



**RESOLUTION ON THE RETIREMENT OF
STEPHEN WINTER, PROFESSOR OF EDUCATION**

May 6, 1991

*Adopted by the Faculty of Arts and Sciences
and placed in the Archives of
Tufts University*

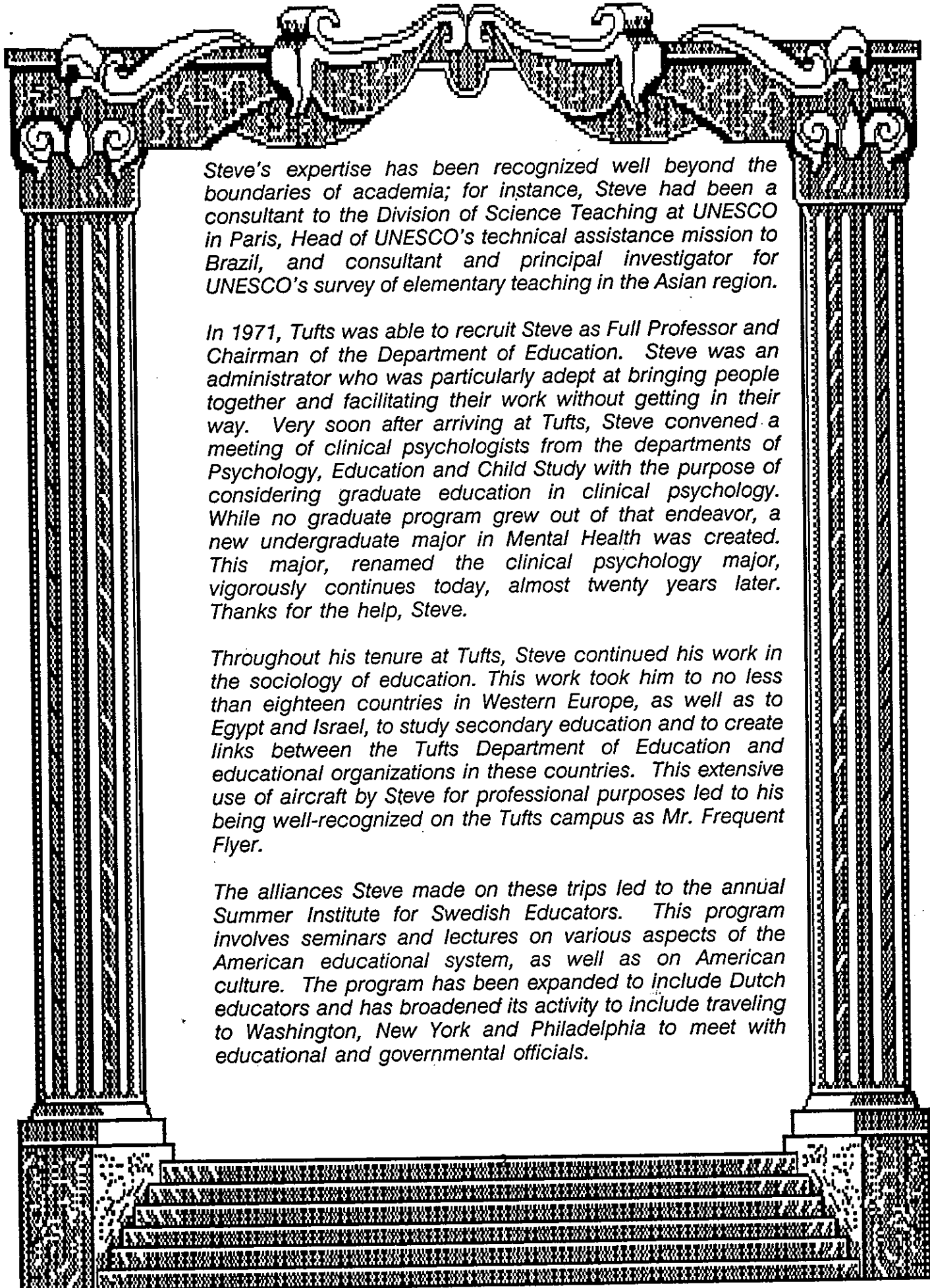
Steve's first position, after getting his PhD from Columbia University, was research chemist at the Atlas Powder Company in Wilmington, Delaware in 1952. (You probably didn't know that Steve's doctorate is in physical chemistry.) The job at Atlas lasted but a year as Steve commenced his inexorable move towards a career in Education. Northeastern, where he was an Assistant Professor of Chemistry for four years, was his first stop.

