

TC Today

THE MAGAZINE *of*
TEACHERS COLLEGE,
COLUMBIA UNIVERSITY

FALL/WINTER 2017

Making education
a Constitutionally
protected right

TC's Constant
Gardener: the
late Jack Hyland

TC faculty's key
research partners:
our students



REimagining Education

TEACHING FOR TODAY'S DIVERSE AMERICA

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PHOTOGRAPH: ABOVE, NINA BORLAND

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ON THE COVER



Mensah with Willa, Mikayla, Jordan Konate (above) and Ellis Starr

PHOTOGRAPH: DEBORAH FEINGOLD



Uniting Nations.

Lily E. Christ (Ed.D. '67)

Professor Emerita of Mathematics, John Jay College, The City University of New York

The International Friendship Fund

The TC community encompasses so many different ethnic groups, but we don't always understand each other. The International/Intergroup Understanding and Friendship Fund will support events that bring people together.

Proudest Accomplishment

A fulfilling career as a math educator.

My Approach to Math Education

I try to mind an old Chinese proverb: *Tell me; I forget. Show me; I remember. Involve me; I understand.* As a math student and a statistics lab assistant, I learned students need to feel comfortable asking any question, no matter their perceived limitations or insecurities.

Biggest TC Influences

My advisers, Richard Lindemann and Myron Rosskopf; International Club adviser Ignacy Goldberg; and staff member Ruth Jache, who attended every International Club meeting.

TC Gift

My husband, Duane, and I are charter Grace Dodge Society members. Our endowed HI-TECH PREP Math Scholarship Fund will continue assisting bright students who might not apply given today's tuition cost. We've designated our Charitable Gift Annuities to eventually support our endowed fund.

To create an endowed fund through a planned gift or establish an endowed fund now, contact Louis Lo Ré at 212-678-3037 or lore@tc.edu

S U P P O R T o u r S T U D E N T S

Ensuring Education for All

Reaffirming TC's mission — in court and in the classroom

If Teachers College had a constitution, it would hold two truths self-evident: A quality education is a fundamental human right; and to ensure that right, teaching must honor and build on each learner's prior knowledge and experience. ■ These founding ideals guided us in preparing a new corps of teachers to meet immigrant children on their own cultural turf. They shaped our commitment to welcome

aspiring black teachers during the 1940s and 50s, when Southern education schools denied them admission.

This issue of *TC Today* includes two stories that illustrate how, at this critical juncture, our unwritten TC Constitution remains a vital guide.

Our cover story showcases a remarkable group of faculty members who are reimagining education for America's increasingly diverse public school population. Building on the ideas of John Dewey, James Banks, Gloria Ladson-Billings and others, these scholars, to echo Professor Amy Stuart Wells, are offering new strategies to connect intellectually and emotionally with students from all backgrounds. Their ideas range from the use of hip hop to teach science to the study of how "redlining" by banks helped segregate American cities and schools. All, on some level,



echo Professor Yolanda Sealey-Ruiz's call for motivating students with a combination of high expectations and genuine caring and love.

Right now, the nation's public schools are far from delivering on these goals, perhaps because they have lost sight of another: preparing young people to participate as active and capable citizens. In 1973, the U.S. Supreme Court ruled that education was not a Constitutionally protected right. Yet as Professor Michael Rebell, Executive Director

of TC's Center for Educational Equity (CEE), argues in another story in this issue, the Constitution's framers believed that civic preparation was education's primary purpose — and the majority of state constitutions agree. Now Professor Rebell and students from TC and Columbia Law School are building a case they hope will prompt the current Court to enshrine education as a necessary precondition for Americans to exercise freedom of speech, the right to vote and other civic functions. CEE is also launching a public engagement campaign to determine what civic preparation should look like and what resources schools would require.

I cannot mention TC's founding mission without saluting our own great statesman and civic champion, Jack Hyland, who passed away in August. Jack, our Board Co-Chair, wanted the best for Teachers College because he believed the world needed a strong and thriving TC. We miss his kindness, warmth, energy and wisdom as we navigate these challenging times. Yet no one would be more pleased than he by the shape our efforts are taking — nor likelier to see them as proof that our TC Constitution continues to show us the way.

Susan Fuhrman
SUSAN FUHRMAN (PH.D. '77)

HELP OTHERS MAKE THE LEAP



Remember what got you excited about TC? For these Jaffe Peace Corps Fellows, it's tackling some of the most challenging issues in urban education. And there's so much more. Our faculty, students and alumni are...

- ▶ Reimagining education for America's diverse classrooms
- ▶ Providing education and mental health supports for the global refugee population
- ▶ Creating new treatments for speech and movement disorders — and bringing them to the world's poorest regions
- ▶ Addressing health disparities that are perpetuating the achievement gap in the nation's schools

So tell someone about the TC magic. Share your perspective and experience with prospective students with promise and passion and bring them into the TC family.

TC OPEN HOUSE

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TEACHERS COLLEGE COLUMBIA UNIVERSITY

