

TCTODAY

TC
125
YEARS

The Magazine of Teachers College, Columbia University

125 YEARS OF BIG IDEAS

Class Will Meet Outside Today / How Smart Can We Get? / Circle Time for Pre-K /
Looking Beyond the Frame / Building the Village It Takes / Include Me In / Lost In Translation /
Educating the Public about Public Education / Learning from the Rest of the World /
Giving Peace Education a Chance / Taking the Pulse of the Community

SPRING/SUMMER 2013



DEWEY OR DON'T WE?

PRESIDENT'S LETTER

When I was a Ph.D. student at TC during the 1970s my advisor Donna Shalala secured a tin shack on the roof of Dodge Hall where all her students would share offices and collaborate. I remember that rooftop shack fondly as a clubhouse where a fascinating mix of people gathered to share ideas and apply them to problems on the ground.

I returned to TC as President in 2006 with the memory of that clubhouse – and of the College itself – as a place where brilliant people of all backgrounds and talents could break bread together. Not long afterward, Provost Tom James and I decided to realize that vision by instituting a series of “domain dinners” – gatherings organized around issues such as globalization, policy, and creativity and the imagination – where faculty from all departments could meet, argue, learn and plant the seeds for future collaborations.

As you read this special 125th anniversary issue of *TC Today*, think of it as an extended domain dinner that bridges TC departments and disciplines and reaches across the decades to include the thinkers whose ideas continue to shape our work. At the table you will find our founder, Grace Dodge, earnestly conversing with our current great champion of

supplementary education, Edmund Gordon. Seated nearby is Patty Smith Hill, who helped found what is now the National Association for the Education of Young Children (and who co-wrote the song that became “Happy Birthday to You”), chatting with Sharon Lynn Kagan, Co-Director of our National Center for Children and Families, about what it would take to establish a full-fledged early childhood education system in this country. Joining them is Karen Froud, Director of our Neurocognition and Language Lab, who is planning a study of the impact of preschool on the brain development of young children. And right next to them, Margaret H'Doubler, who founded the field of dance education while she was a student at TC, and her fellow alumna Georgia O'Keeffe are listening intently as current faculty members Judith Burton (Art and Art Education) and Hal Abeles (Music Education) update them on the state of arts funding in today's public schools.

Each of you always has a seat at this special domain dinner. Membership in the TC clubhouse includes our 90,000 alumni around the globe who put their TC education to work every day to make the world a better place – and then bring back new ideas and perspectives that inform our teaching and learning for future generations.

While that dynamic process of change is continuously at play throughout our history, the founding principles of TC endure. They include: the need to better understand how people learn so that we can provide more effective teaching; the belief that education really *is* the world's great equalizer, and that all human beings deserve the same opportunities to learn and to achieve their fullest potential; the understanding that physical and emotional

health profoundly influence learning, academic performance and life chances and cannot be treated separately from the educational process; and the recognition that the arts are valuable not only for how they reinforce other subjects but also because they are fundamental to the development of imagination, empathy and understanding of the human condition.

Perhaps the most prominent guest at our virtual dinner is John Dewey, whose name appears in nearly every story in this issue. Dewey's writings are vast and complex, and by no means does TC, as either an institution or a collection of individuals, subscribe to his every thought. But the Deweyan concept that we learn from all that we do – and that learning must therefore be as broad and rich an experience as we can make it – informs our work at nearly every level.

In fact, as we stand at the threshold of the next great era in education – when a confluence of new technologies, ideas, research findings and educational practices promises to create learning experiences of incomparable richness – the question facing us is: *Dewey or don't we?* Do we or don't we want all our children to grow up with the tools to be educated, empowered, productive citizens? Do we or don't we want the United States to regain its standing as the best-educated nation in the world? Do we or don't we believe that education not only matters, but matters most of all?

The answer to all of these questions that rings loud and clear throughout these pages is that here at Teachers College, yes, we do. But don't take my word for it. Enter the clubhouse, take your seat at the table and see for yourself. And by all means, feel free to join the conversation.



Susan Fuhrman

SUSAN FUHRMAN (PH.D. '77)

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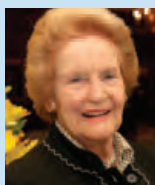
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TC TODAY

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Deanne DeCrescenzo, Assistant Director, Student Activities and Programs (left) and Higher and Post-Secondary Education student Whitney Green

PHOTOGRAPH BY HEATHER VAN UXEM LEWIS

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CELEBRATING ALL

A TC PARTY OF HISTORIC PROPORTIONS

A 12-MONTH-LONG birthday party runs the risk of losing steam, but thus far in TC's 125th anniversary year, that doesn't seem to be the case.

The celebration started on January 25th (1/25) as the curtain rose on a special anniversary website (tc.edu/125) and a new weekly series on the College's home page, "[Mini Moments with Big Thinkers](#)." The series, produced by The

CLOCKWISE FROM TOP LEFT:
EVENT PHOTOGRAPHS BY HEATHER
VAN LIXEM LEWIS, BANNER
PHOTOGRAPHS BY MATT VINCENT



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5) Dewey in transit; 6) Psychology in Education student Joe Cavanagh hands out trinkets to party-goers while TC Student Senate President Vikash Reddy converses in the background 7) Sonya Jones, TC Telecommunications Analyst (left), Dr. Ruth Westheimer (Ed.D.'70) and former Counseling and Clinical Psychology Department Secretary Carol Pitter; 8) Clinical Psychology student Sharron Spriggs (left) and friend; 9) Janice Robinson, Vice President for Diversity and Community Affairs

THINGS 125

[Narrative Trust](#), features excerpts from videotaped interviews with leading TC alumni, current and former faculty (including Maxine Greene, Edmund Gordon, Donna Shalala and Joan Gussow) and friends (tc.edu/bigthinkers).

On January 31st, the lobby of Zankel Hall was the scene of “the Happy Three Hours,” a party that began at 5 p.m. and ran for significantly longer than advertised. Highlights included

performances by faculty and students in the College’s Music and Music Education program; the presentation of a giant sheet cake and high-class eats underwritten by Culinart Inc., which operates the College’s cafeteria; an Instagram photo booth where participants posed for snapshots for their Facebook and other social media pages; a booth for adding words to a scrapbook to be included in a TC time



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FAMILY AFFAIR: 1) President Susan Fuhrman salutes the College's "first families" at the New-York Historical Society in March. 2) Columbia's Kenneth Jackson describes philanthropy in the Gilded Age.

capsule; a giant mural of the New York City skyline made by students at the [Teachers College Community School](#); a table where community members could contribute to the [TC Fund](#) (while \$1.25 was the going rate for students, one Alumni Council member wrote a check for \$500); and glow sticks and necklaces, all in TC blue.

But that was just a warm-up. In early March, the College posted a video mash-up of faculty, students and staff, joined by youngsters from TC's [Rita Gold Early Childhood Center](#), singing "Happy Birthday, Teachers College" – an appropriate choice, since the "Happy Birthday" song (initially "Good Morning to All") was composed in 1893 by TC faculty member Patty Smith Hill and her sister Mildred. The College also posted advertisements on bus shelters around Manhattan's Upper West Side

that proclaimed TC as a place "where firsts happen" and featured iconic figures such as John Dewey, Shirley Chisholm, Albert Ellis and Mary Swartz Rose. "Hands-on learning, before the touchscreen" proclaimed the ad featuring Dewey. "Courage to run, first to win" ran the ad about Chisholm, an alumna who was the first African-American woman elected to Congress and the first to run for a major party's presidential nomination.

Then came March 4th and a special party that brought together top leaders in philanthropy, business, education, government and the arts, as well as many faculty members, trustees and others, to celebrate the opening of "[Teachers College: Pioneering Education through Innovation](#)," a month-long exhibition at the New-York Historical Society.

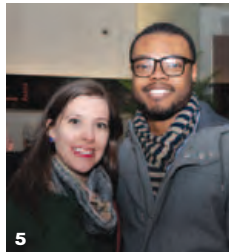
"This exhibition allows us to share with our fellow New Yorkers the rich and storied past of Teachers College – and a vision for our future – as we celebrate our 125th anniversary," President Susan Fuhrman told guests in her welcoming remarks.

Curated by Judith Burton, Professor of Art and Art Education, and researched by doctoral Research Fellow Jennifer Mitnick, "Pioneering Education Through Innovation" tells the story of TC's remarkable "legacy of firsts," from the launch of the field of nursing education in 1898 to the creation of the College's spirituality and psychology master's degree program in 2012.

"I am awed by the brilliance and insight of our founders and early leaders," Fuhrman said. "Long before the concept of 'teaching the whole child' came into vogue, these education



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3) Chronically the many fields launched at TC. 4) Recapturing TC’s history through the web-based video series “Mini Moments with Big Thinkers.” 5) and 6) the anniversary year brings friends together

visionaries were building a remarkable institution that would address the intellectual, physical and psychological development of all learners. I know they would be proud to see TC standing tall as the oldest and largest school of education in the country, consistently ranked as one of the top education research institutions in the world.”

Keynote speaker Kenneth T. Jackson, Columbia University’s Jacques Barzun Professor in History and the Social Sciences, explained how the Gilded Age in New York City gave rise to modern-day American philanthropy, as a group of leading families created a remarkable assortment of institutions that continues to drive the civic and cultural life of New York City. In addition to Teachers College, that list includes the [New York Public Library](#), the [New York Botanical Garden](#),

the [Metropolitan Museum of Art](#), the [American Museum of Natural History](#), [Grand Central Station](#), [Jewish Theological Seminary](#), [Carnegie Hall](#), [Barnard College](#) and [Union Theological Seminary](#). Representatives from all of those institutions were on hand, as was Vartan Gregorian, President of the [Carnegie Corporation of New York](#), whom Fuhrman thanked for first proposing that the College expand its 125th anniversary celebration to include its sister institutions that were founded during the same period.

The evening’s pièce de résistance was a shout-out to five of the families that founded Teachers College. Current-day Vanderbilts, Macys, Milbanks, Rockefellers and Dodges ascended the stage of the Historical Society’s theater to loud applause, accompanied by members of the Teachers College

Student Senate.

Fuhrman paid special tribute to Dodge scion and TC Board of Trustees Co-Chair William Dodge Rueckert (see story on page 92). Fuhrman described Rueckert’s great-great aunt Grace Dodge as “the College’s guiding spirit through its formative years.” She then turned to Rueckert and his wife, Fleur, and thanked them for carrying on “the Dodge family tradition of unwavering support, guidance and leadership.

“Bill and Fleur,” she said, amid boisterous cheers, “we hope there will always be a member of the Dodge family to serve as a guiding light for Teachers College.” **TC**

To watch a brief video about TC’s history, visit tc.edu/125/videos



Ann Rivet

A NEW WAY TO TEACH SCIENCE

In an essay published in the January 2013 issue of *Science*, Ann Rivet, TC Associate Professor of Education, and Ravit Duncan, Associate Professor of Science Education at Rutgers Graduate School of Education, called on scientists to get behind proposed new K–12 science education standards and advocate for their adoption by states.

Under current science education standards adopted in 1996, students learn about, say, the water cycle one year and cell mitosis the next, but the curricula often fail to connect those topics to one another or to helpful tactile or visual experiences.

The proposed [Next Generation Science Standards](#), drawn up by a national committee of science educators, learning researchers and content experts, are based on learning progressions, a concept of teaching and learning that has gained traction among education researchers in the last decade.

Learning progressions in science are designed to expose students to core big ideas – atomic and molecular theory, for example – and to provide them with increasingly sophisticated levels of understanding of those concepts as they move through the K–12 science program. At each level, students learn to use scientific practices to create new knowledge that takes their understanding to the next level.

“These standards can fundamentally

change the way students come to understand science in K–12 education,” says Rivet, who serves on the New York State review committee for the proposed new standards.

GOLEMAN RECEIVES KLINGENSTEIN AWARD

TC’s [Klingenstein Center for Independent School Leadership](#) has given its 2013 Klingenstein Leadership Award to psychologist and former *New York Times* writer Daniel Goleman. Best known for his 1995 international bestseller *Emotional Intelligence*, Goleman writes that “Our emotions guide us in facing predicaments and tasks too important to leave to the intellect alone.”

Past Klingenstein Leadership Award recipients include philanthropists Bill and Melinda Gates, entertainment mogul Oprah Winfrey, Harvard education researcher Howard Gardner, and business and organizational guru Jim Collins.

Goleman’s ideas have been widely hailed for their application to organizational leadership. Through research conducted at hundreds of large global companies, Goleman has documented that while intelligence, toughness and vision matter, they are only “the entry-level requirements for executive positions.” Instead, he has shown that emotional intelligence – a composite of qualities such as self-awareness, the ability to regulate one’s

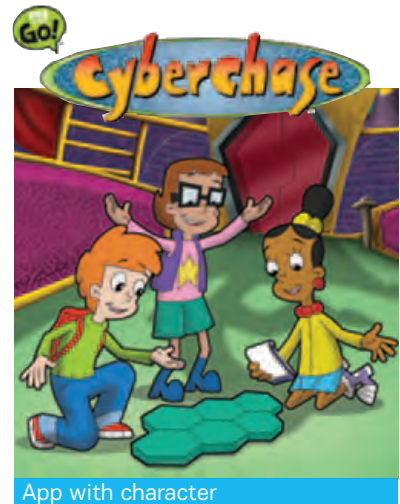


Daniel Goleman

emotions, the desire to achieve for achievement’s sake and the social skills to find common ground with a wide range of people – is more important.

Thanks to Goleman’s work, many states now make social and emotional learning (SEL) a curriculum requirement. One major study conducted at the University of Illinois at Chicago found that in schools requiring SEL as many as half of all children improved their achievement scores and more than one-third improved their grade point averages.

CAN “CYBERCHASE” APPS TEACH MATH?



App with character

Teachers College and [WNET](#), New York’s flagship public media provider, have received a two-year grant from the National Science Foundation to develop prototypes for mobile games to teach fractions to children ages 8–11. The mobile apps will incorporate the stories, characters, math content and research of *Cyberchase*, WNET’s Emmy Award-winning math television series and multimedia project, into Teachers College’s research on embodied cognition theory and gesture-based simulation games. John Black, TC’s Cleveland E. Dodge Professor of Telecommunications and Education, is Principal Investigator for the project. A doctoral Research Fellow, Michael Swart, will lead a team of TC students and consultants in app development and field testing in collaboration with WNET.

Bringing Great Education Within Reach

The Annual Fund Scholars Program

HELPING OTHERS ACHIEVE THEIR DREAMS: **MORGAN TAYLOR (M.A.'13)**

Morgan Taylor discovered her true calling working with first graders in Lexington, Kentucky.

"There were a lot of English language learners," she recalls. "I read up on second language acquisition and realized I had a lot to learn."

TC's program in **TESOL** (Teaching English to Speakers of Other Languages), "helped me understand the different elements involved in learning the English language, such as grammar and phonetics," she says. "That knowledge really helped me further student language acquisition in the classroom."

Thanks in part to the College's Annual Fund Scholars Program, Morgan could devote herself to a rigorous course of study. "I'm so grateful to the College and to my donor, Charo Uceda [M.A.'08]," she says. "I hope to do the same someday for someone else in my field."

THE ANNUAL FUND SCHOLARS PROGRAM

In honor of its 125th anniversary, TC has established the **Annual Fund Scholars Matching Initiative** to help the 75 percent of TC students who are dependent on financial aid. The College's Trustees have generously offered to match dollar-for-dollar any gift of \$2,500 toward financial aid to provide one-year, \$5,000 named scholarships to deserving students. Your participation will enable our graduates to work in the schools, communities and fields where their expertise is needed most.



For more information or to make a gift, please contact Mark Lee at 212-678-3411 or lee@tc.columbia.edu.

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

THE JOY OF GIVING

ABBY M. O'NEILL GIVES \$11 MILLION TO TEACHERS COLLEGE

A founding family member acts on her belief that “education is the secret to it all”

In 2004, when Abby M. O'Neill was looking to join the board of an institution that “developed its students into extraordinary teachers,” she chose Teachers College. The result has been a classic win-win. “My family and I have been involved in education for many years, so Teachers College was a natural fit for me,” Abby says. TC, meanwhile, has benefited ever since from Abby's good counsel, friendship and generosity.

Now, in her quest to support “extraordinary teachers,” Abby has made an extraordinary commitment: an \$11 million gift to the College for scholarship. The gift reflects both her passion for supporting aspiring teachers who demonstrate a commitment to teaching in New York City and her goal of removing financial barriers to fulfilling that commitment.

“Too many teachers are strapped by debt from graduate school and the high cost of living in metropolitan New York City,” said TC President Susan Fuhrman. “Abby is determined to improve those conditions to keep the best teachers right here in our backyard.”

At a luncheon held in Abby's honor in May, Fuhrman said that the fellowships created by the gift “speak to the very essence of the TC mission.” She added that “Abby's support for TC is in her very blood. After all, she is the great-granddaughter of John D. Rockefeller, who also served as a TC Trustee and gave generously to TC at a critical time in our history.”

John D. Rockefeller gave the College \$500,000 in 1902 for its endowment, with the caveats that TC commit to paying off its debt and that trustees and other donors match his gift.

Abby was honored in the company of her children and their families, close friends who are affiliated with TC, and other members of the College's Board, along with faculty who have benefited from her support. Members of the entering cohort of O'Neill Fellows were also on hand.

“In true O'Neill style, Abby made her dreams a reality by establishing a legacy gift that will endow the O'Neill Fellowship in perpetuity,” Fuhrman said. “But with characteristic pragmatism, Abby has also put her vision to work right now with an outright gift that launches the



inaugural effort.”

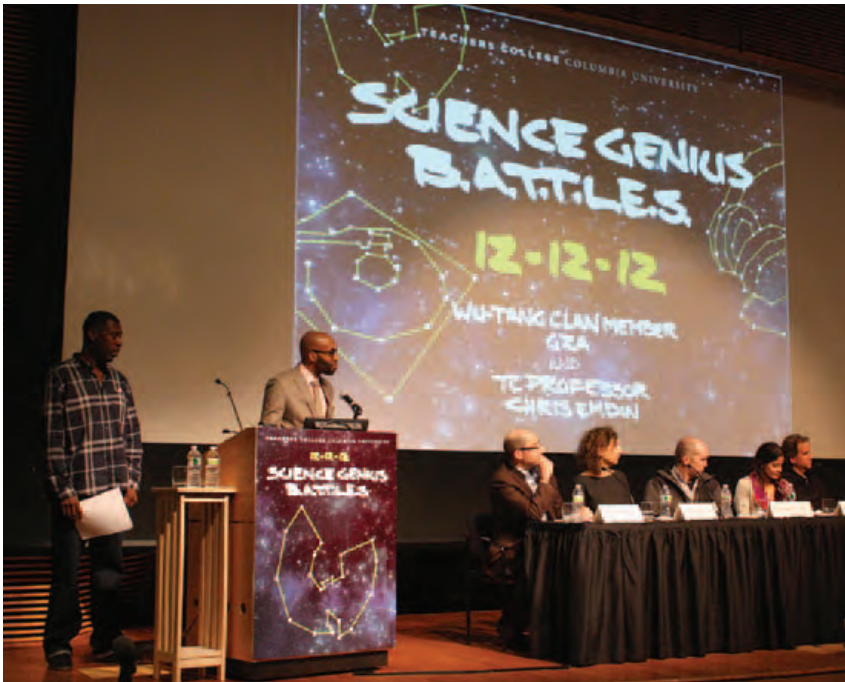
TC will welcome the first class of 12 of 24 O'Neill Fellows, each of whom will receive \$35,000, in September 2013. The Fellows will earn dual certification in areas of great need for New York City schools, such as science/inclusive education, elementary education/bilingual, or TESOL (Teaching English to Speakers

of Other Languages). Through the support of the O'Neill Fellowship Program, these future New York City teachers will graduate virtually debt-free.

The Rockefeller's, including Abby, also have had much to do with the history of U.S. involvement in education abroad. Abby's grandfather John D. Rockefeller Jr. built medical colleges in China. At the behest of the U.S. government, John D. Rockefeller III founded the Japan Society, which has funded education and the arts in Japan. Abby's uncles Nelson and David Rockefeller conducted extensive diplomacy in Latin America and the Philippines at the request of more than one U.S. president. And Abby herself, in addition to serving as Chairman of Rockefeller Inc., a board member of the Rockefeller Philanthropy Advisors, and Commissioner for the Port Authority of New York and New Jersey, spent more than 50 years on the Board of International House. She also traveled with the Rockefeller Brothers Fund to Poland, the Czech Republic and Hungary to help those nations build civic institutions following the collapse of the Soviet Union. “That trip in particular was a window onto the challenges of becoming a democratic society,” she recalls. “In my view, education is the secret to it all.”

As a TC Board member, Abby believes her role is to provide a forum for growth and change. She has been a vocal participant at meetings of the Development and Nominating Committees, and has been key in recruiting new board members. She has also directly supported the College through an endowed professorship in Economics and Education, currently held by Thomas Bailey, and gives generously to scholarship aid, faculty support, curriculum development and so much more.

With her latest gift, Abby continues her family's tradition of “thoughtful and effective philanthropy.” For its part, TC is honored to embrace her as one of its own.



GENIUS IS IN THE HOUSE The rapper GZA (left) and TC's Christopher Emdin (at podium) are on a science crusade.

THE GIFT IS SCIENCE, BUT KIDS LOVE THE RAPPING

TC Assistant Professor Christopher Emdin has teamed up with the rapper GZA, of the Wu-Tang Clan, to get students at 10 New York City high schools excited about physics, biology and chemistry.

Through a pilot program called [Science Genius B.A.T.T.L.E.S.](#), students at the 10 schools compose rap lyrics about a science topic and submit them for judging by Emdin and GZA (whose rap alias is "The Genius"). The two were introduced by the astrophysicist Neil deGrasse Tyson, Frederick P. Rose Director of the Hayden Planetarium at the American Museum of Natural History.

Science Genius B.A.T.T.L.E.S. kicked off at TC's Cowin Conference Center in early December with contestants from the participating schools, all of which serve predominantly black and Latino students. Those groups constitute 70 percent of New York City's public school population. Nationally, African-American high school seniors significantly trail their white counterparts in proficiency in science,

according to the National Assessment of Educational Progress.

Students whose songs are judged the best will be able to record their compositions and have them posted on the popular site [rapgenius.com](#). They will also get to spend a day with GZA.

"In many respects, these kids are geniuses waiting to be discovered," Emdin wrote in a recent piece in *The Huffington Post*. "They are GZA in the 10th grade deciding to leave school, despite loving science, because hip-hop was more appealing. They can rediscover their academic genius and someday hold court with the most brilliant scientists of our time, as long as we look for the genius that's within them."

DETERMINING R.O.I. FOR EDUCATION

TC's [Center for Benefit-Cost Studies of Education](#) (CBCSE), backed by a \$500,000 grant from the federal Institute of Education Studies (IES), is making its methods widely available to other researchers.

The goal of the IES-funded project is to demonstrate how to conduct cost-effectiveness analysis in education and to promote its use among policymakers

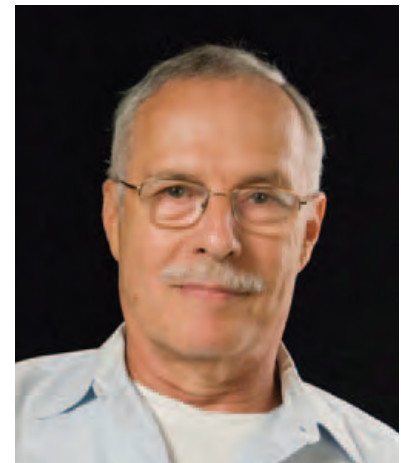
to improve the productivity of resource allocation decisions.

CBCSE was founded by Henry Levin, TC's William Heard Kilpatrick Professor of Economics and Education, and his colleague, Clive Belfield, Professor of Economics at Queens College. During the early 1970s, at the request of a Congressional committee headed by then Senator Walter Mondale, Levin conducted the first major analysis of the financial impact on the nation of the failure to graduate from high school.

In 2005, armed with more sophisticated tools and methodologies, Levin repeated that exercise, and – together with colleagues at Columbia, Princeton, Rutgers and other institutions – calculated the costs to society, in terms of lost tax revenue and the added burden on the health care, welfare and prison systems, associated with failure to graduate.

Since founding CBCSE, Levin and Belfield have repeatedly demonstrated that significant return on investment could be achieved if proven strategies to boost graduation rates were implemented on a broad scale.

The IES-funded project includes a 2012 report showing that among five programs with a positive impact on high school completion rates, those targeting youths who had already dropped out were significantly more expensive. CBCSE also is developing a set of resources that constitute a Cost Tool Kit to facilitate the collection of cost data for educational programs.



Henry Levin

Responding to Sandy's Devastation

In the wake of the hurricane, TC helps New York City rebuild

WHEN HURRICANE SANDY struck New York City last fall, Teachers College was spared any significant damage. That left the College free to extend a helping hand to others across the region.

To help centralize the many TC-related efforts and make it easier for everyone to get involved, the **Vice President's Office for Diversity and Community Affairs**, working closely with the Student Senate and the Office of Student Activities and Programs, reactivated **TC Cares**, an initiative that had previously responded to the Haitian earthquake in 2010 and the tsunami and earthquake in Japan in 2011.

The TC Cares effort dispatched volunteers to work in distressed areas of the city, while coordinating donations of food, clothing, toys, diapers and school supplies. It also maintained a website to receive financial donations.

At the same time, the Teachers College **Reading & Writing Project**, which has partnered with schools across the city for more than 30 years, mounted the **Literacy Lifeboats** effort to help storm-devastated schools get back on their feet.

"So many of these schools are ones where we've been partners for a long time, so we were hearing directly about what had happened to them, both from their people and from our own staff," said Lucy Calkins, TC's Robinson Professor of Children's Literature and founding Director of the Reading & Writing Project. "So there was just no way that we weren't going to do something."

Literacy Lifeboats, which raised \$30,000 during its first week of operation and had more than doubled that total by mid-November, provided K-8 public schools with books, rugs, easels, bookcases and other materials to enable teachers to reconstruct literacy-rich classrooms. The initiative also provided school principals with a contingency fund to meet the most pressing needs of their communities.

Calkins also recruited more than 30 "literacy partners" to aid the Literacy Lifeboats effort. This group of well-known children's authors and educators included: Jon Scieszka, author of *The Stinky Cheese Man and Other Fairly Stupid Tales*; Lois Lowry, author of *The Giver*; Andrew Hargreaves, the Thomas More Brennan Chair at Boston College's Lynch



THANKS, GUYS The Norwood School in Bethesda, Maryland, helped TC help schools hit by Sandy. TC's Rosella Garcia (left) accepts a check from Norwood Parent Association President Leslie Wallace.



TAKEN BY STORM Many New York City schools were damaged or destroyed.

School of Education; and Celia Oyler, TC Associate Professor of Education.

TC mobilized to help Kingsborough Community College (KCC), an institution located at the tip of Manhattan Beach Peninsula (where damage was especially severe) that serves 17,000 students. KCC President Regina Peruggi (Ed.D. '91) said conditions at the school reminded her of camps she visited when she chaired the Commission for Refugee Women and Children. In addition to donating books, computers

and clothing to KCC's relief drive, TC faculty, students and staff provided in-person and online tutoring assistance in math and writing to KCC students.

The impact of Sandy continues, but as TC psychologist George Bonanno said in February at a gathering for educators affected by the storm, human resilience to traumatic events is greater than was generally assumed. Brian O'Connell, Principal of Scholars Academy, located on Rockaway Peninsula, and an alumnus of TC's Cahn Fellows Program for Distinguished Principals, agreed. Sandy scattered his students across the city af-

"There was just no way that we weren't going to do something." — Lucy Calkins

ter the school was reassigned to temporary quarters, O'Connell said, and he worried that many might never come back. To prevent that scenario, he and his staff hired 12 yellow buses to serve seven pick-up locations across Brooklyn and Queens. One morning after the storm, O'Connell boarded a bus and asked how many students had heat or hot water. No hands went up. Then he asked how many were ready to go to school. "Every hand went up," he said. "And it hit me: These kids are strong. Rockaway Resilient. And that became our motto."

CLOCKWISE FROM TOP RIGHT: DIANE D. BERMAN, COMMUNICATIONS DIRECTOR, NORWOOD SCHOOL, P.S. 329; THE SURFSIDE SCHOOL

PREPARING EDUCATORS TO THINK ABOUT HEALTH

Public health experts have been flagging the problem of health as a barrier to learning for decades, says Howell Wechsler, and elected officials and policymakers have nodded their heads and then mostly gone on about their business.

But Wechsler (Ed.D. '95), who stepped down in May as Director of the [Division of Adolescent and School Health](#) at the U.S. Centers for Disease Control and Prevention, sees some new reason for hope. In his Tisch Lecture at TC in February, titled "Taking Action Now to Address the Missing Link in School Reform," Wechsler held up the October 2011 issue of the [Journal of School Health](#), which was devoted to a group of articles collectively titled "Healthier Students Are Better Learners." All of the articles were written by Charles E. Basch, TC's Richard March Hoe Professor of Health Education.

"This report has led to unprecedented amounts of attention placed on the need for strong school health programs," Wechsler told listeners.

Basch's report documents how seven health issues – vision, asthma, teen pregnancy, aggression and violence, physical activity, breakfast, and inattention and hyperactivity – disproportionately affect low-income, minority youth, and details the specific ways these problems contribute to the nation's school achievement gap. He also outlines a strategy for combating these issues with school health programs coordinated by an extensive cast of national, regional and local players.

Wechsler said schools of education must also make student health a fundamental part of their missions. He called on TC to work with health experts to codify what teachers and administrators need to know – in particular, how and why specific health problems interfere with learning – and to lead the way to strengthen the preparation of teachers and administrators to *(continued on page 16)*

COURTESY OF AMITY P. BUXTON

THE JOY OF GIVING

AMITY P. BUXTON

A Pioneer of Learning Innovation Supports New Technology at TC



To fully appreciate the power of technology to enhance teaching and learning, you have to see it in action. That's why Amity P. Buxton (M.A. '52, Ph.D. '62) has donated \$350,000 to create a space that enables faculty members, students, visiting public school teachers and other stakeholders to watch the goings-on in TC's new prototype "smart classroom" in 438 Horace Mann.

"I believe in the power of education," says Amity, "and my trust in Teachers College is based on the fact that it continues to develop its training of excellent teachers to educate diverse populations. Technology will help boost those efforts."

As a former teacher who spent 22 years working in diverse urban districts, Amity understands that technology isn't a substitute for great instruction but rather a way to facilitate it. One goal of the newly named *Amity P. Buxton Learning and Innovation Suite* is to enable teachers to see and learn how to use 21st century tools to convey ideas and information in ways best tailored to each student.

"In my view," Amity says, "joining 21st century technology with the expertise of TC faculty and students is the best way to ensure that all children learn to

their fullest potential and for our society to benefit from informed, critically thinking and empathic citizens."

At TC, classes taught by the education sociologist Lyman Bryson opened Amity's eyes to the connection between innovation and equity. "The foundation courses just blew my mind – sociology, linguistics and communications. TC taught me how to think, communicate and do research, and the College also had a wonderful teacher placement center. I wound up teaching school in Detroit, where half the students were children of factory workers and the other half were children of factory owners."

In the late 1960s, while training other teachers to help desegregate schools, Amity founded the Teacher's Active Learning Center, which guided teachers at all grade levels in designing curricula and hands-on teaching materials.

"I got involved with schools right after they were desegregated, and it was quite a challenge," she recalls. "To let each child reach his or her potential, you have to factor in cultural, ethnic and learning differences."

Ultimately Amity believes that the connection between technology and learning will be, in a word, electric.

THE JOY OF GIVING

DEBRA HEINRICH

A Former Scholarship Recipient Gives Back



Debra Heinrich (M.A., M.Ed. '84) was already working as a nurse when she learned about Teachers College's [Nursing Education program](#). "A colleague raved about how great the program was and how it would help my career," says Debra. "The most intriguing aspect was the program's emphasis on research, so I enrolled. TC was definitely ahead of its time in the early 1980s as far as research was concerned."

Critical to Debra's success at TC were the mentorship of Eugene V. Martin, a professor of nursing affiliated with the College, and the College's Professional Nurse Traineeship scholarship. "Without this scholarship, I could not have graduated," she says. "That's why I donate to TC."

Debra supports the TC Annual Fund because it underwrites all that the College does. "My gifts have always been unrestricted, so that TC can put them toward areas of immediate and greatest need."

She and her husband George also recently established The Heinrich Scholarship, dedicated in loving memory of Debra's parents, Sylvia and Sid Stromberg. "They were inspiring parents who instilled in their children a life-long love of learning," says Debra.

