I am very proud to have joined such a talented faculty committed to improving the lives of children. Under the leadership of Dean Christine McCormick, we will be able to implement creative and effective initiatives that assist all K-12 students to realize futures encased in meaning, purpose, and hope. As I write this I am struck by how my professional focus has both changed and not changed over the years. Graduating from college I thought I wanted to work with people experiencing severe psychiatric problems, so I took a job as an attendant on a chronic unit in a state hospital in Massachusetts. At one point, a 14-year old was placed on our adult unit apparently because there was no other place for him to go. He hadn’t really committed any crimes and wasn’t exhibiting the kinds of lifelong disorders that ran the lives of the older patients, but he was a nuisance for his community and a pest in the ways that some adolescents can be such experts. As I got to know him I was shocked to realize that he couldn’t read and there were no services to help him. You can probably date my age by that statement. I was tutoring in an elementary school, so I brought in materials and, with the help of the ward’s nurse, fumbled around trying to teach him sound blends and how to write his name.

Now, more than at any other time, if young people do not have certain requisite skills they are much less likely to create the kind of futures that will let them participate in both the rewards and responsibilities of life in an ever-diversifying, pluralistic democracy. One of the questions that I have tried to answer in my own research was posed by Donald Super back in the 1950s: “What traits and trends in development have to crystallize in adolescence to assist young people to make more successful transitions into young adulthood.” My short answer to this important question is this. If we want to increase the chances of all of our young people to create successful futures that they value, then schools, communities, and families need to work together to help all of our children learn and internalize six fundamental constructs. First, young people need to believe in their abilities to accomplish important tasks (like solving a difficult math problem) and make attributions that promote success (for example, it is in my control to work out things with my teacher and pass that test). Second, let’s help young people create goals that they find personally valuable and will connect them to desired possible futures. Third, to create such goals it would help young people to know something about themselves (like their talents, personalities, and values). Fourth, success and satisfaction in life have something to do with finding projects and adventures that are inherently interesting and intrinsically motivating. Fifth, the economy of today and tomorrow rewards academic achievement and individuals who continue to learn across their lifespan. As a parent I have tried to help each of my three daughters become self-regulated learners. And last but certainly not least, positive outcomes in adulthood have a whole lot to do with our ability to get along and work well with others. The social and empathy skills we either learn or don’t learn across the K-12 years control access to our most important opportunities in adulthood.

Okay, as a philosophy major I plead incurable idealism. But as a parent of a special needs child I know that good things really are possible for all kids. When we, as a community, band together with schools and families, there isn’t anything we can’t accomplish. I have chosen to work with a host of talented colleagues who dare to transform the profession of school counseling into an effective force for helping all young people find meaning, purpose, and hope in their lives. I look forward to carrying that work forward at UMass Amherst.

Professor and chair of the Department of Student Development and Pupil Personnel Services (SDPPS), Richard T. Lapan comes to the Amherst campus from the University of Missouri-Columbia, where he was a professor in the Department of Educational and Counseling Psychology. In 2006, he received the American School Counselors Association 2006 Counselor Educator of the Year Award, jointly with John C. Carey, associate professor in SDPPS. Rich received his BA from St. Anselm’s College in 1972; his MA from Duquesne University in 1974; and his PhD, Graduated with Distinction, from the University of Utah in 1987.
Greetings from the Dean

First of all, I am proud and delighted to introduce four new faculty members, who joined the School in fall 2006: Flávio S. Azevedo, assistant professor, Educational Technology, in the Department of Teacher Education and Curriculum Studies; Rebecca Gajda, assistant professor, Educational Administration, in the Department of Educational Policy, Research and Administration; in the Department of Student Development and Pupil Personnel Services, Richard Lapan, department chair and professor, School Counselor Education; and Margaret Pierce, assistant professor, Special Education.

