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ALUMNI NEWSLETTER

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SPRING 2007



**UB PRESIDENT JOHN SIMPSON**

The Graduate School of Education is one of UB's great assets, embodying the university's mission of academic excellence and public outreach in its philosophy and practices. As the school celebrates 75 years of educational leadership and service, this is also a very meaningful milestone for the University at Buffalo as a whole. Our larger academic community—and the broader communities UB serves both regionally and globally—are enriched and inspired by the work of our colleagues in the Graduate School of Education. On behalf of the entire UB community, congratulations on 75 outstanding years, and best wishes for much continued success.



A N N I V E R S A R Y



*Graduate School of Education*  
The State University of New York at Buffalo<sup>SM</sup>

TRANSFORMING LIVES THROUGH EDUCATION

## GSE Celebrates 75 Years of Professional Education

Welcome to this special edition of the Graduate School of Education (GSE) alumni newsletter, celebrating our 75th anniversary. I am pleased to be a part of GSE's rich history (alum, faculty member, dean) and to be able to share this momentous occasion with you. GSE began as the School of Education in 1931 and, of course, there have been considerable changes during the last 75 years. To commemorate our anniversary, we have compiled a variety of narratives and documents to acquaint you with GSE's past.

Inside this newsletter, you will find remembrances shared by GSE alumni and emeritus deans and professors, recounting their time at the school. In addition to providing interesting historical perspectives, these memories are humorous and heart warming. You will also find inside the minutes from the first faculty meeting in 1931 and the first Executive Committee meeting.

As part of the 75th anniversary celebration, GSE is planning several special events. In July 2007, Bob Stevenson and Lauri Johnson, associate professors in the Department of Educational Leadership and Policy, will lead a multicultural study tour of Australia (page 12). We will also host a conference focusing on the future of education later this year. Look for details for this and other events in the months ahead.

In preparation for the next 75 years, GSE has engaged in envisioning its particular future as a corollary to the institution's UB 2020 plan. Over the past year we have articulated our values: (1) Education positively transforms peoples' lives; (2) Excellent research is dynamic and recursive; it both informs and is formed by practice; (3) Our best work is created when we collaborate with partners within local, national, and global communities; and (4) Ethical principles and

professional standards are cornerstones of the Graduate School of Education.

We have also identified four intellectual themes around which our research and our contributions to the profession will coalesce: Institutional and Policy Analysis • Family-School-Societal Transitions • Education for Social Equity • Science of Teaching and Pedagogy. Cross-cutting themes such as multiculturalism, access, globalization, and technology will be evident throughout our work.

Most importantly, GSE is expanding. We have added the Department of Library and Information Studies (LIS) to our school. LIS brings faculty expertise about ways in which information is generated, organized, accessed, used, and transformed into knowledge.

This expertise will expand our use of myriad technologies and strengthen our involvement in and support of P-16. GSE remains committed to academic and professional excellence, and to diversity, access, and global connections.

As we celebrate this anniversary, I would like to thank each of you for your contributions as alums, emeritus faculty, deans, and community partners because without you, GSE would not be what it is today, a vibrant and integral part of our local, national, and international learning communities. Your efforts and accomplishments have set the standard for future generations. So, sit back and enjoy this special issue, as we look with confidence toward GSE's next 75 years. ●



**GSE DEAN  
MARY GRESHAM**

# Minutes of the First GSE Faculty Meeting

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June 5, 1931

A meeting of the Faculty of the School of Education was held on June 5, 1931, in the Chancellor's Office.

Chancellor Capen presided.

Present at the meeting were: Chancellor Capen, Dean Cummings, Professors Jones, Leary, Shadle, Hector, Farber, Bonner, Gelman, Goldthorpe, Reid, Hewitt, Pegram; Messrs. McGrath and Bacheller; Misses Deters, Land and Witherstine; Professors Keene and Kittredge.

Dean Cummings read and commented by separate sections upon the statements regarding the proposed Master of Education degree.

Moved and seconded that

the faculty endorse the program for the Master of Education degree subject to editorial revision by Dean Cummings and Dr. Leary. Motion carried.

Dean Cummings commented briefly on the proposed Doctor of Education degree and suggested that action on this degree be postponed until autumn. Moved and seconded that

a committee be appointed to consider possible plans for the Doctor of Education degree. Motion carried.

Respectfully submitted

J. Harold Goldthorpe  
Secretary pro tem

# Minutes of the First GSE Executive Committee Meeting

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February 12, 1932

In the absence of Chancellor Capen, Dean Cummings presided. Meeting of the Executive Committee called to approve for mid-year graduation the degree candidates in education. Time was too short to bring the matter before the entire School of Education faculty.

Moved by Professor Agee, seconded by Dr. Jorgensen that the degree students be approved for graduation. Carried.

A list of the degree candidates in education follows:

Certificate in Public School Music  
 Hazel Florence Poit

Bachelor of Science in Education

Edna S. Baker  
 Ruth Potter Barrett  
 Elizabeth W. Earle  
 Emma L. Gath  
 Mary S. Gath  
 Jennie M. Kellogg  
 Margaret Cecelia McGee  
 Alice Louise Miller  
 Bernice Manson Morris  
 Albert William Myers  
 Mary Gertrude Nixon  
 Helen Margaret Olmstead  
 Charles August Reukauf  
 William McKinley Sharp  
 Helen Frances Smith  
 Verna Geneva Walker  
 Edith May Witmer

No additional business urgent at this time, Miss Land moved, seconded by Professor Agee, that the meeting adjourn.

A. K. Jorgensen  
 Secretary

# A Brief History of GSE



*Foster Hall 1967*

The University of Buffalo School of Pedagogy was one of the first autonomous professional schools of education in the country. Founded in 1895, the school helped fill the general demand for college and university training at that time, particularly for high school teachers. However, like many 19th century educational enterprises, the School of Pedagogy folded in 1898 due to financial constraints. Professional education courses were not offered again until 1916. These courses, offered in the Department of Psychology and Education, were to assist teachers with normal school diplomas to achieve bachelor's or master's degrees. The first professor of education hired was Daniel Leary, from Columbia University in 1919.

Education broke from psychology at the height of the Great Depression.

Today's Graduate School of Education began as the School of Education in 1931, with Leslie Cummings as its first dean. It quickly became and has remained primarily a graduate school. Research in the field of education was fostered by the development of the doctor of education degree and the consequent expansion of the faculty.

The post-WWII years saw an increase in the number of students and programs. Robert Fisk became dean in 1953 and was charged with making the school prosper. A significant accomplishment during this time was the \$2 million dollar "Four University Project" grant (between Buffalo, Cornell, Rochester, and Syracuse). In addition to encouraging new approaches to teacher selection and teacher education, this grant helped advance the school's educational administration program.

The school's current program for teacher education began in 1962. An increased interest in the improvement of teacher training led to the formation of the Buffalo Research Institute on Education for Teaching (BRIET) in 1988. Led by Catherine Cornbleth, BRIET's mission included studying teaching methods and preparation; planning and implementing programs to enhance pre-service and continuing education of teachers; and researching professional development and support services for schools. Since its inception, the teacher education program has helped thousands of students become

New York State certified teachers. In 1999, the program was renamed the Teacher Education Institute.

Another milestone was the creation of the rehabilitation counseling program, initiated by a 1954 grant. The program was designed to meet the needs of a population that had limited access to educational services. Under the direction of Marceline Jacques, rehabilitation counseling first specialized in the rehabilitation of people with mental and physical disabilities, and later alcohol and drug addiction. In 1974, the federally funded Regional Rehabilitation Continuing Education Program (RRCEP) was formed at UB to serve rehabilitation needs at the federal, regional, state, and local levels. At that time, it was one of 10 RRCEPs set up nationally by the U.S. Department of Education.

The 1960s and 1970s brought other significant changes. In 1962, the University of Buffalo transformed from a private to a public institution after its merger with the State University of New York. The School of Education became the Faculty of Educational Studies in 1966, and the increasing numbers of students and faculty facilitated the school's move from Foster Hall on South Campus to Baldy Hall on North Campus in 1973.

Under Hugh Petrie's leadership (1981–1997), faculty reorganized the school and the name, Graduate School of Education, was chosen to reflect the professional nature of the school. In addition

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This brief history is intended to touch upon several highlights leading up to and through the school's 75 year existence. This history also serves to bridge the online article from BUFFALO ALUMNUS magazine detailing the school's early history through 1964 and Dean Hugh Petrie's "The State of GSE" article from the Fall '95 newsletter, which describes the school's history from 1962–1995. Each article is available at [www.gse.buffalo.edu/alumni/edu.asp](http://www.gse.buffalo.edu/alumni/edu.asp).

to improving upon its long-standing programs, GSE solidified its teacher education program, learning and technology initiatives, and school-university partnerships.

Jacquelyn Mitchell (1997–1999) oversaw a comprehensive strategic plan during her brief tenure as dean. Building on GSE's diverse strengths, she provided the school with a roadmap for the new millennium. Mitchell focused faculty efforts on urban education and technology, areas where she envisioned GSE playing increasing leadership roles.