Over the years, Debra has become increasingly involved with TC, attending as many events and activities on campus as possible. Last year she accepted invitations to join both the President's Advisory Council and the College's 125th Anniversary Steering Committee. "Today, TC has an even greater impact on education. Susan [Fuhrman] continues to strengthen TC's focus on research and practice while also working to keep alumni well informed and connected. When alumni feel connected, it's easy for them to stay involved."

After graduating from TC, Debra worked for many years as a nursing instructor for Columbia Presbyterian Medical Center. "That job required a master's degree, so I could not have had it otherwise," she says. Debra also worked at Montefiore Hospital and held a faculty position at Hunter College School of Nursing before leaving to spend time with her sons Andrew and Marc, who are studying pre-med and law at Columbia College. She has stayed connected to TC throughout. "TC had a tremendous influence on my career, and now I am eager to help the College continue to strengthen its impact through its outstanding educational and research programs."

(continued from page 15)

address health-related barriers to learning.

Wechsler, who is now Chief Executive Officer of the [Alliance for a Healthier Generation](#), closed by quoting the Jewish philosopher Hillel – "If not now, when?" – adding, "If not the nation's oldest, largest and greatest college of education, then who?"

EDUCATION ENTERS THE ERA OF BIG DATA

"We live in a world of big data," said Ryan de Baker, who delivered TC's Sachs Lecture this past winter. "My browser cookies know that I'm fluent in English and Portuguese, married with children, a college professor – that I travel internationally for work, that I stay in cheap hotels when I travel internationally for work, and that I love opera. And all for the noble purpose of selling me more stuff."

Education is harnessing big data, too, thanks to a new generation of software that generates a wealth of information about how students think, learn and make choices.

"Students make hundreds of meaningful actions per hour, from pausing and thinking to running away from a skeleton in a game to changing a setting," Baker said. As organizations such as [The Pittsburgh Science of Learning Center](#) store this information, "increasingly data doesn't have to be collected, just connected." Once connections are made among different types of data streams, "we can answer more interesting questions than we could answer before. For example, we can ask what attitudes are associated with positive outcomes for students."

Data mining already makes it possible to zero in on which topics and teaching methods work best – or don't work at all – for different students. The next frontier: detecting students' emotions, particularly their levels of frustration as they grapple with different kinds of challenges.

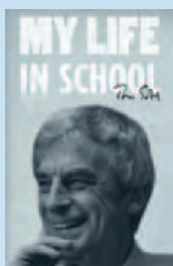
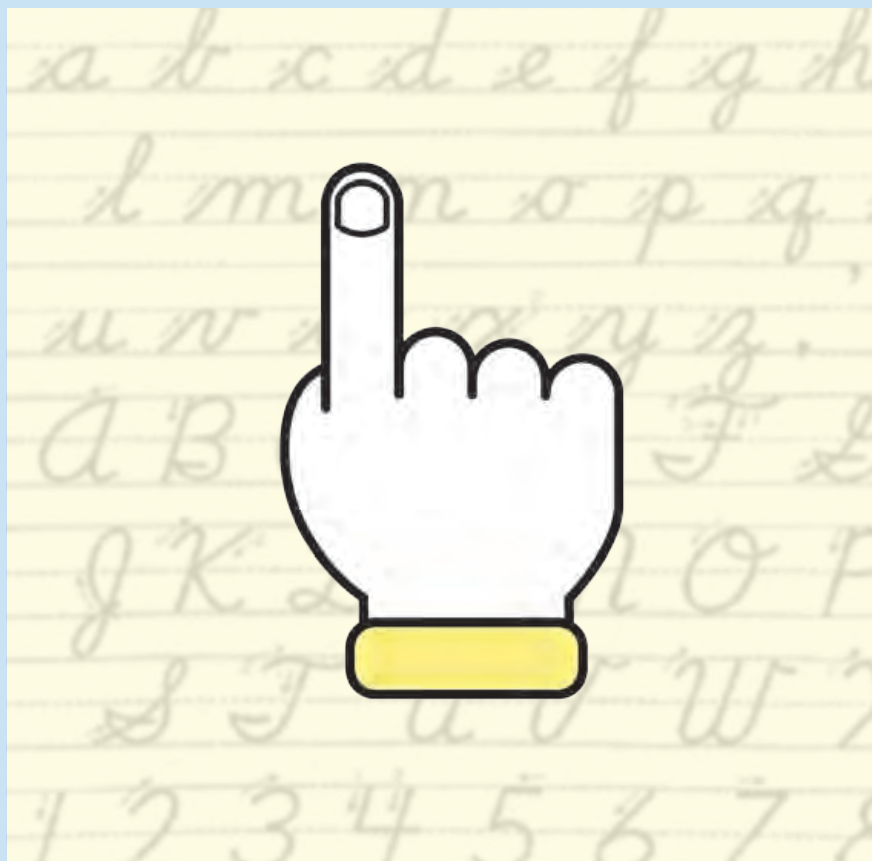
Of course, students will always run into difficulties, Baker said. "But now we'll be able to make adjustments in mid-semester."

TC

First Editions

A One-Fingered Author's Tribute to Hands-On Learning

Though bed-bound, Tom Sobol celebrates Dewey's vision of life as education



THE OPENING PAGE OF TOM SOBOL'S MEMOIR, *My Life In School* (2012), is blank save for what appears to be an inked fingerprint. It's an appropriate symbol for an author limited to typing with one finger – Sobol, afflicted by a spinal-cord disorder, has been bed-bound for the past three years – but the symbolism may have broader intention.

My Life In School chronicles Sobol's nearly 80 years in education, including his eventful tenure as New York State's Commissioner of Education, when he sided with plaintiffs from New York City who sued the state for more education funding. But its real focus is on the kind of learning that disciples of John Dewey like to call "hands-on."

In prose reminiscent of Frank McCourt's *Angela's Ashes*, Sobol, who retired as TC's Christian A. Johnson Professor of Outstanding Practice in 2006, describes how at age 12 he cooked and cared for his two younger brothers when his mother abruptly left the family. He chronicles his path from his tough Irish Catholic neighborhood to Harvard. And, reflecting a penchant familiar to anyone who took his TC law and ethics courses, he ponders his own moral choices.

"I grew up with the language of Thomas Cranmer's *Book of Common Prayer*," Sobol writes. "How often I have recited in church, 'We have left undone those things which we ought to have done; and we have done those things which we ought not to have done.'"

Cranmer feels especially present in Sobol's account of how the New York State Legislature's Black and Puerto Rican Caucus

protested his appointment as Commissioner. (The State's Board of Regents, as promised, had sought to hire an African American, but their chosen candidate had rejected their offer.) Saved when Governor Mario Cuomo spoke out on his behalf, Sobol ordered an investigation into education issues affecting minorities. But when, against the advice of aides, he went public with the findings, he was accused by the *New York Post* of issuing pronouncements that sounded "more and more as if they were written by Angela Davis." He thought about quitting, but, he writes, "Something stronger than public embarrassment wouldn't let me go."

Above all, *My Life In School* celebrates life's richness. There is never a sense of a man writing under the house arrest imposed by his physical infirmity or the suggestion that Sobol has ceased to learn by doing. In both education and life, he argues, "There must be time for reading what isn't assigned, for doing an experiment you thought up for yourself, for painting something the way you imagine it instead of the way it looks. There must be time for playing ball or hanging out in the school yard...for taking bike rides to nowhere on the way home. And there certainly must be time for daydreaming...for dealing with the central adolescent question which most of us never fully answer – for wondering who am I." – **Joe Levine**

Sobol dedicates My Life In School to his longtime associate and amanuensis, Gibran Majdalany, and to his wife: "Without Harriet, there would be no me."

To order copies of *My Life In School*, email Harriet Sobol at hsobol4336@gmail.com or visit Bank Street Book Store at 610 West 112th Street in Manhattan.



TCTODAY

Bringing Policy to the Table:
New Food Strategies
for a Healthier Society

Thursday, February 14, 2013

125 YEARS OF BIG IDEAS

SPRING/SUMMER 2013

As the pendulum swings toward longer school days and years, is there a future in the concept — long championed at Teachers College — of education that occurs beyond school walls?

CLASS WILL MEET



BY
JONATHAN SAPERS

OUTSIDE TODAY



FROM TOP, GETTY IMAGES, GETTY IMAGES

S

Some years ago, Lalitha Vasudevan spent the summer knocking around West Philadelphia with a group of fifth-grade boys, ostensibly making a mock horror movie.

Vasudevan, who was working on her Ph.D. at the University of Pennsylvania, had initially planned to write something suitably academic about how her young colleagues saw themselves and how they saw themselves “being seen.”

But the boys — all of whom were African American and none of whom, as she puts it, “viewed school as a place of belonging” — had other ideas. As they experimented with video cameras and recorded the stories of their lives, “very quickly my dissertation became about the kinds of literacy practices that were happening, what kinds of artifacts were being produced,” recalls Vasudevan, now Associate Professor of Technology and Education at Teachers College.

One afternoon, when the group was taking a McDonald’s break, a boy named T.J. looked up at Vasudevan and said, “Miss Lalitha, have you ever thought of being a teacher?”

Vasudevan started to say that, well, actually, she *was* a teacher and *did* teach, but T.J. interrupted her.

“No, no, no,” he said. “I mean, have you thought of being *our*

teacher. Because this is what school should be.”

Vasudevan was bowled over. “These were kids who, even though they’d gotten a bad rap, were really committed to their own schooling and education,” she says. “They were used to being seen more for what they couldn’t do than for what they could, but here they were the primary authors of what we were doing together. They were reimagining school.”

Vasudevan’s experience underscores the application of the old real-estate adage “Location, location, location” to education — a reminder that, amid all the battles over *what* gets learned, *where* it is learned can be equally if not more important.

“When the American public thinks about education, they think about schooling,” Lawrence Cremin, the late education historian and TC President (1974–1984), said in a 1976 interview on the public television show *The Open Mind*. “They think if they can control the kind of teachers that are in the school, the hours of the school, what’s taught in the school, that thereby they can control education. But a great deal of education goes on before the youngster comes to school. And that control is far more limited, I think, than it was 25 or 50 years ago because of other educators.”

The “other educators” cited by Cremin were television and, looming on the horizon, computers, but he may also have been expressing nostalgia for a time when context and content were more organically linked.

“Communities themselves used to be the educators,” says TC Provost and education historian Thomas James. “People read the Bible together; they learned crafts from other people in the community; numeracy was learned by doing things that required it. Learning by doing, the community created community members versed in its ways.”

In the 19th century, while public institutions such as the common school began to play a stronger role, “newspapers spread and became very prevalent in U.S. society, and literate culture was shared in various ways,” James says. “All of that developed into what [the social historian] Daniel Calhoun called ‘the intel-

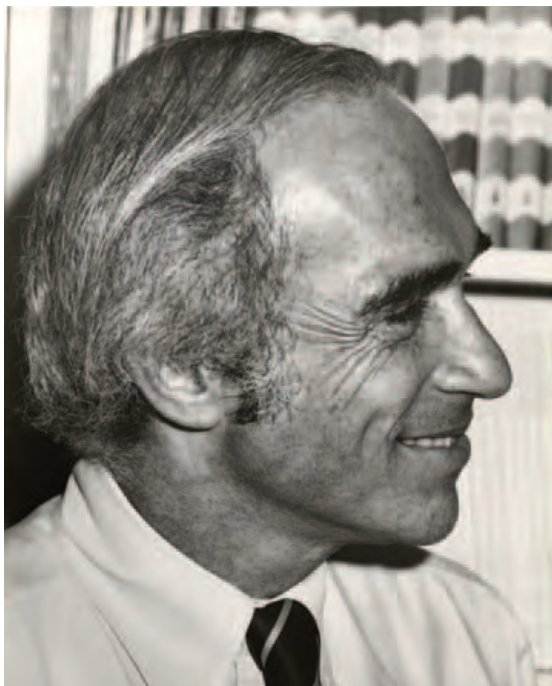
125 YEARS TIMELINE →

125 YEARS AT
TEACHERS
COLLEGE

Teachers College, which held its first classes in 1888, was the blueprint for the modern graduate school of education, yet it remains unique in focusing on health, psychology and other fields, as well as pre-K–12 and higher education. Start here to trace our ongoing legacy of launching fields of inquiry and other big ideas.

“Communities themselves used to be educators.”

— Thomas James



EDUCATING BEYOND SCHOOLS Historian and TC President Lawrence Cremin predicted back in 1976 that schools would need to engage with TV and computers.

they’re part of, but much more of the formal education process is taking over.”

Responding to that trend, early TC educators such as John Dewey argued that schools should reinforce the students’ connection to the outside world.

“Dewey believed that if you’re learning about science you’re also learning about food and about transportation and about how society engages in the production of food,” says James, who as a boy attended one of the famous Laboratory Schools that Dewey founded at the University of Chicago. “The world beyond the classroom is part of the educational process, and the school is sort of an embryonic community where a child’s understanding of how the world works is born.”

Out of such thinking the school field trip came into being. “The progressive educators had this idea that the curriculum was a set of concentric circles that begins with the family and the immediate life of the child and builds out to the community and to the society of which the child is a part,” James says.

In a sense, fields such as social studies and comparative and international education — launched at TC by Harold Rugg and James Earl Russell — were an intellectual extension of hands-on learning because they sought to give learners agency in making better sense of society and their roles in it.

It was Cremin, however, who called attention to the importance of education beyond schools. In part, Cremin’s outlook was a response to the inequities caused by poverty and racism, a call for children to receive input from all the institutions of society — churches, clinics, the media — that could positively affect their minds and help level the playing field. But he was also concerned about tempering the outsized impact of those “other educators” on young minds.

“I do believe schools must engage with television, but not simply to make their peace with what goes on television, but to teach children to look at television critically and sensibly,” Cremin said. “To take from it where it extends their vistas in ways the schools never could. To criticize and reject it when it plays

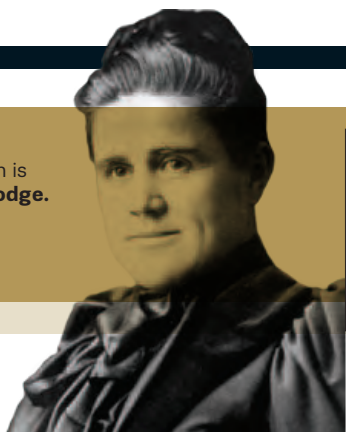
ligence of a people.”

In the 20th century, James says, teaching began to be intentionally divorced from community settings. “Formal schooling became much more prevalent. You had young people being funneled for a large part of early life into classrooms. They might still be going to Sunday school or whatever tradition

TOP: COURTESY OF POCKETKNOWLEDGE, TIMELINE: TC FILE

1880

The Kitchen Garden Association is founded by **Grace Hoadley Dodge**.



1886

The Kitchen Garden Association, now called the **Industrial Education Association**, leases 654 East 11th St. as its new home.

1887 ►



THE EMPOWERER
McClintock helped wire schools



ON LOCATION Vasudevan's young filmmakers reimagined school

real causal force in education. They do the educative work, and we should pay more attention to what students do and why and how.”

In the 1990s, McClintock “ran a bunch of ambitious school-based projects,” including one at the [Dalton School](#), an elite private school in New York City, that sought to transform both the school and its curriculum around the new technology. With a fully wired school, Dalton sixth-graders simulated an archeological dig at an ancient Assyrian site while tapping into collections at the Metropolitan Museum of Art, and seniors used a computer program called Voyager to look at images of stars and nebulae recorded by the telescope at Palomar Observatory in southern California.

upon their minds in such a way as to manipulate, propagandize.”

Absent those skills, Cremin felt students would have a hard time making sense of the discord between school and the messages celebrated on television and in society at large. “One of the problems in a modern, metropolitan society is what I call a cacophony of education,” he said. “Young people and indeed adults are subject to many kinds of teaching, and I think in many instances, the teaching of television and the teaching of the examples in the heroes we celebrate has been more powerful than the teaching in the schools and the colleges.”

But where others have feared the mass-market impact of technology, Cremin’s former student, Robbie McClintock, TC’s John L. and Sue Ann Weinberg Professor Emeritus in the Historical and Philosophical Foundations of Education, has nurtured a vision of the computer and the Internet as tools that could enable students to pursue their own intellectual interests.

“I felt technology would alter significantly what we mean by schools and institutions of higher education and where education takes place and who is a teacher and what is a curriculum,” McClintock says. “My position was and is that we should rethink education in light of that openness and empowerment of the student. Most people act as if somehow the technology should be a teaching tool, but I argue that students are the

A few years after the Dalton Project, McClintock came very close to instilling his vision of learner-centered, technology-driven education as a core element of the New York City public school system, winning Board of Education approval for a plan called Smart Cities 2000, which would have deployed laptops to every student and linked students, their families and their teachers through a shared network. The plan unraveled when the dot-com bubble burst and commercial investors bolted.

Yet the power of the Internet as a learning tool has only grown. For example, students can now access sophisticated medical imaging and climate data that shows the spreading of pollutants through the ocean. “When we were in college, an advanced researcher might tell us about that kind of stuff,” McClintock says, referring to the climate data. “Now Barnard kids are playing around with it. And 10 years from now a third-grader can begin to deal with it. The problem is not access; the problem is recognition of the access and the imagination of what to do with it. Because if all the resources of the culture are at hand, then figuring out how to get what you want becomes the key rather than knowing where it is.”

Under these circumstances, McClintock says, teachers should function less as “manageable functionaries” and more as “highly intelligent critical agents, working in the midst of kids,

125 **TIMELINE**



1887
George W. Vanderbilt gives **Grace Dodge** \$10,000 to create and staff a library and find the “brains” to teach people how to use it.

◀ 1886



1887
Columbia professor **Nicholas Murray Butler** becomes President of the Industrial Education Association—which changes its name to the New York College for the Training of Teachers.

TOP: TC FILE PHOTOS; TC FILE PHOTOS; TIMELINE: WIKIMEDIA COMMONS

Cremin Remembered

doing what kids find interesting to do.”

Christopher Emdin, TC Assistant Professor of Science Education, describes just such a shift in his own teaching. When Emdin started out as a high-school physics teacher, he assumed his youth and content knowledge would automatically make him an effective teacher. “It didn’t,” he says. “I was just a regular boring and ineffective teacher. I was just some young guy, teaching the same way that everybody else already did.”

Emdin began watching his students outside the classroom to see what got them engaged and what activities motivated them. “A kid who was bored to death in my class and never lifted his head to answer a question — I watched him in the cafeteria where students were engaging in a rap cipher, and he was rapping and beating on a lunchroom table with a crowd of people around him, and he was so engaged and lively,” Emdin says. “At that moment, I decided that’s what I want him to do inside my class.”

Emdin experimented with incorporating rap and hip-hop culture into his teaching methods. “I started studying rappers to see how they were able to command an audience. How could I talk with my hands like they do? How could I use metaphor

“His interests were so broad and far-ranging; his knowledge was so broad and far ranging. And how he had the time to read what he read, I have no idea.”

—TC TRUSTEE AND FORMER CREMIN STUDENT SUE ANN WEINBERG (ED.D. '97)



ventions. They’re skeptics. They’re evidence-based with their new theories and ideas. Well, rappers have keen observation skills — sitting there at the project window, watching life go by; painting those beautiful landscapes through their music. And they have to have evidence for everything they say.”

When his students see those parallels, the sky’s the limit, Emdin says. “Then they’re willing to study, and they start doing all the things you want them to do. It just happens organically, because they see themselves in a different light.”

Of course, rap can’t bridge to everything. Lalitha Vasudevan recalls working with teenagers at an alternative-to-detention program in New York City. A teacher in the program who had been teaching about the writer James Baldwin noticed his students were losing interest, so he asked if anyone in the group had ever seen James Baldwin.

“Isn’t he dead?” one of the kids asked.

“Yeah,” the teacher said, “but that’s why we have YouTube.”

The group then spent the afternoon in the teacher’s office watching videos of Baldwin and conducting an impromptu survey of images of African Americans in the media.

“Students are the real causal force in education.”

— Robbie McClintock

and analogy? And students responded differently to my teaching. And then it was: How can I use raps to cover the physics content? And students were gaining more content. Then it was: Let’s take this one step further, let’s have students write the raps, which got even more amazing results. And then: What if we had competitions among classes? Just like rappers have rap battles?”

Recently, Emdin and the rapper GZA, from the Wu-Tang Clan, joined forces to do precisely that ([see story on page 12](#)). For Emdin, scientists and rappers have a great deal in common. “What are the things that make scientists great?” he asks. “They’re innovators. They’re creative. They make keen obser-

“You couldn’t have done it without YouTube,” Vasudevan says. “And you couldn’t have done it without a teacher who understood there was something amiss here, and who essentially said, ‘You need to see stuff, so let’s switch locations.’” **TC**



To view a keynote address and panel discussion at TC’s fifth annual Academic Festival devoted to Lawrence Cremin’s intellectual legacy, visit tc.edu/festival13

TOP: TC FILE PHOTOS; TIMELINE: POCKETKNOWLEDGE

1891

TC’s first student scholarship is established.

1892

The New York College for the Training of Teachers changes its name to Teachers College and receives a permanent charter.



1898

TC affiliates with Columbia University but retains legal and financial independence.

1898 ►

HOW SMART CAN WE GET?

ADVANCES IN TEACHING AND TECHNOLOGY COULD USHER IN A GOLDEN AGE OF EDUCATION. TC FACULTY CONSIDER THE FUTURE OF LEARNING IN A HIGH-TECH WORLD.

BY
ELIZABETH
DWOSKIN



THESE ARE HEADY TIMES IN THE WORLD OF EDUCATION TECHNOLOGY.

Tools such as iPads, Kinect and Wii increasingly provide opportunities for “embodied cognition” – the acquisition of knowledge through touch, movement, gesture, sight, hearing and other activities involving the body as well as the intellect. Interactive software generates data that can illuminate which teaching strategies work best for students in a particular classroom, school or district. Even low-tech approaches, such as debate via chat function or manipulation of objects on screen, seem to intensify focus.

It’s easy to imagine a future world of super-smart people, using technology to solve all kinds of daunting challenges. But the new digital age is actually prompting questioning of traditional measures of intelligence.

“The focus on IQ and smartness is a big mistake,” says Her-

bert Ginsburg, TC’s Jacob H. Schiff Foundation Professor of Psychology and Education. “We should be talking about skills, learning strategies and understanding concepts.”

What might a new world of enhanced education ideally look like? Would there be any downsides? And what’s needed to make the dream a reality?

Teachers College has pondered such questions since its founding. A century ago, the psychologist Edward Lee Thorndike conducted the first scientific studies of how animals learn. In the 1970s, Ernst Rothkopf, a scientist at Bell Laboratories, described the “mathemagenic” learner, who uses what he or she already knows to solve new problems in ways that are personally relevant. Rothkopf, later TC’s first Cleveland E. Dodge Professor of Telecommunications and Education, helped blaze the trail for subsequent generations of cognitive researchers and technology developers.

TAPPING HUMAN POTENTIAL

Technology is flashy stuff, but in education, the best methods at each stage of life often build on skills and knowledge we already possess.

“We say young children are like sponges because their brains handle tremendous amounts of new stuff in preconscious, unscripted ways,” says Karen Froud, Associate Professor of Speech & Language Pathology and Director, [Neurocognition of Language Lab](#). “A three-year-old learns to distinguish a transitive from an intransitive verb, or “Ahh” from “Uh,” perhaps through some statistical sampling ability, by constantly filtering the frequency of what she hears.”

But while you can put a sponge next to water, you have to immerse it to get it to drink.

“There’s this idea that if you let kids play they’ll learn everything they need to know,” says Ginsburg. “I think that’s exaggerated.”

Ginsburg believes that very young children have innate capabilities and rudimentary conceptual understandings that education could do more to tap. Through hours of videotaped sessions, he has demonstrated findings that children as young as 18 months have a sense of “everyday math” that includes number operations, shape, pattern and cardinality.

Software called MathemAntics, developed by Ginsburg, uses child-friendly visuals to “give us an opportunity to see what’s

“There’s this idea

125 YEARS

1898

1st

TC First

James Earl Russell teaches the first course in foreign school systems, launching the field of comparative and international education.

1898

1st

TC First

in kids' minds as they work on both informal and formal mathematical problems." For example, MathemAntics might display groups of elephants and asks which group has more – the one with five elephants or the one with three. Complicating the challenge, elephants in the group of three may be larger. "If a child gives the wrong answer, we know he still needs to learn that the size of the object does not matter when you are counting," Ginsburg explains.

Sandra Okita, who develops humanoid robots, sees potential in robots to help kids themselves reshape and reflect on their own understandings.

Okita, Assistant Professor of Technology and Education, believes technological artifacts such as robots, agents and avatars "consist of strong social components that enable students to share knowledge and ideas and to develop a 'peer-like' relationship that may reveal new insights into the role of social relationships in learning." Okita has found that children seem to learn more from interacting with peer-like robots than with a robot that functions as an authority figure.

In Okita's classroom of the future, a fourth-grader might work



er for each student."

As students mature, they increasingly benefit from such "metacognition," or conscious articulation of what they know and how they know it.

"The amount of information is exploding, to the point where we can no longer hope to teach kids more than a smattering of what's out there," says TC's Deanna Kuhn, Professor of Psychology and Education. "Instead, students must be able to recognize what information they need, how to find and make sense of that information, and how to apply it where it's needed. Argumentation with peers is a way to hone those skills."

The new [Common Core Standards](#) adopted by 45 states over the past two

years heavily emphasize argumentation. Kuhn, meanwhile, engages Harlem middle-schoolers in twice-weekly electronic dialogues on social issues. After two years, they write better essays on a new topic than a comparison class devoted to whole-group discussion and practice in essay writing. The electronic debaters benefit from fielding direct challenges to their claims, Kuhn says, but technology also allows them to reflect on a written record of the dialogue. Verbal dialogue, in contrast, disappears as soon as it's been spoken.

that if you let kids play they'll learn everything they need to know. I think that's exaggerated." — Herbert Ginsburg

with a two-foot-high robot to solve a math problem. The robot will have a name and speak in a child's voice, and instead of doing the teaching, it will take guidance from the child. When unsuccessful, the robot may seem perplexed or confused. Through this "recursive feedback in learning by teaching," the child may discover that the problem lies not in her teaching method, but in her deeper lack of understanding of the concept.

"With a peer, students not only think in more depth when tasked with teaching, but also monitor feedback from others thus learning to monitor themselves," Okita says. "By carefully designing this feedback, I'm trying to create an ideal peer learn-

Another powerful instructional approach harnesses the fact that, as Charles Kinzer, Professor of Psychology and Education puts it, "technology is inherently motivating." Kinzer has overseen TC developmental projects such as [Lit2Quit](#), a smoking cessation game that mimics certain physical sensations provided by cigarettes. Now other TC faculty members are tapping the features through which online games have engaged 90 percent of all teenagers and become a \$50 billion industry.

In a research project known as the "[Gamification of Education](#)," Joey J. Lee, Assistant Professor of Technology and Education, studies the incorporation of game elements and principles (mis-

TOP: TC FILE;
TIMELINE: POCKETKNOWLEDGE

Mary Adelaide Nutting—later the world's first nurse to become a professor—creates the first instructional program for prospective nursing administrators and educators.

1899



TC First

Edward Lee Thorndike begins studying learning and mental testing, launching the field of education psychology.

1900 ▶



sions and quests, progress bars of “experience points,” in-class power-ups) into classrooms to enhance learning. “Well-designed games naturally afford behaviors and mindsets that are good for learning,” Lee says. “Can the principles of games be used in classrooms to change how people learn? Can we use game mechanics to afford exploration, collaboration, risk-taking and problem-solving? Can we cultivate a mastery orientation and a winner’s mindset – persistence, gaining experiences and skills, and learning through failure? Well-designed games do this through rapid feedback, missions and larger quests as structured tasks and goals to achieve.”

Adult learners, too, can benefit from virtual environments.

“The stuff you learn in school tends to be very thin,” says John Black, TC’s current Cleveland E. Dodge Professor of Telecommunications and Education. “You don’t understand it very well and you forget it almost immediately – it doesn’t affect the way you think about the world.” That, Black says, is because formal education overemphasizes symbolic learning and downplays learning through a full sensory experience involving sight, sound, movement, the body and imagination.

Black, who chairs TC’s [Department of Human Development](#), and his students have established a hierarchy of effectiveness in embodied cognition comprising, from least to most, *watch, do, feel, move*. More recently, Black and Saadia Khan, TC Adjunct Assistant Professor and Post-Doctoral Research Fellow,



MAKING LEARNING STICK John Black and Saadia Khan are exploring new dimensions in embodied cognition, which emphasizes learning through sensory experience.

come a part of you,” Black says. “Role-playing activities helped the students imagine and feel the world referred to in the text they are learning, deepening their understanding and improving their memory.” ([Read a profile of Saadia Khan on page 110.](#))

TOO MUCH OF A GOOD THING?

Some who believe technology is already fostering a more stimulating intellectual environment point to the fact that IQs *are* in-

“The stuff you learn in school tends to be very thin... It doesn’t affect the way you think about

have explored a realm they call “surrogate embodied cognition,” which adds two new dimensions to that hierarchy: *imagine* and *emote*. For example, graduate students who used role play in the virtual realm [Second Life](#) to enhance their reading of the history of the Timurid dynasty in the 15th century Mughal Empire (now Northern India, Pakistan and Bangladesh) remembered the material in more detail, understood it better and also reported greater motivation to learn.

“Embodied experiences will make what you’ve learned be-

creasing – on average by a few points with each generation. But researchers also have found that creativity has been declining among all Americans since the early 1990s and among children in particular. When that news broke in 2010, many experts immediately blamed the “creativity crisis” on the number of hours kids spend in front of computers and TVs.

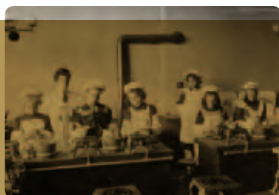
John Black dismisses such charges, arguing that the problem isn’t technology but rather the ways in which our education system deploys it.

125 YEARS TIMELINE

1900

The **Teachers College Record** debuts.

◀ 1899



1902

1st

TC First

TC founds Speyer School, a prototype “community school” with a neighborhood library.

1904

Philosopher and progressive educator **John Dewey** joins TC’s faculty.

TOP: COURTESY OF SAADIA KHAN; TIMELINE: POCKETKNOWLEDGE

“Learning today focuses on standard solutions to standard problems,” says Black. “Instead we must increase ability to imagine possibilities, to see how possibilities change as conditions change and to see how one can act to bring about desired possibilities.”

Black believes that technology can engender two skills – systems thinking and computational thinking – that traditional education has largely ignored.

“Systems thinking involves viewing the world as a system of entities linked by functional relations,” he says. “One implication of such thinking is realizing that any action we take may have indirect as well as simple effects. For example, if we cut the government budget to reduce a deficit, it may indirectly reduce employment and purchasing, which then reduces tax revenue and so in the end *increases* the deficit.”

Computational thinking includes the ability to consider “general forms of problems one is solving, and what general solutions for such problems might be,” Black says. That’s precisely the skill employed by computer programmers who must create code to govern a range of possible actions. Computational thinking also emphasizes problem decomposition (breaking down complex problems into simpler ones). Black and his students study the teaching of computational thinking skills via a visual computer programming language called [Scratch](#), which enables kids to drag and drop objects that represent conditions and consequences.

“The student thinking in these programs then gets embodied in an avatar surrogate that moves through a virtual world on the computer screen – or alternatively, in a robot surrogate moving in the real world,” Black says.

Charles Kinzer argues that technology can play a vital role in embedding learning in precisely the kinds of unstructured situations that allow young children to discover and create.

“The critics aren’t looking at technological advances that have changed what kids can do,” he says. “Kids can play now and not be in front of a screen. They can play with two or three people at a time in the next generation of Kinect [Microsoft’s motion-sensing device for its X-Box 360 video game console and Windows PCs]. “You can play a game, whether it’s educational or entertainment, and you’re not tied to a mouse. There’s a wide sensory field, so you can do things together.”

In education, Kinzer says, the next frontier is “wearable com-

puting” – clothing with embedded technology that will monitor what children do. “Instead of asking, ‘What’s two plus two?’ you’ll play a game where you combine two of something with two of something else, and you use the four – and that shows you understand the concept.”

SO HOW DO WE GET THERE?

In medicine, researchers are learning how a person’s individual genetic makeup, combined with environmental factors, determines the illnesses he is susceptible to, or the medicines to which she might best respond. Now the federal government is planning a vast brain-mapping effort modeled on the Human Genome Project, spurred in part by technologies such as fMRI and EEG that reveal precisely where and how learning occurs in the brain,

It may be years before we can target learning interventions to people’s genetic makeup. But researchers using those same diagnostic tools, coupled with empirical evidence culled from deep analysis of student work and behavior, are revealing how people learn best at different stages of life or in different subject areas.