We are preparing for the Spring 2008 National Council for Accreditation of Teacher Education (NCATE) accreditation visit, and finding the self-study to be a valuable opportunity to assess our licensure programs. The School is also planning a Centennial Celebration, recognizing 100 years of teacher education at UMass Amherst and the 51st year of the School of Education. We will host a series of events throughout the 2007-08 academic year, including Homecoming Weekend, October 19-21, 2007; the School of Education Reception at the American Educational Research Association Annual Meeting in New York City, March 24-28, 2008; and Reunion Weekend, June 6-8, 2008. The Higher Education program will celebrate its 40th anniversary in October 2007, and the Center for International Education will hold its 40th reunion in June 2008. Other plans include a Dean’s Centennial Lecture Series. A Steering Committee is currently making arrangements, and the summer issue of the newsletter will be dedicated to the Celebration. We would love to hear your thoughts, suggestions, and ideas as we make these plans.

And finally, I am pleased to report that the School continues to be ranked among the top 50 graduate schools of education by U.S. News and World Reports, reflecting national recognition of our faculty and programs.

Of course, you, our graduates, are also an important part of the School. I urge you to keep in touch and send news of your professional activities and accomplishments to our new email address, Goodnews@educ.umass.edu.

Christine B. McCormick,
Dean
Faculty Honors and Awards


Associate professor John Hintze was elected a Fellow of Division 16: School Psychology, of the American Psychological Association (APA). He received the APA Lightner Witmer Award in 1999 for exceptional early career scholarship in School Psychology.

Sonia Nieto, professor emerita, will be honored May 23 by the National Puerto Rican Day Parade, Inc. celebrating the 50th anniversary of Puerto Rican parades in New York City, recognizing her “dedicated efforts and exemplary performance as a truly progressive leader, farsighted educator, and administrator.”

Professor Stephen G. Sireci was elected a Fellow of Division 5: Evaluation, Measurement & Statistics, of the American Psychological Association (APA).

Mary Deane Sorcinelli, associate professor in the Department of Educational Policy, Research and Administration and associate provost for Faculty Development, was honored with the Bob Pierleoni Spirit of POD Award from the annual Professional and Organizational Development (POD) Network in Higher Education, in recognition of outstanding lifetime achievements and leadership in the enhancement of teaching, learning, and faculty development in higher education.

Faculty members Nola Stephen and Andrew Effrat, along with Andrew Churchill, assistant director of the Center for Education Policy, received the Massachusetts Association for Gifted Education (MAGE) Public Service Award.

Tashi Zangmo Awarded McNamara Memorial Grant

Doctoral candidate Tashi Zangmo, of Bhutan, received an $11,000 grant from the Margaret McNamara Memorial Fund at the World Bank, Washington, DC, in recognition of her academic achievement, professional experience, dedication to improving the lives of women and children, and commitment to return to her country when her studies are completed.

Born into a family of subsistence farmers in a remote village, Tashi is the only child from her family and the first girl in her village to go to school. Her own experience has inspired her to serve the cause of underprivileged women and girls and to bring literacy to remote areas. She has established a female education center in a Buddhist nunnery in her village and has also set up an informal adult literacy program and a library with personal funds that she received when she was awarded the Samuel Huntington Public Service Award at Mount Holyoke College. Tashi also raised funds to provide solar lighting, water, and smokeless wood-burning stoves in order to reduce the workload of women and girls to enable them to attend literacy classes. Her dissertation will explore how the measures of development as defined by the unique Bhutanese concept of Gross National Happiness (GNH) will address the educational and developmental needs of women and girls. Tashi will endeavor to preserve Bhutanese and Buddhist values while bringing development and education to Bhutan when she returns in May 2008.

The Margaret McNamara Memorial Fund (MMMF) was organized in 1981 to honor the memory of the wife of Robert S. McNamara, president of the World Bank from 1968 to 1981.
Recent Retirements

Irving Seidman

A professor in the Department of Teacher Education and Curriculum Studies, Irving Seidman came to the School of Education in 1968. Following a deep-seated commitment to the practice of teaching, he pursued research in Teacher Education, English Education, Professional Development Schools, and Qualitative Research Methodology, with an emphasis on in-depth phenomenological interviewing.