During the past six years, Dean Mary Gresham expanded GSE's academic mission by supporting school-based research throughout the preK–16 community, and by embracing a variety of international education initiatives. Her vision has helped develop relationships and create partnerships with universities around the world. ●

## THE DEANS



**LESLIE CUMMINGS**  
1931–1953



**STAN CRAMER**  
(Interim) 1980–1981



**ROBERT FISK**  
1953–1967



**HUGH PETRIE**  
1981–1997



**GILBERT MOORE**  
(Interim) 1967–1968



**JACQUELYN MITCHELL**  
1997–1999



**ROLLO HANDY**  
1967–1975



**KENNETH LEVY**  
(Interim) 1999–2000



**STAN CRAMER**  
(Interim) 1972–1973



**THOMAS FRANTZ**  
(Interim) 2001



**WALTER PETTY**  
(Interim) 1975–1977



**MARY GRESHAM**  
2001–present



**ROBERT ROSSBERG**  
1978–1980

*Baldy Hall 1975*



# Emeritus Memories



I have fond memories of my stay at the State University of New York at Buffalo. I enjoyed a life friendship with my colleagues in the Department of Educational Administration and with my doctoral students. As recently as 2002, I joined several of my former colleagues in Seattle, WN for an informal reunion at a national conference. When in Buffalo, I visit with Dr. Muriel Howard, president of Buffalo State College. I also look forward to hearing from scores of former students who are now school principals, assistant/associate superintendents and superintendents, and college professors.

—**Frank Brown**  
Professor 1972–1983



One of the most significant events occurred in 1982. It was the laborious and painful act of the reorganization of GSE. When I first joined the faculty, I was a member of the mathematics education area. It was one of about ten disparate areas, each with some degree of structural autonomy. That reorganization streamlined these disparate subprograms into three main units: (1) Learning and Instruction, (2) Educational Organization, Administration and Policy, and (3) Counseling and Educational Psychology. Being the Hamlet that I am, I was not able to select just *one* department that best defined my interests. I chose (1) and (2).

—**Stephen Brown**  
Professor 1973–1998



The Department of Educational Organization, Administration and Policy gave me a splendid opportunity to work with students who in many instances were teachers in the Western New York area, mostly Buffalo. Some of these students have become colleagues and/or friends; a good example of which is

—**Stan Cramer**  
Professor 1965–2001  
Interim Dean 1972–1973, 1980–1981

Dr. Don Jacobs, the director of the Center for Applied Technologies in Education. Other students already had experience in education related work, or had made a commitment to pursue teaching once they completed either the master's or the Ed.D. program. These three years were both fun and challenging.

—**Lee Butler**  
Assistant Professor 1983–1986



When I arrived at UB it had just gone public. In my department (educational administration) we had divided our faculty into three teams: one to deal with the school as an organization, a second that worked mainly with the school at the district or control level, in this case it was a political concentration, which was primarily for superintendents; thirdly, we looked at the intermediate level where the role was on school business and the economics of educating. We developed an understanding of “organizational behavior” (and in essence, created the East Coast specialization or concentration called Organization Development).

—**James Conway**  
Professor 1967–2000



My three-decade plus tenure, initially at the School of Education, then the Faculty of Educational Studies, and finally the Graduate School of Education was a joy. I recall stellar leadership and mentorship from such top-drawer deans as Bob Fisk, Rollo Handy, Gil Moore, and Bob Rossberg. I remember very many splendid students, stimulating colleagues, and wonderful support staff. I fondly recollect the thrill of building on an already fine program and helping to bring the department to national prominence. I do not miss the Buffalo-area weather (as I sit here in sunny Florida). But all else about the Buffalo experience was extremely positive.

## HERE ARE THE TOP 11 OF MY FONDEST MEMORIES (I COULDN'T KEEP IT TO 10):



11. Driving to the airport late at night with a large federal grant application to meet a midnight deadline (unfortunately, we didn't get the grant).
10. Helping to establish and nurture an active alumni association.
9. Living through some very difficult retrenchment in the 80s to see GSE emerge stronger and better.
8. Hosting the winter “Banish the Blahs and Blues” brunch.
7. Writing successful promotion and tenure letters for the faculty.
6. Playing tennis on Friday afternoons with some of my colleagues and friends.
5. Shepherding the first distinguished professorship in GSE through the SUNY process with several more to follow.
4. Participating in the Holmes Groups that helped us to see the compatibility of scholarship, research, and teacher education.
3. Preparing with the faculty new promotion and tenure guidelines for professional schools that emphasized practical research and scholarship; later adopted by the whole university.
2. Working with an absolutely outstanding staff of professionals and secretaries in the Dean's Office.
1. Leaving the deanship after 16 full years to the best position in GSE: full professor.

—**Hugh Petrie**,  
Dean 1981–1997  
Professor 1997–2000



Arriving in the fall of 1969, I experienced the chaotic year when we had protests and National Guard troops on campus. I was not totally shocked as I had been at the

University of Wisconsin the year before when the Madison campus had similar problems, maybe even worse. I recall one evening class when a young female student came into class, upset and crying, saying “I have just been hit in the back by a tear gas canister.” I quickly said, “Class is over.” I may have forgotten the name of that student, but shall never forget the incident.

—**Rod Doran**  
Professor 1969–2002



There were thirteen faculty in the School of Education when my father arrived there in 1953 from Syracuse. The first faculty member he hired and the most revered was

Robert Rossberg. Dr. Rossberg stepped up to the deanship when my father served as active administrative vice president. He traveled to each of the 48 states to recruit more faculty. My mother said that when my father brought someone home for dinner he would call ahead and suggest a good or bad menu depending on whether he felt that particular individual was a strong candidate.

—**Robert Fisk** (as told by his son, John Fisk)  
Dean 1953–1967  
Professor 1967–1978



One of my fondest moments—and one for which GSE can take much pride—was the 1978 graduation of 80-some Nigerian candidates for the Ed.M. degree. These faculty

and staff of Alvan Ikoku College of Education in Owerri were involved in the monumental task of preparing teachers for a new Nigeria, only a few years following the cessation of their civil war. Initiated by Professor Charles Fall in 1975, in collaboration with UNESCO and the Nigerian government, this program sent GSE faculty to Owerri for 3–8 week intensive sessions to teach courses ranging from social foundations to educational psychology to instructional methods, administration, and research.

—**Ron Gentile**  
SUNY Distinguished Teaching Professor  
1969–2004

I was fortunate to have become a member of the School of Education in 1964, just after the private UB became a graduate center of the SUNY system. It was a very exciting time to be part of an organization on the move toward greatness. There were many highlights during my tenure. Number one was when the Department of Educational Administration was recognized by the American Association of School Administrators as the number one administrator preparation program in the nation in the late 70s. The quality of the faculty, program, and student body in educational administration at that time was exceptional.

—**Robert Heller**  
Professor 1964–1998

In the summer of 1967, Dean Fisk hired me as assistant dean. By the time I left Washington and got to Buffalo, many changes had taken place. Mr. Meyerson had become president at UB, Dean Fisk was on leave in Israel, Rollo Handy had been appointed provost of the Faculty of Education—he was also on leave for the coming year. Gil Moore had been designated acting provost. Gil called Nancy Broderick and me into his office and poured three sherrys. He gave us a brief rundown on the confusion across campus as Mr. Meyerson was issuing conflicting fiats for change every day.

—**Robert Jennings**  
Professor 1967–2000



The day I was interviewed for the position at UB, tear gas was being used on the Main Street Campus. The interview was in Foster Hall.

The opportunity to teach and advise master’s and doctoral students was a gift that I always will treasure.

Being promoted to full professor (1982) and professor emeritus (2000) will long be remembered.

Hooding my doctoral graduates was always special.

Observing the success of those who studied with me over my 30 years at UB. This included some 70 Ed.D. and Ph.D. graduates and about 150 Ed.M. grads.

—**Al Pautler**  
Professor 1970–2000

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## Emeritus Memories (cont.)



In 1963 I came to the university and started the master's degree program in instructional communication. I was honored to have the opportunity to develop such a program, and after a few years, there was a significant demand also for a Ph.D. program. I was also given the opportunity to develop this, and it became a successful program that attracted many people. As a result, 84 students received their doctorates—students who came from the U.S. and from dozens of other countries—as well as many who received their master's degrees.

—**Taher Razik**  
Professor 1963–1995



We were in Foster Hall and those were exciting years. Tear gas in building stairwells, police marching across campus, a faculty sit-in in Harriman Hall. At about that time, we added four faculty members who would be especially important to me. The first was Steve Brown. Quite simply, I consider him the finest teacher I have ever known. Rod Doran and Roy Callahan arrived then too, and I can imagine no finer friends. I say that even though Rod trounced me just as regularly on the handball court as Roy did on the golf course. Tony Papalia provided strong and selfless direction to our programs.

—**Gerald Rising**  
SUNY Distinguished Teaching Professor 1966–1992



Shortly after I started my classes, I began to sense the power that was quietly residing in GSE. I studied with David Nyberg, Maxine Seller, Lois Weis, and Stephen Brown, to mention only a few. I worked with Ron Gentile as a mentor for my Methods of Inquiry program and with Hugh Petrie, who volunteered to teach in my program and help all of us on the Methods of Inquiry team by making significant comments and needed suggestions. He and Ron also became spokesmen in the ongoing university dialogue relating to Methods of Inquiry and our commitment to it.