Consider President Obama’s [recent proposal](#) to make the federal Head Start program available to all four-year-olds. While some researchers worry the plan will make the pre-K experience overly academic and others argue that Head Start confers no lasting benefits ([see story on page 32](#)), Karen Froud hopes to settle such debates with evidence from the only source she considers truly definitive: the brain. Using EEG, which measures the brain’s real-time responses to different stimuli, Froud will assess whether five-year-olds who have had two years of pre-K process certain stimuli differently, and if their brains are more responsive to learning environments, than peers who have had only one year.

“The real science of learning is about what we’re doing to the brain when we’re exposing people to different kinds of experiences,” Froud says. “As we understand that, we’ll know what strategies are effective, in what domains, given at what dosages, so to speak, for how long and at what stages of human development.”

For Froud the real goal is not to make humans a smarter species, but instead to enable all people to tap the potential they already have.

“The way we go about education does leave people behind,” Froud says. “We need to look at the processes of education, not the products – how the brain is doing this, not just the results – and that will help us close the gap.”

TC

the world.” — John Black

TIMELINE: WIKIMEDIA COMMONS



1905

1st

TC First

TC’s Patty Smith Hill, subsequent co-founder of the National Association of Nursery Education, teaches the first class in early childhood education. With her sister Mildred, Hill later composes the song that becomes “Happy Birthday to You.”

1909 ►

PRESIDENT OBAMA'S PROPOSAL TO EXPAND EARLY CHILDHOOD PROGRAMS HAS SPARKED A DEBATE ABOUT A STRATEGY MANY BELIEVE SHOULD BE A NATIONAL PRIORITY

It's Circle Time for Pre-K

CELIA GENISHI

Professor of Education and Co-Coordinator of [TC's Early Childhood Education Program](#)

JEANNE BROOKS-GUNN

Virginia & Leonard Marx Professor of Child and Parent Development and Co-Director of [TC's National Center for Children & Families](#)

SHARON LYNN KAGAN

Virginia & Leonard Marx Professor of Early Childhood and Family Policy and Co-Director of [TC's National Center for Children & Families](#)

SUSAN RECCHIA

Associate Professor of Education, Co-Coordinator of [TC's Early Childhood Education Program](#) and Faculty Director, [Rita Gold Early Childhood Center](#)



THE YOGI BERRA-ISM “IT gets late awfully early around here” describes the educational development of young children as aptly as it does the baseball season. Study after study has shown that the first three years of life are a critical window for stoking young brains with vocabulary, social skills, mathematical thinking and much more – and that the failure to capitalize tracks most children toward the wrong side of the achievement gap.

That’s why many early childhood education advocates were elated in February when President Obama proposed [Preschool for All](#), a partnership of the federal and state governments to expand high-quality preschool to include all four-year-olds from low- and moderate-income families.

TC has played a leading role in the evolution of pre-K since the field took hold in the United States. The nation’s first publicly financed kindergarten was established in St. Louis in 1873 by future TC faculty member Susan E. Blow. She espoused the formal, structured method developed by Friedrich Froebel, founder of Germany’s first kindergarten, who believed that children should be carefully nurtured like

young, delicate plants. She also recommended creative but purposeful and sequenced use of materials.

American education was forever altered when another TC faculty member (and student of John Dewey), Patty Smith Hill, broke with Froebel and introduced a model of early childhood education at TC’s Horace Mann School that emphasized unstructured play and extensive physical activity. Early child-care and education programs expanded during World War II, as many mothers went to work to assist in the war effort. [Head Start](#), the federal pre-kindergarten program, was launched in 1965 and currently serves about 900,000 three- and four-year olds from poor families. Created in 1995, Early Head Start serves infants, toddlers and, in some instances, pregnant mothers.

Today members of TC’s faculty continue to advise on early childhood policy, produce research that influences policy and practice. They also implement high-quality programs, including the College’s [Rita Gold Early Childhood Center](#) and [Hollingworth Preschool](#). Here, four TC experts discuss the Obama proposal and other issues in early childhood education.

“The President’s proposal is great, because it has really put early education on the map.”

— Sharon Lynn Kagan

The President has often said that he wants to promote high-quality programs. How do you define high quality?

SHARON LYNN KAGAN: The President’s proposal is great, because it has really put early childhood education on the map. The strength of the proposal is that it addresses kids from birth to school age by, for example, increasing the country’s support for our home visiting programs. And he is really concerned about high-quality programming, early learning standards, and high-quality, well trained teachers. To me, *high quality* means attention to physical, social and emotional well-being; how kids approach learning, language and literacy, and cognitive knowledge and processes. It’s important to specify these things. We need to be collecting data on what kids are doing and how they’re doing, and we need assessment for instructional improvement. Formative assessment is usually best in the beginning years. *High quality* also means having great teachers and great learning environments, along with families who are involved in their children’s education and development.

CELIA GENISHI: Obama’s idea is great, but great ideas always have two sides. Some fear that Obama’s emphasis on testing and measurement would be pushed down to the pre-K level. And my own desire would be closer to “play-centered.” Play is the main medium for

exploration. I would put that need for play in the context of what human beings need, and in the political context, I would contend that play should be a right for children. The other thing I would say – and this is persuasive to some parents – is that play is the context for learning things that will eventually become academic, like literacy and math.

Past studies have offered conflicting evidence on how long the beneficial effects of pre-K last and for whom. What does more recent research tell us about the efficacy of early childhood education?

JEANNE BROOKS-GUNN: Well, one study is mine, the [Infant Health and Development Program](#), in which we studied about 1,000 kids across eight sites who got the same intervention at each site in the second and third years of life. Because it wasn’t just targeted at low-income kids, like Head Start, we were able to see whether there was a differential effectiveness between those who were low-income and those who were not. And we found that the program was most effective for low-income children and also, given your question, that the effects seen when children were 18 were higher achievement scores and lower incidence of juvenile delinquency. Also, further evidence of long-term effects comes from longitudinal studies comparing siblings who did and did not go to Head Start.

Does that argue for targeting the program at low-income families and not making it universally available across all income levels?

BROOKS-GUNN: There’s not as much research showing positive effects for more affluent kids. Much less is known about this because most of the evaluations have been done with poor kids. Our Infant Health and Development Program study is one of the few that shows that you get the effects that you’d think you’d get; that is, bigger effects for the kids from poorer families. At the same time, two city-wide pre-K programs in Boston and Tulsa have reported results that suggest effectiveness of pre-K programs for children in families further up the income distribution. Offering pre-K programs to more families is an option that some states have taken up or implemented.

Assessment is a hot button in all areas of education. What kind of assessment makes sense for pre-K?

KAGAN: I don’t oppose assessment, but it has got to be done very carefully and in all domains of development.

SUSAN RECCHIA: Some of my colleagues and I are looking at the President’s proposal as a two-horned message. On the one hand, we know from years of research – and certainly the more recent research – that children learn at a very young age and that some of the things that happen in the first few years of life are really

“Some fear that Obama’s emphasis on testing and measurement would be pushed down to the pre-K level. And my own desire would be closer to ‘play-centered.’”

— Celia Genishi

foundational to later learning in all areas of growth and development. So expanded pre-K seems like a no-brainer, and of course it’s something that other countries have done before us and something that we should be embracing.

On the other hand, with the way that education right now privileges certain kinds of measurement and knowledge, there’s also a little bit of trepidation about what it means to make pre-K available for all children in the country. Do we just push down this over-emphasis on academics to younger children, many of whom, we know, are from diverse families and are not going to be coming to that knowledge in the way that traditional assessments assume that children do? I’m concerned that the way these things get interpreted and get applied often ends up not meeting the needs of so many children.

So if we’re going to add all these children to early childhood programs, where are the teachers going to come from, and how do we make sure they are well educated and prepared?

KAGAN: There is concern about scalability, because if we ramp up programs rapidly, we will not have enough quality personnel to staff the programs. We also have to keep our eye on quality for those coming into the new programs and for those already serving young children. Many feel our current workforce lacks the capacity to meet even

current needs. Now that doesn’t mean that people can’t be retrained – indeed, there are many such efforts taking place throughout the nation. The government is spending a lot of money and providing technical assistance to states to gin up quality – but it remains a concern that a program is only as good as its staff, and if you don’t have a well-trained staff, you’ve got a problem. You need a whole infrastructure – quality data, good standards, good assessments, well-trained people to work with kids – all of that needs to be provisioned for if we want quality services and decent outcomes.

RECCHIA: There’s been a lot of change in the field of early childhood, but not at a universal level. Higher pay doesn’t necessarily mean higher quality. There also is a big question about leadership, who’s overseeing early childhood programs, what are their qualifications, are they providing enough support for their staff to continue to stay fully engaged and do their job.

How should early childhood educators be evaluated?

RECCHIA: It’s important for leaders to understand that teacher performance does not happen in a de-contextualized way. Yes, there have to be standards, and ideally teachers should meet these standards to work in the field. And there have to be ways of monitoring that. But to impose overly tight restrictions on teachers that end up narrowing possibilities for children’s learning instead of expanding them, I see that

as problematic. We should strive for the best quality teaching practice, but we should be mindful of the communities in which teaching and learning are occurring, and of the importance of the different roles that early care and education play for children and families.

Will the added focus on child care, and the fact that more middle-class parents and guardians need it, be enough to get the President’s proposal through this deficit-obsessed Congress?

BROOKS-GUNN: There’s much more of an acceptance today than a decade ago that kids do start going to school at age four in America. It’s much more normative. So I’m hopeful.

KAGAN: We all are taking it one step at a time. We’re guardedly optimistic about the overall future of the President’s initiative, but we understand that social policy is incremental. It will be done when it’s done and not before.

RECCHIA: The question is, what do we believe as a nation is going to bring our children, and our nation as a whole, into the future in the best possible way? I think it has more to do with a national will. If we want to put our emphasis on children, who are our future, then that’s where we need to go, so questions about what we can and can’t afford – well, it really depends on how we want to slice the pie. **TC**

Reported and edited by Patricia Lamiell



MAXIMIZING HUMAN POTENTIAL

LOOKING BEYOND THE FRAME

As schools cut back on arts programs, parents and district leaders embrace partnerships with outside cultural organizations. But are kids really learning anything about art?

BY
EMILY
ROSENBAUM



Illustration by JOSH COCHRAN

“When Georgia

T

he third-graders at PS. 48 on Staten Island are elbow-deep in papier mâché, constructing buildings they designed on sketchpads. Earlier they watched slide shows of exhibits at the [Guggenheim Museum](#) to learn about the basic shapes combined in architecture from South Africa, Italy, China and Russia.

Their work is part of a 20-week collaboration between the school, which recently laid off its art teacher, and the Guggenheim’s [Learning Through Art](#) (LTA) program. The school’s Parent Association paid for the program, which focuses each year on a different skill that’s important in English, math and other subjects. This year the children are honing their compare-and-contrast skills — an area of weakness in PS. 48 students’ test scores.

LTA has won plaudits both for providing a quality arts experience and as a creative means to help kids with other skills. Yet among some art educators, the role of such outside organizations at schools that no longer provide their own arts curricula raises broader issues.

“When [Teachers College Dean] James Earl Russell hired Arthur Wesley Dow in 1903 to establish the first fine arts education department at TC, it was to teach art as a unique form of thought and expression and not to advance other subjects,” says Judith Burton, Professor of Art and Art Education and Research. “And when Georgia O’Keeffe came to

TC to study under Dow, it was not because he could help her improve her compare-and-contrast skills.

“The arts are normative languages through which we speak, make sense of our world, and express the way we feel,” Burton says. “They help us make and preserve culture. The fact that we deny many of our children the arts is to deny to the human mind the development of its full potential, and I think that’s immoral.”

“You get these cycles,” says Hal Abeles, Professor of Music Education. “When the economy is down, there’s this overreaction that everybody needs to be a scientist, everybody needs to be a mathematician, so that we can make widgets, so we can sell more widgets to the Chinese than they sell to us.” Abeles understands that making a case for the arts as a skill builder is important. He coauthored an evaluation for the New Jersey Symphony Orchestra’s [Early Strings Program](#), which provides music lessons for students in second through fourth grades along with opportunities to attend concerts. The evaluation showed a significant increase in New Jersey Assessment of Skills and Knowledge ([NJASK](#)) scores for the children participating in the program. Still, Abeles would like to see “an artistic bill of rights” that ensures deep artistic experiences for all children.

“If every child has the right to be able to communicate effectively with language, both written and oral,” he asks, “doesn’t every child have the right to experience music and be engaged with music?”

Burton and Abeles reflect TC’s tradition of bringing together the physical, emotional and intellectual in arts education, combining scholarship with what Burton calls “reflective studio practice.” The field of



HAL ABELES wants “an artistic bill of rights”

TOP: COURTESY OF HAL ABELES; TIMELINE: POCKETKNOWLEDGE; UNIVERSITY OF WISCONSIN-MADISON

125 YEARS



1909

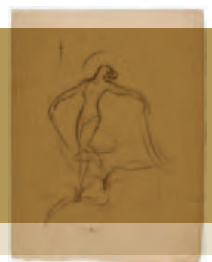
1st

TC First

Mary Swartz Rose develops the first nutrition education laboratory.

1909

The Bureau of Publications (later renamed Teachers College Press) is created.



◀ 1905

O’Keeffe came to TC...it was not [to] improve her compare-and-contrast skills.” — Judith Burton



INVOLVING THE FAMILY Programs such as WeBop bring the arts to communities

dance education, for example, was born at TC in 1913 when Margaret H’Doubler, a doctoral student in philosophy and aesthetics on loan from the University of Wisconsin–Madison, developed a new method of teaching that called for dance students to lie on the floor to get away from the pull of gravity. (TC subsequently produced several famous dance educators, including Martha Hill, the first Director of Dance at the Juilliard School, and Beryl McBurnie, a Trinidadian dancer who called herself “La Belle Rosette.”) In music education, TC was home to one of the first graduate-level courses in jazz, taught by Robert Pace, while Bert Konowitz, who taught at TC for 50 years, made improvisation a staple of the program. And the College’s [Art and Art Education program](#), which claims, in addition to O’Keeffe, artists Ad Reinhardt, Agnes Martin, William Daley, Charles Alston and Raphael Montañez Ortiz (see story on page 40) as alumni, remains unique in its balance of scholarship and studio practice. The program is anchored by [Macy Art Gallery](#), a pub-

lic space that exhibits the work of children and students as well as those of major artists such as Christo and Jeanne-Claude. It also maintains studio spaces where community members come to take classes in ceramics, painting, drawing and printmaking.

In an ideal world, Abeles says, schools would have strong arts programs taught by arts specialists complemented by well-designed outside programs like the Guggenheim’s LTA. But in an era of budget cuts and high-stakes testing that emphasizes math and English at the expense of other subjects, the reality is that schools are cutting the arts curriculum and teachers, and outreach programs are the best hope for giving many children access to the arts. The challenge facing arts advocates, then, is to ensure that such programs really do engage children in what Olga Hubbard, Associate Professor of Art and Art Education, calls “artistic ways of knowing, which are much harder to assess, because they are fluid and multilayered and are flattened out when taught only in the service of other learning.” That challenge speaks to a deeper argument in arts education over the value of programs that emphasize *learning* about art versus those that incorporate *doing* art.

“John Dewey wrote in *Construction and Criticism* that ‘we live in a haphazard mixture of a museum and a laboratory,’” says Randall Allsup, Associate Professor of Music Education. “He was saying life is a combination of the funded resources from the past and opportunities to make something new from what we’ve been given from another generation. So, at least in music, you have museum institutions like Carnegie Hall and Lincoln Center and Midori and Friends that are representing the museum side of life, and their interests are in preservation and in controlled and knowable fields of art.”

Classically oriented institutions have much to offer, Abeles says. He points to a former program of the Cleveland Symphony Orchestra that ran all the way through elementary school. The musicians came in six times during the year to work with students prior to a concert at the school for children and their families. “So when they went to the orchestra they thought, ‘There’s my musician playing the viola on the stage,’” Abeles says. “The

TOP: COURTESY OF BRUCE GILBERT;
TIMELINE: WIKIMEDIA COMMONS

1913

TC launches the first dance education program.

1st

TC alumnae include Margaret H’Doubler and Martha Hill.

TCFirst

1914

Georgia O’Keeffe enrolls at Teachers College to study under Arthur Wesley Dow, whom she later credits as the strongest influence on the development of her art.



1915 ►

Art and Class



RAPHAEL ORTIZ
believes art empowers

To Raphael Montañez Ortiz (Ed.D. '82), world-renowned artist and the founder of [El Museo del Barrio](#) in New York City, the battle over access to arts education is about more than providing children with rich developmental experiences. Ortiz, Professor of Visual Arts at the [Mason Gross School of the Arts](#) at Rutgers University, sees the arts as a means to political

empowerment, and he argues that our society has relegated the “emotional body felt” (physical expressions of emotion) to an underclass.

“We look to the underclass as full of vitality,” Ortiz says, thereby excusing ourselves from the hard work of educating poor children in ways of using their intellect to guide their emotions. It’s convenient to say that minority communities are often just more “emotional,” so there’s an incentive to teach such a limited view of art, Ortiz argues. “But, especially for children without economic resources, the arts can provide a way to integrate these two vital parts of the psyche.”

good programs have the teachers heavily involved in the delivery. They have someone come out for the arts organization and go out into the school, all in preparation for an intensive exposure like going to a performance.” While the weaker programs are one-offs, the successful programs run long and deep, Abeles says, and are well-integrated into the classroom.

Achieving such integration, of course, depends on the teacher. At P.S. 58 in the Carroll Gardens section of Brooklyn, Stephen Cedermark (M.A. '08) teaches his students to perform opera as well as to listen to it, often in costume and in other languages. He works with the [Education Department](#) at the Metropolitan Opera to bring the children to the Met, where they see dress rehearsals along with other students from around the city. The kids learn the stories, history and language behind the operas.

Of course, teachers like Cedermark, who has been featured

on television and honored with a Blackboard Award, are rare. But as a growing number of educators at all levels work with arts organizations, the hope is that the organizations are learning how to do a better job. Lori Custodero, Associate Professor of Music Education, is actively involved with two such programs: [WeBop](#) at Lincoln Center and the [Very Young People’s Concerts](#) at the New York Philharmonic.

In the Very Young People’s Concerts, children ages three to five years old come with their families and experience the music prior to the performance. TC students set up stations where the children explore the theme for the concert and interact with the musicians from the Philharmonic. “It’s crucial to involve the child’s family,” as well as neighborhoods and schools, Custodero says. “As educators, we need to honor all those communities and consider the access that we provide children, being mindful of the myriad influences and opportunities that can be shared. The more their experiences are integrated and broadened and enlarged by sharing music with the constituencies who define their daily lives, the more it strengthens their experience.”

But when performances or museums require parents or caregivers to commit their own time to bring their children, those venues become out of reach for many families, even when there is no additional cost. Custodero says that’s why WeBop and the Philharmonic are both reaching out into the community in various ways, such as connecting with Head Start programs.

Some programs focus more on local communities. Hubard points to the [Queens Museum of Art](#), for example, which works with communities to develop arts experiences that will resonate with families who live near the museum. Furthermore, the muse-



JUDITH BURTON
advocates “reflective studio practice”

“The laboratory side

125 YEARS TIMELINE

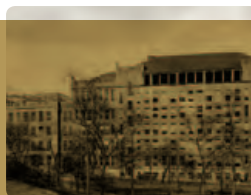
1915

Elizabeth Farrell and Leta Hollingworth of TC establish the first program in special education.



TC First

◀ 1914



1917

The Lincoln School opens as a laboratory for experimentation with progressive education methods and curricula.

TOP FROM LEFT: TC FILE PHOTOS, TC FILE PHOTOS; TIMELINE: POCKETKNOWLEDGE



um or the concert hall is in itself a place of learning, says Dwight Manning, a Senior Lecturer who taught a class in the spring semester called “The Concert as Learning Space.”

But Randall Allsup cautions that many museums and concert halls have their own agendas in working with children. In the music world, Allsup says, classical orchestras are seeking “to build audiences by creating a new generation of classical music aficionados.” As a classically trained musician himself, Allsup says he isn’t opposed to teaching children classical music. He takes issue, though, with “starting with what the institution needs and can provide rather than what kids need.” And what kids need, Allsup says, is “the laboratory” side of art, which is about experiencing and making music and paintings in forms that relate to their own lives, both culturally and generationally.

“The laboratory side of making music,” Allsup explains, “is one that’s much more multicultural and takes advantage of the diversity of people gathered together. So the explosion of music that’s going on in Brooklyn would be a kind of laboratory experiment that sits as a counterpoint to the Upper West Side mu-

Creating Opportunities for Creativity

“Even kids who become artists need exposure to that side of themselves and to different forms of learning,” says Nishan Patel (M.A. ’12). At New Jersey’s West Windsor Plainsboro High School South, Patel has anthologized student work (www.nishanpatel.com). The Vallabh and Savitaben Patel Foundation has endowed a scholarship for master’s degree students in TC’s Art and Art Education program.

tural institutions far removed from museums and concert halls.” For example, she points out that many Mexican immigrant homes have gorgeous pottery that is in everyday use. Children from those homes may not take field trips to the [Museum of Modern Art](#), but it would be erroneous to assume that they are not getting an arts education. In addition, children outside the reach of cities may not be getting string instruction from an orchestra, but in smaller towns the high school band and the church choir often serve as important social and cultural institutions.

And then there are the cultural institutions that kids themselves create through cheap technologies, such as the apps on their smartphones.

“I’m absolutely amazed at the way kids can make and share music online nowadays,” Allsup says. “It’s a very, very different way of thinking about music. It’s shared, it’s open, it’s distributed. There’s a

phrase called ‘copy-letting.’ Copyrighting is ‘I wrote this, I own it, play it exactly the way I wrote it.’ In copy-letting, on the other hand, “You have this ethos that is sort of breaking all the rules, where kids are sharing and distributing music through open sources.” Allsup believes that in order for music educators to be

of music is one that’s much more multicultural and takes advantage of the diversity of people getting together.”

— Randall Allsup

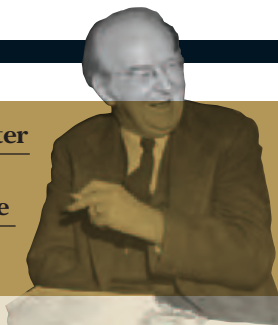
sic museums. Multicultural music classrooms could be spaces where, rather than saying ‘what music can I bring these diverse children?’ you would say, ‘wow, we’re a diverse group of people, what can we make together?’”

Hubard believes that art museums generally do a good job of embracing exploratory and creative approaches to viewing art, but she notes that “children’s lives are also touched by cul-

successful, they need to understand that this new idea of music is a cultural institution in the lives of their students. In addition to giving students access to the best that came before them – the museum side of art – he believes “the teacher’s role is then to create a kind of laboratory setting where experiments produce chain reactions that in turn produce certain or uncertain endings. Those are experimented with and followed through.” **TC**

TOP: COURTESY OF NISHAN PATEL
TIMELINE: TC FILE PHOTOS

1920 Harold Rugg joins TC’s faculty. He later co-founds the [National Council for the Social Studies](#) and establishes the series model in textbook publication.



1924 Teachers College awards the first doctorate in physical education, now called [movement sciences/kinesiology](#).



1929 ►

DURING THE PAST 30 YEARS, U.S. EDUCATION HAS BECOME INCREASINGLY STANDARDS-DRIVEN. ARE WE GETTING ANYWHERE?

Putting Standards to the Test

PROFESSOR LUCY CALKINS

Founding Director of the [TC Reading and Writing Project](#), and coauthor of the bestselling book, *Pathways to the Common Core: Accelerating Achievement* (2012)

THOMAS CORCORAN

TC's Vice President of International Affairs and Co-Director of the [Consortium for Policy Research in Education](#) (CPRE)-Teachers College

SUSAN FUHRMAN

President of Teachers College and Founding Director of CPRE

PROFESSOR JEFFREY HENIG

Chair of TC's Department of [Education Policy and Social Analysis](#) (EPSA)

PROFESSOR ERNEST MORRELL

Director of TC's [Institute for Urban and Minority Education](#) (IUME) and President-elect of the [National Council of Teachers of English](#)

PROFESSOR DOLORES PERIN

Coordinator of the [TC Reading Specialist M.A. program](#) and reviewer of the Common Core literacy standards



TC FILE PHOTOS

PROFESSOR RUTH VINZ

TC's Enid and Lester Morse Chair and Program Coordinator, English Education/ The Teaching of English, and consultant to New York City schools on evaluations

PROFESSOR ERICA WALKER

reviewer of the Common Core math standards and member of the Research Committee of the National Council of Teachers of Mathematics



TC FILE PHOTOS

SINCE 1892, WHEN THE [National Education Association](#) appointed the “Committee of Ten” to rethink high school education, the United States has wrestled with whether and how to set standards for what American students should learn. And since 1904, when TC’s E.L. Thorndike published *An Introduction to the Theory of Mental and Social Measurements*, educators have sought ways to assess whether students are hitting the mark. Since the late 1980s, a new standards movement has sought to bring greater coherence to state education systems and again has triggered parallel developments in assessment. Forty-five states have recently adopted the [Common Core State Standards](#) – a new set of learning and performance standards in math and English for grades 1-12 that was developed by the [Council of Chief State School Officers](#) and the [National Governors Association Center for Best Practices](#). Assessments geared to the Common Core are due to be released in 2014.

What has the state standards movement accomplished, and where is it headed?

What was the genesis of the state standards movement?

JEFFREY HENIG: The idea of standards emerged out of a realistic and appropriate assessment that American education was so fragmented

and diverse and localized that a fair amount of mediocre or even indifferent teaching was occurring unobserved in areas with low-income and minority students. Standards were meant to be a kick in the butt, particularly to districts, schools, principals and teachers who were content with “moving kids through.” **SUSAN FUHRMAN:** After the publication of “A Nation at Risk” in 1983, states came under pressure to improve student performance. [“[A Nation at Risk: The Imperative for Educational Reform](#),” was a report by the National Commission on Excellence in Education.] **CPRE** [the Consortium for Policy Research in Education] was funded by the federal government to analyze their efforts, and as Jeff says, our research findings showed that the state education reforms lacked coherence. Parts of the reforms were warring against other parts of the reforms – for example, you had legislation that required students to take higher levels of math and science, but tests would focus on very basic, low-level skills. So people ended up adding courses such as “informal geometry,” which was geometry without the proofs.

Other countries that scored well on international tests had more coordinated systems where teachers were prepared in the curriculum they were going to teach, and tests reflected that curriculum as well. A few states, like California, were beginning to think about more coherence. So, at a CPRE retreat in 1988, we talked about anchoring a more coherent system with a set of ambitious, publicly

“The early visions of standards-based reform were that states would develop standards and use them to develop curriculum. Instead, states developed standards and nobody developed curriculum.”

— Susan Fuhrman

determined standards for what kids should know and be able to do. One of our members, Mike Smith, wrote about developing the ideas. Later he served in the Clinton Administration as a key education adviser and really pushed for that idea.

Overall, have standards been beneficial?

TOM CORCORAN: There’s been some progress, though less than the politicians want or the reformers dreamed of, and the standards movement has been part of it. Test scores have gone up modestly in the last decade and in some states dramatically. We’ve seen movement of kids in the bottom quartile. And contrary to what our Secretary of Education says, there’s been progress on international measures. Our scores have gone up on [TIMSS](#) [Trends in International Mathematics and Science Studies], and we’re also one of only five countries that have made progress on [PISA](#) [Programme for International Student Assessment] in each of the last three administrations. But these gains have come at a cost. The curriculum has been narrowed in many schools and districts, and time for subjects like art, music and even science has been reduced or eliminated in districts under heavy accountability pressure. **HENIG:** The attention paid to public education on the policy agenda has been increased thanks to the standards movement. In particular, the awareness of various forms of achievement gaps has been piqued and sustained, and a

lot more people – including some very smart and highly motivated people – are thinking and working hard with serious aspirations to improve American education.

OK – so let’s talk about [No Child Left Behind](#) [NCLB]. This was a bipartisan bill passed in 2001 with great fanfare. Test scores have gone up. Yet, it’s widely regarded as a failure. Why?

FUHRMAN: Under NCLB, states test everybody, every year, to demonstrate progress toward universal proficiency in math and English. That’s skewed the whole system. The early visions of standards-based reform were that states would develop standards and use them to develop curriculum. Instead, states developed standards and nobody developed curriculum. They commissioned tests, and the test specs became the de facto curriculum, and they were much narrower than a curriculum should be. The early vision also included local capacity-building – professional development for teachers pegged to the standards and support for students to reach the standards. But instead, whenever money was tight, professional development and subject-matter experts got cut. **RUTH VINZ:** NCLB shows us what happens when we attempt to turn our dreams for education into statements of what we hope our children will learn and become. Standards are supposed to represent dreams, aspirations and

beliefs, but when you move them off the page, the language often fails us. The implementation fails us. Our attempts distort and minimize the vision and the promise of education — to foster intelligence, inventiveness, humanness. We get lost in the forest of accountability and the rhetoric of prescription.

ENEST MORRELL: On the positive side, NCLB, like the standards movement in general, came from an equity agenda. Instead of saying, well, some kids can learn and some can’t, NCLB said that consigning some kids to tracking and remedial courses was not OK – that what’s good for some kids is good for all kids.

But NCLB also showed us that standards are not neutral, that they can be used to supersede the power and autonomy of teachers. Administrators use standards like scripture. Teachers become technicians, not professionals and scholars who can adapt. Kids end up doing the same thing at the same time in the same way, and that’s not how kids learn.

So now we have the Common Core State Standards. Will they be different? Will they promote more real learning?

LUCY CALKINS: At the broadest level, the Common Core represents progress. Under NCLB, each state made its own little measuring stick, and when someone said, “You’ve got to get better results,” many states just made that measuring stick stupider. So the idea of

common standards and assessments is huge.

Another positive, for me, is that the Common Core is calling for a new pedagogy. It challenges us to create deeper learning. But that will depend on whether teachers and principals are invited to experiment with instruction instead of simply being told how to get to the goal. Will they have a sense of agency about reimagining their classrooms, about collaborating and teaching each other, and about turning learning over to the kids more? Will they own the goals? People need to have their signature on something to feel invested.

CORCORAN: With the Common Core, you have to talk about the math and literacy standards separately. The math standards rest on incomplete but still helpful research on how students learn mathematics. The learning progressions that have resulted from this research form the intellectual underpinnings for the math standards. The expectations are higher but there are also fewer topics at each grade level – so we’re moving away from curricula that are a mile wide and an inch deep. So, I think you’ll see better math curricula develop that give teachers better guidance and more time to teach core concepts.

ERICA WALKER: There will be some challenges for math teachers, because some key concepts appear in earlier grades than previous state standards required, and in much more depth. That’s exciting, but it will require support for teachers to adjust

to these new expectations. In addition, textbooks will have to make more than cosmetic changes to address these curricular shifts of depth and timing. There’s also an emphasis on using technology, not just in instruction, but also in assessment. Before, you might have used standard paper-and-pencil tests, but now, technology might be embedded in the assessment itself. For example, students might have to complete open-ended problems, which require them to design or explore something using technology, as part of the assessment.

That sounds more creative.

WALKER: As Ruth says, implementation will be the key. If things end up being just as test-driven as before, the standards could lead to less creativity, with math being reduced to a set of procedures. Take geometry. If a teacher has time, she can have students explore patterns and theorems in a way that builds conceptual understanding. For kids, it’s cool to discover through exploration, for example, that pi is really an expression of a relationship – the ratio of circumference to diameter – that holds for any circle, instead of just being told that there’s this relationship and to just follow this equation. But if testing is still paramount, teachers may end up teaching topics in isolation. They may just prepare kids to solve problems like the one on the state test, without providing the bigger picture.

In literacy, the Common Core says that now high-school students are supposed to read 70 percent nonfiction. Does that make sense?

MORRELL: It seems to me like voodoo science. Who came up with that number? Teachers ask me where it comes from, and I can’t point to any research.

DOLORES PERIN: I have heard that some educators are concerned that the Common Core, on the literacy side, is a one-size-fits-all approach that takes away creativity and the love of literature. I can see that point, but we have a huge problem in this country. The main core of learning still comes from academic printed texts, but a lot of children aren’t learning to read or write well enough to learn from those texts. The standards movement, as I understand it, is trying to ameliorate that situation. Unfortunately, the movement, if implemented strictly, won’t be best for students who already read and write very well. But the problem is, we don’t have an approach that accommodates both the lower-skilled and higher-skilled learner.