Next, was a year at Harvard where he served as Advisor in Chemistry for the Academic Year Institute. Steve used this year to take courses at the Harvard School of Education. This was the first step in the coalescing of these two interests, science and education, and in 1958 Steve was appointed Assistant Professor of Chemistry and Education at the University of Minnesota.

He moved to the State University of New York in Buffalo in 1961 where he accepted an appointment as Associate Professor of Education. Five years later he was promoted to Full Professor and soon thereafter became Director of Education at SUNY Buffalo

It was at SUNY that Steve developed his deep interest in the sociology of education, more specifically, in comparative education around the world. Through his work as Coordinator of the Paraguay Project, sponsored by U.S. AID, Consultant to the National University of Asuncion in Paraguay, he was appointed Honorary Associate Professor at that University.

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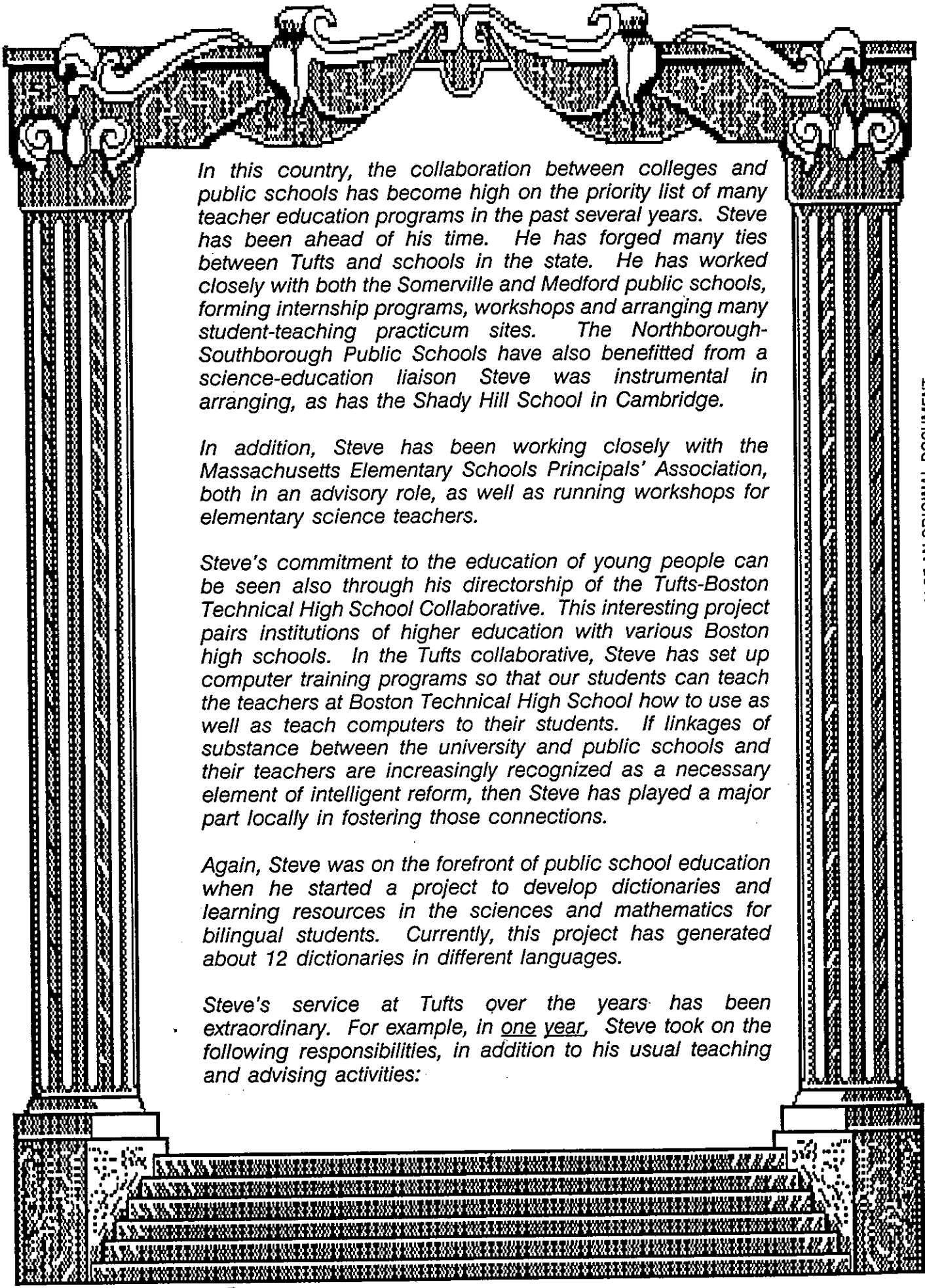


