

2006 Annual Meeting Highlights

Exploring Linkages Between Education and Science

NAEd member and former National Academy of Sciences President, Bruce Alberts kicked off the plenary session on science education reforms. Major themes in Alberts's talk and in his 12-year presidency were: making a science out of education (including How People Learn and SERP, a use-inspired research collaboration), empowering our best teachers to have a strong voice in policy decisions, and changing the goals and pedagogy in introductory college courses. Valerie Otero, Assistant Professor in the School of Education at the University of Colorado at Boulder (CU) described collaborations between education and CU science and math departments. Citing data also reported in *Science* (July 28, 2006), Otero described the positive impacts of CU's undergraduate learning assistant (LA) model on the learning of students in transformed courses, on the learning of LAs themselves, and on the recruitment of strong science students into teaching.

Carl Wieman, Distinguished Professor in Physics at CU, Nobel Prize winner, and winner of two national teaching awards, provided an overview of Physics Education Research and how it is changing undergraduate science education across the country. Approximately 40 PER faculty produce 5-10 new PhDs per year. Physics Education Research focuses on interventions based on learning research and seeks to develop more valid assessments of conceptual understanding. William Wood, a Distinguished Professor of Molecular Developmental Cellular Biology at CU and an NAS member who served on the NRC Teaching for Understanding committee, described barriers to change, focusing particularly on faculty beliefs about teaching and learning. Wood also gave the audience a chance to practice with "clickers," an individual-response technology that increases student participation even in very large lecture classes. ■

-- Lorrie Shepard
University of Colorado at Boulder



Among the presenters of the 2006 Annual Meeting session "Performing Undergraduate Teaching in the Sciences" were, from the left, Bruce Alberts, past president of the National Academy of Sciences, Valerie Otero of the University of Colorado at Boulder, and Nobel Prize winning physicist, Carl Wieman, also of the University of Colorado at Boulder.

Committee Established to Plan Assessment of Education Research Doctorate Programs

The American Educational Research Association and the National Academy of Education were recently awarded planning funds by the Spencer Foundation to develop a study design and full proposal so as to conduct a systematic assessment of education research doctorate programs. Specifically, this assessment would demonstrate the feasibility of applying the methodology of the National Research Council Assessment of Research Doctorate Programs to evaluate education research doctorate programs. Currently, education is not included as a field in the NRC study taxonomy. Collecting this information will also provide critical data that can be used to establish benchmarks and quality criteria to improve the quality of education doctorate programs nationally. Adam Gamoran and Gloria Ladson-Billings will serve as co-chairs for this planning committee. ■

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FROM THE PRESIDENT



Lorrie A. Shepard

The New Members Initiative described on this page was prompted by informal observations that arose in the past when NAEd Board Members reviewed nominations. As a basis for evaluation, board members inevitably asked themselves, how does this candidate compare to scholars in the same field who are already members and to others who might have been nominated but were not? Too often this exercise surfaced the names of candidates whom we wished we could consider for membership. Why not conduct such an inquiry more systematically and encourage members in each field of study to identify and nominate distinguished scholars and leaders who are missing from our membership? The large slate of nominations you will consider in January is the result of this process.

The most pressing argument for increasing the membership limit is to allow NAEd to become more active and to take on more significant projects.

Also on the ballot in January is a proposed bylaw amendment to increase the allowed membership of NAEd from 150 to 200. The most pressing argument for increasing the limit is to allow NAEd to become more active and to take on more significant projects. This argument is especially salient for a president trying to recruit committee chairs and members for joint workshops with NRC, our study of the education research doctorate, the NAEd/Spencer postdoctoral committee, possibly a Carnegie-funded, pre-doctoral program in adolescent literacy, possibly a mathematics and science postdoctoral program, and so forth.

The most important argument against increasing NAEd's size is that to do so implies a lowering of standards. I do not want to be in the position of arguing that sacrificing NAEd's reputation is a necessary trade off to increase our productivity. The whole point of becoming more active is to increase NAEd's visibility, authority, and impact. It would hardly help in that endeavor if we even implicitly signaled a lowering of standards. One reason you are receiving the bylaw change ballot at the same time as the slate of 29 nominees is so that you can judge for yourself. Although it is unlikely that all would be elected, the question for you is whether many of the current candidates have records of distinction comparable to those of current members. If their records are truly distinguished, then it is possible to grow past 150 members, retain an elite and distinctive reputation, and at the same time add to our numbers so as to take on new work.

On behalf of the NAEd Board, I want to express our sincerest thanks to the 76 members who wrote nominating letters and endorsements and to the 57 members who served on vetting committees. We are especially indebted to the 51 members who contributed to multiple nominations and vetting committees. NAEd members are an extraordinarily busy lot and this was an impressive turnout of effort and participation. ■

New Member Nominations Increase by 500%

The NAEd Board of Directors voted to place 29 nominees on the ballot for membership which will be distributed to voting members in January 2007. The large increase in the number of nominations that were received this year reflects the activity of the New Member Nominations Committee which was organized to increase both the number and caliber of annual nominations for NAEd membership, particularly from areas of expertise that are currently underrepresented. As a result of this committee's work, a list of 66 leaders in education research and policy who are currently missing from the ranks of the NAEd was produced. This list was generated by recommendations from NAEd Board Members, through a sample of NAEd Members representing each disciplinary area, and by members who were in attendance at the April 2006 NAEd Members Meeting. The committee surpassed its goal of having at least 20-25 of these missing leaders formally nominated for membership.

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Board Votes to Raise Membership Limit from 150 to 200 Regular Members

Measure to be Considered by Current Voting Members

With 29 nominations currently being considered for NAEd membership, NAEd is nearing its upper membership limit of 150 Regular Members as stated in the bylaws. Currently, the NAEd has: 127 Regular Members, as well as 12 Foreign Associates; 31 Emeritus Members; and 6 Foreign Associates Emeritus Members.

To address the fact that NAEd is nearing its membership limit, the NAEd Board discussed the need for a change in the membership limit as stated in the bylaws at the October 19, 2006 board meeting. The NAEd Board decided to raise the membership limit to 200 Regular Members in the anticipation that the following positive outcomes will result:

- Missing leaders in the education field will be welcomed and elected as members of NAEd;
- The NAEd membership will represent both the best in the field and areas of specialization that represent the full breadth of the field; and
- An increased number of members will be engaged who will be active in the organization.

The NAEd Board appreciates that there has been historical reservation regarding raising the membership limit. In the past, objections centered on concerns that admitting large numbers of members could change the intimate culture of NAEd and perceptions that a larger membership number may signify a lower caliber of membership. Without presupposing that all candidates will be elected, the board believes that the current nominees represent truly missing leaders, and reflect individuals whose scholarly and scientific writings bearing on the subject of education are judged outstanding.