VINZ: I do worry about the place of creativity and imagination and invention in the 21st century. We live our lives by “what if” propositions, so why take that away from any students—struggling or not? I am puzzled at the misguided distinctions between nonfiction, literature and literary texts in the implementation of Common Core. Who makes such decisions on behalf of a

nation? This 70 percent rule reflects an outlook in which creativity and imagination have become the ugly stepsisters of the ultimate goal: to educate students as critical thinkers who are college- and career-ready. Years ago, I worked with a teacher at a middle school near Morningside Park. We taught a memoir unit to get kids to look at themselves, their families, their neighborhoods. After about three days, a sixth-grader named Raymond said, “Ma’am I don’t want to write about my life; I have to live it.” He actually said that. And I said, “What do you want to write?” He said, “Science fiction.” And, he started creating worlds, his own “what if” propositions, and in doing that he started to study black holes, constellations, robots, and he was off and running — writing, imagining, researching, inventing his “what if” worlds. Maybe he’ll be our next Ray Bradbury or work at NASA. Standards should challenge our “what if” propositions.

Another emphasis of the Common Core literacy standards is on “close reading.” What does that mean, and is it good or bad?

CALKINS: The term “close reading” has a history in reading instruction, but the term has been reincarnated recently by the [Revised Publisher’s Criterion to the Common Core](#), a document written by David Coleman and Sue Pimental that has not been ratified by 25 states, but is often misinterpreted as

“There are intimations in the standards that context and culture don’t matter... and that’s questioned by feminists and communities of color who believe that having a sense of the author’s values is important.”

— Ernest Morrell

being the Common Core. This document places a priority on close reading, suggesting that students need to learn to ask and answer text-based questions, to reread passages multiple times and to “stay within the four corners of the text.” Many people assume the emphasis on close reading is an effort to swing the pendulum away from personal response.

MORRELL: Who’s going to be against the idea of enabling students to do close reading? But there are intimations in the standards that context and culture don’t matter – that it’s all about what’s on the page – and that’s questioned by feminists and communities of color who believe that having a sense of an author’s values is important. If you leave out context, kids may not feel the license to be critical of a text, because they lose the ability to draw on personal experience. Narrative ways of learning and knowing are regarded as soft and inconsequential.

Dolores, you’ve done a lot of work around content-area literacy and career readiness. Do the standards address that?

PERIN: I think we need to figure out what struggling readers will eventually need to develop their careers. The Common Core focuses primarily on college readiness, which is not the same thing as career readiness. It focuses on disciplinary literacy – for example, history and science –and that’s great, but it has to do with preparation for college. Career readiness

means one thing for someone getting an associate degree and another for an aspiring philosophy professor. A radiology technician or a subway operator needs to be able to read text, solve problems independently, report issues in what could become legal documents – but do they really need all those disciplinary standards that are in the Common Core? And are other things missing? It’s an incredibly difficult discussion, and I’m not at all advocating a tracked system. But until we look at the career readiness issue in the cold light of day, we’re not getting students who are employable. Those who are struggling readers are floundering, and we can’t just pretend that everyone wants to or can easily go and do a BA.

MORRELL: But at what point should we be encouraging kids to identify a career track? Hopefully, we could agree that 10 years of education, through the ninth grade, is a base where we want all kids to have access to a skill set, such as how to read and make rhetorical arguments, that’s going to help them choose a career. But even then, are kids really choosing of their own volition? When there are no girls going into engineering and no kids of color, can we really say that the playing field is level and that everyone is being given an equal shot?

One last question. The standards have been adopted. The assessments are in the works and will soon be deployed. What will the experience be like

for teachers, parents and kids?

FUHRMAN: I don’t see enough investment in professional development, in bringing the standards to life. States are trying to ratchet up their current tests, and we’re likely to see high failure rates occurring for several years and a very bumpy transition.

CALKINS: New York State’s students recently took an altogether new test, which gives all of us a window into what the next generation of testing will be like. The test was extremely challenging for students and asked for a lot of analytic reading. Students were asked questions such as, “What is the purpose of the image in paragraph 6?” and “Which of these paragraphs best supports the theme?” The word is out that the percentage of children passing the test will plummet. This comes at the same time when all the teachers in New York State face evaluations based largely on their students’ scores. Earlier this year, New Yorkers faced a perfect storm, Sandy. I predict that education, too, will face a perfect storm.

HENIG: I understand why many educators are resistant and fearful, but there’s a risk of throwing out the baby with the bathwater. It’s important to remember that along the long historical arc, there’s another vision of standards that educators have articulated and responded to. So the question is: Can educators be part of a counter-movement that reclaims the healthier part of standards? **TC**

Reported and edited by Joe Levine

THE DEVIL IS IN THE ASSESSMENTS

The federal government has funded two consortia of states, [Smarter Balanced Assessment Consortium](#) and [Partnership for Assessment of Readiness for College and Careers](#) (PARCC), which currently are working to develop assessments geared to the Common Core. Those assessments, which for many people will be important indicators of whether the standards will truly augur a new era of deeper learning, will be unveiled during the 2014-2015 school year. Meanwhile a commission chaired by Edmund W. Gordon, TC's Richard March Hoe Professor Emeritus of Psychology and Education, has already warned that the potential of new assessments might not be reached if their purpose is solely to hold teachers and schools accountable for performance.

"The primary purpose of assessment ought to be to inform and improve teaching and learning," said Gordon when the commission's report was released in early March.

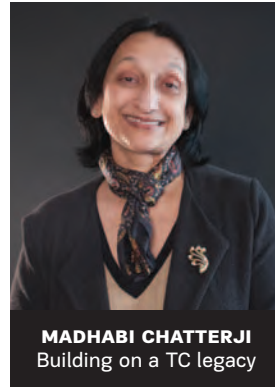
The report by the 30-member [Gordon Commission on the Future of Assessment in Education](#), established by the Educational Testing Service, endorses the Common Core's emphasis on competencies such as critical thinking and problem-solving, rather than on the rote recall of



ASSESSMENT BY COMMITTEE Two consortia are developing Common Core assessments

information and more basic skills. But the Commission argued that in the past student assessments have over-emphasized accountability at the expense of fostering higher-order skills. The report called for "a national conversation about...the critical relationships among rigorous standards, curriculum, instruction and appropriate assessment."

A HISTORY OF EVALUATION



MADHABI CHATTERJI
Building on a TC legacy

TC's legacy in measurement, assessment and evaluation dates back to 1904, when education psychologist Edward L. Thorndike published *An Introduction to the Theory of Mental and Social Measurements*, which hailed as the first textbook to define the knowledge base

now known as classical test theory.

During the 1950s, Thorndike's son, Robert L. Thorndike, joined forces with two other TC faculty members, Elizabeth Hagen and Irving Lorge, to create the Lorge-Thorndike Intelligence Tests, later called "Cognitive Ability Tests," which were widely used to test scholastic ability. In 1971, Thorndike and Hagen also co-edited the second edition of *Educational Measurement*, which has since become the best-known reference handbook in the field.

Still another faculty member, the late Richard Wolf, served as the United States General Assembly representative for the International Association for the Evaluation of Educational Achievement, which launched large-scale international assessment programs such as TIMSS and PIRLS and in 2005 established the Richard M. Wolf Memorial Award.

In 2006, Madhabi Chatterji, Associate Professor of Measurement-Evaluation & Education, established TC's [Assessment and Evaluation Research Initiative](#) (AERI), which seeks to promote meaningful use of assessment and evaluation information in practice and policy contexts, internationally and across disciplines. From 2008—2011, AERI collaborated with [The Global Educational Leadership Foundation](#) (tGELF) on designing and assessing tGELF's Life, Skills and Global Leadership Program, conducted in pilot schools in Delhi, India. Last year, with sponsorship from the Educational Testing Service, the National Science Foundation and TC's Provost's Investment Fund, AERI held a major conference on educational assessment, accountability and equity that drew 250 attendees from around the world. Chatterji is in the process of publishing an edited volume, *Validity and Test Use*, based on presentations from the conference.

TESTIMONIALS

“Over the years Teachers College has enriched our community by putting forth a prestigious standard of education and teaching by preparing the next generation of leaders in education. Your institution does truly wonderful things, as one great teacher creates a future of great scholars. I am proud that your institution has taken a leadership role in ensuring that schools are reformed and restructured to welcome all students regardless of their socio-economic circumstances.”

—**CHARLES B. RANGEL**
MEMBER OF CONGRESS

“As a true pioneer in a range of fields – including educational psychology, urban education, gifted education, conflict resolution, arts education, nutrition education, and international and comparative education – Teachers College has helped pave the way for a better and broader understanding of health, education, leadership and psychology.”

—**JULIE UNDERWOOD**
DEAN,
UNIVERSITY OF WISCONSIN–MADISON SCHOOL OF EDUCATION

TESTIMONIALS

“You’re almost all planning to devote your lives to community-building work, and you’re exactly the kind of people I always run into when I’m at events that involve folks getting together at a non-profit-making, non-social-climbing activity – the kind of things that form the spine of every neighborhood in every city, from block fairs to tenant meetings. I believe that is in your DNA, and my one call to you is to keep that up.”

—**GAIL COLLINS**

NEW YORK TIMES COLUMNIST

(SPEAKING AT TEACHERS COLLEGE’S COMMENCEMENT MAY 2010)

“Since its founding in 1888, TC has been in the forefront of every major movement, issue and conflict in American education. You embraced the notion of rigorous and thorough professional education for teachers, and during the past half-century you have been a world leader in advancing that profession. To paraphrase Lawrence Cremin, a great TC scholar, you have helped the nation to imagine alternative futures.”

—**MICHAEL J. FEUER**

DEAN OF THE GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
AND PROFESSOR OF EDUCATION,
THE GEORGE WASHINGTON UNIVERSITY

“I don’t know if Teachers College is aware of the influence and the impact they had on shaping education for African Americans across the South during the days of segregation, discrimination and civil rights. I don’t know if there is any way for them to measure the impact and influence they had. They trained teachers, guidance counselors, principals, assistant principals – you name it.”

REVEREND DR. WILLIAM EPPS (M.E. ’70)

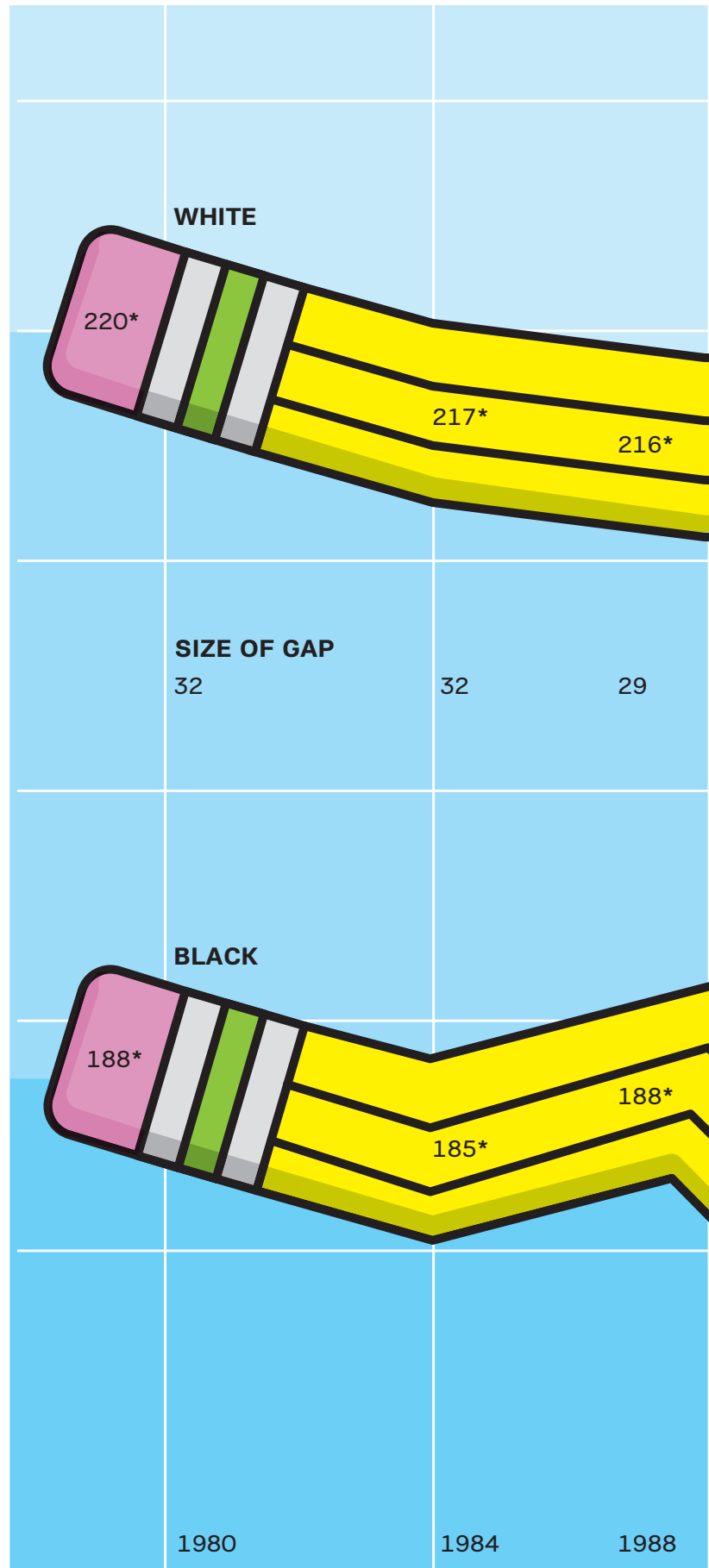
SENIOR PASTOR OF THE SECOND BAPTIST CHURCH OF LOS ANGELES

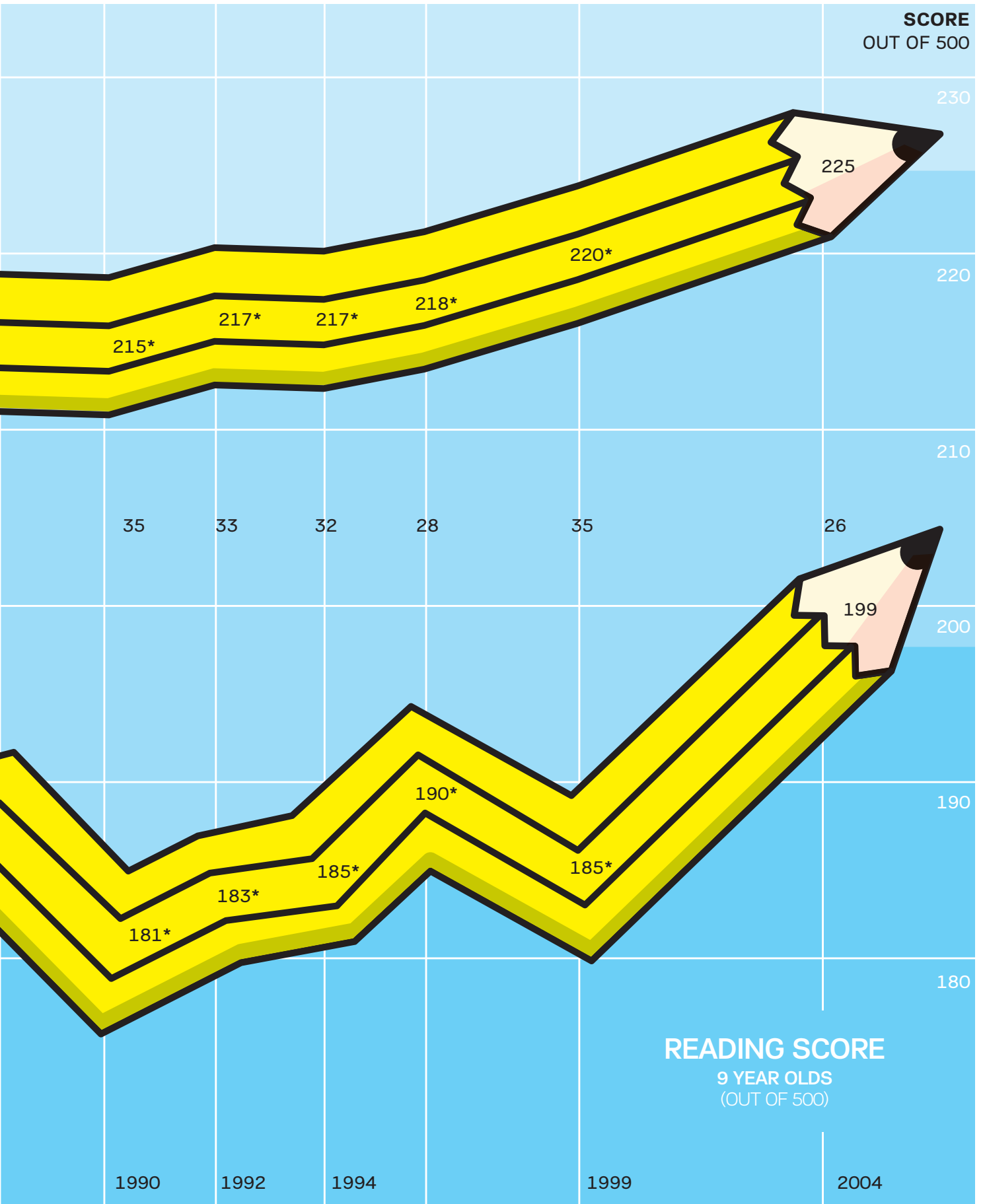
BUILDING THE VILLAGE IT TAKES

THERE'S NO SINGLE SOLUTION TO THE ACHIEVEMENT GAP, BUT A LOT OF SOLUTIONS, TOGETHER, JUST MIGHT DO THE TRICK

BY
SIDDHARTHA MITTER

Infographic by
THOMAS NG





Among the latest statistics that tell the tale:

- In 2010–2011, 76 percent of U.S. white students graduated from high school, compared with 60 percent of black and 58 percent of Latino students. In Ohio, the black-white gap was 26 percentage points; in Minnesota, it was 35.
- In math, the average African-American eighth-grader performs at the 19th percentile of white students. The average Hispanic student performs at the 26th percentile.
- Only one-third of eighth-grade students achieve more than mere proficiency in science. The average African-American, Latino, Indian, Native Alaskan and low-income student falls short of even basic achievement.

To a great extent, the achievement gap reflects greater inequities in American society. Nearly a quarter of U.S. school-age children live in poverty — twice the [Organisation for Economic Co-operation and Development](#) average and nearly four times that of leading countries, such as Finland. While the racial achievement gap has essentially remained constant over the years, the income achievement gap has grown by 40 percent since 1960.

While the gap as a recognized policy issue has been with us for more than half a century, the American vision of education as the great economic and social equalizer dates back to pre-Revolutionary War times, when John Adams argued for an education system to “raise the lower ranks of society nearer to the higher.” Teachers College was created with precisely that purpose in mind, and — despite its name — in the belief that good teaching alone would be insufficient to the task. The birth of nutrition education, nursing education, education psychology and other fields at TC reflected the College’s belief that children living in poverty could not learn unless their physical and emotional needs were met as well.

Over the years, Teachers College has sought to realize those goals, most notably by working through the channels of supplementary education and school finance reform. More recently, those two strategies have been combined with remarkable success in Union City, New Jersey, an overwhelmingly poor and Latino municipality where 90 percent of students graduate from high school. According to the commission that reported on the achievement gap in February, a 90 percent graduation

“No other



merica has become an outlier nation in the way we fund, govern and administer K–12 schools and in terms of performance. No other developed nation has inequities nearly as deep or systemic; no other developed nation has so thoroughly stacked the odds against so many of its children. Sadly, what feels so very un-American turns out to be distinctly American.”

That damning assessment was issued in February by a bipartisan federal commission. But the problem it describes — the gap in academic achievement that separates poor students of color from their wealthier, primarily white peers — was first flagged in 1966 by the Equality of Educational Opportunity Study, better known as the [Coleman Report](#).

Since then, “the gap” has been the focus of a seemingly endless series of reports and commissions.

125 YEARS TIMELINE

1929

Esther Lloyd Jones founds the first graduate program in College Student Personnel.

1st

TC First

◀ 1924

1933

Segregated southern states begin providing out-of-state scholarships for black college graduates seeking advanced study or professional degrees. TC becomes the nation’s primary destination for aspiring black teachers from the South.



SHOWPIECE HIGH SCHOOL Thanks to a “virtuous circle” of trust between a mayor who provides and a school system that performs, Union City, New Jersey has great school facilities and a 90 percent high-school graduation rate.

developed nation has so thoroughly stacked the odds against so many of its children.”

— February 2013 report of the Equity and Excellence Commission

rate for students of color would add \$6.6 billion more in annual earnings to the American economy. The question is: Can Union City’s success be replicated nationwide?

PART ONE: SUPPLEMENTARY “ED” A longtime education warrior believes overcoming the achievement gap starts at home

Edmund Gordon, TC’s Richard March Hoe Professor Emeritus of Psychology and Education, is one of the preeminent figures in psychology, education and social policy. Over seven decades, he has

launched the first comprehensive social services clinic in Harlem, served as the founding research director of the federal Head Start Program, helped to write the [Elementary and Secondary Education Act of 1965](#), created TC’s [Institute for Urban and Minority Education](#), and authored dozens of books and led scores of task forces. Below, in an essay adapted from an interview for TC’s Oral History Project, he maintains that his vision of supplementary, or comprehensive, education — a range of supports and services designed to replicate the learning wealthier children receive through their families and communities — still offers the best hope for closing the gap.

My focus throughout my career has been on improving life chances for kids who were expected to fail. In the 1950s, in

TOP: COURTESY OF UNION CITY HIGH SCHOOL
TIMELINE: ISTOCK; COURTESY OF RUTGERS UNIVERSITY

1939 TC professor Frank W. Cyr holds a conference at which the idea for a universal yellow school bus is born. Cyr becomes known as the “Father of the Yellow School Bus.”



TC First



1940

TC student and future historian **Marion Thompson Wright** becomes the first African-American woman in the United States to earn a Ph.D. in history.



1952 ▶

Harlem, my wife and I developed the Harriet Tubman Clinic for Children. She is a physician and I am a psychologist, so the focus was on health and guidance. But in time I became convinced that most problems kids ran into had more to do with their life circumstances than with internal psychic problems and that the most effective interventions would be through changing those circumstances.

In the late 1990s, I chaired the [College Board's Task Force on Minority High Achievement](#). We had begun to take seriously the finding in Jim Coleman's work in 1966 that there was a systematic difference — a gap — in the academic achievement of black, Latino and poor folk compared to better-situated people. Prior to the 1990s, people had tried to ignore or deny that finding, because there were those who used it as support for the possible genetic origins of these differences.

But I had done research on black men who went on to



LIFE CIRCUMSTANCES ARE THE KEY
Edmund Gordon has argued for decades that the gap reflects the U.S. political economy

what was almost accidentally or incidentally happening for my black high-achievers. Somebody out there was talking to them, was reading to them, was making sure their health problems were taken care of, was pointing them to a resource they ought to be using, was taking them to the museum or the library. So I put those two together and wrote a piece suggesting that one of the problems in the achievement gap was the difference in the kinds of support strata that come out of one's family and community, which some kids were getting and some kids were not. And it was more typical of black kids that they did not get those kinds of things.

So I convened a group of people to talk about it, and out of those talks came my book on supplementary education [*Supplementary Education: The Hidden Curriculum of High Academic Achievement, 2004*]. And supplementary education was very similar to what we had been trying to do in Harlem.

“If society were really serious about it, we’d go after conditions of life as a way of boosting academic

high levels of achievement even though their early lives would have predicted otherwise. There were two factors that attracted my attention. These men had invariably had rich, out-of-school learning experiences that seemed to be complementing, or enabling, what they did in school. And there were people — family, church, fraternities, a wife — who were opening doors for them, who were helping them, who were orchestrating their development.

I was also influenced by having recently moved to the suburbs of New York, where I noticed that, invariably, the more privileged white families were doing for their kids

As I’ve gotten older, it’s become clear to me that the U.S. political economy is contributing to the failure of education, because it’s better at producing losers than winners. We’ve got almost 100 years of research showing that if you’re poor, you’re likely to do poorly in school, and if you’re affluent or rich, you’re likely to do much better. And that says to me that if society were really serious about it, we’d go after conditions of life as a way of boosting academic achievement. Of course, that means redistributing resources, and whenever I or anybody else talks about that, we get beat up as socialists. But I think it’s where we’re going to have to end up.

125 YEARS TIMELINE



1952

1st

TCFirst

Shirley Chisholm graduates. She becomes the first African-American woman elected to Congress and the first to seek a major-party Presidential nomination.

1954

Teachers College founds the **Afghanistan Project**, funded by the U.S. Foreign Aid Program, which over the next 25 years helps Afghanistan to build a modern education system.

◀ 1940

PART TWO: IT'S TIME FOR A MAKEOVER

Rethinking the education system, from top to bottom

Once upon a time, reformers hoped that learning standards could become a basis for recalibrating the entire education system, from performance targets to teacher prep to school financing.

That never quite happened (see story on page 42), but the new Common Core State Standards have prompted a group of reform-minded experts to once again ask: What if standards were used as a starting point to fix the entire school system? What if states figured out exactly what it would take to enable *all* students to perform up to the standards and then spent the money to accomplish the feat?

The answer, Michael Rebell suggests, is clear: We just might close the achievement gap.

Rebell, TC Professor of Law and Education Practice, served on a federal Equity and Excellence Commission that in Febru-



MODELING CHANGE, KEEPING THE PRESSURE ON Michael Rebell is an old hand at reconceptualizing school systems

rolled in districts of concentrated student poverty.

The report calls for states to identify and “cost out” all services that create “meaningful educational opportunity,” adopt and monitor school finance systems that provide those services, and periodically update finance systems to respond to new standards and research about learning.

But with states still reeling from the 2008 fiscal crisis, the authors also want the federal government to kick in more than its current 10 percent share of national K–12 spending and press states to enforce efficiency. They also call for sweeping changes to bring American teaching and schools on par with that of the world’s top-performing nations, including boost-

ing average starting teacher pay from \$37,000 to \$65,000 and top salaries from \$70,000 to \$150,000.

Conceptualizing the overhaul of an entire school system is daunting work, but Rebell has done it before. As the lead attorney in a 13-year school-finance lawsuit that won a multi-billion-dollar verdict for New York City’s public schools, he argued that the state, having already set specific learning standards, was obligated to provide students with the resources to achieve them. When the courts challenged Rebell for specifics, he convened teachers, administrators, parents and students to determine what resources were needed and how much they would cost.

Since the 2008 fiscal crisis, Rebell has pursued a different strategy. In 2011, he spearheaded the campaign and forum “[Achievable and Affordable: Providing Comprehensive Educational Opportunity to Low-Income Students](#).” The effort proposed a legal framework for providing the country’s neediest children with both improved educational resources and other wraparound services, including health care and after-school programs. It also detailed the cost of providing those services and projected the return on such an investment.

“You have to think long-term,” Rebell says, explaining his never-say-die attitude. “You put the models for change out there, you keep the pressure on, and when the right moment

achievement.” — Edmund Gordon

ary recommended those precise steps. In a report to U.S. Secretary of Education Arne Duncan, the Commission outlined strategies in five broad areas for ending disparities in educational opportunities and outcomes.

Topping the list is an overhaul of the nation’s outdated system of school finance. Property taxes are still the primary source of school funding in many states, so towns with more taxable property “can fund their schools more generously and at lower tax rates.” Some states and districts spend two to three times more per pupil than their poorer counterparts, and more than 40 percent of all American public school children are en-

TOP: TC FILE
TIMELINE: WHITESTONE PHOTO

1955

A. Harry Passow publishes “[Are We Short-Changing the Gifted?](#),” launching the field of gifted education



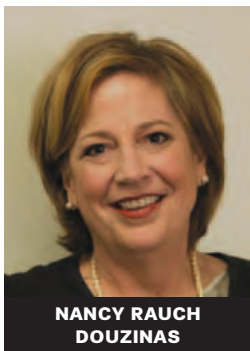
TCFirst



1961

TC launches **Teachers for East Africa (TEA)**, a forerunner of the Peace Corps, to recruit and train American teachers for African schools.

1962 ►



Indexing Equity on Long Island

In November 2002, Nancy Rauch Douzinas, President of the [Rauch Foundation](#) (and today a Trustee of Teachers College), convened a group of Long Island’s civic, academic, labor and business leaders

to address challenges facing the Long Island region. Out of that initial meeting came the Long Island Index, which each year provides data to measure those challenges, conduct comparisons with other suburban regions and adapt best practices.

While many Long Island schools are known for their excellence, the 2009 Index probed concerns that Long Island also is known for having schools that are among the most segregated in the nation. The Index that year focused on education and specifically on the mismatch in funding versus student needs. In districts where student needs are greatest, the Index reported, per-pupil spending is the least. Equally of concern, in districts where large sums are spent, academic achievement is no higher than in mid-range schools.

“If the Island is to rebuild its economic engine and provide the high-quality jobs we were once known for, we have to address the economic and structural divide among our school districts,” Douzinas said. “We cannot meet the needs of the future if we continue to allow today’s disparities to continue.”

During that same period, the Rauch Foundation supported the research of TC Professor of Sociology and Education Amy Wells on the impact of school segregation on Long Island. Douzinas, a former psychologist, joined TC’s Board in 2010 and through the Rauch Foundation recently gave TC two gifts. One supports a post-doctoral researcher in TC’s [National Center for Children and Families](#). The other establishes the Ruth Treiber Rauch Scholarship Fund, in honor of Douzinas’s late mother, to provide scholarship support for students preparing to teach in high-needs public schools.

comes, you’ve got a remedy that politicians can use. That’s what happened with the school finance case. No one gave us much of a shot, but in the end, we won. Now we’re trying to show that you can fully and cost-effectively implement children’s rights to a sound basic education in a changed economic climate. I think we can do it.”

PART THREE: THE PICTURE OF SUCCESS An unlikely academic superstar, Union City, New Jersey, has much to teach us

The first thing David Kirp wants you to know about Union City, New Jersey, is that it’s not Camden. “Camden is a scary place with 27 bars and no grocery stores,” Kirp told a Teachers College audience in March. Union City, by contrast, is “a vibrant Latino community,” once known as “Havana on the Hudson” and now home to people from across Central and South America.

Twenty-five years ago, Union City did resemble Camden in one unhappy particular: both cities’ education systems were so dysfunctional that the state was threatening to take them over. The state recently did so in Camden, but today Union City — with a population that is one-fourth undocumented immigrants and with nearly all its students eligible for free or reduced-price school lunch — boasts a 90 percent high-school graduation rate. That’s 15 percent higher than the national average.

How are they doing it? Kirp, a former Sachs lecturer at TC who teaches public policy at the University of California at Berkeley, spent a year on location trying to find out.

“The story of how this place succeeded is one that any educator with a pulse will understand,” he said in discussing his new book on Union City, *Improbable Scholars: The Rebirth of a Great American School System and a Strategy for America’s Schools* (2013). It’s a matter of “a few well-demonstrated, well-proven, evidence-based ideas, which you persist in improving and tweaking at the margins. And they didn’t change overnight.”

The “well-proven ideas” include two years of full-day preschool for all students; a bilingual program for younger kids that grounds them in Spanish and transitions them to English; “port-of-entry” classes for older, non-English-speaking children that immerses them in Spanish and English as a Second Language before bringing them into mainstream English literature courses by their senior year; low-stakes assessments that are used “to pinpoint places where students and teachers need help”; and an intensive



LINE

1962

A. Harry Passow chairs a two-week conference at TC that launches the field of urban education.



1965

Education philosopher Maxine Greene joins TC’s faculty. In 2004, the Teachers College Trustees create the Maxine Greene Chair for Distinguished Contributions to Education.

TOP: TC FILE PHOTOS
TIMELINE: TC FILE PHOTOS

parent-engagement program that distributes materials in Spanish and employs Spanish-speaking community liaisons.

Kirp says that similar strategies are employed, in varying forms, in other successful school systems. Still, he concedes that Union City enjoys two unique advantages. One is New Jersey's 30-year education finance lawsuit, *Abbott v. Burke*, which has brought billions of additional dollars to the state's poorer schools and established court-ordered universal preschool.

"The court said to the private for-profits, the churches, the baby-sitting places where an *abuela* [grandmother] would take care of the kids, 'You've got to have people with college degrees and training in child development,'" Kirp recounted. "The colleges sent teachers and professors to the preschools to work at night and on weekends with those teachers. In places like Union City that knew how to take advantage of *Abbott*, they now have 35 preschools — places where you'd be totally happy to have your kids."

In fact, Union City has now exported its preschool model upward through the grades.

