (APS)

2001 Graf Scholarships Awarded ...

At a dinner held on April 26, 2001, the Graf Scholarships for 2001 were awarded to five students from the elementary education teacher preparation program in the Department of Instruction and Learning (DIL). The five recipients of the Graf Scholarships were: Colleen Flynn, Kristen Perman, Melissa Prokopchak, Megan Sikorski, and

Virginia Stempkowski. In addition to the scholarship, each student was presented with a certificate “in recognition of his/her academic achievement and demonstrated skill in elementary education.”

This year, 23 students were nominated as candidates for the scholarships. Ten finalists were selected based on the professional portfolios submitted by the candidates. Each of the finalists was visited by a team of two committee members who observed their teaching and conducted a structured interview. Using the observation and interview data, the committee selected the five award-ees and named five finalists, Melissa Casella, Lisa Labow, Christa McArdle, Courtney Silbaugh, and Candace Stevens, whose efforts were also recognized.

The scholarships are provided by the Sarah and Elizabeth Graf Endowment, which was established by the estate of Sarah Graf in 1998. The endowment was created to provide scholarships for gifted and deserving students enrolled in the University’s Elementary Education Teacher Program. The first Graf Scholarships were awarded in April 2000.



Left to right: Virginia Stempkowski, Colleen Flynn, Melissa Prokopchak, Kristen Perman, and Megan Sikorski

In Memoriam

"When asked, what one thing would I say if I had all of creation listening.

I would say

Live it so you can say at the end

I have taken every challenge and I live

With no regret that I turned away from

A challenge

I can say that!!"

These were the words Dr. Jean E. Winsand left as a testimony to her life and memory. After a valiant struggle, Winsand succumbed to cancer on November 28, 2001. She was an associate professor in the Department of Instruction and Learning and associate executive secretary of Tri-State Area School Study Council. Dean Alan Lesgold remarked, "Jean was heroic in her efforts to continue contributing to education in this region and to the training of graduate students while fighting her illness. ... She represented the school with the greatest distinction, and as a colleague, she inspired all of us with her dedication, hard work, wisdom, and humanity."

Winsand came to the university as a student in the Experienced Teacher Fellowship Program in 1968. She was a member of the team of teachers from the Churchill Area School District (now Woodland Hills School District). She joined the School of Education faculty in 1970, where she spent the past 32 years teaching in the Reading Program.

Early in her career, it became obvious that Winsand would be an educational leader. Shortly after joining the faculty, Winsand was named director of Inservice and Continuing Education. In the mid 1970s, she became director of the Pittsburgh Teacher Corps project, a teacher preparation program. Under her leadership the program garnered national attention for its work in implementing an evaluation and monitoring system of student performance in mathematics and science in Pittsburgh Public Schools. She also served as coordinator for School Improvement Projects, an initiative promoted by the Pennsylvania Department of Education.

In the mid 1980s, Winsand and Dr. Charles Gorman were selected to lead the Tri-State Area School Study Council. She devoted much of her time over the next 15 years working for the Study Council in area schools. Her leadership was instrumental in changing the image of the Study Council from an administrator-focused organization to one that addressed the needs of teachers, counselors, supervisors, administrators, and others as they served the needs of students in Western Pennsylvania. Her vision was to make the voice and presence of women in leadership roles a major change in our schools. She viewed these changes as being long overdue and critical if our schools were to serve students more effectively.

Throughout her career, Winsand served on many committees for the Pennsylvania Department of Education with a special focus on the development of explicit goals for reading and writing in the Commonwealth. She served on the Writing Committee that developed the first assessments in writing for the Pennsylvania System of School Assessment (PSSA), and in 1998 she wrote an evaluation of the Pennsylvania Comprehensive Reading Plan (PCRP) processes from 1978 through 1998. Most recently, Winsand was project coordinator for the new Pennsylvania Literacy Framework. The Framework replaces the former PCRP II that had been in place for 11 years. She was extremely proud of this work. She was especially proud that this project included the expertise of many of her colleagues from the University of Pittsburgh as well as that of many classroom teachers and administrators. (*Please see article on page 6.*)



Winsand wanted to broadcast the voices of children. She did so through her leadership in establishing writing assessment processes in school districts long before the Department of Education began to evaluate student writing through the PSSA. Throughout the time she served the Study Council, Winsand promoted a variety of student writing activities. She read and analyzed thousands of brief essays that students developed from prompts and organized the feedback so teachers could develop instructional strategies to improve student performance. Her contribution to student writing in Western Pennsylvania is one of the enduring legacies she has left as an outstanding teacher.