When taking action to raise the membership limit, the Board decided upon a two pronged approach. First, the board voted to amend the bylaws to raise the limit to 200 Regular Members to accommodate this year's nominations and the strong individuals who were identified as missing leaders but not yet nominated. Second, the board discussed the need to engage in a long term study of the appropriate membership size for the future.

Voting members of the Academy will have the opportunity to vote on the proposed bylaw change in January 2007. ■

20th Anniversary Celebration of the NAEd/Spencer Postdoc

The National Academy of Education (NAEd) celebrated the twentieth anniversary of the NAEd/Spencer Postdoctoral Fellowship Program during the Annual Meeting at the University of Colorado at Boulder on Friday, October 20, 2006. A special panel session and reception were planned to celebrate this important milestone and the impact that this program has had on the careers of participants as well as the field of education research. Panelists included Patricia Graham, Harvard Graduate School of Education; Michael McPherson, President of the Spencer Foundation; and Larry Hedges, Northwestern University.



Pat Graham of the Harvard Graduate School of Education and Michael McPherson, President of the Spencer Foundation, share historical and current perspectives on the NAEd/Spencer Postdoctoral Fellowship Program.

At the celebration, Larry Hedges presented his evaluation of the program using a Regression Discontinuity Design. Hedges' evaluation revealed that the NAEd/Spencer Fellowship Program has had positive effects, over and above the advantage of selecting highly accomplished candidates, on three dimensions of academic career success: research productivity (as measured by total publications as well as the number of books, edited volumes, book chapters, and journal articles); influence of individuals on the work of others (as measured indirectly by appointments to editorial positions and directly by citation counts); and individuals' ability to garner resources to support their research (as measured by number of research grants obtained).

Twenty emerging leaders in education research have been awarded the 2006 NAEd/Spencer Postdoctoral Fellowship. This year's recipients include 18 postdoctoral researchers from the United States and one each from Canada and Hong Kong. ■

Since 1986, NAEd has administered the postdoctoral fellowship program, funded by a grant from the Spencer Foundation, to support early career scholars working in critical areas of education research. Since the program's inception, 600 current and former fellows, who include many of today's strongest education researchers, have been awarded the postdoctoral fellowship. The NAEd/Spencer Postdoctoral Fellowship Program not only promotes important research, but also, helps to develop the careers of scholars who demonstrate great promise for making significant contributions to the field of education.



Larry Hedges of Northwestern University shares the findings of his evaluation documenting the impact of the NAEd/Spencer Postdoctoral Fellowship on the careers of its recipients.

2006 Annual Meeting Highlights Continued...

An Examination of School Choice

NAEd members Martin Carnoy and Eamonn Callan, both of Stanford University, were joined at the NAEd Annual Meeting by Julian Betts, Professor of Economics at UC-Santa Barbara, and Mark Berends, Professor of Education Policy at Vanderbilt University, to offer a timely and lively session on school choice.

Mark Berends, Director of the Institute for Education Sciences National Center on School Choice, described a series of studies underway, several with a focus on charter schools. Julian presented a paper that carefully walked through what the research has to say about the effects of school choice. He argues that there are statistical challenges to estimating both the direct effects of choice on participants and the indirect “competitive” effects on students who choose to remain at their local schools. Martin described what is learned about school choice from work in South America as well as commenting on a number of US-based research investigations. Eamonn argued that research on school reform (including school choice as one avenue for reform) is currently fixated with the dichotomy of public and private provision. As a result, attention is distracted from the urgent question of whether reform can revive the project of the common school.

According to the panelists, school choice has not yet had the large effects on student achievement that advocates had hypothesized. At the same time, there are glimmers of positive effects here and there. ■

-- Andy Porter,
Learning Sciences Institute, Vanderbilt University

Women in Science

The session, Women in Science, was organized by Margaret Eisenhart (University of Colorado at Boulder) and included presentations by Eisenhart, Jacqueline Eccles (University of Michigan) and Elaine Seymour (University of Colorado at Boulder). Each presenter addressed 2 broad questions: Why continue to worry about girls and women in science? What new is there to say about this long-standing issue?

Eisenhart’s presentation included an overview of trends in the representation of women in science, technology, engineering, and mathematics (STEM) courses, degree programs, and the workforce. These trends are mixed: Girls’ test scores and high school course-taking now approach boys’, and young women’s percentages equal or exceed men’s in some college degree programs (biology, chemistry), remain low or flat in others (engineering), and are declining in still others (computer science). Eisenhart also discussed her 7 years of research with low-income, middle school, minority girls who attend a Denver after-school program designed to stimulate their interest in science and technology. These girls are deeply alienated from school, yet once they come to trust the adults in the after-school program, they quite readily develop interests in STEM fields, applications, and innovations. However, to sustain these interests takes extraordinary efforts by dedicated adults to help these girls overcome all the social, economic, and medical obstacles they face in trying to go to college and get a good job.

Eccles’ presentation focused on beliefs and values about STEM fields and careers held by high school students (N=1200) in her 25-year longitudinal study of a Michigan birth cohort. She presented an extensive model of the factors affecting high school students’ career choices. She has found that beliefs about STEM held by high school students are the primary mediators of whether girls go on in mathematics or science in college. For girls in particular, the strongly-held belief that STEM fields (excepting biology) do not involve “working with people” dissuades them from pursuing STEM fields. Eccles argued that if the goal is to increase the number of women (and men) in STEM fields, the message that you can and do work with people in these fields must be clearly communicated to young people.

Seymour’s presentation focused on losses of able STEM women at two stages in their academic careers. The first among undergraduate women who enter college intending to become STEM majors; the second among women in the late-stages of STEM graduate degrees or in their early career years following STEM Ph.D. graduation. From her earlier research, she discussed progress over the last 20 years in meeting the needs of undergraduate women in the STEM fields, and credited much of the increase in persistence to graduation to efforts to improve the learning experiences of all STEM undergraduates. From the current work of her research group, *Ethnography & Evaluation Research* at the University of Colorado at Boulder, she identified the extent and contributory causes of (largely hidden) losses from the STEM faculty of doctorally-prepared women. Reasons for the disproportionate uptake among these women (compared with men at the same career stages) of non-faculty research or teaching positions are being studied as part of an ADVANCE award. The perceived difficulties of achieving a balanced life while doing meaningful work in conditions of autonomy and collegial support figure strongly among the reasons why these women (and also men) seek academic positions other than as departmental faculty. ■

-- Margaret Eisenhart, *University of Colorado at Boulder*

NAEd MEMBER NEWS

Academy Members report the following recent achievements.