"Now you go into the kindergarten classes, and instead of looking like the new first grade, with kids sitting in rows and call-and-response teaching, they look like pre-K classes for kids who are slightly older. And all those wonderful things that are first nature for preschool teachers — cross-disciplinary projects, students moving around classrooms, working in groups — are working their way up, so you even see it in high-school classes in really interesting ways."

Union City also benefits from its fascinating political calculus. The mayor, Brian Stack, is also a state legislator and despite being a Democrat counts New Jersey's Republican governor Chris Christie as a close political ally. Stack "brings in the bacon," Kirp says, and the benefits are evident. Union City recently built a showpiece high school with a stunning sports complex, science labs that "Columbia would be happy to trade for" and a curriculum that includes three years of Chinese. Even more important is a climate of stability and continuous improvement created by the "virtuous circle" of trust between a mayor who provides and a school system that performs. While that balance might be harder for other municipalities to replicate, Kirp said, it illustrates what's possible under ideal conditions.

"You don't have the classic three-year churn," he says, "where the school board picks a superintendent who promises miracles, the miracles don't happen fast enough, insurgents campaign to get the bums out of there and then put in another superintendent who's bound and determined to



JAMES COMER

The School Development Champion

Great ideas sound simple, but they're hard to implement. That fairly describes the [School Development Program \(SDP\)](#), the legendary teacher-parent-

community collaboration developed by James Comer, TC Trustee and the Maurice Falk Professor of Child Psychiatry at the Yale School of Medicine Child Study Center. SDP fosters the educational and overall development of children through a mix of academic curricula and activities such as book fairs, fashion shows, field trips, fund-raising projects and potluck suppers, all aimed at building social skills. To date, more than 1,000 U.S. schools in 82 school districts in 26 states have used the School Development Plan. (The model has also been adopted in Ireland, South Africa, Trinidad and England.)

Comer, regarded as one of the giants of school reform for the past several decades, describes how when he was a boy his parents would play with him and his siblings. "At dinner we'd hash out ideas and problems that had come up during the day," he says. "I didn't know it then, but every activity my parents carried out with us had an educational motive." Their son has carried on that tradition.

throw out everything the predecessor did."

This June, Kirp says, two of the top 10 students in Union City High School's 620-member graduating class are immigrants "who came to this country four years ago not speaking a word of English.

"When I talked to those kids, they rattled off the names of the organizations they were not just members of but were officers in," Kirp said. "Their peers in the Future Business Leaders of America don't know about political correctness and how cool it would be to have an immigrant kid who's president of this organization. All they know is, here's a kid and he's the best we've got." **TC**

TOP: TC FILE PHOTOS
TIMELINE: TC FILE PHOTOS

1973

Morton Deutsch's *The Resolution of Conflict: Constructive and Destructive Processes* empirically grounds the conflict resolution field.

1st

TC First



With funds secured by Len Blackman, TC dedicates Thorndike Hall with the first comprehensive Research & Demonstration Center for the Handicapped.

1973 ►

THAT'S BEEN THE RALLYING CRY OF SPECIAL-NEEDS STUDENTS THROUGHOUT A CENTURY-PLUS OF EFFORTS TO SECURE QUALITY EDUCATION. HOW FAR CAN INCLUSION GO?

Include Me In

LEONARD S. BLACKMAN

Professor Emeritus of Psychology and Education

R. DOUGLAS GREER

Professor of Psychology and Education, and creator of the [Comprehensive Application of Behavior Analysis to Schooling](#) (CABAS), used in his schools in the United States and Europe

SRIKALA NARIAIAN

Assistant Professor of Education, a leader of the [Teachers College Inclusive Classrooms Project](#)

CELIA OYLER

Professor of Education, Director of the [Elementary and Secondary Inclusive Education Programs](#), and Co-Director of the Teachers College Inclusive Classrooms Project

JESSICA DUDEK

Assistant Professor of Psychology and Education

SUSAN JAY SPUNGIN (ED.D, '75)

President, Blind Biz, Inc., former Vice President, International Programs and Special Projects, [American Foundation for the Blind](#)



LEFT TO RIGHT: TC FILE PHOTOS; TC FILE PHOTOS; TC FILE PHOTOS; TC FILE PHOTOS; TC FILE PHOTOS; TC FILE PHOTOS; BRUCE GILBERT

IN 2014, IF PROPOSED federal budget cuts take effect, states across the country could well find themselves in a difficult spot. They will not only be required by federal law to provide every disabled student access to the general-education curriculum, but they also will be shouldering the full cost. The burden has been made heavier by the growing trend toward integrating special-needs students, who constitute nearly 12 percent of the overall student population, into general-education classrooms.

At a time when states are already facing budget shortfalls, parents and other advocates for students with disabilities are understandably worried. Still, the fact that states confront such expectations reflects a century of slow, but steady progress in the fight to provide students with disabilities with access to the same quality education as other children.

Those efforts date back to the early 1900s, when Teachers College faculty member Elizabeth E. Farrell established a diagnostic clinic for children who today might have been deemed special education students. Farrell advanced the idea that schools should provide appropriate services for students with special needs. She established the forerunner of the modern Individualized Education Plan (IEP), a personalized support strategy for a learning-disabled student.

Since then, TC and its extended community of educators and researchers have played a leading

role in the evolution of special education.

During the 1960s, as parents of students with developmental disabilities pressed states to de-institutionalize their children and provide school options in home communities, TC psychologist Leonard Blackman secured federal funding to lead a multi-disciplinary effort to explore the capabilities of these students. Blackman's efforts resulted in the construction of Thorndike Hall, which became the hub for this work.

In the late 1970s, after Congress passed two laws requiring schools receiving federal funds to provide equal access to education for disabled children, future TC faculty member Michael Rebell served as lead attorney in the landmark case *Jose P. v Mills*, a class action suit that in essence compelled New York State to enforce those laws. Meanwhile, two alumnae were playing leading roles in the advocacy movements for students who were blind and children with autism. Both Susan Jay Spungin, a former music student who initially became interested in Braille as a form of musical notation, and Ruth Christ Sullivan, whose son was diagnosed with autism, made substantial contributions to the 1990 Individuals with Disabilities in Education Act (IDEA), which addressed the needs of children with specific disabilities.

More recently, TC has established cutting-edge programs that prepare educators in the fields of autism and deaf/hard of hearing. During the past few years,

“There are 30 years of ample evidence that people do better when they have access to general education classrooms.”

— Celia Oyler

the College has partnered with the New York City Department of Education to help better prepare general-education teachers to accommodate students with disabilities in their classrooms, and TC faculty have secured federal funds to prepare more teachers with dual certification in general and special education.

In the following roundtable, six TC experts discuss the issues in the movement toward greater inclusivity:

Special education is still a distinct field in this country, and millions of children are still taught in special-education classrooms – but there is a clear movement toward integrating many of these students into general education. How and why did this movement begin?

LEONARD S. BLACKMAN: In the mid-1950s, most children with severe delays – today the label is autism, which covers a very broad range of issues, but then it was mental retardation – were being educated in institutions, with very little attention to the things that were important to real learning. I had a nephew with Down syndrome, and I became very interested in these children and in the kinds of supports they were and weren't getting. How much could they learn and how functional could they become as adults? We weren't the only ones asking these questions, but we set up a program that not only involved educators, but made efforts, not always successful, to include

psychologists, neurologists and people from other fields. That multidisciplinary approach, which we believed was essential, was really quite unusual at the time. Meanwhile, the parents of these children, particularly the ones in the really dysfunctional institutions, had begun really pushing for change. They button-holed their congressmen, telling them that they wanted their children to go to regular schools, in their own communities, and with other children. That resulted in a lot of change, including the passage in 1975 of Public Law 94142, the Education of All Handicapped Children Act.

So what do the data tell us about how well students with disabilities have fared in general-education classrooms?

CELIA OYLER: There are 30 years of ample evidence that people do better when they have access to general education classrooms. We have tons of federal research about what happens when they leave, whether you're looking at employment, independent living, social integration, post-secondary attainment or test scores. If you put 12 kids in a room together who don't know how to talk, you're not going to have a lot of kids who are going to learn to talk.

So if the research is so clear, why aren't there more classrooms that are inclusive?

OYLER: Heterogeneous instruction is very difficult. Some people have the impression that school

districts are putting disabled kids in general classrooms as a way to save money, when in fact, it costs about twice as much as keeping them in separate classrooms. So the reason people don't teach heterogeneously is not because of the outcome for the learner, but because tracking and segregation is easier and less expensive. Inclusive education asks teachers to actually redesign the cognitive and social tasks in classrooms, so that people can participate together in multi-level projects. It requires project-based cooperation, creativity and problem-solving. Inclusive education is not a special-ed topic, it's a school reform topic, or more appropriately, a civil rights movement.

But apart from the cost, there seems to be a perception in some quarters that mainstreaming is a negative. Why that bad rap?

R. DOUGLAS GREER: There is a law in the land about including more students with disabilities, but generally, it's not being done right. Simply mandating inclusion without the expertise is not going to do it. It's like the targets for universal proficiency set by No Child Left Behind, or like saying "Let's go to Mars" – it's a great idea, but nobody has the slightest idea how to get there.

So what does it take to do it well?

SRIKALA NARAIAN: Inclusiveness does not mean asking if this particular child is ready for a general-education classroom. Inclusiveness

is shifting attention to the classroom practices and saying, to what extent is this classroom ready to accept students who have different learning profiles? We need to step back a little bit from trying to locate the problem only with the child and ask instead, “How capable is this classroom to receive diverse learners? How are the curricula, the schooling practices, the teacher attitudes and so forth supporting the participation of all students?”

SUSAN JAY SPUNGIN:

Inclusion is not mainstreaming with a vengeance. It’s something that works only when the system is set up to accommodate children with all kinds of disabilities, and only when we have sufficient numbers of well-trained teachers. So I like to say that “pull out” – as in pulling children with disabilities out of a class to work with teachers who have specialized expertise – is not a dirty word, even though some people worry about stigmatizing children by doing that. But “push out,” meaning exclusion of children from opportunities to receive the highest-quality teaching, *is* a dirty word. And right now, aiming to ensure that all teachers will have the same level of skills is a great goal, but I don’t believe it’s one we’re going to achieve soon, not with poverty and all the other problems facing schools. So I am very much a supporter of inclusion, but I believe that it must be done carefully and appropriately, or otherwise we won’t help the children whose interests we’re trying to serve.

How would you determine what each child needs, and who goes where and what

they’ll be doing? That sounds nearly impossible to do with each and every child – learning-disabled or not.

GREER: With our **CABAS** system, our theories about how to help kids come out of practice. We and others have identified what we call “cusps,” or stages that kids progress through on the way to becoming fully verbal. We’ve created scores of protocols, or interventions that work to institute socially learned, conditioned reinforcers that make social interaction functional and learning in inclusive classrooms possible. Our student teachers are constantly adapting existing protocols or developing new ones to meet the needs of the individual children they work with – for example, to help children develop the ability to match a two-dimensional stimulus to a printed target, which is an essential step in understanding that the written word corresponds to external realities. Everything we teach in our CABAS schools is based on these scientific procedures, and we use continuous measurement of the kids’ progress day to day, and we relate those measures to measures of the achievement of national norms. We also track the success of our teachers on a continuous basis. That way, we are sure that teachers are applying what we know to how they teach. If the kid doesn’t do well, then the problem is one we can trace.

DUDEK: It’s individualized and then it’s constantly modified to meet the individual learner, moment to moment, week to week, month to month – whatever needs to be changed,

the grouping of kids, the way instruction is presented, changes. There are always two or three groups doing different things in a generalized class. Everybody should not be doing the same thing.

It sounds like differentiated instruction on steroids.

GREER: We’re probably the inventors of differentiated instruction.

So how have your kids made out?

GREER: In independent research, we have shown that we get significantly better outcomes, compared to non-scientific procedures and to other programs that use behaviorist methods. But the great thing is that these methods aren’t just for kids with language deficits. We used the CABAS teaching method with 17 second-grade children in public schools in Morristown, New Jersey, including special-ed or English as a Second Language students or those receiving free or reduced lunches. We raised their grade equivalence across language, reading and math past fourth grade, with the biggest gains with poor kids. So there’s huge potential here to apply our methods in mainstream classrooms.

Other than money and Congress, what are the biggest obstacles to making inclusiveness happen in all schools?

OYLER: The prejudices of people who grew up in a segregated society against people with disabilities. With racial prejudice, there was deep

prejudice, deep fear; people’s attitudes had to be worked with. And so, because we still have segregation of special-education students in separate classrooms, we haven’t eliminated all the fear. Also, all of the cases of inclusion have been achieved with parental pressure, so the parents have been the advocates for the kids, and it becomes a case-by-case advocacy project. So it’s very hard to get the systems to change.

GREER: The biggest problem, I believe, is that most people think of teaching as an art – but when teaching is an art, then great teaching ends up being accidental. We think of teaching as a science, and the challenge, in our view, is to educate people about how that science really works.

What’s your ultimate goal?

DUDEK: We want whatever our kids learn to be functional for them.

GREER: If there’s a math job out there for someone, we want to give him the skills to do it.

BLACKMAN: My desire is the full intellectual development of these children, irrespective of the label they’re given.

NARAIAN: I want to see the creation of classrooms that are universally designed and ready to receive a heterogeneous body of all types of learners.

SPUNGIN: The highest goal we can have is that of educating each other. That means sharing best practices, but above all, it means that we have to learn from children with disabilities about what they need and how best to provide it to them. **TC**

Reported and edited by Patricia Lamiell

TESTIMONIALS

“When I left Namibia, South Africa had imposed upon Namibia racial education called Bantu education, basically saying that blacks cannot really master intellectual kinds of challenges. All the professions were locked out. So as young people, we were determined to prove this wrong. We wanted to understand the processes of learning and of teaching curriculum, organization, design, development and so on. I came [to Teachers College] because I wanted to learn to understand deeply the issues surrounding education so I could challenge the theories of apartheid, and I am happy that going back to independent Namibia I was leading the team. We dismantled the racial education system.

—**NAHAS ANGULA (M.A. '78, Ed.M. '79)**

FORMER NAMIBIAN PRIME MINISTER AND MINISTER OF EDUCATION,
AND CURRENTLY THE NATION'S MINISTER OF DEFENSE

“To get my certification, I came to Teachers College, which I thought, and still do, was the best. And I got involved with all sorts of wonderful people. There has been somewhat of a controversy between methodology and subject matter teaching in the preparation of teachers, and I come down on the subject matter side—but understanding that if you don't have some courses in methodology, too, and you don't understand students and how they work, you're not going to be a great teacher, no matter how much you know your subject. At Teachers College... they understood even at that time that that was the combination that was needed.”

THOMAS KEAN (M.A. '63)

FORMER GOVERNOR OF NEW JERSEY, FORMER CHAIR OF THE 9/11 COMMISSION,
FORMER PRESIDENT OF DREW UNIVERSITY

TESTIMONIALS

“My first real glimpse of what Teachers College is and does occurred not here in New York City, but in Washington, D.C., where I lived at the time and where one of my children had transferred into a first grade classroom in another school to avoid the truly terrible teaching that was literally making her sick. The teacher, who was in her very first year of teaching, not only had created a classroom that any mother would want to send her child to, but she also had a skillful eye and the knowledge base to figure out within weeks that my daughter was severely dyslexic. And she taught her to read without ever being labeled or stigmatized, and she instilled in her a lifelong love of books and learning that has led my daughter to become a literacy teacher working with special-needs students. One day I asked this teacher how she had learned to do this miraculous work as a brand-new teacher. And she told me she had learned to be this kind of teacher at Teachers College.”

LINDA DARLING-HAMMOND

CHARLES E. DUCOMMUN PROFESSOR OF EDUCATION,
STANFORD UNIVERSITY GRADUATE SCHOOL OF EDUCATION,
AND FORMER TEACHERS COLLEGE FACULTY MEMBER
(SPEAKING AT TEACHERS COLLEGE'S COMMENCEMENT IN MAY 2011)

LOST IN TRANSLATION

THE UNITED STATES IS BECOMING A MAJORITY NON-WHITE NATION. TO TRULY LEVEL THE PLAYING FIELD, NON-WHITES WILL NEED TO RECLAIM AND RECAST THEIR OWN NARRATIVES.

BY
ELIZABETH
DWOSKIN

Illustration by
NICK WHITE





A

s a four-year-old arriving in the United States from Peru, Cyndi Bendezú-Palomino (M.A. '13) saw her mother detained at the Mexican border. She lived through Proposition 187 (which was later overturned), which would have prevented all undocumented students from attending California's public schools. She passed up a scholarship and a prestigious internship because she lacked a social security number.

"I got really depressed," recalls Bendezú-Palomino. "I was angry at the system, but I blamed my parents, too, because I didn't know who else to blame."

In summer 2010, Bendezú-Palomino helped to mount a civil disobedience campaign to urge passage of the federal [DREAM Act](#), which would create a path to citizenship for many undocumented immigrants who complete two years of postsecondary education or armed forces service. The Dreamers, as the organizers call themselves, lost that fight but successfully pressed President Obama to sign a memo enabling many undocumented youth to obtain a two-year work authorization and a stay of deportation.

"It was a big moment for us," says Bendezú-Palomino, who is now a permanent resident. "Obama needed the Latino vote. We weren't afraid anymore."

By 2043, whites will constitute less than half the population in the United States. In public schools, the tipping point is just five years away. The historical moment echoes the late 19th century, when Teachers College was founded to equip teachers to work with students from diverse backgrounds and cultures. Then as now, the country was absorbing waves of immigration, and many blacks were migrating from the post-Civil War South to northern cities.

Today the nation has its first black President, and Latinos and other groups are flexing increased political muscle. Yet other barriers must fall in the law, health care, language policy and education before these groups can win equal standing in American society.

At TC, many believe that the heart of that work has to do with telling stories.

"A huge part of being an immigrant and coming from an immigrant culture is the passing of oral traditions," says Jondou Chen (Ph.D. '12), whose parents came to the United States from Taiwan as graduate students. "A student tells the story of his mom telling him the story of what it was like to grow up in China during World War II. She told it to him while they were flying to the U.S. It brought tears to their eyes, and it still does."

As with all diasporas, from the exile and dispersion of the Jews to the relocation of Africans through slavery, such stories memorialize not only "how we got here" but also "who we were." The ideal of the melting pot has given way to that of the hyphenated American who draws strength from a sense of difference.

Two years ago, Chen led a project by TC's [Student Press Initiative](#) (SPI) in which recent immigrants at special New York City high schools wrote personal histories. SPI staff interviewed the students in languages ranging from Mandarin to Gujarati and the students then wrote (and rewrote) essays from the transcripts. Their pieces were anthologized in *Speaking Worlds: Oral Histories from GED-Plus*.

"A huge part of being

125 YEARS TIMELINE



1973
Professor Edmund W. Gordon founds the [Institute for Urban and Minority Education \(IUME\)](#).

1977
The [Klingenstein Center for Independent School Leadership](#) is established.

1979
TC's new neuroscience program probes educational implications of brain-behavior relationships.

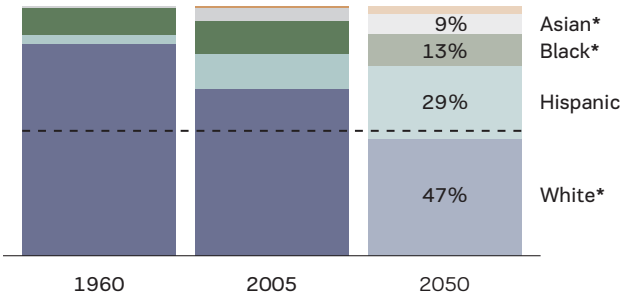


TC First

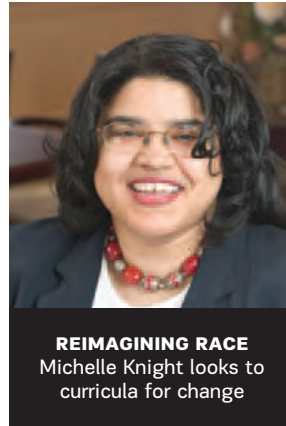
◀ 1973

Toward a Minority/Majority Nation

Population by race and ethnicity, actual and projected:



Note: All races modified are not Hispanic (*); American Indian/Alaska Native not shown. Projections for 2050 indicated by right column



REIMAGINING RACE
Michelle Knight looks to curricula for change



NO LONGER AFRAID Cyndi Bendezú-Palomino, now a permanent U.S. resident, helped push for a Presidential memo that is helping many undocumented students

“Those students might be judged as cognitively delayed because they hadn’t yet received a high school diploma and were above the age one is supposed to receive it,” says Chen, now a staff researcher with TC’s [National Center for Children and Families](#). “But they have rich life histories and many are deeply reflective, so why not turn what’s seen as a deficit into a strength?”

Hope Leichter, TC’s Elbenwood Professor of Education, similarly argues for the power of family memories as a source

Such stories also offer teachers a critical window into students’ minds.

“Difference in classroom communication styles is one of the biggest sources of misunderstandings,” says Derald Wing Sue, Professor of Psychology and Education. “For too long teachers have subscribed to negative stereotypes, such as ‘Asian students are too quiet’ or ‘African-American students are aggressive.’” These often unintended “microaggressions” can lower

an immigrant and coming from an immigrant culture is the passing of oral traditions.” — Jondou Chen

of “creative intelligence for how to overcome hardship, adapt strategies employed in a different time and place to life in this country today and resist discrimination.”

At the [Elbenwood Center](#), Leichter teaches courses on “The Family as Educator” and “Education in Community Settings: Museums.”

“There’s a plaque in Grace Dodge Hall that talks about ‘the ennobling arts of the home’ being taught to coming generations,” Leichter says. “At the Elbenwood Center, we’re looking at the modern version of the ennobling arts. How do we juggle work, family, community? Many of our grandparents and parents did it under more difficult and dangerous circumstances.”

students’ self-esteem and hurt their academic performance.

Stories of shared experience not only transform a group’s own perception of itself, but others’ perceptions as well.

“Social construction of local histories is crucial in the process of domination and subjugation by rulers of those they rule,” writes George Bond, TC’s William F. Russell Professor of Anthropology and Education. “Authority and legitimacy are conjoined through the fabrication, inscription and recitation of historical narratives and are an essential part of governance.”

The corollary, Bond says, is that colonized people – whether tribes in Africa or blacks in the United States – must revise societal narratives to assume their own identity.

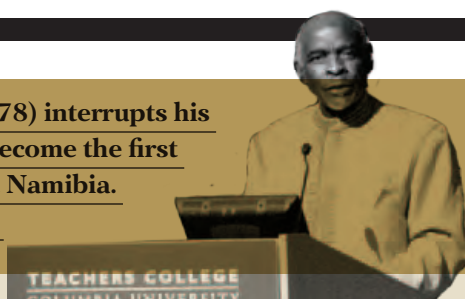
TOP: TC FILE; COURTESY OF CYNDI BENDEZU PALOMINO
TIMELINE: TC FILE PHOTOS

1979

Nahas Angula (Ed.M., 1979; M.A., 1978) interrupts his Ph.D. studies at Teachers College to become the first Minister of Education in independent Namibia. Angula later becomes Prime Minister.

1st

TCFirst



1981 ▶

“Everyone Belongs”



JANICE ROBINSON
Creating shared space

At last spring's sixth annual Critical Race Studies in Education Conference, Janice Robinson held aloft *Race, Racism and American Law*, by the late Derrick Bell, Harvard Law School's first tenured African-American professor.

“Have any of these issues gone away?” she asked.

Much remains to be done to promote a genuinely inclusive society. Robinson cites efforts like those of Michelle Knight, Associate Professor of Education, who brought the critical race studies conference to campus. Others point to Robinson, who, as TC's Vice President for Diversity and Community, has led creation of an institutional climate that not only respects difference but values inclusion.

Efforts by TC's [Office for Diversity and Community Affairs](#) range from harassment prevention to a panel discussion about school policies and practices and the exclusion of young men in the court system. The Office sponsors racial literacy roundtables, dialogues about privilege and social hierarchy, and community-building initiatives that reflect each TC community member's perspective.

“Our focus is not just about numbers or demographics,” Robinson says. “We reach toward a definition of community that's about how people within the College come together and treat each other in a shared space. Everyone belongs.”

“Blacks within the U.S. have always been demeaned by other people,” says Bond, whose father and uncle were among more than 200 black intellectuals who earned their Ph.D.'s and conducted research with support from the Rosenwald Fund, a scholarship program created by the founder of Sears Roebuck and Company. Other beneficiaries included the poet Langston Hughes, the pan-Africanist W.E.B. DuBois and the political

scientist Ralph Bunche. “Blacks have stuck as units to their families, hailed the accomplishments of their families. So I stand with my father, his brothers, my mother, my sisters, my cousins. So that if you write about me, I would like it to be contextualized.”

Younger African Americans fight similar battles, but they can draw upon role models like Bond.

“African Americans are not thought to value achievement, and when they do achieve, it's seen as the exception,” says David Johns (MA '06), Executive Director of the [White House Initiative on Educational Excellence for African Americans](#). “But we can look to history and sociology to identify the way in which people like James Baldwin and Richard Wright offer reimagined understandings of the very complex and complicated social beings we are.”

Members of other ethnic groups wrestle with the same underlying issues.

“The stereotype of the ‘model minority’ mistakenly assumes Asian immigrants can succeed in this country,” says Hong Kong-born Vanessa Li (M.A. '11), who worked with teens in Chinatown while completing her degree. In reality, Li says, many Asian Americans who were professionals before immigrating work in restaurants and factories because of language barriers. Their children often drop out of high school to help support the family. “The biggest issue for me was helping Asian teens with their self-esteem.”

Michelle Knight, Associate Professor of Education and an expert on critical race theory, argues for formal curricula that provide the “reimagined understandings” cited by Johns.

“Cultural awareness of African Americans and a culturally responsive curriculum rooted in African-American traditions have been cited as solutions to some of the structural barriers that first-generation African-American students encounter in schools,” Knight writes. Such curricula could help offset the “loss of hope for a bright future” and the perception of “a hostile atmosphere” that many first-generation prospective black students feel when visiting predominantly white colleges and universities.

Often such curricula exist, but institutions need to make them visible. Thus Regina Cortina, Associate Professor of Education, established TC's [Latina/o and Latin American Faculty Working Group](#) in 2007. Faculty and students share their research and have created an online resource for TC re-

“The increase in

125 YEARS TIMELINE

1981
The Hollingworth Center for the Study of the Gifted is established.



1985
TC's [Peace Corps Fellows](#) program is created to fast-track returning Peace Corps veterans into teaching in high-need New York City Schools.



1986
The Institute for Learning Technologies launches.

◀ 1979

TOP: TC FILE PHOTOS
TIMELINE: TC FILE PHOTOS;
TC FILE PHOTOS

search on Latinos (www.tc.edu/latino-ed). They also have argued for more aggressive recruitment and enrollment of – and increased financial aid for – Latino students.

“We need to train teachers and leaders who can serve predominantly Latino communities and schools,” Cortina says. “TC has the bilingual/bicultural programs in education, school psychology and speech pathology,” as well as the concentration in Latina/o and Latin American education that Cortina directs.

Narratives aren’t only stories or curricula. Consider the [American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders](#) (DSM), which defines the conditions that caregivers treat and that health insurers cover. Among the 52 examples of stresses listed in DSM-IV, race was not mentioned and discrimination was noted only once.

To Robert Carter, Professor of Psychology and Education, that absence negates the everyday experience of minorities. Carter’s research has convinced him that people experience nightmares, depression and physical ailments following abrupt or repeated incidents in which they are belittled or harmed due to race. Yet, he says, “You have to go through hell if you bring a claim for racial harassment.”

The barriers facing minorities in America can seem monolithic. But Hope Leichter believes change may begin to accelerate. “A generation of children was born with the current president in office,” she says. “I don’t mean to suggest that just because we have a black president, all racial problems have gone away. But for these children, this will be the baseline for what is normal.”

U.S. school systems are producing the nation’s most racially

Education Dreams



KEVIN DOUGHERTY:
State DREAM Acts
are key

Just half of undocumented immigrants ages 18–24 have attended college, versus 73 percent of legal immigrants and 70 percent of U.S.-born students. In 47 states, undocumented people can’t receive financial aid. In 33 states, they are ineligible for in-state tuition.

The DREAM Act would qualify 65,000 more

undocumented graduates per year for higher education benefits. But state implementation would still be crucial, says TC professor Kevin Dougherty.

Dougherty, the University of Hartford’s H. Kenny Nienhuser (Ed.D. ’11) and TC doctoral student Blanca Vega concede in [The Review of Higher Education](#) that state DREAM Acts won’t spare family members deportation or safeguard culturally relevant curricula. Still, Nienhuser says, education helps undocumented students “get better jobs and pay higher taxes. More important, the educational opportunities help them succeed.”

mixed marriages and mixed-race children is a tremendously hopeful development.” — Hope Leichter

diverse generation. Some prejudices and stereotypes will disappear, Leichter says, as young people build on childhood friendships, choose careers and, especially, inter-marry.

“The increase in mixed marriages and mixed-race children is a tremendously hopeful development,” she says. “Ultimately all racial categories are social constructions. The more we mix, the more those constructions and the limits they impose are likely to fall away.”

In May, Cyndi Bendezú-Palomino received an M.A. from TC’s [Higher and Postsecondary Education program](#), becoming the first member of her family to graduate from a master’s program in the United States. “My parents and family are the reason why I am here today,” she says. “They left their own country, families and lives to come here, where they were constantly exploited but always worked with dignity. And just to give us an opportunity to pursue higher education.” **TC**

TOP: TC FILE PHOTOS
TIMELINE: TC FILE PHOTOS

1990
[The National Center for Restructuring Education, Schools, and Teaching](#) is established.

1997
Teachers College is ranked the #1 graduate school of education by *U.S. News & World Report*. The College will receive the #1 ranking frequently in subsequent years.

1997
[The Heritage School](#), founded by TC Art and Art Education Professor Judith Burton, with support from TC Trustee Joyce Berger Cowin, opens in East Harlem.



1999 ►

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EDUCA



MAINTAINING

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PUBLIC

EDUCATION



Former TC faculty member **DONNA E. SHALALA** has served in two presidential administrations and presided over three universities. In excerpts adapted from an interview for the Teachers College Oral History Project, she reflects on an unplanned career that has given her a unique perspective on why public schools matter.



A COUPLE OF YEARS AGO, our [School of Education and Human Development](#) at the [University of Miami](#) asked me to teach a course on the politics of education. They said, in essence, “We’ve got these kids from [Teach for America](#), and they have no idea how the school system is organized or what the politics are. They have no context for understanding what’s going on.”

I hadn’t taught the politics of education since I was a Teachers College faculty member in the 1970s, but doing so has turned out to be a very powerful experience for me – a return to my intellectual roots and a window into issues that are critical to where we’re headed as a nation.

I should say at the outset that I never planned my career. I went to public school in Cleveland, where my mother taught and later served on the school board. After college, I went into the Peace Corps and ended up in graduate school at Syracuse University, following a boyfriend. There I studied with political scientists and economists who were interested in the politics

and economics of state and local government. They also had foundation support to study school-finance equity issues.

Then I came to New York City, because it seemed like an interesting place to be. My initial focus was on state and local politics

when teaching in the City University of New York system, where my chairman assured me that no woman would ever get tenure. I was pretty miserable.

I came to TC because I had been a Spencer Fellow and because Lawrence Cremin, the great historian of American education (and President of Teachers College from 1974 to 1985), was putting together a group of social scientists that could approach education from different perspectives. Larry was thinking about education as more than just schooling or a reflection of the influence of the federal government or state government or the business community. His outlook was interdisciplinary, and he got a number of us to think more broadly about schools, and

in particular about what was most important in terms of learning. Had a child eaten enough breakfast that morning? Were there health issues that needed to be dealt with for children to learn? Was the family’s poverty creating a poor learning environment at home?

Larry’s belief that everyone should work with everyone else made Teachers College a very collegial place. You felt that you were supposed to wander around and talk to people – to learn about other disciplines instead of just having tunnel vision about your own field. I sat next door to the anthropologist Lambros Comitas (Gardner Cowles Professor of Anthropology and Education). I ate lunch with Edmund Gordon (now Richard March Hoe Professor Emeritus of Psychology and Education), who was another TC icon, and I hung around Maxine Greene (now William F. Russell Professor Emerita in Foundations of Education and Professor Emerita of Philosophy and Education), because as a philosopher, she had a unique way of looking at teaching and at teachers. She made

I BELIEVE, THE WAY LARRY POTS IN OUR SOCIETY...

you read things and talk to her about them. Because of Larry, I, in turn, ran my graduate program like a kibbutz with [Ford Foundation](#) grants, thanks to a gifted program officer, Jim Kelly (now Senior Advisor to the Dean of the School of Education at the University of Michigan). All of my graduate students came together in a space on top of one of the TC buildings that you had to go outside to get to. During that period, I had some of the best Ph.D.s that ever came out of TC. Susan Fuhrman, of course, was one. Allan Odden, who now has an endowed chair at the University of Wisconsin-Madison [and serves as Director of Strategic Management of Human Capital in public education], was another. We had a student from Israel, Elad Peled, who went on to become Director-General of Israel’s Ministry of Education and Culture. His higher education at that point consisted of having attended the National Defense College in Israel, but we admitted him for the Ph.D. program, and he was probably one of the most



brilliant students I've ever taught. I also chaired a dozen doctorates for the nursing program at TC, and that was my first contact with the health care system.