On December 15, 2001, more than 150 family members, friends, and colleagues gathered at Edgewood Country Club to celebrate the life of Winsand in an event that she, herself, had planned. Warm remembrances were offered by her husband, Orville, as well as Diane Skiffington Dixon, Pennsylvania Department of Education; Betty Sue Schaughency, superintendent, Beaver School District; and many of her colleagues from the School of Education. Chet Kent, associate executive secretary of Tri-State Area School Study Council, announced that in her honor the Women's Conference had been renamed the Jean Winsand Women in School Leadership Institute. Schaughency, an early participant in the Women's Conference, remarked, "She was so passionate about women's issues. This is so befitting her work."

In Memoriam...

Robert I. Baierl, '43	George R. Deuel, '45	Norman F. Hopton, '70
George Balog, '76	James B. Dietz, '41	Jay Howard Horne, '70
Dorothy King Barnett, '61	Ruth Duncan Emack, '67	George H. Hughes, '53
James R. Beatty, '30	Edna Mae Estabrook, '35	Ruth Whiting Hunt, '51
Josephine T. Benson, '45	Paul J. Fedor, '59	Charles Dean Hutchison, '72
Elizabeth Berman, '48	Annabelle E. Ferguson, '48	James Fred Jamison, '56
Iris Emma Biles, '50	Teresa M. Ferrari, '50	Marion Z. Jenkins, '51
Ruth Louise Bobnar, '49	Marie R. Fillipih, '49	Willis L. Kennedy, '44
Earl K. Bradley, '51	Gail Emanuel Flick, '69	Isabelle Murphy Kerber, '34
Celesta Brandon, '57	John W. Fox Jr., '34	Alton G. Kloss, '55
Helen Claire Brogan, '44	Edith M. Frohman, '47	Mary Kirschbaum Klueber, '37
Joseph F. Bruno, '54	James H. Garrett, '68	Helen Knipp, '43
Rosemayre Bunting, '53	Lawrence D. Gilboy, '47	Raymond E. Kuhl, '54
Margaret Rose Burke, '70	Frances H. Grady, '56	Thelma E. Landau, '38
Lena Mae K. Byrd, '78	William M. Grant, '50	David H. Larabee, '80
Daniel Anthony Caruso, '54	Gladys McClure Greider, '22	Edward H. Latimer, '47
Kusiel Chanin, '34	Rose Braemer Groff, '25	Marie Lattanzio, '46
Marilyn S. Chernoff, '52	Paul Ernest Gwin, '53	Adelaide Levy Latvala, '47
Anthony V. Colantoni, '48	Robert James Harris, '62	Florence E. Learzaf, '45
James T. Conlin, '55	Harriet L. Hayden, '38	Mark Alan Lloyd, '79
Mildred Bakewell Connor, '50	Charles H. Hayes Jr. '55	Jack A. Lohman, '50
Benjamin S. Cooper Jr., '55	Clare Henry, '79	Sara M. Magee, '56
Julia Poe Craig, '55	Rhea Herman, '41	Faye Cohen Makrauer, '53
Irma Rice Davis, '48	John Dalton Hill, '68	Margaret Ann Maley, '54
Sheldon K. Davis, '54	Ellen Mary Hobaugh, '26	Matthew M. Maneese, '55
Robert F. Decker, '56	Frances McLaughlin Holland, '69	George Manis, '57

In Memoriam

Dr. Karl Oermann died March 13, 2001, as a result of an accident in his home. Professor Oermann was a part of the School of Education for 45 years. During this time he was the chair of the school's Health, Physical, and Recreation Education Department (HPRED) and was appointed professor emeritus by the university in 1983. Oermann came to Pittsburgh in 1938 and earned his doctorate from the University of Pittsburgh in 1949. During that same year he assumed the chair of HPRED, and in 1957 was also appointed the assistant athletic director for the university. Oermann spent seven years on the development and construction of Trees Hall, which

opened in 1965 and remains the headquarters of HPRED.

Nationally and internationally, Oermann was a leading force in countless associations and task forces in his field. He served as the president of the Pennsylvania State Association for Health, Physical Education, and Recreation; was the Director of the Governor's Conference on Youth Fitness; and was a participant in President Eisenhower's Conference on Fitness in America.