A Graduate School of Education, Health & Psychology

Short Takes

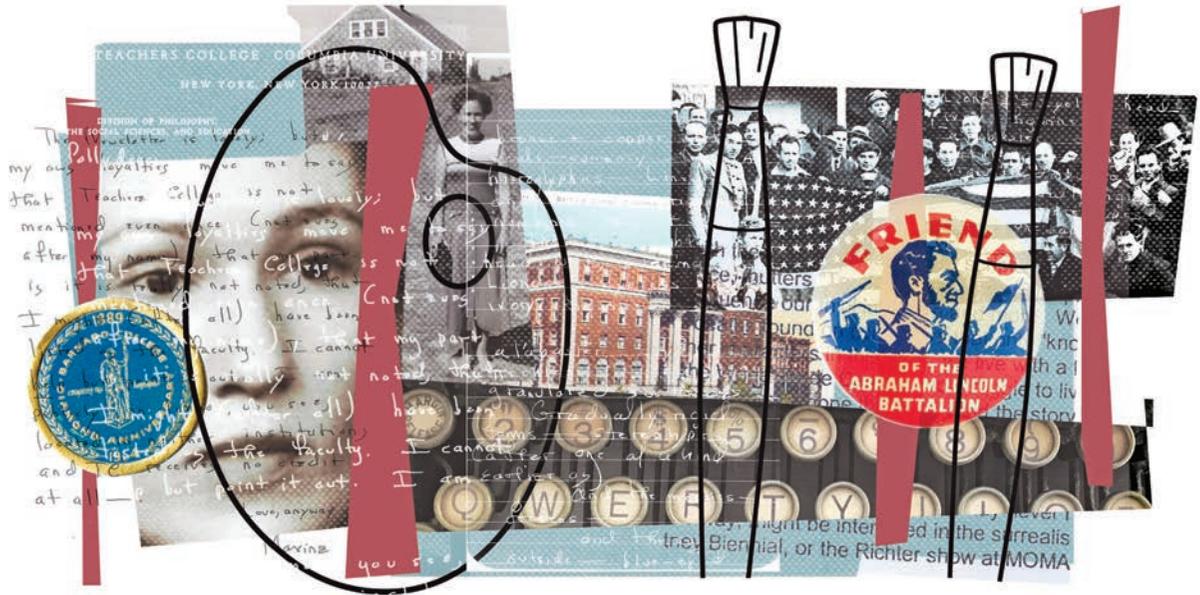
... on big news at the College



News@TC

Archiving Maxine Greene's closet; some new looks for NASA from Hollingworth Science Camp; new TC faculty; the biological consequences of losing a father; and more.

From Maxine Greene's Closet



Maxine Greene was TC's revered philosopher, teacher, activist and patron of artists and writers. Much to the world's benefit, Greene, who died in 2014 at 96, was also a packrat. A trove of her previously unseen writing, letters and photographs has been transformed by Professor

of English Education Janet Miller and two doctoral students, Beth Semaya and Maya Pindyck, into the "M. Archive" on TC's Gottesman Libraries' PocketKnowledge platform. The documents, found stashed high on closet shelves or scattered amidst books in Greene's Fifth Avenue apartment, include notes she penned as a Barnard College undergraduate,

letters written to her parents during a 1936 trip to Europe and a handwritten manuscript of an unfinished novel (alas, excluded from the archive at Greene's direction).

All of it demonstrates "extreme deliberation," Miller reports, and all of it, adds Pindyck, is inspiring: "Her ideas touch on aesthetics, literature, poetry, philosophy, and

she has this incredible ability to bring it all to bear on almost any question."

Access the M. Archive at <http://pocketknowledge.tc.columbia.edu>. Users must be members of the TC/Columbia community with a "uni" and have a PocketKnowledge account. Outside researchers must apply as described at <http://library.tc.columbia.edu/archives.php>.

COWIN PROGRAM TOPS 1,000



A Milestone for TC's Financial Literacy Program

More than 230 educators have signed up for the Cowin Financial Literacy Program's online course. Since 2012, TC's outstanding professional development program geared to middle school, high school and community college teachers has benefited 1,000-plus educators in 50 states and over 12 countries.

Honors & Distinctions

Ansley T. Erickson, Associate Professor of History & Education, received the History of Education Society's Outstanding Book Award for *Making the Unequal Metropolis* (University of Chicago 2016) about segregation in Nashville, Tennessee.



Professor Emerita **Joan Gussow** received the Society for Nutrition Education and Behavior's Helen Denning Ullrich Award of Excellence and the James Beard Award for Lifetime Achievement.



Detra Price-Dennis, Assistant Professor of Elementary & Inclusive Education, received the National Council of Teachers of English 2017 Janet Emig Award for her article "Developing Curriculum to Support Black Girls' Literacies in Digital Spaces."



The American Psychological Association's newly rechristened **Derald Wing Sue** Award for Distinguished Contributions to Multicultural Counseling honors TC's pioneering microaggressions researcher. Sue is the first recipient.



MORE GREAT MINDS *TC Welcomed Four New Faculty in Fall 2017*

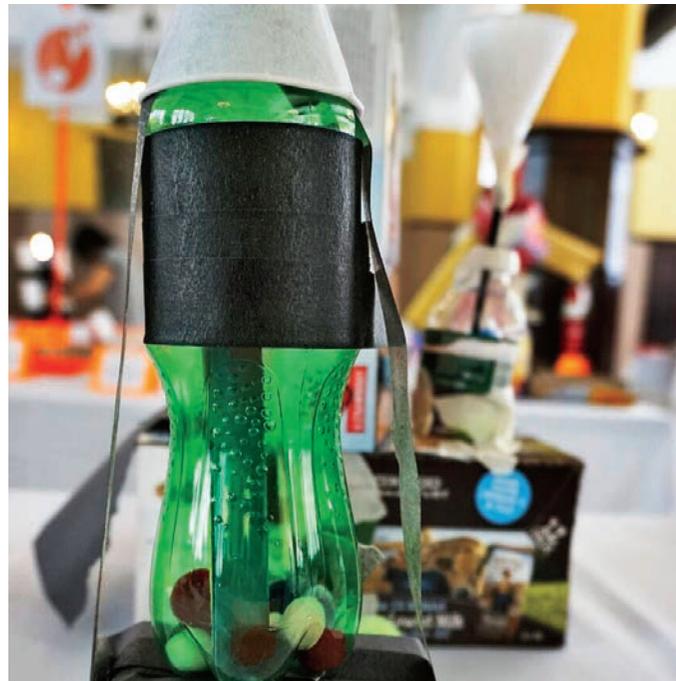


DANIEL M. FIENUP is Associate Professor of Applied Behavior Analysis, specializing in instructional design and assessments, including for college students with Autism Spectrum Disorders.