Richard Anderson is the 2006 recipient of the 'Sylvia Scribner Award,' given by the American Educational Research Association for current research that represents a significant advancement in our understanding of learning and instruction.

John Brademas delivered an address at the Queens College (New York City) Center for Byzantine and Modern Greek Studies on the Cyprus issue, with which as a Member of Congress he was deeply involved. He participated in a conference on the island of Samos, Greece, on migration; met with fellow trustees of Anatolia College in Salonika; and was honored at a dinner in Athens hosted by the US Ambassador to Greece, Charles Ries. The John Brademas Center for the Study of Congress at New York University hosted two conferences at NYU. One on "Presidential Powers", addressed by John Dean, former Counsel to President Nixon; Princeton historian, Sean Wilentz; former US Senator Bob Kerrey; and former US Representative Mickey Edwards of Oklahoma; and the other conference with the authors, Norman Ornstein and Thomas Mann, on their book, *The Broken Branch: How Congress is Failing America and How to Get It Back on Track*. He hosted, at the Library of Congress, the Historian of the US House of Representatives, Robert V. Remini, to lecture on his new book, *The House: The History of the House of Representatives* (the second Annual Bernard and Irene Schwartz Lecture on Congress). He participated in producing two reports of the Committee for Economic Development: one calling for greater investment in preschool programs; the other, for greater investment in international education and foreign language studies. He received from Common Cause/New York the John Gardner Spirit Award, presented by former New York State Governor Mario Cuomo. He attended, in Guatemala, an international conference sponsored by Transparency International (TI), the organization that combats corruption in international business transactions. He serves on the US and International Advisory Councils of TI.

Jerome Bruner is proud to report that the newly remodeled building that will house the

Department of Educational Studies at Oxford University will be dedicated in March 2007 and named Jerome Bruner Hall. He is currently university professor at New York University, and was formerly the Watts Professor of Psychology at Oxford.

Paul Cobb and **Thomas Smith** (2004 Fellow) of the Peabody College of Vanderbilt have been granted \$2,408,000 by the National Science Foundation for their project, *Designing Learning Organizations for Instructional Improvement in Mathematics*. This five-year project will investigate, test, and refine a comprehensive set of conjectures about school and district support structures that enhance the effectiveness of teacher development interventions in mathematics. The project will be conducted in middle schools in four urban school districts that have partnered with the Institute for Learning at the University of Pittsburgh. The project involves both a formal hypothesis-testing component and design research component. It will produce an Implementation Support Framework that will identify key support structures, explain why they are important, and illustrate how their development can be accomplished. This Framework will add value to large-scale teacher development efforts at a relatively modest cost.

Michael Cole's latest book, *The Fifth Dimension: An After-School Program Built on Diversity with the Distributed Literacy Consortium* explores and evaluates one of the country's most successful and innovative after-school programs, providing insightful and practical lessons about what works and doesn't work after-school. The Fifth Dimension program was established in the 1980s as a partnership between community centers and local colleges to establish an educational after-school program. With an emphasis on diversity and computer technology, the program incorporates the latest theories about child development and gives college students the opportunity to apply their textbook understanding of child development to real learning environments. The product of years of innovation and careful assessment, *The Fifth Dimension* is a valuable resource for all who are interested in developing successful community-based learning programs or enriching after-school programs.

Erik De Corte was honored at his official academic retirement celebration as professor at the University of Leuven during a special invitational scientific meeting, attended by

Robert Glaser, at which sixteen essays written in Professor De Corte's honor were handed over to him. Each of a selection of six chapters from the book titled, *Instructional Psychology: Past, Present and future trends*, covering the broad field of educational psychology, were presented by one of their authors. At the end of the workshop, an overall commentary on the book was presented by Dr. Glaser. The event was co-organized by the international scientific network on 'Powerful learning environments' of the Fund for Scientific Research Flanders, the European Association for Research on Learning and Instruction (EARLI), and the Center of Instructional Psychology and Technology (CIP&T) of the University of Leuven.

Ronald G. Ehrenberg has been elected to the Board of Trustees for Cornell University and also was named a Stephen H. Weiss Presidential Fellow - the highest honor for sustained excellence in undergraduate education at Cornell.

Elliot W. Eisner's book, *The Arts and the Creation of Mind* (Yale University Press), received the 'Grawemeyer Award' for 2005. In addition, Eisner received the Brock International Prize in Education in 2004. In 2006, he was invited to deliver the Chancellor's Lecture at Vanderbilt University, and received the 'California Art Education Association Lifetime Achievement Award.'

Michael Feuer's book, *Moderating the Debate: Rationality and the Promise of American Education*, examines the complex—and often problematic—relations between education research, policy, and practice, and offers practical solutions to the impasses and disconnections that have chronically thwarted workable, sustained education reform.

Howard Gardner has three books coming out this year: *The Development and Education of the Mind* (Taylor and Francis); *Multiple Intelligences: New Horizons* (Basic Books), and *Gardner Under Fire* (Taylor and Francis). In April 2006, he was elected to the American Philosophical Society. To be published spring 2007: *Five Minds for the Future*.

Robert Glaser was honored during a May reception at the William Pitt Union, University of Pittsburgh, for his teaching, mentoring, administrative work, and landmark research in the science of learning. Other colleagues from Carnegie Mellon, Vanderbilt, University of Illinois at Chicago, ETS, and former students, paid tribute

to his generosity, curiosity, collegiality, integrity, work ethic, and mischievous sense of humor. When Dr. Glaser co-founded the Learning Research and Development Center at Pitt in 1963, it was among the first interdisciplinary centers in the emerging field of fundamental learning studies. Chancellor Mark Nordenberg remarked that the center's collective work product has had a profound impact on our understandings of learning, has broadly influenced approaches to education, and has played a key role in the growth and development of society. He described Glaser as "an academic giant in our midst."

Patricia Albjerg Graham received an honorary doctorate (DHL) from DePaul University in Chicago in June 2006.

Carl Kaestle and Alyssa Lodewick's volume, *To Educate a Nation: Federal and National Strategies of School Reform*, will be published by the University Press of Kansas in fall 2007. The essays are written by the ten young scholars who participated in the Advanced Studies Fellowship Program at Brown.

Michael Katz's essay, "The New African American Inequality" with Mark J. Stern and Jamie J. Fader, won the 'Binkley-Stephenson Award' from the Organization of American Historians for the "best article published in the *Journal of American History* during 2005."

Hugh Mehan's book, *Reform as Learning* with Lea Hubbard and Mary Kay Stein (Routledge), analyzes the contentious consequences of the comprehensive, centralized, content-based and fast-paced reform introduced by Alan Bersin and **Anthony Alvarado** in San Diego between 1998-2002.