In 1987, Judy returned to her alma mater to join the Department of Professional Preparation in Physical Education in what was then the School of Physical Education, later merged with the School of Education. As a faculty member in TECS, her areas of concentration included Teacher Behavior, Curriculum and Instruction, and Educational Change. Judy served as director of Teacher Education from 2002 until Spring 2006.

Robert L. Sinclair

A professor in the Teacher Education and Curriculum Studies Department, Bob joined the School of Education in 1968. Former student David Sadker (EdD 1971) highlights Bob’s role as a mentor: “I am reminded of the retreat that Dwight Allen arranged for the School of Education back in 1968…. At the end of the week, one of our tasks was to elect a student representative to the new school governance. The winner of the vote: Bob Sinclair. Most students thought he was a student and did not realize that he was a new (albeit young) faculty member. They laughed at how they got it wrong and thought that he was one of them. But I think they got it right. Bob was always one of them, a wonderful advocate for his students.”

Bob believed passionately that one powerful way to strengthen society is to improve the public schools, and his professional work was directed towards helping the public schools be even more effective for all learners. He was the director of the Massachusetts Coalition for Advancement of Learning; founder and executive director of the National Coalition for Equality in Learning; and founder and executive director of the Massachusetts Coalition for School Improvement.

Judith H. Placek

A professor in the Department of Teacher Education and Curriculum Studies, Judy Placek (EdD 1982) is also an alumna. Linda L. Griffin, professor and associate dean for Academic Affairs in the School of Education, comments on her colleague’s retirement: “I have had the considerable good fortune to work closely with Judy throughout my 13 years at UMass Amherst as a colleague, both in Physical Education Teacher Education (PETE) and Teacher Education and School Improvement (TESI). She has been a strong mentor to me as a scholar, researcher, and teacher. Over the years we co-authored articles, presented papers, co-taught courses, and vigorously debated ideas as well as built what once was a strong and robust community of physical education teacher educators.”

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Bob Malloy

A professor in the Department of Teacher Education and Curriculum Studies, Irving Seidman came to the School of Education in 1968. Following a deep-seated commitment to the practice of teaching, he pursued research in Teacher Education, English Education, Professional Development Schools, and Qualitative Research Methodology, with an emphasis on in-depth phenomenological interviewing. From 1968-75, he was assistant, then associate, dean for Academic Affairs, and for the 1974-75 academic year, he was acting dean. He also served as director of Teacher Education.

At a School meeting in September 2006, faculty member Bob Malloy noted that, “Irv Seidman has spent the past 38 years in the School of Education guided by his core beliefs about teaching and learning and teacher education.”

Reflecting on his career, Irv said: “…I have come to realize…that our work with our students is both intellectual and developmental, that the deep meaningfulness of our work is work of the mind and work of the heart that can be and must be interconnected….

“To my colleagues and friends and co-workers… I wish you the privilege of doing good work, a life balanced with work and love, and a continued sense of becoming—for in our own sense of becoming lies the genesis of our ability to support the sense of possibility and potential within our students; and if we can figure out how to support the sense of becoming and possibility in our students, they will then do the same for theirs.”
Education Advisor

Dana Mohler-Faria (EdD 1984) is serving as education adviser to Governor Deval Patrick while continuing to serve as president of Bridgewater State College. Dana is recognized as a leader in bringing public schools and universities together. He played a key role in forming a coalition between Bridgewater State, the University of Massachusetts Dartmouth, where School of Education alumna Jean F. MacCormack (EdD 1979) serves as chancellor, and three community colleges that led to the establishment of a common writing curriculum, smoother academic credit transfers, and a joint laboratory for nursing students. He also helped lead Bridgewater State and the Brockton public schools to open a training center for teachers. Dana worked as financial aid director at Cape Cod Community College from 1975 to 1984, then served as assistant dean at Bristol Community College, dean at Mount Wachusett Community College, and vice president for Administration and Finance at Bridgewater State.