MARK ANTHONY GOODEN is Christian A. Johnson Professor of Outstanding Educational Practice in Teachers College's Department of Organization & Leadership, and Education Leadership Program Director.

DOUGLAS MENNIN is Professor of Clinical Psychology. His research focuses on improving understanding and treatment of chronic anxiety and mood disorders.

MICHAEL HINES is Minority Postdoctoral Fellow. He researches race and class in American education.



SOME NEW LOOKS FOR NASA

TC's Hollingworth Science Camp took its 37th summer to space. Informed and inspired by a NASA teacher program, the campers put together an International Space Station, which debuted at the camp's annual Maker Gallery in July. Campers "built" contributions to the Station such as a water filtration system, habitats for studying animals, solar panels, control panels, a rover and a deceleration pod to return to Earth. The event also displayed the children's individual invention prototypes, designed from recyclables to solve everyday problems.

AN EDUCATION-MINDED COUNSELOR



“The creative approaches to public and private education, the emphasis on social justice and civic education — if you’re interested in education, TC is the place to be.”

— MICHAEL FEERMAN, TC’S NEW GENERAL COUNSEL.

FEERMAN SPENT 25 YEARS AT BARNARD COLLEGE, INCLUDING 15 AS GENERAL COUNSEL

TENEMENT HISTORIAN



Kevin Jennings (M.A. '94) is all about inclusion. The TC Klingenstein Center alum and former Obama administration official (he combated school bullying) is perhaps best known for his advocacy on behalf of LGBTQ students. Now he's President of the New York Tenement Museum, focused on New York City's immigrants. "I grew up in the South, and Faulkner has it right," says Jennings, who was once a history teacher. "The past is never dead. It's not even past.' And there's no issue about which that's truer than immigration."

IN BRIEF

■ **Amy Greenstein**, TC's new Executive Director of Enrollment Services, is emphasizing "real-life stories of TC students and alumni who are making a difference" and the College's academic breadth: "There are so many paths you can end up taking here, with so many possibilities for working in different fields."

■ **David M. Houston**, Politics & Education Ph.D. candidate, received a 2017 National Academy of Education/Spencer Dissertation Award. He is researching the impact of public preferences on state education spending.

■ **Fiona Hollands** and **Henry Levin**, Associate Director and Founder, respectively, of TC's Center for Benefit-Cost Studies of Education, received William T. Grant Foundation funding to study and facilitate evidence-based decision-making by state and local education administrators.

■ **Teachers College** and Germany's Christian-Albrechts University of Kiel (together with the Leibniz Institute for Science and Mathematics Education) agreed to explore — from a social science and linguistic point of view — the growing "anxiety culture" in many countries stemming from issues such as immigration, climate change and terrorism. TC is also working with King's College of London's School of Education, Communication & Society toward establishing a joint Center for Innovation in Teacher Development.

Preparing Nursing Leaders Who Care

TC's Nurse Executive program, directed by Professor Elaine La Monica Rigolosi, ranks first in New York and sixth nationwide. The program grounds administrators and educators in business administration and finance, health care law, nursing and hospital administration, psychology and human relations. Bucking the trend, it also emphasizes face-to-face teaching. "Our graduates work and communicate directly with people," says Rigolosi, who developed a rating scale to help managers measure their own empathy. "They serve as role models, so we believe our teaching must be conducted that way, too."

"My doctorate makes me an ideal candidate to be a chief nursing officer," says Giselle Melendez (Ed.D. '16), who manages 90 staff members at Memorial Sloan-Kettering Cancer Center. "I was asked to keynote a pediatric nursing conference in Scotland. This degree has opened many opportunities."



CAROLE HENAFF



Loud Reports: Headline-Makers from TC

Structuring education research to reflect participants' concerns; preserving Federal Work-Study; chromosome damage in kids who lose their fathers



In June's *Urban Education*, young scholars of color respond to TC early childhood education expert **Mariana Souto-Manning's** theory and method of critical narrative analysis, which bridges analyses of how language reinforces power relations in society with the everyday narratives of the "minoritized." "Mariana has repeatedly called on the research community to think carefully about what we're asking in our studies," says guest editor Limarys Caraballo (Ed.D. '12) of New York City's Queens College. "Her ultimate message is that we need to incorporate what the participants themselves recognize as problems so that we don't perpetuate their marginalization."



In June, The Brookings Institution published TC economist **Judith Scott-Clayton's** report arguing for preservation of the Federal Work-Study (FWS) program, targeted for massive budget cuts. FWS appears to improve "degree completion and the likelihood of employment after college," Scott-Clayton writes. Defunding the program would chiefly penalize those it benefits most: low-income students at public institutions.



Losing a father may have lasting biological consequences in children as young as nine years old, a research team that includes TC developmental psychologist **Jeanne Brooks-Gunn** reported in July's *Pediatrics*. They found that telomeres — protective caps on the ends of chromosomes — were, on average, 14 percent shorter in children whose father had died, been incarcerated or left the home. The damage, associated with adult heart disease, cancer and other disorders, resulted from the emotional impact of father loss, as well as economic loss to families. "Losing a parent is a catastrophe for a child, and not just through death," Brooks-Gunn says. "That's significant because we have such complex families now. Forty percent of children are born to unwed mothers."