—**Susan Schapiro**  
Clinical Associate Professor 1995–2000



I will always remember the friendship of Gail Kelly, the comparativist hired the same year I was. That first year we shared an office in Foster Hall on the South Campus, an office so tiny that when one of us spoke with a student, the other had to step outside. There was only room for two chairs. Gail and I “integrated” the department, which had been all male before, and caused great consternation by changing the departmental culture. Juggling family and work, we didn't have time for the then customary drinking parties and weekend retreats.

—**Maxine Seller**  
Professor 1974–2002

My primary responsibility was administrative when I first arrived at UB. While a dean and vice president I was fortunate in never failing to teach one course each semester and interact with graduate students; I later taught full-time. My most rewarding memories and deepest appreciation revolve around the eternally youthful and optimistic waves of students, always with differing perspectives and fresh ideas. I prepared classroom material that I hoped would be interesting and meaningful to them, from whom I learned so much. Fortunately, I have maintained friendship with some former students, the greatest gift of all.

—**Richard Siggelkow**  
Professor 1959–1990



After the merger of the University of Buffalo and the State University of New York, the faculty quickly doubled in size with mostly young, but highly qualified, faculty seasoned with a few established scholars. At its peak, the Department of Educational Administration had twelve faculty. There was a heavy emphasis on curriculum development and teaching. With the passage of the Elementary and Secondary Education Act in 1965, an influx of federal money became available to support research, training programs, and demonstration projects. To accommodate the burgeoning number of faculty and students, temporary classrooms were placed in all of the open space on the Main Street Campus.

—**Austin Swanson**  
Professor 1963–2002



# Alumni Memories

## '60s



If you can find a head shot of Dr. Adelle Land, who was my graduate school mentor, I think it should be featured in your 75th anniversary newsletter. Dr. Land was not only a first-class teacher, she was a role model, particularly for female graduate students like me. I remember her driving to and from the campus in her bright red Corvette. She was a classy fox of a lady.

—**Frances Kelly**, Ph.D. '68  
Higher Education

*Editor's Note: GSE alumna Guitta Blau (Ph.D. '76, Social Foundations) was so affected by Adelle Land that she wrote a dissertation about her life. "Theory and Practice in Education: A Biography of Adelle Land (1901-1969)" is available from the University at Buffalo Lockwood Library (call number Diss S63 1976 B52) and the introduction to this dissertation is online at [www.gse.buffalo.edu/alumni/edu.asp](http://www.gse.buffalo.edu/alumni/edu.asp).*



Adelle Land



Though I have many fond memories of GSE, I also remember the other kind. In my four years working toward an Ed.D., I spent summers on campus. The rest of the year I did a weekly commute from Webster, some 85 miles away, to get to 7 o'clock classes. I would leave home at 4, get to campus, grab a bit to eat, and take a quick nap in the nap room. After class, I'd head home.

—**Richard Manganel**, Ed.D. '68  
Higher Education



Perhaps my fondest memory relates to the general aura that permeated this school. The faculty and staff treated us doctoral candidates as colleagues. One day, as I was working at a cubbyhole, Dean Fisk appeared and informed me that the faculty member who was to teach a summer statistics class would not be available. I was to take over: it was my first opportunity to teach at the graduate level and I had two or three weeks to prepare.

—**Jack Rosenbach**, Ed.D. '61  
Educational Research and Measurement

## '70s

Dr. Harnack was a great teacher and mentor to me. He was also good at getting a student's goat. He asked me a question during my defense of my dissertation. I thought there was no clear answer to the question. When I finished after an hour or so, and asked if there were any other questions, Dr. Harnack raised his hand, and smiling said, "Mr. Bream, you never did answer my question."

—**Jerry Bream**, Ed.D. '79  
Curriculum Planning



I was a graduate assistant in the Reading Clinic. Dr. Kibby asked if some of us would videotape various teaching procedures so students could watch exemplary teachers at work. For fun we decided to make a video showing what it was really like to be a supervisor in the clinic: from putting on jackets to combat the air conditioning to how to make the "perfect" pot of coffee. Dr. Kibby said it was our best work of the summer.

—**Susan Busch**, Ed.M. '79  
Reading Education



In 1964, I began my graduate study at UB in the rehabilitation counseling program headed by Dr. Marceline Jaques. She formulated a challenging program of study and encouraged me to take additional courses in college to complement my major in industrial arts education, before beginning study in the field of rehabilitation. The wisdom of Dr. Jaques and her guidance during that period of transition prepared me for the future.

—**Arthur Cole**, Ph.D. '74  
Social Foundations



I remember commencement day in June 1974 when my brother Arthur and I received our doctoral degrees (his program area was social foundations). On that day our parents, John and Susie Cole, were filled with joy and pride as they witnessed and rejoiced in recognition that they were the first parents in the history of UB to witness two of their children receiving Ph.D.s at the same time.

—**Lenora Cole**, Ph.D. '74  
Educational Administration



I won't ever forget Bob Rossberg, an extraordinary teacher, who always included a sprinkling of poetry, literature, and philosophy into his not-to-be missed lectures. A DJ with his own jazz show and a great sense of humor, he was such an atypical professor and such fun to work with. I especially appreciated that he did not put his name as primary or even second author on the publications of his doctoral students.

—**Anne Deming**, Ph.D. '77  
Counseling Psychology

In 1957, a fellow student, Mr. Papalia, later Dr. Papalia, who taught at GSE, gave me a brochure on NYU's brand new program for study at the University of Madrid and suggested I go. I took it home and showed it to my dad, who had previously refused to let me go to school out of town. Wonder of wonders, he thought it was a great idea! I had the time of my life! THANK YOU, DR. PAPALIA.

—**Ann Fitzgerald**, Ed.M. '75  
Foreign Language Education

One of my favorite highlights at UB was co-leading a counseling group with then dean of student affairs, Dr. Siggelkow. He was such a neat guy, and we became good friends even though I had to criticize his counseling skills. He was into giving advice and not practicing all those great counseling techniques I was learning. I think of him often, especially when I am near his country home in ski country.

—**Mary Hodgson**, Ph.D. '78  
Counselor Education

I don't think I'll ever forget the Reading Clinic lab when the rest of the students and Dr. Kibby were watching me and a student doing an assessment. The student asked what the camera and microphone were for. When I told him that Dr. Kibby was watching to make sure I did the best I could do, he asked who is Dr. Kibby—that fat guy? I was just mortified. Everyone else had quite a chuckle—even Dr. Kibby!

—**Joyce Immerman Szemkow**, Ed.M. '75  
Elementary Education

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# Alumni Memories (cont.)



Dr. Bob Fisk, acting dean, broke the bad news that since I was finishing my program I had to “grow up” by getting a professorship somewhere. I found a position much to my liking in California—director of teacher education at the University of San Diego. I had 40 student teachers total in the first year, a much lower number than the nearly 600 at UB in 1973.

—**Bob Infantino**, Ed.D. '76  
English Education



My fondest recollection is my first year in the rehabilitation counseling program (’60-’61) in that little, wood frame house on Winspear Avenue (that no longer exists). My most salient memory is that of a lot of sitting around with my fellow students and Marcie (Dr. Jaques), drinking loads of coffee, and exchanging ideas/feelings about the process of counseling. Like most graduate students we were competitive, while at the same time close.

—**Sam Lauricella**, Ph.D. '72  
Counselor Education



My fondest memories are of the people that influenced my life and my career. Foremost among them is Marcie Jaques, who guided, directed, and provided me an opportunity to become all that I was capable of becoming! But as I reflect on the most challenging moment, it was immediately following my successful defense of my doctoral dissertation proposal. I was rushed to the hospital where I had an emergency appendectomy.

—**Thomas Miller**, Ph.D. '71  
Counselor Education



Most of the classes I attended were in the evening because I was teaching during the day. UB did an excellent job of understanding that we all had “day jobs” and scheduled classes accordingly. While politics interrupted the final degree for me, I have always felt that

every class was worthwhile and helpful. Eventually, after being away from graduate school for over 10 years, I returned to attain my NYS certificate for school superintendent.

—**Jack Quinn**, Ed.M. '78  
English Education



I will always be grateful for the support and encouragement I received from several excellent faculty members, including Professor Robert H. Rossberg, Professor James C. Hansen, Professor Stanley Cramer, and Professor Barbara Putnam, among others. Not only did these faculty members guide me through the doctoral program, but they helped me land my first administrative position at UB. I also remember good times I had with my colleagues in the doctoral program.

—**Carole Petro**, Ph.D. '76  
Counseling Psychology



As a graduate assistant for the astute Dr. Walter Hill, my primary research duties were to catalogue the William S. Gray collection of reading. I was honored to work with him, and to have an office in Baldy to call “home.” My office became the meeting place for the students in my graduate classes since the coffee was always on. I had pens and papers for use, as we wrote everything first in longhand and then typed our papers.

