Recent activities and interests:
Since retirement, I have written two books on historical inquiry, both published by TCU Press. A novel for young adults about a San Antonio chili queen for TCU Press’s Chaparral Books is nearing completion. I have been making presentations about the topics of my books at book fairs, book signings, and book clubs. I spend the most restful time of each week in the company of my retired Thoroughbred racehorse. One of my great pleasures is reading a wide variety of literature just for fun. Each month, I lunch with a group of professional women with whom I’ve worked on a variety of educational projects since the 1970s. Occasionally, I help out with public programs at educational institutions in the city and state. I regularly attend museum exhibits, concerts, theater and sports events, and movies with friends and on my own. And each year, I try to check off at least one entry on my bucket list.

My Retirement Story:
When I first began thinking about retirement, I promised myself that I would leave when I was at the top of my game and at a time when my colleagues might regret my departure. As I approached my sixty-fifth birthday, my mother’s failing health and my long-retired husband’s urging encouraged me to set the date as May 31, 2000. I did not know at the time that less than a year later I would have emergency surgery during which, the surgeon recalled, “You touched wings with angels.” I did not know that a year after that my mother would die or that a year after that, I would lose my husband. As I reflect back on events, the timing of my decision was fortuitous.
Three years after retirement, bereft and drained, I found solace in the company of my retired Thoroughbred racehorse and a new sense of worth in writing about my long-term professional interest: inquiry learning and primary source research. I restarted an exploration into San Antonio’s colonial soldiers, a topic that my late husband had wanted us to collaborate on after my retirement. The resulting book, *The Search for Pedro’s Story*, was dedicated in to Tom. In writing that book, I caught my second wind and I began exploring San Antonio’s chili queens on Military Plaza in the 1880s, resulting in *The Search for a Chili Queen: On the Fringes of a Rebozo*. That work, in turn, provided the research base for a young adult novel set in mid–1880s San Antonio, currently in manuscript form.

When I was asked to participate in UTSA’s strategic planning, I eagerly agreed. Soon after, I rejoined my college for an interim assignment as Acting Associate Dean for Research until a current faculty member could be appointed. I was honored by the invitation and happy to serve. When colleagues asked me to visit a class to talk about my work, I felt elated and enjoyed my interactions with students. I may have retired, but my sense of connection to the UTSA and my profession is still strong.

And so it was with great pleasure that I joined the founding members of the UTSA Retired Faculty Association to establish a means for retired faculty—and those who are yet to retire—to maintain social and service affiliations with UTSA. I lived out most of my professional life at this university. As I contributed to its development, the university was generous with opportunities for my personal academic and professional growth. I am grateful and proud to stay connected and involved.

**Publications, creative works, professional activities, or achievements:**

**Books**


**Articles**

*The following titles are illustrative of the focus of my educational inquiries during my years in academe:*


**Curriculum Materials**

*The following instructional materials were designed to promote student inquiry in science and social studies:*


**Selected Presentations**

Following is a sampling of presentations that characterize the focus of my explorations:

Interactive Learning Experiences in Museums. Invited presentation at the annual meeting of the Texas Association of museums, Midland-Odessa, April 1987.

Evaluating Learning in Museums. Invited address at the annual meeting of the Association of Science–Technology Centers, Seattle, WA, October 1987.


Developing and Using Museum Exhibits to Promote Student Thinking. Invited presentation at the annual meeting of the Texas Association of Museums, Ft. Worth, April 1988.

Learning as Detective Work. Invited presentation at the Northwood Institute's Seminar for Museum Volunteers, Dallas, March 1990.

Project MECCA. Invited presentation at the Education Commission of the States national meeting, Denver, July 1991.


Awards


1996 Faculty Excellence Award. UTSA Students and Office of Disabled Students Services.

1991 Christa McAuliffe Showcase for Excellence Award to Project MECCA (Minority Education Collaborative for Children and Adults) Category of "Initiating innovative applied research projects in education and disseminating the findings to schools and other campuses, as well as throughout the institution," American Association of State Colleges and Universities.


1984 Michael A. Wilder Award of the Texas Association of Museums for A Personal History: The Afro–American Texans.

1982 Minnie Stevens Piper Professor Award. The Minnie Stevens Piper Professorship is awarded each year to college and university faculty in the state of Texas who are distinguished educators. Martinello was the first faculty member at the University of Texas at San Antonio to be named a Piper Professor.

1980 Michael A. Wilder Award of the Texas Association of Museums for Who Are the Chinese Texans?

1976 AMOCO Teaching Award, University of Texas at San Antonio.

1973 Teacher of the Year Award for the College of Education, University of Florida, Gainesville, Florida.

1971 Standard Oil Foundation Teaching Award, University of Florida, Gainesville, Florida.

Grants and Contracts

These externally sponsored projects allowed me to explore questions about teaching and learning, provide teachers and their students with innovative instructional experiences and materials for science education, and sponsor teachers' graduate studies and completion of Master's degree programs:


Project MECCA. Funded by the Higher Education Coordinating Board, Texas College and University System and the U.S. Department of Education, under the auspices of the Education for Economic Security Act (Title II), 1988–90. $60,000.


