

## Looking beyond borders

### Global connections enrich School

**W**hile deeply rooted in its mission to address needs in education, human services, and the arts in Wisconsin and across the nation, the UW–Madison School of Education also recognizes the importance of understanding and connecting with the larger world that lies beyond American borders.

The School's faculty, staff, and students are globally engaged in many ways, through curriculum, individual initiatives and projects, and multi-departmental programs. This issue of the *School of Education News* showcases several global facets of the School through these articles:

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Bob Reahed

**Dance instructor Peggy Myo-Young Choy leads students through a series of Asian movement forms at the 2002 Dance Millennium Summer Camp. Choy, an accomplished Korean-American choreographer and performer, teaches students that there is more to Asian, Asian American, and Javanese movements than mere techniques. Here, she tells students that movement should come from the body's energy center, known to Chinese as dantian, where her hands are placed.**

# Exploring cultures through movement

## *World dance involves more than techniques*

**W**atching dancers flow through a set of delicate Asian moves or stepping and swaying to the intricate rhythms of African drums, the casual observer can easily recognize the artistry involved. Less obvious, however, are the deeper meanings behind these movements.

For those involved with the international elements of the Dance Program in the UW–Madison School of Education, exploring such meanings goes hand-in-hand with learning techniques. This fits well into the program’s focus on creating the “thinking dancer,” who has a deep understanding of the physical, spiritual, and artistic aspects of the body in motion.

Courses on Asian, Asian American, and Javanese movement, and on West African and Caribbean dance and music can lead students to deeper understandings of other cultures – from social organization to history and politics, to traditional knowledge about the human body and health.

For some dance faculty members, these movement forms reflect their own cultural heritage, while others have been drawn by personal experiences to explore and teach such styles. Following are four stories about world dance at UW–Madison.

## **Claudia Melrose**

Every day when Claudia Melrose opens her course on West African music and dance she gathers her students in a circle. There, to the beat of live drumming, they all join in singing and clapping in the West African call-and-response mode in order to “prepare the space” and create a sense of community.

“Only then do we start learning dances,” said Melrose, a professor in the Dance Program.

This opening ritual touches on the very elements that inspired Melrose to explore and embrace West African music and dance.

This life-long interest began when she was a dance student at UW–Madison. Pearl Primus, whom Melrose described as “historically one of the great exponents and matriarchs of African dance in the United States,” piqued her interest during a campus visit. Melrose was especially drawn to the music and dance – the two are inseparable, she emphasized – by “the power of polyrhythm, the layering of the different tonalities of the many drums and shekeres.”

Citing the sophistication of the rhythms, she added: “The way that intricate matrix resonates in the human nervous system is very powerful.”

As a teacher of modern dance at UW–Madison, her interest in West African dance was further kindled in the 1980s through her collaborations with Clyde Morgan, a specialist in Afro-Brazilian dance, who once taught here and was a partner with Melrose in their well-known dance duo. Their modern dance programs included African and Afro-Brazilian influences.

“My work and performance with Clyde in these genres motivated me to study further,” Melrose said.

She studied dance at the University of Ghana in Legon in the summer of 1993, returning in 1994 as a Fulbright Fellow. There, she visited regions throughout Ghana rich in traditional dance and ritual, observing these forms in full cultural context. The participa-



**Claudia Melrose**

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## WHY WE TAKE A GLOBAL VIEW

This special issue of the *School of Education News* features the School's international programs. It would be perfectly reasonable to ask, "Why should a school of education *have* international programs? Aren't the issues in education today primarily state and local matters?"

It's certainly true that, in the United States, school curricula and the preparation of teachers, administrators, and other school personnel are governed mainly at the state and local levels. In fact, that is one of the key differences between our system and that of Japan or Great Britain, for example – countries with which we are often compared. The principle of local control has become a focal point of debate in recent years, as the federal government has sought to define its role in improving education nationwide.

Despite our local governance, however, we have a great deal to learn from international studies in education. Much of our research concerns topics that know no national boundaries, such as how children's thinking develops in science and



**Charles Read, Dean  
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mathematics, or what role exercise plays in physical and psychological health. Our programs in art and dance must, of course, be in touch with creative ideas around the world. Even in matters subject to local control, such as curriculum, comparative studies give our students a breadth of vision that they could not get from looking at the United States alone.

For all these reasons, the School of Education engages selectively in international programs. In these pages, we present a sample of the ways in which we learn from and contribute to a truly global conversation about education, the arts, and human development. When we were given the opportunity to tailor the Wisconsin standards for teacher education to fit our School, we added a standard that requires our graduates to understand teaching and learning in multiple contexts, including the international perspective. We hope that this issue of the newsletter illustrates why that standard is appropriate to this School.

tory nature of music and dance, as well as their central place in daily life, especially appealed to her.

"Dance and music-making in Ghana is intergenerational; everybody dances," she explained. "This creates community in which there's space for the individual to shine and improvise."

Although she emphasized that no one could truly be called "an expert in African dance," because the forms are so rich and varied, Melrose gained recognition for her work in this area. "I felt I knew enough to start sharing with my students."

In her research, Melrose also has followed the migration of West Africans and their traditions to the Caribbean, where the mix of peoples and experiences has created a variety of hybrid forms. She has been to Cuba twice. She also joined Morgan on a six-week tour of performances in Brazil. She hopes to study in Trinidad in the near future.

Mindful of the inspiration she drew from a visiting artist, Melrose has pushed to bring more guest artists here to perform and teach. She brought Ghanaian dancer/drummer Habib Idrissu to Madison in 1996, and spearheaded the yearlong African/African-American Dance Festival in 1997–98. In conjunction with the

Latin American, Caribbean and Iberian Studies program and the Sin Fronteras Project, she helped to bring "La Mora" Danis Perez Prades, an expert in Afro-Cuban dance, to campus in 1999; Ricardo Gonzalez, an expert in Afro-Caribbean dance forms, in 2000; and Jose Francisco Barroso, famed Afro-Cuban dancer, folklorist, and teacher, here last winter.

This summer, Melrose shared her experiences with students in a new lecture course open to all university students, Cross Cultural Forms: West African Music/Dance in the Americas. The course explores the West African and European roots of exciting hybrid forms such as son, salsa, rumba, samba, blues, gospel, jazz, rock 'n' roll, and even hip-hop.

Her students have reported that learning about West African dance and music traditions have given them great respect for these oft-misunderstood cultures as well as helping them respect their own cultural traditions. Also, according to Melrose, the students have learned how to listen to their bodies.

"They learn that they enjoy and learn from the sheer sensing of movement," she added. The class instills respect for "another way of being in the world," Melrose said.

## Jin-Wen Yu

By the time he joined the faculty at UW–Madison in 1997, Jin-Wen Yu already had become an accomplished performer of modern dance, nationally and internationally.

In his native Taiwan, Yu was a soloist with the Cloud Gate Dance Company. He performed with Artifact Productions, the company he co-founded in 1995 in Philadelphia. Yu has presented, taught, and performed at numerous national and international dance festivals and conferences.

He has taken Jin-Wen Yu Dance, the non-profit, Madison-based company he formed in 1999, onto stages in New York City, Chicago, Los Angeles, Philadelphia, San Francisco, Boston, Taiwan, and South Korea.

More recently, though, Yu has stepped up his efforts to reach school-aged children in the Madison area. An outreach grant from the Dane County Cultural Affairs Commission enabled him to bring elementary students to campus and to visit schools for dance demonstrations.

Although he teaches modern dance, Yu, who did his doctoral dissertation on *tai ji* (*tai chi*) philosophy and dance, brings traditional elements – such as *tai ji* (a Chinese form of meditative exercise and a martial art), Chinese opera dance, and martial arts – into his performances and instruction. In his 45- to 50-minute presentations, he engages his young audiences by teaching a few traditional moves and discussing comparative styles.

“Hopefully, kids can start appreciating modern dance,” he said, as well as understanding the impact of traditions on contemporary works.

Last spring, his dance company presented *Intervision* – a concert combining modern dance, *tai ji*, Chinese dance, ballet, and video – in which he focused on artistic and educational involvement in the community. The concert included a new work, “Family Pictures,” in which Yu and his dancers collaborated with members of the UW Health Sports Medicine *tai ji* class taught by Blair Mathews in a 15-minute multi-media community dance.

In conjunction with the concert, Jin-Wen Yu Dance presented a workshop to more than 950 students at Prairie View Elementary School in Oregon, conducted a demonstration in Lathrop Hall for stu-



**Jin-Wen Yu teaches a group of elementary school students from the Madison Metropolitan School District a few moves after giving a demonstration that included modern dance, martial arts, and tai chi.**

dents from the Madison Metropolitan School District, and held a post-concert discussion following an evening performance.

“Many of our students were eager to join Jin-Wen onstage at the conclusion of the program,” said Gerri Gurman, the REACH teacher at Hawthorne Elementary School, and a Dance Program alumna. “The students were intrigued and impressed with Jin-Wen’s *tai ji* presentation. They enjoyed the beauty and grace of the traditional Chinese dances and the power and skill of the contemporary pieces.”