—**Deborah (SantaMaria) Frandina-Gonzalez**, Ed.M. '78, Reading Teacher



The history of GSE for me is highlighted by Bob Rossberg, whose physical presence for so many years as a faculty member and then dean was instrumental in framing the lives of so many students. His love of learning and sincere interest in his students motivated so many of us to succeed in our academic and professional careers. Bob was a pivotal force in my own life and, I’m certain, in the lives of hundreds of students through the years.

—**Judy Zuckerman**, Ed.M. '78  
College Counseling and Student Personnel Work

## '80s



My first contact with faculty in this program was during my pursuit of a master’s degree in psychiatric-mental health nursing when I took an elective course, Values of Education, with Marvin Farber during the Spring 1969 semester. Dr. Farber’s class was fascinatingly overwhelming as he pushed me to think about the essential components of educational programs for nurses. (This was also the semester when classes were cancelled due to the riots over the Vietnam War.)

—**Janice Cooke Feigenbaum**, Ph.D. '88  
Social Foundations

I remember an evening in an educational administration course where we presented our group projects. At first, they were politely received. The mood shifted when one student, who enjoyed the sound of his own voice, had something negative and unnecessary to say about the next couple of groups. A domino effect ensued. Naturally, when it came time for the original whiner to present, he and his poor group members took quite a verbal beating.

—**Sheila Hanlon Kincaid**, Ed.M. '88  
General Education



My field was health and physical education. My fondest memories are those I shared with my peers in the Majors Room. It was a small sitting room, facing the football field, with a few soft chairs and a couch. We’d talk about classes, jobs, and boys. We learned about each other’s families, religions, meals, aspirations, and life. Many of these women remain my dear friends today. I smile when I think of the times we shared together.

—**Elaine Hansen**, Ed.M. '80  
Physical Education

Among my favorite memories is the time I spent with Dr. Stephen Brown. Steve’s sense of humor could not be suppressed. He happened to be sitting next to Professor Gail Kelly, who was well known for her serious intellectual demeanor. Apparently, Gail had been moving her feet in and out of her shoes during the meeting and her shoe flopped on Steve’s foot. Proceeding undetected, Steve grabbed Gail’s loose shoe and placed it in his briefcase.

—**Randy Hollister**, Ph.D. '88  
Social Foundations

I recall the small, but close class of students that I went to school with, Dr. Robert Rossberg, a fine and understanding mentor, his self-discovery, theoretical orientation classes, hot chicken wing breaks, many days and nights in the library, studying for comprehensive exams, Buffalo VA field placement, Syracuse VA internship, and the blizzard. And finally, the five-week break and breathing space before my job working for the State of New York.

—**Mary Lou Lange**, Ph.D. '87  
Counseling Psychology

It is not difficult to conjure up fond memories of the Graduate School of Education. Professor David Farr, who was a member of my thesis committee, taught a course called Advanced Statistical Methods for Educators. That course, and Dr. Farr's nurturing approach to individual development, remained with me as I completed educational research projects in medical school settings, led faculty development efforts in several institutions, and eventually became a full professor and faculty mentor to many academic physicians.

—**Linda Nieman**, Ph.D. '80  
Educational Research and Evaluation

## '90s

When I was finishing up my dissertation, Bob Stevenson was my advisor and he was right in the midst of preparing to leave the area for a year-long sabbatical out of the country. The day I defended was just a day or so ahead of his family's departure. All I can say is that he was incredibly dedicated to be squeezing this work into his life at such an incredibly busy time!

—**Pam Johnson**, Ph.D. '94  
Educational Administration

Following my master's program, I was admitted to the doctoral program in counseling psychology. As the only African American student in my cohort, I felt somewhat isolated at times. I am grateful to Dr. Mary Gresham, a couple of years ahead of me, who served as a source of support and encouragement. We affirmed and validated each other's experiences and found comfort in knowing we were there for each other.

—**Sharon Kirkland-Gordon**, Ph.D. '91  
Counseling Psychology

My dream was a Ph.D. in education. For four years I worked toward my Ph.D. It was not easy, but it was quite an experience and I would do it again if I had the chance. I had the privilege to learn from some of the best professors in the field, such as Professor Altbach and Professor Johnstone. I cherish the memories and keep a warm place in my heart for UB in general and for GSE in particular.

—**Roxana Reichman**, Ph.D. '96  
Social Foundations



The UB experience proved valuable. It allowed me the opportunity for tremendous intellectual growth not only through the professors' snippets of wisdom, but also through formal and informal discussions with a cross-national spread of classmates. In addition, the two-and-a-half years at UB offered me a brief glimpse of what makes the United States tick, and of the dreams and hopes that have attracted countless immigrants to its shores.

—**Jason Tan**, Ph.D. '96  
Social Foundations



I have so many fond memories of GSE! I remember one of my first courses was Nature of Inquiry. The professor was Dr. Kofi Lomotey, and he gave a writing assignment the first night of class. I completed the assignment and when he returned it to me, it was full of red ink! The comment he gave me that I remember most was "excess verbiage." It was tough, but my writing improved.

—**Letitia Thomas**, Ed.M. '93  
Educational Administration

## '00s



As an international student from Portugal, I want to share with all of you that a piece of me was left behind when I left Buffalo and UB. After seven years there, being treated as part of the community, it was just as hard to leave UB as it was to leave Portugal. I embraced two homes, and I now have two cultures. UB and all the people I love there made that possible.

—**Rosa Amaral**, Ph.D. '03  
Counselor Education



(Back l to r) Forgues with Ed.M. '00 (General Education) classmates Laura (Jones) Godwin, Sarah Olcott, and Justin Dockswell. (Front l to r) Anna (Fargiuele) Whitted and Kerri Page.

As a master's student in the college student services development program, I was very close with my classmates. In fact, Anna, Laura, Sarah, Justin, Tabitha, and Kerri were like my Buffalo family. So much so that both years we celebrated by making a Thanksgiving feast in the apartment that Justin and I shared. We even invited Dr. Barba to attend and sit at the head of the table (since he brought us all together)!

—**David Forgues**, Ph.D. '05  
Higher Education

I remember being pregnant with my first child and had to withdraw 1/4 into that semester because of my pregnancy. One of the courses I was enrolled in was taught by Bruce Johnstone. On the last day of classes, Dr. Johnstone brought the students to his office and they telephoned me to see if I had had my baby. He said it would not have been a complete closure to the semester unless they found out about my pregnancy outcome.

—**Barb LeSavoy**, Ph.D. '04  
Higher Education



Dr. R. Oliver Gibson is one of those professors who left an indelible mark on my educational and professional life. Dr. Gibson embodied the admiring qualities I searched for in professors—intelligence, wit, a Socratic approach in his courses, an unwillingness to accept nothing less than your and his best expectations of you, an ability to transform current thinking and best practices, and the insistence that every argument stand the test of logic.

—**Terri Miklitsch**, Ph.D. '05  
Higher Education

*Editor's Note: Learn more about Oliver Gibson and GSE's history during his tenure (1961–1984) by reading his "vignettes," available online at [www.gse.buffalo.edu/alumni/edu.asp](http://www.gse.buffalo.edu/alumni/edu.asp).*



**Oliver Gibson**



My best memory at UB was being nominated for, and receiving, the "Thinking Outside the Box" Award for my dissertation. It was an honor and a very proud moment for myself and my dissertation chair, as well as the dissertation committee.

—**Davina Moss-King**, Ph.D. '05  
Counselor Education

A N N I V E R S A R Y



*Graduate School of Education*  
The State University of New York at Buffalo<sup>SM</sup>