M A K I N G A

FEDERAL CASE

Michael Rebell and his students hope to convince the Supreme Court that education is a Constitutional right

By Joe Levine

ILLUSTRATIONS BY DAVID PLUNKERT
PHOTOGRAPHS JOHN EMERSON



IN 1968, SCHOOLS IN A POOR LATINO COMMUNITY in San Antonio, Texas, were so under-financed — an adjoining white neighborhood was spending nearly twice per pupil — that parents thought the local school board was stealing money. When they came to understand that public schools in the United States are funded through property taxes, ensuring that wealthier communities have better-resourced schools, they sued the state for violating the federal Constitution's Fourteenth Amendment, which guarantees all citizens equal protection under the law.

Rodriguez v. San Antonio, as the case became known, made it to the U.S.

Supreme Court, which just 14 years earlier had ended school segregation. Now, at the height of the Civil Rights era, *Rodriguez* was widely expected to become the sequel to that decision.

But by 1973, when the Court issued its ruling, a backlash against racial integration had begun. Chief Justice Earl Warren had retired, replaced by Warren Burger, a Nixon appointee. In a five-to-four decision, the Court found that no violation had occurred in *Rodriguez* because — as Associate Justice Lewis Powell (another Nixon appointee) wrote for the majority — “education...is not among the rights afforded explicit protection under our Federal Constitution.”

Rodriguez signaled a retrenchment in federal efforts to make schools more equitable, kicking the issue of school finance back to the states. Powell's opinion overrode arguments by Thurgood Marshall and William Brennan that education is, in fact, an implicit Constitutional right because citizens require it to exercise their First Amendment right to freedom of expression and their Fifteenth Amendment right to vote. The *Rodriguez* plaintiffs had made no such contention, Powell declared; they were simply seeking more money. Yet he did not exclude the possibility of the Court hearing a future case that *did* seek to connect school funding to the exercise of citizenship.

“The Court left a door open in *Rodriguez*,” says Michael Rebell, Professor of Law & Educational Practice and Executive Director of Teachers College's Center for Educational Equity (CEE). “But the Court has grown increasingly conservative, and the fear about bringing another case has been that it would close the loophole forever. So no one has wanted to touch it.”



Until now. This year, in Rebell's course "Schools, Courts and Civic Participation," 16 TC and Columbia Law School students are studying legal precedents and the separation of powers and searching for a plaintiff. By June 2018, they hope to file a complaint in a federal district court arguing that local schools are not adequately preparing young people as citizens — the first step toward reaching the Supreme Court to establish a Constitutional right to a quality education.

Why would Rebell, who hatched his plan when it appeared that a Hillary Clinton Presidency would tip the Court to a liberal majority, bring his case in the Donald Trump era, before a conservative-majority Court presided over by John Roberts?

"Establishment Republicans like Roberts are concerned about the damage that's being done right now to our civic institutions," Rebell says. Courts and judges have traditionally taken a very strong interest in teaching young people about the workings of government. Former Justice Sandra Day O'Connor founded an online initiative called iCivics, and current Justices Neil Gorsuch and Anthony Kennedy spoke last summer at the annual conference of the United States Courts for the Ninth Circuit, which focused on civic education.

"Civic education is meat and potatoes for judges, so this could be an opportunity for them to make a powerful statement," Rebell says.

Marathon Man

BRINGING A SUPREME COURT CASE TAKES YEARS, WITH no assurance of ever reaching the docket, but Rebell, who used to run marathons, is uniquely qualified.

A former class-action lawyer early in his career, Rebell became interested in whether these suits actu-

ally better people's lives. He published a theory in the *Yale Law & Policy Review* arguing that court-ordered remedies work best when they have input and buy-in from the people they're designed to help.

From the early 1990s through the mid-2000s, Rebell was given a major opportunity to test that theory as lead attorney and chief strategist for the Campaign for Fiscal Equity (CFE), the plaintiff in a suit seeking additional state funding for New York City's public schools. Previous school finance suits had sought to equalize funding for all schools — a non-starter in the world's foremost capitalist society. But Rebell's strategy differed on two counts. First, he set his sights on "adequacy" rather than strict equality. Citing language in New York's constitution that, unlike the nation's, *does* guarantee all children "a sound, basic education," he argued that schools need a certain minimum level of funding to fulfill that promise. And second, putting his theory of public engagement into practice, Rebell also held town meetings across the city and state to define the precise nature and cost of a sound, basic education. It's this kind of work that connects Rebell, a one-time Peace Corps volunteer and self-described "product of the Sixties," with what really seems to motivate him: a passionate belief in the power of the people.

In March 2006, Rebell and CFE prevailed. Responding to an order by New York's highest court, the



state legislature passed an Act to phase in, over four years, a \$5.2 billion annual funding increase to New York City schools and \$4 billion annually for the schools in the rest of the state. Only a fraction of that money changed hands before the 2008 recession hit, though the state has since begun to increase school funding again. However, plaintiffs in two dozen other states have won similar lawsuits, mostly using variants of Rebell's "educational adequacy" strategy.

Higher Stakes

THIS TIME, THOUGH, REBELL ISN'T NECESSARILY seeking more money. His goal, at first glance, seems surprisingly modest and abstract — a declaratory judgment, or pronouncement by the Court, that 21st-century schooling must be reoriented to accomplish what (he argues) the Constitution's framers saw as its primary goal: preparing the nation's young people to function as knowledgeable, capable citizens.

In a forthcoming book titled *Flunking Democracy* (University of Chicago Press), Rebell backs that claim with quotes from John Adams ("A memorable change must be made in the system of education, and knowledge must become so general as to raise the lower ranks of society nearer to the higher") and Thomas Jefferson ("Ignorance and despotism seem made for each other"). He cites clauses in 32 state constitutions, referenced by judges in virtually every successful school finance lawsuit, that, in large part, define civic preparation as the purpose of education. And he offers powerful evidence, including trends in voter participation, newspaper readership and national student assessments, that the civic knowledge and engagement of young people — particularly those of color, in under-resourced schools — are in free fall.



