Faculty Spotlight:
**Dr. Robbie McClintock, CCTE Program**

After over 40 years of teaching at Teachers College, Robbie McClintock, the John L. and Sue Ann Weinberg Professor in the Historical and Philosophical Foundations of Education, is retiring this semester. Growing up in a small town in Pennsylvania, just across the Delaware near Princeton, he reflects on his childhood as pleasant and semi-rural. During his younger years, he would explore the outdoors and tinker with the family farm’s set of tools. When he was about 12 years old, he had a friend whose father owned a trucking company, he and his friend “were able to design and build go-carts and would race them all over the fields and through the woods.” It seems that McClintock was a born engineer. **Continued on page 2.**

Robbie McClintock
Robbie McClintock – Continued

Although he lived in Pennsylvania, his parents believed that he would receive a better education in New York City. From third grade on, McClintock attended school in Manhattan and he “had this dual existence and did not know whether [he] was a city kid or a country kid.” Both of his parents worked in New York City, his mother a dress designer from the 1930s to late 50s and his father worked in investment banking. A fond memory that Robbie has from his childhood in Manhattan is that his mother had her design studio in a large industrial building in Herald Square. During the Thanksgiving Day Parade, Robbie invited his friends to the studio to watch the parade in the large windows where the parade would have its finale.

Dr. McClintock graduated from Princeton University and continued on to Columbia University where he received his Ph.D. in History & Education in 1968. During the mid-1970's, he become aware of the possibilities of word-processing and computers. He pursued it as a tool but then “became fascinated by it as a cultural force.” McClintock, in 1982, learned more about what goes on inside a computer and was interested in figuring out how it would affect educational practice. The then president of Teachers College asked Robbie to chair the Computing and Education Department (which was not part of the Mathematics, Science and Technology Department at the time). This new direction in his position at Teachers College lead him to want to learn more about technology and computer science. He took Dr. Bruce Vogeli’s Pascal course and became a pretty good programmer - yet he considers himself a hacker and “accidental technologist.”

Robbie McClintock has always tried to bridge the gap between technology and education. “In the late 90's, I decided that every kid in the world should have a laptop, it was too expensive then and is still expensive, but it’s getting there.” During 1991-1995, he was the co-director for The Dalton Technology Plan a $3.4 million project. From 1996-2001, he was co-principal investigator on The Eiffel Project: New York City’s Small Schools Partnership Technology Learning Challenge that was funded by $7,094,741 over the five years from the U.S. Department of Education, along with $11.2 million contributed by participants. With many other research and development projects, he most recently is working as a principal investigator for www.studyplace.org with the Columbia Center for New Media Teaching and Learning. This website is “a global pedagogical commons, a repository of knowledge and thought, free and open to all, in which we assemble and advance the world’s responses to this basic question, ‘What educates?’”

During his teaching at Columbia, he has taught a variety of courses. The course, Design and Communication in Contemporary Thought, stands out in his memory. “I enjoyed giving it a great deal. It was a course that looked at a lot of different kinds of ideas about the design process and the infrastructure of communication as a support for design activities.” From 1986 to 2002, he directed the Institute for Learning Technology, and shortly after decided that he wanted to go back to being primarily a cultural historian. “I wanted to write history rather than directing projects - so I have been teaching more courses in social thought and the history of ideas about education for the last 10 years.”

Now looking towards retirement, “I want to be free from the academic calendar. I want to devote more of my effort to writing; and I don’t need to be an active professor in order to do that. Although, I will miss the classroom and teaching.” He has many projects currently in progress. McClintock and his wife, Maxine, have been working on a book, Emilia: The City as Educator, a tribute to Rousseau’s Emile, which they are publishing online at www.studyplace.org. Another collaboration between Robbie and his wife, who is a TC graduate, is a children’s book whose main character is a little toy giraffe (with a very short neck) named Jake-ee. The stories follow Jake-ee, a spunky Upper West Sider, traveling through Scandinavia. The tales are based on Robbie and Maxine’s own six-week experience through Scandinavia. Robbie is very comfortable being abroad – he lived in Germany for a year and had a summer job in Switzerland as a young adult. Although, he considers himself a “true New Yorker”, he feels he knows Europe better than the United States. “I probably spent a dozen
summers in Europe, I did research in Spain, and spent time in Germany and France. I really look at New York City as an European city.” With all of the important contributions that Robbie McClintock has made to Teachers College and education as a whole, it seems that rather than backing down for his retirement, he is revving up his voice as an intellectual and entertaining writer.