Gurman also praised the education value of the presentation: “It instantly teaches them so much – the value of hard work and practice, respect for preserving cultural forms, the potential for creative expression, and the beauty of dance.”

## Peggy Choy

Spread out across the studio in Lathrop Hall, the diverse group of dance students, individually and in

pairs, stepped, stretched, twisted, turned, and gestured through a variety of routines. Each seemed oblivious to the others, but one set of eyes studied them all.

Peggy Myo-Young Choy watched her students – young men and women of various ethnic backgrounds – polish the final projects they were due to present the next day. These students had been charged with the task of creating original pieces that incorporated what they'd learned in Choy's Asian American Movement class while reflecting their individual artistic visions.

She introduces her students to several Asian movement traditions and dance forms that have been brought into the United States, passed on, and transformed. She also incorporates Asian American history and poetry in her effort to integrate sound, words, movement, history, and politics.

As she moved about the room, the instructor occasionally offered bits of constructive advice. At the end of the practice session, she handed out blanket praise for what she'd seen, peppered with a few more tips to guide their final preparations. "Make good use of the space around you," she said. "Don't forget your audience."

For most of these students, this class marked the first time they'd stepped into a dance studio, she explained. Here, dance majors constituted a minority.

Choy, an accomplished Korean-American dancer/choreographer, delighted at the opportunity to guide these novices, even the most shy and awkward among them, toward discovering their untapped movement capabilities. For part of the session, she had all of them moving across the floor in a series of quick steps and arm movements from *wu xu*, the northern style of Chinese martial arts.

To close the class, she assembled everyone into a circle and led them through *qigong*, a gentle Chinese exercise that combines slow circular movements, breathing, and meditation. She also served her students a taste of *tai ji chuan*, Korean dance, and Zen Dance/Son Mu.

Choy emphasized that she teaches more than dance techniques. The philosophy underlying these seemingly exotic movements actually is rooted in peoples' daily lives and cultures, and the movement forms are based on an accu-

mulated wealth of practical knowledge about the body, she explained.

"Your body experiences a different way of thinking," she said, citing the unity of opposites, of ying and yang. She teaches movement forms that focus on the nurturing and channeling of internal life-force energy (*ki* or *chi*).

"All this knowledge can guide the students in their daily lives," teaching them to live in balance and harmony, said Choy, who described life as "a process of reaching balance." Indeed, many of her students have reported that they have found their studio lessons useful in dealing with stress and in cultivating a better sense of self.

For Choy, meanwhile, dance plays an even deeper role in her life. She said her work reflects "a process of understanding who I am," and reflects historical context and a sense of common struggle.

While growing up in a Korean community in Hawaii, she got a sense of other cultures and the tensions amongst them. She studied ballet as a child and modern dance in college, but wasn't satisfied until her introduction to Javanese dance at the University of Hawaii. Professor Hardja Susilo took some of his students to Java, where Choy found inspiration in the sense of community and the spiritual connection with Javanese performance.

That experience also prompted her to begin asking, "Who am I?" and "What are my own



Bob Rashid

**Peggy Myo-Young Choy leads students at the Dance Millennium Summer Camp through a series of moves during an Asian American Movement workshop.**

roots?” That search is reflected in her three major works: “Ki-Ache: Stories From the Belly,” “Seung Hwa: Rape/Race/Rage/Revolution,” and “Passage of Oracles.”

Choy, who also serves as outreach coordinator for UW–Madison’s Center for Southeast Asian Studies, teaches courses in Javanese Dance, Asian American Movement, Korean Dance, and other Asian movement forms. Her own experiences have taught her the importance of international education. Especially in the turmoil of today’s world, she said, “You have to understand different cultures in order to respond with greater sensitivity and balance.”

## M.A. Brennan

With eloquently expressive movements, postures, and gestures, Bharatanatyam tells narratives about emotions, stories rooted in India’s mythology and religion. Motions and poses of the torso and limbs, complex gestures of the hands, subtle tilts of the head, and the gaze of the eyes all characterize this ancient, yet still-evolving style of classical dance, which was developed by temple dancers in Tamil Nadu in south India.

Eager to better understand this traditional style, one accomplished performer of Bharatanatyam found the key while visiting UW–Madison’s Dance Program.

Parul Shah, a dance professor at Maharaja Sayajirao University in Baroda, India, came to Madison in the mid-1980s to translate Sanskrit plays for a member of the drama faculty. While on campus, Shah taught a course on Bharatanatyam for the Dance Program, where she also took Mary A. “Buff” Brennan’s courses in movement analysis.

Brennan’s innovative, high-tech approach to movement analysis intrigued Shah, who recognized a possible application in clarifying some of the movements in Indian classical dance. The two professors became friends and, on a subsequent U.S. visit, Shah encouraged her American colleague to come to India to teach movement analysis.

In 1989, Brennan went to India on a Fulbright Scholarship. During her four-month stay, she and Shah began to formulate their research plans. Shah

returned to UW–Madison in 1992–93 as a visiting scholar, and Brennan went back to India in 1995 as a Fulbright research scholar. On that latter trip, the two conducted extensive videotaping and interviews.

“By merging East and West attitudes and approaches, we hope to expose, document, and interpret the subtleties which give significance and meaning to a dance form which so beautifully symbolizes the Indian artistic culture and heritage,” they wrote in an early analysis.

“We’re looking at a dance about the emotions,” explained Brennan, who said she is intrigued by the intricacies of history.

By analyzing several performances of the same piece, Brennan and Shah hoped to distinguish between the defining characteristics of the dance style and those elements added by individual dancers. Bharatanatyam, Brennan explained, has evolved into four distinct styles, each representative of a specific guru’s school. These styles and elements are beginning to get lost with Western influences.

As the research continues, Brennan has shared her work, presenting a paper at an Asian conference and using material from her findings in classes. “An awareness of Indian dance was brought to the program,” said Brennan, who has served three terms as chair. She noted that she had hosted an Indian

dance company and developed connections to the local Indian community.

She sees this project as an embodiment of the goal of the Fulbright program: “It’s about understanding and being part of the culture.”

Shah also has returned to Madison to teach and give concerts. Brennan noted that her Indian friend, here in 1997–98, gave the first performance in the newly renovated Lathrop Hall.

Even as she retires from her full-time faculty position, Brennan sees no end yet to her Bharatanatyam research. She plans to return this fall to India.

**To learn more** about UW–Madison’s Dance Program, along with profiles of the faculty members featured in this article, visit the program Web site: [www.education.wisc.edu/dance/](http://www.education.wisc.edu/dance/)



Mary Alice “Buff” Brennan

## Student teacher learns lessons in Central America

**V**eteran teachers often spice their lessons with stories based on personal knowledge and experiences. That impresses Theo Lesczynski, a UW–Madison student teacher at Madison Memorial High School.

“As a new teacher, stories are things you have not accumulated,” said Lesczynski, who is working toward certification in broad field social studies.

But the 24-year-old from Stevens Point expects to have plenty to tell her students by the time she completes her student teaching next May. Last year, she and several other UW–Madison students joined 10 Boston-area high school students on a journey to rural El Salvador that included visits to Arcatao, Madison’s sister city, and Siberia, a village devastated by a major earthquake in January 2001.

“It was one of the most incredible experiences I’ve had in my life,” said Lesczynski. It inspired her to spearhead a project to take a group of Madison-area high school students to the Central American country this summer.

“I’m looking forward to having firsthand stories to tell,” she said, in an interview a month before the trip in late July.

Lesczynski, while working on her bachelor’s degree in history, had become interested in Latin American history through classes taught by Professor Florencia Mallon. Through friends, she connected with the Madison–Arcatao Sister City Project (MASCP), an organization started in 1986 that had built close ties between the communities in Wisconsin and El



**UW–Madison student teacher Theo Lesczynski, front row center (with glasses), sits with a group of other UW–Madison students and Boston-area high school students who traveled in 2001 to El Salvador.**

Salvador. Through MASCP, she learned of the June 2001 youth mission to El Salvador, applied and was accepted.

On that trip, she saw the stark contrasts between life in the United States and in a poor rural area of a Third World country. She quickly developed a high regard for the Salvadoran people, especially the younger ones, for their deep commitment to improving their lives and for their efforts to organize.

“It impressed me how much people could do when they worked together,” she said.

“Young people in this country take a cynical view of politics,” she explained, while young Salvadorans view community service differently.

“Service is woven into the life of the community, where youth participate in local politics, organize sport events and dances, and act as peer educators on topics ranging from cultural criticism to safe sex,” she said. She noted that one 19-year-old Salvadoran was elected mayor of his village.

She also admired the maturity and leadership of the 10 Boston-area teens in her group. “It was great to see what high school students were capable of.”