Michael Olivas edited "*Colored Men and Hombres Aqui: Hernández v. Texas and the Emergence of Mexican American Lawyering* (Arte Publico Press, 2006). It commemorates the 50th anniversary of an important but almost forgotten U.S. Supreme court case, *Hernández v. Texas*, 347 US 475 (1954), the major case involving Mexican Americans and jury selection, published just before *Brown v. Board* in the 1954 Supreme Court reporter. This landmark case, the first to be tried by Mexican American lawyers before the US Supreme Court, held that Mexican Americans were a discrete group for purposes of applying Equal Protection. Although the case was about discriminatory state jury selection and trial practices, it has been cited for many other civil rights precedents in the intervening 50 years. Even so, it has not been given the prominence it

deserves, in part because it lives in the shadow of the more compelling *Brown* case. www.law.uh.edu/hernandez50/homepage.html

Roy Pea was awarded a new patent for the invention of "Methods and apparatus for interactive map-based analysis of digital video content" Patent No. US 7,082,572 B2 (developed with M. Mills, E. Hoffert, J. Rosen, and K. Dauber under NSF funding for a new research approach to digital video analysis). A new book in press, *Video research in the learning sciences* with R. Goldman, B. Barron, & S. Derry, contains a chapter he wrote: "Video workflow in the learning sciences: Prospects of emerging technologies for augmenting work practices" with E. Hoffert. Also published is "WILD for learning: Interacting through new computing devices anytime, anywhere" with H. Maldonado in K. Sawyer (Ed.), *The Cambridge Handbook of the Learning Sciences* (Cambridge University Press); and "Video-as-data and digital video manipulation techniques for transforming learning sciences research, education and other cultural practices" in J. Weiss, J. Nolan & P. Trifonas (Eds.), *International Handbook of Virtual Learning Environments*.

Diane Ravitch was invited to deliver the Frank Porter Graham Lecture at the University of North Carolina in September 2006. In November 2006, Oxford University Press will publish *The English Reader: What Every Literate Person Needs to Know*, co-edited by Diane and her son, Michael Ravitch.

Sheldon Rothblatt's book on merit selection in three democratic societies is slated for publication by the end of the current year by Symposium Books (UK). *Education's Abiding Moral Dilemma: Merit and Worth in the Cross-Atlantic Democracies, 1800-2006* is an outgrowth of the Bishop Waynflete Lectures that he gave at Magdalen College Oxford University in 2002. Published this year is "How Elite?" in a collection on Oxford University's contributions to educational public policy. This essay appears in a special issue of the *Oxford Review of Education* and is re-published in a volume by Routledge. A second version of "The University as Utopia," given as the first annual Hans Rausing Lecture in the History of Science at Uppsala University, has also appeared, as well as his keynote address, "Many Masters, Many Servants," for the anniversary of the founding of Leiden University.

Marlene Scardamalia was presented the 2006 'Jose Vasconcelos World Award of Education' from the World Cultural Council. This award will be given for her remarkable contributions

in the field of social education, revolutionizing schooling by engaging students more directly and productively in creative work based on knowledge and ideas. In this way, her achievements have focused on the use of new knowledge media, promoting new opportunities of higher education for the general public and the betterment of our societies. The twenty-third Award Ceremony of the World Cultural Council, hosted by the National Polytechnic Institute, took place in October in the Manuel M. Ponce Hall of the Palace of Fine Arts in Mexico City.

Alan Schoenfeld, Carol Gilligan, Maureen Hallinan, and Ellen Lagemann have been elected to the laureate chapter of Kappa Delta Pi. See: <http://www.kdp.org/about/laureatecptr.php> for details on the laureate chapter, which is limited to 60 people, elected for "distinguished contributions to education."

Marcelo Suarez-Orozco was awarded the 'Order of the Aztec Eagle' (Orden Mexicana del Águila Azteca), Mexico's Presidential Medal of Freedom, the highest award given by the Mexican government of behalf of the Mexican people to a foreign national for outstanding contributions to the understanding of Mexico.

NAED/SPENCER FELLOWS NEWS

Current and former NAEd/Spencer Postdoctoral Fellows report the following recent achievements.

Dor Abrahamson (2005) received, from UC Berkeley's Committee on Research, a Junior Faculty Research Grant (\$6,000) supporting his study, "The Real World as a Trick Question: Mathematical Modeling, Knowledge, and Assessment," which investigates the capacity of statistics-major undergraduates to apply their mathematical knowledge to the solution of situated problems pertaining to the study of probability. More generally, he is examining the development of K-16 students' cognitive/affective dispositions toward modeling-based mathematical inquiry. This study is an "offshoot" of the NAEd/Spencer fellowship.

Yvette M. Alex-Assensoh (1999) coauthored a new book, *Democracy at Risk: Political Science and the Renewal of Citizenship*, (The Brookings Institution Press). She is tenured associate professor of political science and director of graduate studies and admissions in the Political Science Department of Indiana University's Bloomington campus. She authored "Black Ministers and the Politics of Personal Influence

in Columbus, Ohio,” a chapter that appears in the recent Rowan & Littlefield book, *Black Churches and Local Politics*, edited by R. Drew Smith and F.C. Harris. She earned her doctor of jurisprudence with honors from Indiana University School of Law in May 2006.

Ron Astor (1997) received second place for the ‘William James Book Award’ from the APA, Division 1 (general psychology) for his book, *School Violence in Context: Culture, Neighborhood, Family, School, and Gender* with R. Benbenishty (Oxford University Press, 2005). The award is given “for the best books taken from a large array of books in psychology and allied fields that use original research and theory to tie together multiple existing theories and disciplines.” In May 2006, he was awarded the ‘Sterling Distinguished Faculty Research Award’ from USC. Articles/book chapters published during the summer include: “Arab and Jewish Elementary School Students’ Perceptions of Fear and School Violence: Understanding the Influence of School Context” in *British Journal of Educational Psychology*, 76, 91-118; “Violence in schools” in *Social Work Services in Schools*, Fifth Edition; “Principals’ perceptions of violence in their schools” in *Education in the test of time*; and “Violence in the educational system: Victimization among children and youth” in *Youth in Israel: 2004*.

Dwight Atkinson (1998) moved to Purdue University after six years of teaching in Japan. Recent coauthored articles/chapters include “Alignment and Interaction in a Sociocognitive Approach to Second Language Acquisition” in the *Modern Language Journal*, and “Multilingual Writing Development” in *Handbook of Writing Research*. Last year, he co-edited *Directions in Applied Linguistics: Essays in Honor of Robert B. Kaplan*, and authored “Situated Qualitative Research and Second Language Writing,” in P. Matsuda & T. Silva (eds.), *Second Language Writing Research: Perspectives on the Process of Knowledge Construction*.