These were all very smart people who were a bit older and who had already done interesting things in the world. At TC, we brought them together to work as a group. One year we accepted a contract with the State of Connecticut to reform the school finance system.



It was highly statistical work, because the state was under court order to make its educational finance system fairer. Every week, we drove up to Hartford, and we not only gave the state legislature alternatives, we also taught the students how to work within the policy realms.

Teaching the politics of education again after

still the melting pots in our society. They are the places where most children spend most of their time, where they go to become Americans, and where, ultimately, we create character, citizenship and patriots. Charter schools are an interesting experiment, but too many of them have engaged in “creaming,” taking only the best students. The whole point of the public school system is to reach as deep as you possibly can and create opportunity for as many young people as possible.

If we don't make our public schools work, we're all going to pay the price, because we no longer have an economy that can absorb people who drop out. Those career paths simply don't exist anymore, so we've got to find a way to make the schools relevant and keep all young people in school. And that means thinking about education as Larry Cremin did, as Edmund Gordon does, as Maxine Greene does. It means putting our resources into creating schools that really do teach to the whole child and that meet the needs of families and communities, instead of simply pre-

CREMIN DID, THAT PUBLIC SCHOOLS ARE STILL THE MELTING WHERE MOST CHILDREN...GO TO BECOME AMERICANS.

all these years has made me realize just how valuable those experiences were. In my own career, TC positioned me for my subsequent roles in the [U.S. Department of Housing and Urban Development](#), in helping to launch the federal Department of Education, in running the [U.S. Department of Health and Human Services](#), and even for the recent role I had chairing the [Institute of Medicine Committee on the Future of Nursing](#).

But beyond its impact on me, TC has provided generations of educators and policymakers with the kind of cross-disciplinary outlook that our education system absolutely cries out for today. Our nation is dealing once again with waves of immigrants, and I believe, the way Larry Cremin did, that public schools are

paring students to score higher on tests. It means paying teachers enough, making sure they're well trained and making sure you can sustain them in the schools, because, more often than not, great teachers are made rather than born.

At the end of the day, the quality of a child's education ought not to depend on who their parents are and where they live. Access to quality schooling is fundamental to being an American, and ensuring it is the government's responsibility — federal, state and local — not the responsibility of wealthy people supporting a charter school. In a sense, it is also the continuing responsibility of Teachers College, which, more than any other institution I know, has educated the world about public education so well and for so long.

TC



Donna E. Sbalala is President of the University of Miami and former U.S. Secretary of Health and Human Services. She has served as President of Hunter College and Chancellor of the University of Wisconsin at Madison. She taught at Teachers College from 1972 through 1979. She was awarded the Presidential Medal of Freedom, the nation's highest civilian honor, by President George W. Bush in June 2008.



LEARNING FROM THE REST OF THE WORLD

IT'S A TRULY GLOBAL CLASSROOM OUT THERE.
TIME FOR THE UNITED STATES TO PULL UP A CHAIR.

BY
SIDDHARTHA
MITTER



Illustration by
RODERICK MILLS

It's called "learner-centered pedagogy," and since the 1970s it has been popular with some funders of education reform. Empower a group of students to work together on a project or report, the thinking goes, and they'll raise questions and own the work in ways that plain old didactic instruction could never produce.

Learner-centered pedagogy has been taken up by some international development agencies – not least as a survival strategy for teachers with sole responsibility for managing classrooms of a hundred students or more.

But it may be that the practice doesn't always transfer wholesale to other cultures.

"When you see it in action in some places, you can see things about it that are built specifically on American values and assumptions about resources," says Lesley Bartlett, TC Associate Professor of Education. "Students who aren't used to challenging a teacher's ideas won't feel comfortable with this pedagogy. Another issue is that when five or 10 kids have to share a single textbook, they can't do much independent work at home. And language policy can be a barrier, too. In Tanzania, for example, students shift from Swahili to English in secondary school, and they often have great difficulty expressing themselves in a language they're struggling to learn."

Between 2008 and 2011, Bartlett and Fran Vavrus, a former TC faculty member

now at the University of Minnesota, collaborated with faculty from Tanzania's Mwenye University College of Education to improve reading and writing in secondary schools. Based on what she saw, Bartlett believes learner-centered pedagogy may need some rethinking in the United States as well.

"American schools in poorer neighborhoods often lack for textbooks and other resources," she says. And even in more affluent schools, "it's not enough to say, OK, we're all going to read a book and write a report together. Without the right management, that approach can produce very shallow learning.

"To me, that's the real value of a comparative international perspective," Bartlett adds. "We're quick to say that something discovered in one place, at one time, describes how all humans learn or act. But when we expose those theories to a broader range of human experience, we can nuance them and say, 'yes, but only under these circumstances.'"

Bartlett's conclusions come at a watershed moment in education when the readily available "range of human experience" is becoming exponentially broader. Nations such as China, India and Brazil have come to the fore as economic powers, while Singapore, Finland and South Korea are setting the pace academically. Ideas about education policy and practice, as well as actual aid, are increasingly flowing *among* developing nations rather than *to* them from wealthier countries. And in the United States, immigration has dramatically altered the composition of primary and secondary school classrooms. International students are enrolling at U.S. colleges and universities in record numbers. Meanwhile, technology increasingly bridges many divides.

"We are now endlessly encountering difference," says David Hansen, TC's John L. and Sue Ann Weinberg Professor in the Historical and Philosophical Foundations of Education. "The idea of hiding from others has become



GITA STEINER-KHAMSII
Helping Pakistan prepare teachers

125 YEARS TIMELINE



◀ 1997

1999

A TC Presidential task force recommends creation of the **Office of Community and Diversity**, since headed by Janice Robinson.

2000

The **Schools of Education Research Project**, the **National Center for the Study of Privatization in Education**, the **Community College Research Center**, the **Center on Chinese Education**, and the **New Teacher Institute** are all established.

TOP TO BOTTOM: TC FILE PHOTOS
TIMELINE: DON HAMMERMAN



TAKING HIS ACT ON THE ROAD JOHN DEWEY (pictured here with Chinese educators who studied at TC) spent two years in China, from 1919–1921, delivering more than 200 lectures.

a chimera.”

But in this new era of give and take, is the United States – so long accustomed to the giving role – truly ready to take?

“In this country, we don’t really teach about how we can learn from other nations,” says Gita Steiner-Khamsi, Chair of TC’s [Department of International and Transcultural Studies](#), who is Iranian by birth, Swiss by upbringing and a U.S. citizen by naturalization. “The U.S. is just not that interested in what’s going on around the world.”

From its earliest days, Teachers College has stood as an exception to that rule. John Dewey and James Earl Russell were heavily influenced by European thinkers like Friedrich Frobel and Johann Pestalozzi. The ideas of Dewey, the iconic TC philosopher, shaped the modern classroom as a place of hands-on exploration; Russell, TC’s first dean, taught the world’s first course in comparative and international education.

Beginning in 1923, the College’s International Institute sent faculty to study education systems in countries around the world. The Institute initiated the creation of the International Education Library – collections of textbooks and other materials from other nations, which are kept today in TC’s Gottesman Libraries. The Institute also granted scholarships for study abroad and served as a powerful draw for international students coming to TC, who numbered more than 1,200 by the beginning of the Depression. At one point, the College’s international student population included roughly one-fifth of all Chinese education students in the United States.

Yet even at TC, knowledge tended to flow outward.

“A lot of projects were like a wholesale transfer to other countries of what worked here,” says Steiner-Khamsi. “Wherever there were Americans, it was about exporting student-centered learning, associations, decentralization – all the things associ-

ated with American democracy.” One TC engagement was a 25-year effort in Afghanistan that beginning in 1954 produced curricula, textbooks and the country’s first generation of education professors. Another was [Teachers for East Africa](#), which provided Kenya, Tanzania and Uganda with educators as those countries transitioned from colonial rule to independence during the early 1960s.

Today, TC continues to serve countries around the world, but its operating philosophy has changed.

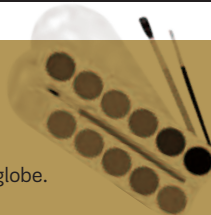
“We approach international collaboration as precisely that – a process in which the goal is to work with clients to develop solutions to their needs rather than imposing our ideas and values,” says Thomas Corcoran, Vice President of International Affairs. Much of that work has focused on providing professional development for teachers and principals – efforts that have benefited from TC’s relationship with [Columbia’s Global Centers](#) nine countries.

“Working with Columbia is ideal for us, because our goal isn’t to create TC campuses or outposts around the world,” Corcoran says. “Instead, we want to bring our expertise to bear where it can be helpful, and also create opportunities for our faculty and students to conduct research and glean insights that will enrich the College and American schooling in general.”

COURTESY OF SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
TIMELINE: ISTOCK

2001

The [Art and Art Education Program](#) establishes the [Center for International Art Education](#), designed to serve the growing need for art educators across the globe.



2003

Teachers College reestablishes a presence in Afghanistan to aid in reconstructing the country’s educational system.



2004 ▶



BROADENING THE CONTEXT Lesley Bartlett (standing, fifth from left) is rethinking an American teaching strategy based on her work in Tanzania.

It was through Columbia, for example, that the [Consortium for Policy Research in Education](#) (CPRE) at TC helped set up the [Queen Rania Teacher Academy](#) in Jordan, where it has since worked with Jordan's Ministry of Education to reshape teacher preparation and provide specific instruction to hundreds of teachers in mathematics, science and the teaching of English. Far from an act of linguistic imperialism, the latter effort addresses Jordan's stated need to equip a new generation of young people with the world's lingua franca for commerce and other fields. CPRE-TC is helping with similar professional development efforts in Mexico, the Palestinian territories, Poland and Thailand.

In fact, aid efforts by TC increasingly guide recipients in crafting solutions. In Pakistan, Steiner-Khamsi is leading a US-AID-funded effort to create two-year associate and four-year bachelor's teaching degrees. Nearly 6,000 Pakistani students, policymakers and faculty members from 75 colleges and 22 universities will participate in the project's activities.

"We need a strong civil society here in Pakistan that is safe and secure. We cannot produce that without good education," Mahmood Ul Hasan Butt, Pakistan's Chief of Party for the Pre-service Teacher Education Program of the [USAID Teacher Education Project](#), told *The Christian Science Monitor* in June

2012. "From John Dewey onwards, Teachers College has been the leader of the progressive education movement. As an institution, it has historically asked questions such as, 'How do we think?' and 'What is the scientific method of solving problems?' So we came to the mecca of educational reforms."

To Sharon Lynn Kagan, TC's Marx Professor of Early Childhood and Family Policy, honoring that kind of trust entails respecting not only the wishes but also the values of international colleagues while still delivering guidance that is grounded in research. That was the challenge Kagan faced while working with [UNICEF](#) to help more than 40 of the world's poorest nations develop early childhood learning standards. The aim was to enable each nation to adapt research on early childhood education to its own cultural, geographic and sociological contexts.

"We have to be very careful as one of the largest and arguably the most powerful country in the world not to impose our values and our context

in these nations that have very different approaches and very different political lives," Kagan says. "Here we separate church and state, but when I'm working in a country like Jordan, religion must be part of the curriculum – it absolutely must be, there's no question about that. So, you've got to step back from your conventional beliefs."

Yet Americans don't tend to do that, perhaps in part because at the most basic level – our primary and secondary schools – "we don't instill a sense of appreciation for other cultures," David Hansen says.

For example, many U.S. schools teach units devoted to world civilizations or the culture and history of foreign countries – but the effect is still analogous to the famous Saul Steinberg cartoon lampooning a New Yorker's view of the world, with two avenues in Manhattan filling most of the map, and Russia, China and Japan appearing as tiny slivers just west of New Jersey.

"Children in New York City should obviously have in-depth experience of the history of the city and its terrain," Hansen

“We are now endlessly

TC FILE PHOTOS

2004

The College cuts the ribbon for its new, state-of-the-art [Gottesman Libraries](#), home to the world's largest and richest collection of materials on the educating professions. The new facility was made possible by TC Trustee Ruth Gottesman and her husband, David "Sandy" Gottesman.

2005

Teachers College launches the [Campaign for Educational Equity](#) with the mission of overcoming the gap in educational access and achievement between America's most and least advantaged students.

◀ 2003

says. “But the ideal cosmopolitan curriculum would also mean, for example, not just a China unit in a world history course, but an immersive experience in China that extends over the entire course of middle or secondary school.”

American reactions to the [International Baccalaureate \(I.B.\)](#) program reflect this country’s deeper ambivalence toward internationalism. More than 1,400 U.S. schools, most of them public, now offer curricula developed by the I.B., an international foundation based in Geneva whose mission is “to create a better and more peaceful world through intercultural understanding and respect.” These curricula, originally created for expatriate children in different countries, equip students to attend top-ranked universities like Harvard, Oxford and Cambridge. Yet in the United States, there has been a backlash against the I.B. among some who mistakenly assume the courses import “foreign content” that threatens American values.

Similar issues play out around the teaching of foreign languages. There is growing interest in economically “hot” languages such as Chinese, which is offered in some 1,600 schools across the country. Chinese has become the nation’s third most-tested language, after Spanish and French, at the advanced placement level. The field of second-language acquisition has seen the rise of methods such as task-based language teaching – for example, learning to read a Chinese train schedule for an actual or hypothetical trip, which “accommodates learning as it happens naturally,” says ZhaoHong Han, Professor of Language and Education.

But Han says this approach has yet to be generalized into the teaching of Spanish and other, less traditional foreign languages in the United States. Meanwhile, in the view of experts at TC, language policy for children who grow up in



THE FACILITATOR Mun Tsang prompted China to fund rural schools



THE LANGUAGE ADVOCATE Maria Torres-Guzman believes children need access to their home languages

Bilingual Education. “I also see bilingual education as a very important thing for language-dominant and mainstream populations, because it gives them the resources to learn about new worlds and to become more flexible. Unfortunately, a lot of the anti-bilingual education sentiment is tied very closely to anti-immigrant feelings, particularly in an uncertain economy.”

No one is complaining about the economic returns on the international student population at American colleges and universities, which surged from about 548,000 in 2000 to nearly 765,000 in 2011. But there are concerns about how the visitors are interacting with American students and professors.

“We are not ready for them, and they are not ready for us,” says Xiaodong Lin, Associate Professor of Technology and Education, who studies issues in trans-cultural collaboration.

encountering difference. The idea of hiding from others has become a chimera.” — David Hansen

non-English-speaking households took a wrong turn in the 1980s, moving away from bilingual approaches to an English-only emphasis.

“Children need access to all the resources they have in order to learn, and their home languages are a major resource, because you build on what you know in order to learn what you do not know,” say Maria Torres-Guzman, Professor of

Recent studies bear her out. Many international students complain that they are unable to form close ties with their American classmates and instead socialize and collaborate mostly with one another. The larger the international student population, the greater the risk of such “enclaving,” says Lin.

“The problem can only be resolved by both parties working together to understand each other’s values and prac-

LEFT TO RIGHT:
COURTESY OF MUN TSANG;
TC FILE PHOTOS
TIMELINE: TC FILE PHOTOS

2006
A bequest from the estate of the late **Arthur Zankel**, Vice Chair of TC’s Board, creates the **Zankel Urban Fellowships** for students who help underserved New York City schoolchildren. TC renames Main Hall as the **Arthur Zankel Building**.

2007
2007 TC helps Jordan improve its public schools and also hosts Jordanian teachers in its summer certificate program for the **Teaching of English to Speakers of Other Languages**.

tices,” she says. Lin is currently researching strategies that call for hosts and visitors alike to make their values explicit in order to enhance understanding.

Samantha Lu, Director of TC’s [Office of International Services](#), believes that American students need cross-cultural orientation as much their visiting international peers.

“U.S. students need to be encouraged to learn about the world and to participate in a study abroad program in college,” Lu says. “Certainly faculty at institutions such as TC should include a component of internationalization in their courses, but the process really needs to begin during the K–12 years.”

For now, the market may be the strongest force driving the internationalization of education – and forcing American educators, in particular, to contend with other cultures. That is, if you want your kids to find a job in what may well turn out to be the Chinese century, then make sure they study Chinese.

Hansen sees the benefits of such pressures, but urges keeping larger education goals in mind.

“The aim is not just to become better capitalists,” he says. “Teaching languages, opening the curriculum, isn’t just a means to an economic end. It’s a formative process that has everything to do with what kind of culture we’re going to be.” **TC**

TC and China

This spring, when Frances Schoonmaker returns to China’s Nanjing Normal University for the first time in 15 years, she’ll be braced for a shock.

With all the construction and traffic, “I don’t know if I’ll still be able to ride my bicycle around,” says Schoonmaker, Professor Emerita in TC’s [Department of Curriculum and Teaching](#), who will deliver the university’s Famous Foreign Professor lectures, funded by Jiangsu Province.

But Schoonmaker, who has taught in China and other nations throughout her career, also expects to find a changing educational landscape – one that to a large extent reflects the influence of Teachers College over more than a century.

In the early 1900s, a generation of brilliant Chinese educators studied at the College and returned home to modernize their country’s school system. John Dewey spent two years in China, from 1919–1921, delivering more than 200 lectures.

More recently, the work of Mun Tsang, an education economist who directs TC’s [Center on Chinese Education](#), prompted China’s government to make public education accessible to literally millions of poor students in rural areas. TC faculty are also changing the way China teaches art and laying the groundwork for a community college system that could serve the vast number of migrant workers flooding into the cities.

Currently, TC is working with China to bring top Chinese high school students to TC to help them prepare to attend colleges in the United States. Through TC, Chinese college students who aspire to teach take classes and visit leading U.S. public and private high schools. The TC-China partnership is also assembling cohorts of rising young leaders

in both the United States and China to study together in both countries.

Fran Schoonmaker hasn’t had to travel to see the effects of all these efforts. “In the early 1980s, Chinese students at TC looked at curriculum essentially as a syllabus or textbook approved by the Ministry of Education,” she says. Schoonmaker says China’s education leaders are talking a very different party line today. “Just the other morning, in the [South China Morning Post](#), the Secretary of Education said the government is ‘committed to safeguarding core values such as citizens’ rights, freedom and democracy and to accommodating different viewpoints and opinions.’ He was referring specifically to their new National Curriculum for Moral Education.”

125 YEARS TIMELINE

2008

The College establishes its **Office of School and Community Partnerships**, providing a single point of access to its resources for public schools and other New York City organizations.



2008

Trustee John Klingenstein endows TC’s Klingenstein Center for Independent School Leadership with a \$20 million gift—the largest in TC history. **John Klingenstein** receives a lifetime achievement award from the College.

◀ 2007

2009 ▶

TESTIMONIALS

“At a time early in our nation’s development of common schools, the creation of a significant institution of higher education devoted entirely to the study and improvement of education represented a seriousness about the enterprise that bears enormous significance to us today. From the 21st century perspective, the example set by Teachers College inspires all of us to continue to work to carry out the core mission of education schools. .”

—**DEBORAH LOEWENBERG BALL**

DEAN AND WILLIAM H. PAYNE COLLEGIATE PROFESSOR AND ARTHUR F. THURNAU
PROFESSOR SCHOOL OF EDUCATION, UNIVERSITY OF MICHIGAN

“Since your founding in 1887, Teachers College has become known not just as the oldest and largest school of education, health and psychology in the U.S., but also as a leading light in global education and innovation. In always striving to meet society’s needs and anticipating the future, Teachers College has established itself in numerous key fields — including educational psychology, urban education, gifted education, conflict resolution, arts education, nutrition education, international and comparative education, and special education. In particular, your expertise in curriculum development and innovation is well regarded internationally.”

—**LEE SING KONG**

DIRECTOR, NATIONAL INSTITUTE OF EDUCATION, SINGAPORE

IT TAKES SWEAT AND TEARS TO PREVENT BLOODSHED,
BUT OUR BEST HOPE MAY BE

Giving Peace Education a Chance

**MONISHA
BAJAJ**

(Ed.D. '05), TC
Associate Professor
of Education and
Coordinator of the
[Peace Education
Program](#)

**VIOLETA
PETROSKA-
BESHKA**

(M.A. '83), Co-Director
of the [Center for
Human Rights and
Conflict Resolution](#)
and Professor of
Psychology at the
[Saints Cyril and
Methodius University](#)
in Skopje, the Republic
of Macedonia

**PETER
COLEMAN**

(Ph.D. '97), TC
Professor of
Psychology and
Education and
Director of [TC's
International Center
for Cooperation and
Conflict Resolution](#)

**MORTON
DEUTSCH**

TC Professor
Emeritus, Psychology
and Education, and
Founder of TC's
International Center
for Cooperation and
Conflict Resolution

**COL. JAMES
TY SEIDULE**

Professor, [U.S.
Military Academy
at West Point](#),
and instructor in
the Teachers
College/West Point
[Eisenhower Leaders
Development
Program](#)

**SAMUEL
TOTTEN**

(M.Ed. '82, Ed.D.
'85), Professor
Emeritus of
Curriculum and
Instruction at
the [University of
Arkansas at
Fayetteville](#)



TC FILE PHOTOS

THE ISSUE OF HOW TO prevent or resolve conflict has moved front and center on the global stage. The past few years have brought revolutions and civil wars in the Middle East and other regions, some resolving peacefully and others not, prompting the U.S. Agency for International Development to issue a request for proposals related to Education in Crisis/ Conflict-Affected and Fragile Environments. Here in the United States, the school shootings in Newtown, Connecticut, have reignited fierce debate over gun control.

Teachers College has played a major role in developing and expanding the fields of conflict resolution and peace education. Through its [Eisenhower Fellows Leaders Development Program](#), the College is reshaping an American military that increasingly rebuilds other nations as well as fighting with them. Here six TC experts on war weigh in on whether it can be prevented, and how.

Will we ever lay down our swords and shields?

COL. JAMES TY SEIDULE:

Throughout recorded time, humans have sought solutions through violence. The earliest history books, by the ancient Greeks Herodotus and Thucydides, centered on war.

Neither the League of Nations nor the United Nations have solved the problem of preventing war. In the 1920s, countries signed treaties saying they would never again use war as an instrument. None of those treaties

endured. The Cold War made it seem as though there were fewer wars, but the number of conflicts in the developing world remained high.

Humans try to solve their problems through war because war does, in fact, solve some problems. For example, Hitler was obsessed with achieving what he called living space (*Lebensraum*) for Germany, and he was willing to shed blood for it. For the Allies, war was the only way to prevent him from controlling all of Europe.

Perhaps rising living standards will prevent future wars. Between 1970 and 2006, world poverty rates fell by as much as 80 percent in some areas. Yet at Uppsala University in Sweden, the world map of the Uppsala Conflict Data Program showing countries with one or more conflicts since 1975 is almost entirely red.

People are the most dangerous animals on the planet, and that's why predicting a future that includes war does not mean that we can predict where war will occur. As former U.S. Secretary of Defense Robert Gates said at West Point in February 2011, we have a perfect 40-year track record of predicting where our next engagement will be: we've been wrong every time. But while war is part of human nature, it is not inevitable in every situation. Peace, which usually reigns over a much larger area of the globe, is also part of the human experience. In the course I teach about the history of West Point, I reiterate that the Army has always protected and rebuilt civil society, in situations that range from disaster relief to integrating the schools, to nation-building in the

“The view that human nature is inherently evil and must end in violence is a false view that encourages its falseness to become true.”

— Morton Deutsch

aftermath of war. We’re unlike the other military branches, because people don’t live in the air or at sea, but there are seven billion of them on land. So human relations are messy, and both war and peace are part of that.

MONISHA BAJAJ: In 1947, my grandmother, a former British colonial subject, became a citizen of free India. She lived in a refugee camp after being forced to migrate in one of the largest human displacements in history — the partition of India and Pakistan.

The next year, when the United Nations adopted its [Universal Declaration of Human Rights](#), which enshrined the right of education for all children, she married my grandfather. She was 14 and barely literate. He had a couple of years of college. He landed a job, and they inched their way up the ladder of social mobility.

I grew up valuing education as the one thing that couldn’t be taken away. In college, I traveled to developing nations and saw the shacks where hundreds of poor children huddled around a few textbooks. And I wondered: education is a universal right, but what kind of education can create critical thinking, active citizenship and a respect for pluralism?

I explored the second part of Article 26 of the Declaration, which states that “education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.”

The stories of two young women I met in India illustrate why we must teach not only about peace, but also for

peace, so that education becomes a tool for individual and social transformation.

Fatima was supposed to have been killed through a community-sanctioned practice of female infanticide. Her grandmother, a sweeper at a local school, intervened and Fatima was sent to live with her.

In sixth grade, Fatima took a human-rights course introduced at school by a non-governmental organization. She noticed that teachers who underwent training stopped beating students, took an interest in children’s lives and showed up more regularly. Encouraged by her teachers, she wrote and published poems about women’s rights and children’s issues in a local newspaper. Today, Fatima is a college student gaining fame as a budding poet.

Swati is 13, from a village in the state of Odisha. In fifth grade, her parents said they had too many mouths to feed and were pulling her out of school to be married. Swati, who was also studying human rights, went to the police and threatened to call the numbers in her textbooks. The police spoke to Swati’s parents, and Swati stayed in school and even attended a statewide training for young human-rights defenders.

The Brazilian philosopher Paulo Freire argued that education can become the practice of freedom, the means by which people transform their world. Human-rights courses enabled Fatima and Swati to dream beyond what their social structures, families and gender seemed to have in store for them. My grandmother never had that opportunity, but I believe

she would be very glad that the future of peace is in the hands of well-informed young citizens like these.

MORTON DEUTSCH: I served in World War II, and then the United States dropped the atom bomb. I wrote my dissertation on the nature of cooperative and competitive processes, focused on an image of the newly formed United Nations Security Council. Would the Council’s members cooperate and work toward peace, or would they compete and shape a world with conditions that perpetuate war?

In my subsequent research, it became evident that a cooperative mindset and skills lead to the constructive resolution of conflicts. Typically, if you’re open and honest — if you enhance the other’s opportunities — the result is increased cooperation, which tends to move conflict toward constructive resolution. Conversely, when both sides adopt a competitive approach, communications break down because neither can trust the other’s intention. Each becomes interested in weakening the other, and conflict becomes destructive.

So violence and war are *potentials* of humans, but they are not *inevabilities*.

The psychologist Carol Dweck illustrates this idea with her studies of how people look at the possibility of change. If you see people as more malleable, you’re optimistic about change. Dweck has demonstrated that Israelis who believe that Palestinians have malleable viewpoints can change their own attitudes toward Palestinians.

So the view that human nature is inherently evil and

“The problem that underlies all failures to prevent genocide is *realpolitik* — each and every nation looking out for its own interests.”

— Samuel Totten

must end in violence is a false view that encourages its falseness to become true. Interpersonal violence, such as murder, has decreased remarkably over the centuries. Unfortunately, weapons have become vastly more destructive, so it's essential that we bring them under control.

I'm 93. I still believe we can work to improve the world. We're all human beings living in this unique neighborhood, our planet in this universe. We share a common ancestry, a common environment and many common problems — including climate change, weapons of mass destruction, the coming shortage of basic resources, economic disruption and disease that can spread worldwide. Solving these problems will require a global community that all people feel identified with, and whose mission is preserving our shared world.

I have formed a group at Columbia that is doing intellectual work to deal with the issues involved in developing a global community. I hope that scholars from different disciplines will want to become involved.

VIOLETA PETROSKA-BESHKA: Since Macedonia declared independence in 1991, there has been inter-ethnic conflict between Macedonians and Albanians. In 2001 it escalated to violence.

Education in Macedonia is divided by language. The official language is Macedonian, but fewer and fewer Albanians speak Macedonian, and vice versa.

I am Macedonian. My parents are from an area where Macedonians and Albanians

have lived together for ages. During World War II, my grandparents survived because their neighbors, Albanians, hid them when Albanian armies came. They, in turn, hid their neighbors from Macedonian troops.

In 2001, while working in Washington for the [U.S. Institute of Peace](#), I got news of the violence in Macedonia from both sides. I saw both perspectives in a way I wouldn't have if I'd been there.

Our youth today were not part of the conflict, but they live the narratives of what happened and they avoid contact. They study from preschool up through college in their mother tongue. They attend the same schools but are taught by separate teachers in separate classrooms.

Our center brings them together after school in language-mixed groups. We train teachers to conduct full-semester multicultural workshops in which students work together on projects and then present in school. Often they look at our history from the perspectives of both Macedonians and Albanians.

For this work to have impact, our political elite must support inter-ethnic integration. Right now, our leaders address only their own people. If we have a more democratic government, with more input from civic society, then the situation might change.

SAMUEL TOTTEN: I've studied genocide for 25 years, including for the past nine in the Sudan, where the government has perpetrated genocide and committed crimes against humanity.

Genocide begins with

perceiving different groups of people as “other” rather than as coequals. It progresses to disparaging people, using terms to diminish their humanity, and then to classification by ethnicity, race, religion, nationality. In Rwanda, the colonists thought the Tutsi, who are a minority but had held power for centuries, looked more like Europeans and seemed more intelligent than the Hutu. So they favored them and relegated the Hutu to second-class status, depriving them of rights, education and jobs in government. In 1962, the Hutu came to power. Tensions built between the Hutu and the Tutsi, leading to the Rwandan Civil War in 1990 and, ultimately, the genocide by the Hutu in 1994.

Still another stage is targeting groups as different and then forcing them through dress to stand out. The Nazis, on the brink of World War II, forced the Jews to wear yellow stars. The Khmer Rouge forced people in certain regions to wear blue scarves.

The problem that underlies all failures to prevent genocide is *realpolitik* — each and every nation looking out for its own interests. In the early 1990s, there were clear signs that Rwanda was headed toward genocide, but without the consent of a permanent member state of the Security Council that was selling weapons to the Hutu, the Council could not approve a strong military response. When other nations have no formal relationship with a country that is at risk, they typically decide it's not worth their while to get involved. Under President George H. W. Bush, then Secretary of State James Baker said about the

“In South Africa, Nelson Mandela offered us a model of successful change through nonviolent methods and nonhuman violence.”

— Peter Coleman

former Yugoslavia, “We have no dog in that fight.” There was a mandate during the Clinton Administration not to refer to the atrocities in Rwanda as genocide.

I don’t believe violence is inevitable. As a young boy, I was a bully, largely due to my being beaten down, psychologically and physically, by my father, who at one point actually held the family hostage and threatened to blow our heads off. But I changed over time, and my involvement in the international human rights movement has changed my path in life.

The world can change, too. In 1948, the United Nations issued its Universal Declaration of Human Rights. Today we have organizations like Amnesty International and Human Rights Watch.

Yet there have been roughly 20 genocides since 1948, killing hundreds of millions of people. Such behavior won’t end until we have real checks and balances, both nationally and internationally, through conventions that are implemented and activated.

Consider the new Republic of South Sudan. These people have an incredible opportunity to create any society they want, but the different tribal groups have been killing each other off. In the Democratic Republic of the Congo, which has one of the highest rates of rape in the world, Rwanda, which knows all about genocide, has troops and is part and parcel of what’s happening there.

These countries, which have suffered so recently, are still involved in conflict.

It’s a pretty sad statement.

PETER COLEMAN: In 1986, in [The Seville Statement on](#)

[Violence](#), an international group of scientists said there is no basis for the idea that war or any other violent behavior is fundamental to human nature. Since then, the anthropologist [Douglas Fry](#) has identified 88 societies that are internally peaceful and 77 that are regionally peaceful. So clearly we are not hard-wired for violence, and the fact that we’re still on earth is ample evidence that we resolve most conflicts peacefully.

Peaceful societies tend to share a few basic qualities. They have cooperative processes and structures for decision-making, constructive procedures for conflict management, taboos around violent acts, and cross-cutting structures that bring together people from different ethnic groups to learn, work and play. Violence is less likely because people share so many different ties and bonds.

By contrast, the Israelis and Palestinians, for example, live in close proximity but are less integrated structurally, so they have a diminished capacity to experience one another in nuanced ways. Oversimplified patterns of perceptions and behaviors have been handed down through generations. Currently, there is a cold peace, meaning that there is less open, direct violence, but the simmering resentment from the occupation and other atrocities could erupt at any moment into violence. You can build a wall, as Israel has around the West Bank, but as it becomes easier and easier to send missiles into Tel Aviv, how long can such peace last?