Please join us for a guest lecture to honor Robbie McClintock by René V. Arcilla, Associate Professor of Educational Philosophy at NYU Steinhardt, titled "An Existential Basis for Study." Thursday, May 12th, 2-4pm, Cowin Center Auditorium, Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027. Please RSVP by Friday, April 22nd, 2011 at http://www.tc.edu/events/9233

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**Alumni Spotlight: Dr. Jenny Ingber, Ph.D. Science Education, 2009**

Dr. Jenny Ingber, a recent graduate of the Science Education program, grew up outside of Chicago in a suburb called Arlington Heights. Her parents helped fuel her love of science by taking the family to Chicago’s many museums and aquariums. During elementary and secondary school, Jenny was recognized for her excellence in science and was recruited to enroll in honors science courses. Jenny continued on to graduate from the University of Miami with a Bachelor of Science degree in Biology. It was through the University of Miami that Jenny became interested in the possibility of becoming a science educator. “In my freshman year, the School of Education sent a letter to all mathematics or science majors that stated if they take an entry level education course they will receive $1,000 off of tuition – I never thought about being a teacher, but the offer was too good to pass up, so I took the course and enjoyed it so much that it lead to me being a secondary education minor.” This program advertisement should be used more often if it helps create such wonderful science educators like Ingber.

After graduation, Ingber moved to New York City and began teaching at the New York City Lab School for Collaborative Studies. She wanted to keep learning more about education, so while still teaching she completed her Masters of Arts in Teaching Chemistry degree at NYU Steinhardt. The desire to learn even more caused Jenny to continue her education at Teachers College. She finished in May 2009 with her Ph.D. in Science Education. During her doctoral studies, Dr. Ann Rivet asked her to collaborate on a NSF funded curriculum development project. “Ann is a really spectacular mentor, curriculum development is her strength. Being able to think about curriculum in a more holistic way, with all of the moving parts that are involved in putting a curriculum together – from getting kids interested in the content, to assessing their understanding of it – that hands-on practice of learning the developmental process has served me a lot in my own work.” Through this experience of working collaboratively with many educators, Jenny has been asked to do consultation work with National Geographic, the University of California, Los Angeles, Northwestern University, and multiple other institutions.

Even before graduating from TC, Jenny was already playing a leading role in science education. Around five years ago, she helped open a NYC Center for Space Science Education through the NYC Department of Education with Megan Roberts. Jenny developed curriculum for the Center by
organizing student field trips to the Center. This role grew to creating more professional development experiences. The Center, with Jenny’s involvement, co-authored a curriculum with the American Museum of Natural History. Jenny is currently working at Bank Street College of Education as a science educator and Director of Tiorati Nature Programs. This program is “a collaboration with the Palisades Park Commission at Harriman State Park. Students have field trips there and we create professional development opportunities for the teachers. It’s great to design a curriculum so that kids can have that outdoor experience as part of their science program at school.”

It seems that Jenny is a natural leader and creative mind in science education. Some of this might have been cultivated from her mentors at TC, “watching and learning from Drs. Rivet and Moore Mensah, and the work they were doing made me realize it is the kind of work I want to be doing.” Jenny believes that being a part of TC’s Science Education Program, both as a student and as an instructor, has created a lot of opportunities for collaboration with very talented people. A current project for Jenny is working with Mediated Spaces, Inc who design educational iPhone applications and other technology-based programs. The project is “for kids to have the opportunity in citizen science; basically kids can go out and collect data in their local environment to make observations of birds, for example, and then they can upload it using their iPhones to an website. Then the data is sent to scientists who can use that data to inform their own research. We are working with a group of 6th grade teachers to implement the program in their classrooms.”

Besides being an exceptional science educator, Jenny and her husband both enjoy competing in triathlons. For the past three years they have been training and completing triathlons in NYC, Chicago, and Malibu, to name a few. Jenny is a sports enthusiast, and although she’s a Chicago Bears fan, she says she can “tolerate the Jets.” Traveling is also an enjoyable activity for Jenny and her husband – last year they had the luxury of driving from California to New York, making stops at the Grand Canyon and Aspen. Jenny shares her love of education with her younger brother who is a second grade teacher in a suburb of Chicago. In such a short timespan, Jenny Ingber has accomplished so much that one can only expect that she will continue to be an excellent leader in science education.

