

Stan Pesick Wins Miriam Ylvisaker Award

The 1996 National Writing Project's Miriam Ylvisaker Award for the best *Quarterly* article written by a classroom teacher has been awarded to Stan Pesick for "Writing History: Before and After Portfolios," published in the Winter issue. According to the selection committee, "Pesick's article was an example of the best kind of reflective thinking about teaching as it combined his own innovative practice from his history classroom with a practical and insightful application of educational research. More than most teachers, Pesick acknowledges the importance of theory and practice, and in a very readable fashion, demonstrates their interrelationship, using especially the work of Peter Seixas to help clarify what 'thinking historically' means, and how it applies to the work of his high school students. The article is enlivened by numerous samples of student writing as well as insightful commentary about those samples indicating both Pesick's appreciation of his students' work as well as insights

into how students might best learn history. Perhaps most appreciated was the open-ended exploratory tone of the article. Importantly, he left us with many more questions than answers. Like all fine teachers, Pesick realizes that part of what we do is ask important questions and listen to our students for possible answers."

The selections committee also acknowledged Alexa Stuart and her article, "Energy Conversion: The Evolution of Experimenters' Workshop" as an exemplary article describing a practical and innovative use of writing in the elementary classroom. "Of all the articles we read, the committee felt that Stuart's ought to be put directly into the hands of site directors, inservice coordinators, teacher-consultants, and all teachers who want to read about the sheer joy and exuberance of students who are learning science and using writing to foster their enthusiasm."