In Memoriam

Faculty

Charles Adams died on March 28, 2007. A faculty member at UMass Amherst from 1964 until his retirement in 1998, he taught English for several years before joining the School of Education. He created and helped run Project 10, the Inquiry Program, and Inquiry Without Walls Program for undergraduates and Higher Education for graduate students. “Thousands of students remember Charles as an unorthodox but dedicated teacher and advisor who challenged them to discover for themselves what was important in their lives and then helped them work to achieve it,” said Charles’s wife, Patricia Crosson (Med 1972; EdD 1974), professor emerita and former provost at UMass Amherst.

Alfred S. Alschuler III passed away on August 3, 2006. Al was a devoted teacher and mentor at the UMass Amherst School of Education, Harvard, and Appalachian State University. He served as president of John F. Kennedy University, president of the Institute of Transpersonal Psychology, and dean of the Reich College of Education at Appalachian State.

Leverne “Verne” J. Thelen died on August 13, 2006. Born on a farm in Nebraska, he began teaching at age 16 in a one-room schoolhouse on the Santee Indian Reservation. He was drafted into the Army in 1951 and served in Germany. In 1961, he earned his EdD from the University of Nebraska and then moved with his family to Amherst, where he was a professor of secondary science education at the School of Education until retiring in 1990.

Alumnae/i

Annemarie DeMartino (BA 1989; MEd 1991) died on August 22, 2006, in Lanesboro, Mass. She was an editor for Verite Inc. in Amherst and at Westfield State College. Certified as a practitioner of shiatsu, she also worked as a farmer in Hampshire and Franklin Counties.

Raymond A. Downs (EdD 1975), who served as vice chancellor for student affairs at Southern University in Baton Rouge, since 1998, died in November 2006. Previously, he was vice president at Morris Brown College in Atlanta.

Douglas Grutchfield (BS 1961), of Fitchburg, Mass., died December 24, 2006. He starred as a basketball player at UMass Amherst from 1959-61 and is a member of the UMass Athletic Hall of Fame.

Gloria Cage Montgomery (MEd 2001) died on August 21, 2006. She taught special education in the Amherst, Mass. school system, and was a member of Phi Delta Kappa International.

Gagliardi Honored for Educational Leadership

Nancy (Ayer) Gagliardi (BA 1977; MEd 1982; CAGS 1989) was named 2006 Passios Outstanding Principal and National Distinguished Principal from Massachusetts by the Massachusetts Elementary School Principals’ Association (MESPA).

She began her career in school administration in 1985 as the teaching principal of the Petersham (Mass.) Center School. In 1990, Nancy became an elementary principal in the Bristol Warren Regional School District in Rhode Island.

She returned to Massachusetts in 2000 to lead the Aitken School in Seekonk, which was awarded the International Reading Association Exemplary Reading Program Award in 2003.

For over 17 years, she served the New England Association of Schools and Colleges (NEASC) in a variety of capacities. Currently, she is an at-large member of the Board of Trustees, representing elementary and middle schools in New England. From 1999 to 2001 she chaired the Commission on Public Elementary and Middle Schools, and chaired NEASC national and international school accreditation teams.

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1950s and 1960s


1970s

Alice M. Scales (EdD 1971), Professor of Education, Department of Instruction and Learning, School of Education at the University of Pittsburgh, was elected as the first woman and fifth editor-in-chief of the 57-year-old international refereed academic journal, *The Negro Educational Review* (NER), during the editors’ 56th annual conference at Prairie View A&M University.

William E. Byxbee (EdD 1973) retired as dean of San Diego State University’s College of Extended Studies, after serving since 2000. He previously held positions as a classroom teacher, principal, professor, dean of education, and dean of graduate studies. His primary interest has been in establishing national and international extended education programs for adult learners.

