

TC

Today

Spring 2011

The Magazine of Teachers College, Columbia University

SPECIAL
STUDENT EDITION

● The Partner

● The Collaborator



● The Philosopher

● The Advocate

● The mathematician

● The filmmaker

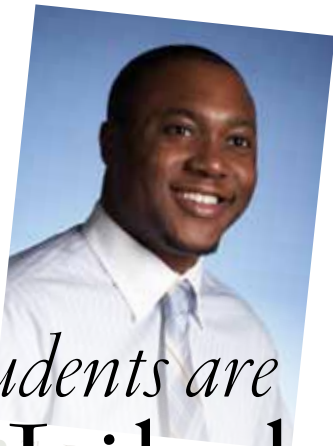


● The Visionary

● The ethnographer

● The Dreamer

● The Musician



● The futurist

Why our Students are
Most Likely
to Succeed *at Changing the World*

● The Founder

● The Catalyst

● The traveler

● The Publisher

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And there's more on the Web

As always, visit www.tc.edu/tctoday for some great extras, including:

- excerpts from an interview with nursing alumna Claire Fagin
- an interview with Ernest Morrell, the new director of TC's Institute for Urban and Minority Education
- full video coverage of TC's third annual Academic Festival



Festival Highlights

This issue of *TC Today* went to press too soon for us to bring you coverage of the College's third annual Academic Festival. But you can still see it all—including the Kossoff Policy Lecture, delivered by Dennis Walcott, the newly appointed Chancellor of New York City Public Schools; a keynote address by Ian Smith, the nutrition and fitness expert; and panels featuring “Dr. Ruth” Westheimer and other TC alumni, students and faculty—at www.tc.edu/festival.

Photograph by Annemarie Poyo

On the Cover



Yearbook photographs by Samantha Isom

What says “students” more than a yearbook, and what says “yearbook” more than that time-honored prediction, “most likely to succeed”? Hence our cover, with yearbook-style photography of several among the 22 TC students profiled in this issue. But while success, at some institutions, might be defined in material terms, at TC, we expect our students to succeed at improving professions, practices and lives—in short, at changing the world. In fact, we know they will do those things—because they're already doing them, right now.



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The Kids are Alright

There are so many reasons for us to love Teachers College. We've got our proud legacy as pioneers in education writ large; our own personal histories at TC that prepared us to make a difference in the lives of others; and great scholars making discoveries that founders like Russell, Dewey and Thorndike could never have imagined.

But when I really want to *kvell*¹ about Teachers College, I talk about our students. While no academic institution has cornered the market on bright, motivated and caring men and women, our students stand out for two reasons: They are passionately dedicated to the ideal of doing good; and they convert that passion into far-reaching impact well before they earn their degrees. This column's headline aside, our students are anything but "kids," and to a remarkable extent, even the youngest among them are already engaged in important work at schools, nonprofits, companies, foundations, government offices, arts organizations and other venues from the moment they enroll at TC.

On the following pages, you'll meet a sampling of these passionate souls, including:

- An innovative high school principal who founded a groundbreaking public school that drew praise and a visit from President Obama;
- The founder of an organization that is bringing nutrition education to urban elementary school students by involving them in hands-on gardening;
- A former undocumented immigrant who graduated from Stanford and is now working to

create citizenship opportunities for others;

- An executive at JP Morgan who advises philanthropists seeking to fund promising educational strategies;
- The former chief advisor for both the New York City Department of Education and the United Federation of Teachers on charter school development;
- One of China's most admired artists, who is renowned through-



Our students are passionately dedicated to the ideal of doing good.

out the world for his work with photographic time exposures; and

- A middle school Spanish teacher who is helping children from Ecuador and other countries make documentaries about their own experiences.

Again, those are just our *current* students. As always, you'll also find stories about alumni doing great things, from a U.S. Attorney in southern Ohio...to the executive producer of a recent documentary film about the world's youngest Ph.D. student...to a nurse who rose to become an eminent nursing educator and scholar and the first woman president of an Ivy League university.

What draws great future leaders to Teachers College? Certainly, our mission, history, affiliation with Columbia University and location in

New York City don't hurt! Likewise, our stellar faculty, who choose TC in part because of the excellence of our students. But our most magnetic pull is the TC experience, which forms critical paths to leadership in

research, policy and practice. There is no firewall between theory and practice here. Our students not only create new knowledge in collaboration with our master scholars, but also put it to work through programs such as the Zankel Urban Fellows, which provides scholarship assistance in return for

service in New York City schools, and the Federal Policy Institute, which provides face-to-face contact with legislators and other leaders with whom students will soon be dealing on a professional basis.

As we ring down the curtain on the academic year, we send another generation of graduates off into the world to build on the accomplishments of those who have gone before them. There's always some sadness in seeing people move on, but it's more than outweighed by the knowledge that they are sure to do us proud—and that the next group of remarkable, idealistic and talented achievers will be arriving soon.

Susan Fuhrman

Susan Fuhrman (Ph.D., '77)

¹ Yiddish for "gush with pride"



Mitra (center) received the 2011 Klingenstein Leadership Award.

TC Honors Sugata Mitra

TC's Klingenstein Center for Independent School Leadership has presented its annual Klingenstein Leadership Award to Sugata Mitra, Chief Scientist Emeritus at NIIT (the Indian information technology giant) and Professor of Educational Technology at the School of Education, Communication and Language Sciences at Newcastle University in the United Kingdom.

Mitra is the originator of the "Hole in the Wall" experiment, a computer project that has increased learning among children in some of the world's poorest slums. His efforts served as the inspiration for the book

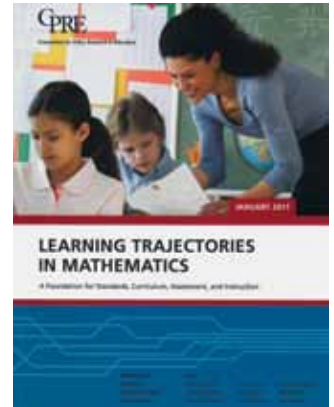
that went on to become the Oscar-winning film *Slum-dog Millionaire*.

Klingenstein Center Director Pearl Rock Kane called Mitra "an inventor, researcher, polymath, philosopher, humanitarian and catalyst for education reform."

New Hope for Teaching Math

A new report, "Learning Trajectories in Mathematics: A Foundation for Standards, Curriculum, Assessment, and Instruction," co-authored by Teachers College-based researchers, details current work in one of the most promising areas for improving K–12 mathematics education.

Learning trajectories are sequences of learning experiences hypothesized and designed to build a deep and increasingly sophisticated understanding of core concepts and practices within various disciplines. They are based on empirical evidence of how students' understanding actually develops in response to instruction and where it might break down. The report was released by the Center on Continuous Instructional Improvement (CCII), a TC-based arm of



the Consortium for Policy Research in Education.

The report, which discusses the relationship between trajectories and

A NEW LEADER AT IUME

Ernest Morrell has been named the new director of TC's Institute for Urban and Minority Education (IUME). Morrell, a faculty member at the University of California at Los Angeles (UCLA), succeeds IUME founding director Edmund W. Gordon. • Morrell has done research



and teaching in the fields of literacy, critical pedagogy, cultural studies, urban education and ethnic studies. As Associate Director of UCLA's Institute for Democracy, Education, and Access (IDEA), he has worked with high school students in Los Angeles on in-school and out-of-school literacy instruction, cultural studies and civic involvement. • IUME was created in 1973 on the premise that, in order to succeed on par with their wealthier peers, urban minority children need excellent teaching and extra, out-of-school supports to compensate for deficiencies in their environment. During the 1980s, IUME was the largest research and development unit of Teachers College, taking in substantial federal and private dollars. • To see a video interview with Morrell, go to <http://bit.ly/fsqebf>.

the Common Core Standards (which nearly every state in the union is now participating in developing) can be viewed and downloaded at www.cci-cpre.org.

Pondering Nature and Nurture

A new Health, Behavior and Society Colloquium Series at TC is bringing together faculty and students from across the College, other units of Columbia University and elsewhere. Their research interests include the biological, behavioral and social bases of healthy human development, health-related education and behavioral and social intervention.

“Our intent with this series is to catalyze interdisciplinary interest in what takes place at the intersection of genes, behavior and social circumstances, which we now know interact to affect health,” says Deputy Provost John Allegrante.

The inaugural colloquium, “Biological Embedding of Adverse Childhood Experiences,” held in January, featured Andrea Danese, M.D., Ph.D., of the Department of Child and Adolescent Psychiatry at the Institute of Psychiatry, King’s College, London. Danese, who is working with

Allegrante and others at TC, summarized research on how depression, anxiety and even non-physical abuse in childhood can cause cellular changes that can lead to physical ailments in adulthood.

At the second colloquium, “Discovering Depression Endophenotypes in Cardiovascular Disease,” held in February, Karina Davidson, Professor of Medicine and Psychiatry



Danese (left) and Allegrante

at the Columbia College of Physicians and Surgeons, discussed recent research suggesting that patients who are newly depressed following a cardiac event are significantly



At a TC Go Green event, students Abigail Bruhlmann, Margaret Mahoney and Lianna Gomori exchange plastic bags for cloth ones.

more likely to die within four years than cardiac patients who are not depressed.

TC Gets Greener

TC has undertaken a coordinated environmental sustainability plan that includes boosting the rate of recycling at the College from 35 percent of all waste recycled to 50 percent over the next two years, and from 50 percent to 75 percent over the next five years. The

effort commits the College to demonstrating institutional practices that promote sustainability, including measures to increase efficiency and use of renewable resources, and to decrease production of waste and hazardous materials; encouraging environmental inquiry and institutional learning throughout the College community; and establishing indicators for sustainability that will enable monitoring, reporting and continuous improvement.



QUANTIFYING THE IMPACT OF AFFORDABLE HOUSING

Teachers College and the Mayor’s Fund to Advance New York City have been awarded \$1 million by the John D. and Catherine T. MacArthur Foundation to fund an ongoing study of the effect of affordable housing on low-income families. The study is being co-led by Jeanne Brooks-Gunn, Co-Director of TC’s National Center for Children and Families. It will quantify the impacts of affordable housing on financial stability, housing quality, and physical and mental health, as well as school outcomes for children.



TC President Susan Fuhrman with Peace Corps Director Aaron Williams in April.

Bravo, Peace Corps Fellows

The Teachers College Peace Corps Fellows Program, which prepares returning Peace Corps Volunteers for teaching in high-needs New York City schools, was honored with a proclamation from Mayor

Michael Bloomberg at its 25th anniversary in April 2011. The proclamation also praised TC Trustee Elliot Jaffe and his wife, Roslyn, for their longstanding support of the program.

The festivities, held on TC's campus, also marked the 50th anniversary of the national Peace Corps

Program, and included remarks by Aaron Williams, Peace Corps Director. TC's Teachers for East Africa program, through which, during the early 1960s, the College prepared teachers to serve in Kenya, Uganda and Tanzania, was the precursor to the Peace Corps.

Fuhrman Leads Hill Briefing

TC President Susan Fuhrman moderated a Congressional briefing in February about the payoffs of long-term investment in education research. The briefing was cosponsored by the Education Deans Alliance, the National Academy of Education (NAEd) and the American Educational Research Association (AERA). It was attended by Congressional staff people,

policymakers and officials from the U.S. Department of Education.

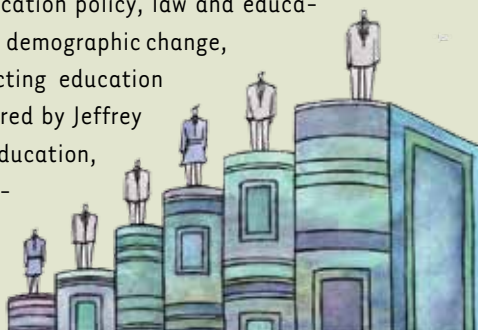
Fuhrman, President of the NAEd and past Vice President of the Educational Policy and Politics division of AERA, moderated a panel of internationally regarded education researchers who discussed the significance of their work and the payoffs of having sustained funding from a single source for long-term education research.



María Torres-Guzmán

POLICY BY DEPARTMENT

TC is launching a new Department of Education Policy and Social Analysis (EPSA) to serve as a central academic hub for the College's education policy work across all phases of educational and human development, with both a national and global focus. EPSA will accept graduate students beginning Fall 2011. • The new department's core areas of expertise will include early childhood education, charter schools and vouchers, home schooling, K-12 education reform, higher education policy, law and education, and the role of nonschool factors (such as demographic change, public health, and human services) in affecting education achievement and equity. • EPSA will be chaired by Jeffrey Henig, Professor of Political Science and Education, and will house four master's and doctoral programs: Economics and Education, Politics and Education, Sociology and Education, and Leadership, Policy and Politics.



Four TC Faculty Honored by AERA

María Torres-Guzmán, Professor of Bilingual Education, has received the American Educational Research Association (AERA) Bilingual Education SIG Lifetime Achievement Award. Torres-Guzmán was recognized for her "long-standing excellence in scholarship related to bilingual education," her "commitment

and service to schools and educators,” and her “mentoring and encouragement of young and emerging scholars.” TC faculty members David Hansen, Henry Levin and Anna Neumann were among 31 scholars named AERA Fellows in recognition of their exceptional scientific or scholarly contributions to education research or significant contributions to the field through the development of research opportunities and settings.

Hechinger Report Takes Honors

Less than a year after its launch, *The Hechinger Report*, produced by TC’s Hechinger Institute on Education and the Media, was among the winners of the Education Writers Association’s 2010 National Awards for Education Reporting. *The Hechinger Report* is a nonprofit, non-partisan news organization focused on covering national and regional education news. The *Report’s* staff writers, editors and freelance writers won second prize in the “Best Reporting (Small Market)” category. The *Report* was also recognized in two categories for providing financial and journalism assistance to ambitious education journalism projects addressing national issues at the local and regional levels.

SPECIAL REPORT

TC IS PREPARING TO OPEN A NEW PUBLIC ELEMENTARY SCHOOL *The first kindergarten class is expected to begin this coming fall*

Teachers College and the New York City Department of Education (DOE) are preparing to open a new public elementary school for children living in New York City’s Community School District 5. The Teachers College Community School is scheduled to begin with a class of kindergarten students in September 2011. The only criterion for admission is residency in Community School District 5. Students will be selected by lottery. Jeanene Worrell-Breden, a highly accomplished and innovative educator who is currently the principal at P.S. 30 in the Bronx, will serve as the new school’s leader.

“The Teachers College Community School will offer children and families an outstanding academic program coupled with community services to support happy, healthy living and learning,” said Nancy Streim, Associate Vice President for School and Community Partnerships. “TC faculty from across the College have been—and will continue to be—instrumental in guiding the school’s development and success.”

The Teachers College Community School will also anchor a consortium of Teachers College Partnership Schools, established through a recent Memorandum of

Understanding between TC and the DOE. Starting with six schools, the consortium is expected to expand to as many as 12 schools in northern Manhattan.

The Teachers College Community School will open this fall at a temporary site within P.S. 133, located on 5th Avenue at 131st Street, and enroll a kindergarten class with up to 50 students. TC and the DOE are reviewing options for a permanent site closer to Teachers College for the 2012–13 school year.

TC and the DOE are holding a series of parent outreach and information sessions, and the lottery is scheduled for June.

“The Teachers College Community School represents a milestone in our legacy of shaping practices and policies in public education,” said Streim. “Launching the new elementary school and establishing the TC Partnership Schools consortium demonstrates our strong commitment to invest TC’s expertise and resources in providing quality educational opportunities for children in our community.”

More information about the school will be posted as it becomes available on www.tc.edu/communityschool or email communityschool@tc.edu.



3 Reasons to use your IRA for giving to Teachers College

It's Convenient. It's Smart. It's Simple.

For most folks, their Individual Retirement Account is second only to their home in terms of largest asset. It not only serves as their nest egg for retirement—it can also serve as a smart way to remain secure while making a charitable gift to Teachers College.

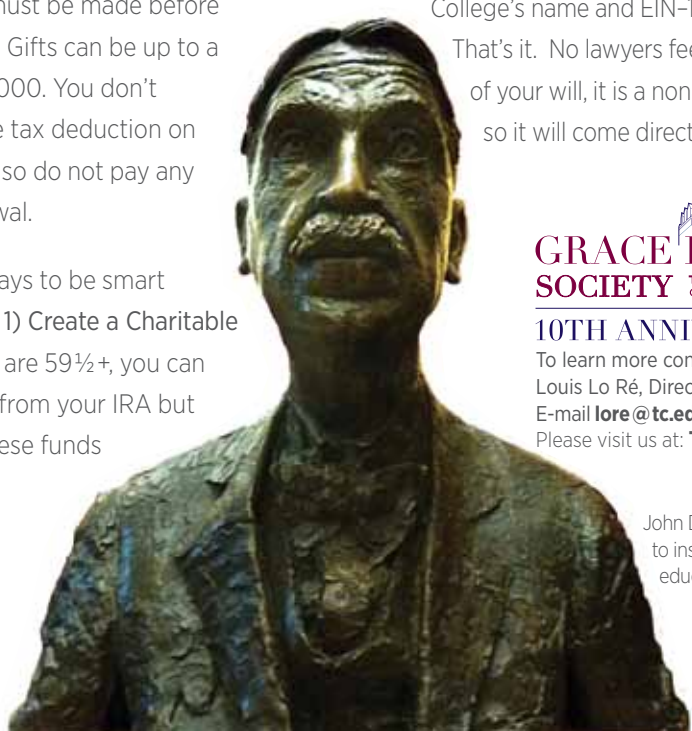
It's Convenient. If you are age 70½ you can meet your mandatory withdrawal requirement by making a gift to charity. Gifts must be made directly from your plan administrator and come from a traditional or Roth IRA – 403b plans are excluded and must be made before December 31, 2011. Gifts can be up to a maximum of \$100,000. You don't receive a charitable tax deduction on the gift, BUT you also do not pay any tax on the withdrawal.

It's Smart . Two ways to be smart about your legacy. 1) Create a Charitable Gift Annuity, if you are 59½+, you can begin to withdraw from your IRA but with taxes due. These funds

can then be used to establish a gift annuity with TC, guaranteeing a fixed income for life. An added bonus is a sizeable charitable tax deduction to offset the taxes due. 2) Or at any age—make Teachers College the beneficiary of your IRA— there is no tax liability and your estate will benefit from a full charitable deduction (estate gifts from IRA's to individuals, are subject to taxes up to 50% and more).

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That's it. No lawyers fees, no re-writing of your will, it is a non-probate asset so it will come directly to TC.



10TH ANNIVERSARY

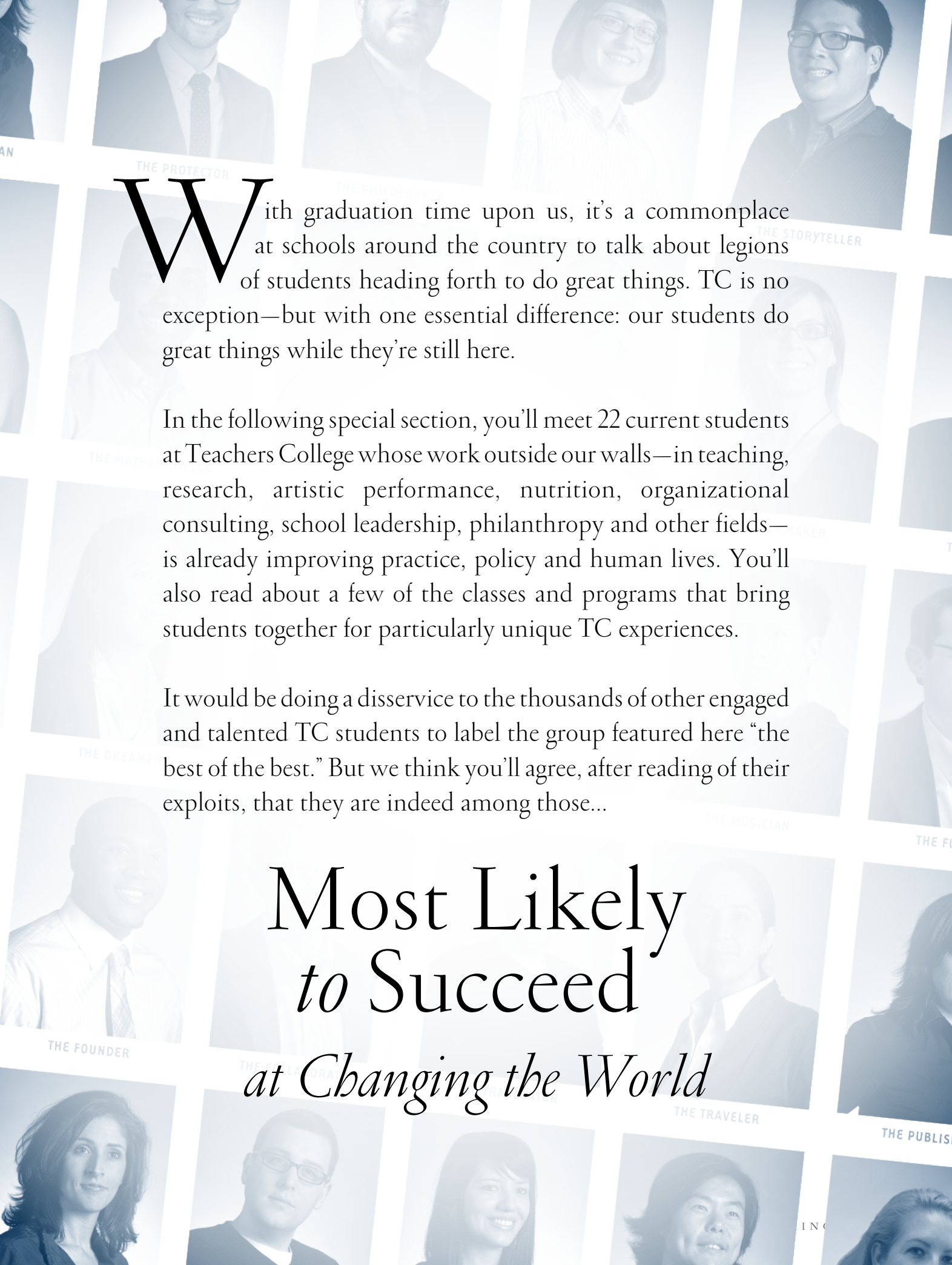
To learn more contact:

Louis Lo Ré, Director of Planned Giving

E-mail lore@tc.edu or call **212-678-3037**

Please visit us at: TC.edu/plannedgiving

John Dewey's legacy continues to inspire students and educators at Teachers College



With graduation time upon us, it's a commonplace at schools around the country to talk about legions of students heading forth to do great things. TC is no exception—but with one essential difference: our students do great things while they're still here.

In the following special section, you'll meet 22 current students at Teachers College whose work outside our walls—in teaching, research, artistic performance, nutrition, organizational consulting, school leadership, philanthropy and other fields—is already improving practice, policy and human lives. You'll also read about a few of the classes and programs that bring students together for particularly unique TC experiences.

It would be doing a disservice to the thousands of other engaged and talented TC students to label the group featured here “the best of the best.” But we think you'll agree, after reading of their exploits, that they are indeed among those...

Most Likely *to Succeed* *at Changing the World*

Playing It Forward

Mary Skipper believes schools need to work together to succeed.

She has a fan in the White House

When President Obama visited TechBoston Academy this past March, he singled out founding Principal Mary Skipper for special praise.

Speaking to an audience of teachers, students and visiting dignitaries, Obama called the Academy, a high-achieving school in one of Boston's poorest neighborhoods, "a model for what's happening all across the country," and added, "at the helm is Mary Skipper, who is doing unbelievable work. Love ya, Skip!"