In 1974, Oermann was promoted to the Dean's Office. There he served as the associate director of teacher development, concentrating on financial administration. He also found time to be an avid outdoors-

man and card player. He was the founder of the Our Savior Lutheran congregation in Mt. Lebanon, where he was an active church figure. But it was as a teacher that Oermann touched many lives during his tenure. More than 200 colleagues and former students were at his retirement banquet in 1983. It was at this time that the Karl C. H. Oermann Scholarship Fund was established so that he would continue to aid students for the generations to come. Donations may be made to the scholarship fund at the University of Pittsburgh School of Education, Dean's Office, 5T01 Wesley W. Posvar Hall, 230 S. Bouquet Street, Pittsburgh, PA 15260.

Charles R. Peters, '64
Carmella Pettola, '54
Woodrow L. Phillippi, '52
Clark William Plummer, '52
Harry Clay Pry, '59
Walter Joseph Radzynimski, '82
Helen E. Rising, '49
Joseph M. Robb, '34
Rose Marie Rogers, '58
Oswald A. Rometo, '53
Jack C. Santalucia, '50
Florence A. Scavuzzo, '29
Woodrow W. Schrock, '62
Sara Schmeltz Schrode, '44
Frances R. Shenk, '51
Gertrude Silverblatt, '27
Evelyn Westermann Simkins, '41
Priscilla Storch Slone, '65
Irvin B. Spangler Sr., '45
Mary Owen Spires, '39
Victor J. Spisak, '50
Bess M. Stahl, '67
Frances Willard Steele, '44
Geraldine M. Steinacker, '43
Grace Alles Sterling, '61

Paul L. Stinner, '37
Frank O. Strahl, '58
Anne Griffiths Stroyd, '34
Helen Marie Struharik, '73
Edward Martin Sutton, '77
Marjorie Keller Swartz, '45
Charles F. Sweeney, '73
Irving G. Sweer, '76
David W. Sypolt, '61
Georgia L. Tipton, '52
Gladys Fong Tong, '71
Emilie Mihok Topscher, '44
Albert R. Troiano, '57
Paul J. Walsh Jr., '64
Celeste Booths Wasilewski, '71
Jeffery L. Whiteford, '95
James A. Wieland, '36
Thomas Lee Wilson, '68
Miriam Grafman Wolfson, '22
Mrs. Harry Wormington, '35
Earl R. Yaillen, '77
Philip E. Young, '39
David S. Yule, '54
Kathy Zubal, '48

Here's something about me (position held, graduate work, volunteer work, continuing education, publication, memberships, etc.) for the newsletter.

		Name	
		Address	
		E-mail address	
		Position(s)	
		Degree	Year graduated
		Phone (Home)	Phone (Work)
Please complete and return to:			
School of Education, University of Pittsburgh			
5R23 Wesley W. Posvar Hall, Pittsburgh, PA 15260			
Phone: 412-648-2283 Fax: 412-648-1825 E-mail: judyd@pitt.edu			

Summer Study at Pitt 2002

Summer Study at Pitt provides opportunities for professional educators to update their knowledge and skills and to earn ACT 48 credits. Each year the School of Education's Institute for Practice and Research in Education offers graduate-level workshops for educators. These offerings focus on current issues or topics in education and are designed primarily for non-degree students. They are offered for university credit or on a non-credit basis, both of which qualify for ACT 48 credit. This summer's offerings include:

Language and Literacy

- Literacy Workshop: The Orton-Gillingham Approach to Teaching Reading, Writing, and Spelling
- Teaching Strategies for Struggling Adolescent Readers and Writers
- Reader's Workshop for Beginning Readers

Special Education with Young Children

- Natural Environment Interventions
- Managing Challenging Behaviors in Young Children with Multiple Disabilities
- The Medically Fragile Young Child

Other workshops being offered include:

- Exploring China's Diversity
- Problem Solving in Mathematics
- Conflict Resolution for Diverse Educational Situations

For a brochure containing a complete list of courses offered and cost and registration information, please contact:
Institute for Practice and Research in Education
5N01 Wesley W. Posvar Hall
Pittsburgh, PA 15260
Phone: 412- 648-2634
judyd@pitt.edu



University of Pittsburgh

*School of Education
5R23 Wesley W. Posvar Hall
Pittsburgh, PA 15260*

www.education.pitt.edu

Nonprofit Org.
US POSTAGE
PAID
Pittsburgh, PA
Permit No 511