Soon after returning to Madison, Lesczynski found inspiration for another journey to El Salvador, through her contacts with students at Memorial High School, who especially seemed interested in sweatshop issues, and through her conversations with Ben Runkle, a fellow UW–Madison traveler, who had become involved with the Dane County Youth Board. As Lesczynski and Runkle hatched the idea of the first Madison-based youth mission to El Salvador, they enlisted further support from the Neighborhood House Community Center.

Originally envisioned as a spring break trip, the latest group – Lesczynski and Jennifer Classon of the Neighborhood House, and eight high school students – used the additional time for more orien-

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## School develops Swedish links

Ongoing exchanges could very well produce hybrid “Amer-edish” ideas about education, remarked one visiting principal. His newly coined word drew chuckles from his colleagues, but, after a week in Madison, the nearly two-dozen school administrators from Umeå, Sweden, heartily endorsed the concept of combining the best of the Swedish and American educational systems.

They had visited Madison schools, attended seminars at UW–Madison, and exchanged ideas on school leadership and improvement with American students, administrators, and faculty. The principals, most of them on their first visit to the United States, observed things that impressed them, while at the same time, noted their preferences for the Swedish approach in several elements.

Their visit in April is the latest example of an ongoing collaboration between the School of Education and Umeå University, according to Paul Bredeson, the professor of educational administration who hosted the group.

“My work with the Centre for Principal Development at Umeå University began in 1995,” Bredeson explained. “Since that time I have collaborated with Professor Olof Johansson on leadership research and training in Sweden, Russia, and Belarus. We have also done collaborative research presentations on school principals and professional development here in the United States, Australia, Beijing, China, Norway, and Canada.”

The Madison-Umeå linkage dates to 1993, when Sigbrit Franke, an education professor who also was serving as rector of Umeå Uni-



**Paul Bredeson, professor of educational administration, center, confers with several of the Swedish principals who visited Madison for a week in April.**



**Thomas Popkewitz**

versity, proposed the first faculty exchange. Franke, now chancellor of Sweden’s universities, worked with Thomas Popkewitz, UW–Madison professor of curriculum and instruction, who had lectured at Umeå and received an honorary degree there.

Funding provided by the Swedish government has allowed UW–Madison to send more than 20 faculty members to teach at Umeå. This has led to joint presentations at the American Educational Research Association’s annual meetings and participation in the Thematic Network on Teacher Education in Europe.

The collaboration in 1996–97 led to the launch of a series of seminars to bring together graduate students from both countries to present their research projects and discuss their work in a cross-national context. These sessions, generally involving about five students from each country, were held first in Umeå and then in Madison.

“These seminars are unique,” said Popkewitz, who collaborated with Swedish colleague Lisbeth Lundahl on the first seminar and subsequent publication of a book of monographs, *Education, Research, and Society: Critical Perspectives from American and Swedish Graduate Students*.

Since that first session, seminars involving other UW–Madison faculty – including Gloria Ladson-Billings, professor of curriculum and instruction, and Michael Olneck, professor of educational policy studies and sociology – have followed.

Popkewitz, who serves on the School of Education’s Committee

on International Education, described the Madison-Umeå linkage as “one of the School’s most successful relationships,” involving multiple departments and many faculty members.

Noting the tendency in U.S. education schools to focus on American issues, Popkewitz indicated that there is much to be learned through studies in an international context. Understanding how different models work – for instance, how Sweden’s social welfare system deals with immigration, gender, and class – could lead to new approaches here. “It gives a very different perspective on those issues,” he said.

Indeed, the visiting Swedish principals gained a different perspective from their visit to Madison. They were most impressed with how children with special needs are taught, how teachers and students relate to each other, how everyone seems to take pride in their schools and recognizes that education is important.

They were critical of the amount of testing done in American schools and the emphasis they observed on controlling students. Swedish schools are more democratic, and students there have more freedom of movement, they explained. Swedish children and parents have more of a say in what’s going on in the schools, so principals must be more democratic and communicative.

They said they came to the United States to look for good ideas they could take back to their schools. While they expressed pride in their educational system, they agreed, as one put it, “We have something to learn.”

**To learn more about Umeå University (in**

## Zeichner aids Namibian reform

When Namibia gained independence from South Africa more than decade ago, the emerging nation faced tremendous challenges in shedding the vestiges of colonialism. Not the least of these involved transforming an elitist, autocratic educational system into a learner-centered system that promotes democratic values and critical thinking – in a country where two-thirds of the black population could not read or write.

Despite abysmal conditions and limited resources, Namibia’s educational reform efforts appear to be making substantial progress, according to Ken Zeichner, the Hoefs-Bascom Professor of Teacher Education and associate dean for undergraduate and teacher education at the UW–Madison School of Education.

Zeichner, a teacher education consultant to Namibia since 1994, visited the small African nation recently as part of his study to assess Namibia’s reforms.

“We saw some very good teaching going on,” he reported, but added, “It’s too early to conclude anything.” The study will involve two more years of observations and interviews.

Zeichner’s engagement in Namibia began in August 1993, when he taught a course on action research at Umeå University in Sweden as part of that university’s partnership with the School of Education. One of the students had just returned from Namibia, where Umeå University already had been involved for several years, and arranged for Zeichner to meet the head of the Namibia project.

Zeichner and Robert Tabachnick, now an emeritus professor of curriculum and instruction, joined an international team to support Namibia’s transformation.

From 1994 to 2000, Zeichner traveled to Namibia twice a year, up to two weeks each time, to teach graduate students about action research in an effort to transform teacher education. Through action research, called “critical practitioner inquiry” in Namibia, teachers are trained to conduct their own studies in an effort to lessen the educational system’s dependence on external knowledge.

“It’s a very different approach for a national educational system ... entrusting people at the ground level to do their own research,” Zeichner explained.

When the project ended, Zeichner conferred with Patti Swarts, director of the Namibian National Institute for Educational Development, regarding the need to assess the impact of reforms. That led to Zeichner’s follow-up study, funded by the Spencer Foundation.

The Spencer funding reflects the belief that Namibia’s teacher-education reforms, if shown to be effective, could be adapted for use elsewhere in Africa and beyond, explained Zeichner, who also has worked with teacher-education reforms in other countries, including Brazil, Chile, Israel, Portugal, Spain, Australia, South Africa, and Thailand.

Despite Namibia’s difficulties, especially the pervasiveness of AIDS, he reported a “strong hunger for education and knowledge.”

Zeichner hopes to remain involved in Namibia beyond the current study. He has helped to establish a site in Windhoek, the Namibian capital, for the School of Education’s Overseas Student Teaching Program. He also wants to bring Namibian doctoral students here to study.



**Ken Zeichner**

## Latvian college finds allies at UW–Madison

**T**he founders of Vidzeme University College (Vidzemes augstskola) in northern Latvia faced a daunting task when they launched the college in 1996, barely half a decade after this Baltic nation broke away from the crumbling Soviet Union. But leaders from the city of Valmiera, home of the college, and the surrounding area were determined to stop the intellectual brain-drain from the region and to contribute to reforms in higher education in Latvia.

“We started from zero,” said Ilona Budule, speaking both of the college and of the college library she was hired to develop.

In both cases, years of hard work appear to be bearing fruit. Vidzeme has developed programs in travel and tourism, political science, communications and public relations, business administration, information technologies, and teacher training. It now has about 700 students and 60 employees.

Budule, who took on her current challenge after teaching English for 13 years, noted with pride, “We have built our (library’s) collection up to 14,000 items.”

This summer, she came to the UW–Madison campus in search of ideas to further develop Vidzeme’s library. Hosted by the School of Education’s Center for Instructional Materials and Computing (CIMC), she met with librarians across the campus and beyond.

“I’m not trained as a librarian,” she explained, adding that it was not unusual in the post-Soviet era for individuals to take on tasks without professional training.

She has taken on a unique task, building a library that serves not just the Vidzeme college community, but the general public of Valmiera. “We will make an integrated library,” she explained, calling this approach “the best solution for small places.”



**Ilona Budule**

Budule reported that she has found several ideas, in such areas as circulation policy and cooperation with faculty, that she will take back to Latvia. Some can be implemented immediately, she said, while others will require financial commitments – something not easy to come by for the public sector in the post-Soviet era.

Throughout its infancy, Vidzeme has found valuable support through numerous international partnerships, mostly in Europe. The list of partners includes UW–Madison, led by B. Dean Bowles, an emeritus professor of educational administration.

As a Fulbright Scholar in 1999, Bowles taught short courses in American government and public administration at Vidzeme, located about 60 miles north of Riga, the Latvian capital. While there, he worked with the college

### Students go abroad to teach

Dozens of teacher-preparation students have enhanced their training by studying abroad through the School of Education’s Overseas Student Teaching Program.

Since 1996, nearly 60 students have participated in the program, which involves spending about 10 weeks living and teaching abroad to learn about the educational practices, structures and philosophies of the host country.

“It’s an extension of their student-teaching experience here,” said Ken Zeichner, the School’s associate dean for undergraduate and teacher education.

The overseas program, started in 1984, is more narrowly focused than most study-abroad programs offered through UW–Madison’s Office of International Studies and Programs, Zeichner said.