Steve's expertise has been recognized well beyond the boundaries of academia; for instance, Steve had been a consultant to the Division of Science Teaching at UNESCO in Paris, Head of UNESCO's technical assistance mission to Brazil, and consultant and principal investigator for UNESCO's survey of elementary teaching in the Asian region.

In 1971, Tufts was able to recruit Steve as Full Professor and Chairman of the Department of Education. Steve was an administrator who was particularly adept at bringing people together and facilitating their work without getting in their way. Very soon after arriving at Tufts, Steve convened a meeting of clinical psychologists from the departments of Psychology, Education and Child Study with the purpose of considering graduate education in clinical psychology. While no graduate program grew out of that endeavor, a new undergraduate major in Mental Health was created. This major, renamed the clinical psychology major, vigorously continues today, almost twenty years later. Thanks for the help, Steve.

Throughout his tenure at Tufts, Steve continued his work in the sociology of education. This work took him to no less than eighteen countries in Western Europe, as well as to Egypt and Israel, to study secondary education and to create links between the Tufts Department of Education and educational organizations in these countries. This extensive use of aircraft by Steve for professional purposes led to his being well-recognized on the Tufts campus as Mr. Frequent Flyer.

The alliances Steve made on these trips led to the annual Summer Institute for Swedish Educators. This program involves seminars and lectures on various aspects of the American educational system, as well as on American culture. The program has been expanded to include Dutch educators and has broadened its activity to include traveling to Washington, New York and Philadelphia to meet with educational and governmental officials.