Robert Bayley (1997) was appointed professor of linguistics at the University of California, Davis in July 2006. He also received a Spencer Foundation Grant (with Ceil Lucas and Carolyn McCaskill of Gallaudet University) for research on the history and structure of Black ASL in the South.

Aaron Benavot (1989) was appointed to the International Consultant Council (Consejo Asesor) of *Revista de Educación*. His recent publications include an edited volume with C. Braslavsky: *School knowledge in comparative and historical perspective: Changing curricula in primary*

and secondary education (University of Hong Kong); and two monographs: *Uniformity and diversity in the implementation of the curriculum in elementary and junior high schools* with N. Resh (in Hebrew, Jerusalem Institute for Innovation in Education, Hebrew University of Jerusalem); and *Global educational expansion: Historical legacies and political obstacles* with J. Resnik and J. Corrales (American Academy of Arts and Sciences). See: www.amacad.org/publications/ubase_GlobalExpansion.aspx.

Gert Biesta’s (1995) book, *Beyond learning: Democratic education for a human future*, has just been published by Paradigm Publishers.

Lyn Mikel Brown’s (1994) book, *Packaging girlhood: Rescuing our daughters from marketer’s schemes*, with Sharon Lamb has been published by St. Martin’s Press. See www.packaginggirlhood.com

Claudia Buchmann (2000), associate professor at Ohio State University, coauthored two studies with Thomas A. DiPrete (Columbia University) on how gender, family background and academic achievement explain the growing female advantage in college completion. Findings appear in the August 2006 issue of the *American Sociological Review* February 2006 issue of *Demography*. This research was cited in the *New York Times* cover story on the gender gap in college and was discussed in two public radio programs, “On Point” and “The Best of Our Knowledge.”

Bill Carbonaro (2003) had three papers published this year in *Social Forces*, *The American Journal of Education*, and *Research in Stratification and Social Mobility*. He was also appointed to serve on the editorial board for *Sociology of Education*.

Prudence L. Carter’s (2003) recent book, *Keepin’ It Real: School Success Beyond Black and White* (Oxford University Press, 2005), is the 2006 co-winner of the ‘Oliver Cromwell Cox Award’ given by the Section on Racial and Ethnic Minorities, American Sociological Society, and a finalist of the 2005 ‘C. Wright Mills Award’ given by the Society for the Study of Social Problems.

Jim Collins (1998) has presented at many conferences, and he has several publications in press on his new line of work on migration-related multilingualism & multiliteracy, education, health care, and social analysis.

Lindy Crawford (2003) has partnered with Rocky Mountain Public Broadcasting System on a federal ‘Ready to Teach’ grant to study the

effects of a web-based mathematics program on the achievement of middle school English language learners across five different states. She also has accepted the position of Chair of the Department of Special Education at the University of Colorado at Colorado Springs and her research on the assessment of student writing has recently been published in the *Journal of Special Education* (Vol. 40; Issue 1).

Michele D. Crockett (2002) received a Faculty Fellows Grant sponsored by the College of Education at the University of Illinois at Urbana Champaign. She will conduct research for her study titled “African American Males and Life in High Track Math Class” in a college-preparatory mathematics classroom.

Eric Dearing (2003) moved this fall to the Lynch School of Education at Boston College, where he has joined the Department of Counseling, Developmental, and Educational Psychology.

Christina de Bellaigue (2004) was appointed to the position of Fellow and Lecturer in Modern British History at Exeter College Oxford.

Stefanie DeLuca (2005) is spending this semester as visiting assistant professor at the Center for Research on Educational Opportunity at the University of Notre Dame. In the spring, she testified in federal court on behalf of plaintiffs in a housing desegregation case (*Thompson v HUD*), using her research showing that moving to better neighborhoods can improve child and family outcomes. She will present some of her research on the effects of neighborhoods on educational outcomes at the National Housing Conference Policy Summit in October in Chicago.

Laura M. Desimone (2002), assistant professor at Vanderbilt University, was appointed to the advisory board of the Appalachian Regional Educational Laboratory, and to the visiting advisory panel for the National Board for Professional Teaching Standards, National Board Research Program. Her article, “Consider the Source: Response Differences Among Teachers, Principals and Districts on Survey Questions about Their Education Policy Environment,” was appeared in *Educational Policy*, 20(4), 640-676. She and **Thomas M. Smith** (2004) won a National Science Foundation Teacher’s Professional Continuum (NSF-TPC) grant to conduct a 5-year study of new middle school mathematics teachers, focused on studying the relationship between the content and quality of induction, growth in teacher’s content knowledge, and improvements in instruction and student achievement.

Fabienne Doucet (2002) has just taken a new faculty position at New York University in the Department of Teaching and Learning at the Steinhardt School of Education. She has a new publication with Tudge, J., Odero, D., Sperb, T., Piccinini, C., & Lopes, R.: "A window into different cultural worlds: Young children's everyday activities in the United States, Brazil, and Kenya" *Child Development* [Special Issue on Race, Ethnicity, and Culture in Child Development], 77(5), 1446-1469.

Noel Enyedy (2005) has three articles coming out: "Remember, We Have to do all the Parts of the Rose: Negotiated Representational Mediators in a K-1 Science Classroom" with J. Danish in *Science Education*; "They don't show anything I didn't know: Emergent tensions between culturally relevant pedagogy and mathematics pedagogy" with S. Mukhopadhyay in *The Journal of the Learning Sciences*; and "From dialogue to monologue and back: Middle spaces in computer-mediated learning" with C. Hoadley in the *International Journal of Computer Supported Collaborative Learning*.

Rosalie Fink (1996), professor of literacy at Lesley University, has a new book out: *Why Jane and John couldn't read – And how they learned: A new look at striving readers*, (International Reading Association). The book was chosen as the International Reading Association's April 2006 Book Club Selection. She is co-editing a book with S. Jay Samuels and was invited to be the symposium organizer of the IRA Symposium, "Reading success in the age of No Child Left Behind," to be held in Toronto, Canada in May 2007. Two upcoming talks on her new book will take place at The National Reading Conference and at Orchard Cove.

David John Frank (1997) and co-author Jay Gabler have a new book coming out: *Reconstructing the University: Worldwide Shifts in Academia in the 20th Century* (Stanford University Press, 2006).

Vanessa Fong's (2004) book, *Chinese Citizenship: Views from the Margins* (with Rachel Murphy, eds.) was published by Routledge in 2006.

Sara Goldrick-Rab's (2006) first book was just published: *Putting Poor People to Work: How the Work-First Idea Eroded College Access for the Poor* (Russell Sage Foundation) with Kathleen Shaw, Christopher Mazzeo, and Jerry A. Jacobs.