Past and present sites have included England, Australia, New Zealand, Argentina, Ecuador, Namibia, and France. Each has a designated on-site coordinator.

Participating students face a broad range of challenges that help them build multicultural competencies and better equip them to deal with multiracial, multi-lingual student populations.

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# International students explore U.S. education

In addition to attracting students from across the United States, UW–Madison’s School of Education draws a significant number of students from other countries. Last fall, for instance, 3.4 percent of the School’s total enrollment came from outside of the United States.

Since many international students come from educational systems that differ from the American system, mastering the coursework means first getting grounded in new concepts and terminology.

“We became increasingly aware of the proportion of international students in our midst,” said B. Dean Bowles, an emeritus professor in the Department of Educational Administration. In the mid–1990s, Bowles began holding after-class meetings with some of these students to explain terms and ideas.

Bowles also surveyed international students in the School of Education in an effort to determine how best to address their needs. In response, he launched a graduate seminar – International and Comparative Education Governance, Politics, Policy, and Reform – designed to be the first class taken by incoming international graduate students.

About a dozen students, mostly graduates in educational administration, enroll in the class each semester. Most come from the Asia-Pacific Rim, including South Korea, Thailand, Japan, China, Taiwan, and Singapore. Students from Saudi Arabia and Brazil also have taken the course.

The three-credit class features a half-dozen or so field trips and



**Instructor Robert Sorenson, standing right, poses a question for students in the graduate seminar for international students offered by the Department of Educational Administration. The students, from left, are Yeonjai Rah of South Korea, Chutinun Ananviroj of Thailand, Bong-Woon Ha of South Korea (standing), Lijuan Wu of Taiwan, and Satoshi Koni of Japan.**

classroom speakers.

On trips, senior lecturer Robert Sorenson, who now teaches the course, explained, “They get to see a range of institutions within the American education system,” including elementary schools, charter schools, suburban and inner city high schools, private schools, technical colleges, and smaller public campuses.

“We also bring in practitioners on a wide range of topics in American education,” Bowles said.

Each student must produce a term paper describing how to potentially adapt one feature of the American education system in his or her home country, as well as reflective journals on field trips, speakers, and readings.

Students give largely glowing reviews of the course. Their suggestions for improvement generally call for more of one feature or another, especially field trips.

## EPS has focus on international education

The Department of Educational Policy Studies offers a concentration in Comparative and International Education to prepare researchers, teachers, and planners who are interested in education across nations and cultures.

The concentration has close ties with area studies programs (European, African, Latin American, Asian), social science departments (economics, political science, sociology, anthropology), and other School of Education departments.

Students completing the concentration take up positions in academia in the United States and across the world, in international policy agencies, and in national and sub-national ministries of education.

To learn more, visit this page on the EPS Web site: <http://www.education.wisc.edu/eps/con->

## Faculty engaged globally

Several School of Education faculty members are engaged in internationally related activities. Here is a sampling of those activities:

**Peter Hewson**, professor of curriculum and instruction, oversees the U.S. part of the Collaborative Effects project, designed to bring together South African and U.S. science and mathematics education researchers on topics of mutual interest. The U.S. National Science Foundation and the South African National Research Foundation jointly fund this program, which started in 1997.

Collaborative activities include South African doctoral students visiting U.S. universities, reciprocal visits by South African and U.S. researchers working on common projects, and conference presentations in South Africa and the United States.

For details, go to the spring 2002 issue of *WCER Highlights* at the Wisconsin Center for Education Research Web site: <http://www.wcer.wisc.edu/>

### The Fulbright Program

Many UW–Madison faculty have gained international experience through the Fulbright Program, the international educational exchange program run by the U.S. Department of State. Since the program, named after former Sen. J. William Fulbright of Arkansas, was established in 1946, more than 250,000 “Fulbrighters” from the United States and abroad have participated. Approximately 4,200 grants are awarded annually.

To learn more about the program, go to the Fulbright Web site: <http://exchanges.state.gov/education/fulbright/>

The Fulbright Association, a nonprofit organization of Fulbright alumni and friends, also has a Web site: <http://www.fulbright.org/>

Hewson also noted that UW–Madison, in November 2000, signed a memorandum of understanding with a consortium of three universities in Thailand, under which Thai doctoral students in science and mathematics education will spend a year in Madison to further their doctoral studies. The first five students were expected to arrive in Madison in August 2002.

**Amy Stambach**, assistant professor of educational policy studies and anthropology, recently received a Spencer Small Research Grant to study American faith-based educational initiatives overseas. She is examining the impact of U.S. faith-based educational initiatives on educational programming in East Africa and exploring American and East African views of education in the context of the debate about the separation of church and state.

This summer, Stambach and educational policies student Kristin Phillips conducted the first phase of the study at an American mission station in Tanzania. Next spring, the project will involve visits to college campuses in Texas and Tennessee, where American missionaries train. Next summer, the third phase will be located in Kenya and Tanzania, where American missionaries’ programs have been implemented.

**Andrew Porter**, professor of educational psychology and director of the Wisconsin Center for Education Research, chaired the National Research Council, National Academy of Science’s Board on International Comparative Studies in Education (BICSE) for several years, his term ending last fall. **Adam**

**Gamoran**, professor of sociology and educational policy studies, is currently a board member. One product of their work with BICSE is a volume, *Methodological Advances in Cross-National Surveys of Educational Achievement*, edited by Porter and Gamoran and published this year by the National Research Council.

BICSE was established in 1988 to provide guidance on the conduct and use of large-scale international education studies, such as the International Association for the Evaluation of Educational Achievement’s Third International Mathematics and Science Study (TIMSS). In 1998–99, BICSE expanded its scope to include a broader range of comparative education studies.

**Michael W. Apple**, John Bascom Professor of Curriculum and Instruction and Educational Policy Studies, has continued his extensive international work. During the past year, he has given addresses in India, Portugal, England, Japan, China, Brazil, Korea, and other nations. He also has worked closely with governments, research institutes, unions, and dissident groups in many nations on the development of educational policies and practices that are committed to a more socially just and democratic education.

Apple’s international influence can be seen in the fact that three of his most recent books, *Official Knowledge*, *Democratic Schools*, and *Educating The “Right” Way*, have been or are being translated into Chinese, Spanish, Portuguese, Korean, Greek, Ukrainian, Hindi, and Japanese.

## Central America

*continued from page 7*

tation and preparation. Regular meetings started in March.

There also was the matter of money. Lesczynski's project received one of nine 2002–03 Wisconsin Idea Undergraduate Fellowships funded by the Morgridge Center for Public Service, as well as support from City of Madison sister-city funds, pro-

ceeds from Dane County Youth Walk, and the Verna Hill Memorial Fund.

"Since history is often named as one of the least-liked subjects in high school, we know that youth need opportunities like this one to connect with history in rich and meaningful ways," she wrote in her proposal to the Morgridge Center. She predicted that participants would return with a greater appreciation of El Salvador's recent history and spread that knowledge through presentations at local schools,

groups, community events, and conferences.

She noted: "Young people are our future leaders. This project represents an opportunity to develop leadership in a diverse group of youth from rural, suburban, and urban Dane County."

Looking ahead to her career as a teacher, Lesczynski wants to continue creating deeper learning opportunities outside of the classroom. Her experiences in El Salvador have taught her that teenagers have capabilities that aren't always apparent in school.

## Braden explores high-stakes testing in Greece

With U.S. education policy moving toward greater reliance on high-stakes testing, one UW–Madison professor suggests taking a closer look at Europe's experience with such assessments. For the spring semester, Jeffery Braden, professor of educational psychology, did just that, by teaching and launching research efforts in Greece.

"Essentially, Europeans have been ahead of the United States for many decades regarding the degree to which they articulate academic standards – what students should know and do – and their use of assessments to evaluate achievement of those standards," Braden said.

"Interestingly, the recent 'No Child Left Behind' reauthorization of the Elementary and Secondary Education Act creates a de facto national testing program, and requires all states to have academic standards," he said. "I think we have much to learn from our European colleagues regarding this concept, and some of the differences – such as using results to hold schools and districts accountable versus students – among our assessment systems provide intriguing opportunities for research."

As a Fulbright Scholar, Braden taught a graduate seminar in school psychology and prevention science at the University of Athens, working with Associate Professor Chryse Hatzichristou, whom he met when both were graduate stu-



**Jeffery Braden, UW–Madison professor of educational psychology, left, visits with a regional education minister for a large area in Istanbul, Turkey, center, and Yuksel Ozden, a UW–Madison alumnus from Turkey who earned his master's degree and Ph.D. in educational leadership in Madison.**

dents at the University of California at Berkeley. Although university and nationwide faculty and student strikes disrupted the course, Braden did help four Greek graduate students launch independent but related research projects on Greece's educational assessment system.

"We are mostly interested in investigating the accuracy (reliability) and validity of the tests, which are used to determine students' graduation and entry into university," he explained. "These are very-high-stakes tests by U.S. standards, and it is intriguing that there is no evidence regarding the reliability and validity of the tests."