South Texas Ecology: Using a Museum Exhibit to Develop Children's Skills of Scientific Observation and Inference. Funded by the Higher Education Coordinating Board, Texas College and University System and the U.S. Department of Education, under the auspices of the Education for Economic Security Act (Title II), 1985–86. $18,000.

Ninth Cycle Teacher Corps Program at the University of Florida and Alachua County Public Schools. Funded by the U.S. Department of Education, 1974–76.

Administrative, business, or professional experience (other than teaching):

Acting Associate Dean for Research, College of Education and Human Development, 2009–2010

Director, Interdisciplinary Studies BA degree Program, 1992–98

Site Coordinator, Minority Mathematics and Science Education Cooperative Funded by the Coordinating Board, Texas College and University System and the U.S. Department of Education under the auspices of the Dwight D. Eisenhower Science and Mathematics Improvement Act, 1989–92

Director, Project MECCA, Minority Education Collaborative for Children and Adults: a natural science/social science collaborative of San Antonio school districts, the Institute of Texan Cultures, the San Antonio Zoo, the San Antonio Botanical Center, the San Antonio Museum Association, and the University of Texas at San Antonio. Funded by the Coordinating Board, Texas College and University System and the U.S. Department of Education under the auspices of the Education for Economic Security Act (Title II), 1988–90

Director, School–Museum–University Project "Science Education for Children's Thinking." Funded by the Coordinating Board, Texas College and University System and the U.S. Department of Education under the auspices of the Education for Economic Security Act (Title II), 1985–88

Director, School–Museum–University Project "Science Education for Children's Thinking." Funded by the Coordinating Board, Texas College and University System and the U.S. Department of Education under the auspices of the Education for Economic Security Act (Title II), 1985–88

Evaluator, Model Education Programs, Kellogg Project, Smithsonian Institution, 1985–86
Director, Office of Student Teaching University of Texas at San Antonio, 1977–78

Other

Research Technician in Microbial Genetics. New York University Medical School, Department of Bacteriology and NYU Lab of Irvington House Pharmaceuticals, 1957–60


TEACHING EXPERIENCE

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<tr>
<th>Position</th>
<th>Institution</th>
<th>From-To</th>
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<tbody>
<tr>
<td>Professor</td>
<td>University of Texas at San Antonio</td>
<td>1988–2000</td>
</tr>
<tr>
<td>(Developed and taught Interdisciplinary Studies Degree UG and GR courses in Curriculum and Instruction.)</td>
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<tr>
<td>Associate Professor</td>
<td>University of Texas at San Antonio</td>
<td>1975–87</td>
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<tr>
<td>(Developed and taught science education and curriculum design and development UG and GR courses and supervised student teachers.)</td>
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<tr>
<td>Associate Professor</td>
<td>University of Florida Gainesville</td>
<td>1974–75</td>
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<tr>
<td>(Developed and taught science education and curriculum design and development UG and GR courses and supervised student teachers, including practice teaching in Integrated Day Infant and Junior schools in Lancashire, England during the spring term of 1972.)</td>
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<tr>
<td>Assistant Professor</td>
<td>University of Florida Gainesville</td>
<td>1970–74</td>
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<tr>
<td>Graduate Assistant</td>
<td>Teachers College, Columbia University</td>
<td>1969–70</td>
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<tr>
<td>(Graduate teaching assistantship to Professor Alice Miel.)</td>
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<tr>
<td>Lecturer</td>
<td>Queens College, City University of New York</td>
<td>1965–69</td>
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<tr>
<td>(Developed and taught science education courses in the UG teacher education program.)</td>
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<td></td>
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<tr>
<td>Lab School Teacher</td>
<td>Berkeley Public Schools, University of California at Berkeley</td>
<td>1964–65</td>
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</table>
(Trial tested innovative science curriculum developed by Robert Karplus (theoretical physicist and science educators) and served as demonstration teacher for UC Berkeley students and master teacher for UC Berkeley student teachers in de facto segregated Berkeley public schools and in experimental summer lab school programs.)

Classroom Teacher
Commack Public Schools, 1961-64
New York

Earned Teaching Certification in New York City, New York State, and California.

**Colleges or universities attended**

<table>
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<tr>
<th>Institution</th>
<th>Year</th>
<th>Degree</th>
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<tr>
<td>Columbia University Teachers College Curriculum and Teaching: Childhood Education, Older Children</td>
<td>1970</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>Queens College, City University of New York Education, Curriculum and Instruction</td>
<td>1964</td>
<td>MS</td>
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<tr>
<td>Completed graduate courses in microbiology At New York University Medical School</td>
<td>1958–9</td>
<td></td>
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<tr>
<td>Queens College, City University of New York Major: Biology/Minor: Chemistry</td>
<td>1956</td>
<td>BS</td>
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**Date completed or revised:** September 8, 2011