It was a moment that any school leader would have savored. But for Skipper, a doctoral student in TC's Urban Education Leaders Program, the day's real highlight came later, when Obama cited TechBoston as an antidote to the nation's educational inequities. "The motto of this school is, 'We rise and fall together,'" the President said. "Well, that is true of America as well."

"That really made my day," Skipper, a petite, blond-haired woman of 43, said afterward. "It's going to be the opening line of my dissertation."

“The motto of this school is, ‘We all rise and fall together.’ Well, that is true of America as well.”

~ PRESIDENT BARACK OBAMA

"Working together" may sound corny or superficial, but in Skipper's hands, it's a sophisticated entrepreneurial strategy that may indeed represent the best hope for improving the nation's educational system in an increasingly cash-strapped era. The basic idea: schools too often function as isolated units striving only for their own success. They end up competing against one another for scarce resources instead of looking for ways to share in-house expertise—which costs districts money and penalizes students.



The antidote, which Skipper is detailing in her dissertation, is a systems-focused approach to leadership in urban school districts, centering on promoting collaborations between high-achieving schools and under-performing ones.

"In Europe there's a real framework for working that way," says Skipper, who attended a conference in China in 2006 with 100 other principals from around the world, led by David Hopkins, an architect of the United Kingdom's widely admired systems approach. "But in the U.S. it's kind of a fresh concept."

But not totally unheard of. In 1998, Skipper and a colleague, Felicia Vargas, built a special unit within the Boston public school system that was dedicated to introducing advanced technology courses to schools across the city. Called simply "Tech Boston"—as distinct from "TechBoston Academy," the school—it offered high school students professional-level certification in software programs such as Microsoft Office, Adobe Products and Cisco Networking. On the most immediate level, that enabled teenagers to command office wages of \$25 per hour and up—but they weren't just learning secretarial skills.

"We all think we know Microsoft Office, but most of us know about a tenth of what the program can really do," Skipper says. "Professional certification puts you in a whole different league."

Students learned graphic and Web design, certified network administrator skills and computer programming



code. They also heard talks from representatives of industry partners—including Microsoft, Cisco, Intel, Apple, Adobe, Lexmark and Hewlett-Packard—about the kinds of opportunities a college degree opens up in their companies.

“We were particularly trying to reach kids at risk for dropping out,” Skipper says. “They were highly intelligent, but they didn’t see the purpose of school—the connection to the next thing. We were showing it to them.”

From an initial cohort of 20, the unit created by Skipper and Vargas grew to 2,000 students and 100 teachers at 10 Boston high schools and 15 middle schools. Skipper says that every student in the first cohort graduated from college and is now working in a job related to science, math or technology.

Skipper moved on from that work, creating TechBoston Academy in 2002 with a grant from the Bill and Melinda Gates Foundation. She weathered a bout with breast cancer, and the city nearly scotched the project because funding was tight, but today, the Academy is one of Boston’s top-performers, boasting a graduation rate nearly 20 points higher than the citywide average. Last year, 94 percent of the senior class headed off to college—most of them the first in their families to do so.

The secret? “We hire quality teachers who are certified in multiple specialties and are committed to lifelong learning,” Skipper says. Also, as head of a pilot school, Skipper has autonomy over curriculum and schedule. Technology obviously is a piece of the puzzle, too: the school, which equips every student with a laptop, offers the same kind of software certification programs as Skipper’s system-wide initiative. It also maintains a consulting group that hires students out to do real-world work, such as building Websites for local businesses, and a “job shadow” program that enables them to see what an engineer does, or a biomedical technician, or a computer scientist.

Skipper sees that kind of collaboration—with external partners—as another critically important strategy for creating system-wide success.

“If schools can offer corporate partners something in return, those companies are going to put down local roots,” she says. “It starts with giving them insight into why they’re not getting employees who can do the things they need, but it extends to convincing them that as a district or a city, you’re committed to education and technology and the kind of work they do. That’s why Google is committing resources to Kansas City right now, and it’s what we did with the companies we worked with in Boston.”



VIP GUESTS Obama and Melinda Gates (right) check out a TechBoston classroom while Skipper looks on.

Ultimately, Skipper hopes to employ a systems-based approach from the vantage point of being a superintendent herself—not in a big city, but perhaps in a district of about 50,000 students, where she can stay focused on instructional issues rather than politics. Her advisor at TC, Carolyn Riehl, believes she is precisely the kind of person to take on that role.

“Mary is so bright and quick, and she’s already got such great experience under her belt,” Riehl says. “It’s typical of her to focus on an approach in which the advantaged help the less advantaged. That’s who she is in everything she does. It’s a real challenge for a university to add value for students like that.”

Back in March, President Obama seemed to agree.

“It used to be that we weren’t sure what worked to help struggling students,” he told his audience at TechBoston. But now, he said, there’s a growing consensus that “what’s needed is higher standards and higher expectations; more time in the classroom and greater focus on subjects like math and science” and “outstanding teachers and leaders like Skip. And all of those ingredients are present here at TechBoston.”

For her part, Skipper has been mulling over one of the particularly good ripples from the President’s visit.

“A lot of our middle school kids who met him and shook his hand passed on the handshake to their friends—and they, in turn, passed it on to other kids,” she says. “It went on for weeks. And that’s exactly what schools need to do with their knowledge base—they’ve got to pass it on to other schools.”

—Joe Levine



Publishing Early on Early Childhood Education

*While still a doctoral student, **KATE TARRANT** has published two books on early childhood education. Her co-author is no slouch, either*

Most graduate students consider themselves lucky simply to discover the right research topic and find a good advisor. Co-authoring books with the most qualified person in the country—and possibly the world—tends to be off the radar, yet that’s precisely the scenario that has unfolded for Kate Tarrant.

In 2003, Tarrant, then a master’s degree student at Columbia University’s School of International and Public Affairs, was researching early care and education for very young children. Aware that brain research had shown the importance of a rich environment for children’s early development, she was dismayed to find a disconnected hodgepodge of programs that varied substantially in quality, depending on the population they served.

“The lack of investments and infrastructure to support young children was particularly disturbing, given their potential to have such a tremendous impact on development,” she says.

Tarrant found her way to Sharon Lynn Kagan, TC’s Virginia and Leonard Marx Professor of Early Childhood Policy, who has spent the past three decades leading the charge for creation of a coordinated national early childhood education system. Kagan, who co-directs TC’s National Center for Children and Families (NCCF) has advised more than 40 of

the world’s poorest nations on developing early childhood learning standards. Tarrant finished her work at Columbia, signed on as a graduate research fellow at NCCF, and dove into early childhood policy work.

Together with Kagan and another student at the time, Kristie Kauertz, Tarrant co-authored *The Early Care and Education Teaching Workforce at the Fulcrum: An Agenda for Reform* (Teachers College Press, 2008), which calls for increased compensation and benefits for early childhood teachers, as well as improved preparation and credentialing. Tarrant and Kagan then co-edited *Transitions for Young Children: Creating Connections Across Early Childhood Systems*, an international guide to efforts to help children transition from one child care or learning setting to another.

After completing her dissertation, which examines the impact of early childhood policy on program quality in Colorado, Tarrant hopes to use research to help make real-world policy that directly supports young children.

“My personal mission,” she says, “is to ensure that young children, regardless of socioeconomic status, are exposed to safe environments, responsive caregivers and stimulating experiences that will give them a great shot in life.”

— Patricia Lamiell

Boosting the Numbers

NATHAN ALEXANDER wants to ensure that other minority students pursue studies in math

Nathan Alexander has always been good at math. Attracted by its rigor and clarity, he majored in the subject at the University of North Carolina-Chapel Hill, and as a trained dancer and choreographer he once wrote a paper relating dance motion to the theory of fractals.

Alexander's decision to become a math teacher stems partly from a desire to share his enthusiasm for numbers—but he has another, more pressing reason, as well.

“I’ve always been one of just two or three black students in mathematics, and by the time I was a college math major, there was no one else,” he says. “That’s something I want to change.”

As a doctoral student at TC, working closely with his mentor, faculty member Erica Walker, Alexander is studying the role of peer networks in the way urban males—particularly black and Latino—learn mathematics.

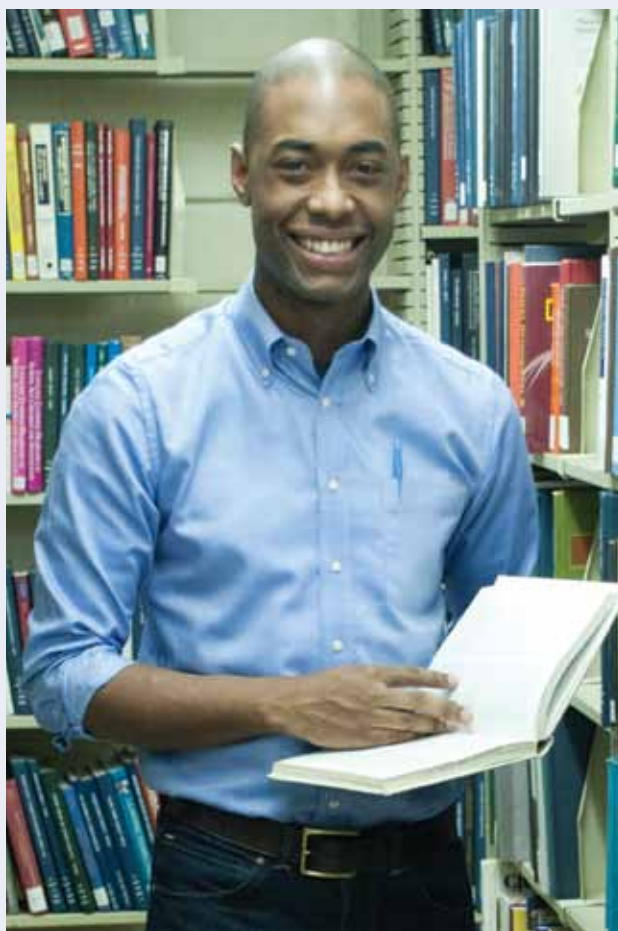
By first spending a semester teaching math to the youth in his research project and getting to know them personally, Alexander has been able to capture the student interaction around mathematics—hallway chat, last-minute homework help, even text messages—that standard surveys might miss.

In the process he has formed some impressions that run counter to conventional wisdom.

“I’ve always been one of just two or three black students in mathematics. That’s something I want to change.”

“A lot of the buzz around urban schools is that teachers aren’t connecting with their students, particularly black and Latino males,” Alexander says. “But these males have really positive attitudes about their teachers. They identified them as huge markers of, ‘I can be successful if I do well.’”

Alexander hopes his research will generate practical tools that enable teachers to capitalize on this good will and help



students learn mathematics in ways that fit their natural social interactions.

Alexander also applies his interest in learning networks to his own peers at TC. As Vice President of Academic Affairs of TC’s Black Students Network, he runs a speaker series and an annual conference, seeking to create a space on a daily basis where not just African-American but all minority students feel welcome.

In practice, this involves saying hello a lot—to everyone. “I looked crazy my first two years here,” Alexander says. “But I do it now regardless: if I see someone I say hello. Especially here. Because we have different research interests, but we are here because there is an issue we all want to fix. The connections we make today will have an impact on the future.”

—Siddhartha Mitter

Practice Makes *Personal*

Helping his students improve has made Victor Lin a better musician and human being

Victor Lin has recorded, performed his own compositions and drawn high praise from the jazz supernova Kenny Barron. Yet his musicianship has been equally galvanized by his students at the Stanford Jazz Workshop, the Mark O'Connor Fiddle Camp and Columbia's Louis Armstrong Jazz Performance Program—including one who inspired Lin's TC dissertation.

"He asked me, 'What do I practice?'" recalls Lin, an accomplished violinist, bassist and jazz pianist who is graduating this spring from the College's Music and Music Education program. Without quite articulating it, Lin had pondered that issue his entire musical life. "I said, 'Well, there are standard set of things everyone does, but just because I did things a certain way, doesn't mean it's most effective for you.' And then I started to wonder, how did all the legends practice? What did they do?" And above all: how to make improvement a less "blind and self-propelled" process for his students than it had been for him?

Lin was made to play classical piano and violin by his parents at an early age. He was blessed with an ability to recreate what he heard, a gift he used mainly to impress his friends by playing themes from video games and the latest pop songs. He joined his high school jazz band "because it was cool"—but resolved to take music seriously only after a friend laughed at his first attempt to solo.

“What if we taught kids from the get-go that excelling on a bunch of different instruments was the most ordinary thing?”

"I started listening to the music that we were playing and stealing everything," he recalls. "It wasn't until the fourth time I'd played the same solo that I realized I should change it. I had stumbled onto the way you're really supposed to learn music.

"A lot of my early experiences were like that," he says. "You have this chip on your shoulder and you think, 'I'm



HOUSE PIANIST Lin has performed at the farewell for President Arthur Levine, the inauguration dinner for President Susan Fuhrman, and other TC events.

going to show them.' Then something else knocks you down, and you have to match that, too."

That was the sequence when he went to the University of Washington at age 17 after Stanford had turned him down. Unsure whether he wanted to be a doctor, a lawyer or a professional musician, he spent his first year taking math, physics and music theory.

"I'm at a huge university, feeling overwhelmed and taking classes that I hate, and my bubble gets burst," he recalls. "It was humbling to discover that I was the worst jazz pianist there. I was so bad I didn't even get into a group. I barely qualified for lessons. It was the ultimate reality check."

Lin became a Christian and spent the summer after freshman year working at a Salvation Army Camp, where he discovered music could really help him reach people. "Kids there don't care about your training," he says. "But they can sense if you care about them."

Lin focused harder on music, and when he discovered Barron's album *People Time*, with saxophonist Stan Getz, he knew he didn't want to be a doctor or a lawyer. After graduating, he moved east to study with Barron at Rutgers.

He took lessons with Barron once a week for three years, a process he found fascinating and frustrating. "He'd have a piano, I'd have a piano, and we'd kind of go at it



back and forth. I didn't like that for a while. I wanted him to tell me what to do. He had only two pieces of advice—'You just need to go and play' and 'You're ready.' We'd play for thirty minutes, and he'd say one thing, and we'd play another twenty minutes, and I was out the door."

In retrospect, Lin says, Barron was right: he needed to play to discover how to get better. After Rutgers, he spent a year teaching lessons and doing gigs in hotels and bars. In 2000, filled with new ideas, he came to TC.

Since then, he's followed two distinct but related paths.

Lin the performer and composer met jazz impresario Cobi Narita, got gigs, assembled a trio and recorded an album, *Live at Cobi's Place*, at Narita's Manhattan venue.

Lin the teacher joined the faculty of The Calhoun School, a progressive private school on Manhattan's Upper West Side, in 2002. His goal: to create a dynamic environment for students of all levels to learn how to play jazz.

"What if we taught kids from the get-go that excelling on a bunch of different instruments was the most ordinary thing, and you were expected to do it?" Lin says. "I'm conducting that experiment here at Calhoun."

Lin taught himself to play bass after discovering he could support students less intrusively on that instrument than on piano. His teaching has paid dividends for his composing, too: perhaps the most compelling track on *Live at Cobi's Place* grew out of the children's songs Lin taught to third graders at Calhoun. He took several of the songs, changed their key, stretched them out and turned them from happy ditties into a softly unfolding jazz ballad, aptly titled "Wonderment."

A few years ago, when Lin started helping with ensemble auditions in what is now the Louis Armstrong Jazz Performance Program at Columbia, he wondered, "Why are we turning people away? Isn't the idea to help people improve?"

During that first semester, Lin and fellow TC music student Josh Renick taught what they called the TC Jazz Workshop for 12 Columbia students rejected from the program. For the students it was a chance to get better. For Lin and Renick, it was a laboratory for teaching ideas.

The following semester, Columbia accepted three of those students. Then the program stopped rejecting applicants and hired Lin to teach two beginner jazz combos.

For some musicians, such a heavy investment in teaching might have diminished their own musicianship. For Lin, the result has been just the opposite.



"To hear Victor play now, you would never believe that he struggled as a musician," says Sara Snyder, an ethnomusicology doctoral student and former jazz program assistant at Columbia. "But he really did. He has fought his way to being one of the best musicians around. So he empathizes with students, and he never gives up hope."

Kenny Barron offers a similar assessment: "Victor Lin was and is a very talented, creative, disciplined and above all enthusiastic young musician. He has a wonderful way of interacting with young students that gets them to open up."

With the guidance of his advisor, TC music faculty member Randall Allsup, Lin is finishing his dissertation this spring. His topic: the learning experiences of four jazz piano greats—Barron, Joe Gilman, Mulgrew Miller and Taylor Eigsti—and a newcomer, Columbia student Michael Hardin.

"It's not really a question of what do you practice. It's more like why do you practice?" he says, "Who are you practicing with? When are you practicing? How are you practicing? It's this idea of a dynamic environment. Because music is not learned in a vacuum. It has to be part of the social fabric of your everyday life. It's not meant to be an isolating experience. It can't be."

—Jonamban Sapers

Family Business

ARTESIUS MILLER is starting a charter school in Atlanta.

His great-grandmother would approve

Artesius Miller's great-grandmother ran a school in rural Mississippi, and six of her 12 children became educators. Miller's grandmother was a teacher and so is his uncle.

"So it's almost genetic for me to go into education," he says, grinning. "It was just a matter of when and how."

Those questions got answered at TC in 2009 after a faculty member in education leadership, Kenya Mosby, heard Miller talk about *why*: his gratitude to his family, his desire to give back.

So, Mosby suggested, why not start a school of his own, back home in Atlanta?

Two years later, Miller—who has since shuttled between New York and Georgia—expects to soon receive authorization to

open a new charter school in Georgia's Clayton County, one of the nation's poorest and most dysfunctional districts. The new school—which he will call Utopian Academy for the Arts—will serve primarily African-American and Latino boys in grades five through eight, offering smaller-sized classes, mentoring and courses in the visual and performing arts.

“Eventually I want to help improve education at the county level and maybe citywide. It’s my way of honoring my family.”

"I studied theater in high school, and it gave me a means of expressing myself I didn't know was possible," explains Miller, a Screen Actors Guild member who is currently auditioning for a movie being made by the comedian Steve Harvey. "It also gave me something special to look forward to, so I'd be thinking, 'Man, I can't wait to go to drama.'"

Why a charter? Miller is a firm believer in traditional public education, but he also believes that people in poor districts need alternatives now. "They're tired of failing schools, and charters are seen as places of hope," he says. "The movie *Waiting for Superman* really expresses that."

Miller says a TC course titled "Designing Charter Schools," taught by the law and education scholar Paul O'Neill (recent recipient of TC's alumni early career award), has proven particularly helpful—not least because O'Neill introduced him to Georgia's former deputy superintendent of schools.

"That's what makes TC so unique," Miller says. "Whatever field you're in, the people and the resources open so many doors."

Unlike many charter founders, Miller, who is just 24, won't serve as his school's principal.

"I don't have the experience. I'll work in the school in some capacity while I earn my doctorate. Eventually I want to help improve education at the county level and maybe citywide." He smiles. "It's my way of honoring my family."

—Joe Levine



Dreams from Her Parents

NANCY MATA, a former undocumented immigrant, has found a balance between being an educator and an advocate

Nancy Ojeda Mata remembers leaving her grandparents' home in Michoacán state, Mexico, at age six, consumed with the fear she would never return.

She remembers trips with her parents from their home in Corcoran, California, to the immigration office in Fresno, to check on her residency application. "You'd wake up really early, like two a.m., just to form a line and wait for people to treat you badly," she says.

And she remembers being one of the few Mexican-American honors students in a school and town that were majority Latino. "I didn't think that was right," she says. "It didn't make any sense to me."

For years Mata kept those memories in separate compartments as she made her way first to Stanford, where she majored in German after a year's study abroad in Berlin; and then to TC, where she is completing her M.A. in International Educational Development, with a focus on Latino and Latin American education.

It was during the year after she finished college, Mata says, when staying with her farm-worker parents back in Corcoran—a parched place in the Central Valley best known for its two prisons—that her ambitions to educate and advocate came together.

“So many people I grew up with were talented and worked very hard, and they’re not here where I am today.”

“So many people I grew up with were talented and worked very hard, and they’re not here where I am today,” she says. Some were not so fortunate, as she was, to finally get residency papers and qualify for financial aid. Others were tracked into ESL classes that simply did not prepare them for college.

During that same year, 2009, support was revving up for the DREAM Act, which would have given U.S. residency status to



undocumented immigrants who completed minimum stints in higher education or military service. But there was no such fervor in Corcoran, nor even Fresno, Mata observed—despite the local demographics. “There was nothing going on in terms of anyone mobilizing or organizing,” she says.

Angered and saddened, Mata since has publicly shared her story as a former undocumented student. Her master's thesis compares the experience of two students in private colleges, one still undocumented and one who gained residency. And though the DREAM Act, and immigration reform in general, has stalled in Congress, she is working with the New York State Youth Leadership Council to push for a state-level DREAM Act.

The next stop for Mata may be a Ph.D. program, but she says she will always be an advocate.

“It’s a very big responsibility,” she says. “At first I felt responsibility toward my parents, because I knew the sacrifices they were making. Later I realized that more than just doing this for my family and community, I also needed to do this for myself.”

—Siddhartha Mitter

When Names Can Hurt You

ADAM KELLEY *understands how dangerous slurs can be—and he’s shared that lesson with his students*

Adam Kelley’s classroom at the Brooklyn High School for Leadership and Community Service is a Safe Zone, where name-calling is never allowed. “New students push to understand the boundaries, so most of the time we need to have that conversation again about community and about respect,” says Kelley.

Kelley knows just how damaging slurs can be. As a Peace Corps volunteer teaching kindergartners in a village in Uganda, he was outed by a woman who was attempting to blackmail him. The punishment for male homosexuality under Ugandan tribal law is severe, and Kelley had to flee, returning to the States.

Someone differently constituted might have rethought his career path at that point, but Kelley, though shaken, became even more committed to multiculturalism and community building.

He threw himself into summer intensive training with the Teachers College Peace Corps Fellows, a program that recruits returning Peace Corps volunteers to teach in high-need New York Public Schools. The Peace Corps Fellows has trained more than 700 returning Peace Corps volunteers since its inception in 1985, teachers who are consistently rated better than other first-year teachers.

“New students push to understand the boundaries, so most of the time we need to have that conversation again about community and about respect.”

In what turned out to be a pivotal teaching moment, Kelley eventually told his Brooklyn students the circumstances of his departure from Uganda. “Sometimes the students who’ve been in my class before educate the new students, and they



will stick up for me. They have the conversation about what the slur means, and they educate the new students.”

His students also identify with his experience because “they don’t want to be saved. They want a second chance, and they see that me teaching at the school and interacting with them was my second chance. Sharing vulnerability with students who feel guarded in the school atmosphere allows them to focus on their learning because they’re not questioning the personal relationships they have with each other and with the teacher.”

As far as Kelley is concerned, teaching is all about forming bonds, and even looking back on his final moments in his Ugandan village, he stresses that two of his friends brought their families to see him off. “They defied their culture to come and say goodbye. That took courage.”

As he should know.

— Emily Rosenbaum



Courage, Advocacy and Being a TC Teacher

by *A. Lin Goodwin*

At a Harlem charter elementary school, students must keep silent during recess and lunch. Test prep consumes the day, and children burst into tears when they make even one mistake. A new teacher, taught to believe that the school is a family whose members should speak up, voices his concern. He's told he is not a team player, and he is fired.

At another school, a child is consistently tardy, behavior her teacher attributes to the mother's disregard for education. A student teacher talks to the mother and learns of her daily juggle getting two children to school and day care. The day care center is across town, and school does not open before the mother needs to leave to deliver her toddler. The mother has no choice but to take both children to the center and then backtrack to

the school—late. The student teacher arranges to pick up the older daughter on her way to school.