Braden's efforts in Greece call to mind the work of another School of Education faculty member, Andreas Kazamias, a Greek native whose scholarship in

comparative education has earned him international acclaim.

Kazamias, a professor of educational policy studies at UW–Madison and emeritus professor at the University of Athens, has been an editor of major international journals, including the *Comparative Education Review* and the *Harvard Educational Review*. His books have been translated into several languages. For his work as a leading scholar of comparative education, Kazamias in recent years has received honorary degrees from the University of Bristol in England and the University of Ioannina in Greece.

## U.S. News ranks School, programs among best

Once again, the UW–Madison School of Education received high marks in the *Best Graduate Schools Guidebook* issued by *U. S. News & World Report*, which ranked the School as sixth in the nation among peer institutions.

As part of the rankings, deans of the nation's top education schools and colleges rated individual departments and programs at UW–Madison among the best in graduate education. In the deans' survey, the School's departments and programs ranked:

- No. 1 in curriculum and instruction, and administration/supervision
- No. 2 in educational psychology, elementary and secondary education
- No. 3 in educational policy studies
- No. 5 in counseling/personnel services

- No. 7 in vocational/technical education
  - No. 10 in special education
- Dean Charles Read attributes these high marks to the quality and national reputation of the School's faculty and staff, the depth and breadth of its research, and the excellence of its students. "Although such ratings are flawed, I do take pride in the fact that the deans of the nation's colleges of education regard many of our programs as among the top few in the country."

**To learn more** about the rankings, visit the *U.S. News & World Report* Web site:<http://www.usnews.com/usnews/edu/grad/rankings/rankindex.htm>

## FAST recognized as national model program

The Families and Schools Together (FAST) program, based at UW–Madison, has been recognized as a model program by the

Center for Substance Abuse Prevention (CSAP) of the U.S. Department of Health and Human Services.

Lynn McDonald, a senior scientist at the Wisconsin Center for Education Research, developed FAST in 1988 as a school and community program to enhance children's academic and social performance. FAST programs build relationships among parents, schools, and the community. Families gather weekly for eight weeks to share a meal, interact, and participate in such activities as music, drawing, family games, and children's sports.

Students who have participated in FAST experience fewer behavioral problems and show improved academic performance, according to McDonald. FAST has been disseminated to more than 600 communities in 38 states, to four Indian nations, and to five other countries.

CSAP focuses on the identification and promotion of effective strategies to prevent substance abuse. Model programs, the center's highest endorsement, have been tested in communities and schools across the country, and proven to prevent or decrease substance abuse and other high-risk behaviors.

**To learn more, visit these Web sites:**

- FAST:<http://www.wcer.wisc.edu/fast>
- CSAP:<http://www.samhsa.gov/centers/csap/csap.html>

## Rockwells honor teachers

Roland and Ruth Rockwell, seated, meet with the 2002 recipients of the Rockwell Awards, which they established in 1994 to honor teachers who mentor UW–Madison teacher-education students. The 2002 awards were presented April 9 at the School of Education's annual Partners in Education Banquet. The recipients, from left, are Van Valaskey, Madison West High School; Barbara Widder, Hamilton Middle School, Madison; Carole Vincent, Kromrey Middle School, Middleton-Cross Plains; and Maureen McGilligan-Bentin, Marquette Elementary School, Madison



Bob Rashid

## Counseling Psychology wins campus award

The Department of Counseling Psychology received UW–Madison's 2002 Small Department Teaching Award from the Chan-

## School's Board of Visitors marks 10 years

Jay Salvo



Nearly three dozen current and emeritus members of the School of Education's Board of Visitors met in May to celebrate the 10<sup>th</sup> anniversary of the Board's creation. The Board convenes twice a year to offer comments and suggestions to the dean and to help with specific, long-term projects. Since its inception, more than 50 individuals – including many alumni, emeritus faculty, and former deans – have served. Here, 30 former and current Board members pose with Bucky Badger and Dean Charles Read (back row, fourth from right) during a break in a special Board session at the UW–Madison Arboretum.

cellor's Office and the Creating a Collaborative Academic Environment program.

The department was recognized in part for the innovative redesign of two training programs to prepare counseling psychologists and counselors to serve a culturally diverse society. During the past year, the UW System funded a pilot course for undergraduates in the department to learn strategies for engaging in meaningful intercultural communication.

Plans eventually call for coupled courses dealing with both formal instruction about diversity issues and experiential learning through small-group projects. Graduate students will serve as facilitators, mentors, and trainers.

The department also plans to make its Conference on Social Justice in Counseling, which was inaugurated this past year, an annual event. The conference exposes students to national leaders in the field, and provides an opportunity for students to showcase their work while establishing connections with

local communities and working professionals.

Students and faculty in the department also have formed “e-groups” – experimental, exploratory, and experiential – to explore implications of culture, race, ethnicity, gender, and other types of differences.

### To learn more, visit these Web sites:

- Department of Counseling Psychology:<http://www.education.wisc.edu/cp/>
- Creating a Collaborative Academic Environment program:[http://www.wisc.edu/rovost/ccae/splash.html](http://www.wisc.edu/provost/ccae/splash.html)

## Scholarships awarded to top undergraduates

More than 150 of the School of Education's best and brightest students were honored at the 2002 Undergraduate Honors Banquet on May 8 at the Concourse Hotel in Madison.

Scholarships totaling more than \$260,000 were awarded to 157 students. The 2002 program was the largest ever for this annual event – in terms of attendance, the number and total amount of awards given, and the number of recipients.

As he congratulated the students, Dean Charles Read also acknowledged their parents and guardians, who “instilled in your children a high regard for learning, encouraged their curiosity, nurtured their hopes and dreams, and provided support in many forms that have enabled them to get where they are today.”

Dean Read also thanked scholarship donors, who were well-represented in the audience, “for your generosity and your deep commitment to creating opportunities for our students.”

## School honors cooperating teachers

Madison-area teachers who have mentored UW–Madison teacher-education students were honored *continued on page 22*

## School honors seven distinguished alumni

The School of Education recognized seven distinguished alumni at the Alumni Weekend program on May 11 at Lathrop Hall on the UW–Madison campus.

### Alumni Achievement Awards

This award, the School's highest honor, recognizes significant contributions to the recipients' chosen fields and exemplary records of professional leadership and service. The 2002 recipients are:

**F. King Alexander** (Ph.D. in educational administration, '96) has provided valuable insights for boards of regents, higher-education policymakers, and university administrators with his innovative research on finance, accountability, and policy development in higher education. He led the graduate program in Higher Education Administration at the University of Illinois at Urbana-Champaign from 1997 to 2001, leaving last fall to become the 10<sup>th</sup> president of Murray State University, in Murray, Kentucky. He was one of just four university presidents named to the advisory committee of the American Council on Education's Center for Policy Analysis.

*(Due to his commitments at Murray State, Alexander was unable to attend the May 11 program, but is scheduled to receive his award during a visit to Madison this fall.)*

**Sister Mary Gertrude Hennessey** (B.S. in elementary education, '75; M.S. in curriculum and instruction, '81; Ph.D. in curricu-



Six recipients of School of Education alumni awards pose with Dean Charles Read, right, during the School's Alumni Weekend celebration at Lathrop Hall. They are, from left, Edward Howley, Maurine "Cookie" Miller, Karen Koblitz, Mary Klehr, Sister Mary Gertrude Hennessey, and Hedi Baxter.

lum and instruction, '91) has won recognition for creating classroom conditions that enable elementary students to think in ways that college professors wish their undergraduates could achieve. Sister Gertrude, who has taught at St. Ann's School in Stoughton, Wisconsin, since 1972 and served as administrator since 1997, has researched the development of her students' understandings of science content and of their own learning processes. Her work challenged existing theories of child development, earning her national and international recognition. Her career credits include collaborations with researchers at Harvard University and the Smithsonian Institute.

**Edward T. Howley** (M.S. in physical education, '67; Ph.D. in physical education, '69) has a passion for

teaching and enthusiasm for exercise physiology that make him a popular speaker for both lay and scientific audiences. Howley, a professor who heads the Department of Exercise Science and Sports Management at the University of Tennessee, Knoxville, recently became president of the American College of Sports Medicine. He also has served as associate editor-in-chief and as a columnist for *ACSM's Health & Fitness Journal*. He co-authored *Exercise Physiology*, regarded as the "gold standard" textbook for the subject. At the University of Tennessee, he has received six awards for his teaching.

**Karen E. Koblitz** (M.F.A. in art, '76) ranks among the leaders in contemporary ceramics, with works ranging from small, individual pieces to several large-scale public installations throughout Southern

California. She has earned inclusion in *The History of American Ceramics*, the authoritative book in the field, and in *USA Clay*, an exhibition last year at the Smithsonian American Art Museum's Renwick Gallery. In addition to working at her own studio, Urban Clay, Koblitz brings her enthusiasm, energy, and knowledge into the classroom as an adjunct faculty member and head of the ceramics area in the School of Fine Arts at the University of Southern California, Los Angeles.