Rebell won a multi billion-dollar judgment in New York, but this time around he isn't necessarily seeking money. His goal is a declaratory judgment, or pronouncement by the Supreme Court, that schooling must be reoriented to what the Constitution's framers saw as its primary goal: to prepare students to function as knowledgeable, capable citizens.



preme Court ordered San Francisco’s public school system to provide equal education to students with limited English proficiency. A year later, Congress passed major follow-up legislation, and the federal Office for Civil Rights developed the Lau Remedies, leading to the development of bilingual programs in most public schools.

“If the U.S. Supreme Court declares that educational opportunities to prepare students for civic preparation constitute a constitutional right,” Rebell writes in *Flunking Democracy*, “that principle will become a permanent, foundational feature of education policy.”

Long-Range Planning

THE GREAT LESSON OF LEGAL HISTORY, REBELL has come to believe, is to expect the unexpected. “Major policy-changing legislation is a saga that develops over time, and the people who start it would often be as surprised as anyone to see the outcome,” he told students in his “Schools, Courts and Civic Participation” class in September. “And courts don’t always do what you want them

to. We’re asking the Court to take a stand that will strongly influence public policy, and the Court will be acutely aware of public sentiment — so framing the policy consequences can be critical.”

The lawyers in *Lau* adroitly minimized the implications of their case, he said. They chose a Chinese-American plaintiff because Chinese-Americans were stereotyped as diligent students and because the Chinese-American population’s relatively small size seemed likely to soothe worries about the costs of expanding English education. In contrast, the *Rodriguez* plaintiffs hired a community lawyer who possessed no education law background and who was wholly unaware that an entire legal community had long been discussing possible strategies for just such a case.



TC doctoral candidates Sarah Horsch, Iris Daruwala and Melissa Lyon are among the students helping Rebell prepare his case. “We’re not going to get a true democracy until people understand how it functions and what their role is,” says Daruwala. Adds Horsch: “Civic preparation isn’t a partisan issue. Everyone should have a voice — and you start with the education system.”

How did we come to such a pass? Rebell cites disillusionment with government and erosion by the internet of physical community. But above all, he argues, American schools have adopted a market-oriented view focused wholly on instilling job skills and increasing individual opportunity. Teachers no longer receive preparation in leading discussions of controversial topics and are often barred from doing so. A narrow focus on English and math has triggered cuts in art, drama, service learning, debate club, school newspapers and other venues for grappling with knotty human issues.

Could a declaratory judgment really reverse that direction? The details would be left to the states, which sounds chancy. Yet there is precedent here, too. In 1974, in a case called *Lau v. Nichols*, the Su-

“So do we want to be more like the lawyers in *Lau* or in *Rodriguez*?” Rebell asked his students.

Lau, was the unanimous answer. Rebell agreed, but cautioned that there are times when plaintiffs’ wants and needs outweigh the dictates of smart legal strategy. In New York’s school finance case, for example, he and his legal team had asked the state’s highest court to define a sound basic education as preparation for gainful employment as well as citizenship. The court appeared to have accepted only the citizenship part in its tentative definition, but in town meeting after town meeting, parents made it clear that they wanted both definitions.

“Finally we had this thing out at a big forum in the South Bronx,” Rebell recalled. “I said to the people, look, I understand what you’re saying, but if we push the court on something they rejected, there’s a real risk we’re gonna lose the case. And this woman says, ‘Hey, Mister, if you’re telling me you can’t guarantee my kid gets a job, what in hell is your damned case worth anyway?’ So we went back and added preparation for competitive employment to the evidence we presented at the trial. We would never have done it without that public reaction.”

He paused and grinned at the students hanging on his words. “The Court’s final definition of sound basic education included both citizenship and competitive employment. And we won.” 

OFF COURSE

America’s schools are falling short in preparing young people for civic participation

“If most native-born Americans were required to take the citizenship test...they would fail,” writes Michael Rebell in his forthcoming book, *Flunking Democracy*. That provocative title succinctly sums up what Rebell views as a national crisis: Civics education has been getting short shrift in schools, and students in poverty and students of color are the least likely to get the civic preparation they need in order to participate in politics and work to bring about change in their communities. ■ As Rebell powerfully documents, in the wake of the 2008 recession, many high-needs high schools in New York were forced to eliminate field trips, guest speakers and civics-related after-school offerings, including community service programs, speech and debate clubs, school newspaper and student government. In the 2014 congressional races, only 45.8 percent of eligible white people voted, and just 40.6 percent of eligible black voters and 27 percent of Hispanic voters. Higher-income people are far more likely to work for a political campaign, contact elected officials, sit on a board or get involved in informal community work. ■ How to change this distressing picture? Rebell believes that getting the U.S. Supreme Court to mandate a right to education that ensures civic preparation would be a major step in the right direction, but he and Teachers College’s Center for Educational Equity (CEE) are working several other related angles as well. ■ “We’re looking at civics education from a rights-based perspective,” says Joe Rogers, Jr., CEE’s Director of Public Engagement. “Because civic preparation isn’t just aspirational. It’s something that New York’s schools are legally — and constitutionally — obligated to provide for their students.” ■ CEE is in the process of sounding out New York state high school principals, teachers, students and parents on how their schools should, ideally, conduct civic preparation, as well as on what resources schools currently have and what they would need to do a better job. ■ Yet many people — particularly those in communities with high



“We’re looking at this from a rights-based perspective ... civic preparation isn’t just aspirational — it’s something we’re legally and Constitutionally obligated to do.”

Joe Rogers, Jr.,
CEE Director of Public
Engagement



“We’re facilitating a conversation about what skills and knowledge young people must acquire in order to grapple with complex issues and work out their own views.”