The teaching profession today is a dramatically altered landscape that poses daunting challenges, which

Courage and Advocacy are what separate the teachers who merely know and do from *our* teachers, who know and do the right thing.



include: complex educational policies; the increasing diversity of all students; a world reshaped by globalization; and the imperative to ensure that all students succeed. Clearly we need academically strong teachers who possess content knowledge, are ready to focus on learning and student achievement, and are prepared to meet the needs of all learners, including many with mul-

iple vulnerabilities. These qualities are givens at Teachers College, which consistently attracts top candidates both in terms of academic rankings and professional accomplishments. It is a privilege to teach such passionate,

focused, creative, goal-oriented individuals. But, as the vignettes I have offered reveal, teaching today also demands that we speak out against practices that are harmful to children and hinder learning. We all need to step up, take responsibility

and make ethical choices for students and their families. Courage and Advocacy are the extra qualities we look for at TC; they are what separate the teachers who merely know and do from *our* teachers, who know and do the right thing.

A. Lin Goodwin (Ed.D., '87) is Associate Dean for Teacher Education, and Professor of Education

Giving Peas a Chance

CHRISTIANE BAKER got interested in food when her mom stopped cooking. Now she's a leader in garden-based nutrition education for kids

On the eve of the launch event for Edible Schoolyard NYC, Christiane Baker, the organization's director, was alone in the kitchen of P.S. 216 in Gravesend, Brooklyn, washing more than 1,000 organic apples.

It was par for the course for a woman—and an organization—whose mission is to teach that food isn't just a commodity that appears on our plates.

Under Baker, a part-time student in TC's Nutrition Education master's degree program, Edible Schoolyard NYC, a teaching garden located at P.S. 216 (the Arturo Toscanini Elementary School), is partnering with the College on a kitchen and garden-themed curricula that will enable children to enhance their learning in areas such as math, reading and art.

“Kids get to participate in the magic. They participate in the whole cycle of food.”

“Instead of the old slogan, ‘Reading, Writing and Arithmetic,’ we want to change it to, ‘Eating, Reading, Writing, Arithmetic,’” says Baker.

Edible Schoolyard was founded in Berkeley, California, by famed Chez Panisse chef and organic food activist Alice Waters. There are now affiliates in Los Angeles, New Orleans and Greensboro, North Carolina, but New York City's chapter—a half-acre of land that was transformed into crop-ready soil this past fall—is the organization's first four-season garden.

At Arturo Toscanini, students are growing more than 50 kinds of vegetables and a variety of grains and will soon be learning to prepare food they've grown in the school's new kitchen classroom. During the week of Thanksgiving, the students harvested food from the garden, which then became part of their school lunch. Food scraps were composted in the garden.

“The kids get to witness and participate in the magic,” says Baker. “They participate in the whole cycle of food.”

Baker's passion for food dates back to high school, when her mother declared she was finished cooking for the family. “I realized that if I wanted to eat—and eat well—I had to cook,” Baker recalls.

After Baker attended college at Barnard, where she majored in political science, she established a successful career in communications, becoming Director of New York Governor Mario M. Cuomo's News Unit. But her interest in food and health remained strong. She also served as a marketing and outreach consultant at the Harris Obesity Prevention Effort Center at New York University, where she learned about the behavioral aspects of obesity, as well as prevention strategies. Later, after founding her own media company, she developed a national television show for preschoolers on PBS, called *Franny's Kitchen*, which was designed to teach children where food came from. The show's messages were much like Edible Schoolyard's, which is no surprise, considering that Waters served as a consultant.

But Baker's real “lightbulb” moment as a food activist came 10 years ago, after she and her husband started Schneider Vineyards, on Long Island's North Fork. Almost immediately, chemical salesmen began knocking on their door—and after getting trained in the chemical application of pesticides, Baker ended up vowing to eat organic, a value that became all the more important with the birth of her daughter, Chloe, in 2002.

“I learned first-hand how hard it is to feed a child well with our current food system and culture,” she says.

Baker started to think about how she might be able to make a difference in the areas of food policy, food systems and childhood obesity. She applied to the master's program at TC to position herself for the next phase of her career. She says, “When I started the program, I thought, working for Edible Schoolyard would be my dream job—and then in April, it happened.”

The community aspect of the garden has been particularly positive, Baker says, bringing together students, teachers, parents and other people from the neighborhood, including a man who graduated from P.S. 216 in 1927. Families from Italy, Ukraine and Yemen have offered both recipes and crop suggestions, based on their cultural heritage.



“Not only are families reconnecting over food, but parents are eager for cooking classes and nutritional advice,” says Baker.

Baker is working to open four more Edible Schoolyards—one in each borough—to showcase how an “edible education” can truly be integrated into the fabric of the city’s public schools. In addition to bringing an interdisciplinary garden and kitchen classroom to each of these schools, the new Schoolyards also will serve as resource centers for teachers, principals and school groups throughout their respective boroughs to experience and learn firsthand the benefits of an edible education. Ultimately, Baker wants every New York City public school student to have access to an edible education. In an effort to fulfill this mandate, Baker and her colleagues at Teachers College are partnering to collect data on the effectiveness of the program.

“We’d love to measure whether or not this program had an impact on the servings of vegetables that children eat, as well as, ‘Did this help standardized test scores?’” says Pamela Koch, Executive Director of TC’s Center for Food & Environment, whose Linking Food and the Environment (LiFE) program is a basis for the new curriculum being developed by Edible Schoolyard NYC and TC.

When she’s not at P.S. 216, Baker can be found cooking at home with Chloe in the kitchen they’ve dubbed the “C&C Cookshop.”

Now eight, Chloe has developed two specialties: omelets and Caesar salads. Says Baker, “I really believe kids can do a lot in the kitchen if simply given the chance.”

— Suzanne Guillette



Bridging Language Theory and Practice

PHIL CHOONG is in the middle of all things second language at TC

TC's Community English Program is a venue where teaching, research and community service converge—and that's why Phil Choong, the program's coordinator, loves his job.

The Center provides courses in English to area residents who are non-native speakers. TC students in TESOL (the teaching of English to speakers of other languages) and Applied Linguistics teach in the center's on-site language education lab, using the courses as a site of theoretical inquiry. While TESOL students are the largest group served, Choong also coordinates courses for foreign languages, such as Chinese, French and Arabic. "I'm in the middle of everything," he says with a smile.

A former law student, Choong began his journey to TC during a break from his legal studies, when he began tutoring to earn some extra cash and discovered he really enjoyed it. He soon earned his TESOL certificate at Columbia University and went to Taiwan, where his parents now live and where he had spent the first two years of his life, to teach English to students ranging from four-year-olds to adults. Despite putting in 30-plus hours a week in the classroom, Choong says, "It was the first time I was enjoying what I was doing all of the time."

In 2002 he enrolled in TC's TESOL M.A. program. He earned his master's in 2005 and then his Ed.M. His current doctoral work focuses on task-based teaching and learning (TBLT), which requires the student to use the second language to solve everyday problems and tasks. Choong is particularly interested in the relationship between cognition, task completion and task performance—and how the tasks themselves can influence language learning.

Last year, he finished a pilot study at TC in which Japanese students looked at images of Mr. Bean, from the popular British television show and, in English, told a story of what they saw in the pictures.

This past fall, Choong was one of four TC doctoral students to organize, under the guidance of ZhaoHong Han, TC Associate Professor of Language and Education, the first-ever TC Roundtable in Second Language Studies on the Second Language Acquisition of Chinese. True to Choong's interests, the event was the first major gathering on the topic of second language acquisition of Chinese. Task-based teaching and learning was a major focus.

"TBLT has clear practical implications for the classroom," says Choong. "It all comes back to the classroom."

—Suzanne Guillette

Giving Back Through Teaching

SYLWIA WDOWIAK knows a bit about struggling as a student. That's why she joined TC's new teaching residency program

As an immigrant from Poland, Sylwia Wdowiak (M.A., '02) labored with literacy in elementary school, juggling French, Polish and English while adjusting to cosmopolitan Montreal.

Support from educators and family friends touched her deeply and inspired her to devote her career to helping other people.

"My experiences as an immigrant made me sensitive to the struggles of others," says Wdowiak, 32. "Since I was seven, I was determined to help others when I grew up."

Wdowiak received her master's degree in psychology and education from TC in 2002. She counseled children in foster care and worked for nearly seven years in a therapeutic community at Bellevue Hospital with adults with severe mental illness and substance abuse issues.

As a senior rehabilitation counselor, she liked helping patients make life-altering decisions. But climbing the career ladder meant less time with clients—so Wdowiak switched careers, enrolling in Teaching Residents at Teachers College (TR@TC), a 14-month program that places TC students in classrooms with experienced teachers at high-need New York City schools. The program seeks career changers who understand the circumstances of the populations they will serve.

“My experience as an immigrant made me sensitive to the struggles of others.”

As member of TR@TC's first cohort, Wdowiak is specializing in secondary inclusive education, which provides preparation in teaching students with learning disabilities. (Other TR@TC tracks include teaching English to speakers of other languages, and teaching students with intellectual disabilities/autism.) Changing careers can be a luxury, but Wdowiak, like all TR@TC students, receives a \$22,500 stipend and partial tuition coverage. In exchange, she will teach for at least three years in a high-need New York City school post-certification.



This spring, Wdowiak is working four days a week at Brooklyn's School for International Studies, which serves grades six to 12. There, she teaches eighth graders English Language Arts and science in a self-contained special-education classroom. Each Friday, she and the other TR@TC students discuss their classroom experiences, ranging from the practicalities of classroom management to the more elusive components of student achievement.

Wdowiak draws on skills she developed as a rehabilitation counselor. She's sensitive to group dynamics, knows her role in a structure for following rules and can handle students who may become provocative.

"You have to remain cool," she says. "My reaction shouldn't be to yell, but to proactively redirect them. I also need to keep in mind what else may be going on in that child's life."

As she knows, the answer to that question—in any language—can make a world of difference.

—David McKay Wilson

The Education Broker

When education nonprofits need private funds, Lisa Philp plays matchmaker

If, as many people believe, the future of education is public-private partnerships, the world is going to need more people like Lisa Philp.

Witness the critical, behind-the-scenes role Philp played last summer in ensuring the success of i3, the U.S. Department of Education's Investing in Innovation Fund.

Under the program, nearly 1,700 education nonprofits from around the country submitted proposals for out-of-the-box approaches to boost student achievement. In early August, USDOE chose 49 winners—and then things got interesting. Federal law required the i3 funds to be assigned by September, leaving the recipients with just one month to come up with the requisite 20 percent matching private funds.

"It was all or nothing—the groups either raised their match, or they were shut out," says Philp, 45, a TC master's degree student in interdisciplinary studies who also serves as Managing Director and Global Head of Philanthropic Services at J.P. Morgan Private Bank.

“There are times when someone sells a business or inherits money and decides it's time to move from being a check-book giver to becoming a more strategic philanthropist.”

Under intense pressure, Philp found funding partners for 14 nonprofit organizations to win grants, including two New York City programs—the School of One, which combines teacher-led instruction with individualized software, and the District 75 arts education program for children with special needs. Among those answering Philp's call was Laurie Tisch, Vice Chair of the Teachers College



Board of Trustees, who provided matching funds through the Laurie M. Tisch Illumination Fund.

"Lisa has the reputation for being a really straight shooter and very organized," Tisch says. "She knows what she is talking about."

Indeed, few people have a better understanding of the sea changes in philanthropy in recent decades—particularly on the education front. Philp began her career at Public Technology, Inc., a nonprofit resource for municipalities in Washington, D.C. After earning her MBA in marketing and nonprofit management at Northwestern University's Kellogg School of Management, she entered New York's philanthropic world at the New York Regional Association of Grantmakers, now known as Philanthropy New York.

There, she served as Director of Communications and Government Relations, forging public-private partnerships to support neighborhood improvement programs around the city. In 1998, she joined J.P. Morgan as a vice-



president of community relations and philanthropic services, working with the corporation's charitable giving program and taking on grant-making responsibilities for several legacy foundations set up through estate planning years before. It soon became appar-



ent that, in addition to such major players as the Bill and Melinda Gates Foundation and the Eli and Edythe Broad Foundation, education was becoming a priority for small family foundations and individuals.

In 2003, Philp became head of her department and transitioned from corporate giving to the Private Bank. Her duties now include helping individuals and families set up foundations, vetting organizations to which her clients may want to donate, and developing strategies to target clients' giving.

"There are times when someone sells a business or inherits money and decides it's time to move from being a check-book giver to becoming a more strategic philanthropist," she says. "They want to become more engaged, so we connect them to resources and help them become more effective."

Thus it was a case of right person, right place, right time when Philp and her team got involved with i3 last year. As nonprofits prepared their proposals and states competed for Race to the Top funding, Philp brought Arne Duncan, U.S. Secretary of Education, to J.P. Morgan's headquarters on Park Avenue for an event with clients interested in education. Duncan, along with foundation officers and major education philanthropists, talked about emerging trends and opportunities. Philp also polled those in attendance on the most important role for private philanthropy in education reform. Well over two thirds chose public-private partnerships.

"There was so much energy, everyone was wondering how to collaborate, and then we came up with the idea of providing the match for the i3 program," she says.

Philp subsequently wrote a concept paper and spread the word through her circles about evidence-based practices that would be supported by i3. She held another session

INVESTING TIME Lisa Philp at an early childhood program in East Harlem as part of a site visit to the Children's Aid Society.

with Duncan and philanthropists in Washington, DC. And then, right on schedule, the donors wrote their checks to a pooled fund to support vetted i3 grantees.

This past January Philp was back in D.C. to convene a session of i3 grant recipients, donors and foundations, to build on the relationships she'd established. Now she's planning events with major philanthropists and education officials in Houston and Newark.

Philp is convinced that individuals with great personal wealth can make a decided difference in the education world by collaborating with others on reform efforts at the state and local levels. She's so passionate about the idea that she's made it a focus of her research at TC, where she first began taking courses in 2008 as a Revson Fellow at Columbia University, under the guidance of her advisor, faculty member Jeffrey Henig.

"I'm looking for ways to get folks more informed on promising practices," says Philp. "A lot of my clients are entrepreneurs, who have first-generation wealth. Many had modest middle-class upbringings and feel very fortunate to have had a good education. They are horrified by the thought that equal opportunity isn't more broadly available. They want to leverage their giving for more impact."

— David McKay Wilson

Linking Appalachia and Academia

Inspired by Maxine Greene, **GAIL RUSSELL** is pursuing an academic career while staying true to her roots

In sixth grade, Gail Russell decided she wanted to be a teacher. It was a lofty goal for a girl growing up in Ronda, North Carolina—a town so small, it lacked a traffic light—and whose parents didn't graduate from high school. But education was always fiercely important to Russell, and her parents were supportive. She received her bachelor's degree from Appalachian State University (where she was granted a teaching fellowship) and taught high school English for seven years in the Appalachian region.

But there is education and then there is academia—and when Russell began a doctoral program at UNC Greensboro and then transferred to TC in the fall of 2010, her parents had mixed feelings.

“Because of my roots, there's a tension for me in moving towards the academic discourse and becoming a scholar,” says Russell.

Russell first became interested in TC as an undergraduate at Appalachian State after she read *Dialectic of Freedom* by Maxine Greene, TC's great philosopher. Greene's educational ideals inspired her to pursue the world of academia—in part because those ideas are so much about everyday life.

“It gave me the emotional support that I needed to do my work. I realized that I didn't have to choose between ‘becoming an intellectual’ and being a daughter to my family.”

“People who grow up in an educated discourse take for granted a lot of the things that were harder for students who are coming in from any kind of outsider perspective.”

Indeed Russell is proud of her parents, whose work ethic she credits for inspiring her to create her own education consulting company, Education Success Unlimited LLC. As a consultant, Russell draws on her experience as a teacher and uses ethnography skills to devise content-based liter-



acy practices. Her mission statement is that “every student can succeed in formal school contexts.”

“People who grow up in an educated discourse take for granted a lot of the things that were harder for students who are coming in from any kind of outsider perspective,” says Russell, “And I was definitely an outsider.”

Russell is currently pursuing a Ph.D. in English Education, and this past fall she took Greene's course, “Education and the Aesthetic Experience,” which she describes as a dream come true. Like Greene, Russell has a passion for art, and views it as the first medium that gave her access to the world of ideas. She began regularly meeting with Greene, and they have developed a close relationship outside of the classroom.

Russell is now involved in an effort to commission a statue of Greene to be installed on TC's campus. She would like the initiative to be student-led and feels confident that fund-raising for it will be an easy task, given Greene's stature at TC.

“I feel a responsibility to recognize her work, if for no other reason than the fact we don't have any other women sculpted here at TC,” says Russell. “Maxine talks about not wanting to be an icon, but she is an icon. I need Maxine to be my icon so that I can do my work.”

— Penina Braffman

Next Stop, Abu Dhabi

JONATHAN GYURKO's new firm is shaping a nation's education system

If you want to know why the term “student” at Teachers College doesn't necessarily equate with inexperience or junior status, look no further than doctoral candidate Jonathan Gyurko.

Gyurko has served as Director of Charter Schools for the New York City Department of Education and worked with the United Federation of Teachers to found the first union-supported charter schools in the United States—and he did all that *before* enrolling at TC.

Now Gyurko's new education services and advisory firm, Leeds Global Partners, has formed a close partnership to dramatically improve public schools in the United Arab Emirates. As Gyurko recently explained by email from Abu

Dhabi, Leeds Global is working to implement the Emirates' “New School Model,” an effort that includes the adoption of world-class standards, a transition to student-centered classrooms and pedagogies, and the introduction of a bi-literate curriculum. To jump-start the effort, Abu Dhabi hired over 900 English-fluent teachers from the United States, the United Kingdom and elsewhere to team-teach with local, Arabic-fluent educators.

Each month Gyurko's firm designs and delivers bilingual training to more than 700 educators.

Abu Dhabi, the capital and second-largest city in the United Arab Emirates, has 125,000 students in more than 250 schools. Leeds Global, which Gyurko co-founded in early 2010 with CUNY chairman Benno Schmidt, former Edison Learning chief executive John Chubb and Jeffrey Leeds, President of Leeds Equity Advisors, is spearheading the professional development of the system's school heads and lead teachers. Each month Leeds Global designs and delivers bilingual training to more than 700 educators. Their program assessment data indicate that the new approaches are quickly taking hold in schools.

With all of that, Gyurko still has a foot in New York. For his TC dissertation, he is conducting a large-scale study of the city's district and charter school teachers to understand how teacher “voice and loyalty”—the amount and quality of interaction that teachers have with their colleagues and supervisors on professional issues—affect teacher turnover.

In the meantime, he is spending two to three weeks per month in Abu Dhabi, convinced that his work can help the city achieve its goal to be the economic and cultural standard-bearer in the Middle East: “Abu Dhabi is well on its way to becoming a world-class city. Central to their plan is a thriving system of education and research. It's an honor to be part of this work.”

— Patricia Lamiell





Hold That Smile—All Day

Artist and doctoral student Jun Gao uses long-term exposure photography to capture unseen qualities of stillness and light

When the artist Jun Gao decided to photograph Columbia University's Low Plaza recently, he arrived before sunrise. By the time he had set up three homemade cameras—two for color, one for black and white—he had been joined by children running back and forth at a nearby book fair, curious passersby and the occasional inquisitive security guard.

In the afternoon, a friend came by. "We enjoyed the sunshine, the peaceful and beautiful Sunday with numerous lovely little kids, and shared ideas of art and philosophy," says Gao, a doctoral student in TC's Art and Art Education program.

In the evening, after the moon "started to shed soft light on Alma Mater"—the famous statue of Columbia's Athena-like icon—the camera is finally down.

"We kind of assume photography is instantaneous, but I believe time in photography should be as long as we want, or as short as we want," says Gao, conceding that this philosophy puts him at odds with the apparent goals of modern camera makers, who produce ever quicker modes of picture taking. "If the time is too short or too fast, the outcome is totally different. Time should be one of the keys to decide what the image should look like. But normally, we really don't consider that."



Gao, a 34-year-old native of Qingdao, trained as a public artist and art teacher in China, where his work is widely known and admired. He became interested in long-term exposure photography while studying at the University for the Creative Arts in Canterbury, England (then the Kent Institute of Art & Design) where he had come in search of a change of perspective.

“Ten years ago, Chinese art education constrained itself with certain fetters that were not related to the rapidly developing economy,” Gao says. “In China, when I was in college, the educational methodology was like this: The professor selects some topics and then you follow the topics and do research. But in England, my professor asked me, ‘What do you want to do?’ and I said, ‘What do you want me to do?’ And he said, ‘I need you to decide what you want to do.’ So I sat down and considered, ‘What is my true interest?’”

He found it in the form of a famous early Louis Daguerre photo, “Boulevard du Temple.”

“The exposure time was over ten minutes,” Gao says, of the photo, which shows a Paris neighborhood empty except for a man getting his shoes shined (captured because he stood comparatively still during the photographing). “Because of the relatively long exposure time, a very, very busy street becomes very quiet. I thought, ‘Wow, that is so amazing.’”

After coming to the United States, to pursue a master’s degree in art education from Boston University’s College of Fine Arts, Gao received an installation grant from the university’s Photonics Center. Again, he faced the unfamiliar challenge of choosing his own path: “I asked them, ‘What’s your opinion? And they said, ‘No, you are the artist. You make the decision, we will follow you.’”

The result was a range of works, including a 10-hour exposure of a beach in Rhode Island (where the trail of the sun looks like a jet from a fire hose spraying from left to right across a dark sky) and a several-month-long exposure of a section of the Massachusetts Turnpike as it wends its way through Brookline into Boston with yellow stripes of sun erupting from the middle of the photo like anti-aircraft fire. In contrast to the sun, the always-busy highway appears empty while a parking lot in the foreground appears full of non-descript cars—their brands and identifying characteristics erased by time.

After Boston University, Gao came to TC to pursue a doctorate in teaching art at the college level. He has worked with Associate Professor of Art Education John Baldacchino,



CAPTURED Jun Gao with his Linhof camera in Macy Gallery.

who sees Gao as one of a new generation of talented, thoughtful Chinese artists who love their country but are pragmatic in negotiating the tensions between politics and art—and between China and other cultures. “I can see him being a very good bridge between China and America,” Baldacchino says.

Gao definitely aspires to the role. “The more people from different places understand each other, the richer and broader the art world we can perceive,” he says. “I do not know whether I can become a candle to enlighten a small portion of the world, but I am sure that I can at least become a spark light from a match. The light of a match might be only a glimmer, yet if there are many matches together, their light will be illuminating.”

It’s a description that echoes the mood of his own work. In the day-long exposure of his Low Plaza photograph, there is an eerie emptiness, as if the only things inhabiting the Plaza were the Alma Mater statue, buildings and time, measured in an anomalous band of light: the unfamiliar record of the sun passing across the sky.

—Jonathan Sapers



Bridging Language Gaps with Technology

SHANNON BISHOP sees computers as a means to promote English skills in South Africa

In a nation with 11 official languages, South Africans typically use English to bridge the language divide. Yet fewer than 10 percent have learned it as their first language, so educators like Shannon Bishop, '11, have the opportunity to make a major impact.

"Young black children in South Africa are exposed to a minimum of two to three languages before they start school, and English could be the fourth or fifth language they've heard," says Bishop, who has spent the past two years at TC, earning her master's degree in TESOL (the teaching of English to speakers of other languages) sponsored by the U.S. State Department's Fulbright Scholar Program.

In her master's thesis, Bishop explored the use of English as a medium of instruction in post-apartheid South Africa, and she believes that technology is critical to making that strategy succeed. It's an outlook that marks a new direction in her teaching career, which has included stints teaching English in South African schools, tutoring children involved in the film industry, teaching English in Great Britain, and teaching English to adults through her tutoring company, Clever Communication.