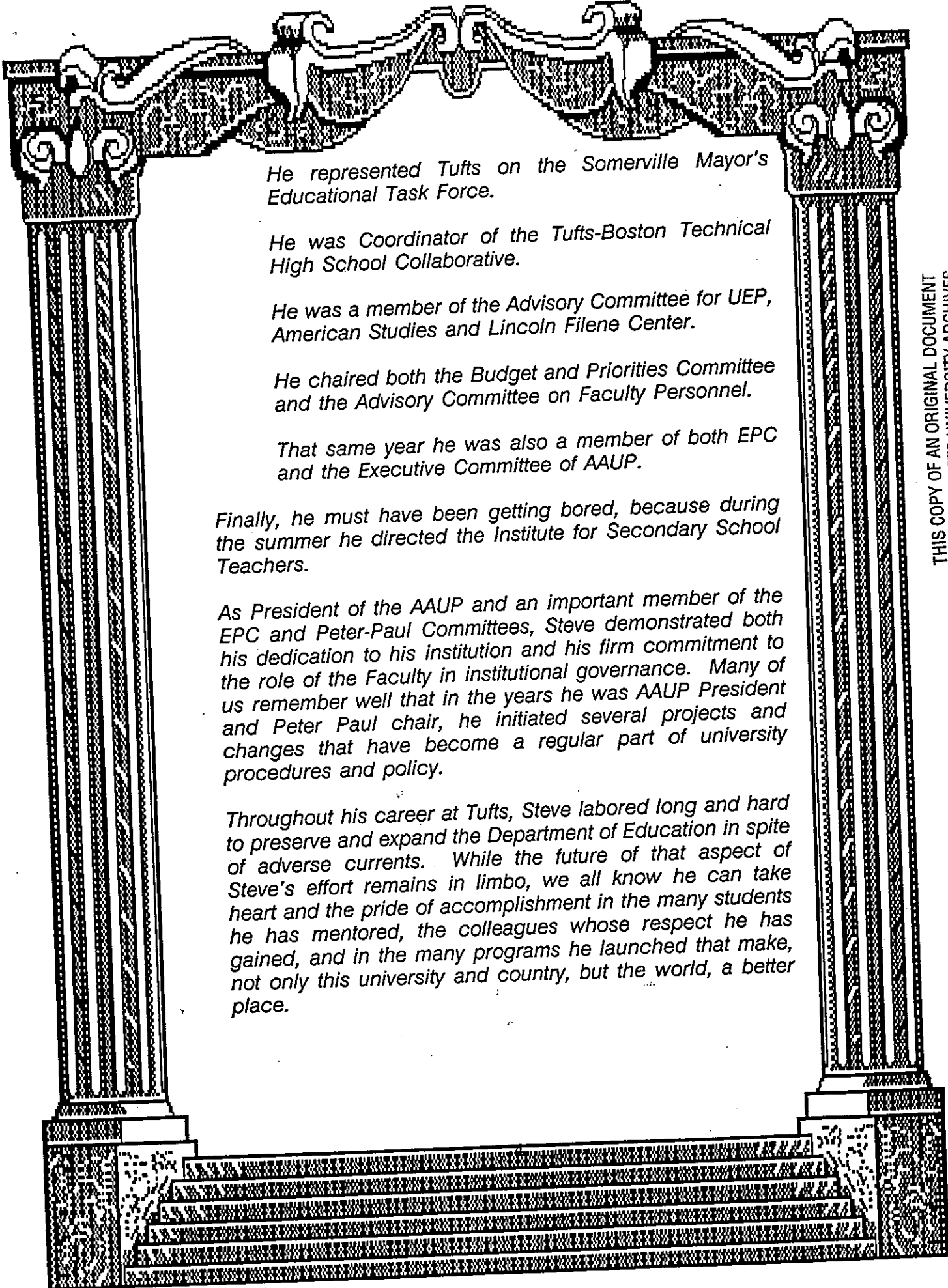
In this country, the collaboration between colleges and public schools has become high on the priority list of many teacher education programs in the past several years. Steve has been ahead of his time. He has forged many ties between Tufts and schools in the state. He has worked closely with both the Somerville and Medford public schools, forming internship programs, workshops and arranging many student-teaching practicum sites. The Northborough-Southborough Public Schools have also benefitted from a science-education liaison Steve was instrumental in arranging, as has the Shady Hill School in Cambridge.

In addition, Steve has been working closely with the Massachusetts Elementary Schools Principals' Association, both in an advisory role, as well as running workshops for elementary science teachers.

Steve's commitment to the education of young people can be seen also through his directorship of the Tufts-Boston Technical High School Collaborative. This interesting project pairs institutions of higher education with various Boston high schools. In the Tufts collaborative, Steve has set up computer training programs so that our students can teach the teachers at Boston Technical High School how to use as well as teach computers to their students. If linkages of substance between the university and public schools and their teachers are increasingly recognized as a necessary element of intelligent reform, then Steve has played a major part locally in fostering those connections.

Again, Steve was on the forefront of public school education when he started a project to develop dictionaries and learning resources in the sciences and mathematics for bilingual students. Currently, this project has generated about 12 dictionaries in different languages.

Steve's service at Tufts over the years has been extraordinary. For example, in one year, Steve took on the following responsibilities, in addition to his usual teaching and advising activities:



He represented Tufts on the Somerville Mayor's Educational Task Force.

He was Coordinator of the Tufts-Boston Technical High School Collaborative.

He was a member of the Advisory Committee for UEP, American Studies and Lincoln Filene Center.