Jessica Wolff
CEE Director of Policy
& Research

concentrations of poverty — have no idea that the state constitution guarantees civic preparation as an educational right. Thus, CEE is also laying the groundwork for a public-engagement campaign to explore the civic mission of the schools in districts all around the state. ■ Among the first questions that CEE wants to take to the public: How should New York define “productive civic participant”? Should schooling simply prepare students to go to the polls once a year or should it supply the necessary knowledge and support the development of the skills to effect change in their communities year-round? ■ “So often it’s the lawyers and policy wonks who are driving education policy,” Rogers says. “But we believe strongly that those most affected by these decisions must be at the table.” ■ “We don’t create our policy recommendations about civics education from thin air,” says Jessica Wolff, CEE’s Director of Policy & Research. “We’re facilitating a conversation about what civic preparation really means — and about what skills and knowledge young people must acquire in order to grapple with complex issues and work out their own views.” ■ In September 2017, New York’s Board of Regents issued its plan for implementation of the federal Every Student Succeeds Act, passed by Congress in 2015. The plan includes a proposal for the creation of a “college, career and civic readiness index.” CEE’s research and public engagement will go a long way to help the state measure up.

THE EQUITY TEAM

CEE’s Jessica Wolff, Director of Education Policy & Research; Joe Rogers, Jr., Director of Public Engagement; and Paloma Garcia, Program Associate



THE SMART ON CIVIC

A leading philanthropic family is

A S A YOUNG STUDENT, RAYMOND SMART was, by his own description, “a troublemaker” who bedeviled teachers and administrators with “questions they didn’t want to hear.” Smart took issue with schooling, and still does, “because the system is inflexible and uninterested in how children assimilate information.”

Now a leading education philanthropist who chairs the Smart Family Fund, Smart has continued making just such trouble. His efforts to help reinvent American education include critical support for charter schools such as the highly-praised Amistad Academy in New Haven, Connecticut, whose innovative reforms have been replicated in a chain of eastern charters.

More recently, Smart and his sons, Archibald and Roland, have been leading supporters of Teachers College’s Center for Educational Equity (CEE), led by the pioneering school finance litigator Michael A. Rebell, Professor of Law & Educational Practice. CEE’s Comprehensive Educational Opportunity Project explores use of the legal system to close the massive funding gaps between school districts in rich and poor communities and ensure that funds produce better education for all.

M O N E Y I S

EDUCATION

betting on TC's efforts

"I think it's the single most important subject or topic that is hurting life in this country," says Raymond Smart.

The Smarts are particularly enthused about Rebell's plans to persuade the U.S. Supreme Court to establish a Constitutional right to education premised on the preparation of young people to function as capable citizens. They believe that the 2016 election and ensuing divisive politics demonstrate the importance of civics education aimed at giving students the tools to grapple with issues that face their communities, the nation and the world. They're hopeful that better informed voters will tackle problems such as gerrymandering (the redrawing of voter districts to protect incumbent office holders).



RAYMOND SMART

Archibald Smart adds that civics education is an important "piece of the puzzle" that's been lost in the rush to bolster math and science instruction. "If students have no sense of American history and no regular civics curriculum, how can we expect — come Election Day or when it's time

to get involved in local, state or national issues that have a huge impact — that they'll be well-informed and prepared?"

Informing the public is a longstanding tradition in the Smart family. Raymond Smart's grandfather, David A. Smart, was one of three



ARCHIBALD SMART

principal founders of *Esquire*, working the business side of the magazine that has published Ernest Hemingway, F. Scott Fitzgerald, Tom Wolfe and Gay Talese. After the sale of the publication in the early 1970s and the rest of the firm, which marketed textbooks and other educational material, in 1983, the family turned toward philanthropy.

Raymond Smart worked in one of his family's businesses, making short educational films, before taking leadership in his family's philanthropic efforts. For a time, he headed the large Smart Family Foundation. The latter has now split into four separate units, with Raymond, Archibald and Roland controlling the Smart Family Fund, which continues to focus on school reform issues.



Raymond, Archibald and Roland Smart want to revolutionize American schooling. With America riven by political strife, they are optimistic about better civics instruction and equitable funding to make that happen in poorer districts. They view Rebell's planned lawsuit as pivotal to that change.

Not surprisingly, given what he calls his "existential distrust" of the school system, Raymond Smart was intrigued by the promises of the charter-school movement to reward experimental approaches to teaching. With the Amistad project and many subsequent projects, he's developed a reputation for his hands-on approach.

"He's been so supportive," Rebell says. "He cares about these issues."

Roland Smart says in some cases the newly refocused philanthropy (for which he serves as a board member) can operate like "an angel" investor, using seed money to identify experimental reform efforts that will work and then merit investments from larger foundations. The innovation that will revolutionize American schooling deserves the most investment, Roland Smart says, "but we've not yet found it."

But the Smarts seem to relish the hunt. With America riven by political strife, Raymond Smart is optimistic there will be momentum for both better civics instruction and equitable funding to make it happen in poorer districts. He views Rebell's efforts as pivotal. "The potential for the lawsuit to change everything is terrific." — WILL BUNCH



ROLAND SMART

RE- IMAGINING EDUCATION



TEACHING FOR TODAY'S
DIVERSE AMERICA

BY JOE LEVINE

PHOTOGRAPHS BY DEBORAH FEINGOLD

“So last night we’re sitting there, and the process is *happening*.” Christopher Emdin, Teachers College’s internationally renowned hip-hop educator, is telling attendees at the College’s second annual Re-imagining Education Summer Institute about the birth of his son, Malcolm. This wasn’t the plan: Emdin was supposed to introduce teenagers from his Science Genius competition to rap about physics and other science topics. They didn’t show, guessing the new father might have other concerns. 