At TC, Bishop says she made great strides in adding technology to her teaching repertoire. In one class, she learned to develop downloadable teaching podcasts that could be sent to TESOL students.

In Lecturer Carolin Fuchs's class, "Classroom Practices," Bishop worked with TC students from Cyprus, Pakistan,

Taiwan and Japan to set up a proposal for a private social network on Google Sites that could be used for off-campus teacher training. As a requirement for her practicum class, she also created her own e-portfolio, an online CV that allows her to share her work with potential employers.

"The main thing I have learned about living in the U.S. is that you can't be afraid to market yourself," says Bishop. "You can't be shy about telling people what you are capable of doing."

Bishop will return to South Africa this summer and hopes to launch an after-school academic center in Cape Town—for which she is already seeking funding—where students will develop basic literacy and computer skills. The center would be linked to several schools, building on the teacher-training project she conducted in the summer of 2010, in which she taught computer literacy to 100 Cape Town teachers from five schools.

That program's culminating project was a multi-media personal story, presented in a digital format. She also created a Google site that accompanies this project and contains the procedure, technology used, pictures and video clips.

"By the end of the course, the teachers were able to use all the technology, and we sat there speechless, watching and listening to story after story," Bishop recalls. "It was quite powerful."

—David McKay Wilson

Change Leader

FRANK GOLOM has been on the front lines of culture change. Now he's discovered a career in teaching about it

When organizations talk about culture change, it can be so much hot air. But as Frank Golom knows, change can sometimes be profound.

As a sophomore at Baltimore's Loyola University, Golom was subjected to intense harassment after his roommates learned he was gay.

For Golom, the son of a sheet metal worker and office manager, the incident was especially painful because it violated Loyola's Jesuit educational philosophy of *cura personalis*, or "care for the whole person."

"When I got there, *The Princeton Review* described Loyola as 'homophobic,'" recalls Golom, now a sixth-year doctoral student in TC's social-organizational psychology program. "There was no understanding of LGBT issues and no resources to deal with the situation."

So Golom took charge of the campus LGBT organization, led creation of an LGBT dorm and became Loyola's first openly gay student government president.

By the time he graduated, the Director of Campus Ministry had written an article calling homophobia a sin. Golom, too, had changed. "Having that experience yoked my academic interest in psychology to the idea that values matter, that we need to care about something larger than ourselves."

“It’s my responsibility to make my students love and understand the material as much as I do.”

Golom brings the same mindset to social-org psych, a discipline that can be "dry and industrial," but at TC gets to the nitty-gritty of how people in the workplace behave with and around each other. His dissertation explores LGBT employees' experiences in work teams, an issue little studied.

Meanwhile, since fielding a chance assignment substituting for an instructor on leave, Golom, at the ripe old



age of 29, has taught at Hunter, Barnard and TC (including a stint working with military officers in social-org psych's Eisenhower Leadership Development Program and consulting to student practicum teams working with New York City nonprofits).

"It's my responsibility to make my students love and understand the material as much as I do," he says of teaching. "To emphasize its relevance to prior experience and what they think they already know."

Golom also serves as Assistant Director of TC's executive masters program in change leadership, launching this spring—a fitting assignment given his Loyola experience. He likes the mix of teaching, research and administration, but ultimately wants to get into government.

"I'm a political junkie, and believe we could stand to bring some psychology and adult learning into how this country does politics. That's change, too, so to me, it's all related."

—Joe Levine



Inside the Beltway

A unique, five-day experience immerses TC students in the world of education policy

by Patricia Lamiell

Will the No Child Left Behind Act get renewed?
Is the country moving toward national education standards?

And what about that funding cliff that's looming in 2012?

Each of those questions reflects one of the emerging political dramas of our era: the mounting tension between the federal and state government over control of education policy.

It's a battle most of us have watched play out in the media or at our local schools—but this past January, 27 students in TC's annual Federal Policy Institute got the chance to observe it at ringside in Washington, D.C.

On one side of the fight are those who believe the federal government has a "moral calling to take on the country's lowest performing schools, which are really doing a disservice to their country," Judy Wurtzel, Deputy Assistant Secretary in the Office of Planning Evaluation and Policy Development at the U.S. Department of Education, told the students. On the other are those who argue that control over education policy should remain where it has been throughout most of the nation's history: with state and local governments.

The Federal Education Policy Institute is an intensive five-day boot camp developed and run annually during winter break by Sharon Lynn Kagan, Marx Professor of Early Childhood and Family Policy, and Co-Director of TC's National Center for Children and Families. An internationally recognized expert on early childhood education who has advised the White House, states and governments around the world, Kagan provides her students—an eclectic mix representing nearly every department in the College—with a series of lectures, panel discussions and briefings by an A-list of Washington players. There are also visits with Congressional staffers and the U.S. Department of Education.

The Washington visit is part of the popular Federal Policy Institute, a three-credit course first offered in late '90s and then dramatically re-tooled by Kagan in 2001. The Washington part of the course is organized and co-taught by TC alumnus Michael D. Usdan, Senior Fellow at The Institute for Educational Leadership in Washington.

Like civil rights in the '60s and Wall Street takeovers in the '80s, education policy has been a big issue since Congress



passed No Child Left Behind (NCLB) in 2002—a move that increased federal muscle in overseeing state education systems. To some degree, NCLB emphasized punitive powers, such as sanctions when schools fail to make average yearly progress toward the law's goals of universal student proficiency in reading and math.



VARIED PERSPECTIVES Students in TC's Federal Policy Institute represent nearly every department in the College.

The Obama administration has furthered bolstered the federal government's role in education, but in part by proving the truth of the time-honored policy maxim that the carrot is just as important as the stick. The passion of the President and his education secretary, as they have toured the country talking up their agenda, has attracted many young, energetic professionals with political and policy leanings to Washington.

"Education policy is very 'right now,'" says Crystal Francis, a Manassas, Virginia, native who is enrolled at Teachers College in the master's degree program in Sociology and Education.

But there have been more direct incentives, as well. In its Race to the Top initiative in 2010, the administration heavily influenced state and local education policy by giving more than \$4 billion in competitive federal grants to cash-strapped states in exchange for policy changes that Obama and Duncan both promoted in national speaking tours. Federal funds rose to 10 percent of all education spending, from 8 percent before the Obama programs, Eric Waldo, Deputy Chief of Staff for Policy and Programs at the U.S. Department of Education, told the group.

For the most part, the strategy worked. By early April, 42 states—most of which did not win Race to the Top dollars—had adopted national core standards in math and English language arts. Many had also lifted caps on forming charter schools, as the Department of Education had required of those seeking Race to the Top funds. And proposals to tie teacher pay and tenure to students' test scores—another Obama-Duncan priority—were passed or under discussion in a number of states by early April.

"We are ambling toward a huge expansion of federal control dressed up as states' rights," Kagan told her students.

But the question of whether that trend will continue was also a major focus of the Institute. States are staring down a funding cliff, as last year's one-time infusion of \$100 billion of federal funds (passed in late 2009 as part of the stimulus package) gets spent. Congress approved a \$10 billion Education Jobs Fund this

year, but state education officials say that money will be used primarily to save teachers' jobs, not for any durable program reforms. States are anticipating another round of draconian cuts in art, physical education and other programs not included in the core standards. And the budget that was being fiercely debated on Capitol Hill in early April seems likely to provide little or no additional funding to replace the bailout money.

Meanwhile, some states are pushing back against federal intervention. "The question is, what will be the leverage of the federal government to implement these policies," Usdan said, especially since the U.S. Education Department is "approximately one half the size it was only a few years ago."

“Education policy is very right now.”

~ CRYSTAL FRANCIS, TC STUDENT

One hotly contested area is science education—which, everyone agrees, must be significantly improved if America is to regain its competitive advantage in the global economy. Following a panel discussion on the Common Core Standards movement, Christopher Lazzaro, a doctoral candidate in Science Education and Policy, noted that states disagree on some major areas of scientific inquiry—and that science education isn't part of the Common Core Standards that were ratified. Lazzaro told panelist Dane Linn, Director of the Education Policies Division of the National Governors Association, that he was "frustrated" that, without the incentive of federal money, states might never agree on national science standards.

Prior to the Washington trip, the students were prepared and coached. They became familiar with the major education policies they will be hearing about; got grounded in the history and process of educational policymaking; and ploughed through a reading list that included the work of the education historian Carl Kaestle and the education policy analysts Diane Ravitch (Ph.D., '75) and Eric Hanushek, and Barack Obama's "Plan for Lifetime Success Through Education." Following the Washington trip, students prepare a policy paper and mock legislative testimony on the same self-selected topic.

"Understanding the realities of federal policy construction and implementation is essential not only for educational leaders, but also for all who hope to improve the nature of American education," Kagan wrote in an e-mail. "That understanding is perhaps best derived by combining policy theory and first-hand experience with individuals who make and influence federal educational policy—FPI's overall goal."

Typically, the course participants include a contingent of hardcore policy types. Several students this year had already tested the political waters: one worked for President Obama's 2008 campaign, and others for state or local legislators. But the course typically draws from different disciplines across the College, this year including early childhood and elementary education, science education and international education development, in addition to the Leadership, Policy and Politics program. Thus the cohort in January included a science curriculum specialist for The College Board and a test-taking strategist and private tutor for The Princeton Review, as well as a significant cadre from the arts (including a contortionist and art historian); a radio broadcaster; an apprentice conductor and collaborative pianist; an aspiring art museum administrator; and a theater director.

That diversity is a major selling point.

"As a Ph.D. student, I am so often in classes with the same people," Lazzaro said. "This class wasn't like that, and that really rich perspective was the best part."

Others valued the up-close view of Washington at work. "The course readings were amazing," said Dorothy Caldone, a master's student in International Education



POLICY SCHOLARS Kagan leading the class at TC.

Development and Policy, "but the Institute put it together for me. It's like the difference between reading about photosynthesis and doing it in a lab."

The week's speakers included several TC alumni, who discussed the practicalities of career building.

Alumni David Johns (Ed.D, '83), Senior Education Policy Advisor to the U.S. Senate Health, Education, Labor and Pensions (HELP) Congressional Committee; MaryEllen McGuire (Ph.D., '02), Senior Advisor to New America's Education Program; and Philip Herr (Ph.D., '88), Director of Physical Infrastructure Issues at the U.S. Government Accountability Office (GAO) talked about their work lives and answered questions.

All three advised getting a broad education and learning to write effectively.

McGuire, who recently left a policy position on the White House staff to go to New America, called it "very gratifying" to have a direct effect on the quality of America's education and schools.

Johns advised the students to be unfailingly pleasant to the person who answers the phone. The federal government, he said, is a "people business," and "D.C. is incredibly small." In the fast-moving, fluid world of Washington politics, "the next day, that person might be conducting your job interview."

For Crystal Francis, that lesson was driven home immediately. At the annual reception for D.C. alumni held in conjunction with the Federal Policy Institute and hosted by President Susan Fuhrman, Francis was told about an education policy fellowship opening on Capitol Hill by alumna Betsy McIntyre, a former congressional aide.

"Federal Policy Institute graduates understand how to juggle policy, political and fiscal issues—which sometimes conflict—to make sound Federal policy," McIntyre said later. "You can't get that kind of real world experience in a classroom—you've got to come down here to see how it really works, or doesn't!"

Francis didn't apply, opting to finish her studies, but was impressed with the value of the TC connection. "After the week, I was starting to feel like I'm really ready," she said. "You shouldn't be allowed to leave here with a policy concentration, without taking this course." 🍷



Cinema Vérité

REGINA CASALE uses film to foster a sense of global citizenship in middle school students

Ecuador has long fascinated Regina Casale—but it was a tragedy there in 2005 that changed her perspective on the relationship between education and immigration. A boat smuggling immigrants out of the country had capsized, killing almost everyone on board. Casale delayed a trip to Venezuela and instead traveled 12 hours to the scene of the disaster. One survivor was a young girl headed for New York who might have enrolled in Casale’s class that fall.

“I realized there is another side of immigration that we teachers don’t know,” says Casale, a doctoral candidate in TC’s Interdisciplinary Studies program. “It’s important for us to know what the kids are living back in their home country.”

Of course, the lives of young immigrants can be equally painful in the United States. During the past decade, several notorious hate crimes have plagued Suffolk County, where Casale teaches Spanish at Longwood Junior High School. One was a severe beating of two day laborers in Farmingville. Most recently an Ecuadorian immigrant, Marcelo Lucero, was brutally murdered by Patchogue high school students. Casale was in shock. “It happened to someone in my community,” she says. “And then to find out that they were high school kids. As a teacher, I felt the education system had let them down.”

In solidarity with the Ecuadorian community Casale organized two initiatives to promote tolerance, a *Diálogo Comunitario* in Patchogue and *Lucero de America*, a non-profit. She screened films for the Ecuadorian community on Long Island and, that summer, in Ecuador. She also facilitated a workshop for teenagers in Gualaceo, Ecuador who created the film “Real Nightmare,” about the life of “abandoned children” (children of emigrants).

“There aren’t many materials that discuss both sides of the immigration coin,” Casale says.

Last year, with a \$65,000 Kellogg Foundation Racial Healing Initiative grant, Casale created the project “Life Through My Eyes,” which promotes parent/child involvement and the development of global leaders in the community. Offered with the help of Patchogue parents, the project offers immigrant and non-immigrant youth the chance to create short documentary films about their lives. “As language teachers, we can use film to foster global citizenship,” Casale says, adding that the power of film really struck her after she invited Marcelo Lucero’s brother, Joselo, to her school. Joselo Lucero shared movie clips with the students, and afterwards, “the Latino students had tears in their eyes,” Casale recalls. “Because here was someone telling their story.”

—Elizabeth Dwoskin

Reeling in Students

ELLEN LIVINGSTON is exploring the power of documentary film in social studies education

Social studies may be unique in requiring students to not only participate, but actually care about topics under discussion and develop an informed opinion.

Ellen Livingston, a student and instructor in TC's Social Studies and Education program, sees documentary film as an ideal tool for provoking such engagement.

"Meaningful education should have a strong affective component," she says. "People become involved in causes not just because of knowledge, but because of feeling and experience, and film is a great way to do that."

Yet while classroom film use has increased dramatically since the days when teachers booked the school's crotchety film projector, Livingston's doctoral research indicates that educators may be shying away from good material.

Like, for instance, the infamous Rodney King video.

"People, particularly African-American people, have always known there's a problem in the relationship between African Americans and the police, so it's not that the brutality in the video was absolute news," Livingston

says. "It was more that people saw this video and it made them angry, so they expressed it in a very dramatic way. And that's what film can do."

Educators may be leery of tapping into students' anger. But to Livingston, a society that confronts such issues in the classroom is far less at risk for doing so in the streets.

“People become involved in causes not just because of knowledge, but because of feeling and experience, and film is a great way to do that.”

A former journalist who often covered education, Livingston came to TC to earn an M.A. One of her professors, Margaret Crocco, who is also Coordinator of TC's Social Studies and Education program, subsequently tapped her to write a chapter for "Teaching *The Levees*," the award-winning curriculum keyed to the Spike Lee documentary on Hurricane Katrina.

Since then, Livingston has written discussion guides for *Pray the Devil Back to Hell*, a stirring 2008 documentary by Abigail Disney about how women in Liberia rose up to end that nation's civil war, and *Let Freedom Swing*, a collection of educational videos combining the study of American democracy with a focus on the democratic character of jazz.

At TC, Livingston has been teaching a course called "Teaching about Africa Using Film." To create lesson plans on apartheid, her students have located clips from 1960s South Africa in which people express diametrically opposing viewpoints. As with all of Livingston's work, the class is questioning "the mythology that documentary films show the whole truth because it's all caught on camera." But as future teachers, they've got an even more immediate interest in the historic footage.

"It's interesting stuff," Livingston says, "and something they can use in the classroom."

—Zoe Singer



Looking Beyond the Minority Myth

VANESSA LI knows how tough it can be for Asian immigrant teens

Vanessa A. Li has worked as a volunteer at the Global Fund to Fight AIDS, Tuberculosis and Malaria and in the Hong Kong Department of Health conducting public health surveillance—so her current focus, on teens in New York City’s Chinatown, might seem a bit anti-climactic. But Li, a master’s degree student in TC’s clinical psychology program, feels she’s found her niche.

Born in Hong Kong, Li attended boarding school in London at age 13, an isolating experience that awakened her to Western misconceptions of Asian immigrants.

“I think there is the stereotype of the ‘model minority’ put upon Asian immigrants, which mistakenly assumes Asians can make it and succeed in this country,” she says. The reality in the United States is that many Asians, though they may have been professionals in their home countries, end up working in restaurants and factories because of the language barrier they face. As a result, their teenage children often drop out of high school to help support the family, which isolates them from their peers. Many Chinese-American teens also lack siblings because of China’s one-child policy—another social deprivation.

“I think there is the stereotype of the ‘model minority’ put upon Asian immigrants, which mistakenly assumes Asians can make it and succeed in this country.”

“The biggest issue for me is helping them with their self-esteem,” Li says. “Many of them aren’t getting support from their school or home environments.”

Li travels to Chinatown several times a week to work as a Teen Health Advocate at the Charles B. Wang Community Health Center and as a mentor at the Herald Youth Center (HYC).

“Though it’s not directly related to my academic work, it’s a great opportunity for me to put theory into practice,” Li says



of her work at the health centers. “The days I work there are sometimes the best parts of my week.”

Li runs programs educating teens on nutrition, family planning, mental health and other health issues, and is helping to start a support group for Asian-American girls. She credits the developmental focus of her classes at TC for preparing her to connect with teens. A course titled “Racism and Racial Identity in Psychology and Education,” taught by instructor Anika Warren, inspired Li to run a series of workshops on the topic of racism for a group of tutors and their immigrant students at HYC. The workshops discussed tools to cope with racism and also educated teens about stereotypes to ensure that they avoid labeling others.

“I see a lot of young immigrants going through the culture shock, isolation and racism that I experienced,” says Li. “I just hope that with my work and my energy I can empower and encourage them to be motivated and not give up their dreams.”

— Penina Braffman

Good *Fellowship*

Scholarships created by TC's late Board Vice Chair Arthur Zankel have extended the College's tradition of urban service

by Jonathan Sapers

In his doctoral research at Teachers College, Jondou Chen is trying to tease out precisely how socioeconomic status affects academic achievement. Clearly wealthier kids do better than ones from low-income backgrounds—but why? What are the protective mechanisms involved?

From early on, Chen saw that quantitative data alone couldn't answer that question. The realization prompted him to join TC's Zankel Urban Fellowship program, which arranges service work in New York City schools and non-profits for TC students who, because they are pursuing non-teaching careers, might otherwise miss out on the rich experience of working directly with young people.

For his Zankel service work, Chen signed on with TC's Student Press Initiative (SPI), a professional development program that helps teachers incorporate oral histories, writing and publishing into their instruction.

“The signature of a successful university partnership with local schools and organizations is a two-way, mutually beneficial engagement.”

~ NANCY STREIM, ASSOCIATE VICE PRESIDENT,
SCHOOL AND COMMUNITY PARTNERSHIPS

“The very first student I worked with was a young man named Jerry, from Newark, who was incarcerated out at Riker's Island,” Chen recalls. “He had grown up with his mom telling him that if he didn't mess with other people, they wouldn't mess with him. Then one day, on the way home from school, he was jumped by a local gang. That's



The philanthropist Arthur Zankel, former Vice Chair of the TC's Board of Trustees, believed the College should engage with its surrounding community through direct and ongoing service.

how they initiate new members. He joined the gang, dropped out of school and began getting in trouble with the law. It's that kind of story that helps you understand how, because of poverty and all that goes with it, someone who's basically on the right track can be badly derailed.”

Today, Jerry, though still in prison, is working on a bachelor's degree. Chen, for his part, now directs SPI.

The Zankel Fellowship Program is the legacy of the late Arthur Zankel, former Vice Chair of TC's Board of Trustees, who became convinced that TC could not claim success in its mission if it was surrounded by failing schools.

“Arthur strongly believed that Teachers College should engage with the under-served community in which it is located through direct and ongoing service by faculty and students,” says Martin Zankel, Arthur's brother. “The Zankel Urban Fellowship program stands as a model of community engagement that he envisioned.”

Zankel initially provided \$1 million to create two programs, the Reading Buddies and the Math Buddies, which pair TC students with academically struggling children in six Harlem public schools. After his death in 2005, the College received a \$10 million gift from his estate in June 2006 that created up to 50 one-year scholarships, to be awarded annually to both master's and doctoral students with demonstrated financial need. Now in its fifth year, the Zankel Urban Fellowships enable TC students to work in a variety of city schools and programs under the guidance of TC faculty. There are 13 sites for the 2011–12 Fellowship, including:



- The Literacy Specialist Program (within TC's Department of Curriculum & Teaching), in which Fellows work directly with children at P.S. 277, a public elementary school in the South Bronx that serves children in the nation's poorest Congressional district. The Fellows assist in strengthening the impact of inquiry rooms—a unique curricular innovation developed by the



BEING THERE Jondou Chen (back row, right) with students at Riker's.

“They’re very bright, and they’re very dedicated,” says Emily Zemke, Associate Director, Office of School and Community Partnerships. “These students are passionately committed, to serving disadvantaged youth and aspire to working in the New York City public school system or in nonprofit organizations that serve disadvantaged youth.

school’s principal, Cheryl Tyler, and teachers. Professor Marjorie Siegel is the faculty sponsor.

- UMOJA Readers and Writers (URW), the academic component of the UMOJA mentoring program at Satellite Academy High School. The Zankel tutors engage black and Latino male URW in lively discussions of culturally-relevant texts in their humanities classes at Satellite. Yolanda Sealey-Ruiz, Assistant Professor of Education, is the faculty sponsor; and
- The Young Women’s Leadership Project, in which, three days a week after school, Fellows work with young women on a range of hands-on projects that include college readiness, leadership development and tutoring. Monisha Bajaj, Assistant Professor of Education, is the faculty sponsor.

“The signature of a successful university partnership with local schools and organizations is two-way, mutually beneficial engagement,” says Nancy Streim, Associate Vice President, School and Community Partnerships. “Through the Zankel Fellowships, our community is enriched both by the energy and creativity of our students and by the experience and expertise of our faculty. What we receive in return is even more priceless—a reservoir of experience that transforms our students while simultaneously shaping our curricula, our research and our understanding of the world we serve.”

Nearly 1,000 TC students apply for Zankel Fellowships each year, and the yield is impressive.

There’s just a certain type of person who’s attracted to that.”

The Reading and Math Buddies spend two hours a day, five days a week, working directly with children—but the commitment often extends beyond those parameters. Josh Tecchio, a master’s degree student in counseling and psychology, gave one of his Math Buddies his cell phone number for use in emergencies. The third grader promptly called, reaching Tecchio and friends at a party. “He took it as, you’re now my closest friend and you’re number one on my speed dial list,” Tecchio says, laughing.

When they first met, Tecchio says, the boy was “incredibly disruptive—getting in the way of everyone’s learning process and stunting his own.” As their relationship developed—Tecchio was counseled by Buddies’ founding program director Dawn Arno to allow the child to call on Mondays and to require that he have a math question—Tecchio discovered that he was obsessed with basketball. “One day we sat down and I made an origami basketball and we took a milk carton—I actually got this idea from one of the other Buddies—and I taught him fractions by asking things like, ‘How many shots did you make out of the total you took? And it was like a turning point. Math is his favorite part of the day, and it’s spilling over into reading and science.”