**Maurine "Cookie" Rogers Miller** (M.S. in curriculum and instruction, '70; Ph.D. in curriculum and instruction, '89) is described as "an outstanding teacher of teachers." She provides a vital link between UW-Madison's School of Education and the Madison Metropolitan School District. She continually promotes innovation, including action research, community-based field experiences for student teachers, and teaching portfolios linked to teaching standards. Miller, an instructional resource teacher at Lincoln Elementary School, has been a key member of the school district's advisory committee for elementary teacher education and, since 1988, has served as an on-site supervisor for UW-Madison teacher-education students. In a career that spans more than 35 years, her teaching has ranged from the elementary grades to college level.

### Outstanding Recent Graduate Award

This award recognizes outstanding graduates who have received a degree or certificate from the School within the past 10 years. Selection is based on demon-

strated achievement and leadership within a chosen field, as well as the potential and promise for continued growth and success. The 2002 recipient is:

**Hedi F. Baxter** (B.S. in secondary science education, '96) discovered a passion for teaching through her own children and has pursued her dream with energy and enthusiasm. Her student teaching at Hartford Union High School in Hartford, Wisconsin, led to a full-time position there teaching introductory level science courses. She then took on the challenge of teaching advanced biology, while assuming responsibility for the science computer lab. She was named the high school's 2001 Teacher of the Year. Also last year, she achieved National Board Certification. Currently, Baxter is a Curriculum Revision Project Director for the Biological Science Curriculum Study in Colorado Springs, Colorado.

### Lois Gadd Nemec Distinguished Elementary Education Alumni Award

The award, which memorializes Lois Gadd Nemec, a professor in elementary education at UW-Madison from 1945 to 1954, is presented to a graduate of the elementary education program who has gained distinction as a classroom teacher, university or college professor, or education administrator. The 2002 recipient is:

**Mary Klehr** (B.S. in elementary education, '93) has earned a reputation as an effective teacher educator through her efforts to promote research by practicing teachers and to nurture tomorrow's

### ALUMNI WEEKEND WEBCAST: Howley offers advice on how to "Get Physical"

Even if you didn't make it to campus for the Alumni Weekend Program on May 11, you can still enjoy the School of Education's keynote presentation by Ed Howley, an Alumni Achievement Award recipient.

Howley, who heads the Department of Exercise Science and Sports Management at the University of Tennessee, Knoxville, told the audience that it's possible to live better at any age with a regular exercise program. Noting that it's hard for most people to start exercising, he advised individuals to find exercise programs that fit their personal needs.

To hear Howley's practical suggestions for improving health and fitness, visit the School's Web site: <http://www.education.wisc.edu/news>.

classroom leaders. Since taking on the role of facilitating teacher research throughout the Madison Metropolitan School District, Klehr has emerged as one of Wisconsin's leading voices for action research, in which a teacher systematically analyzes what is happening in his or her own classroom and uses that information for future improvements. For the past two years, she has been the on-site supervisor for UW-Madison teacher-education students at Midvale Elementary School, one of the participating schools in the Madison Professional Development School Partnership.

For information on how to nominate a UW-Madison School of Education graduate or certificate recipient for a future alumni award, go online to [www.education.wisc.edu/extrel.nominate.htm](http://www.education.wisc.edu/extrel.nominate.htm).

Or contact Kathy Boebel, the School's alumni coordinator by e-mail at [boebel@education.wisc.edu](mailto:boebel@education.wisc.edu), or phone at (608) 262-0054.

**Patricia L. Anders** (M.S. in curriculum and instruction, '72; Ph.D. in curriculum and instruction, '76) was elected to the Board of Directors of the International Reading Association, a 100,000-member organization that promotes and supports literacy around the world. Anders, whose term runs until May 2004, is a professor in the Department of Language, Reading and Culture in the College of Education at the University of Arizona in Tucson.

**Alfred S. De Simone** (B.S. in education, '41) received the Distinguished Leadership in Education Award from the Kenosha-Lake County-Racine Chapter of Phi Delta Kappa fraternal organization for his contributions to public education in southeastern Wisconsin. De Simone, a life insurance agent, is a member of the University of Wisconsin Board of Regents and a past president of the University of Wisconsin Alumni Association and the alumni club of Kenosha. He has been a teacher, principal, and district superintendent.

**Jodean E. Grunow** (M.S. in educational administration, '75; Ph.D. in curriculum and instruction, '98) was honored as a distinguished alumna of UW-Platteville during the May 2002 commencement exercises. She received her bachelor's degree in elementary education from Wisconsin State College and Institute of Technology-Platteville in 1963 and went on to teach for a total of 24 years in the Iowa Grant, Barneveld, and Dodgeville districts. In 1994, she became a mathematics consultant with the Wisconsin Department of Public Instruction.

**Jane Hammond** (M.F.A. in art, '77) was featured in a mid-career retrospective this summer at the Madison Art Center. The traveling exhibition, *Jane Hammond: The John Ashbery Collaboration, 1993-2001*, featured 16 colorful, large-scale paintings inspired by the enigmatic wordplay of one of America's most accomplished poets.

**Ann Hassenpflug** (M.S. in educational psychology, '81; Ph.D. in educational administration, '81) received the Outstanding Faculty Research award for 2002 from the University of Akron's College of Education, where she is an associate professor in the Department of Educational Foundations and Leadership. Her research focuses on freedom of speech, school employee selection processes, and social justice. She also is involved in research addressing the history of secondary schooling.

**Donald G. Hays** (Ph.D. in guidance, '60) was given the California Association of School Counselors' Lifetime Achievement Award. Also, the association created the Donald G. Hays Professional Recognition Award to honor the state's counselor of the year. Hays is a professor in the University of La Verne's doctoral program in organizational leadership.

**Roma Hoff** (B.S. in Spanish education, '48; Ph.D. in education, '56) was named to the UW-Eau Claire Foundation, Inc. Board of Directors for a three-year term. Hoff taught Spanish at UW-Eau Claire from 1965 until her retirement in 1996.

**Lynn Kapitan** (B.S. in art education, '77) was named Alumna of the Year by the Pratt Institute, a respected art school in Brooklyn, N.Y., where she earned her master's degree. Pratt honored Kapitan, who chairs the art department at Mount Mary College in Milwaukee, for her national leadership in the field of art therapy and art therapy education. She created one of Wisconsin's first school art therapy programs.

**Stanley Krippner** (B.S., '54) received the American Psychological Association's 2002 Award for Distinguished Contributions to the International Advancement of Psychology, and Award for Distinguished Contributions to Professional Hypnosis. Krippner teaches at Saybrook Graduate School, San Francisco, California.

**Jane Clark Lindle** (M.S. in educational administration, '82; Ph.D. in educational administration, '83) has been appointed by the University Council for Educational Administration (UCEA) as an editor of *Educational Administration Quarterly*, a 38-year-old international journal devoted to scholarly knowledge and research on educational leadership.

Lindle is a professor of educational administration and director of the department's graduate studies in the College of Education at the University of Kentucky, Lexington. She also has served as the principal at two elementary and middle schools in Wisconsin, and taught special education in Wisconsin and North and South Carolina.

**Harry L. Peterson** (Ph.D. in educational policy studies, '77) retired in February from his position as president of Western State College in Gunnison, Colorado. Peterson, who joined the college in 1996, led a restructuring of Western and the creation of five new degree programs. The Minnesota native previously served as deputy chancellor of Minnesota State Colleges and Universities system, as vice president for university relations and development at the University of Idaho, and in the Chancellor's Office at UW-Madison as an executive assistant and chief of staff.

## Share your good news

Dear School of Education alumni:

We welcome news about your latest activities and accomplishments to share with your classmates and others through the *School of Education News*.

With your announcements, please include your full name (the name you used as a student, if different), address, phone number and e-mail (if we need to contact you); your School of Education degree(s) and year of graduation.

Send your information to:  
School of Education News  
Box 21 Education Building  
1000 Bascom Mall  
Madison, WI 53706-1398

Or via e-mail to: [soenews@education.wisc.edu](mailto:soenews@education.wisc.edu)

Also, contact us with your address changes, or call the Registrar's Alumni Records office at 1-800-442-6469.

## Workshops, programs for educators, professionals

### Sensory Integration: Attachment, Autism, and Praxis

Thursday–Friday, September 12–13, Memorial Union

Occupational therapists, early childhood teachers, speech-language pathologists, special educators, psychologists, parents, and others will learn the most current, evidence-based knowledge and clinical applications from research experts and leading practitioners about autism and the influence of sensory regulation on the daily lives of children and families. For more information, contact Julie Seaborg at (608) 262–5315 / [seaborg@education.wisc.edu](mailto:seaborg@education.wisc.edu), or Linda Shriberg at (608) 262–4477 / [sbriberg@education.wisc.edu](mailto:sbriberg@education.wisc.edu).