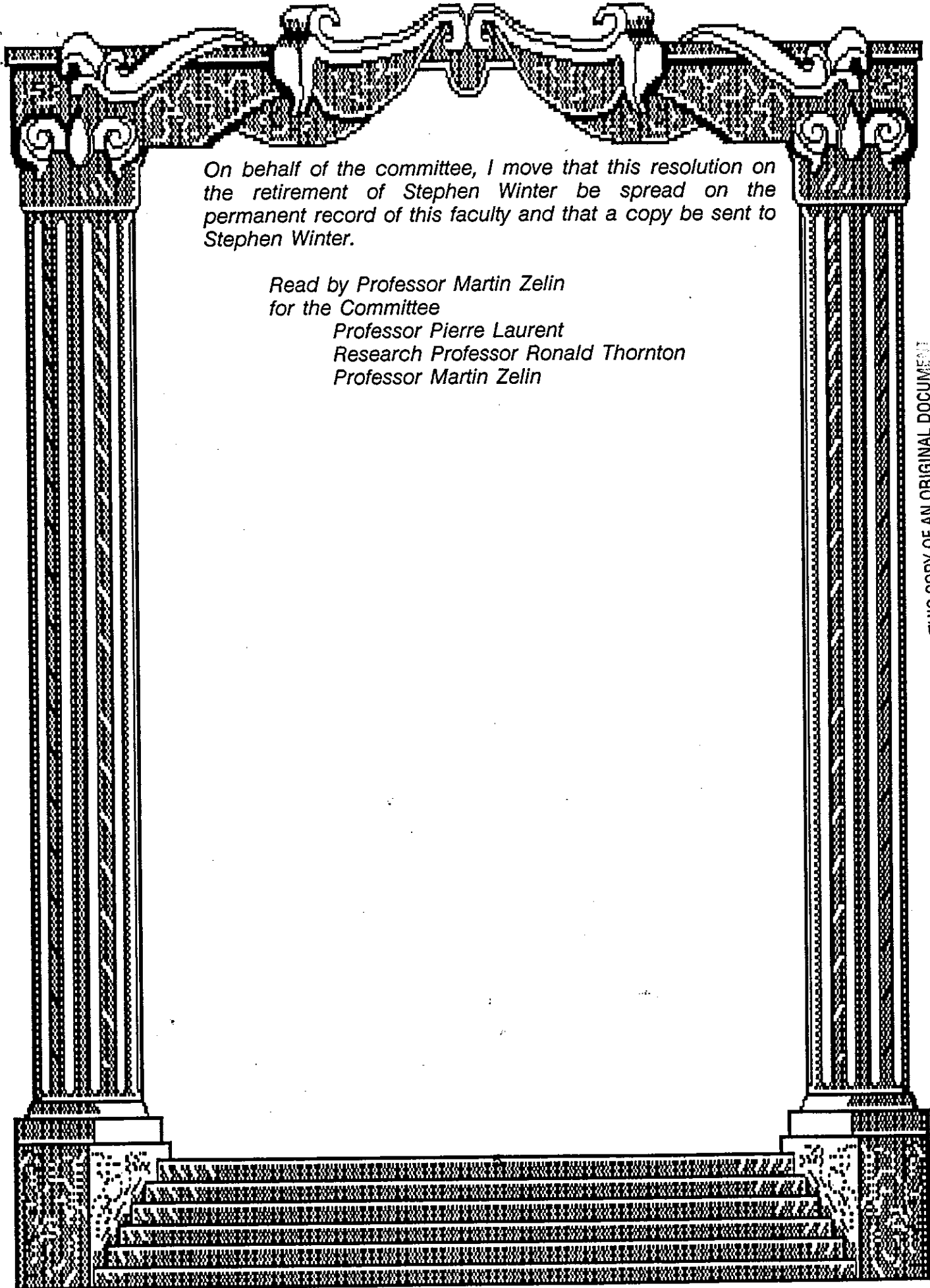
He chaired both the Budget and Priorities Committee and the Advisory Committee on Faculty Personnel.

That same year he was also a member of both EPC and the Executive Committee of AAUP.

Finally, he must have been getting bored, because during the summer he directed the Institute for Secondary School Teachers.

As President of the AAUP and an important member of the EPC and Peter-Paul Committees, Steve demonstrated both his dedication to his institution and his firm commitment to the role of the Faculty in institutional governance. Many of us remember well that in the years he was AAUP President and Peter Paul chair, he initiated several projects and changes that have become a regular part of university procedures and policy.

Throughout his career at Tufts, Steve labored long and hard to preserve and expand the Department of Education in spite of adverse currents. While the future of that aspect of Steve's effort remains in limbo, we all know he can take heart and the pride of accomplishment in the many students he has mentored, the colleagues whose respect he has gained, and in the many programs he launched that make, not only this university and country, but the world, a better place.



On behalf of the committee, I move that this resolution on the retirement of Stephen Winter be spread on the permanent record of this faculty and that a copy be sent to Stephen Winter.

*Read by Professor Martin Zelin
for the Committee*

Professor Pierre Laurent

Research Professor Ronald Thornton

Professor Martin Zelin

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