The quiet kids, easily overlooked, often turn out to have even more pressing needs. Reading Buddy Vanessa Dabel, 22, had already been assigned four students when another girl asked her for help. “She was having a lot of trouble with writing,” Dabel says. “She knocked on her head with



her hand and said ‘There’s nothing in my brain. If you cut it open you won’t find anything.’” Dabel added the girl to her Buddy list and soon discovered that the real problems were going on at home. She focused on self-esteem, telling the girl to sit up straight in class and to stand in front of the mirror and tell herself she was smart and beautiful. By the end of the semester, Dabel says, the girl had begun adding new adjectives to the list assigned by the teacher: words such as *smart, intelligent, beautiful, sophisticated*.

“It’s not just about teaching them that three plus three equals six,” Dabel says. “It’s really about building relationships so that you can get to know the student. Because *you* don’t know what *they* don’t know if you don’t know them.”

“The Zankel Fellows are not in it for the money. They’re there really to help the kids.”

~ SUSAN MASULLO, LECTURER,
TC READING SPECIALIST PROGRAM

But while Fellows often work through one-on-one interaction, they contribute to overall school improvement as well. At Heritage School last year, the TC reading specialists, as part of their master’s theses, contributed insights about teaching literacy gleaned from their experiences. This year’s specialists, Tina Kafka and Jillian Richards, have built on that work. And the Fellows, who hail from all areas of the College, engage in a sharing of knowledge with one another.

“It’s great, because if we were all coming from the same program, no one would be bringing anything new to the table,” says Meghan Chidsey, an anthropology and education Ed.D. student who will become a Zankel Fellow next year.

GOOD BUDDIES Josh Tecchio, Natasha Bogopolskaya, Vanessa Dabel and Meghan Chidsey.

Of course, there’s one other major benefit that goes with the fellowship: the stipend. “I probably wouldn’t have been able to come to TC if I didn’t get this grant,” said Natasha Bogopolskaya, a Math Buddy concentrating in child psychology. “I love what I’m doing, and I’m glad that with that money comes a task that I enjoy.”

Yet most students say they’d do the program as unpaid volunteers. “The Zankel Fellows are not in it for the grant money,” says Susan Masullo, a lecturer in the reading specialist program who acts as the Heritage fellows’ sponsor. “They’re there really to help the kids.”

And to enjoy something else that’s equally precious, as well.

“For me, the biggest benefit has really been from individual connections I’ve made with the kids,” says Kafka, the reading specialist at Heritage School, who served as a teacher in California before coming to TC. “Especially the ones who are difficult,”

Kafka has been particularly encouraged by her success in breaking the ice with a ninth grade girl who has presented a number of behavior problems. Recently, given a chance to spend time with Kafka and others in a special separate group in the library, the girl not only accepted but also uncharacteristically completed a required assignment— writing three sentences. “I’ll be sitting next to her—she has these big hands—and she’ll just tap the middle of the back of my hand,” Kafka says. “She’s making a connection with me and I can’t make a big deal of it, but I know.”

For others, the Zankel experience may even be a career changer.

“I never thought I’d want to work in a high school, and now I think I might,” says reading specialist Jillian Richards. “It hasn’t scared me away.”



Finding Data in Students' Stories

*Through research and oral history, **JONDOU CHEN** is probing the experiences of students from different backgrounds*

Jondou Chen straddles multiple worlds. As a doctoral student in Developmental Psychology and Director of TC's Student Press Initiative (SPI), he is both an academic and a practitioner, a researcher and a teacher, and a quantitative and qualitative assessor of classrooms and the world. As the son of immigrant parents, he lives at the intersection of his Taiwanese heritage and his American upbringing.

Chen, who is also a graduate research fellow at the National Center for Children and Families (NCCF), and an adjunct instructor and master's adviser in the Developmental Psychology program, wouldn't have it any other way. He grew up as an English language learner in San Diego, where "this idea of walking in two worlds is both challenging and quintessential."

SPI was started in 2002 by then-TC student Erick Gordon and Chen's mentor, faculty member Ruth Vinz, TC's program coordinator for English Education. It is a professional development program that helps teachers incorporate oral histories, writing and publishing in their instruction. It is based on the premise that academically challenged students gain power, confidence and determination to stay in school when they are able to write and publish their own stories.

As a Zankel Fellow at SPI, Chen came to understand that the stories of students from lower socioeconomic status homes could shape a question he was trying to answer through his research. "Drug use and divorce rates were just as high in La Jolla [an affluent neighborhood of San Diego] as in inner-city Boston," Chen says. But student outcomes are better in La Jolla, so, he says, "I wanted to find out whether there was something protective about coming from a high socioeconomic status. I loved the research, but I was missing that interaction with the communities."

Chen's quantitative research at NCCF explores how neighborhood characteristics predict outcomes, such as graduation rates.

As Director of SPI, he conducts research that is exclusively qualitative—which is to say, he observes, listens and interacts. The intersection of the quantitative and qualitative is, in Chen's opinion, the best part of his work. And, he says, it represents the future of TC and education itself.

"We are constantly asking, 'What is the cutting edge of education?'" Chen says. "There is this sense of constant evolution. That is what you get when you're at a place like TC."

— Patricia Lamiell

After School, With Plato and Aristotle

TIM IGNAFFO and friends are introducing teens to philosophy

The poet Kahlil Gibran said that “a teacher can only lead you to the threshold of your own mind.”

Timothy Ignaffo, a student in TC’s Philosophy and Education program, believes philosophy is the perfect tool for leading middle and high school students to that threshold. Adolescence is a time for exploring life’s larger meaning, and students find their own questions reflected in Aristotle, Plato and Kant.

In 2009 Ignaffo—a former English language arts teacher who co-majored in philosophy as an undergraduate—joined forces with fellow Philosophy and Education doctoral student Guillermo Marini and Columbia University doctoral student Michael Seifried to launch the Philosophy Outreach Program.

Funded by the Squire Foundation and TC’s Provost’s Investment Fund, the program provides after-school philosophy instruction to students at a half-dozen New York City public schools through text-based discussion groups and occasional guest lectures.

The centerpiece of the program is a collaboration with Columbia Secondary School (CSS), a middle and high school three blocks from TC where Philosophy and Education graduate students gain experience teaching actual philosophy courses. Ignaffo recently helped orchestrate two exciting

“A nuanced dialogue on education has to go beyond philosophy. We want to get the kids thinking broadly and deeply about all subjects.”

developments at CSS: the Fellows Program at CSS, which provides stipends for Columbia and TC students who teach at the school; and Transitional C certification for students who have taught for at least one semester at CSS, which counts their work with the program as student teaching hours and ultimately enables them to work as classroom teachers.



Ignaffo’s vision for the program continues to grow. He and his colleagues are working to establish a nonprofit, tentatively called The Center for Humanistic and Philosophical Education, through which graduate students would introduce other disciplines in public schools.

Meanwhile, momentum for pre-collegiate philosophy is also growing, a development in which Ignaffo and his colleagues have had a direct hand. In October 2010, they organized a national conference at TC that brought together more than 180 philosophy-minded educators and students from top institutions, including Yale and the University of Arizona.

According to Ignaffo, who is also Program Manager/Field Coordinator for TC’s Early Childhood Education Program, the conference proved that “there really is a need for sharing resources and creating a larger network.”

“A nuanced dialogue on education has to go beyond philosophy,” he says. “We want to get the kids thinking broadly and deeply about all subjects. This is a holistic endeavor.”

— Suzanne Guillette

Seeing How Others Live

*In projects in impoverished areas of Mexico and Costa Rica, **KATY DE LA GARZA** has learned as much as she's taught*

The summer after college, Katy De La Garza considered a banking career “for about a second” before heading for China, where she taught as a volunteer.

“People were materially poor but spiritually rich,” recalls De La Garza, 35, now a TC doctoral student in comparative and international education. “I got sick a lot, but the kids were amazing. One of them asked me, ‘Who’s Jesus?’ It really brought home that half the world doesn’t live like you do.”

De La Garza has applied that perspective ever since, working in some of the poorest rural areas of Mexico and her home country, Costa Rica. She has approached each assignment with humility and even wonder toward the local culture.

In 2002, right after graduating from Columbia’s School of International and Public Affairs, De La Garza helped launch a microfinance project in central Mexico that disbursed small loans and provided training to groups of local women.

“Everyone talks about leaving a better planet for our children, but I realized we need to leave better children for our planet. That is where education is key!”

“There was so much domestic violence there,” she recalls. “There was one woman with ten children who was abused by her husband. But whenever you saw her, she was always smiling, and she walked with such strength. She used her loan to start a cooking business, and the work made her happy. It made me see there are so many ways of turning your life around.”

De La Garza credits her parents for teaching her to respect others. Her father, who was born in Mexico, ran away to the United States at age 13.

“He went back to finish primary school in his sixties, but he was a self-made man who believed in helping others,”



she says. “He used to say, learn to eat caviar and learn to eat black beans, but especially enjoy the beans, because that’s what life gives you most of the time.”

De La Garza came to TC after managing the Nature Conservancy in Costa Rica. “Everyone talks about leaving a better planet for our children, but I realized we need to leave better children for our planet. That is where education is key!”

At TC, De La Garza is researching education and gender relations in rural areas. This summer, she’ll observe a bilingual education project in Guatemala that’s trying to combat illiteracy among indigenous children. It’s clear she’s absorbed as a researcher, but you get the feeling she’d be going anyway.

“In rural places, you see people without so many masks,” she says. “They remind you not to sweat the small stuff.”

— Joe Levine

On Location

For disaster preparedness researcher Tom Chandler, geography is a key variable in the survival equation

by Joe Levine

Among Tom Chandler's heroes is the 19th century English physician John Snow, one of the fathers of the field of epidemiology. In 1854—nearly a decade before the advent of germ theory, when people still thought diseases were caused by a “miasma” of foul air—Snow traced a cholera outbreak in the city of Soho to specific contaminated water pumps.

“By using a map of the city’s pumps and looking at where people were dying, he figured out that it was a water-borne disease, not airborne,” says Chandler (Ph.D., ’09, M.A., ’00). “It really illustrates how a map can solve problems.”

Solving problems with maps is Chandler's own forte. As a research associate at the National Center for Disaster Preparedness (NCDP) at Columbia's Mailman School of Public Health, he spends his days analyzing natural and human disasters—from Hurricane Katrina to last year's earthquake in Haiti, to the recent catastrophic events in Japan that have resulted in partial nuclear meltdown—and the geographical factors that often help set them in motion or determine their ultimate outcome. Boyish looking, with glasses and unruly brown hair, Chandler projects the friendly politeness of an Eagle Scout—which can

make it all the more jarring when he talks about running computer-simulations of 10-kiloton nuclear explosions in New York City. But there may be few people better equipped to think about forestalling or mitigating such horrific what-ifs.

“I've always been interested in how to take computer technologies and enhance the ways that information can be visualized,” he says. “Since 9/11, I've focused on how programs can highlight the specific needs of communities during disasters.”

The past five years have brought a quantum leap in such technologies—most notably Google Earth, which, through satellite and aerial photography, enables viewers to see details as small as specific streets and houses; and real-time geographic information, such as public health, weather and traffic data which, as the company itself puts it, “reveal relationships, patterns, and trends.” Google Earth, launched right before Hurricane Katrina, helped many survivors determine whether their homes were still standing.

A similar technology, deployed in Haiti immediately following the earthquake, pinpointed the largest concentrations of rubble, helping rescue workers make the most of the 72-hour period known as the maximum survival window.



PINPOINTING AN OUTBREAK An original map of an 1854 cholera outbreak in Soho, made by the epidemiologist John Snow.



Chandler, whose father was a photo engraver, studied these tools as a master's degree student in TC's Math, Science & Technology Department, and he teaches a course at the College on geospatial technologies. For light reading, he still absorbs books like *The Visual Display of Quantitative Information*, by the political scientist and statistician Edward Tufte. But he came to his present job via other interests, as well. While earning a second degree at the College in Social Studies and Education, he co-authored a chapter in TC's nationally acclaimed "Teaching *The Levees*" curriculum, which explores civic issues raised by Hurricane Katrina and its aftermath. Titled "A Sense of Place, a Sense of Home: Using Geography to Understand the Levees Catastrophe," the chapter takes as its starting point the comment made not long after Katrina by then-Speaker of the House Dennis Hastert that "it looks like a lot of that place could be bulldozed." It poses the central question, "Given New Orleans' geography and history of neglect of its infrastructure and natural resources, should the city be rebuilt? And if so, who gets to decide?" In one exercise, students are provided with an actual Army Corps of Engineers memo in which the Bush Administration is cited for insufficiently funding the completion of flood protection for New Orleans. In another, they grapple with whether American citizens can be accorded refugee status in their own country.

“Americans have the expectation that an ambulance will come within a three-day period, but it may not come for three weeks or at all.”

Such questions shape Chandler's current work. Like his boss, NCDP founding Director Irwin Redlener, Chandler is particularly concerned with protecting the most vulnerable populations—children, the very poor and the elderly—who often face increased risk simply by virtue of where they live. New Orleans' Ninth Ward, home to the city's poorest citizens, is also in the most low-lying area, making it a prime target for flooding. In Haiti, the shanty towns—densely packed with loosely constructed, makeshift structures—were a death trap waiting to happen. And a



cholera outbreak occurred after the earthquake primarily because most of the nation's population lack access to any kind of health care services (and also, it seems, because of a new strain of the disease unwittingly brought in by foreign relief workers).



IT CAN HAPPEN HERE Above: The 1918 influenza ward at Camp Funston, Kansas. Bottom: Aerial view of New Orleans after Hurricane Katrina.

Yet for all the deaths and damage wrought by violent disasters, Chandler believes that infectious disease—arising in the wake of these events or as epidemics triggered by other factors—may pose the greatest threat.

"The world has seen an enormous population increase over a very short period—there will be nine billion people on the planet by 2050," he says. "More and more people are migrating from the developing to the developed world, and vice versa, which is accelerating the spread of microbes. There's increased urbanization into previously rural areas. And there are growing concerns about climate change and how that will impact the breeding patterns of various types of rodents and insects that carry disease."

Again, societal inequities increase the threat to the most vulnerable populations at risk—but they threaten everyone else, too.

"When any segment of the population goes untreated, everyone is endangered," Chandler says. "During the H1N1 outbreak in the United States two years ago, many undocumented workers were afraid to go to health care facilities



PREVIEWING DISASTER A Google Earth map shows the potential flooding reach of Categories 1, 2, 3 and 4 hurricanes in New York City.

because they were worried about being turned in and deported. But viruses don't care about borders and citizenship papers. They're just looking for a new host."

When they find one, the reach can extend far beyond the impact of a quake or a tsunami, and the after-shocks can go on for far longer. One of the worst disasters of the 20th century, for example, was the 1918 flu pandemic, which killed approximately 40 million people worldwide at a time when air travel was only in its infancy.

"A lot of research suggests that a new strain of influenza could happen soon," Chandler says, "so we've got to think about the ramifications." Again, issues of social vulnerability would be front and center. "How many people would have access to respirators, or to Tamiflu and other medicines? Would health insurance be needed to get those things, and how many people would have it?"

Thinking about these things is scary—but *not* thinking about them, in Chandler's view, is a lot scarier. As bad as the recent disaster in Japan has been, it would likely have been far worse if Japan wasn't a world leader in preparedness, with an earthquake early warning system, a K-12 curriculum that includes tsunami evacuation procedures and a clearly established incident command system with procedures for debris removal, provision of shelter and other critical needs. By contrast, Chandler says, U.S. readi-

ness and capabilities are pretty much still where they were during Hurricane Katrina.

"An effective response involves extensive planning, investment in preparedness, coordinated leadership, integration with the private sector and volunteer organizations," he says. "The U.S. has a long way to go in all those areas, and in the current economic climate, states are cutting their budgets for these kinds of efforts."

NCDP, for its part, is trying to jump-start the conversation by looking at the potential impact of issues such as climate change. "We talk to the insurance industry, which is further along in its thinking than many county and state governments," Chandler says. "They've helped us amass geographic data on the hot zones for different types of risk, and the urban areas that are most susceptible to sea-level rise—Houston, Miami, New York City."

Individuals need to think about such dangers as much as the government does, Chandler says—but there, too, the picture is not encouraging.

"There's not always a sense of self-reliance. Studies we've done show that, regardless of the type of disaster, Americans have the expectation that an ambulance will come within a three-day period, but in a lot of these major disasters, it may not come for three weeks or at all. There's not a realization that resources are limited. People need to develop emergency plans about where to meet, and they need to have enough food, water and medicines ready for at least three days."

Ultimately, education is the key—and to that end, NCDP, with Teachers College as a partner, recently received federal funding to act as one of 14 university-based regional disaster planning centers nationwide. The College's EdLab, a unit within the Gottesman Libraries, is developing preparedness training materials for public health workers, and, in an actual disaster, would provide a facility to create messaging to the public.

It's a scary world, but Chandler sees plenty of reasons for hope, too. During 9/11 and again during the blackout a few years later, New Yorkers demonstrated resilience and courage. Average citizens mounted boat rescue efforts in New York Harbor, directed traffic and generally rose to the occasion.

"I'll take my chances here," he says. ☘

For information about personal disaster preparedness, see a brochure developed by NCDP and the Children's Health Fund at <http://bit.ly/eZ7t0o>. NCDP also developed a "Preparedness Wizard," accessible at <http://bit.ly/eFTDux>, for a customized plan.



Ready to Enter the Building

TC's Summer Principals Academy is breaking new ground in preparing 21st century school leaders

by David McKay Wilson

Two years ago, when Heather Haines (M.A., '09) was named principal of a troubled charter school on Chicago's South Side, she faced problems on every front, including student discipline, classroom rigor and student achievement.

It was a formidable challenge, even for a veteran administrator—and Haines, who was just 29, had never run a school before. Still, she considered herself well prepared for the job. A year earlier, Haines had completed TC's highly regarded Summer Principals Academy (SPA), where she learned strategies specifically designed for the arduous process of turning around high-need schools in crisis.

Over 14 months that included two five-week summers in residence at TC, Haines and her cohort focused on everything from rethinking a school's mission to rebuilding curricula aimed at preparing students for success in higher education and the work force. She has channeled lessons from all of those areas into her daily management of

her school, even renaming the institution the Perspective Leadership Academy.

"We learned about having a vision and managing change," Haines says. "There were students and staff upset about the change, so I had to help manage those emotions."

Since its founding in 2004, SPA has grown to include more than 90 students per cohort and by the end of this summer will have nearly 400 alumni—over half in leadership roles at schools around the country.

"We believe SPA is modeling how to prepare leaders for 21st century schools, which typically are smaller, more academically focused, and more ethnically and culturally diverse," says SPA founding Director Craig Richards, Professor of Education. "The principal's job today demands idealism, energy, strong social and entrepreneurial instincts, a facility with technology, a comfort level with accountability and ongoing change, and above all, an inner urgency to improve children's life chances."

While many SPA students are in their 30s, two-thirds already have a master's degree. Like Heather Haines, many have come to TC a few years after their experiences in Teach For America (TFA), a program that recruits non-education majors from universities across the country and trains them in urban and rural schools with high needs. Among this summer's cohort of 92 admitted students, 30 were TFA corps members.

Courtney Russell (M.A., '08) founding Principal of the Metropolitan Lighthouse Charter School in the Bronx, began her teaching career with TFA in Atlanta. After four years in the classroom, she enrolled in SPA to make the leap into educational leadership. Last year, Russell was tapped to be the founding principal of a Bronx start-up school launched by Lighthouse Academies, a TFA partner organization.

This summer's incoming SPA cohort will include nine educators from Indianapolis, who will arrive in Morningside Heights through a partnership involving TFA, Indianapolis Public Schools and The Mind Trust, an Indiana nonprofit organization that supports education innovation and reform.

Meanwhile, Richards is working to establish a SPA-South at Tulane University in New Orleans by 2012.

"We want to keep our home audience happy with highly qualified applications from New York City, but we'd also like to serve educators around the country," he says. "The demand for SPA is outstripping our capacity to respond. We have a strong alumni base in the South, and public schools there are also on a different calendar, so having a SPA-South makes sense for us."



PREACHING LEADERSHIP Richards says it all starts with the principal.

SPA's learning framework breaks down leadership skills into four clusters: leadership competencies, managerial competencies, adult professional development, and curriculum and supervision.

Professional development can be a key element in school reform efforts, as teachers learn new ways to engage students.

"An adult's world-view is already set, to a certain extent, so they are not as flexible or fluid as children," says Cecilia Jackson (M.A., '07), founding Principal at Pioneer Academy in Corona, Queens. "You need to understand that different people learn in different ways, and you have to figure out what motivates them."

Indeed, Richards believes that, with issues ranging from transportation and nutrition to pedagogy and the well-being of hundreds of youngsters, running a school can be more complex than running a business.

"While a good teacher counts the most, it's good leadership that enables the teachers," says Richards. "If you don't have a system in place that holds the teachers and their students in a strong learning community, then the potential of the student and teacher is wasted."

For each SPA cohort's culminating project, teams of students design a new school—from vision and mission to staffing and accountability. The work is no mere exercise, having spawned several actual new schools—including



IN TRAINING Principals work in groups on projects such as designing new schools. Opposite: SPA graduate Sarah Rose at TC.

Pioneer Academy, which Jackson proposed. Her assistant principal at the school is SPA classmate Stephen Early (M.A., '07).

The presentations for the new schools are made in TC's Cowin Conference center, in front of hundreds of TC students and faculty and a panel of expert judges.

“We found in New York City that it was much more productive to replace large, failed schools with new, small schools. That's precisely what SPA is training these educators to do.”

~ ERIC NADELSTERN

Among the panelists for the past three years was Eric Nadelstern (M.A., '73), then Deputy Chancellor for the New York City Department of Education's Division of School Support and Instruction. Nadelstern retired this spring after 39 years in the city's schools and will be teaching courses on curriculum and supervision at this summer's SPA session.

“We found in New York City that it was much more productive to replace large, failed schools with new, small schools,” says Nadelstern. “That's precisely what SPA is training these educators to do.”

With all the responsibility heaped on a principal's shoulders, SPA also provides self-awareness training, which teaches students how to use their self awareness to discern the right actions to take in any given moment. The key message: there are times when it's important to look deeper than one's intellect, and to reflect on one's experience in the moment.

For Stephen Chiger (M.A., '10), an instructional leader in English at Newark's North Star Academy, that's meant confronting his own tendency to avoid conflict, which reflects a belief that organizations run better if differences aren't aired. Chiger says he has come to realize that a respectful discussion of opposing viewpoints can produce new pathways for progress.

“I've learned to approach conflict in new ways and be less afraid of it,” says Chiger. “Now I reframe it and see that conflict can be a place for organizational growth.”



ON PRINCIPAL Noble Leadership Academy Principal Ammany Khattab (top) employs progressive teaching ideas in a traditional environment.

Faith, in Society

Ammany Khattab has created a vibrant school that's bringing Muslim education into the 21st century

School start-ups are always an adventure—but founding and running an Islamic school in the United States is a challenge of an entirely different order. How, in a surrounding culture that is not always welcoming, to foster a sense of pride in Islamic identity and tradition? And at the same time, how to engage a secular world?

That is the balancing act undertaken by Amanny Khattab, Principal of Noble Leadership Academy, a private Muslim elementary and middle school in Passaic, New Jersey, that opened under her leadership two years ago.

“We are building a strong community here,” says Khattab, a New Jersey native whose father emigrated from Egypt to the United States. “And we want to empower our students to take on the challenge of living as young Muslims in the broader community.”

Khattab designed the school as a student at TC’s Summer Principals Academy (SPA) and says her success owes directly to that experience—and to the help she received at the start from SPA Director Craig Richards, Professor of Education, and to the recent support from Professor of Practice Eric Nadelstern, the former New York City Deputy Schools Chancellor.