Kim Goyette (2001) and **Ann Mullen's** (2004) essay, "Who Studies the Arts and Sciences? Social Background and the Choice and Consequences of

Undergraduate Field of Study," was published in *The Journal of Higher Education*, 77(3): 497-538.

Patricia Gumpert (1989) was named to the new position Vice Provost for Graduate Education at Stanford. The "student-centered" mentor, professor of education and director of the Stanford Institute for Higher Education Research plans to foster interdisciplinarity and work on initiatives to cultivate leadership skills.

Richard Gunderman (1993) had two books published this year: *Essential Radiology* - 2nd ed. (Thieme) and *Achieving Excellence in Medical Education* (Springer). Also this year he received the single, annual Indiana University 'School of Medicine Faculty Teaching Award.'

David Hammer (1992) had his book and DVD, *Seeing the science in children's thinking: Case studies of student inquiry in physical science*, with E. H. van Zee, published by Heinemann.

Frederick M. Hess's (2000) most recent book is *Educational Entrepreneurship: Realities, Challenges, Possibilities* (Harvard Education Press). In September, he hosted a research conference at AEI on the nontraditional higher education loan industry: "Footing the tuition bill: New developments in the student-loan industry and how they are changing the way we pay for higher education."

Clare A. Ignatowski's (2002) recent book, *Journey of Song: Public Life and Morality in Cameroon* (University of Indiana Press), is based on two years of ethnographic field research in Cameroon. She explores ritual performance as an expression of competing moral values and weaves the subjects of modern schooling, literacy, and cultural production into this investigation of community discourse and song.

Tomás Mario Kalmar's (1999) "On the harmonic frequency of primes" is a contribution to the Festschrift honoring Steve Brown (Copes, Larry, and Frances Rosamond, Eds.) *Educational Transformations: Changing our lives through mathematics* (Authorhouse). The essay is an unconventional account of how five ordinary students at Goddard College discovered a simple pattern in the distribution of primes.

Rob Kunzman's (2006) book, *Grappling with the Good: Talking about Religion and Morality in Public Schools*, was published by SUNY Press earlier this year.

James Andrew LaSpina (1999) contributed a chapter to *Rethinking Schooling: Twenty-five Years of the Journal of Curriculum Studies* (Routledge). Taking a collection of seminal articles from the *Journal of Curriculum Studies*, written by an international group of distinguished scholars from Britain, North America, Sweden, and Germany, the chapters draw on the perspectives offered by curriculum and pedagogical theory, history, ethnography, sociology, psychology and organizational studies, and experiences in curriculum-making.

Timothy J. Lensmire (1994) was awarded the 'Robert H. Beck Faculty Teaching Award' by the College of Education and Human Development, University of Minnesota, and had published his new book, *Abandon voice? Pedagogy, the body, and late capitalism* with Nathan Snaza.

Cynthia Lewis (2000), along with **Patricia Enciso** (1996), **Elizabeth Moje** (1997), and **Marjorie Orellana** (2000), received funds in 2001 for a collaborative initiative that involved a three-day retreat at the University of Iowa, where Lewis was on faculty. Lewis, Enciso, and Moje have edited a book based on that collaboration titled *Identity, Agency, and Power: Reframing Sociocultural Research*, which will be published by Lawrence Erlbaum Associates by May 2007. They very much appreciate the NAEd/Spencer grant that allowed them to pursue the fruitful collaboration.

Christopher Lubienski's (2005) latest publications include "School Diversification in Second-Best Education Markets: International Evidence and Conflicting Theories of Change" in *Educational Policy* 20 (2), 323-344; "School Choice and Privatization in Education: An Alternative Analytical Framework" in the *Journal for Critical Education Policy Studies* 4 (1). A paper posted at www.ncspe.org is now in press: "School Sector and Academic Achievement: A Multi-Level Analysis of NAEP Mathematics Data" in *American Educational Research Journal* with Lubienski, S. T. He helped organize a conference (with Walter Feinberg) on school choice, supported, in part, by the Spencer Foundation. The papers from that conference will be published in an edited book: *School Choice Policies and Outcomes: Philosophical and Empirical Perspectives on Limits to Choice in Liberal Democracies* (SUNY Press).

Linda Mabry (1999) was promoted to full professor at Washington State University Vancouver, and a book she coauthored, *RealWorld Evaluation* with Michael Bamberger and James Rugh, is a nominee for Book of the Year with

American Evaluation Association. She also had two articles published in the journals *Studies in Educational Evaluation* and *Educational Policy Analysis Archives*.

Jeff MacSwan's (2003) recent publications include: an article concerning cognitive architecture and learning transfer in bilingual students (*Hispanic Journal of Behavioral Sciences*, 27(2)); a study titled "learning English bilingually," which examined rate of acquisition of English in a bilingual education program as a function of age of onset of exposure to English and a critique of state reclassification procedures for English learners (*Bilingual Research Journal*); two debate exchanges regarding the linguistic analysis of bilingual codeswitching (*Bilingualism: Language and Cognition*, 8(1&2)); and a five-volume set of proceedings of the *4th International Symposium on Bilingualism* (co-editor). He published a study of the validity of Spanish oral language assessments and their impact on over-identification of English learners in special education (*Teachers College Record*, 108(11)) and a précis of his earlier book on codeswitching (*Italian Journal of Linguistics*, 18(1)). Honors include appointments as an editorial board member of the new *Multilingual Research Journal* and as a Fellow of the "Education Policy Research Unit" in the Education Policy Studies Laboratory at ASU. He gave invited talks at conferences of the National Institutes of Health, the University of Michigan-Ann Arbor, and the California Association for Bilingual Education. Currently, he is on sabbatical visiting the Linguistic Minority Research Institute at the University of California, Santa Barbara.

Joe McDonald (1988) recently assumed the position as associate dean for community and global initiatives in the Steinhardt School at New York University and still serves as professor of teaching and learning.

Suzanne Mettler's (1997) book, *Soldiers to Citizens: The GI Bill and the Making of the Greatest Generation* (Oxford University Press), has been awarded two prizes: the 'Gladys Kammerer Award' for the "best book on US national policy published in 2005," and the 'J. David Greenstone Prize' of the Politics and History section of the American Political Science Association (APSA). She received both awards at the APSA meeting over Labor Day weekend in Philadelphia. She remains ever grateful for her NAEd postdoc, which allowed her to get the whole project moving.

Jeffrey Ayala Milligan (2000), Florida State University, has recently had an article titled "Reclaiming an Ideal: The Islamization of Education in the Southern Philippines" published

in *Comparative Education Review*, Vol. 50, No. 3 (August 2006).

Andrea Nagy (2001) began working as case writer for the Yale School of Management.