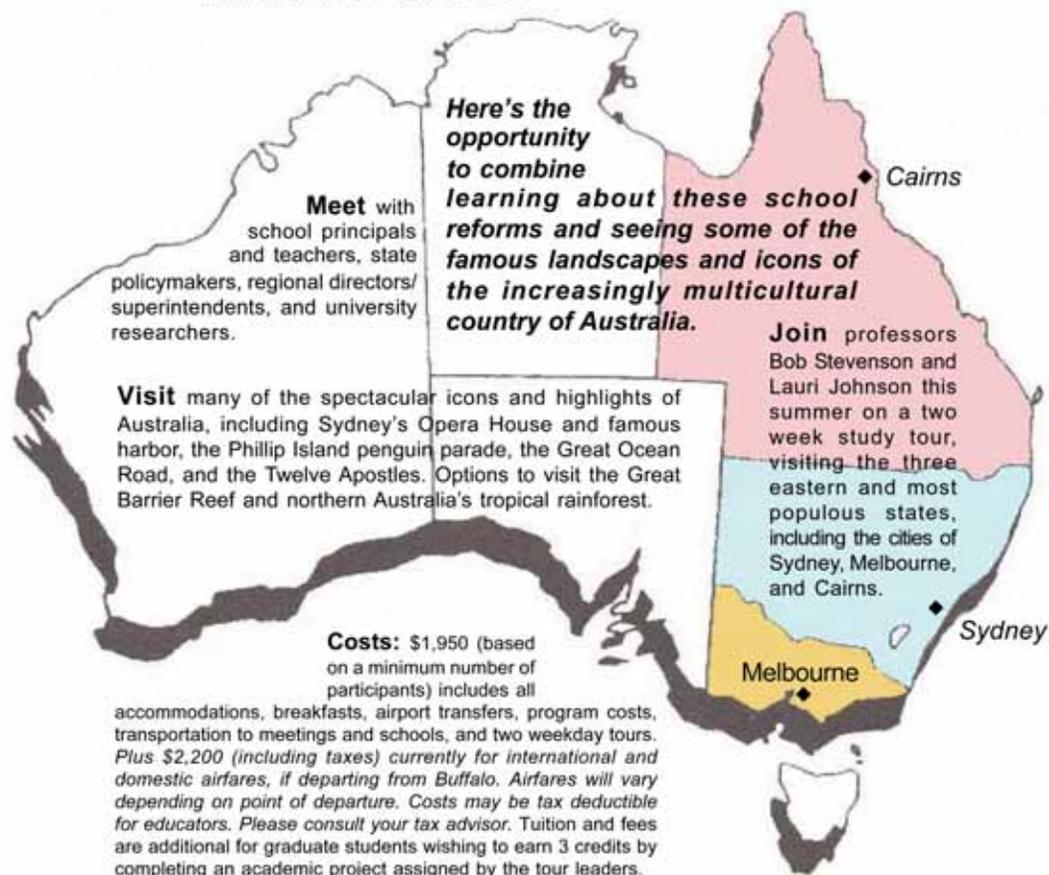
# Australia Study Tour

## July 13–28, 2007

*Have you always wanted to visit Australia?*

*Are you interested in learning about this country's approaches to any of these educational issues?*

- Instructional reform and curriculum standards
- Leading and managing school improvement
- Multicultural education



Further details: Bob Stevenson [eoastevo@buffalo.edu](mailto:eoastevo@buffalo.edu) or Lauri Johnson [lauridj@buffalo.edu](mailto:lauridj@buffalo.edu)

# “Lean Back and Think”

## HOW EXCELLENT READERS DETERMINE WORD MEANING FROM CONTEXT

**There is a common misconception that today’s kids can’t read as well as past generations.**

The real story is that today’s students read as well as or better than any other generation in American history. In addition, during the last 80 years, raw scores on intelligence tests have increased the equivalent of 20 IQ points. Kids today simply know more and read better than when I was a kid in the 1950s. Yes, there

is common to encounter a *hard* word and try to derive a sense of that word’s meaning from context—*contextual vocabulary acquisition* (CVA). Successful CVA is important because not knowing a word might impede comprehension and not using CVA is a missed opportunity to learn a new word. Meaning vocabulary is



**MICHAEL KIBBY**

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is currently much emphasis on literacy (e.g., No Child Left Behind [NCLB], state mandated reading assessments), but it is not because kids lag behind their parents and grandparents, it is because globalization and technology create a need for a workforce with advanced reading abilities and education—and those who do not accomplish these reading and education levels have their occupational and economic future at peril.

Today, America’s major literacy concern is not increasing standards, it is the *achievement gap* between middle- and low-income students. One hypothesized factor in this gap is *meaning vocabulary*: i.e., low-income students simply do not know the meanings of as many words as middle-income students. Limited meaning vocabulary impacts reading comprehension, but more importantly, impedes content learning and the accumulation of knowledge. When reading,

the core of knowledge and thought, and helping students develop strategies to learn word meanings should be a cornerstone of all school instruction. To work toward this goal, William Rapaport (UB associate professor for computer science); doctoral students Karen Wieland, Tanya Christ, and Debra Dechert (on the staff of the UB Reading Center in the Department of Learning and Instruction), and I received initial funding from the National Science Foundation to study how readers gain meaning vocabulary from written context.

You may be thinking “So what, everybody was taught context clues in grade five: e.g., ‘synonyms,’ ‘antonyms,’ ‘parallel syntax,’ ‘words in a series,’ ‘appositives.’” When present, such traditional context clues are terrific, and our gifted readers did use them—the one or two times they occurred in our 70 or so authentic texts. Authors rarely provide

purposeful context clues for hard words; they use hard words not to teach them, but to convey precise meaning. (Indeed, for this research [and my pleasure], I read Somerset Maugham’s *Of Human Bondage* and found about 100 words I did not know; Maugham provided reader-friendly clues for 6–8 of those words.) Previous research lets us conclude that almost all words we know were learned from oral or written context and that excellent readers have significantly broader and deeper vocabularies than average readers—and much better developed CVA strategies—but there is little research studying CVA cognitive processes when traditional context clues are absent.

For our studies, we identified a small set of hard words (e.g., tatterdemalion, taciturn) and for each word located 7–15 authentic texts of 50–350 words using the word one or more times. Working one-on-one with a researcher, the readers read the passage silently, then thought aloud when using CVA. Our major finding is that good readers do not immediately look back to inspect the text as assumed by most reading and English language learning methods textbooks, and as we were all taught in elementary school. Instead, they *lean back and think*. It was only after reading several passages and developing some confidence in their hypothesized meaning of the hard word that our readers began to look back into the text and identify clues in the wording and content to support their hypothesis. That is, when readers already have a pretty good sense what a word might mean, they will reexamine text to try to find specific information to support that hypothesis; but when they have little knowledge of what the word might mean, they lean back and think, using their text comprehension, syntactic skills, prior knowledge,

*continued on page 20* ►

## YU-CHIN LIU AWARD

The Graduate School of Education is pleased announce that Timothy Madigan and Lynn Shanahan received the Yu-Chin Liu Research Assistant Award for the 2005–2006 academic year and Monica Blondell and Chizuko Konishi are the 2006–2007 award recipients. This annual award provides financial assistance to two doctoral students in the Department of Learning and Instruction. GSE alumna Joy Chung (Ph.D. '92, English Education) established the award and named it to honor her mother.

Upon completing their degrees, Madigan (Ph.D. '06, English Education) accepted a postdoctoral fellowship and Shanahan (Ph.D. '06, Reading Education) was appointed a clinical assistant professor, both in the Department of Learning and Instruction. Blondell is currently studying English education and is scheduled to graduate in 2009. Konishi is pursuing her doctorate in foreign and second language education and anticipates a 2008 degree conferral.

For more information about this award or to make a donation please call (716) 645-6640. For your convenience you can give online at [ubfoundation.buffalo.edu/giving](http://ubfoundation.buffalo.edu/giving).



(l to r) Timothy Madigan, Lynn Shanahan, and their advisor, Professor James Collins.



(l to r) Assistant Professor Mary McVee, advisor to Chizuko Konishi; Monica Blondell with her advisor, Associate Professor Suzanne Miller.

# Special IRA Opportunity for Friends of GSE

BY WENDY IRVING



**WENDY IRVING, J.D.**  
**'91, Ed.M. '91**

(College Counseling and Student Personnel Work)

Alumni and friends of the Graduate of Education may be interested to learn that a special but temporary opportunity exists for making outright gifts to GSE. The Pension Protection Act signed into law in 2006 allows any individual age 70½ or older to contribute up to \$100,000 in 2007 from a traditional IRA—free of federal income tax. Before this legislation any lifetime distribution from an IRA was subject (in whole or in part) to federal

income tax regardless of the age of the donor or the charitable nature of the gift. For example, if a 75-year-old donor in the 35%

tax bracket transferred \$100,000 from an IRA directly to a charity, the donor would be treated as having received \$100,000 of additional taxable income. For 2007, the responsibility to pay federal income tax on such gifts is abated.

If you are 70½ and wish to financially support the Graduate School of Education at the University at Buffalo and/or any other comparable organization, the charitable IRA rollover provides a wonderful opportunity to maximize use of tax-deferred investments while also achieving some of your personal philanthropic goals.

To make a charitable IRA rollover gift and/or receive additional information, please contact Wendy Irving, Esq. at (716) 829-2632, ext. 280 or toll-free at (877) 825-3422. ●

*Wendy Irving, Esq., is the assistant vice president for planned giving for University Development.*

# Herbert Foster: View From The Vineyard

For 28 years in the Department of Learning and Instruction, Herb Foster advocated and implemented alternatives to traditional classroom education. Today, Foster is broadening his life experiences as he enjoys his retirement years on Martha's Vineyard.

Dear colleagues and former students,

In 1998, my wife Anita and I moved to Martha's Vineyard, where I joined the Dukes County Search and Rescue Team and spent many days and nights searching for either someone with Alzheimer's or a



HERBERT FOSTER

plane crash. My UB grant writing skills have come in handy, helping to secure money to purchase much needed Search & Rescue Team equipment.

Shortly after moving to the Vineyard, I

became president of the local Hebrew Center, a reform synagogue and have been involved ever since. Recently, I was elected as a library trustee for the Edgartown Free Public Library, as well as a trustee to the Martha's Vineyard NAACP. I also participated in a NAACP-sponsored debate concerning reparations for slavery. Panelists included professors Charles Ogletree from Harvard and Manning Marable from Columbia University, with Lani Guinier moderating.

Upon retiring, I also purchased a 17 foot sea-going kayak and have kayaked the Vineyard's ponds and harbors. Each year I win the medal for the oldest person to complete our 2½ mile kayak regatta. I've even completed a number of Land Bank

cross-island 14 to 22 mile walks.