Khattab had no thought of founding a school when she arrived at TC in July 2009. At the time, she’d just completed her second year as principal of a private Muslim school in New Jersey. But two weeks into the summer session, Khattab was approached by a group of Muslim parents who were determined to start a new school that September. They had money, enthusiasm and a potential agreement with the Diocese of Paterson to rent a vacant parochial school in Passaic. They wanted Khattab to be the founding principal.

“I’d been at SPA for all of two weeks,” recalls Khattab, herself a graduate of a Muslim high school in Teaneck, New Jersey. “I told people the money was there, but I needed help. Before I knew it, people had given me teacher handbooks and discipline procedures.”

By the second week of August, the Academy had the building, which needed significant repairs. The school opened on September 23, with 90 students in kindergarten through seventh grade.

Noble has since added an eighth-grade class and plans to expand to include the ninth and tenth grades in September.

“Amanny embraces the value of change as she explores new territory,” says Nadelstern, who visited Noble Academy with Richards in early April. “With a private religious school, it’s easy to fall into centuries-old patterns of how to teach. It’s remarkable to see how she has embraced some of the best new pedagogy without sacrificing culture and language development, and the complex issues surrounding religious ideas.”

The Academy, which will welcome 40 new students this fall, bringing its enrollment to nearly 200, has broken traditional gender barriers by encouraging boy-girl interaction in the classroom. The school isn’t affiliated with a mosque and welcomes Muslims from all denominations. Its weekly curriculum balances core academic subjects with four periods each of Quran and Islamic Studies and five periods of Arabic.

The school’s approach emphasizes project-based assignments, along with hands-on learning in science and math. In a science lab, for example, the students may be told the results of an experiment and asked to explain how they occurred.

“The idea is to teach them to think critically and understand the material,” Khattab says.

In April, students in a religious studies class discussed a reading about the Prophet and the actions of men surrounding him. In a science class, fourth graders did a hands-on exercise with chunks of obsidian, pumice and granite to identify different types of rock. Students in an English class came up with synonyms for new vocabulary words.

Ultimately, though, Khattab believes that building a strong school culture is the key to success. Sitting around the lunch table, several Noble middle school students talked about the strong ties they feel to each other, their teachers and the school. They particularly liked the leadership training class that Khattab teaches for grades six to eight, in which students often grapple with issues of anti-Muslim bias.

“We get our students to believe that being Muslim is something to be proud of,” says Khattab, who acknowledges that, a decade after 9/11, young Muslims continue to face derogatory remarks from some Americans. Girls who follow Muslim tradition and cover their hair with head scarves may also be targets of anti-Islamic comments. “And I remind them that there have always been groups in America who have been looked down upon, but that those groups have gotten beyond it.”

Yasmine Elfara, an eighth grader, says Khattab’s leadership class provides a framework for negotiating issues in society.

“Sister Amanny teaches about ethical dilemmas and how to be a leader when we grow up,” she says. “She’s opening us up to the outside world.”

Seventh grader Annisea Elliott puts it more simply: “At public schools, you can feel like a real outsider. Here, everybody is together.”

—David McKay Wilson

A Life, Unlimited

Yupha (Sookcharoen) Udomsakdi fled her life in a rural village and became Thailand's Minister of Education and a leading public health advocate

Yupha Udomsakdi (M.A., '60) was enrolled in prep school in Thailand, pursuing her dream to study medicine, when World War II broke out. Her mother called her and said, "There's no need for a woman to become a doctor. Come home."

Udomsakdi returned to her rural village to help her parents in a family business, but when a friend wrote to tell her about a new nursing school established by American doctors in Bangkok, she didn't hesitate. She stuffed some jewelry in her pockets and, without telling her parents, set off for the city—and the rest of her life.

Udomsakdi has spent her life ignoring limitations others have sought to place on her. She became the first woman in Parliament to serve in the cabinet, serving on many committees and assisting in multiple rewrites of the Thai

“I said, ‘No matter how many resources you put into the hospital, it doesn't matter if, as a people, we don't know how to look after our own health.’”

constitution; was named the country's first female Minister of Education; and also founded Thailand's first health education program. After her retirement from politics, she was elected to serve as a member and the Vice Chairman of the Constitution Drafting Assembly, leading to the creation, in 1997, of Thailand's most democratic constitution.



Certainly luck played a role in her success—but so did Udomsakdi's ability to turn adversity to advantage. Girls were rarely allowed to go to school when she was growing up, but because her father was ill, she was sent to stay with her uncle, a civil servant, in the city. One day, her cousin, a teacher, noticed that Udomsakdi was reading well above her second grade level. The cousin took Udomsakdi to school, where she aced her exams, went straight to the fourth grade and won a fellowship.

It was a demanding life. Days began at 5:00 a.m., when Udomsakdi accompanied her aunt to the market. Returning home three hours later, she ate breakfast before arriving at school just in time for the national flag raising. After school, she returned home, did her homework and helped out with chores.

But the experience acclimatized her to hard work, and also put her on a fast track to begin her career. After graduating from the nursing school, she came to New York City, where she studied for six months at a midwifery school on Madison Avenue. She remembers going to her first birth, at the patient's house: "They looked at me and said, 'She's too young!'"

After a Fulbright Scholarship enabled her to earn her Bachelor of Science degree in Nursing Education at Washington Missionary College in Washington D.C., Udomsakdi was accepted to Teachers College, but couldn't afford the tuition. Fortunately, one of her old colleagues at the midwifery school knew of a foundation that offered funding to international students. Though most scholarship recipients were from Africa, the woman in charge of the foundation granted her \$3,500 a year. "I received the check immediately," Udomsakdi remembers, smiling.

While at TC, Udomsakdi met her husband, a medical doctor and fellow Thai who was a virology research fellow at the Rockefeller Research Center. After marrying at the Thai embassy in Washington, D.C., the couple returned to Thailand, where she began working at a school of public health, Mahidol University. She liked what she was learning, but against the poverty and ignorance in Thai villages, it seemed of little value.



FAMILY TRADITION Udomsakdi on the stairs of Low Library as a TC student and with her granddaughter, now an undergraduate at Columbia University.

“I approached the Dean and said, ‘No matter how many resources you put into the hospital, it doesn’t matter if, as a people, we don’t know how to look after our own health.’” Out of that conversation came the country’s first bachelor’s degree program in Health Education, employing a “problem-solving process” developed by Udomsakdi in which health workers traveled to villages to “help people help themselves.” Graduates integrated health education into primary and secondary school curricula across Thailand.

The program was such a success that USAID workers filmed the trainings to educate health workers in nearby countries. In 1960, USAID and UNICEF established a training center affiliated with the program that is still thriving today.

Then Udomsakdi hit another roadblock. The World Health Organization, though impressed with the project, questioned whether a nurse should be running it. Again, Udomsakdi turned obstacle to opportunity. Now the

mother of two children, she enlisted the support of her family and enrolled at the University of North Carolina-Chapel Hill to pursue a Ph.D. in higher education administration.

Back in Thailand, Udomsakdi established a faculty of Social Sciences and Humanity at Mahidol to teach social, economic and political education. She also helped establish the first Institute of Population in the country.

With that track record, she finally ran for Parliament. Her decision was prompted by the political unrest in Thailand, which had become a constitutional democracy in 1976. Many of her students were actively fighting for democracy, and when one was shot by a soldier, Udomsakdi decided it was time to get involved. She served four terms, helping to reorganize Thailand’s education system and assisting in four rewrites of the country’s constitution.

After a series of coups d’etat, Udomsakdi decided to step down. She worked briefly as a consultant for UNICEF on women’s and children’s health, and then, at the prompting of a colleague from the Cabinet, entered a new arena: business.

That was 22 years ago. Today Udomsakdi, 82, serves as Chairman of the Board of Chaophaya Terminal International, a company that manages a container port in Songkhla that ships cargo to the Far East, Europe and the United States, and also manages a tourist port in Phuket. She also runs a foundation that funds educational projects in rural Thai villages, and still pays close attention to politics and government affairs. She remains especially proud of the constitution she helped draft in 1997.

“That was the most complete constitution. It was approved by the House of Representatives,” she says, adding with a proud smile, “It had the support of the people.”

— *Suzanne Guillette*



ALUMNI THAIS (and Fulbright Scholars): Udomsakdi (center) with Porntip Kanjananiyot and Chaiwat Kaewphanngam at a TC alumni reception in Bangkok this past March.

The Sound of Two Hands Clapping

TC's Andrew Gordon has developed a bimanual therapy for cerebral palsy that could change the field

On the tenth floor of Thorndike Hall, a group of children are wiping down their tables after a spending an hour making sushi.

"Use two hands!" an adult supervisor calls out.

That frequent refrain of nervous parents everywhere has a very different connotation here at a summer camp operated by TC's Center for Cerebral Palsy Research.

Kids who attend the camp each July have hemiplegia, a severe weakness in the limbs that results in very low dexterity on the affected side of the body. To help correct that imbalance, the camp employs a technique called Hand-Arm Bimanual Intensive Therapy (HABIT), developed by the Center's director, Andrew Gordon, TC Professor of Movement Science. The technique requires the children to make equal use of their weak-side limbs, whether in making sushi or lifting weights.

Gordon, a clean-cut man with a reassuring manner, became interested in kids with cerebral palsy 20 years ago



after being told, as a graduate student, not to focus on rehab.

"The general consensus was that this kind of impairment didn't get better, but I just didn't believe it," he says. "I had worked with these kids and seen their hand movement improve after just an hour in the lab."

Some years ago, Gordon began exploring the therapeutic constraint of patients' sound limbs—a technique that improved weak-side mobility but did not improve coordination difficulties of the two hands together. He subsequently developed the bimanual HABIT approach—in part out of

a desire to help kids and their parents meet immediate goals such as zipping a jacket, dressing a doll or using a computer.

This past July, Gordon and his team set out to measure improvement in kids' mobility after three and a half weeks of daily bimanual therapy. Through transcranial magnetic stimulation (TMS) conducted before and after the July session by Gordon and Kathleen Friel, Professor of Clinical Neurobiology at Columbia Medical School, they also hoped to identify any "brain plasticity"—creation of new neural pathways—that occurred as a result of the rehabilitation. Understanding brain mechanisms that underlie changes in dexterity could clear the way for use of direct stimulation of the brain paired with manual therapy as a new form of treatment in this population.

"I'm confident that's going to happen," says Gordon.

Currently, though, Gordon and his team are focused on helping kids make incremental improvements in dexterity. Each morning last July, the eight campers, hailing from as far away as Michigan, Mississippi and Virginia, separated into groups to work with their interventionists, most of whom were TC graduate students and undergraduate vol-



HAPPY CAMPERS Above: Practicing at a game of Uno. Opposite: Jake works at the computer.



unteers from CUNY and other schools interested in physical therapy and neurology.

The activities were physically demanding, but also fun: Lincoln Logs, Chutes and Ladders, and Battleship; competitions to pull the most strips of masking tape off a wall, with stickers for rewards; playing marbles; word games on the computer; and—most coveted of all—Nintendo Wii.

In just three weeks, campers averaged a nearly 40 percent increase in bimanual dexterity—double what would naturally occur over many years.

Throughout the day, Gordon's team missed no opportunity to gently prod campers to do more. The results were striking. After two weeks, a seven-year-old boy named Jake could pick up a small bead with his index finger and thumb. On the first day, he had barely been able to open his balled fist enough to extend his fingers.

In part, that gain was a result of Jake's daily strength-building sessions with Eugene Rameckers, a physical thera-

pist from the Netherlands who has opened his own camp there partly modeled on Gordon's.

One afternoon, Jake and Alison Schonberger, a Columbia undergraduate, joined Rameckers in a small office, where Jake poured water from one pitcher to another. Rameckers, crouching in front of him, urged him to "keep it horizontal" and "keep your wrist straight."

"I never got a tile wet before," Jake said, a bit testily. A moment later he splashed water on Ramecker's pants. Before anyone could say anything, Jake raised his eyebrows. "That's not a tile," he said.

By camp's end, all the campers had markedly improved their hand function, averaging a nearly 40 percent increase in manual dexterity.

"That's consistent with our earlier findings," Gordon said. "It's double what would naturally occur over many years of development, and we achieved it in just three weeks."

Equally exciting, TMS thus far is showing brain plasticity associated with the improvements. If TMS can pinpoint precisely what kind of neural changes are occurring, the field may be poised for a major advance.

Thanks to their time at TC, Gordon's campers may be among those applauding.

— *Suzanne Guillette*



Teaching from Within

Lisa Miller is a psychologist who believes in the power of spirituality and the reality of the unseen

by Suzanne Guillette

In the late 1990s, riding the subway to Columbia’s medical school, Lisa Miller found herself captivated by a poor teen-aged boy across the aisle. He was obviously facing challenges, but Miller was struck by his resilient look. “I could see that he was connected to the source of life—and that’s 100 percent of the story.”

That epiphanic, New York moment got Miller, then a post-doc in child and adolescent psychiatry, thinking. With the support of her mentor, Myrna Weissman, she began what would become an ongoing exploration of the role of spirituality in adolescence. Miller, now Associate Professor of Psychology and Education at TC, has since pursued many avenues with her work, but her core finding, in study after study, is that when it comes to psychological healing, “psycho-social variables don’t hold a candle to the protective benefits of personal spirituality.”

In fact, spirituality—which Miller defines as “absolute values experienced personally, and ultimate connection to meaning and transcendence”—is the thread that connects all of her work, in the classroom, clinical settings and beyond.

It’s an orientation that can be surprising in a place like Teachers College, where science, with its emphasis on what can be observed and empirically validated, is the lingua franca. But Miller—who is past president of the American Psychological Association’s Division of Psychology and Religion, and has been nominated to be an APA Fellow—has sought both to erase the distinction between “spiritual” and “scientific” and to win a place within the academic dialogue for the idea that “ultimate reality is not simply reduced to things we can touch and see.” Miller’s lab at TC has published more than 50 peer-reviewed journal articles on spirituality’s role in preventing mental illness in youth.

“This is part of the education that our students seek,” she said one recent afternoon. A vibrant woman with wavy

yellow hair and sparkling green eyes, Miller leans forward earnestly when she talks. “A new generation already lives according to post-materialist principles, and they are seeking knowledge from within this paradigm.”

This past November, Miller chaired a major conference at TC titled “Spirituality and Healing: A Revolution of Consciousness.” An overflow audience of students, faculty and community members poured into Milbank Chapel to hear a group of speakers that included Wayne Jonas, former head of the National Institute of Health’s Alternative Medicine Division, and Robert Jahn, a former Princeton engineering dean who for decades ran a lab dedicated to amassing evidence of direct causal, physical relationships between people’s intentions and otherwise random results.

The conference proceedings will be represented in the soon-to-be released *Oxford University Press Handbook of Psychology and Spirituality*, edited by Miller. The event also moved the main participants to form the Academy of Postmaterialist Science and Education, an organization that will develop research-based curricula and provide support for emerging education professionals in the field.

Last Thanksgiving, Miller visited a homeless shelter with her own three children and met a young boy named Angel, who was temporarily staying at the shelter with his family. The encounter moved her to launch Youth Rising, a major effort to provide Covenant House of New York, a shelter for homeless youth, with support from across Columbia, including TC, the Medical School, the School of Social Work and the Law School. The effort, which recently received a \$170,000 grant from the Goldman Sachs Foundation, includes a direct service component, in which advanced TC doctoral students facilitate mental health and wellness groups for counselors of homeless youth.



FULL HOUSE Miller’s spirituality conference drew crowds to TC’s Milbank Chapel.

“When you see these kids, the first inclination is to help,” says Miller. “There is no reason in a civilized society to have youth living on the street.”

Miller’s own childhood was a happy one. She grew up in the Midwest, where she fondly remembers long days of playing in sweet-smelling fields and enjoying a deep connection to the natural world. Her father was a theater professor at Washington University in St. Louis, and Miller herself knew from toddlerhood that she wanted to teach.

“A new generation already lives according to post-materialist principles, and they are seeking knowledge from within this paradigm.”

“My grandmother nicknamed me ‘the professor’ because I had a claim to natural authority,” she says, laughing.

Miller calls growing up around a university campus “formative,” with potluck dinners and students practicing tai chi on the lawn. She was even cast in one of her father’s productions, as the peasant girl in Brecht’s *The Caucasian Chalk Circle*.

When she was eight, Miller traveled with her parents to Europe and attended an international arts camp in Geneva. She remembers bonding with two girls who had been displaced from their respective homelands in Iran and Iraq.

“It was an example of how well we, as humans, can commune at the level of spirit.”



IN SERVICE Miller and TC students ran a wellness workshop for staff at Covenant House.

As a doctoral student at the University of Pennsylvania, Miller worked with Martin Seligman, father of the positive psychology movement. “It was like having Socrates as your mentor,” she says of his influence. Miller credits Seligman with giving her the confidence to expand beyond the traditional parameters of academia and psychology, following her natural curiosities. Recently, Miller won the prestigious Virginia Sexton Mentoring Award from the American Psychological Association, which she credits to the lessons learned from her own mentor.

Seligman, for his part, calls Miller “the leading psychologist of her generation in the benefits of religion and spirituality. Lisa always solves problems, not puzzles,” he says. “She asks ‘What makes life worth living?’ and finds evidence-based answers.”

Miller joined TC’s faculty in 1999 and set up a research lab with the help of a William T. Grant Scholars Award and an NIMH Career Development Award. She has studied and promoted a range of prevention and treatment interventions for children and adolescents, including increased access to treatment for lower socioeconomic status populations.

Miller has been particularly active in championing psychotherapeutic treatment for pregnant teens, who suffer increased rates of depression. She has also shown that once a teen has become pregnant, validation of that choice by parents is much more likely to foster better decisions and healthier outcomes for the baby.

Miller’s work has also focused on the benefits of spirituality for highly experienced teachers who mentor their peers. In a two-year study, “The Spirit of Teaching and Learning,” conducted at the Thurgood Marshall Middle School in Bridgeport, Connecticut, and funded by the Klingenstein Fund and the Pritchard Foundation, Miller, her colleagues and a team of TC students found that the teachers responded positively to the chance to connect with their own sense of spirituality—whatever form that took—and to teach from a more “connected” place.



HEEDING THE CALL Miller, teaching at TC in 1999.

When the project ended, 60 percent of teachers in the study chose to continue meeting after school, without additional pay, so that they could foster an approach to teaching based in spirituality.

“Teachers are not just dispensers of curriculum,” Miller

says. “They are a source of life through which learning is ignited.” To share her psycho-spiritual model of working with educators, this month Miller will be the invited keynote speaker at the Positive Psychology Conference in Israel.

For Miller, the shared humanity of all participants is paramount—an outlook that has prompted clients and students alike to ask her to officiate at their wedding ceremonies. She believes that one’s best teacher is within—a precept she often observes by stopping to enter Milbank Chapel in the mornings to honor the sacred nature of the work she is about to perform. “I pray to serve and to love on a spiritual level,” she says.

Ultimately, Miller hopes that a spiritual perspective will become more integrated with mainstream culture, including in the areas of education and policy decisions.

“As a society, we need to lead with spirituality,” she says. “We’re all born with it, but children are educated out of their spiritual realities. We should support them in holding on to it.”

That can mean starting small. In a recent class at TC, Miller’s students were in the midst of discussing oneness and universal connection when a beetle crawled out from nowhere. There was a mild uproar of shrieking and raised legs.

For Miller, it was an ideal teaching moment. If the students were to apply the ideals they’d just discussed, there would be no need to negatively judge a harmless insect as “bad”—or even “other”—and certainly no need for physical distance. At the end, the beetle appeared again, turning to the class as if to say goodbye. Everyone laughed, the principle of universal connectedness affirmed for the afternoon.

“All it takes is a whisper of validation,” Miller said. 🍀

From Buses to Box Office

Patti Kenner runs a charter transportation business. She made a documentary to honor a friend. Now it's winning accolades

It wasn't until Ruth Gruber turned 97 that Patti Kenner (M.A., '68) realized she needed to make a documentary about the long and illustrious life of her dear friend. "I am sick and tired of hearing people say that they want to make a documentary about you," Kenner whispered into Gruber's ear at her birthday luncheon. "I'm going to make it."

What emerged was *Ahead of Time*, a deeply moving 73-minute paean to Gruber that was selected to premiere at the Toronto Film Festival last year.

No one would have questioned Kenner's choice of topic: Gruber, after all, is the youngest person in history to earn a doctorate (at age 20, on Virginia Woolf), and the first journalist to travel to and report on the Soviet Arctic. During World War II, Gruber left journalism for a time and became a trusted member of the Roosevelt administration, carrying out a dangerous secret mission to rescue Holocaust refugees. As a reporter for *The International Herald Tribune*, she showed the world the first photographs of *The Exodus*, the ship carrying Holocaust refugees that was illegally attacked and turned away from Palestine. Gruber's photographs, as Kenner's film notes in the words of an advisor to President Truman, "helped arouse the conscience of men" and spurred the creation of the State of Israel.

But what about the self-appointed executive producer? Kenner, then 64, is a former schoolteacher and graduate of TC's Early Childhood Education program who runs her family's business, Campus Coach Lines. True, she's also a philanthropist who sits on the boards of Carnegie Mellon University and the American Heart Association—but had she ever thought about making a documentary before?

"Are you kidding? I run a bus company!" Kenner says.

But Kenner, who studied with the philosopher Maxine Greene during her TC days, learns fast. For the job of director, she hired Robert Richman, the cinematographer for the award-winning documentaries *An Inconvenient Truth* and *My Architect*. Per Kenner's stipulation, the filming took one year, and had a budget of \$850,000 after distribution, about half of which Kenner raised. The rest she paid for from personal funds.



TWO THUMBS UP Kenner (second from left) holding hands with Gruber at a screening in September 2010. Also pictured: Kenner's co-producers, Denise Benmosche (far left) and Doris Schechter.

Kenner places much of the credit for her film's success with Gruber—and not just for being a compelling subject. "Ruth has a room where she has collected every note and photograph she ever took," said Kenner after a screening of the film at TC in March. "She wasn't just a journalist. She was a superb journalist."

When she speaks of Gruber, Kenner's voice becomes animated. Though she barely worked on the day-to-day filmmaking, she knows just about every word Gruber utters in the documentary. "Ruth always says that, at the end of the day, look inside yourself and ask, 'What are your tools?'" Kenner says. "Ruth's tools were her camera and her words. I will never have an influence on the world the way Ruth Gruber does. I'll never write a dissertation on Virginia Woolf or help create the State of Israel or save thousands of refugees fleeing Hitler. But I do feel that I have told a very important story to the world. I felt so strongly in my heart that I had to do this. And I did it. I have never been so proud of anything."

— Elizabeth Dwoskin



The Academic Questioner

Alone and in groups, Janet Miller has devoted her career to examining constructions of identities

by Joe Levine

On a late summer day 25 years ago, Janet Miller invited five former students to go “beyond the formal context of our graduate classrooms...with their nailed-down seats and rigid rows” in order to “try to teach and dialogue with others in a freedom-producing way.”

What followed, recounted in Miller’s 1990 book, *Creating Spaces and Finding Voices: Teachers Collaborating for Empowerment*, has been described by her friend William Ayers as “something that is much discussed though rarely tried” in academia—but for Miller, groups have been not only an essential way of exploring her ideas, but an active expression of them.

Again and again during her career, Miller—Professor of English Education at TC since 2000—has stepped outside the familiar in search of “freedom-producing spaces.” On one level it has been a lonely quest—she has, by her own admission, made a habit of going off to new places where she knows no one (“I don’t recommend it”)—yet also one that has prompted her to create communities of similarly reflective souls wherever she has gone. Frequently these have been small groups of students whom Miller convenes while they are still studying with her, and who then go on to meet with her for years, even after they have scattered to jobs in other states and coun-

tries. Miller doesn't lead these groups in any conventional sense; she works within them, often outside any regularly scheduled classes or institutional structures, on an equal footing, sometimes prodding or suggesting readings (and often generously bringing younger colleagues into her circle of influence at professional conferences). But with her long-term colleague and friend, William Pinar, Miller is also the founder of two much larger coalitions: the *Journal of Curriculum Theorizing* and its attendant annual Bergamo Curriculum Conference, now in its 32nd year; and the American Association for the Advancement of Curriculum Studies, for which she served as President for six years.