Dr. Gregory N. Garcia (MEd 1973) has been hired as Academic Dean at Grantham University. Greg brings more than 40 years of experience in education services in the military and training programs to this new position. Prior to his appointment at Grantham, he was an adjunct instructor in political science for Tulane University and served as the Flotilla Commander for the U.S. Coast Guard Auxiliary for Ocean Springs and Biloxi, Miss.

Steven M. Gluckstein (EdD 1974) has been elected to the Board of Directors of the Alliance for Excellent Education, the Washington, D.C.-based policy, research, and advocacy organization that works to make every child a graduate, prepared for postsecondary education and success in life. He is an executive, entrepreneur, investor, philanthropist, and educator, based in New York City. A co-founder of the alternative asset management firm, Capital Z Partners, he also worked at Berkshire Hathaway Insurance Group and at Lehman Brothers.

Yusef Lateef (EdD 1975) has published *The Gentle Giant: The Autobiography of Yusef Lateef* (Morton Books, Inc., 2006), looking back on 60 years as a working musician and giving readers the first-hand story of an internationally celebrated jazz artist and educator. He was also honored as Artist of the Year at the UMass Amherst Fine Arts Center 18th Annual Gala, held on February 3.

Kim Fine (BA 1977), Senior Development Officer for Kurn Hattin Homes in Westminster, Vermont, has joined 4,600 professionals around the world who hold the designation of Certified Fund Raising Executive (CFRE), meeting a series of standards that include tenure in the profession, education, professional achievements and a commitment to service to not-for-profit organizations.

Deborah Re (BA 1978) has been appointed the chief executive officer of the Big Sister Association of Greater Boston, one of the largest Big Brothers Big Sisters mentoring agencies in the country. Deborah spent 16 years at Keyport Life Insurance Company, where, as vice president of operations, she played a key role in helping the company grow assets from $250 million to $17 billion and until recently she served as the executive director of City Year Boston, a leadership development and service program for young adults.

1980s

Camille Cosby (MEd 1980; EdD 1992) was honored in November 2006 for her work with the New York Museum of Modern Art’s Friends of Education in support of African American artists.

Corrine Dugas (MEd 1980) and Jack Rosenblum (EdD 1977) have published a new book, *The Five Secrets of Love from the Heart*. The couple has been married for over two decades and have a teenage daughter. Jack is the author of numerous articles and co-author of *Managing From the Heart*.

Abby Seixas (MEd 1983), a psychotherapist in private practice in the Boston area, has published a new

**Jeffrey Aronofsky (BA 1988; MEd 1992)** has shifted his transferable skills in banking to the AML (Anti-Money Laundering) field and is currently an Account Executive with ACAMS (Association of Certified Anti Money Laundering Specialists) in Miami, with territory that includes major banking and financial institutions globally as well as government agencies such as the FBI, Secret Service, IRS, OCC, FRB, and FDIC.

**1990s**

**Coral May Grout (EdD 1990)** retired as superintendent of the Acushnet, Mass. public schools on August 1, 2006.

**Scott Ryan (MEd 1990)** is in his 17th year of teaching a variety of science and math classes, and his 7th year at Ardsley Middle School, a Blue Ribbon National School of Excellence, in Westchester County, New York. In April 2006, he published a book, *Cliff’s Quick Review—Earth Science*.

**Jim Shiminski (EdD 1990)**, Title I director for the Pittsfield, Mass. public schools, received a state leadership award in Washington, DC, on March 27, 2006, from the National Association of Federal Education Program Administrators.

**Frank Antosca (EdD 1996)** retired after 36 years as a teacher and administrator in the Mansfield and Attleboro, Mass., public schools and is now an assistant professor of English at South University in Savannah. **Deb Antosca (EdD 1997)** retired as a foreign language teacher in public secondary education in Massachusetts and now teaches Latin and Spanish, and is the director of Curriculum at Benedictine Military School in Savannah.