John Nieto-Phillips (2003), associate professor of history and associate editor of the *Journal of American History*, has been appointed interim director of the Latino Studies Program at Indiana University.

Lourdes Ortega (2003) was promoted to associate professor with tenure at the University of Hawaii. She is the incoming new editor of the *Language Learning Monograph Series* (Blackwell).

Suet-ling Pong (1991) is a visiting scholar at the Center on the Social Organization of Schools at Johns Hopkins University. In the coming spring semester, she will conduct research on immigrant children's education in Hong Kong on a Fulbright Scholarship.

Frances Julia Riemer (1999) was awarded an Elva Knight Research Grant from the International Reading Association for the project, "Reading the Word: Literacy, Social Exchange, and Moral Reconstruction in Southern Africa." The funds supported archival research on the Council for World Mission/London Missionary Society at the School of Oriental and African Studies in London. Riemer has also accepted a position as director of the Women's Studies Program at Northern Arizona University beginning in August 2006.

Rob Reich (2002) recently had published the following works: "When Adequate Isn't: The Retreat From Equity in Educational Law and Policy and Why it Matters," with William S. Koski, in *Emory Law Review*, Vol. 56, No. 3, 2006; "Philanthropy and its Uneasy Relation to Equality," in *Taking Philanthropy Seriously: Beyond Noble Intentions to Responsible Giving*, William Damon and Susan Verducci, Eds. in (Indiana University Press); and "A Failure of Philanthropy: American Charity Shortchanges the Poor, and Public Policy is Partly to Blame," in *Stanford Social Innovation Review*, Winter 2005.

Elizabeth Rose (1997) was appointed project director of 'History Is Central,' a federally-funded Teaching American History project centered at Central Connecticut State University. She will be working with seven school districts to help improve the teaching of U.S. History in middle and high schools. For more information, see: <http://www.historyiscentral.org>

Dan Rothstein (1991), co-director of 'The Right Question Project,' gave the keynote address, "Why Adult Educators are Essential for Making Democracy Work Better," at the New Hampshire Conference of Adult Educators in April 2006. At 'The Right Question Project,' he is working with colleagues on a new method for developing the capacity of all students to formulate their own questions. The method emerged from over a decade's work with low-income parents who had identified "not knowing what to ask" as a major obstacle to their participation in their children's education. See: www.rightquestion.org

John Rudolph (2004) received a Spencer Foundation Research Grant to work on his forthcoming book tentatively titled *Modern Science and the American High School: Portrayals of Scientific Process from 1887 to 2061*. The book will provide a series of rich historical snapshots of how scientific epistemology has been taught in science classrooms and laboratories over the last 125 years with the goal of understanding the changing ways science and scientific authority have been situated in American culture. He was also fortunate to learn that his article, "Epistemology for the Masses: The Origins of 'the Scientific Method' in American Schools," was awarded the '2006 History of Education Society Best Article Prize.' The prize is awarded for the "best article published during the previous two years in the history of education, broadly defined to cover a wide range of educational and cultural institutions inside and outside of the United States."

Beth Lewis Samuelson (2006) was designated as a finalist in the 2006 NCTE Promising Researcher Award, a highly competitive national award. The announcement can be found at <http://www.ncte.org/about/awards/council/research/116998.htm?source=gs>

David Williamson Shaffer (2003) was promoted to associate professor with tenure in the Department of Educational Psychology at the University of Wisconsin-Madison. His new book, *How Computer Games Help Children Learn*, looks at future of education in the digital age. It has been praised as "an extremely readable book that should be on the bookshelf of anyone who cares about having schools that help young people prepare to compete in the global economy" (John Seely Brown), "a must read for anyone who cares about learning" (Seymour Papert), and "a tour de force" (Deborah Lowe Vandell).

Yossi Shavit's (1989) *Stratification in Higher Education: A Comparative Study*, edited with Richard Arum and **Adam Gamoran**, will appear

in 2007 from Stanford University Press. Shavit has recently been appointed director of the B.I. Cohen Institute for Public Opinion Research.

Alexander Sasha Sidorkin (1997) was named director of the School of Teacher Education and executive director of the Philosophy of Education Society at the University of Northern Colorado. See: www.sidorkin.net

Robert Courtney Smith's (1999) book, *Mexican New York: Transnational Worlds of New Immigrants* (University of California Press), won the 2006 'Thomas and Zaniecki Award for Best Book on Migration' from the International Migration Section of the American Sociological Association. Smith is now associate professor of sociology, immigration studies and public affairs at Baruch College and the Graduate Center at CUNY.

Barbara S. Stengel's (1990) book, *Moral Matters: Five Ways to Develop the Moral Life of Schools*, authored with Alan Tom, was published by Teachers College Press in August 2006. She is the program chair for the Philosophy of Education Society 2007 Conference and yearbook editor for Philosophy of Education 2007.

Mitchell L. Stevens (2000), **Elizabeth A. Armstrong** (2003), and **Richard Arum** (1998) hosted a workshop with the agenda of developing a new research agenda for the sociology of higher education at New York University in March 2006. This event was funded by the American Sociological Association Fund for the Advancement of the Discipline; New York University's Steinhardt Institute for Higher Education Policy; the Office of the Dean, Steinhardt School of Education; and the NYU Department of Sociology. The conference brought together sociologists from across the discipline, as well as economists, historians, and foundation personnel, to consider the most productive avenues for future research in the sociology of higher education.

Steven VanderStaay's (1999) essay "Learning From Longitudinal Research in Criminology and the Health Sciences" was published in *Reading Research Quarterly*, Volume 41 on pages 328-350.

Andrea Walton (1996) received the 'John Grenzbach Award' for "outstanding published scholarship on philanthropy" from the Council for Advancement and Support of Education (CASE). The award recognized her edited volume, *Women and Philanthropy in Education* (Indiana University Press, 2005).

Kevin G. Welner's (2000) recent publications include "K-12 Race-conscious Student Assignment Policies: Law, Social Science, and Diversity" in the journal *Review of Educational Research*. The Supreme Court will consider the constitutionality of such race-conscious student assignment policies during the term that began in early October.

Douglas Willms (1987), professor and director of the Canadian Research Institute for Social Policy at the University of New Brunswick (UNB), has been elected to become a Fellow of the International Academy of Education (IAE). The IAE is dedicated to strengthening the contributions of research, solving critical educational problems throughout the world, and providing better communication among policy makers, researchers and practitioners. Dr. Willms is known internationally for his research in the areas of youth literacy, children's health, the accountability of schooling systems, and the assessment of national education reforms. He is also recognized for his efforts in training new investigators in the analysis of complex multilevel data. Willms was inducted into the Academy at its General Assembly in Mexico City in September. The Academy currently includes 38 scholars worldwide. Willms is the first Canadian Fellow.