Current Student Spotlight: Nathan Alexander, Doctoral Student in Mathematics Education Program

The future looks bright for Nathan Alexander, who is finishing up his second year towards his Ph.D. degree in the Mathematics Education Program. Growing up in North Carolina, he has a southern charm rarely found above the Mason-Dixon Line. Nathan has been an intellectual his entire life. In elementary and middle school, he played the cello in the orchestra and performed with a children’s theater. His focus soon shifted from the arts to academics. “In high school, I had a really wonderful mathematics teacher, Mrs. Whitner, she was also the National Honor Society’s (NHS) advisor. She was very encouraging and to make sure I was included in the NHS, my studies became even more important, which lead me to become the President of the Mathematics Club. That’s what sparked my interest in doing well in mathematics.” Even at a young age, Nathan understood the power of education. During an election for homecoming king as an undergraduate, his platform was ‘E.D.U.C.A.T.E. with Naite’ – (he intentionally spells his name with an ‘i’ due to three other Nathans in his elementary class). The focus
of the campaign was “the need for older students to mentor and spend time with high school and middle school students discussing education and focusing on academic success and how it effects their future.”

Nathan enrolled at the University of North Carolina at Chapel Hill (UNC) and majored in mathematics. He jumped into Calculus III his first semester but felt he needed some extra support to really understand the concepts – so he visited the math help center. The place that aided Nathan also turned out to be a new opportunity for him to help other struggling students. He began tutoring other students and the position “changed my relationship with the mathematics department.” Noticing Nathan’s strengths, the mathematics department hired him to be an undergraduate TA during his junior and senior years.

During his time at UNC, Nathan studied abroad in Singapore at the National University of Singapore. The program required students to take a course in the history of Singapore – this lead him to studying sociology courses in the faculty of Arts and Social Sciences. His interest in this field extended once he returned home and he completed a double major in mathematics and sociology. He enjoyed learning about the connections between mathematics, education and sociology, which is evident by his sociology senior thesis about the relationship between parents’ education levels and students’ academic achievement in college. Nathan wanted to continue his education, so he began his graduate studies at New York University’s Steinhardt School of Education.

After completing his Master of Arts degree in Mathematics Education, Nathan decided to work for a non-profit organization full-time while teaching mathematics part-time in after-school programs. After a year, he wanted to further his education even more and enrolled at Teachers College. He soon became very busy mentoring at a few additional after school programs, working as a math buddy through TC’s EdZone and teaching at the Borough of Manhattan Community College. All of those activities still occupy Naite’s time, yet he still has energy to fully commit to his coursework. “One of my favorite professors is Dr. Smith. He is just amazing – I’ve had him for three semesters and enjoyed every single class session. He explains the material well and makes it fun. In his classes, I feel as if I have a voice. He does this with all his students – with sometimes rather large classes. He creates a community in our classes. He is in a lot of ways what I hope to be for my own students.”

Nathan’s research focus has drawn him to Dr. Erica Walker. “She is wonderful. We have been working closely together on common research interests, and it’s been very easy, almost effortless, to have discussions about our work.” Nathan’s current work surrounds urban males’ peer networks and academic communities and their relationship to mathematics attitudes and mathematics success, primarily in out-of-school spaces. Nathan is always looking towards the future. He envisions himself teaching at a university or college in a mathematics department where he can conduct research on mathematics education while also teaching developmental mathematics courses. “It would be kind of nice to teach those students where it might be their last semester learning mathematics, and hopefully have them leave on a high note.” Teaching is a passion for Nathan. Through this love, he and his business partner, Marbin Tavarez, established a non-profit organization in 2009 named New Day Initiative. Together they use mathematics and art to engage students enrolled in after-school programs.