**Elizabeth A. Dale (EdD 1998)** left her position as vice chancellor for university advancement and executive director of the UMass Amherst Foundation to become senior vice president for institutional advancement at Drexel University in Philadelphia.

**Erica A. Faginski (BA 1998; MEd 2001)** became principal at the Michael E. Smith Middle School in South Hadley, Mass., July 1, 2006. Erica taught fifth grade from 1999 to 2003, when she became assistant principal. For the 2005-06 school year, she served as one of three administrators who ran the school.

**Anthony Serio (EdD 1999)** is superintendent of schools in Billerica, Mass. He had served as superintendent of schools in Canton, Conn., since 2000. Before that, he spent 16 years in the Gill-Montague Regional School District in Turners Falls, Mass., advancing from special education director, to assistant superintendent, and finally to superintendent, a position he held for seven years.

**2000s**

**Shelly A. St. George (MEd 2000)** is the principal of the John Ashley and Cowing Schools, in West Springfield, Mass. Shelly previously was vice principal at Indian Orchard Elementary and vice principal of Chestnut Middle School, in Springfield. She coordinates the city’s Community Partnership for Children grant and teaches early childhood classes as an adjunct professor at Holyoke Community College.

**Dan Moylan (MEd 2006)** received the Pioneer Valley Excellence in Teaching “New Teacher Award” in January 2007. Dan teaches in the Science Department at Central High School in Springfield, Mass., and also works on a volunteer basis with special needs students, an activity he began last year when he taught at Central as part of the 180 Days in Springfield program.

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**Seeking Stories, Suggestions, Old Photos, and Memorabilia!**

Help celebrate 100 years of teacher education at the UMass Amherst campus and 51 years of the School of Education.

- Please send ideas and suggestions about the Centennial Celebration or stories and memories of your time at the School of Education to Goodnews@educ.umass.edu.
- And please share your photos or memorabilia—by sending them to Laura Holland, Room 126, Furcolo Hall, School of Education, University of Massachusetts Amherst, Amherst, MA 01003.

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**Keep in Touch!**

Please send news about activities and awards to Goodnews@educ.umass.edu.
Marjorie Cahn: Preparing to Deal with Disaster

Marjorie “Marjie” Cahn (EdD 1982) founded the annual Worcester Institute on Loss and Trauma to provide support and education for the social workers, psychologists, teachers, and nurses who help people affected by disaster. She first perceived the need for this in the aftermath of the Worcester warehouse fire that killed six firefighters in 1999. “It was a tremendous loss for Worcester and the firefighters’ families and communities,” says Cahn, “but I also was concerned about the clinicians who were helping people in the community deal with the fire.” The communal need she identified in the response to the Worcester fire was intensified by the events of September 11, 2001.

As clinical social worker, Cahn found that teachers and clinicians also needed support. She went to Maurice Boisvert, director of Youth Opportunities Upheld (YOU), Inc., and explained her plan to provide outreach for the clinicians who helped people deal with community disasters. A series of highly successful annual conferences, each addressing different aspects of community catastrophe, trauma, and loss, emerged from her discussions with Boisvert.

“With the annual Worcester Institutes, we provide a forum with talks about significant issues for people who work to help others deal with trauma and loss,” explains Cahn. The annual conference also has a personal resonance for Cahn, since it falls near the anniversary of her husband’s death.

The conference attracts 300-400 people from all over the state and the region, and Boisvert notes that it features topnotch clinicians and psychologists. With the seventh annual conference held in October 2006, focused on Healing from Trauma, the Worcester Institute has now helped train thousands of clinicians to deal with trauma and public disaster.

Maurice Boivert notes that Cahn stands in the forefront of preparing professionals to be first responders. “Training and nurturing professionals dealing with trauma and loss—this is a huge contribution to the field of clinical social work.”