All of these wanderings and gatherings have been in the service of Miller's complex and difficult brand of scholarly thought—an approach that grew out of feminism, but has since moved through labels such as phenomenology and poststructuralism. At its core is the idea that human identity is both fluid and non-unitary, framed at any given moment by race, nationality, class, gender and other interacting variables—and that this mutability calls into question how, for example, teachers and researchers can possibly ever fully and statically represent themselves or others.

"I began my academic studies in the early '70s and am very much a result of the '60s and its ferment," she says. "I grew up in Pittsburgh when it was still a steel town, and I became aware very early of class distinctions—whose dads worked in the mills, whose dads didn't. When I was doing my doctoral work at Ohio State, I was lucky enough to coincide with people who were taking up issues of power and representation, both in and through literature and classroom settings."

During the early 1990s, Miller spent three years as part of a qualitative research team that studied several schools within the network founded by the educator TheodoreSizer, and she has since defined herself as a "teacher/researcher" who uses poststructuralist theories and qualitative, anthropological research methods to understand what goes on in K–12 classrooms as well as in collaborative groups. Her ultimate quarry is to transform teaching from the presentation of "predetermined, sequential, skills-oriented and measurable versions" of English and other subjects, into something that enables students to—in the words of her long-time friend and inspiration, Maxine Greene—look "inquiringly and wonderingly on the world."



STRENGTH IN NUMBERS Ongoing group collaborations are a rarity in academia, but for Miller, they have been both a forum for ideas and a form of expression.

To get there, she passionately believes that teachers must first turn the process of inquiry upon themselves and their own autobiographical narratives.

"Through the various turns in my field, and through my own research and writing, I've come to realize the impossibilities of ever fully representing oneself or others," she says. "But given that we still research, represent, analyze and discuss our data, what questions must we ask ourselves? How to pay attention to our own prejudices, assumptions, biases and habitual ways of thinking, and to the influences of dominant discourses on our own and others' constructions of selves while still leaving oneself and one's readers open to other interpretations? I'm as interested in the questions as the answers."

“I've come to realize the impossibilities of ever fully representing oneself or others.”

Miller's own rendition of such an autobiographical narrative is an essay called "Mr. Brucker's Good Girl," which she first published in 1992 and which is "re-narrativized" in her book *Sounds of Silence Breaking: Women, Autobiography, Curriculum* (2005). Initially the piece seems to describe a young girl being awakened to the possibilities of literature, class-consciousness and feminism by a charismatic sixth grade teacher, the Mr. Brucker of the title. But

as the story progresses, the adult narrator reveals a more conflicted view of her teacher, her younger self and the world they are operating in. Mr. Brucker is indeed “a kind, caring and enthusiastic teacher” who “in his spontaneity...encouraged us all, girls and boys, to consider the possibilities for ourselves that did not automatically occur to many of us as we trudged home each afternoon through the hanging grayness of our steel town’s south hills.” But he is also “prized among parents and students alike because...he was the only male teacher at Sickman Elementary School,” and “to have a man as a teacher, in that last year of elementary schooling that still sanctioned childhood play even as it prepared us for the grown-up demands of junior high school, supposedly guaranteed our rites of passage into the rules, content and structures of schooling and of the disciplines.”

“What I was learning in sixth grade had more to do with my desire to please this teacher than to emulate the disruptive and challenging perspectives that he attempted, unofficially, to enact in his teaching.”

Miller the child has an underlying sense that, for all his “spontaneity,” her teacher cannot help fulfilling the various proscribed roles that society demands he play. She notes, for example, the limits to his efforts to foster friendships between kids from middle-class families like her own and the poorer Appalachian “hill kids.” But most telling of all is the different manner Mr. Brucker adopts for serious classroom work, “when his voice would modulate into the somber and serious lower register and...we began to recite



FIRST STRING The String Group, first convened by Miller in 2003, has focused on negotiating different worlds.

the distant facts of our textbooks.” Ultimately, she concludes that “what I was learning in sixth grade had more to do with my desire to please this teacher than to emulate the disruptive and challenging perspectives that he attempted, unofficially, to enact in his teaching.”

Miller’s subsequent efforts to convene working groups that “teach and dialogue with others in a freedom-producing way” seems to be her way of returning to the “disruptive and challenging” and of ensuring that her work is unburdened by the need to please anyone. In a moving section of *Creating Spaces and Finding Voices* titled “The Carton of Knowledge,” one of Miller’s group members, Marjorie, arrives at a new institution as an assistant professor, fresh with hope for functioning as an emancipatory thinker, only to be handed a box of materials that the department chair has been using to teach a course in the foundations of education.

Miller proceeds to analyze her own response to the “carton of knowledge”—her anger first at the department chair for imposing such a burden, then at Marjorie for feeling she had to teach the course from the department chair’s perspective, and then at herself for being overly invested in the group as a space removed from external pressures. Ultimately, she concludes, “I failed to see that the classrooms that were the sites of these teachers’ inquiries into their own practice and their interactions with students also contained the very intersections of public and private worlds that I was seeking to address. There was no larger world in which to battle and to strive for equitable and reciprocal relationships; the classroom itself and the daily relationships among teachers, students, parents, counselors and administrators provided the very ‘spaces where dialogue can take place and freedom can appear.’”

With that realization, Miller writes, “I finally was able to challenge my own linear and compartmentalized views of our work and to begin to view our collaborative processes as the interactive and constantly changing relationships that I had originally claimed them to be.”

And she’s been doing it ever since. 🍀

Pondering Identity, Among Others

For nearly a decade, the String Group gave a handful of students the space to work through their ideas

Among the various gatherings Janet Miller has initiated over the years, the String Group—so named because of the way discussions always seemed to take shape as a chain of related ideas—stands out for its focus on negotiating different worlds. The Group—a handful of Miller’s doctoral students who began working with her as far back as 2003—brings together a particularly varied cast. Mary Rojas (M.A., ’02), who completed her dissertation last spring and currently works for TC’s Vice President for Finance and Administration, was born in Colombia and moved to Los Angeles at age 10. She wrote about the ways in which high school literature anthologies present limiting constructions of Latino cultures and identities. Chinelo Achebe-Ejueyitche (Ed.D., ’10; Ed.M., ’07), daughter of the great Nigerian writer Chinua Achebe, wrote about the challenges of autobiographical inquiry as she explored living in the United States as a Nigerian woman and as the daughter of a famous writer with his own, already publicly determined identity. Mary Sefranek (Ed.D., ’06), who is white and of Slovak descent but who has spent years living and working in Puerto Rican and Dominican communities, wrote about multi-modal ways of incorporating the work of Latino authors into high school classrooms. And Joe Lewis (Ed.D., ’06), who had taught in Morocco as part of his service in the Peace Corps and who returned for his semester-long dissertation field study, focused on issues of representing, from a Western perspective, the communication strategies of Moroccan men.

“The group really enabled us to develop as young scholars—to develop our ideas together over time and to work through poststructuralist, feminist theory,” says Sefranek, who now teaches at the University of Puerto Rico. “Because you don’t just read those ideas and get them. You grapple with them over the course of an academic career.”

For Rojas, whose cultural identity living in California was often defined by others within the generalizing term “Latino” or the regional label “Mexican-American,” the work of the group was at times “torture—a constant challenge,” but also “a place of peace and comfort.

“I came in feeling constrained by the dominant discourse of Latino identity—I was attracted to the group because it provided a space to play with our ideas and question constantly through our talks, writings and presentations, those limiting discourses that positioned Latino identities in limiting ways,” she says.

One hallmark of the group was its focus on recreating, at academic conferences, its own live discussions—work that the members call “performative” rather than “performance”—and then opening up those recreations to questioning and analysis.

“Of course, it never came out the same way twice, and that became the point,” says Sefranek. “Different responses would emerge. It was a bit nerve-wracking, because it’s not easy to process post-structural thinking in front of a live audience, but it was phenomenal. People would come up to us at conferences and say, ‘I saw you in Chicago two years ago, and it’s fasci-

nating to see how your reflections and research have continued to evolve.”

As members of the group began leaving New York to take jobs elsewhere, String Group presentations began incorporating elements like speaker phones as props. Currently, after several years, the group is no longer actively presenting at conferences. But for all the members, the experience continues to resonate.

“As a junior faculty member, you realize that the space of doctoral study is very special and hard to recapture,” says Sefranek. “I hope to recreate the space that Janet gave us, and in some ways I have. There was a historic student strike here in Puerto Rico in 2010, and I subsequently began to meet with a group of young women who had participated. It’s not the same as the String Group—significantly, the group was initiated by the students themselves—and it’s hard not to try to recreate that experience exactly. Yet an important facet of poststructuralism is that things aren’t fixed, that they necessarily change.”

—Joe Levine



TOGETHER, APART String Group members have scattered, but the experience still resonates.

Alumni News

The latest on alumni events, services and other goings-on

Class Notes

Connecting alumni far and near with Teachers College and each other

ARTS & HUMANITIES

LANGUAGE, LITERATURE & SOCIAL STUDIES

Norman Ross (Ed.D., 1963; M.A., 1952) since retiring from

North Shore HS in Glen Head, NY in 1982 where he was Chairman of the English Dept. for 30 years, he has written 14 books including, *Memoirs of a*

Tail Gummer, an autobiography. He has also performed lead roles in three Gilbert and Sullivan operettas in South Florida.

Joyce is the president of Luhrs & Associates, a marketing, public relations and management firm.

PHILOSOPHY & EDUCATION

Joyce Luhrs (M.A., 1987) was named to the League of Women Voters of Northern Valley's board of directors and to the position of co-vice presi-

TESOL- TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Robert Fredericks (M.A., 1989) has been working in Oaxaca, Mexico, since 1992. He recently held an intensive thesis-writing

LAYING THE GROUND FOR LITERACY

Andrés Henríquez has helped make teen literacy a national priority

Each time a state adopts the Common Core Standards in English Language Arts (ELA) and mathematics, Andrés Henríquez (M.A. '92) alerts the world via his Twitter feed (@AndresHenriquez).

That's because Henríquez, program officer at the Carnegie Corporation of New York in charge of its adolescent literacy initiative, believes the standards—now adopted by 44 states—reflect Carnegie's decade-long effort to improve understanding of an issue once framed in narrow terms.

"It's not just about illiteracy, but ensuring reading and writing at high levels of comprehensibility, especially at the upper grades," he says. "We've tried to put the issue on the nation's agenda."

Henríquez has helped a wide range of individuals and groups secure funding, partnering with leaders such as the National Governors Association and the Alliance for Excellent Education. The work has produced new instructional and technology tools, as well as two reports, *Reading Next* and *Writing Next* (the latter co-authored by TC faculty member Dolores Perin) that have each been downloaded more than 2.5 million times. In the policy field, those are runaway best-seller numbers. (The reports can be downloaded at www.carnegie.org/literacy.)



Teen literacy was not Henríquez's formal specialty when he joined Carnegie—but having worked many years with the Center for Children & Technology's nationally-recognized project in Union City, N.J., he understood the needs of English language learners and the dynamics of working at school and district levels. He had also taught public school in his childhood neighborhood in East Harlem—his first job after leaving TC. "I taught the children of some of my friends," he says.

Literacy is an issue that reflects broad demographic trends, Henríquez points out. "We've seen a huge shift in this country in terms of diversity, and it's happening in the schools," he says. "There is an influx of English language learners not just in cities but in suburbs and exurbs."

Henríquez is now working with the National Academy of Sciences and Achieve, Inc., to develop the next generation of science standards, but he still worries about getting the ELA and mathematics standards implemented, and whether the funding will be there to support the necessary instruction.

"This is important because we are trying to get a lot more students to be prepared for college, and to graduate," he says. "Unfortunately, too many of our young people need remediation, especially in community college. We are trying to close that gap."

ALUMNI COUNCIL PRESIDENT'S MESSAGE

Dear Fellow Alumni,

This is my last letter to you as TC Alumni Association President. Thank you for the honor of serving you these past two years.

I'm especially gratified by the progress we made in (re)connecting you to TC. Whether it was working on a committee, attending an event, mentoring a student or interacting through our Web or social networking sites, so many more of you participated in our institution's life and progress.

Our Alumni Council's new structure also served us well. Its "Alumni Wants and Needs" committee redirected our efforts to what was of most concern to you and the College. Thanks to chairs Peter Dillon and Carolyn McNally for molding the committee's work.

In addition to our premier program, Academic Festival, the "Programs and Resources" committee brought together alumni from targeted academic programs for social and learning activities of common interest. Equally important for our far-flung members, the committee expanded your ability to stay connected in cyberspace. Thanks to chairs Dawn Williams and Patrick McGuire for focusing the committee's work and expanding its impact.

Our "International Outreach" committee enhanced connections among numerous international students and alumni through meetings, receptions and socials, here and abroad. Thanks to chairs Marion Boulton and Fred Brodzinski for leading the effort to make the global TC community a more intimate one.

The "Awards and Recognition" committee furthered the impressive tradition of the TC "Distinguished Alumni Award" and "Early Career Award," while recognizing, in new ways, the contributions of many more of you. Thanks to chairs Susan Diamond and Vicki



Cobb for leading efforts to honor the best of the best.

Our Alumni Council's "Nominations" committee selected seven diverse and diversely skilled new members. We thank those rolling off the Council and look forward to welcoming new members in September. Thanks to chairs Kim McCrea and Ali Mazzara for leading efforts to keep our council vibrant, impactful and fun.

And thank you to all my Alumni Council colleagues for your service and the progress we have made together.

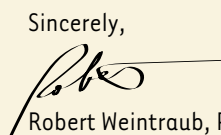
We could not have accomplished what we did, though, without the energy, invention and support of Director of Alumni Relations Rosella Garcia, Associate Director Alejandra Merheb and Alumni Relations Liaison Marlene Tucker.

To our graduating students, soon to join our ranks: Your focus will and should be on your work and careers. You are destined to do important things in education, development, healthcare and organizations. But please know that TC remains your home—a rich community you can always tap into physically and virtually. If you didn't fill out a card when you picked up your Commencement tickets, please register as an alum by updating your contact information with the Office of Alumni Relations; contact tc alumni@tc.edu.

Your next Alumni Association president, Adam Vane, is passionate about TC, energetic and accessible; so please let him know what you want and need.

I look forward to seeing you at the College, and in its network, in years to come.

Sincerely,



Robert Weintraub, President,
Teachers College Alumni Association

Teachers College Alumni Council

The Teachers College Alumni Council consists of 35 members who represent all 90,000 graduates. The Council partners with the Department of Development and External Affairs to advance the goals of the College by providing alumni with opportunities to remain involved in the life of the College through social activities, volunteer efforts and financial support.

Executive Committee

Robert Weintraub, *President*
Adam Vane, *President-Elect*

Standing Committee Co-Chairs

Alumni Wants & Needs Committee

Peter Dillon
Carolyn McNally

Programs & Resources Committee

Patrick McGuire
Dawn Williams

International Outreach Committee

Marion Boulton
Fred Brodzinski

Awards & Recognition Committee

Susan Diamond
Vicki Cobb

Nominating Committee

Maryalice Mazzara
Kim McCrea

Historian

Jim Shields

Members-At-Large

Maritza Macdonald
Kathy Morin

Jason Mellen, *Student Council Representative to the Council*
Joyce Cowin, *Trustee Representative to the Alumni Council*

All alumni are encouraged to get more involved with the Alumni Association by serving on one of the standing committees. If you would like to serve on the Alumni Council, you can find a nomination form on the alumni website. Nominations for the coming term's membership, which begins in May are due by December 31, 2011. Council members serve a three-year term. For more information about the Alumni Council and to download your nomination form, please visit our Web site: www.tc.edu/alumni.

workshop in Santo Domingo Tehuantepec and a poetry reading in the Regional Prison of Tehuantepec

COUNSELING & CLINICAL PSYCHOLOGY

COUNSELING PSYCHOLOGY

Gilbert Creutzberg (M.A., 1968) recently authored a book, *The Mosaic*, which tells of his youth during Nazi-occupied Holland. He is a certified rehabilitation counselor and a licensed mental health counselor.

EDUCATIONAL PSYCHOLOGY

Neal Wrightson (M.A., 1986) along with another TC

alumnus Daniel Ryan (Ed.D., 1998) are planning a national education conference with the Progressive Education Network (PEN) in Chicago, November 10-12, 2011.

CURRICULUM & TEACHING

CURRICULUM & TEACHING

Richard Alexander (M.A., 1941; B.S., 1939) received the Legion of Honor from the Counsel General of France. Alexander participated in the liberation of France, first while serving as master sergeant, then as Aide-de-Camp to the 83rd Division Artillery Commander of the U.S. Army.

Catherine Pangan (Ed.D., 2008) was named to the Richard W. Guyer Chair in Education at Butler University. She also writes a teachers' advice column for *New Teacher Advocate* the national newsletter published by Kappa Delta Pi international honor society in education.

Samuel Henry (Ed.D., 1978; M.A., 1974) has been named to the Oregon Board of Education. Henry, currently faculty in the Portland State University Graduate School of Education, and was previously the chair of the Oregon Commission on Children and Families.

EARLY CHILDHOOD EDUCATION

Susan Milligan (M.A., 1995) recently authored a book, *Jazzy Fairy Tales, a Resource Guide and CD* (Alfred Music Publishing).

ELEMENTARY CHILDHOOD EDUCATION

Margaret Rourke Granados (M.A., 1990) was appointed as next head of school at the Montclair Cooperative School. "I am delighted to have had a happy and fulfilling career since my graduation from TC. I am grateful for the chance to work with an engaged, bright cohort and passionate professors."

CLASS ACTION

Carter Stewart was always interested in equity issues in education. He didn't figure on ending up as a U.S. Attorney

"Talking to a jury is very similar to talking to a class," says Carter M. Stewart (M.A. '95). "You have to move them from A to B, and be persuasive and creative."

The courtroom and the classroom have exerted a dual pull on Stewart for years. Born in Atlanta into a family of educators, he earned his master's degree in education policy at TC while teaching at New York's Friends Seminary. But litigation had always interested him, and he already knew then that he would go on to law school.

"I thought I would work on school financing litigation and school equity issues," he says.

Both were emerging areas in the mid-1990s. After suits seeking equal funding for all school districts were rejected by the U.S. Supreme Court, equity litigation had shifted to the states, where some state constitutions guaranteed all children a basic standard of education. Meanwhile, years of "white flight" had made money, not race, the key issue in these arguments. "Even where integration was mandated, there was nobody left to integrate," says Stewart, who studied these issues while at Harvard Law School. "I was interested in the next generation of cases, and I thought they would center on socioeconomic status."

What Stewart didn't anticipate was that his career would shoot him to an entirely different level of prominence—as U.S. Attorney



for the Southern District of Ohio, a position he assumed in September 2009 after being recommended by Senator Sherrod Brown (D-Ohio) and nominated by President Obama.

"I'm still not sure how I got this job!" he says, though his qualifications were impeccable. After law school, Stewart clerked for federal judges in New York and the Virgin Islands and served as Assistant U.S. Attorney in San Jose, California. When his wife, a law professor, needed to move closer to her family in Ohio six years ago, he took a job there in private practice.

"I didn't know a soul in Ohio," Stewart says. "But it has worked out well."

His duties as the top federal law enforcement officer in his district are endless, so Stewart has had to be creative to stay connected to education. He's done so, he says, by "making preventive measures a big part of what I do"—including programs in which prosecutors talk with youth at risk and help steer them away from criminal behavior.

"Kids are growing up in rough circumstances, developing as best they can on the education front," he says. "There are equity issues related to race, to income. And there are strong parallels there with what happens to people in the criminal justice system."

— Siddhartha Mitter

HEALTH & BEHAVIOR STUDIES

HEARING IMPAIRMENT

Mary Hoffman (M.A., 2008) wrote a collection of short stories called *At Home Anywhere* (New Rivers Press). The collection won the 2008 Many Voices project sponsored by the publisher. With former TC Professor Ye Wang, she co-authored an article for *American Annals of the Deaf* (Volume 155, Number 2, 2010). She is currently working as an itinerant teacher of the deaf and hard of hearing in Brooklyn, NY.

LEARNING DISABILITIES

Randy Bennett (Ed.D., 1979; Ed.M., 1978; M.A., 1977) was named to the Norman O. Frederiksen Chair in Assessment Innovation by the Board of Trustees of Educational Testing Service. Bennett directed the NAEP Technology

Based Assessment project, and helped lay the groundwork for the 2009 administration of the NAEP science Interactive Computer Tasks and the upcoming 2011 NAEP online writing assessment.

NURSING EDUCATION

Connie Vance (Ed.D., 1977; M.S., 1968; B.S., 1966) is professor and former dean at The College of New Rochelle (N.Y.) School of Nursing, and served as professor of nursing at New York University for ten years. She is co-founder of the Global Society for Nursing and Health. Vance is a prolific writer for professional journals, books, and the popular media. Vance is a consultant, workshop leader, and accreditation evaluator to hospital departments of nursing, professional associations, and nursing programs throughout the United States and internationally.

HUMAN DEVELOPMENT

SOCIOLOGY & EDUCATION

Keith Taylor (Ed.D., 2004) completed a master's in Security Studies at the Naval Postgraduate School Center for Homeland Defense and Security. Sergeant Taylor currently serves as a supervisor in the NYPD Emergency Service Unit's Weapons of Mass Destruction Response Team. He resides in Manhattan.

MATHEMATICS, SCIENCE & TECHNOLOGY

COMMUNICATION & EDUCATION

Jeff Sult (Ed.M., 2003) won an Emmy Award for his work on *MLB Tonight* on the Major League Baseball Network. He lives in New York.

COMPUTING IN EDUCATION

Frederick Scott (M.A., 2000) recently authored an article in ISTE's magazine, *Learning &*

Leading with Technology. He currently manages the Instructional Technology Department for Chesterfield County Public Schools, Virginia.

TECHNOLOGY SPECIALIST

Robin Wilensky (M.A., 2010) and her husband Neil would like to announce the arrival of their daughter, Lucy Sage, born on May 6, 2010, at 7lbs 2oz and 20 inches long.

SCIENCE EDUCATION

Madeline Goodstein (Ed.D., 1968) authored *Wheels! Science Projects with Bicycles, Skateboards, and Skates* (Enslow), the last in her series of seven books designated for science libraries in middle schools and high schools. She is retired as Professor Emerita from Central Connecticut State University.