Besides being interested in dancing (he was a lead choreographer at UNC), Naite collects black and white postcards of influential people, which line the walls in his apartment. Traveling is also one of his interests. After Singapore, he traveled to Italy, Sweden, the Caribbean; his most recent trip was to Barbados. Naite describes his future work in mathematics education research by stating, “there is a lot of work to be done – there are some serious issues of equity in mathematics that need to be resolved. Of course I want to contribute as much as I can, so hopefully the problems that currently exist will lessen.” It is evident that the field of mathematics education should expect great things from Nathan Alexander.
Mathematics Education Study Tour of India:
January 4 – 17, 2011

Dr. Stuart Weinberg and Dr. Lisa Evered visited India along with fifteen graduate students from the Mathematics Education Program to participate in epiSTEME’s 4th international conference in “Research on Science, Technology and Mathematics Education” at the Homi Bhabha Centre for Science Education (Tata Institute of Fundamental Research) in Mumbai. The epiSTEME conference was unique as they brought together researchers in science, technology and mathematics education in an interdisciplinary exchange.

The study group then visited Rajasthan where they visited the Thar Education Rural Development Society (TERDS), Thar School at Osian in Jodhpur to work with teachers, administrators, and students of the School. The Thar School – Osian was started by a group of social workers from the fields of education, management and technology under the guidance of Teachers College alumnus, Deepa Rani, who is currently working in Nigeria, Cross River State, for first lady Mrs. Obioma Imoke to develop inquiry orientated science curriculum – Project Based Science at Surefoot American International School Calabar Nigeria.

Drs. Weinberg and Evered along with guidance from the TERDS management and advisory council conducted a workshop on “Mathematics Teaching” for teachers from elementary, middle and senior schools of Osian public and private schools at the Thar School – Osian. Around 80 teachers from rural village schools attended the workshop where Dr. Evered presented and interacted with teachers on how to solve several mathematics problems, such as, finding the age of the teacher without using pen and paper. Dr. Weinberg presented, discussed and solved problems on finding average rainfall and volume of rainfall area at three places of Rajasthan using different methods and techniques. He had involved Teachers College students in a group of four to guide participating rural teachers in this interactive problem-solving workshop. It was a unique experience for teachers from rural parts of Rajasthan to learn the techniques and methodology of solving mathematics problems in creative ways and thereby develop more interest in students to explore mathematics.

Dr. Weinberg, Dr. Evered and Mahindra Dogiyal, the VP of TERDS, also participated in workshops in mathematics teaching given by Dr. Radha Krishnan from the Women Teacher's Training College in Dahisar, Jodhpur. Dr. Evered presented and discussed mathematics modeling techniques and problem-solving skills; it was a very creative workshop with B.Ed. students on how to teach mathematics to their students at all grade levels.

TERDS also coordinated and arranged the study tour to interact with students, professors Dr. Niraj, Dr. Anupam and Dr. Sandeep and other scientists of IIT Rajasthan where they shared and exchanged ideas on $35 tablet design and its implementation in social development of India in the area of healthcare, education and rural development. The TC group also visited IIT Rajasthan research labs and its multi-dimensional curriculum for their undergraduate and graduate students.

Later in the week they explored the Kite Festival at Jaipur and visited the Sariska Tiger Reserve in Sariska, Rajasthan to study the implementation of technology on tracking the tigers in the reserve. It was an amazing experience for the study tour to interact with wildlife expert, Mr. Dinesh Durrani, who is also the Secretary of Sariska Tiger Foundation, and the DFO of the Sariska Tiger Reserve. Dr. Weinberg, who is associated with the Wildlife Conservation Society (WCS) in New York, offered his services to help conserve the wildlife in the Sariska Tiger Reserve with the help of his fellow volunteers from WCS.

During the last leg of the study tour, the group visited the Taj Mahal Agra and enjoyed the beauty of this giant structure. They were very impressed with the maintenance,
India Study Tour – Continued

security and cleanliness around the Taj Mahal. During their two-week stay, the study tour learned a lot of new things about India’s cuisine, hospitality, and views on art, science, technology and cultural issues.

Mathematics in American Colleges:
“Winning the Future” Forum
Written by Heather Gould, Mathematics Education

On Saturday, February 12, 2011, the Program in Mathematics at Teachers College presented a forum entitled “Mathematics in American Colleges: ‘Winning the Future’.” The program featured four former university presidents and presidential advisors, each a current visiting professor in the Program in Mathematics Education. This event was free-of-charge and open to interested members of the mathematics education community, including graduate students, mathematics professors, department chairs, and high school teachers and principals.