Anita and I arrived in Buffalo just after UB joined SUNY. We loved the faculty holiday parties, our faculty-student band, and the university annual formal dinner-dance. As we danced the night away, Anita turned heads as the most beautiful woman there. After completing her doctorate, Anita became an adjunct professor and was the first president of the GSE Alumni Association. I'm sure that many area educators, in particular Williamsville's Maple West teachers, were sadder to see Anita leave than my leaving. Anita's Parkinson's disease finally took its toll and after 54 years of marriage, Anita passed away on January 8, 2006. To help process our loss, my daughters Donna and Andrea and I went on a 12 day trip to Israel.

I recall the winter Outward Bound program, where 24 undergraduates and faculty participated in an experiment for

**"I also purchased a 17 foot sea-going kayak and have kayaked the Vineyard's ponds and harbors."**

the teacher education program. After this experience, I included a curriculum based weekend experiential adventure, from backpacking to an urban adventure in Toronto, in my courses.

I recall professor Carmen Iannaccone from Buffalo State College and I creating

the cooperative Ph.D. program in special education, and my serving with current GSE Dean Mary Gresham on a Task Force on Racism. Our New Teacher and Teacher Aide Program, a cooperative venture with the Buffalo Schools and professor Murray Levine's clinical psychology students, set a national record for teacher retention for new inner-city secondary teachers.

My book *Ribbin', Jivin', and Playin' the Dozens*, which was first described in a *Phi Delta Kappa* interview of me in November 1974, is now in its second edition. You can read reviews of the book at [www.woofticket.com](http://www.woofticket.com). I'm still writing and just finished the manuscript for a *Dictionary of the Yiddish and Jive Words in Common Usage*.

Recently, a dear friend and fellow veteran, dying from cancer, asked me to help plan his funeral. At my buddy's funeral, after speaking about his World War II and Korean War Navy service, I closed by reading Theodore Roosevelt's *While Daring Greatly*, which, I guess, also talks to my philosophy of life:

"It's not the critic who counts. Not the man who points out where the strong man stumbled or where the doer of great deeds could have done them better.

"The credit belongs to the man who is actually in the arena. Whose face is marred by dust and sweat and blood. Who strives valiantly, who errs and comes up short again and again.

And who, while daring greatly, spends himself in a worthy cause so that his place may never be among those cold and timid souls who know neither victory nor defeat."

I've enjoyed the many visits I've had from former colleagues and students, and would like to invite you for a tour, lunch, and schmoozing. Feel free to contact me at (508) 627-7456 or [herblf@comcast.net](mailto:herblf@comcast.net). ●

## LOIS WEIS NAMED SUNY DISTINGUISHED PROFESSOR BY MARY COCHRANE

The State University Board of Trustees has awarded the distinction of SUNY Distinguished Professor to Lois Weis, professor in the Department of Educational Leadership and Policy in the University at Buffalo Graduate School of Education.



**LOIS WEIS**

The rank of distinguished professor, the highest faculty rank in the SUNY system, is an order above full professorship and has three co-equal designations: distinguished professor, distinguished service professor, and distinguished teaching professor. The awards are given to full professors of national or

international prominence for outstanding achievement in research and scholarship.

Weis, who was named a UB Distinguished Professor in 2005, joined the UB faculty in 1978. She is considered one of the most prominent researchers in the world today on economic and social class issues as they broadly relate to schools and educational institutions. Her ethnographic research has provided new ways to understand and further study the connections between and among social class, race, gender, schooling, and the global economy, and she is widely known for breaking new theoretical and methodological ground related to these issues. Set against the backdrop of changes in the economic and social context of the late 20th

and early 21st century, Weis's work probes the current predicament of the working-class and the role gender and race play in their lives in light of de-industrialization and the realignment of the global economy, new patterns of emigration, and the movement of cultural and economic capital across national borders.

During her 28-year career, Weis has been a prolific scholar, having authored or co-authored 20 books, 52 journal articles, and 40 book chapters. Her widely cited work has been supported by grants from the Spencer Foundation and the Carnegie Foundation. She is a winner of the outstanding book award from the prestigious Gustavus Meyers Center for the Study of Bigotry and Human Rights in North America, as well as a seven-time winner of the American Educational Studies Association's Critic's Choice Award, given to an outstanding book.

Weis, who earned a doctorate in educational policy studies from the University of Wisconsin-Madison in 1978, is a past president of the American Educational Studies Association and has been on the editorial boards of numerous leading journals, including *Educational Policy*, *International Journal of Qualitative Studies in Education*, and *Review of Educational Research*. She is the editor of the "Power, Social Identity and Education" series for SUNY Press, and speaks widely about her research nationally and internationally.

**Mary Cochrane** is a senior editor for the University at Buffalo Office of News Services.

### KEEP IN TOUCH WITH FELLOW GSE ALUMNI

**UB Connect**, a secure and password-protected online community, is available at [www.alumni.buffalo.edu](http://www.alumni.buffalo.edu). GSE alumni are encouraged to register at this site where they can manage their individual profile, sign up for lifetime e-mail forwarding, submit a Class Note (with a photo, if desired), as well as locate other GSE alumni. In addition, alumni can post their resume or search for jobs at the careers and networking module. All information is confidential and registered users are able to opt out at any time.



# WNY School District Spotlight

AMHERST CENTRAL SCHOOL DISTRICT



The Amherst Central School District ([www.amherstschools.org](http://www.amherstschools.org)) comprises four schools: elementary schools at Windermere Boulevard and Smallwood Drive, Amherst Middle School, and Amherst Central High School. The district offers a comprehensive educational program to all students, including those needing special education.

Each elementary school serves 672 students from kindergarten through grade 5. The middle school houses grades 6–8 and has an enrollment of 694 stu-

dents. The high school serves 986 students in grades 9–12, and offers a variety of courses including numerous Advanced Placement courses. Of the 280 teachers in the district, 50 are alumni of the Graduate School of Education. Acting Superintendent Paul Wietig, himself a GSE alumnus, commented on the significance of the district's staff, "One of the greatest assets of the Amherst School District is our superior

teachers and highly qualified support staff. They are professionals committed to the Amherst vision, striving for the highest goals of scholastic excellence and academic progress."

Amherst has adopted an extensive plan to incorporate state-of-the-art technology into every phase of the education system. Integrated learning environments enhance the teaching process in vital new ways encouraging problem solving, exploration,

and creativity in the classroom. Students can also choose from a full range of interscholastic and intramural athletic opportunities. Examples of the district's success include its music and art programs, which have been recognized throughout the state for their excellence.

The Amherst Central School District, which is adjacent to UB's South Campus, has a long tradition of collaborating with the university. Over the years, Amherst Central has worked on grants and research projects with the Schools of Architecture, Law, Nursing, Psychology, Social Work, and the Athletic Department. Of particular note are the numerous collaborative projects with the Graduate School of Education. GSE Dean Mary Gresham worked with the district team to create the Early Childhood Education Center (preK–2) and the Intermediate Education Center at Windermere, and to identify a community center for Eggertsville. James Hoot, professor in GSE's Department of Learning and Instruction, assisted in the research and design of the Early Childhood Education Center and Mara Huber, director of special programs in GSE, has worked on a variety of district-based projects, including the "Small Schools Project."

The New York State Board of Regents recently released a document, *P-16 Education: A Plan for Action* (<http://usny.nysed.gov/summit/p-16ed.htm>), which calls upon all segments of the educational community to seek collaboration. The Amherst Central School District has certainly benefited from not only the graduates of GSE, but this all-important spirit of collaboration. ●



**PAUL WIETIG, Ed.D. '79**  
(Curriculum Planning)

## CSEP Faculty Earn Top 10 Ranking Nationwide

Two doctoral programs in the Department of Counseling, School, and Educational Psychology have each been ranked in the top 10 nationwide for most productive faculty, according to research produced by Academic Analytics, funded in part by the State University of New York at Stony Brook. The CSEP programs identified were counseling/counselor education, which was based on the research productivity of 7 faculty members and ranked seventh among that discipline's doctoral programs across the country, and counseling psychology, which ranked



SCOTT MEIER

tenth among its peer programs and reflected the publication records of 21 faculty members.

Department chair Scott Meier noted that this high ranking was a tribute to the research commitment of department faculty. Thomas Frantz, director of the counselor education program,

stated: "These rankings also reflect the quality of our students whose fresh ideas, collaboration, and research diligence stimulate and reinforce our faculty on the many research projects generated each year." LeAdelle Phelps, director of the counseling psychology/school psychology program, confirmed that collaborative research projects with graduate students were the norm in the department. "We have a highly productive faculty as illustrated by the 7 books, 21 book chapters, and 37 refereed journal articles published by the group in just the last two years. Many of these publications have students as co-authors" acknowledged Phelps. In addition, 18 faculty research grants have been funded by federal or state sources during that same time period.