SHEDDING A BAD RAP Hip hop can be a powerful means for reengagement with formal education, helping young people to construct an identity that changes what may have been a traumatic relationship to school and uniting them with disciplines that they do, in fact, have an aptitude for, such as science and math. Here: five students from New York City’s Validus Preparatory Academy who won the most recent Science Genius competition, which was created in 2012 by TC Associate Professor of Science Education Christopher Emdin with the hip-hop star GZA. From left: Mohammed Issafou, Derek Montero, Bryan Hernandez, Christopher Diaz and Christopher Rosario.







But Emdin, geek-cool in thick black spectacles, white blazer and sneakers, is unfazed, charming some 300 educators from 20 states and four countries with his signature blend of street cadence and academese — part Kendrick Lamar and part Dwayne Wayne:

“So my wife and I are grabbing each other’s hands, and then, you know, Malcolm comes into the world. And the doctor’s, like, ‘Do you hear his first cry?’” Emdin beams in imitation. “And I was, like, ‘No. I hear his first *note*.’ Because for me, he’s telling the ancestors, ‘I am here.’ And when you frame this chorus that’s in tune with the cosmos as only a cry — right? — you misunderstand the whole experience.”

Malcolm’s song is like “that first, almost guttural, natural expression of young people in the classroom.” Emdin’s inspiration to teach through hip hop resulted from “going into the schools, where kids were completely disengaged, and then seeing them outside, anything but disengaged,” and realizing that “the construction of their own vernacular — not English or Spanish or Spanglish, but uniquely uptown and breaking every law of what is established — is beautiful.”



PERSISTENT PROBLEM

Implicit in most theories of America’s “achievement gap” is the assumption that students of color have

“**A**FTER THE SUPREME COURT STRUCK DOWN SCHOOL SEGREGATION, ALL THE TEACHERS IN BLACK SCHOOLS WERE FIRED. NOW TC’S FACULTY ARE REBUILDING THAT KNOWLEDGE BASE.”

— Amy Stuart Wells

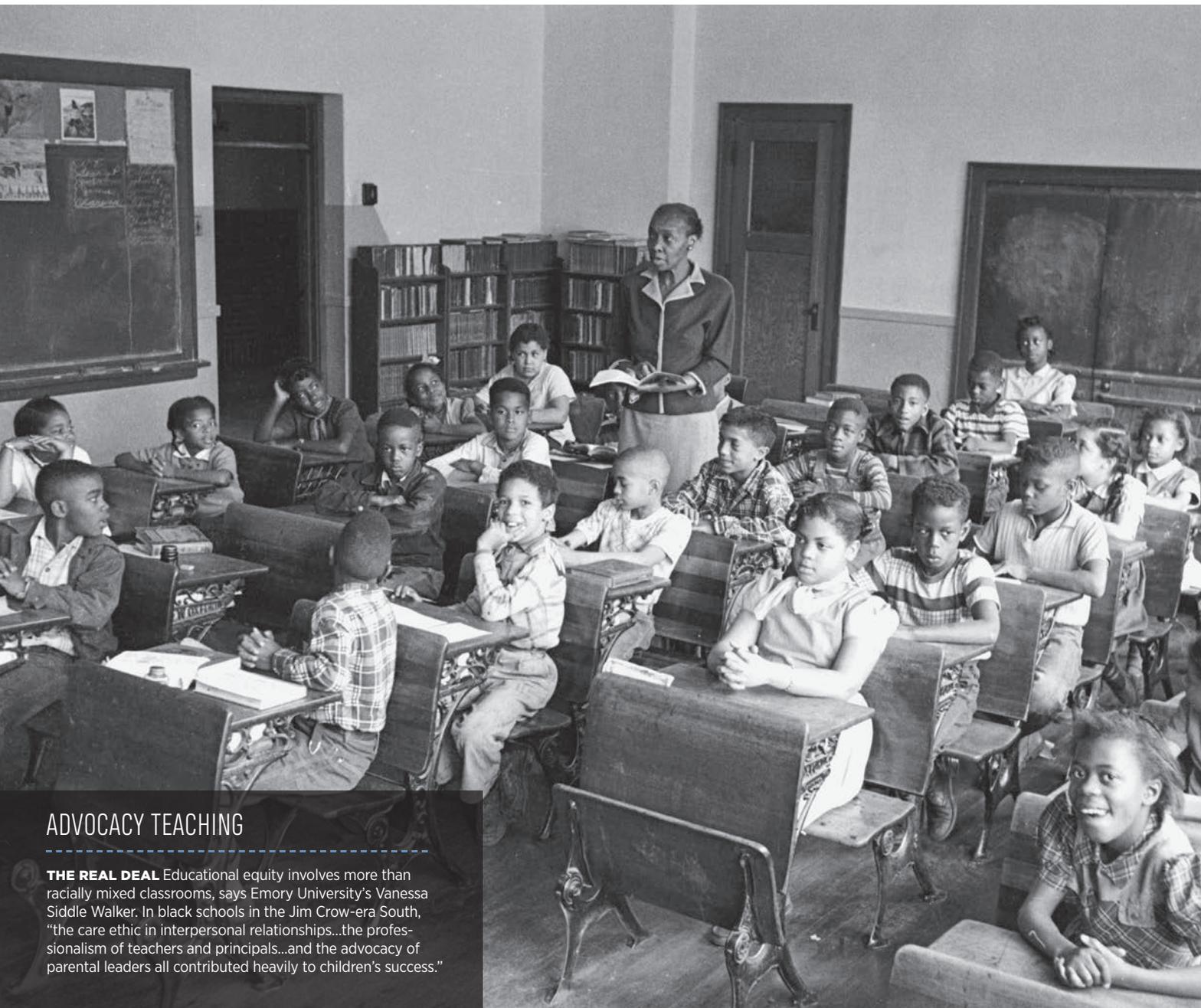
been denied the opportunity to develop skills or enjoy learning experiences essential for success in school and life. But there’s another school of thought: that all children possess talents and insights, and that an education system that’s blind to them badly needs what Emdin calls a remix. The U.S. education system’s intensive focus on narrow measures of ability — especially standardized testing in reading and math — profoundly limits society’s appreciation of many students and educators. Students of color whose cultural knowledge may fall outside the “norm” are penalized most.