The forum kicked off with a keynote speech given by Dr. Daniel Goroff, whose many accomplishments include positions as program director for the Alfred P. Sloan Foundation, President Obama’s Board of Scientific Advisors, and dean of faculty at Harvey Mudd College. The keynote speech, “Mathematics and Higher Education: Some Economic, Political, and Pedagogical Perspectives”, described the changing role of higher education in the United States and how institutions of higher education need to adapt. The use of technology in higher education was also examined, as was Washington’s increased focus on science, technology, and innovation.
“Winning the Future” – Continued

The keynote speech was followed by a panel discussion featuring Dr. Goroff, Dr. Joel Cunningham (President Emeritus – University of the South), Dr. Neil Grabois (President Emeritus – Colgate University; Mathematics Chairman and Dean – Williams College), and Dr. J. Philip Smith (Mathematics Chairman, Dean, Provost, and President – Southern Connecticut State University). These four distinguished scholars answered questions from the community regarding a wide range of issues in post-secondary mathematics education including curriculum, the “adjunct situation”, technology in education, and professional development.

The day concluded with five breakout sessions. At these sessions, attendees participated in discussions led by one of the four panelists or Dr. Walter Meyer (Professor – Adelphi University). These smaller groups gave the attendees the opportunity to have their questions addressed by a leader in the field as well as their peers. Some major issues discussed during these sessions were curriculum, mathematics remediation, and international comparisons.

The informative and enlightening “Winning the Future” forum was the first in a series of mathematics in higher education events offered by the Program during the Spring 2011 semester. Each event in the series will be free and open to the public and will occur on Wednesday evenings from 7-9pm in 140 Horace Mann. The next five events and dates are as follows:

- February 23 – The Place of Mathematics in 21st-Century College and University Curricula
- March 9 – Pedagogy, Means, and Methods
- March 23 – Assessment at Many Levels
- April 6 – The Arc of Professional Life for Post-Secondary Mathematics Educators
- April 20 – The Global Context for American Post-Secondary Mathematics Education

Those interested in participating in any of these events are asked to fill out an online reservation and can contact tcmath@tc.edu or call (212) 678-3381.
CCTE’s IDesign Lab Opens Up for Public School 2nd Graders in the Community

Communication, Computing and Technology in Education (CCTE) graduate students have developed technology activities that allow community 2nd graders from PS 36 to express their knowledge of science concepts. In collaboration with the Hollingworth Science Outreach for Young Learners project and PS 36 second grade teachers, CCTE students are introducing these youngsters to past and present scientists while incorporating technology to support their Science, Technology, Engineering, and Mathematics (STEM) curriculum.

Advised by Shawna BuShell as part of CCTE’s Internship Program, these graduate students assist in developing comprehensive technology lesson plans that connect to the students’ current study topics. Beginning in Fall 2010, six classes, nine teachers and aides, and over 100 students participated in this collaborative project.

Along with the introduction to the scientists, the students will focus on a particular concept that parallels their scientific interests, such as, Garret Morgan and the electric closed circuit, George Washington Carver and capillary action, and Mae Jemison and gravity. To express these concepts the students have used word-processing programs to present vocabulary words and drawing technologies to create illustrations.

A great example is students using arrows to illustrate raindrops in the demonstration of capillary action in plants. The arrows face down when they represent rain and face up when they represent the water being used by the plant. The students enjoy the use of the iDesign Lab; the computers and available software allows them time to create and express themselves in an environment they may not typically have access.

Student’s expression of capillary action in plants
Recent Science Education Graduates to Present at the 2011 NSTA National Conference

Dr. Jessica Riccio is proud and excited to share that two groups of students from the 2010 Science Preservice Cohort will be presenting action research projects that they created in MSTC 4761 at the 2011 NSTA National Conference in San Francisco, CA.

The first group is titled, *The Importance of Effective Communication Between Teachers and Parents*. Through research in schools we have determined effective strategies for parent communication and involvement. Presenter(s): **Ava Mobini**, M.A. ‘10 (Teachers College: New York, NY); **Rebecca L. McCoy**, M.A. ‘10 (Sunrise Mountain High School: Las Vegas, NV); **Nathan Finney**, M.A. ‘10 (Teachers College: New York, NY); **Suzanna Szalai**, M.A. ‘10 (Teachers College: New York, NY); **Elise Paul**, M.A. ‘10 (Teachers College: New York, NY).