The rankings are based on the 2005 Faculty Scholarly Productivity Index of nearly 7,300 doctoral programs at 354 institutions throughout the United States. The index reflects each program's faculty scholarship in terms of the number of books and journal articles published, as well as journal citations, awards, honors, and grants received. For more information, please visit <http://chronicle.com/stats/productivity> or the January 12, 2007 issue of *The Chronicle of Higher Education*. ●

## Counseling Psychology/School Psychology Program Awarded Accreditation



LEADELLE PHELPS

LeAdelle Phelps, director of the doctoral program in counseling psychology/school psychology (CP/SP) is pleased to announce that the American Psychological Association (APA) has accredited the program for seven years. This is the longest time span awarded by the APA and reflects the excellent caliber of the program. Areas reviewed by the accrediting body included the

program's training curriculum, required student competencies, and educational outcomes. For example, graduates of the CP/SP program score approximately one standard deviation above the national mean on the Examination for Professional Practice in Psychology, which is required for licensure. In a recent survey, alumni reported that they obtained employment very quickly, on an average of 10 days after graduation.

The Graduate School of Education and the Department of Counseling, School and Educational Psychology are very pleased with the length of the accreditation period. This is the first time in the history of the program that seven years has been awarded. ●

# Rehabilitation Counseling Program Celebrates 50th Anniversary

The master's degree program in rehabilitation counseling, offered through GSE's Department of Counseling, School and Educational Psychology (CSEP), is one of the oldest and best of its kind in the United States. Periodic follow-up of graduates indicate that 95 percent or more are employed in rehabilitation-related positions. The continued success of the program was the impetus for its first reunion, held September 28, 2006, at the Delaware Park Casino.

"Looking Back...Moving Forward" was the reunion theme as over 100 alumni celebrated the 50th anniversary of the program. Also in attendance were program directors from the past and present: Marceline Jaques, an international legend in rehabilitation counseling, was a CSEP professor for 43 years and helped establish the Regional Rehabilitation Continuing Education Program (RRCEP); Dwight Kauppi, an associate professor in CSEP for 30 years, helped establish RRCEP with Marceline Jaques, and became the first project director for RRCEP: Region II in 1974; Timothy Janikowski, a CSEP associate professor since 1999, helped the rehabilitation counseling program maintain its national accreditation through the Council on Rehabilitation Education; and David Burganowski, director of RRCEP II since 1990, has secured for RRCEP II more than \$15 million in grants from the U.S. Department of Education. (RRCEP and RRCEP II are GSE's longest-running grant-funded programs.)

In addition to attendees reconnecting with former classmates and faculty, a highlight of the reunion was an announcement updating the Marceline Jaques Scholarship. Katie Cerullo



*Present and past directors of the rehabilitation counseling program (l to r): Burganowski, Janikowski, Jaques, and Kauppi.*

received the first Jaques scholarship, which supports a student pursuing research in rehabilitation. Cerullo graduated in 2005 with her master's degree in rehabilitation counseling and is currently a community integration counselor at New Frontiers in TBI (traumatic brain injury). The second recipient was Hui-hua Lin, who received her master's degree in rehabilitation counseling in 2006. Upon graduating, Lin returned to her homeland, Taiwan, to improve rehabilitation services for people with disabilities. This year's scholarship recipients are Jessica Kane and Priya Pinto, doctoral students in the counselor education program. Kane's research interests include help-seeking behavior and ethics in graduate school while Pinto's interests center around quality of life issues associated with brain injuries. ●

## THIS NEWSLETTER IS ALSO ONLINE!

You can view the **GSE Alumni Newsletter**, .edu, from any location with Internet access, print multiple copies of the newsletter as needed, and share newsletter information easily with out-of-town friends and family. All of these benefits are possible because the newsletter (beginning with the Spring 2004 issue) is available, with supplemental features, at [www.gse.buffalo.edu/alumni/edu.asp](http://www.gse.buffalo.edu/alumni/edu.asp).



## GSE APPOINTS THREE NEW DEANS

The Graduate School of Education welcomes three new deans to the school: **S. G. Grant**, associate dean for teacher education; **Randy Yerrick**, associate dean for educational technology; and **Kevin Ragland**, assistant dean for resource management.



**S. G. Grant** joined UB in 1993 and is an associate professor in the Department of Learning and Instruction. Previously, he taught middle and high school social studies in both rural and urban settings in Maine and was the state social studies consultant with the Maine Department of Education. Grant received a 2007 SUNY Chancellor's Award for Excellence in Teaching for his extensive record of consistently superior teaching at the graduate level. He was one of the primary contributors to the Teaching American History grant proposal submitted on behalf of the Buffalo Public Schools to the U.S. Department of Education.



**Randy Yerrick** recently joined the Department of Learning and Instruction faculty as a full professor. He received his doctorate from Michigan State University and worked as a professor at East Carolina University, San Diego State University, and as a research fellow with the Center for Research for Math and Science Education.

Yerrick's life work has been devoted to improving science teaching. As a PASCO Technology Educator and Apple Distinguished Educator, he uses learning technologies like digital video and photography, data acquisition tools, digital microscopes, and data analysis tools in science classes to make science more meaningful and engaging for children.



**Kevin Ragland** began his UB career as a budget and personnel coordinator in the Office of University Preparatory Programs. Over the next 10 years he held positions as associate for resource management in the Office of the Vice President for Public Service and Urban Affairs; assistant to the chair in the Department of Music; and assistant business manager in the School of Management. Ragland's service to the university includes membership on the Professional Staff Senate's diversity committee and the Minority Faculty and Staff Association. He is the former chair of the scholarship committee of the Minority Faculty and Staff Association.

## Faculty Focus

*continued from page 13*

and reasoning abilities. These cognitive processes bear all the hallmarks of problem solving—not inspecting text for traditional clues. Further, when our excellent readers did try to use such traditional context clues, they rarely used those clues we researchers previously identified as potentially useful. Because we already knew the meaning of the word, we had no difficulty seeing the links between text information and the hard word; but when a reader does not know the meaning of the word (which, after all, is when one uses CVA), these links are not obvious. In a phrase, we concluded that spotting context clues for CVA is simple—if you already know the meaning of the word. Indeed, we recommend teachers teach and model CVA with text containing words whose meanings they do not know.

Our research group has presented at national and international conferences, has an in-press chapter that presents a framework for teaching CVA in the middle-grades, and an in-press research paper. We are currently developing a curriculum to teach CVA. The time is right for our work; not only has there

been increased research in meaning vocabulary, but recent federal policy also recognizes meaning vocabulary's primacy. NCLB legislation specifies meaning vocabulary as one of the five major reading skills. And for the first time in its 40-year history, the National Assessment of Educational Progress-Reading (NAEP-R) will incorporate a meaning vocabulary subtest in its 2009 revision. NAEP-R is a federally mandated assessment that measures the reading progress of grade 4, 8, and 12 students in every state and most major cities. Since 2001, I have been privileged to work on NAEP-R as a member of the 2009 Framework Planning Committee that designed the test, the subcommittee developing the rationale and specifications for the meaning vocabulary component, a meaning vocabulary test item development consultant for the Educational Testing Service, and as a NAEP-R Standing Committee member. ●

*Michael Kibby is the director of the UB Reading Center and a 1994 recipient of the State University of New York Chancellor's Award for Excellence in Teaching.*

## SCHOLARSHIP RECEPTION HONORS TEN GSE STUDENTS



*GSE student scholarship recipients (standing l to r): Liao, Wieland, Dixon, Hamlen, Jordan, Pinto; (seated l to r): Scime, Kane, Fulmer, Fox.*

Dean Mary Gresham hosted the second annual GSE Student Scholarship Reception in September 2006. The following students received scholarship awards for the 2006–2007 academic year:

**Monique Dixon** and **Lindsay Jordan** (LAI master's students) each received an **Adelle H. Land Scholarship**, which supports students pursuing a teaching career.

**Jeffery Fox** (CSEP doctoral student) received the **Peter Drapiewski Scholarship**, which supports a student pursuing a degree in educational psychology.

**Gavin Fulmer** (LAI doctoral student) received the **Ralph Theurer Scholarship**, which supports a student pursuing a degree in science education.

**Karla Hamlen** (CSEP doctoral student) received the **Mary Lou and S. David Farr Scholarship**, which supports a student researching digital technology and learning.

**Jessica Kane** and **Priya Pinto** (CSEP doctoral students) each received the **Marceline Jaques Scholarship**, which supports a student pursuing research in rehabilitation.

**Wan-Chun Liao** (LAI master's student) received the **Judith T. Melamed Scholarship**, which supports an international student pursuing a degree in the TESOL program.

**Melinda Scime** (CSEP doctoral student) received the **James C. Hansen Scholarship**, which supports a student pursuing a doctorate in counseling psychology with a focus on working with families.

**Karen Wieland** (LAI doctoral student) received the **William Eller Scholarship**, which supports a student pursuing a degree in reading education.

The Graduate School of Education is grateful for the generosity of alumni, professor emeriti, faculty, and friends who have established these scholarships. Each year these awards provide financial assistance to a select group of students pursuing degrees in designated GSE programs.