Anita Wilson (2001), as part of the project 'Visual Imprints on the Prison Landscape', has recently engaged the services of American photographer Michael Jacobson-Hardy to capture the visual texts of young prisoners in the UK. This innovative collaboration is being supported by additional funding from the Arts and Humanities Research Council (UK) and will result in an international exhibition due to take place in the fall of 2007.

Caroline Winterer (1998), assistant professor in the Department of History at Stanford University, was the William H. and Frances Green Faculty Fellow at Stanford in 2005-6. Her second book, *The Mirror of Antiquity: American Women and the Classical Tradition, 1750-1900*, will be published by Cornell University Press in May 2007. She is also co-director of the "Ancients and Moderns Workshop" at the Stanford Humanities Center.

Shelby A. Wolf (1996) was recently named a University of Colorado President's Teaching Scholar. This award is given biennially to only two professors from all three CU campuses. Designation as a President's Teaching Scholar constitutes the University's highest recognition of excellence in teaching as well as active and substantial contribution to research in one's field. This fall she completed a monograph on her work

on children's creative learning in England titled *A playwright's life for me! Young children's language & learning through drama* (Creative Partnerships, 2006). She also published the lead article in September's *Language Arts* titled "The Mermaid's Purse: Looking Closely at Young Children's Art and Poetry."

Stanton Wortham (1996) has been named the Judy and Howard Berkowitz Professor of Education. As of August 2006, he is also the Interim Dean at the Graduate School of Education at the University of Pennsylvania.

Xiaogang Wu (2006) authored *Communist cadres and market opportunities: Entry into self-employment in China*, which was published in *Social Forces* (September 2006) and won the 'Best Research Paper Award' from the Asia and Asian American Section of the American Sociological Association (for papers published in 2004-2006 or forthcoming in 2006). He was recently appointed associate director of the Center for Social and Spatial Demographics, Hong Kong University of Science & Technology, (established in July 2006 to facilitate collaboration with the Chinese National Bureau of Statistics). With Dr. Raymond Wong (1994) of UC Santa Barbara, he is going to launch a large-scale survey on social inequality and mobility in Hong Kong.

Gad Yair (1996) finished a 4-year term as deputy dean for instruction in the Faculty of the Social Sciences at The Hebrew University of Jerusalem. His recent publications include "Introduction to Durkheim's Methodology" with Reuven Kahane in *The Rules of Sociological Method* by Emile Durkheim. (Tel Aviv: Resling); "The Golem Narrative in Max Weber's Work" with Michaela Soyer in *Max Weber Studies*, Vol. 6(2): 225-249; and "Alienation from Learning at Home in Lower Class, Impoverished Ethiopian Immigrant Families in Israel" with Orit Gazit in *Research in Sociology of Education*, Vol. 15: 243-268.

Jonathan Zimmerman's (1999) book, *Innocents Abroad: American Teachers in the American Century*, will be published this fall by Harvard University Press.

IN MEMORIAM

The Academy is saddened to learn of the death of the following members and extends its sympathies to their family, colleagues and friends:

Jacob Mincer, one of the founders of modern labor economics, died at age 84 on August 21, 2006. Mincer laid the foundation for human capital analysis and set the course for empirical labor economics. Beginning in the late 1950s, working with Gary Becker, he showed how investments in skills that individuals developed were rewarded in the labor market.

The profound influence of his work is evident from the many references of current economists to estimating a “Mincer earnings function.” Neither a reference to this function nor to the form of its statistical model needs further explanation, as his work has become a standard within the field of economics.

After receiving his PhD from Columbia University in 1957, he returned to the Columbia faculty in 1959 where he spent the remainder of his career. He was granted emeritus status in 1991, but continued to research and write hundreds of articles, which not only delve into a range of economic problems, but have also inspired the work of many more economists. The lifetime achievement award of the Society of Labor Economics was first given to Jacob Mincer and subsequently was named the Mincer Award.

--Eric Hanushek, *Stanford University*

Dr. Frederick Mosteller, founder of Harvard University’s Statistics Department, died July 23, 2006 at the age of 89. In the statistics community, Fred was well known as A Statistical Model, a phrase used by Stephen Fienberg to title the 1990 festschrift written in Fred’s honor. Fred served as my doctoral advisor and remains my #1 role model of an applied statistician who made important methodological contributions to pressing issues of substance in social science and public policy. A tireless and energetic scholar with a career spanning 7 decades, Fred was the author of over 50 books and over 350 scholarly papers.

To education researchers, he is perhaps best known for his 1972 volume with Pat Moynihan, *On Equality of Educational Opportunity*. A groundbreaking contribution, the volume was but one result of a University-wide faculty seminar focused on a reanalysis of the 1966 Coleman report data. Projects like this were quintessential Fred. Throughout his long and distinguished career, he had an uncanny ability to identify interesting and important problems, bring creative minds from diverse disciplines together to grapple with the complexities of methodology and analysis, all the while giving primacy to the substantive issues that drive the research.

In the early 1990s, Fred turned his laser-like attention to spearheading several meta-analyses of various policy questions. Among them were questions about the effects of educational policies, including class size. In addition to publishing his empirical findings in a widely cited 1996 paper in the *Harvard Education Review*, Fred used his reading of the education research literature as an opportunity to take up another cause: the paucity of randomized trials in education. While he was hardly alone in championing this cause, Fred’s calm and sage manner of suggesting that the field could be improved undoubtedly helped support the movement towards scientifically based research that many are embracing today.

In addition to his scientific contributions to the study of education issues, both substantively and methodologically, Fred was also the ultimate teacher. Not only did he teach the introductory statistics course at Harvard for decades, he worked hard at teaching, cared deeply about it, and inspired legions of budding methodologists. Fred was also an early pioneer in continuing education, being the statistics ‘star’ of NBC’s *Continental Classroom*, an early morning television program broadcast during the 1960s across the country which enabled those unable to attend traditional college classes an opportunity to learn about probability and statistics. When the NCTM sought to revise high school mathematics standards in the 1960s, it was Fred to whom they turned. Over the years, he co-wrote many teaching texts, including the classic *Statistics: A Guide to the Unknown and Statistics by Example*.

Among his works were several articles on magic tricks and bridge. One of his early papers, the first known academic analysis of baseball, showed that even a strong team relies heavily on luck in a short, seven-game series. He wrote the piece after the Boston Red Sox, his favorite team, lost the World Series to the St. Louis Cardinals in 1946.

His wife of 60 years, Virginia Gilroy Mosteller, died in 2001. Survivors include two children, William Mosteller and Gale Mosteller, and a grandson.

--Judith Singer, *Harvard Graduate School of Education*

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