In a cold peace, the oppressed group often feels forced to resort to desperate tactics. The 1974 film [“The Battle of Algiers”](#) provides

insight into what some call terrorism. In Algiers, which was a French colony, the French came in to kill “the terrorists,” whom the Algerians called “freedom fighters.” The French attempted to contain the Algerians in the casbahs, but Algerian women, dressed in modern garb, began sneaking bombs in baskets into French cafes. The reaction of the French and of the international community was outrage. But the answer, in essence, was: “We’d be happy to trade our baskets for your tanks. This is what we’ve got.”

The labeling of *terrorism* is often a political strategy. But terrorism can become pathological. Today, cynical organizations exploit the rage of oppressed people, creating a vicious cycle in which violence begets more violence.

In South Africa, Nelson Mandela offered us a model of successful change through nonviolent methods and nonhuman violence. The African National Congress, South Africa’s national liberation movement, used nonviolence in the early days of their campaign against apartheid, but the Afrikaners kept mowing down women and children in response to nonviolent protests. Mandela realized violence would happen, but to preserve his alliance with the international community, he used violence to attack infrastructure. He prevented the government from governing, but he very deliberately took care not to harm humans and especially not civilians. **TC**

Reported and edited by Joe Levine

TESTIMONIALS

“Teachers College gave me an abiding respect for the practice and the tradecraft of teachers and administrators who diligently search for what works. Teachers College gave me a framework for policy and a vision for the importance of education in a free society. Teachers College opened the door for working in the company of practitioners and policymakers in states around the nation.”

—**RICHARD MILLS (ED.D. '77)**

FORMER NEW YORK STATE COMMISSIONER OF EDUCATION

“There was an atmosphere of intellectualism [at TC] that I had never experienced. I had never experienced leaving a classroom and racing to the library to make sure I got the book first. And we'd all do the same thing, so whoever could run faster would get the books. And every class was intellectual. I didn't have one wasted moment here. You had your head opened, your mind opened – it was the most exciting intellectual experience anyone could have wished for.”

—**CLAIRE FAGIN (M.A. '51)**

FORMER DEAN OF THE UNIVERSITY OF PENNSYLVANIA SCHOOL OF NURSING;
FORMER INTERIM PRESIDENT OF THE UNIVERSITY OF PENNSYLVANIA

TAKING THE PULSE OF THE COMMUNITY

CHANGING THE HEALTH OF POPULATIONS, FROM NEIGHBORHOODS TO NATIONS, STARTS WITH FINDING OUT WHAT'S REALLY GOING ON IN PEOPLE'S LIVES AND THEIR COMMUNITIES

BY
JOE
LEVINE

WHEN THE AIDS EPIDEMIC emerged in the United States, why did it take such a toll among African Americans?

The short answer – needle sharing among drug users and unsafe sex – leads, at best, to narrowly focused solutions, and at worst, to what Barbara Wallace, Professor of Health Education, calls a “blame the victim” mentality.

A different answer, put forth this past spring at TC's Fifth An-

nual [Health Disparities Conference](#), chaired by Wallace, touches on those same causes, but ends up in a very different place. It begins with the [Federal Housing Act of 1949](#), which led to the bull-doing of many black neighborhoods and destroyed aspects of communities that could have helped prevent, or at least minimize, the epidemic.

For example, between the early 1950s and 1990, the propor-





FOOD OASIS Evidence shows that [New York City's Green Cart Initiative](#), funded by the [Laurie M. Tisch Illumination Fund](#) in 2008, has increased consumption of fresh produce in under-served neighborhoods.

tion of married adults in Harlem dropped from 85 percent to 16.7 percent, according to research conducted by Robert Fullilove (Ed.D. '84), Co-Director of the Community Research Group at Columbia's [Mailman School of Public Health](#). What precipitated that drastic change? As neighborhoods vanished, Fullilove said, so did the adults sitting out on their stoops who knew and disciplined each other's children. Street gangs and drug-dealing

proliferated, particularly as the economy stalled and jobs disappeared. The U.S. government declared its War on Drugs in 1971, and incarceration in the United States has since increased tenfold. Vast numbers of black men were removed from the community and concentrated in prison, where needle sharing and sex were prevalent.

"Drug use was a medical crisis, a public health tragedy, but



DON'T KNOCK IT TILL YOU'VE TRIED IT Newark Mayor (and TC Trustee) Cory Booker went on a Food Stamps-style diet to illustrate the program's importance. At left: Manhattan Borough President Scott Stringer

we took something we might have been able to treat and we converted it into an issue managed by the police and the courts,” said Fullilove, who is also Mailman’s Associate Dean for Community and Minority Affairs and a TC adjunct faculty member. “HIV has a long latency period. And I’m one of those people who believes that between 1972 and 1981, when we formally recognized AIDS within our midst, a lot of transmission was happening in the prisons.”

Fullilove’s cautionary tale reflects an emerging paradigm in health education research and practice.

“The thinking is changing in two areas,” says John Allegrante, Professor of Health Education and TC Deputy Provost. “One is to move beyond traditional measures of community health, which focus on monitoring changes in mortality and morbidity, to a broader focus on indicators of quality of life. The other is a shift from changing individual behaviors to looking at the social determinants and policy changes that can affect the health of communities.”

As Allegrante describes in his 2004 textbook *Derryberry’s Educating for Health*, those ideas have been part of the conversation since a pioneering health educator named Mayhew Derryberry (M.Ed. ’33) first outlined them in the 1940s. Derryberry, the first Chief of Health Education for the U.S. Public

Health Service, “foresaw that the most pressing health problems of the future would be chronic diseases such as heart disease and cancer, for which prevention through behavioral change would be the key,” Allegrante says.

Now the public health world is catching up. Allegrante cites a recent report in which the [Institute of Medicine of the U.S. National Academies](#) describes a growing number of community-based prevention efforts that target “environmental and social conditions that are out of the reach of clinical services.” That change, the report suggests, is the result of a new consensus that policy must address “the social determinants of health – for example, socioeconomic status and educational attainment.”

At Teachers College, two new centers are firmly in the vanguard of this new trend. One is the Center for Health Equity and Urban Science Education, co-directed by Barbara Wallace and Science Education faculty member Christopher Emdin, which hosted the health disparities conference in March. The other is the new [Laurie M. Tisch Center for Food, Education & Policy](#), directed by Nutrition Education faculty member Pamela Koch, which was launched in February with a conference titled “Bringing Policy to the Table: New Food Strategies for a Healthier Society.”

Both centers subscribe to the philosophy that “the way to move forward is to empower and engage communities, foster collaboration and provide the tools to implement change,” as Tisch, a leading New York City philanthropist who serves as Vice Chair of TC’s Board of Trustees, said at “Bringing Policy to the Table.” Both also seek to bring heightened attention to more effective presentation of research evidence.

The Tisch Center, which Tisch funded through a \$3.5 million gift to the College, is focusing on two increasingly prevalent problems in the United States: obesity (and related issues such as diabetes) and “food insecurity,” or, in layman’s terms, hunger.

At the nutrition conference in February, where several high-ranking local and national leaders shared lessons learned from health interventions they have launched with communities, Manhattan Borough President Scott Stringer remembered calling a meeting in East Harlem to unveil a

“To lift up people

TOP: SUSAN COOK
TIMELINE: ISTOCK

125 YEARS TIMELINE

2009

Backed by a grant from the GE Foundation, TC collaborates with [Columbia University’s Fu Foundation School of Engineering and Applied Science](#) to turn 10 Harlem public schools into models of teaching and learning.



2010

TC launches its new medical residency-style Teaching Residents@Teachers College program, funded by a \$9.75 million grant from the U.S. Department of Education.



TC First

◀ 2008

grand plan centered on food. When only eight people showed up, Stringer realized he needed to take a less top-down approach.

“It was a very awakening moment for me,” he said. “We went back and asked people what they wanted for a sustainable, healthy community. You know what we learned? People didn’t really trust the big hospitals. They wanted a place where they could test their kids for asthma and learn about mold. So we worked with Mayor Bloomberg and the City Council to build a stand-alone asthma center. They said, ‘We have no trees,’ so we worked with [singer and philanthropist] Bette Midler and the Parks Department to bring everyone together and start planting some trees around here. And finally, we said in terms of healthy food we’ve got to get the store owners and restaurateurs, who already have these wonderful community dishes in all these different cultures and backgrounds.”

The latter effort resulted in the publication of *The Go Green East Harlem Cookbook*, printed in English and Spanish, which Stringer edited and which his office has since distributed widely across the city and beyond.

“The point is, to lift up people health-wise we need to get out into every community and make the case,” Stringer said.

Speaking at the health disparities conference in March,



DAVID SATCHER
Focusing on social determinants



PAMELA KOCH
Informing food policy



BARBARA WALLACE:
Don't blame the victim

tion of the asthma prevention program created by the [U.S. Centers for Disease Control and Prevention](#), which includes case management for students with asthma and follow-up by school nurses on deployment of inhalers.

Of course social determinants of community health are well understood by those who experienced them firsthand.

In his keynote address, David Satcher, who served as U.S. Surgeon General during the Clinton administration, confided that as a toddler in one of the poorest areas of rural Alabama, he would have died of pneumonia had not the area’s only black doctor come out to the family’s farm. By age six, Satcher said, he had decided that, against all odds, “I would become a doctor like him and make a difference for people like us who lacked access to health care.

“So many things come together to decide whether a child

health-wise we need to get out into every community and make the case.” — Scott Stringer

Charles Basch, TC’s Richard March Hoe Professor of Health Education, pointed to schools as community sites where health practitioners can bring about the most significant change. Declaring that “schools are the safety net that makes the most sense,” Basch reiterated his call for a comprehensive, strategic school-based health plan that would bring together all the key players in students’ lives to address health issues like asthma, teen pregnancy and violence, which disproportionately affect minority students. To illustrate that concept, he urged adop-

tion will survive that first year of life,” continued Satcher, who founded and now directs the [Satcher Health Leadership Institute](#) at Morehouse School of Medicine. “Prenatal care, nutrition, whether or not parents are abusing drugs, levels of folic acid in food. So access to health care determines how healthy you’re going to be, and changing behavior even more so – but ultimately the social determinants override even those things. And that’s why transforming communities is so important.”

TC

TOP LEFT: COURTESY OF MOREHOUSE SCHOOL OF MEDICINE; SUSAN COOK; HEATHER VAN LUXEM LEWIS; TC FILE PHOTOS

2011

Teachers College and the New York City Department of Education open the [Teachers College Community School](#), serving pre-K through eighth-grade students in West Harlem.

2011

The College establishes its new [Education Policy and Social Analysis \(EPSA\) department](#) as a hub for policy work across educational and human development.

2012



TC creates the first master’s degree concentration in spirituality and psychology at an Ivy League institution.

TENDING THE HOUSE THAT DODGE BUILT

AS THE SCION OF A GREAT CHARITABLE FAMILY, WILLIAM
“BILL” DODGE RUECKERT TAKES HIS OBLIGATIONS SERIOUSLY –
ESPECIALLY HIS CONNECTION TO TEACHERS COLLEGE

BY JOE LEVINE

Photograph by
MICHAEL RUBENSTEIN



W

hen Bill Rueckert was just out of college, his family held reunions at Greyston, the house in Riverdale that was then Teachers College's conference center. Rueckert's great-great aunt, TC founder Grace Dodge, had once owned Greyston, and Rueckert – who today co-chairs TC's Board – spent many happy hours there with his maternal grandfather, Cleveland E. Dodge (Grace's nephew and heir, and himself a TC board member for 67 years).

“When my grandparents were in their seventies, they gave the College the house and built a smaller one next door. So, here was this place where my family had lived for generations, where my mother was born and I'd played as a kid, and now it had drinking fountains, exit signs and bathrooms equipped for the handicapped.” Rueckert, tall and still boyish-looking at 60, grins. “It was strange to stay there, but the College was always very kind to let us use it.”

Given his bloodline and current role, Rueckert could be forgiven if, deep down, he viewed TC as *his* college. Instead, as the scion of one of the nation's great business and philanthropic clans, he approaches his obligations much as he did his adult visits to Greyston: as an appreciative guest who straightens up before he goes.

“Bill brings no ego to what he does – he leads by actions rather than words,” says Chairman of Delta Private Equity and former TC Board Chair Patricia Cloherty, who first recruited Rueckert to become a TC trustee. “He takes the time to learn, which is essential in investing. As a result he does everything, from raising money to contributing fresh ideas, with grace.”

Five years ago, Rueckert, who has managed a series of private investment firms, was approached by friends on the board of Novogen, an Australian biotech startup. The company was developing a promising anti-cancer drug derived from a molecule in green vegetables, but the founder (the scientist who had developed the drug) lacked business expertise. Would Rueckert help put things on a firmer footing?

Over the next two years, Rueckert became Chairman of Novogen's board, flew monthly to Sydney, fielded phone calls at all hours, completely restructured both the board and management team, and spun off the promising compound and other assets into a new company based in San Diego. He also refocused Novogen on drug discovery, brought back the founder and this past fall, without fanfare, resigned.

“I've had great role models in my for-profit work,” Rueckert says, explaining why he turned his life upside down for what was essentially a rescue job. “Their philosophy was that you don't make passive investments. If you add capital to a venture, you get directly involved in management and governance. That's been the thread of my career.”

Not all Rueckert's ventures have succeeded – but some that haven't say even more about his motivations. About 10 years ago, friends in the resort business asked him to help Connecticut's Eastern Pequot tribe build a casino. The tribe is related to the Mashantucket Pequot, who run the Foxwood's resort. For five years, Rueckert attended every tribal council meeting and absorbed the tribe's history and culture. The work was essential to convincing the Bureau of Indian Affairs to “federally recognize” the Eastern Pequot as an indigenous people (ultimately it did not), but Rueckert was thinking about more than the project's deliverables.

“From my office window, I can see a monument commemorating the Great Swamp Fight, which concluded with the massacre of most of the Pequot,” says Rueckert, who lives and works in Southport, Connecticut. “The tribe has since lived on a rocky piece of property that's useless for farming. So, I viewed our project as an effort to help these people, who are trying to scratch out a livelihood, recover their heritage and secure their future.”

Rueckert is equally passionate about his trusteeships with TC, the [YMCA of Greater New York](#), [International House](#) and [Wave Hill](#). But the heart of his philanthropic work is his leadership of the [Cleveland H. Dodge Foundation](#) (founded by and named for Grace's brother).

“As a young man, I was fortunate to be close to my grand-

“You don't make passive

father,” says Rueckert, speaking now of Cleveland E., the 67-year TC board member. “He was 60 years older, but we related almost as contemporaries. I saw the time he dedicated to nonprofits and the pleasure he got from it. I feel, as he did, that we're placeholders – each generation represents our family. My own kids” – Rueckert and his wife, Fleur, have three, including a son named (what else?) Cleveland Dodge Rueckert – “are very aware of the family tradition. They've been to many events at TC and elsewhere. So, I take all of that very seriously.”

At the foundation's headquarters in midtown Manhattan, Rueckert offers up a fascinating mix of family and social



FAMILY SEAT Rueckert spent many happy hours in Greyston, once Grace Dodge's home and later TC's conference center.

history, beginning with the marriage in 1829 of William E. Dodge – “merchant prince,” abolitionist, Native American rights activist (and future Congressman, National Temperance Society president and YMCA founder) – and Melissa Phelps, daughter of the industrialist Anson Green Phelps.

“That’s them, right behind you.” Rueckert, who tends to speak of his forebears as if they were still quite present, gestures with a twinkle in his eye at two of the portraits lining the conference room walls.

Out of that match came Phelps-Dodge Corporation, the giant mining concern that Dodge and his father-in-law founded in 1834 – and, in time, an impact that extended far beyond commerce.

“After the Civil War, when the country was rebuilding and healing and great fortunes were being made, the modern-day tradition of philanthropy in America began to grow,” Rueckert says. “Before then, philanthropy was private and personal, but now it focused on building big, public institu-

Phelps-Dodge passed out of family control during the 1970s, but the Dodges’ philanthropic presence, spearheaded by Rueckert, continues. Twelve of the 13 board members of the Cleveland H. Dodge Foundation are Rueckert’s blood relatives. The Foundation holds annual meetings for descendants of the founder. It also matches charitable gifts made by any descendant of Cleveland H. Dodge.

“It’s tremendously admirable the way Bill understands the need to build on his family’s legacy and the way he incorporates that into his life,” says Jack Hyland, who co-chairs TC’s Board with Rueckert.

Not surprisingly, the Foundation’s primary emphasis is on education, including after-school programs, the [Children’s Aid Society](#), teen community centers run by the YMCA, and colleges in Greece, Turkey, Lebanon and Egypt.

“Grace Dodge’s motivation in founding the Kitchen Garden Association [the organization that became Teachers College] was to help new immigrant women and under-privileged children, and she believed the long-term solution lay in education,” says Rueckert, who proudly terms himself “a product of New Hampshire public schools.” (He grew up in Hanover and attended the University of New Hampshire, where he majored in Spanish).

During Rueckert’s co-chairmanship with Hyland, the College’s fortunes have risen on every front, from its endowment to its enrollment to its perennial high ranking among peer institutions.

“The Board has become much more dynamic under Bill and Jack,” says Trustee Antonia Grumbach, who co-chaired the Board during the early 1990s. “The governance of non-profits has become much more onerous and complex. My hat is off to them for their business and philanthropic skills.”

For Rueckert one accomplishment stands out: leading, with Hyland, the committee that chose Susan Fuhrman as President.

“John Rosenwald [TC Trustee and Chair of the Board’s Committee on Development] says the only real job of any board is to pick the CEO. I don’t completely agree with him, but it is definitely gratifying to find a leader who lives up to

investments. If you add capital to a venture, you get directly involved in management and governance.” — Bill Rueckert

tions that were initially funded and run by very generous people. Not that philanthropy today is driven by the tax code, but back then, people’s only motive really was the public good. There were no tax advantages – if you gave away a dollar, it cost a dollar.”

As much as the Dodges contributed to this outpouring, it is the Rockefellers who loom largest in Rueckert’s estimation.

“The things they did with one of the world’s great fortunes are truly amazing. They should be a great inspiration to us today,” he says. “This is a time of great wealth building, too, and we’ve seen another wave of tremendous philanthropy, but none as generous or sustained as the Rockefellers.”

every aspect of what you were seeking,” he says. “Susan’s not only a great scholar, she’s also an incredibly good executive who’s brought together a superb leadership team, delegates to them with great confidence and gets involved with the details when she needs to.”

Rueckert believes TC’s focus on shaping “the century of the learner” is exactly right.

“Everything the College does, from our work on educational equity to producing the best-prepared teachers, flows from our research,” he says. “That’s the unique advantage we’ve had from the beginning.”

Certainly it’s one of them. The other is spelled D-O-D-G-E. **TC**

TESTIMONIALS

“Since your beginnings in 1888 as the New York College for the Training of Teachers, generations of your graduates have gone on to change the world – locally, nationally and globally. From the groundbreaking programs in nutrition education and educational policy to innovative programs in teacher education, Teachers College has remained true to its mission of advancing the field of education.”

—**ANDREW C. PORTER**

DEAN, GEORGE AND DIANE WEISS PROFESSOR OF EDUCATION,
UNIVERSITY OF PENNSYLVANIA, GRADUATE SCHOOL OF EDUCATION

“Teachers College influenced my own education in quite a direct and personal way. This requires little historical detour. In 1911, a group of parents from Buffalo, New York traveled to New York City to meet with John Dewey and to observe, at his urging, a teacher at the Horace Mann School named Mary Hammet Lewis. Lewis later recalled, “I was almost immediately struck by the fact that here were visitors of a different type from those I had been used to seeing. They were not the least interested in the teacher and her plan of work. They were fascinated by the children and their activities.” The parents persuaded Lewis to move to Buffalo, where she founded the Park School of Buffalo in 1912. The school became quite well known for its progressive

methods, hosting visitors from around the country and the world. Lewis’s book *An Adventure with Children* (1928) records her experiences with the children of Park School over a 12-year period and has recently been re-issued as part of Park’s own centennial celebration. I hope it is part of the Teachers College library collection!

“I attended Park School on a scholarship in the early 1960s, where I found the spirit of Mary Hammett Lewis (and John Dewey) alive and well. I experienced a school that nurtured individual interests and talents while forging a lively and robust community. In many ways, my experiences at Park shaped my sense of what a school can be, and I remain closely connected to the school and to my former classmates.”

—**JUDITH WARREN LITTLE**

DEAN, GRADUATE SCHOOL OF EDUCATION,
CAROL LIU PROFESSOR OF EDUCATION POLICY
UNIVERSITY OF CALIFORNIA-BERKELEY

ALUMNI NEWS



HILL TALK TC President Susan Fuhrman (left), Dilara Walker (M.A. '04) (center) and current student Domonique Garland chat at the annual Washington, D.C., alumni reception.

A Capitol Celebration

In January, the Office of Alumni Relations kicked off TC's 125th anniversary year with a regional celebration in Washington, D.C. The event featured a reception for students and alumni at the Cosmos Club, planned in conjunction with the annual Federal Policy Institute (FPI). Mildred Otero, Chief Education Counsel of the Senate Health, Education, Labor and Pensions Committee was this year's

featured speaker. FPI celebrated its 15th year under the leadership of Sharon Lynn Kagan (Ed.D. '79), Marx Professor of Early Childhood and Family Policy and Co-Director of TC's National Center for Children and Families. During the week-long program in D.C., FPI students have the opportunity to identify a policy issue of personal interest and to explore that issue with the nation's senior policymakers.

ALUMNI ASSOCIATION PRESIDENT'S MESSAGE



Dear Fellow Alumni,

Thank you for the honor and privilege of serving as TC Alumni Council President. I am proud of the progress we have made in reconnecting with you.

Our Programs and Resources Committee created a unique roster of events. Our International Outreach Committee identified International Alumni Network representatives around the globe to serve as direct, local links to TC. Our Nominating Committee recruited alumni with deep bonds to the College. And our Awards and Recognition Committee selected another slate of Distinguished Alumni and Early Career Award recipients of which we can all be proud.

We ask you to participate by applying to join the Alumni Council or by volunteering to serve as an Affiliate Member. To learn more, visit tc.edu/alumni or contact the Office of Alumni Relations at tcalumni@tc.edu or 212.678.3215.

TC's 125th anniversary theme, "Celebrating a Tradition for Tomorrow," embodies the College's legacy of firsts – its track record of creating new fields of inquiry and developing new models of practice — and anticipates the "firsts" yet to come in the Century of the Learner.

Throughout 2013 we will honor our firsts, celebrate our present and look forward to our future. We hope you will play a large role in the year's festivities, because you make Teachers College the great institution it is. Stay engaged and join us at an upcoming event, be it on campus or off. Reconnect with us virtually (tc.edu/alumni/connect) and share your TC stories and memories online or via social media (tc.edu/125/memories).

Our signature homecoming event — Academic Festival, held on April 13 — featured talks and sessions by our world-renowned faculty and alumni. To learn more about the event and this year's Distinguished Alumni Award recipients, visit tc.edu/festival. Use the form on page 104 or go online to nominate a distinguished alumnus for next year's awards, which will be presented at Academic Festival in April 2014.

Stay tuned as we continue to roll out an exciting lineup of events beyond New York City, hopefully including a city near you. Mark July 25th on your calendar: Global TC Day, a worldwide celebration of our 125th Anniversary. Celebrate with us in your own backyard. For updates, visit tc.edu/alumni/globaltcday.

To our newest alumni: congratulations and welcome. You are destined to do important things! Remember that you have a home at TC and that you can tap into our community physically and virtually. Stay connected, share your TC memories and keep us updated on your professional impact and personal successes.

To my colleagues on the Alumni Council and to this year's Affiliate Members, thank you for your dedicated service. Many thanks, as well, to those rolling off the Alumni Council this May: **Susan Diamond, Peter Dillon, Maryalice Mazzara and Diane Sunshine.**

Patrick McGuire, your next Alumni Association President, is energetic, accessible and passionate about TC. Let him know what you want and need.

I look forward to connecting with you at one of our events this year.

Sincerely,

A handwritten signature in black ink that reads "Adam Vane". The signature is fluid and cursive, with the first letter of each name being capitalized and prominent.

ADAM VANE,
President, Teachers College Alumni Association

TEACHERS COLLEGE ALUMNI ASSOCIATION

The Teachers College Alumni Association is led by the Alumni Council, which 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

PRESIDENT
Adam Vane

PRESIDENT-ELECT
Patrick McGuire

STANDING COMMITTEE CO-CHAIRS

AWARDS & RECOGNITION COMMITTEE

Diana Newman
Mitchell Thompson

INTERNATIONAL OUTREACH COMMITTEE

Marion Boulton, Fred Brodzinski

NOMINATING COMMITTEE

Susan Diamond, Patrick McGuire

PROGRAMS & RESOURCES COMMITTEE

Peter Dillon, Jeffrey Putman

MEMBERS-AT-LARGE

Maritza Macdonald,
Maryalice Mazzara, Tara Niraula

HISTORIAN

James J. Shields

Meet the full Alumni Council
tc.edu/alumni/councilmembers

A SPIRITED DISCUSSION

The third installment of the TC Psychology Roundtable series, "The Psychological Impact of Spirituality," took place in November. Questions such as how spirituality helps people, what its physical effects are on the brain, and what it means to acknowledge spirituality in psychology research and practice were explored by a distinguished panel of faculty and alumni.



TOP: (From left to right): Suniya Luthar, Professor of Clinical and Developmental Psychology; Dale Atkins (M.A. '72); John Allegrante, Professor of Health Education and Deputy Provost; Thomas James, Provost and Dean of the College; Lisa Miller, Director of Clinical Psychology and Professor of Psychology and Education; and Betsy Schur Levy (Ph.D. '89, M.Phil. '87, M.S. '84).

BOTTOM: Miller, who directs what the *New York Times* has called the Ivy League's first master's degree concentration in spirituality and psychology, has championed spirituality as a powerful force in mental health and well-being.

ACADEMIC FESTIVAL 2013

TEACHERS COLLEGE COLUMBIA UNIVERSITY



THE FIFTH ANNUAL ITERATION of Teachers College's signature homecoming event took place on April 13. Themed "Celebrating a Tradition for Tomorrow" in recognition of TC's 125th anniversary, it was designed to "reflect our goal to honor and advance the TC legacy for generations to come," said TC President Susan Fuhrman. The day, which provided attendees with an opportunity to learn and engage with TC leaders and teachers and also to recognize and celebrate alumni, featured an exciting array of speakers and sessions. To read more about the talks or to watch some of them online, please visit tc.edu/festival

CALLING ALL ALUMNI



Update your information and share your story.

www.tc.edu/alumni/update

Connect to TC Alumni

www.tc.edu/alumni/connect



CLASS NOTES

ARTS AND HUMANITIES

ART AND ART EDUCATION

Shirley Goebel Christie (M.A. '75) is working at art museums in New York City, including MOMA with Rirkrit Tiravanija's "Untitled (Free)" and the Guggenheim's "Stillspotting nyc" and "Gutai: Splendid Playground" exhibitions (the last as a contributing artist).

APPLIED LINGUISTICS, TESOL

Sajida (Kamal) Grande (M.A. '65) is working with the U.S. military as a linguist in Afghanistan after teaching English for many years at the University of Nebraska at Omaha. Grande had to learn Pashto for this job.

ENGLISH EDUCATION

Laurean Robinson (M.A. '05) is currently teaching seventh- and eighth-grade classes at Miami Lakes Middle School, her alma mater.

MUSIC AND MUSIC EDUCATION

Stephen Cedermark (M.A. '08) teaches music in grades pre-K through 3 at P.S. 58 (the Carroll School) in Brooklyn. A story referencing his work at the school in cooperation with the Metropolitan Opera appears on page 36 of this magazine.

Michalina (Trucker) Fulmore (M.A. '06) received National Board Certification in Early and Middle Childhood Music.

Her elementary school chorus performed the "Star Spangled Banner" on the diamond at Citi Field before a New York Mets game. Last summer Michalina married longtime sweetheart former TC employee Clifford Fulmore.

Jazz drummer **Dustin Kaufman** (M.E. '12) was selected as one of 12 semifinalists for the 25th Annual Thelonious Monk International Jazz Competition. The winner will receive a \$25,000 music scholarship and a recording contract with the Concord Music Group.

Ja-Young Theresa Kim (M.E. '06) directed the inaugural season last August of the Hamptons Music Sessions, a summer music festival in East Hampton, New York. This year the event will run August 5–16. The festival's faculty members partake in the HMS Outreach Initiative, which creates scholarships for students unable to afford a music education.

SOCIAL STUDIES EDUCATION

John C. Golembe (M.A. '65) has retired from the Central Texas College Europe Campus. His first retirement was from University of Maryland in 2007.

Katherine G. Rodi (M.A. '95) is Director of the Office of Employee Relations at the New York City Department of Education. Previously she was a Senior Counsel within the

Department's Office of the General Counsel.

COUNSELING AND CLINICAL PSYCHOLOGY

CLINICAL PSYCHOLOGY

Ann Rowe (M.A. '81) authored *Creating Effective Programs for Gifted Students With Learning Disabilities* (Prufrock Press, 2013), a book on assessment and programming for gifted students with learning disabilities.

EDUCATIONAL PSYCHOLOGY

Sara Farber (M.A. '08) is a toy writer and content developer responsible for the jokes, songs and chatter emanating from many talking toys in your home. She also develops content for apps, digital books, virtual worlds and electronic games. After 15 years in the toy and children's media industry, Farber has started her own company, Galactic Sneeze, which she runs with her husband. They've created the board/party game Schmovie, which challenges players to craft witty titles for movies with outlandish premises.

PSYCHOLOGICAL COUNSELING

Mary E. Moran (M.A. '86, M.E. '87) was selected by her colleagues to serve as a Trustee on the New York Weill Cornell Medical Center Alumni Council Board (2012–2016). Moran was a

faculty member at Weill Cornell Medical Center in the Departments of Pediatrics and Adult Psychiatry. She specializes in Women's Behavioral Health & Psychology of the Workplace. She is currently in private practice and maintains her affiliation at New York Presbyterian Hospital-The University Hospital of Columbia and Cornell as consultant-liaison.

Ruth Nemzoff (M.A. '64) published her second book, *Don't Roll Your Eyes: Making In-Laws into Family* (Palgrave/Macmillan, 2012).

Pinar Ozbek (M.A. '09, M.E. '09) was elected Secretary General of the Turkish Psychological Association in October 2012.

Carol M. Wan (M.A. '03, M.E. '04) married Gary Wong in November 2010 and gave birth to Lia Hue Ting Wong in September 2012. She runs an educational consulting company.

CURRICULUM & TEACHING

CURRICULUM AND TEACHING

Marian Martinello (Ed.D. '70) continues in retirement to explore inquiry learning and primary source research in publication, in-service teacher education and museum education, especially pertaining to south Texas heritage. She serves as President of the

CLASS NOTES

University of Texas-San Antonio Retired Faculty Association, which is developing a history project in celebration of the university's 50th anniversary in 2019.

EDUCATIONAL ADMINISTRATION

William Levinson (M.E. '72, Ed.D. '73) published *Achieving Success for New and Aspiring Superintendents: A Practical Guide* (Corwin, 2011).

Jacob B. Padgug (Ed.D. '59) and his wife fulfilled a lifelong dream and made *aliyah*, moving to Israel and

becoming Israeli citizens on August 14, 2012. At 85, he was the oldest passenger on the charter flight full of Americans and Canadians making *aliyah*.

ELEMENTARY AND CHILDHOOD EDUCATION

Kelly Aramaki (M.A. '99), Beacon Hill International School Principal, was named the 2013 Washington State Elementary School Principal of the Year.

Michelle Dette Gannon (M.A. '02) has created the Language Playground, a company devoted to helping parents teach their children to speak a second language. Gannon and her team have

also developed Lingo's Market, an app that helps children learn how to spell and recognize more than 100 food items in French, English, Spanish or Mandarin.

Edna Ranck (M.E. '78, has published book reviews in the National Association of Early Childhood Educators' *Journal of Early Childhood Teacher Education* and OMEP's (the World Organization for Early Childhood Education) *International Journal of Early Childhood*, as well as an article on young children and geography in *Child Care Information Exchange* (May/June 2012). She served on the organizing committee for a Working

Group on Children's Rights for the World Forum Foundation and traveled to Campo Grande, Brazil, to present a paper concerning a trip that Walt Disney took to South America in 1941 at the invitation of the U.S. State Department. In September she met Isabelle Yelland, age one, the second great-granddaughter of her second husband, Dr. James G. Ranck, a 1955 TC alumnus.