## HIRE EDUCATION CONFERENCE

The Graduate School of Education Alumni Association hosted the 2nd “HIRE Education: Preparing for Your Future Career in Education” Conference in November 2006. The conference goal was to bring GSE alumni back to UB to discuss job search strategies and skills with current graduate students and GSE alumni. The conference featured interactive panel discussions in two career tracks (“K–12 Teachers, School Counselors, & School Psychologists” and “College/University Faculty & Administrators”) where students asked alumni panelists questions regarding specific career issues. Approximately 60 students attended two one-hour panel sessions within each career track. Topics discussed during these sessions included how to use your graduate experience to help find a job, resume writing tips, successful interviewing techniques, and the secrets to getting published.



*(l to r) Christopher Barrick, Ph.D. '99, project director, UB Research Institute on Addictions, was the moderator for a College/University Faculty & Administrators career track session with fellow GSE alumni panelists Stephen Dunnett, Ph.D. '77, UB vice provost for international education; Susan Paige, Ph.D. '03, lecturer, Buffalo State College; Bradley Porfilio, Ph.D. '05, assistant professor, Richard Stockton College of New Jersey; and Letitia Thomas, Ed.M. '93, director, Cora P. Maloney College at UB.*



*(l to r) Stephen Ginsburg, Ed.M. '69, retired school administrator, was the moderator for a K-12 Teachers, School Counselors, & School Psychologists career track session with fellow GSE alumni panelists Joseph Casazza, Ed.D. '04, retired school administrator; Margie Herberger, Ed.M. '75, teacher, Casey Middle School; Henry Kopeck, Ed.D. '76, retired school administrator; and Bennie Kyle, M.A. '96, school psychologist, Buffalo Board of Education.*

# Distance Education Program Expanding



*Students in the Singapore counseling program take a break during class.*

Providing access to quality education and sharing research and expertise is at the foundation of the Graduate School of Education's distance learning program. GSE began offering distance learning courses over 10 years ago via interactive video. As technology progressed, Dean Mary Gresham decided to utilize these technologies to provide access to educators beyond our immediate geographic area. In 2001, GSE introduced an online

master's degree in general education through the Department of Learning and Instruction, and in 2003, GSE partnered with the Center for American Education in Singapore to establish a school counseling master's degree abroad.

In addition to the Singapore school counseling degree, GSE currently offers an Ed.M. in science and the public. Future online offerings include an M.S. in rehabilitation counseling and certificates of completion in technology in education and in gifted education.

GSE distance education students come from a variety of educational and cultural backgrounds. This diversity enriches the distance learning experience for each student, as well as illustrates how the passionate quest for a world class, quality education transcends any perceived cultural differences established by society.

For more information about GSE's distance education program, please visit [www.gse.buffalo.edu/distancelearning](http://www.gse.buffalo.edu/distancelearning). If you are interested in delivering a customized program to your educators, please contact Christine Kroll, co-director of GSE's Education Outreach Network, at [ckroll@buffalo.edu](mailto:ckroll@buffalo.edu). ●

## Education Outreach in GSE

Since launching the Education Outreach Network (EON) in Spring 2006, GSE has expanded and refined its many community initiatives. Recent highlights include the 2006–2007 Education Outreach Series, an exciting new twist on GSE's long-standing breakfast series, which is now held at various host venues throughout the community, and features a panel format. This year's series welcomed over 500 attendees and showcased the following community partners: Aspire of WNY, Boys & Girls Clubs of Buffalo, Buffalo Museum of Science, Buffalo Zoo, Emerson Commons Culinary School, and WNED. Please visit [www.gse.buffalo.edu/eon/continuinged/K12.asp](http://www.gse.buffalo.edu/eon/continuinged/K12.asp) for captured video from the series, and information regarding the 2007–2008 schedule.

EON also continued to support the Buffalo Public School District (BPS) through the provision of resources, research, and academic programs. EON co-director Mara Huber continues to work with BPS Superintendent James Williams as his liaison for higher education partnerships, facilitating existing partnerships, and developing new initiatives aligned with the district's needs. Pivotal projects for Spring 2007 included the development and implementation of the district's 5-Year Efficacy Study, along with

focused support for area high schools.

EON has also expanded GSE's distance education program. New degree offerings described in the article above, are being planned to extend the reach of GSE programs and expertise beyond the local area.

Save the date for the July 13, 2007 Summer Leadership Workshop, "A Passion for Leadership: Cultivating Change in Schools and Communities," co-sponsored by the Willower Family Fund, EON, and the UCEA Center for the Study of School Site Leadership. This exciting workshop will feature the Willower Family Lecture by Michael Dantley from Miami University and panel presentations by Mary Craig, president, Erie Niagara Area Health Education Center; Yvonne Minor-Ragan, principal, Westminster Community Charter School; and BPS Superintendent Williams. Please visit [www.gse.buffalo.edu/eon/continuinged](http://www.gse.buffalo.edu/eon/continuinged) for details, including registration information. ●



*GSE Assistant Professor Christopher Lopata presenting at Aspire of WNY.*

**PATTERNS AND CAUSES OF HIGH SCHOOL STUDENT MISBEHAVIOR TO BE STUDIED**

Professor Jeremy Finn, from the Department of Counseling, School and Educational Psychology, has received an 18-month, \$100,000 grant from the U.S. Department of Education entitled “Misbehavior in School.” While misbehavior in schools is commonly agreed to be harmful, little research has documented their full range of occurrences, causes, and effects. Finn’s study will focus on three primary questions:

1. What kinds of schools have substantial levels of specific misbehaviors, from misbehavior in classrooms to substance use to physical conflicts and others?
2. How are academic outcomes related to the extent of misbehavior in schools (that is, academic performance, graduation rate, and percentage of students entering postsecondary education)?
3. How is school size related to the extent of substantial misbehavior? (Theory and prior research suggest that school enrollment is a key factor that may be related to the extent of misbehavior in the school.)

The study has received an enthusiastic response from local superintendents as misbehavior represents one of the most significant challenges facing today’s high schools. The grant has also received praise and support at the state level from U.S. Senator Charles Schumer: “This research will be a step forward by providing schools and teachers with the resources they need to address student behavior problems and achieve a higher standard of classroom excellence.”



**JEREMY FINN**

**GSEAA PRESIDENT’S MESSAGE**

Dear GSE Alumni,

This year, the Graduate School of Education celebrates its 75th anniversary. It’s a significant landmark for our school, and there will be several commemorative events of interest to GSE alumni. One of the most interesting is this summer’s two week educational study tour to Australia with professors Bob Stevenson and Lauri Johnson from the Department of Educational Leadership and Policy. The trip will examine Australia’s educational system, as well as offer opportunities to visit many of the continent’s most famous attractions. Look for additional tour details on page 12.

On November 11, 2006, the GSE Alumni Association hosted the 2nd HIRE Education Conference (see page 21). The event was an opportunity for GSE alumni to meet with current students to share information about preparing for life after school. UB Career Service’s Associate Director Judy Applebaum joined eighteen GSE alumni in discussing topics

ranging from how to effectively prepare résumés, CVs, and portfolios to tips on applying for tenure track faculty positions. Many thanks to all the alumni who helped make the event a big success!

GSEAA will be hosting an event this fall to help celebrate GSE’s 75th anniversary; details will be forthcoming. Please drop me a line if you are interested in helping to plan this event. I always appreciate hearing from you, and am always interested in your ideas, thoughts, and suggestions about GSEAA.

Thanks for your interest and I hope to hear from you soon (cbarrick@buffalo.edu).

Sincerely,  
*Chris Barrick, Ph.D. '99 (Counseling Psychology)*



**CHRIS BARRICK**

# Summer Leadership Workshop

"A PASSION FOR LEADERSHIP: CULTIVATING CHANGE IN SCHOOLS AND COMMUNITIES"



**KEYNOTE:**

**Michael Dantley**  
Associate Professor  
Miami University  
WILLOWER FAMILY LECTURE

**PANELISTS:**

**Mary Craig**, President, Erie Niagara Area Health Education Center  
**Yvonne Minor-Ragan**, Principal, Westminster Community Charter School  
**James Williams**, Superintendent, Buffalo Public Schools

**RESPONDENT:**

**Mary Gresham**, Dean, UB Graduate School of Education

**July 13, 2007 | 9:00 a.m. – 3:00 p.m.**

**LOCATION:** UB North Campus, Knox Hall, Room 104

**COST:** \$50 includes registration, breakfast, and lunch

**REGISTRATION:** [www.gse.buffalo.edu/eon/continuinged](http://www.gse.buffalo.edu/eon/continuinged) or (716) 645-6642

Co-sponsored by the Willow Family Fund, Education Outreach Network,  
and the UCEA Center for the Study of School Site Leadership.

*A special thank you to William Offhaus, special collections assistant, University at Buffalo Archives, for providing historical photographs and documents for this newsletter.*



To help commemorate GSE's 75th anniversary, we have new tote bags that display our official 75th anniversary logo:

- sturdy 12 ounce natural cotton
- spacious 14-1/2 x 12 x 5 inches
- convenient front pocket

The cost per bag is only \$10.

Available in 367 Baldy or e-mail [agellin@buffalo.edu](mailto:agellin@buffalo.edu).

A N N I V E R S A R Y



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**Buffalo, New York 14260-1000**

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