### Coming to Wisconsin: A Standards-based Curriculum for Teaching Immigration and Settlement

Tuesday, November 12, The Pyle Center, 702 Langdon St.

Wisconsin's Historical Society and Educational Communications Board join to introduce teachers of grades 4–8 and social studies coordinators to new curricular materials focusing on those who came to the Badger State in the 19<sup>th</sup> and 20<sup>th</sup> centuries, both as immigrants and migrants, and on Wisconsin's cultural heritage and diversity. Contact Linda Shriberg at (608) 262–4477 / [sbriberg@education.wisc.edu](mailto:sbriberg@education.wisc.edu).

### Enriching the Secondary Science Curriculum: Issues in Contemporary Nuclear Physics

Saturdays, November 16 or December 7,  
Engineering Hall, UW–Madison

Math and science teachers of grades 6–12 learn from the experts about the most current issues in the field of nuclear physics, includ-

ing fusion, numerical problem solving, environmental waste management, and medicine. Contact Linda Shriberg at (608) 262–4477 / [sbriberg@education.wisc.edu](mailto:sbriberg@education.wisc.edu).

### Reading: What Does It Really Mean for No Child to be Left Behind?

Friday, November 15 or Tuesday, December 10,  
The Pyle Center, 702 Langdon St.

Jim Gee and Dawnene Hammerberg of UW–Madison, and Mike Ford of UW–Oshkosh, will introduce teachers, administrators, directors of instruction, and reading specialists to the controversies and issues surrounding the No Child Left Behind Act, and suggest ways for them to engage in good curriculum to help their students pass the test without teaching to the test. Contact Linda Shriberg at (608) 262–4477 / [sbriberg@education.wisc.edu](mailto:sbriberg@education.wisc.edu).

**Independent Learning:** Independent Learning, a correspondence study program in which the School of Education participates, offers courses for credit in many disciplines taught by UW–approved faculty. An e-mail option for some courses allows for a speedy exchange of assignments, as well as for Q&A with instructors, while the paper-and-pencil format provides ultimate flexibility – students study where and when they please and have a year to complete a course. Call Karen Fiske at (608) 262–7419 for a course catalogue, or go to the Web site: <http://www.learn.wisconsin.edu/il>

**For more information** on any of the programs listed here, contact the Office of Education Outreach, 304 Lathrop Hall, 1050 University Avenue, Madison, WI 53706–1386. Or visit the Web site: <http://www.education.wisc.edu/outreach>.

**Dianne Pevonka** (B.S. in elementary education, '66) was named 2001 Elementary School Teacher of the Year in the Alachua County, Fla., school district. Pevonka, who teaches kindergarten and first grade at the Waldo Community School, has worked in Alachua County schools for 33 years.

**Lisa Rapp** (B.S. in elementary education, '96) received her master's degree in literacy education from the University of Colorado at Boulder this spring. She currently teaches sixth grade in Northglenn, Colo.

**Kristina Schumacher-Rasmussen** (B.S. in art education, '92) recently won an award of excellence for her dig-

ital print "Blue Mary," at the Springfield (Ill.) Art Association's annual "Liturgical and Religious Art" show. She currently is an M.F.A. candidate in Environment, Textiles and Design in UW–Madison's School of Human Ecology, with her show scheduled for August 2002.

**Concetta Tomei** (B.S. in elementary education, '68) of Kenosha was honored in May with an award for Excellence in the Arts at the Goodman Theater School of DePaul University in Chicago. Tomei, who earned an acting degree from DePaul, plays Lynda Hansen on the NBC TV series *Providence*. Her acting credits also include

playing Maj. Lila Garreau on the 1988–91 ABC series *China Beach*.

**Todd Arthur Wolf** (B.S. in art, '91) exhibited his paintings this spring at the Erie (Pa.) Art Museum Frame Shop. His works are held in private collections in nearly all 50 states, as well as England, France, Japan, Malaysia, and Taiwan.

**Walter Lane**, assistant dean in the School of Education, received the 2002 Chancellor's Award from the UW–Madison Student Personnel Association for his 25 years of work with minority and disadvantaged students through the university's TRIO Program (which includes Upward Bound, McNair Scholars, and Student Support Services) and PEOPLE Program, among others.

As director of PEOPLE (Precollege Enrichment Opportunity Program for Learning Excellence), Lane oversees an initiative serving some 600 pre-college students. In addition, he secures funding for and oversees TRIO, which mentors and supports minority and disadvantaged students across campus. Currently about 300 students take part in that program.

**Stephen Quintana**, professor and chairman of counseling psychology, was appointed associate editor of *Child Development*.

**Alberta Gloria**, associate professor of counseling psychology, was appointed senior editor of the *Journal of Multicultural Counseling and Development*.

**Jo Ann Carr**, director of the Center for Instructional Materials and Computing, has been appointed as publications and projects chair for the Wisconsin Educational Media Association (WEMA). In

this capacity she will also serve a two-year term on the WEMA Board of Directors.

Carr also edited the newest publication from the Association of College and Research Libraries, a guide to the management of curriculum materials centers for the 21st century. Also contributing to the publication were Peter Cupery, CIMC information services librarian, and Bernie Foulk, project assistant for Information Services, as well as former CIMC staff members Lori Delaney and Jeneen Lasee Willemsen.

Renowned choreographer/dancer **Li Chiao-Ping** shows how to prepare to perform the extreme moves of contemporary dance in *Extreme Moves Training Method*, a new release from ADF Video.

In the 75-minute video, Li, an associate professor in the Dance Program, and members of her company, Li Chiao-Ping Dance, demonstrate the strength-building and balance exercises and techniques designed to help dancers improve their movement vocabulary to include such extreme moves as rotational, upside down, and gyroscopic movements.

In conjunction with the video's release, Li conducted a workshop on her training method during the joint conference of the National Dance Education Organization and Congress on Research in Dance in Providence, Rhode Island.

**Andrew Porter**, director of the Wisconsin Center for Education Research and professor of educational psychology, has been named the Anderson-Bascom Professor of Education.

**Fong Chan**, professor in the Department of Rehabilitation Psychology and Special Education, received the 2002 James Huff Stout Award, the most prestigious recognition given by the UW–Stout Alumni Association. The award is presented to a UW–Stout alumnus who has exemplified Stout's "learning through involvement" attitude and manner.

**M. Vere DeVault**, UW–Madison emeritus professor of curriculum and instruction, was among 20 charter members inducted May 15 into the

Educators Hall of Honor at the University of Tennessee College of Education, in Knoxville. Education Dean Glennon Rowell said the Hall of Honor was established as a tribute to current and past educators and an inspiration for new educators to "become the best they can be." Most honorees are nominated by former students.

**Alberto Cabrera**, professor of educational administration, has received the annual William Elgin Wickenden Award, given for the best paper published in the American Society of Engineering Education's *Journal of Engineering Education*. Cabrera, who joined the department last year, collaborated with Patrick Terenzini and Carol Colbeck in writing "Collaborative Learning vs. Lecture/Discussion: Students' Reported Learning Gains."

**Fred Fenster**, UW–Madison art professor, received the Hans Christensen Sterling Silversmith's Award, the most prestigious award in the field, from the Society of American Silversmiths (SAS). Fenster was honored at the society's annual silversmithing demonstration event, held this year at the DeCordova Museum School in Lincoln, Mass. The annual award honors those individuals who have made significant contributions to the field.

**William Reese**, professor of educational policy studies and history, has received a \$260,650 grant from the Spencer Foundation to study the rise of academic standards and social promotion in America's urban schools.

**Mary L. Schneider**, professor of occupational therapy, received a \$1.6 million grant from the National Institute of Alcohol Abuse and Alcoholism for a five-year study, to conclude in 2006, on the effects of fetal alcohol exposure in monkeys. The research team led by Schneider is studying a large group of monkeys exposed *in utero* to moderate alcohol, alone, or in combination with prenatal stress, to determine the effects and gain insights into the neurobiological mechanisms of fetal alcohol and/or prenatal stress exposure.

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## School honors faculty, staff

The School of Education honored six faculty and staff members with Distinguished Achievement Awards at a reception May 1 in Lathrop Hall.

- Faculty awards were presented to **Mary Alice "Buff" Brennan**, Dance Program, and **Deborah Lowe Vandell**, Department of Educational Psychology.
- Academic staff recipients were **Judith Ettinger**, Center on Education and Work, and **Sarah Mason**, Wisconsin Center for Education Research.
- Classified staff recipients were **Kristin Falk**, Department of Counseling Psychology, and **Ruth Landes**, Department of Educational Psychology.

## Four faculty members, two directors retire

**David Berge**, UW–Madison’s first recreational sports director, in 1984 took on the task of melding a division with multiple facilities and facility heads into a single cohesive unit. Berge’s efforts to consolidate and streamline the operation produced a division regarded as lean and highly functional, and able to meet a growing demand on campus for recreational facilities and programs.