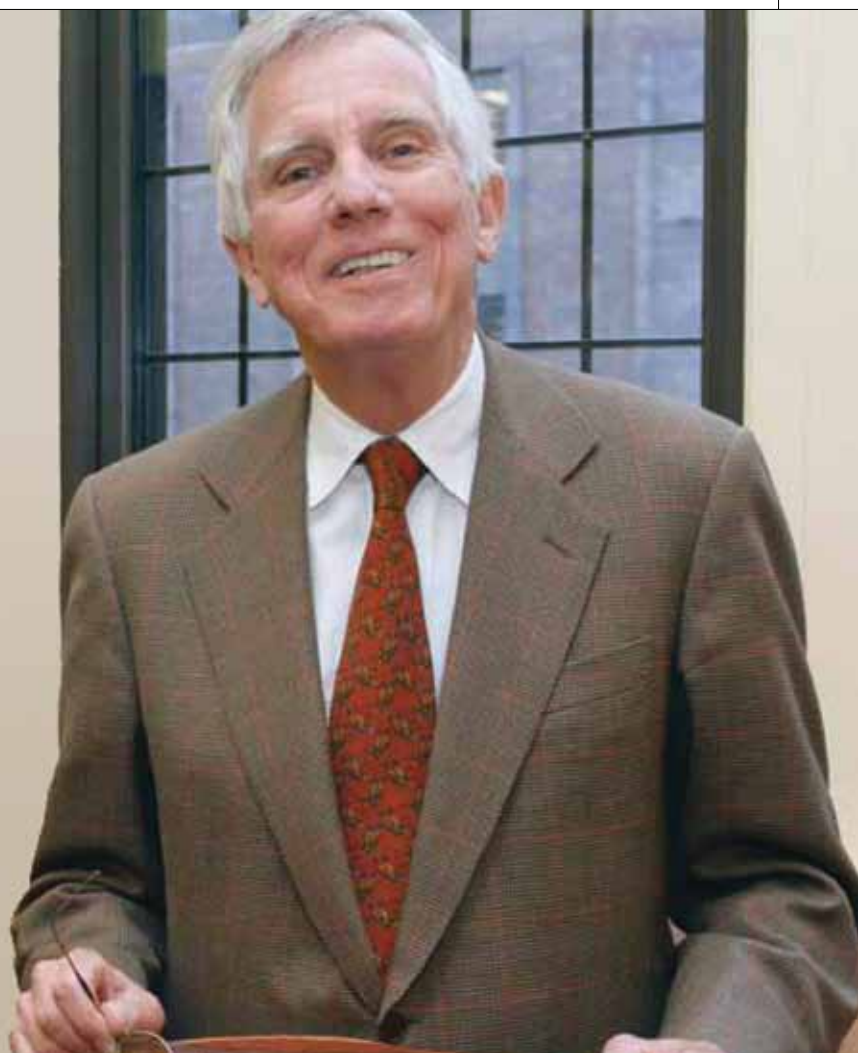
"I plan to endow a scholarship at Teachers College through a bequest gift from my Individual Retirement Account. It's easy to do and makes a lot of sense."

—James J. Shields, Ed.D.,
Philosophy and the Sciences, Grace Dodge Society member since 2001



For more information on gift annuities, bequests or other planned gifts, please contact:

Louis Lo Ré
Director of Planned Giving
212-678-3037 or email: lore@tc.edu



ORGANIZATION & LEADERSHIP**ADULT LEARNING & LEADERSHIP**

Lucia Alcántara (Ed.D., 2009) was awarded the 2011 Rotary Fellowship for International Studies in Peace and Conflict Resolution fellowship, and will work at the professional development center in Chulalongkorn

University in Bangkok, Thailand. Alcántara is Principal and Founder of Futures Today Consulting.

EDUCATIONAL ADMINISTRATION

Sarah Ann Gillman (M.A., 1993) joined Save the Children in 2009 as Chief Financial Officer and VP for Finance and Information

Technology. Sarah has worked for Columbia University in planning, and served as an adjunct assistant professor in the Business School. Prior to that, Gillman was Vice President of Planning and Budgeting for the Wildlife Conservation Society. She lives in Larchmont, New York with her husband and two sons.

INQUIRY IN EDUCATIONAL ADMINISTRATION

Daniel Ryan (Ed.D., 1998) is working with another TC alum, Neal Wrightson (M.A., 1986), in planning a national education conference with the Progressive Education Network (PEN) in Chicago in November 2011.

THE PSYCHOANALYST WHO DIDN'T TAKE THINGS LYING DOWN

Tony Bass helped start a radical movement in psychoanalysis. Today's it's become mainstream

The 1980s in America are generally regarded as a time when the country veered in a conservative direction. Not so in psychotherapeutic circles, however. There, a new movement called relational psychoanalysis pushed the profession to become more cognizant of the effects of the therapist's participation—or, as Tony Bass puts it, of how patient and analyst “co-create the psychoanalytic situation.”

“It seems obvious now,” says Bass, a faculty member and supervising analyst at NYU's Postdoctoral Program in Psychoanalysis and Psychotherapy. “But it wasn't then.”

In traditional psychoanalysis, Bass says, the analyst was seen as neutral, “almost like a screen on which patients cast different images from their past.” But a group of young colleagues at NYU, led by Stephen Mitchell, co-author of the landmark text *Object Relations in Psychoanalytic Theory*, took issue with this approach. They were children of the '60s, skeptical of all authority, including the analyst's. “We felt that the particulars of who a person is has a shaping element of the work,” says Bass. “We needed an open exploration of what each of us is bringing to the situation. It was a radical thing.”

Relational psychoanalysts like Neil Altman, author of *The Analyst in the Inner City*, would also ultimately make class issues central to their overall philosophy.

“There was a tremendous sense of excitement about studying something new and important,” Bass recalls. “It was thrilling to be part of a new movement that was gaining traction and really influencing what was going on in the whole field.”

None of this ferment was on Bass's radar in 1978, when he came to TC to study clinical psychology (he wrote a dissertation on



eating disorders). Prior to that he had worked at the University of California Medical Center in San Francisco and completed a master's degree at Harvard Graduate School of Education.

But at NYU's postdoctoral program in Psychoanalysis and Psychotherapy, Bass met Mitchell, who became first his mentor and then his colleague and close friend. A group embraced and expanded upon Mitchell's ideas, launching a journal, *Psychoanalytic Dialogues*, that Bass now edits, and—in 2000, following Mitchell's death—the Association for Relational Psychoanalysis

and Psychotherapy. And inevitably, what had been radical became accepted and even mainstream.

Today, the Association has about 1,000 members across 25 countries, and Bass and his colleagues have trained hundreds of students. In addition to his duties at NYU, Bass teaches at number of postdoctoral programs where relational psychoanalysis is taught and directs the Stephen Mitchell for Relational Studies, in New York City.

But perhaps the ultimate sign that things have moved full circle came last fall, when Bass was invited back to Columbia to join the faculty at the prestigious Center for Psychoanalytic Training and Research—a bastion of the traditional approach that he and his colleagues had critiqued and rebelled against for two decades.

Bass says that the people who invited him there told him that, in a certain way, it was a historic moment for the institution:

“Here was this great and formidable institute of traditional psychoanalysis, welcoming someone to its faculty who represented a movement in psychoanalysis that questioned the analyst's authority.”

—Elizabeth Dwoskin

Siri Akal Khalsa (Ed.D., 1994; Ed.M., 1993), has worked as Assistant Head of School at Oakwood Friends School in Poughkeepsie, NY, as Head of School and now as President at Chapel Hill-Chauncy Hall School in Waltham, Mass. She is also on the Board of Directors of the Association of Independent Schools of New England.

Evelyn Rossetti-Ryan (Ed.D., 2005; M.A., TESOL, 1991) was named Cavaliere dell'Ordine della Stella della Solidarieta

Italiana (Knighted in the Order of the Italian Star of Solidarity) by the Italian government for her promotion of Italian culture in the U.S., and her work as executive director of the Westchester Italian Cultural Center.

**NURSE EDUCATION/
NURSE EXECUTIVE**

Diane Mancino (Ed.D., 1995) was inducted into the American Academy of Nursing, as one of the 2010 new Fellows. She serves as the Executive Director of the National Student Nurses'

Association (NSNA) and the Foundation of the NSNA (FNSNA).

**NURSING ORGANIZATION
EXECUTIVE ROLE**

Adrienne Kowitz Mutell Paskal (Ed.M., 1987; M.A., 1986) was nominated for the "Everyday Hero Award" for Kaiser Permanente members who spend the night at the San Rafael Medical Center and the Patient Care Services staff who care for them, the award stated, "Adrienne Paskal epitomizes the ideals of Nursing."

**ORGANIZATIONAL
PSYCHOLOGY**

Diane Katz (M.A., 1982) authored a book, *Win at Work! The Everybody Wins Approach to Conflict Resolution* (Wiley). While at TC, she attended a lecture on conflict resolution with Morton Deutsch, and that she said pointed her in the direction, culminating in this book. "With my book being published, I truly owe a debt of gratitude to TC and Morton Deutsch. My education at TC helped to broaden my view and open my vistas. My most sincere thanks!"

REMEMBRANCES

Former TC faculty member **DINO ANAGNOST** (Ed.D., '77), who conducted the Little Orchestra Society, which presents concerts for children and adults, passed away in late March. The orchestra's mission was to present early music with an historically appropriate ensemble and to reach a broader audience with contemporary music. Anagnost conducted the orchestra in more than a thousand public concerts, appearing at the major venues in the largest American cities. The repertory ranged from children's favorites to adult 21st-century composition. Anagnost presented works by Copland, Stravinsky and Leonard Bernstein, and even hosted the tennis star Billie Jean King as a soloist in 1988. King bounced tennis balls off the timpani. Anagnost founded several vocal groups, including the Orpheon Chorale and the Metropolitan Singers/Greek Choral Society.



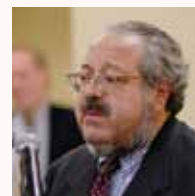
REGINA M. LILLY-WARNER (Ed.D., '97), a long-time music educator and classically trained pianist, organist, violist and singer, passed away in January. Lilly-Warner served for 32 years in the New Haven Public School System, most recently as Supervisor of Music, Library Media and Advanced Placement Programs. Her work included ongoing collaborations with the Music in Schools Initiative at the Yale School of Music. She was a guest at both the 2007 and 2009 Symposia on Music in Schools. In 2001, the Yale School of Music honored her with its Cultural Leadership Citation in recognition of her achievements in music education.



Professor Emeritus **PHIL C. LANGE** passed away in December 2010. Lange, who was adopted as a child, earned his bachelor's, master's and doctoral degrees by the age of 23, and became chairman of the English Department at Wayland Junior College in Wisconsin. He later served as chairman of both the Education and Psychology Departments at Arizona State College, and in the same roles at State University of New York at Fredonia. At Teachers College, where he taught from 1950 through 1979, Lange served as head of Child Psychology and Educational Technology, and as a consultant for SRA Reading, Sesame Street, and Xerography. He was also a consultant expert for the U.S. State Department, UNESCO and USAID.



VINCENT DEL BAGNO, TC's Director of Capital Projects, passed away earlier this year. Del Bagno, who was hired by the College as Director of Facilities in 1996, was a colorful and beloved figure at TC, which held a special memorial service for him in March. "He was Director of Capital Projects, but no title could capture his outsized talents," said TC President Susan Fuhrman. "Vince could take you on an architectural tour and make the walls talk. He could make a stairwell seem as fascinating as the cosmos itself." Fuhrman called Del Bagno "a charismatic schmoozer" who was both "the guardian of TC's treasures and a TC treasure himself," and who "gave fabled places like the Gottesman Libraries and Milbank Chapel a new lease on life."



a subsequent paper, “When Care Becomes a Burden,” focused national attention on a changing health care system that forces families to act as caregivers for recently discharged patients.

Fagin has been lionized as a “Living Legend” by the American Academy of Nursing, had a building and a professorship named after her at the University of Pennsylvania, and received a slew of awards and honorary degrees. Yet collegiality has figured equally in her success. A striking woman with a brilliant smile, Fagin is the kind of person who will take your arm minutes after meeting you, and who winds up at the center of talking, laughing people wherever she goes. Time and again, she seems to have met someone who mentored her, suggested a new professional direction, picked up the phone on her behalf, or simply dropped everything to come join her team.

There was the day in 1943, when Fagin, then 17, and a friend spotted a sign on Lexington Avenue for something called the Nursing Council for War Service. They had already decided to become nurses so they could serve in World War II, and were trying to decide which hospital to seek out for training.

“A woman there, Dorothy Wheeler, spent just half an hour with us, but she probably had as much influence on me as anyone I’ve ever met,” Fagin recalls. “She said ‘You are *not* going to a hospital school. The future of nursing is a college program, you have got to go to college.’”

“I see nursing as the application of science in an artistic way. To do that, you have to be very knowledgeable—about science, about humanity, about patient care.”

~ CLAIRE FAGIN

College programs were considered suspect by many in the profession who assumed they would provide insufficient clinical experience. But Fagin heeded Wheeler’s advice and went to Wagner, a small private Lutheran college with a new nursing program, and took courses in anatomy, physiology and chemistry. It was the beginning of an ongoing and fruitful tension in her career between clinical work and nursing education.



“I had no intention of being in education, because I loved the clinical work, every single minute of it, and I do to this day,” she says. “When I have my dear friends or my sister in the hospital, and I’m there as their nurse, so to speak, I leave and I feel, ‘Oh, my God, I love nursing. It’s me, it’s who I am.’”



But in 1950, working as a clinical instructor in the adolescent psychiatric unit at Bellevue Hospital, Fagin discovered other dimensions to her calling. During meetings, when the chief psychiatrist asked nurses for their opinions of patients, Fagin noticed that a young Teachers College student, Gertrude Stokes, never began her assessments with the words *I feel*.

“She’d start with the intellectual part—‘Well, you know he actually seems to fit a description from Erich Fromm or Harry Stack Sullivan,’” Fagin says. “She’d bring in the literature and then go to her perception of the patient. And I would sit there with my mouth hanging open, thinking, ‘I want to be like that.’”

That same fall, Fagin enrolled at TC in a new psychiatric nursing master’s degree program led by Hildegard Peplau, who would become known as “the mother of psychiatric nursing.” Fagin quickly fell under Peplau’s spell—in part because Peplau did, in fact, attach great importance to the use of feelings combined with one’s scientific knowledge. In her seminal text, *Interpersonal Relations in Nursing*, Peplau argued for the creation of a shared experience between nurse and patient, and she believed strongly in psychoanalysis. (Fagin herself underwent Freudian therapy, and later drew on it to articulate





SCENES FROM A LIFE

Clockwise from upper left: Fagin amid pomp and circumstance; with Peplau and Tudor; at the dedication of Penn's Claire Fagin Hall; her parents; with her husband and sons.

"It was an atmosphere of intellectualism that I had never experienced before," Fagin says. "I came out of it with a different view of myself. I felt truly educated."

Instead of returning to Bellevue, Fagin took on a research consultancy assignment Peplau had arranged with the National League of Nursing. She served as Gwen Tudor's deputy at NIH, where Bruno Bettelheim and other "names" dropped in for visits, and where there was freedom to implement cutting-edge theories from around the world. And at the Children's Hospital in Washington, D.C., working under the famous psychiatrist Reginald Lourie, she became the nation's first psychiatric liaison.

Along the way she married Sam Fagin, an engineer. They moved back to New York in 1956—and for the first time in years, Claire found herself scrambling for work. Again, her interests were clinical—but the job that materialized was helping to create a master's degree program at NYU in psychiatric nursing. By the time she left, 14 years later, she'd gotten her doctorate and built a nationally recognized program that was among the first to include a community mental health component and a

her view of the damage caused by separating young patients from their mothers: as a child she herself had twice gone to live with relatives when her own mother was ill.)

But Peplau also sprinkled her lectures with references to

famous thinkers and practitioners, sending her students literally racing to the library to be the first to look them up. Fagin also took a "mind-blowing" seminar taught led by Goodwin Watson, founder of *The Journal of Applied Behavioral Science*, and struck up a lifelong friendship with a fellow student, Gwen Tudor, who later headed the psychiatric nursing department of the new clinical center at the National Institutes of Health and became the first nurse to publish a paper in *The Journal of Psychiatry*.

formal mechanism for minority recruitment. She'd also adopted two sons and come to a new understanding of the connection between education and practice.

"I see nursing as the application of science in an artistic way," she says. "To do that, you have to be very knowledgeable—about science, about humanity, about patient care. You have to be able to put it together and know it so well that you can focus it all on the patient."

With her subsequent success at Lehman, the NYU experience transformed Fagin—in others' eyes and her own—from a perennial "second banana" to leader material. In 1977, Penn came knocking with a nursing deanship, and Fagin took it, building the school into the nation's top-ranked program. She recruited star faculty and administrators, created a board of overseers, built a relationship with Penn's medical center and assiduously cultivated the media.

"I did everything I could to make us visible," she says, laughing. "I went to benefits wherever there was someone we wanted on our board, and I always went over to Ruth Seltzer, who wrote the society column for the *Inquirer*, and said 'Hi, I'm Claire Fagin, dean of the school of nursing,' and she'd put my picture in the paper. Well, there were a lot of nurses married to wealthy people who weren't even admitting they were nurses, and they started coming out of the closet."

Fagin was so successful, and came to be regarded as such an adroit institutional politician, that a year after she left the deanship Penn's board asked her to serve as the University's interim president, with a defined one-year term. She enjoyed it so much that she has since wondered whether she didn't come late to her true calling.

Since leaving Penn, Fagin has worked for two foundations, creating scholarships for nurse educators to conduct research. She believes the profession desperately needs more people with doctorates who can build the discipline and weigh in on research on national policy issues. Yet a story she tells makes it clear that she's still the clinician whose real love is working with patients:

"My husband and I were at this big meeting a while back, and someone shouted, 'Is there a doctor in the house?' Nobody in this huge audience got up, and Sam looked at me and said, 'So what are you going to do?' So I stood up and said, 'I'm a nurse.' And I got down on the floor with this woman, and I held her hand, and that was what she needed. I focused on her and she focused on me. I wasn't going to give her some big diagnosis. But, you know, so many doctors and nurses don't even look at you when you come into a room. And if someone doesn't look at you, then in my opinion, that person isn't a caregiver." 🍀

A Friend In Deed

*Sue Ann Weinberg is a trustee's trustee—
loyal, informed and as passionate as the student she once was*
by Joe Levine

Sue Ann Weinberg (Ed.D., '97) never meant to do more than just take a course or two at Teachers College. Her children were away at school, her husband was traveling for work, and she was trying to figure out what to do next with her life.

In many ways, TC turned out to be what Weinberg did next, as she ended up with an Ed.D. and, eventually, a seat on the College's Board of Trustees—and TC ended up with one of its staunchest supporters and friends.

"I had such a great experience at TC that opened up so many intellectual interests and pursuits for me," she says. "I think the education of our young people is the most important thing for the future of our country—particularly with so many people coming here from other nations."

“You can have all the pedagogy in the world, but if you don't really know your subject inside and out, your teaching is going to be somewhat flat.”

Perhaps the die was cast the day Weinberg signed up for her first course: the History of Education, taught by the great historian and TC president Lawrence Cremin and his graduate assistant, Ellen Lagemann, later Dean of the Harvard Graduate School of Education, and also a brilliant historian.

"Larry was a magic teacher," Weinberg recalls. "He was so widely read, and he had such a broad understanding of education. I was so naïve that I didn't realize he was teaching historiography as well as history. He was showing us

how to read history critically, to understand the historian's point of view."

Cremin persuaded her to take more courses. One on literature with Maxine Greene. Another on "Education and Values," with the philosopher Philip Phenix, that explored the ethical ideas embedded in different disciplines. Another at Union Theological Seminary, "on death—"but it was really about life"—and still another at Columbia Law School, on law and literature, with a reading list that included *Billy Budd*, *The Brothers Karamazov* and *The Merchant of Venice*.

"Larry kept suggesting things," Weinberg says, smiling. "He'd say, 'Take the comprehensives, just for fun.' 'Sketch out an outline for a dissertation—just for fun.' 'Write a chapter, just to see what it would be like.'"

With Cremin as her advisor, Weinberg ultimately chose to write her dissertation about Lewis Mumford, the philosopher and architecture critic who wrote for *The New Yorker*. Mumford was not an academic—illness had prevented him from ever earning a college degree—but Weinberg cast him in the role of "critic as educator," reflecting Cremin's view that education is something that occurs outside the classroom as much as in.

"Mumford lived in a little town not far from Poughkeepsie, and I called to ask if I could come up and see him," she recalls. "His wife said he wasn't seeing anyone anymore, so I asked if I could come interview her. I drove up and talked with her, and after a little while, she said, 'OK, come on now and we'll go see Lewis.' I did that every two or three weeks. He was beginning to fail, physically and mentally, but he was wonderful, and so was she. There were symposia going on about him and his work, and she'd go with me. She was in her early 90s. We had a great time together—she was very special."

Mumford's ideas were ahead of his time and very applicable to today's world, Weinberg says. "He was concerned about the use of energy and our natural resources, and also with technology—its great promise, but also its dehumanizing potential."

Midway through her work on the dissertation, Cremin died, and Weinberg was inherited as an advisee by another TC faculty member who, if anything, has had an even greater influence on her thinking: Robbie McClintock, an education historian who subsequently pioneered in bringing computers and the Internet into certain groups of New York City's public schools.

Weinberg calls McClintock "the most educated, deepest-thinking person I've ever known." She believes that a proposal he made for using computers on a system-wide basis, which the city nearly adopted a decade ago, was "fabulous" and a major missed opportunity to individualize teaching based on the interests of each student.

"Computers are a wonderful tool, but it seems as though nobody has figured out yet how to really use them effectively in education," she says. "Robbie's proposal was so smart and so doable. It's a shame he couldn't get the financing."

Weinberg ended up completing her dissertation under Lagemann rather than McClintock—"Robbie and I both have lateral minds, and we were too all over the place together"—but in 2003, she and her husband, John, the former chairman of Goldman Sachs, endowed McClintock as TC's John L. and Sue Ann Weinberg Professor in the Historical and Philosophical Foundations of Education. It was characteristic of her philanthropic style, says her friend and long-time colleague, Missie Rennie Taylor.

"Sue has quiet wisdom," says Taylor, who has served on boards with Weinberg at Vassar and TC. "She knows what she believes an educational institution needs. Over the years at Vassar, she and John have funded important athletic facilities—a new outdoor athletic center and indoor tennis courts. She saw athletics as an essential piece of a well-rounded liberal arts college."

Weinberg "takes her role as a trustee just as seriously as she did her commitment as a student," Taylor adds.



"Her sense of loyalty to her alma maters is remarkable and unique. She does not miss a meeting no matter how busy she is and she *is* busy! She is always deeply engaged. The image I have of her is with her yellow legal pad, taking notes on every board discussion. Her caring and passion are contagious."

Weinberg worries that there aren't many educators today with the kind of deep understanding possessed by Cremin or Mumford or McClintock. "You can have all the pedagogy in the world, but if you don't really know your subject inside and out, your teaching is going to be somewhat flat," she says.

But she remains convinced that TC is the place to spearhead change in education.

"Susan Fuhrman is a wonderful leader—very, very smart, extremely dynamic and very organized," she says, adding that she's encouraged that, as the College gears up for its capital campaign, the thinking reflects a broad view of education that encompasses families and communities as well as schools.

"Things go in and out of style," she says. "Maybe we're coming around to that kind of moment again." 🍀

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TC In Focus

A Nurse in the House

*She ended up running the University of Pennsylvania,
but Claire Fagin's heart has always been by the patient's side*

by Joe Levine



When Claire Fagin (M.A., '51) was growing up in New York in the 1930s, her parents—European Jewish immigrants—told everyone she would be a doctor. Her father even called her “Clarence” to prime her for what was then almost exclusively a man’s career. • Fagin had other ideas. “It was not in my soul or my heart to be a physician,” she recalled recently. “Later, when I could explain it to myself psychiatrically, I realized that my natural being is to be at a peer level with people. I don’t see myself as super-ordinate. I see myself as collegial, and I believe in Erich Fromm’s notion of rational authority by way of skill or knowledge.” • That kind of authority propelled Fagin to a career of “super-ordination” that has included service as the first female president of an Ivy League College, the presidencies of the National League of Nursing and the American Orthopsychiatric Association, and a place at the forefront of seemingly every major advance in her field during the past 50 years. • The doctoral dissertation Fagin wrote at NYU, on the importance of allowing parents to stay with young children who are hospitalized, made national news and overturned practice at medical centers across the country. • The undergraduate baccalaureate program she founded at Lehman College was the nation’s first to equip nurses as “primary practitioners” who conducted initial patient workups. A letter she published in *The New York Times* in 1996, and

(continued on page 70)