The second group is titled, *Nature of Science: An Action Plan Promoting Student Understanding*. We developed an action research plan that examined why many colleagues have struggled to implement nature of science within daily lessons. We'll share multiple activities to dispel student misconceptions of the nature of science. Presenter(s): **Allison R. Levine**, M.A. ‘10 (Teachers College: New York, NY); **Anne K. Abole**, M.A. ‘10 (Teachers College: New York, NY); **Jed Nicholas Panganiban**, M.A. ‘10 (Teachers College: New York, NY and Bushwick Leader's High School: Brooklyn, NY); **Jeffrey G. Williams**, M.A. ‘10 (New York Medical College: Valhalla, NY).

Accomplishments and Announcements

Dr. Christopher Emdin, named the “hip-hop educator” by *Arrive Magazine*, has had a busy year. He appeared twice on Fox News regarding New York City school closings and its implications. He was also highlighted in *TC Today* under the title *The Hip-Hop Hypothesis* and *TC Record* in a video interview regarding his paper, *Hip-Hop, the Obama Effect, and Urban Science Education*, co-authored with Okhee Lee.

Dr. Meghan Marrero, adjunct assistant professor, has authored a new Marine Science textbook with support from her fellow fellow MST colleague, Dr. Jessica Riccio as contributing writer. The book is titled *Marine Science: The Dynamic Ocean*.

On June 14, 2010, Mary Gastrich, Ed.D.C.T. ‘82, was awarded the 2010 Volunteer Faculty Award at the UMDNJ Robert Wood Johnson Medical School in the Department of Obstetrics, Gynecology and Reproductive Sciences.

Dr. Lalitha Vasudevan’s innovative scholarship was highlighted in *TC Today* under the title *Touched by Technology*. Please do take an opportunity to read this very nice tribute to her work that she has accomplished thus far.
Kar Hwee Koh, Ed.M. student in Instructional Technology and Media, won the 4th place prize of $2,000, provided by the Motorola Corporation, at the 2nd Annual Games for Learning Institute – Game Design Competition. The game entry was a final project from MSTU 5003: Theory and Programming of Interactive Media I taught by Dr. Joey Lee. This high-level competition included international entries and was supported by Microsoft Research through Professor Chuck Kinzer. More information about her game can be found at http://boomboompirates.weebly.com/.

Kar Hwee Koh

Congratulations to Professor Felicia Moore Mensah who was elected to the NARST Executive Board of Directors. This is a 3-year term, and Professor Mensah will chair the Ethics and Equity Committee.

Professor Mensah will attend the AERA Annual conference in New Orleans, and will preside over 2 sessions in the Division C (Learning and Instruction), Section 4 (Science), for which she was a co-chair for the Program Committee.

The Jhumki Basu Foundation co-hosted the 2011 Sci-Ed Innovators Expo & Symposium with NYU Steinhardt School of Culture, Education, and Human Development. Renowned primatologist and conservationist, Dr. Jane Goodall, delivered the keynote address and acknowledged and paid tribute to Jhumki Basu, an alumna of the Science Education program.

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Faculty, Adjunct, Student and Alumni
Publications and Presentations

Catlin, J. N. (2011, April). University-school partnerships preparing urban K-12 students for a global society. NARST Annual Conference, Orlando, FL.


Mensah, F. M. (2011, April). *Who has control over the science curriculum?* Presented at the NARST Annual Conference, Orlando, FL.


O’Neill, T., & Mensah, F. M. (2011, April). *NYC-Oahu partnership: The process of designing, developing and maintaining global partnerships with pre-service elementary teachers.* Presented at the NARST Annual Conference, Orlando, FL.


Check out MST Times online for videos clips of the interviews in this issue, active links, and article archives.

http://blogs.tc.columbia.edu/mst

Kenny Nienhusser, Director of Academic Administration for the Department of Mathematics, Science and Technology, created MST Times in Fall 2005.

Each year, the MST Department Graduate Assistant is responsible for writing and editing the newsletter. Below, editors and respective volume numbers are listed.

Volume I (2005-2006): Raven Hebert
Volume V (2009-2010): Amy J. Rae and Diane R. Murray
Volume VI (2010-2011): Diane R. Murray, dmurray125@gmail.com

If you would like a copy of the MST Times, please email your request, including full name, phone number and mailing address to Kenny Nienhusser, at nienhusser@tc.edu.