Berge, who began his career as a high school science teacher and coach in Minnesota, went on to Mankato State University, where he taught kinesiology and served part-time as associate director of recreational sports. Before coming to Madison, he also served at Purdue University as associate director of the recreational gymnasium and associate director of recreational sports.

At UW–Madison, Berge has been involved in several projects to add new and improve existing recreational facilities, including the remodeling of Lathrop Hall and the current addition to the Southeast Recreational Facility (SERF). He also has served on several campus committees, including the Athletic Board, Student Services Directors Committee and University ID Committee.

**Mary Alice “Buff” Brennan**, professor in the Dance Program, began her career at UW–Madison in 1967 as a lecturer. She subsequently earned her master’s degree and Ph.D. in dance at UW–Madison and was awarded tenure in 1982. She served as program chair three times, most recently in 1997–2001.

Brennan helped to establish the Wisconsin Dance Council and was one of the prime organizers of the National Dance Association. She served on the nine-member panel that developed the National Standards in Dance Education, under the sponsorship of the U.S. Department of Education and the National Endowment for the Arts.

At UW–Madison, she has been among the pioneers in using the computer as a tool for dance research. Her numerous articles on creativity in dance and the movement analysis of dance style and her scholarly presentations have further enhanced her national and international reputation as a researcher.

**Robert L. Christiaansen**, professor of kinesiology in the undergraduate Occupational Therapy Program, has developed and taught undergraduate courses in augmentative communication, assistive and rehabilitation technology, adaptive equipment, and software and computer application for occupational therapists.

Christiaansen, who joined the faculty in 1969, earned his bachelor’s degree in art, and master’s degrees in art education and fine arts, all from UW–Madison. His research interests include access and accommodations of technology for persons with disabilities and the use of art for persons with disabilities.

He has served on two U.S. presidential committees, and as an advisor to the National Endowment for the Arts on involving individuals with disabilities in fine arts. He chaired the committee that produced the University of Wisconsin System’s Access to Technology for Individuals with Disabilities directive, as well as serving on other panels and assisting with the development of policies dealing with disability and accessibility.

**Anne Donnellan**, professor in the Department of Rehabilitation Psychology and Special Education, is a nationally recognized expert and author in alternative communication, autism, and positive behavioral supports. Her innovative research has challenged previously held views about the nature of autism.

Donnellan earned her bachelor’s degree in psychology from Queens College of the City University of

New York, and her master’s degree in education/special education from San Diego State University. She worked as an administrator in private and public schools while completing her doctorate in education from the University of California–Santa Barbara.

She joined the UW–Madison faculty in 1979 in what then was called Studies in Behavioral Disabilities. Even as she approached retirement, she continued to work on two books and several chapters, to manage five research projects for the NLM Foundation, proposing three more projects, and to work on a PBS documentary.

**Ginny Moore Kruse**, director of the Cooperative Children’s Book Center (CCBC) since 1976, announced her retirement, effective at the end of August. The CCBC, a unit of the School of Education, is a noncirculating examination, study and research library for adults with an interest in children’s and young adult literature.

Kruse is known statewide and nationally for her expertise in children’s and young adult literature and in the area of intellectual freedom. She has led the development of CCBC’s information services for students and of ways to deliver continuing-education opportunities to librarians and teachers in Wisconsin and beyond.

Kruse founded the CCBC’s Intellectual Freedom Information Services, for which she and the CCBC have won state and national awards. She has also chaired or served on numerous national literature award committees, including the Newbery, Caldecott, and Coretta Scott King panels. Even after she retires, Kruse said she plans to continue being professionally active.

**Kenneth R. Thomas**, professor in the Department of Rehabilitation Psychology and Special Education, is regarded among the nation’s most

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## Staff news

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**Geoffrey Borman** and **Jerlando Jackson**, assistant professors in educational administration, both received research awards from highly competitive post-doctoral programs.

As a 2002–03 National Academy of Education/Spencer Postdoctoral Fellow, Borman will study the consequences of attending elementary schools that have high concentrations of poor students.

Jackson received a Minority Faculty Research Award from the University of Wisconsin System's Institute on Race and Ethnicity. He will use an existing national data set to examine the decisions of university and college administrators to remain in leadership positions.

**Adam Nelson**, assistant professor in educational policy studies, has received a National Academy of Education/Spencer postdoctoral fellowship for his study of "Nationalism, Internationalism, and the Origins of the American Research University, 1785–1915." Nelson also received an Advanced Studies Fellowship from Brown University for his project on "Boston's Public Schools and the Evolution of Federal Aid to Education, 1950–2000."

## Obituary

Emeritus professor **D. Gibson Byrd**, who taught art at UW–Madison from 1955 to 1985, died April 16 in Del Mar, Calif., after a long struggle with Parkinson's disease. He was 79.

In 1991 he and his wife, Benita, moved to Carlsbad, Calif., where he continued to be a productive and impassioned painter despite his illness. His figurative paintings often explored social issues, at times reflected his Shawnee Indian heritage, and probed the psychological underpinnings of modern life. His later paintings of Wisconsin landscapes brought to life the rich flavors of rural scenes occasionally punctuated with figures.

## Faculty, directors retire

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productive and influential figures in the field of rehabilitation counseling and psychology research.

His research and scholarly interests include: the application of psychoanalytic theory to the psychosocial aspects of disability and rehabilitation process; multicultural issues in counseling and rehabilitation; and critical examinations of current rehabilitation and rehabilitation education philosophy

and practice.

Thomas joined the UW–Madison faculty in 1970, after earning his bachelor's degree in psychology, and master's and doctorate degrees in counselor education, all from Pennsylvania State University. He served two terms as department chair and as director of the School's Educational and Psychological Training Center, as well as in other administrative and leadership roles.

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## CIMC posts technology tutorials online

To help teachers and students gear up to respond to new technology teaching standards, the Center for Instructional Materials and Computing (CIMC) has developed a set of Web-based tutorials.

The tutorials teach aspects of the Windows 2000 Operating System, the Macintosh Operating System, Basics of WORD, Excel, and PowerPoint 2000, and File Transfer Protocol.

As part of the technology assessment project coordinated by CIMC Director Jo Ann Carr, pro-

ject assistant Maritza Dowling developed the tutorials as a professional development resource for the School of Education, as well as for teachers and students away from campus.

The online tutorials can be found at <http://cimc.education.wisc.edu/instruction/tutorials.html>.

These copyrighted modules may be freely copied and used provided that acknowledgement is given to the CIMC, a library of the UW–Madison School of Education,

and that the material is not used for profit.

The CIMC staff also have compiled a list of software tutorials available online at <http://cimc.education.wisc.edu/lab/software2.html>. The list includes links to tutorials on Adobe Photoshop, PageMaker and Premiere; Apple's iMovie; Macromedia's Dreamweaver and Fireworks; Microsoft's FrontPage, PowerPoint, and Excel; Knowledge Adventure's HyperStudio, and Quark's Quark Express.

# Evolution taught through inquiry

*MUSE researchers develop biology curriculum to help students think like scientists*

Researchers in a project based at the UW–Madison School of Education have developed a high school curriculum for evolutionary biology that engages students in realistic scientific inquiry. Students participating in the nine-week course collaboratively investigate and piece together rich data and theory to gain a deep understanding of evolutionary biology and Charles Darwin’s model of natural selection.

Researchers at the National Center for Improving Student Learning & Achievement in Mathematics & Science (NCISLA) based the curriculum on several years of in-class research at Monona Grove High School in Monona, Wisconsin. They have developed a Web site – <http://www.wcer.wisc.edu/ncisla/muse> – to provide teachers with materials for evolutionary biology instruction – through the Modeling for Understanding in Science Education (MUSE) project.



**Science education and curriculum researchers Jim Stewart, left, and John Rudolph, both of UW–Madison, have explored ways high school students can learn evolutionary biology as inquiry.**

In the latest issue of *Principled Practice*, NCISLA’s newsletter, dedicated to *Evolutionary Biology Instruction — What Students Gain from Learning Through Inquiry*, science education researchers Jim Stewart, John Rudolph, and John Jungck discuss the longer-term benefits for students in terms of broader educational and professional options.

“The way science is taught in most schools doesn’t help students understand what scientists do and how they think,” says Stewart, professor of science

education at UW–Madison. “Students are typically taught science as a rhetoric of conclusions.”

Since science significantly influences almost every aspect of our daily lives, Rudolph, an assistant professor of curriculum and instruction at UW–Madison, says, “It’s important for people to understand how and under what conditions scientific knowledge is gained and used.”

Jungck, biology professor at Beloit College in Beloit, Wisconsin, suggests that pragmatists can make a strong case for including evolutionary biology in the high school science curriculum — to help prepare students to participate in science-based fields, such as medicine, agriculture, bacteriology, and other fields that require problem-solving skills.

**To learn more**, visit the NCISLA Web site: <http://www.wcer.wisc.edu/ncisla/>

The *Principled Practice* newsletter is available in PDF format at: <http://www.wcer.wisc.edu/ncisla/publications/newsletters/winter02.pdf>



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