HEALTH AND BEHAVIOR STUDIES

HEALTH EDUCATION

Rebecca Ackerman-Lieberman (M.A. '99) has



Help us Celebrate Our 125th Anniversary!

Please make a
special gift of

\$125

As TC celebrates its 125th anniversary as the nation's oldest and largest graduate school of education, your support of the TC Fund is critical in helping us strengthen our academic programs, build new initiatives, and lay the groundwork for all we hope to accomplish during the next 125 years. With your support, we can continue to shape the direction of the fields of education, health and psychology and add to the ranks of our more than 90,000 alumni who are building a better world.

Please make a special gift of \$125 to the TC Fund today. Visit www.tc.edu/supporttc, call 212-678-3411, or use the postage paid envelope in this publication.

TEACHERS COLLEGE COLUMBIA UNIVERSITY

helped launch a first-of-its-kind Education Entrepreneurs Fellowship at the Tennessee Charter School Incubator (TCSI). Lieberman is the Chief Talent Strategy Officer at TCSI and will be leading nationwide recruitment of top education reformers to turn around Tennessee's lowest-performing schools.

Harriet Fields (M.E. '71, Ed.D. '81) spent a month in Rwanda after a meeting with **Samantha Basile** (M.A. '11), Founder and Executive Director of the Mama Project, a not-for-profit organization that aims to increase the literacy and vocational skills of women in the eastern Democratic Republic of the Congo. Fields plans a return to Rwanda to bring university public health nursing educators to provide service learning and "train the trainer" experiences. While in Rwanda, Fields also met with the Rwanda Cinema Center and their Kwetu Film Institute to screen two films featuring her grandfather, comedy icon W.C. Fields, under the stars.

NURSING EDUCATION

Ani Kalayjian (M.E. '81, Ed.D. '86) spearheaded a humanitarian peace-building mission to Kenya, Rwanda and DR Congo in summer 2012. In December she chaired and organized an Interfaith Festival at John Jay College of Criminal Justice featuring meditation, interfaith prayers, visualization, yoga and chakra balancing.

Also in December, ABC-TV News and BronxNet TV interviewed Kalayjian about the psychological impact of the Sandy Hook Elementary School shooting.

Bridget Kumbella (M.A. '10) and **Monica Oberlander** (M.A. '87) are featured in *The American Nurse*, a coffee table book celebrating nurses across the country. Check out their interviews at american-nurseproject.com.

Sarah Steen Lauterbach (Ed.D. '92) will retire from Valdosta State University in Florida in May 2013. She will continue to teach in the bachelor's in nursing program at Florida Agricultural & Mechanical University.

Adrienne Wald (Ed.D. '10) joined the University of Massachusetts Boston in September 2012 as Clinical Assistant Professor and Director, Traditional and Accelerated Undergraduate Nursing Program in the College of Nursing and Health Sciences.

SPECIAL EDUCATION

Elaine Ruiz (Rodriguez) (M.E. '89, Ed.D. '94) is CEO & Founder of the International Leadership Charter High School (ILCHS) in the Bronx, created in 2006, a public charter that offers an academically rigorous college prep program. In December 2012 the school was ranked in the top 1 percent of all high schools, second among all charter schools and seventh among 500 New York City high

schools. At ILCHS, which has a 95 percent graduation rate, more than 85 percent of youth are the first members of their families to attend college.

HUMAN DEVELOPMENT

DEVELOPMENTAL PSYCHOLOGY

Elizabeth Griffiths (M.A. '08) and her business partner, Trevor LeVieux, founded Building Blocks Media, a San Diego-based educational technology company that has just released its first iPad app for kids. Called *Musical Paint*, the app features innovative technology that enables children to paint music.

Angela C. Santomero (M.A. '95) is helping a new generation of preschool "neighbors" experience the neighborhood of make-believe known as *Daniel Tiger's Neighborhood* on PBS KIDS. Santomero is a co-executive producer of the program and Founding Partner and Chief Creative Officer of Out of the Blue Enterprises.

INTERNATIONAL AND TRANSCULTURAL STUDIES

INTERNATIONAL EDUCATIONAL DEVELOPMENT

Colette Mazzucelli (M.E. '11), a graduate faculty member in Global Affairs on the NYU Woolworth Building Campus, received a 2013 NYU SCPS Excellence in Teaching Award.

The Pension Protection Act

The Pension Protection Act was approved by Congress for calendar year 2013 and provides for tax-free gifts to charities made directly from one's **Individual Retirement Account (IRA)**.

To take advantage of this opportunity, the following must occur:

- **You must be 70 ½ or older.**
- **You transfer funds directly from your IRA or Rollover IRA with the help of your plan administrator. 401k and 403b plans are not eligible giving vehicles.**
- **Your gifts are not more than \$100,000 in total.**
- **You make the gift to a charity like Teachers College.**

For more information on this gift option, please call the Development office at 212-678-3037

MATHEMATICS, SCIENCE AND TECHNOLOGY

MATHEMATICS EDUCATION

Julia Berger (M.A. '06) is working part-time on her Ph.D. in mathematics education at Syracuse University.

Karen Billings (Ed.D. '86), VP for the Education Division of the Software & Information Industry Association, was inducted into the Association of Educational Publishers Hall of Fame. The organization

2014 Alumni Awards

Help us celebrate the distinguished service and accomplishments of our alumni community! Teachers College's 90,000 graduates include leading educators, psychologists, administrators and other professionals. The Teachers College Alumni Association is seeking nominations for several **Distinguished Alumni Awards**. We invite you to nominate Teachers College graduates who have distinguished themselves in their fields; have earned a high degree of respect among their colleagues and in the general community; and whose impact has been felt on a regional, national and/or international level. A recent graduate who has been out of Teachers College

10 years or less, has earned distinction in her/his field, and demonstrates outstanding future potential will be honored with the **Early Career Award**.

The **Distinguished Alumni Award** and the **Early Career Award** recipients will be announced in December 2013 and will be honored during the **2014 Teachers College Academic Festival (April 2014)**. Final selection of recipients is made by the President of Teachers College upon the recommendation of the **Alumni Council's Awards & Recognition Committee**.

NOMINATION FORM

Select the award for which you would like your Nominee to be considered:

The Distinguished Alumni Award

The Early Career Award

Nominee's Name:

Nominee's TC Degree(s) including Year(s) Awarded and Program(s), *if known*:

Nominee's Phone Number:

Nominee's Postal Address:

Nominee's E-Mail Address:

Your Name:

Your Relationship to Nominee:

Your Phone Number:

Your Postal Address:

Your E-Mail Address:

Please respond to the following questions as completely and concisely as possible (attach another sheet if necessary).

1. What are your nominee's exceptional professional achievements and contributions or service to her/his field?
2. What impact has your nominee had on local, regional, national, and/or international communities?
3. What other attributes has your nominee demonstrated that qualify her/him to be honored by Teachers College with a Distinguished Alumni Award?
4. Is there anything else about your nominee that you would like the committee to consider?

Please submit/send complete nomination form information, along with your nominee's current resume or curriculum vitae (if available), **no later than September 1, 2013**, to: **Office of Alumni Relations, 525 W 120 St., Box 306, New York, NY 10027**. You can email your form to tcalumni@tc.edu or fax it to (212) 678-3723. For additional information, please call Teachers College Alumni Relations Office or visit its web site at: www.tc.edu/alumni/DAANominationForm

recognizes those who have dedicated their careers to the advancement of educational resources and the industry that develops and supports them.

John Selisky (M.A. '87, Ed.D. '94) was appointed Director of Mathematics at Minneapolis-based Data Recognition Corporation, which develops nationally recognized K-12 school assessment products for state and local education authorities.

ORGANIZATION AND LEADERSHIP

ADULT EDUCATION GUIDED INTENSIVE STUDY

William A. Howe (M.A.

'90, Ed.D. '91) has published *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills and Taking Action* (Sage, 2013), the core text for pre-service and in-service pre-K-12 educators in courses on multicultural education and diversity.

INQUIRY IN EDUCATIONAL ADMINISTRATION PRACTICE

Dana Diesel Wallace (Ed.D. '01) is the new Executive Director at the Vision Network of Delaware, a coalition of school districts and charter schools that focuses on building leadership capacity, strengthening instructional focus and developing a culture that supports

student success. The Network comprises 28 schools across eight districts, and three charter schools, which together serve 23,000 students in three counties.

HIGHER EDUCATION

Joseph Bertolino (Ed.D. '03) was inaugurated as Lyndon State College's 15th President in April. Prior to his arrival at Lyndon, he served as Vice President for Enrollment Management and Student Affairs and Associate Professor of Student Personnel at Queens College/City University of New York. Bertolino also served as the Dean for Community Development

at Barnard College of Columbia University and has worked in the New Jersey and Pennsylvania state higher education systems and the SUNY system. He received the University of Scranton's 2011 Frank O'Hara Award in Education.

Jeffrey S. Putman (M.A. '07, M.E. '98, Ed.D. '12) is the new Vice President for Student Affairs and Dean of Students at SUNY Downstate. Putman previously served as Downstate's Assistant Dean for Student Affairs. He is a current member of TC's Alumni Council, serving as Co-Chair of the Programs and Resources committee.

“My doctoral studies in higher education at TC have shaped me into the professional academic leader I am today.

As a proud alum, I continue to serve TC and its strong heritage in New York City and throughout the globe as President-Elect of the Alumni Council. I have included TC in my estate plans to ensure future leaders have the same opportunity I had while studying at Teachers College.”

– **Patrick P. McGuire, Ed.D.**
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IN MEMORIAM



Arlene Ackerman

Arlene Ackerman, TC's Christian A. Johnson Professor of Outstanding Education Practice from 2006 to 2008, died in early February. Ackerman served as Superintendent of Schools in Washington, D.C., San Francisco and Philadelphia. Student test scores rose in all three cities during her tenure.

In 2004 and 2005, Ackerman led San Francisco's schools to the highest achievement of any urban school system in California. In 2010 she received the Richard R. Green Award for Excellence in Urban Education, which recognizes the nation's top urban schools chief, from the Council of the Great City Schools. At TC, Ackerman directed the Inquiry Program and the College's [Superintendents Work Conference](#).



Donald Byrd

Donald Byrd (Ed.D. '82), the legendary trumpeter, composer and band leader, died in December 2012.

Born Donaldson Toussaint L'Ouverture Byrd, the Detroit native got his start with Art Blakey's Jazz Messengers in New York City during the late 1950s. After studying in France with Nadia Boulanger, he began incorporating gospel into his approach to bebop, featuring a gospel choir on his 1963 record, "A New Perspective." He later performed with Thelonious Monk, John Coltrane and Herbie Hancock, and also recorded a popular fusion/dance beat album, *Black Byrd*.

Byrd earned a law degree from Howard University and completed his doctorate at TC. He taught at several universities, including Columbia.



Elbert Fretwell

Elbert K. Fretwell Jr. (Ph.D. '53), Chancellor Emeritus of the University of North Carolina at Charlotte, passed away in October 2012. The son of TC alumnus Elbert K. Fretwell, who was Chief Scout Executive of the Boy Scouts of America, the younger Fretwell presided over a major increase in enrollment at UNC-Charlotte from 1979 to 1989. He created the institution's graduate school, brought its library's card catalogue online, helped set up a major business incubator, developed the neighborhood around the university and significantly increased academic grants.

In 1996 UNC-Charlotte dedicated its E.K. and Dorrie Fretwell Building, which houses the university's College of Liberal Arts and Sciences.



Martin Haberman

Martin Haberman (M.A. '57, Ed.D. '62), Distinguished Professor Emeritus at the University of Wisconsin-Milwaukee and the developer of methods for identifying teachers and principals likely to succeed in working with poor children, died in January. Haberman made teaching his life's work after passing a 30-word vocabulary test that enabled him to stay in college rather than serve in the Korean War. The Metropolitan Milwaukee Teacher Education Program, which he created to prepare teachers to work with poor urban children, became the model for the National Teacher Corps.

The author of *Star Principals: Serving Children in Poverty* (1999) and *Star Teachers of Children in Poverty* (1995), Haberman helped districts that serve at risk-students develop pipelines of principals and teachers.



Ronald A. Nicholson

Ronald A. Nicholson, a former TC Trustee who served during the presidencies of Michael Timpane and Arthur Levine, died in early March. Nicholson was a successful real estate developer who had attended Harvard Law School and was a member of the Bar in both Massachusetts and New York. In 1998, he and his wife, Patricia (Emsworth-Rodgers; M.A. '93), created the Nicholson Family Scholarship to support students in TC's Institute for Learning Technologies.

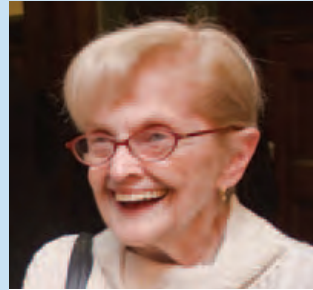
An Air Force First Lieutenant during the early 1950s, Nicholson supported the [Wounded Warrior Project](#), which seeks to help wounded service members return to full function in society.



E. Edmund Reutter

E. Edmund Reutter Jr. (M.A. '48, Ph.D. '50), Professor Emeritus of Education in Education Institutions and Programs, passed away in 2012. He earned his undergraduate degree at Johns Hopkins in 1944, and master's and doctoral degrees at Teachers College.

Reutter, who was 88, taught a widely admired class at TC on the legal aspects of education. His books included *Schools and the Law* (1980; part of the Legal Almanac series), *The Supreme Court's Impact on Public Education* (1982), and *The Law of Public Education* (2001; part of the American Casebook series).



Leah Cahan Schaefer

Leah Cahan Schaefer (Ed.D. '64), a pioneer in the study of women's sexuality and transgender health, died in January. She received TC's Distinguished Alumni Award in 2007.

Schaefer's 1973 book, *Women and Sex: Sexual Experiences and Reactions of a Group of Thirty Women as Told to a Female Psychotherapist*, grew out of her doctoral dissertation at TC, where she worked with Margaret Mead and Ernest G. Osborne.

Schaefer served as President of the Society for the [Scientific Study of Sexuality](#) and was a founder and two-term President of the organization that became the [World Professional Association for Transgender Health](#). She received the Association's Harry Benjamin Life Achievement Award.

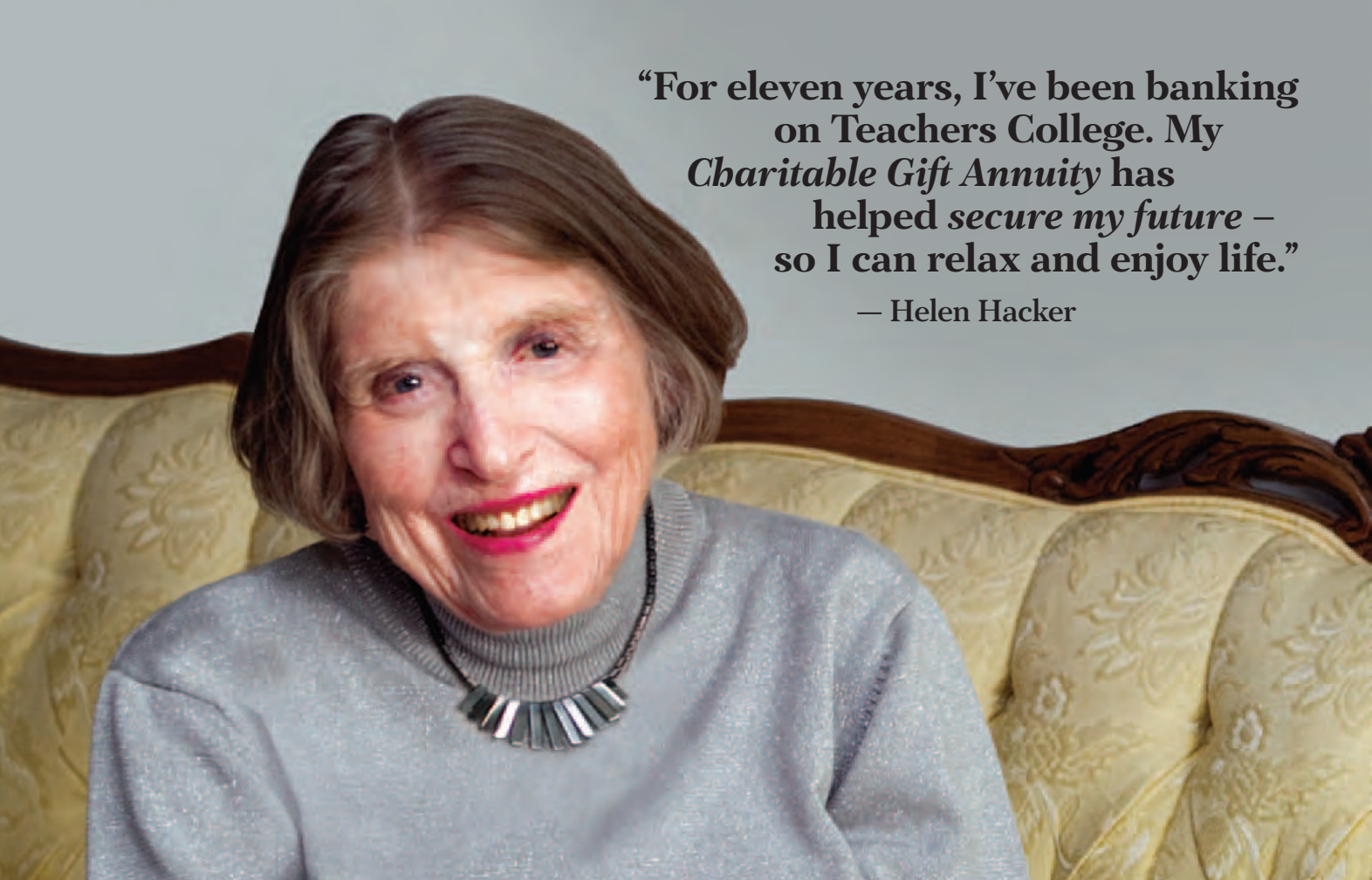


Marvin Sontag

Marvin Sontag, a former TC Associate Professor of Psychology and Education who taught research methods and statistics, died in November 2012.

A member of the National Council on Measurement in Education, Sontag was an authority on testing, evaluation and multinational research. He taught at New York University and City College and then worked for the New York City Board of Education. At TC, where he served as thesis advisor to more than 100 doctoral candidates, Sontag worked with the College's Head Start Evaluation Center and on numerous evaluations of educational programs in areas such as physician's training, computer-assisted instruction and minority youth services.

— REBECCA CHAD
AND HEATHER SMITELLI



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— Helen Hacker

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ALUMNI FOCUS

REBUILDING THE SOCIAL ORDER

SHE'S BEEN PRESIDENT of the Spencer Foundation, Charles Warren Professor of the History of American Education and Dean of Harvard's Graduate School of Education, and President of the National Academy of Education. So why is Ellen Lagemann serving time as Distinguished Fellow at the [Bard Prison Initiative](#)?

"I've always cared about civic education and social justice," says Lagemann, who is also Bard College's Levy Institute Research Professor. "Dewey believed knowledge should be evaluated according to its use. You don't learn to be a citizen by studying the Constitution. You have to know how to do things in the world."

As a Smith undergraduate, Lagemann worked on voter registration and raised money for shoes for children in the Mississippi Delta after attending a talk by Marian Wright (later Edelman). "I wanted to go to Mississippi, but my parents put the kibosh on that," she recalls. At her suggestion, TC later honored Edelman for founding the Children's Defense Fund.

Lagemann came to TC for a student teaching program at Benjamin Franklin High School in Harlem. She never participated – "They sent me off to work in Roslyn, Long Island" – but says her TC education "has deeply colored how I think, teach and view social problems. Today the fields once brought together in TC's Division One [Philosophy and the Social Sciences] have become separate and specialized. So many people do not value history in the professional study of education, but it's essential to an appreciation of how different social forces have melded to create the present."

Lagemann's advisor in the joint Columbia-TC History and Education doctoral program was Lawrence Cremin, Chair of Division One and later TC's President, who was writing a history of educational institutions from newspapers to county fairs. Cremin had studied under TC education sociologist George Counts, who authored the Depression-era pamphlet "Dare the School Build a New Social Order?"

"There's a direct line from Counts to Cremin to Lagemann," Lagemann says. "Counts left his books to Cremin, and I have many



Ellen Condliffe
Lagemann
(Ph.D. '78, M.A. '68)
sees herself as the latest in a line
of TC civic educators. That's
why she's teaching behind bars.

of Cremin's books. Counts wrote 'Dare the School Build a New Social Order,' and I'm working with the Bard Prison Initiative."

Under Cremin, Lagemann conducted a study of education's impact on the lives of women (including TC's founder, Grace Dodge), later published as *A Generation of Women: Education in the Lives of Progressive Reformers* (1979). She subsequently joined TC's faculty (and Columbia's history department) and edited the [Teachers College Record](#).

"I thought that producing editorials would push me to do a more direct, accessible kind of writing," she says. One topic, philanthropy, became such an interest that, in 1983, Lagemann published *Private Power for the Public Good: A History of the Carnegie Foundation for the Advancement of Teaching*. She became Spencer Foundation President in 2000, a time, she believes, when foundations were becoming overly agenda-driven.

"When foundations shut themselves off to over-the-transom proposals, the implication is that the board knows everything and people in the field are merely implementers," she says.

At Harvard Lagemann launched a Usable Knowledge initiative to translate research findings into practical applications for schools, colleges and policymakers. Last year, Lagemann and computer scientist Harry R. Lewis argued in *Harvard Magazine* that universities must once again instill "the values, ideals and civic virtues on which American democracy depends."

Instilling those values has become Lagemann's full-time work. "The national recidivism rate is well above 50 percent, and ours is about 4 percent," she says of the Bard Prison Initiative. "Our people go on to graduate schools and highly paid jobs and volunteer work. Clearly we need a more porous education system, so that people who drop out or flunk out can keep coming back."

Lagemann is writing a book on that work aimed at a general audience. "Dewey said we create democracy by educating people," she says. "That's Counts, that's Cremin and that's me, too." – **Joe Levine**

SMILING TO KEEP LEARNING

IF YOU EVER VISIT an SAT test session and all the students are smiling, it probably *won't* mean that test design has improved. Instead, you'll know that Saadia Khan was right: smiling to induce recall of a positive memory can boost comprehension. If test-taking has moved into virtual environments by then, the students may be making their avatars smile, too. That will mean Khan was right again: virtual smiling also produces good results.

It's no accident that Khan, a post-doctoral research fellow and adjunct assistant professor, is interested in the role of emotions in learning.

"My story," she says, "is about learning to keep smiling. I want to help people regulate their emotions in learning because doing that helped me through some amazingly difficult times."

Born in Pakistan – a country, she says, where even today education is "not a priority, especially for women and girls" – Khan was mentored by her grandfather, Ghulam Yasin Khan Niazi, Director of the region's Board of Education and his tribe's first member to earn a doctorate.

"He had a library, and I'd spend time there with him and his books," recalls Khan, a small, blond-haired woman with a sparkling smile. "Normally the attention would have focused on my brother. But because he was truly an educator, my grandfather saw something in me, and we discussed ideas as equals."

Khan grew up speaking Urdu, Punjabi, Saraiki and English. In college, she studied psychology, graphic design and computer technology. After founding a commercial graphic design firm, she came to the United States to earn a master's degree at New York Institute of Technology and then an Ed.M. and Ed.D. at Teachers College. Ultimately she decided that her real *métier* lay in researching questions about learning itself.

At TC, Khan assisted the pioneering technology researcher Ernst Rothkopf. She worked at the College's [Institute for Learning Technologies](#) managing a National Science Foundation project to develop a more design-focused, less math-driven curriculum for undergraduate engineering students. She completed her master's degree, was accepted to the Ed.D. program and got married, to boot.

And then the world turned upside down. While Khan and her husband were visiting Pakistan, the attacks of September 11 took place. Khan was unable to return to the United States for several



Saadia Khan
(Ed.M.'99, Ed.D. '12)
is demonstrating that
emotions have a major role
to play in education.

years, and at one point her brother died suddenly.

She made the best of "a very bad period," teaching at Ali Institute of Education and winning a grant from the Canadian International Development Agency to integrate human rights and conflict resolution education into Pakistani schools.

"We trained principals and teachers, and the children's attitudes changed," she says. "It gave me hope that you really can bring about change."

In 2005, Khan reconnected with Rothkopf, who helped her return to the United States. Back at TC, she teamed with John Black, TC's Cleveland E. Dodge Professor of Telecommunications and Education, who has shown that digital technology can promote "embodied cognition" – a fuller understanding that flows from the learner's ability to create both a mental and perceptual simulation of a concept or process (see story on page 26).

With Black, Khan has explored "surrogate" embodied cognition, or learning enhanced by the imagination. The two have shown that graduate students who supplement their reading of historical texts with avatar role-play in a virtual environment understand the material better and feel more motivated to learn. Khan has extended that line of inquiry with

her focus on emotions. Her theory that positive feelings can also boost learning is solidly rooted in biology: a brain region called the amygdala is activated in both learning and positive emotion.

Recently Khan launched the New York chapter of the Immersive Education Initiative, a non-profit international consortium that's defining and developing open standards, best practices, platforms and support communities for virtual reality and game-based learning and training systems. Black and Steve Peverly, Professor of Psychology and Education, serve on the chapter's Board of Governors. Thanks to Khan, TC will host immersive education's first research conference next year.

Khan credits her grandfather's inspiration for much of her success. "When I was in Pakistan, I visited his grave, and I met a man, a former student of my grandfather, who'd brought his two sons to pay his respects. The man told me that he wouldn't have made it to where he was in life without my grandfather's help. That made me feel really good because that's what life should be about – helping other people." – **Joe Levine**

HIS ASSIGNMENT: HELP CLOSE THE GAP

“AFRICAN AMERICANS are not thought to value achievement, and when they do achieve, it’s seen as the exception,” says David Johns (M.A. ’06). “We have the opportunity to disrupt those assumptions.” No one has a better opportunity than Johns, 31, who this past February was appointed Executive Director of the [White House Initiative on Educational Excellence for African Americans](#). Created by executive order, the initiative coordinates efforts among federal agencies and community and corporate partners to produce a more effective continuum of education for African Americans, from cradle to post-college career.

“I’ve been preparing for this job my entire life,” Johns says.

Johns was raised by his mother in the predominantly minority Los Angeles suburb of Inglewood. As a teenager, he rode the bus for an hour each way to attend a charter school. After teaching kindergarten and third grade in New York City at The School at Columbia, he came to TC to study classroom and community dynamics. But along the way, Johns discovered the world of education policy through sociology courses taught by Aaron Pallas, and after graduating, he headed to Washington, D.C., as a Congressional Black Caucus Foundation Fellow.

“I came to Washington to make a more systemic impact,” he says. “It’s important to find ways to scale-up best practices, using policy as a tool.”

Johns worked as an aide to Congressman Charles Rangel and then became Senior Policy Advisor to the Senate Committee on Health, Education, Labor and Pensions. The committee’s chair, Senator Edward Kennedy, had played a key role in the passage of the federal No Child Left Behind Act (NCLB), and Johns shared his hopes that the legislation would narrow the nation’s education achievement gap. Today he acknowledges the Act’s shortcomings, but believes that by disaggregating test-score data by race and income-level, NCLB forced school districts to stop hiding behind overall performance.

“By shining a bright light on the disaggregated data, we’ve been able to have a more thoughtful conversation on underachievement among African-American students,” he says.

In his new post, Johns looks to improve the quality of pro-



David Johns (M.A. ’06)
has spent his life thinking about
how to improve educational
outcomes for African Americans.
Now that’s his job – at the
White House.

grams for African Americans while also expanding access to educational offerings. He envisions an effort that begins with prenatal programs to teach parents about the intentional development of literacy and numeracy skills among the very young. In K-12, his goals include increasing the number of well-prepared teachers and administrators, encouraging more public-private partnerships, improving school safety and supporting community-based programs that develop well-rounded students. He also wants to help African-American students identify institutions and programs that best fit their needs.

But perhaps nearest to his heart is a broader goal: to reframe the narrative around educational excellence, especially for African-American boys, whom he says are too often stereotyped as disinterested in learning or academic achievement.

“Black masculinity and black masculine identity are social constructs,” he says. “History and sociology are ways to understand how black men like James Baldwin and Richard Wright have used those constructs to offer reimagined understandings of the very complex and complicated social beings we are.”

Achieving these goals will be a highly political process, and Johns certainly has the right resume. During the 2012 presidential election, as the Obama campaign’s policy and research director, he spent nine months in the swing state of Nevada, talking to voters about their concerns and spreading the word about the administration’s programs.

“My challenge was to communicate the administration’s investments, outside the D.C. bubble,” he says.

On election night, he kept vigil at polling places in North Las Vegas, urging voters to have patience as they waited to cast their ballots. Obama won Nevada by six percentage points.

“David’s enthusiasm is infectious,” says Pallas of his former student. “His dual orientation to scholarship and activism make him an excellent choice to head this new initiative.”

Johns knows he will need to call on both of those skills. “There’s still so much work to be done,” he says.

– David McKay Wilson

PROGRESSING BEYOND HIS COMFORT ZONE

TO SEVEN-YEAR-OLD Richard Alexander Jr. in 1924, Teachers College, where his father – Tom Alexander, an expert on German progressive education, had recently been hired as a professor – felt like home.

In Tennessee, Richard had gardened and swam at the Peabody Demonstration School, founded by his dad at the George Peabody College for Teachers. He'd visited with "Uncle Will" – William F. Russell, son of TC Dean James Earl Russell, and Tom Alexander's close friend. At TC, with its International Institute, progressive ethos and community of faculty families, "I was in my comfort zone," says Alexander, 95.

Alexander and his sister Mary grew up in Seth Low Hall and attended TC's Lincoln school. Tom Alexander worked with William Heard Kilpatrick, George Counts and Paul Monroe. Between 1925 and 1936, Richard often lived in Berlin, first with his mother and sister while he attended the Karl Marx Schule, founded by the Deweyan educator Fritz Karsen, and later through TC.

In 1932, Tom Alexander (backed by William Russell, now TC's President) became founding dean of an institution within TC that sought to remake society during the Great Depression.

New College, as it was called, "was the most significant block of formal education I ever had," says Alexander, who enrolled the day he graduated from Lincoln. "The philosophy was about learning to live with others from different cultures and seeing how we get our food in the world. Throughout my career as a teacher" – first at Springdale, a boarding school created by New College, and then as an education professor at Adelphi and Ball State Universities – "I thought about how we did things at New College."

New College's "orientation" consisted of six weeks on a 1,000-acre working farm in western North Carolina. Back at TC, Alexander wrote papers on how access to transportation affected literacy in North Carolina's Haywood and Jackson counties. He taught at the Speyer School, TC's pioneering community school. He met his future wife, a Tennessee farm girl named Margaret Pitts. And, of course, he spent his study-abroad semesters in Berlin.

But trouble was brewing. In Germany, the Nazis came to power. They closed the Karl Marx Schule, and Fritz Karsen fled



With World II, life at TC and beyond changed dramatically for Richard Alexander (M.A. '41). So, ultimately, did he.

the country. Alexander's best friend, a Jewish classmate named Max Koesten, disappeared.

At New College, enrollment was declining. Tom Alexander came under fire, both from conservatives who accused the school of espousing communism, and from the left for his German connections. Richard Alexander found himself half-seriously accused by friends of having Nazi sympathies.

"I was always a Germanophile – Germany was a second home," he says. "But I saw what happened to Max and to Dr. Karsen. I saw the military development and the riots. It tore me apart."

In 1939, New College closed, though its students were allowed to continue at TC. In October 1942, Richard Alexander was drafted and fought in Europe with the 83rd Infantry Division Artillery.

"My comfort zone changed," he says. "I had been brought up during the 'no more war' era, but the Germany I knew, I saw going down the tube – and I helped push them down the tube, all the way from Omaha Beach to the Elbe River, 40 miles from Berlin."

After New College closed, alumni and former faculty founded, led and taught at institutions around the world. Tom Alexander

worked in Germany with Lucius Clay, the U.S. military governor, on the postwar reorganization of German schools. At Ball State, Richard Alexander created a foreign exchange program with England's Keele University that continues to this day.

"The seed was spread when New College closed," he says. "Long-term, that probably was more valuable than if everyone had stayed at TC."

In 2006, Alexander received a call from a graduate student at the University of Illinois who had read an account by Alexander of his experiences before and during the war. He had located a man named Max Koesten living in Brazil. A year later, Alexander spoke by phone with his long-lost friend.

"It's a small world," Alexander says. "It boggles your mind."

– Joe Levine

The New College Scholarship is an endowed fund established by Richard Alexander to support TC students in the [Department of Curriculum and Teaching](#).



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