At the Reimagining Institute — created by TC



Mining History as It Repeats Itself

In her book *Learning in a Burning House: Educational Inequality, Ideology, and (Dis)Integration*, Sonya Douglass Horsford interviews retired black school superintendents who witnessed, in Martin Luther King, Jr.’s words, students achieving “physical proximity, but not spiritual affinity.” Horsford explores black education, leadership and policy in education’s “new Jim Crow,” a term previously applied to criminal justice by scholar Michelle Alexander.



ADVOCACY TEACHING

THE REAL DEAL Educational equity involves more than racially mixed classrooms, says Emory University's Vanessa Siddle Walker. In black schools in the Jim Crow-era South, "the care ethic in interpersonal relationships...the professionalism of teachers and principals...and the advocacy of parental leaders all contributed heavily to children's success."

faculty members and students across five departments and subtitled "Teaching and Learning in Racially Diverse Schools" — the emphasis was on broadening those norms to embrace an increasingly diverse school-aged population and nation.

"When we talk about urban education it's always, 'Young folks of color are underperforming on assessments,'" Emdin said. "But we've never allowed them to believe they're smart, so every piece of data is flawed."

The conference's underlying premise: To make sub-

ject matter relevant for America's students, the majority of whom are of color, the white adults who constitute 80 percent of the teaching force must become observers, confidantes, advocates and caregivers.

"Children of color are being failed by schools," says Mariana Souto-Manning, Associate Professor of Early Childhood Education. "Their images and experiences are not central to curriculum and teaching. Their rich family and community knowledge is missing. Their voices, stories and languages are often silenced. They are being marginalized."



“CHILDREN OF COLOR ARE BEING FAILED BY SCHOOLS. THEIR IMAGES AND EXPERIENCES ARE NOT CENTRAL TO CURRICULUM AND TEACHING. THEY ARE BEING MARGINALIZED.”

— Mariana Souto-Manning

To realize the democratic aims of schooling, Souto-Manning says, “schools must undo injustices rooted in racism and other oppressions. A starting point is to center teaching and learning on the values, experiences and assets of diverse families and communities. Teachers can affirm the brilliance of students of color.”

Schools can also address racism and classism head on. “Whether or not we agree with the Black Lives Matter movement, or with what’s happening with immigration and deportation, our students are grappling with it,” says

Michelle Knight-Manuel, Professor of Education and Associate Dean. “So how can we prepare them to do that in ways that don’t further divide us?”

These arguments have been made before by theorists such as Gloria Ladson-Billings, James Banks, Sonia Nieto, Luis Moll, Carl Grant and Geneva Gay. But Emdin, Souto-Manning, Knight-Manuel and others at TC are providing guidance on how to implement them in 21st century classrooms. They’re harkening back to John Dewey by more closely connecting curriculum to students’ lived experi-

ences — for example, through math lessons imparted by elders or by asking fifth graders to think about police killings of black men.

“For years, lawyers and policymakers who didn’t understand teaching and learning led school desegregation,” says Reimagining director Amy Stuart Wells, TC Professor of Sociology & Education. “They created policies that technically ‘desegregated’ schools but didn’t meaningfully integrate curriculum and pedagogy. After the Supreme Court struck down school segregation, all the teachers in black schools were fired. Now TC’s faculty are rebuilding that knowledge base. They’re recreating progressive education with a grounding in child development, because you can’t teach without understanding what children are going through.”

The equity argument for diversity “frequently begins and ends with whether schools are integrated or segregated,” Emory University education historian Vanessa Siddle Walker said at the Reimagining conference. Yet “the care ethic in interpersonal relationships and institutional structures, the professionalism of teachers and principals in school and networked collaboration, and the advocacy of parental leaders all contributed to children’s success in Southern segregated schools.” Recalling that TC welcomed aspiring Southern black teachers during the Jim Crow era, Walker added that attending TC’s conference was like “watching the past and the present intersect.”



THE NON-NEUTRAL CLASSROOM

Most textbooks still portray Christopher Columbus as a heroic explorer and conqueror. Two years ago on Columbus Day (now Indigenous People’s Day in some U.S. cities), New York City teachers Jessica Martell and Abigail Salas Maguire, working with Mariana Souto-Manning, offered an alternative perspective through story acting. While Martell’s second-graders were at gym, Maguire’s fourth-graders occupied their classroom. A video clip shown at the Reimagining conference captures the returning students’ dismay and the ensuing critical dialogue.

“This carefully designed learning experience led to a meaningful conversation,” says Souto-Manning, co-author with Maguire, Martell and two other teachers, Carmen Lugo Llerena and Alicia Arce-Boardman, of *No More Culturally Irrelevant Teaching* (Heinemann 2018).

“Students not only better understood Columbus Day but questioned why New York City schools observe this holiday. One said Columbus created slavery, or at least brought it to America. Another asked, ‘How can you discover something that’s already there?’ And another said, ‘Did Columbus speak the same language as the indigenous peoples? If not, the story he told isn’t true.’”

The Columbus Day exercise exemplifies culturally relevant teaching (CRT), an approach advanced by

CONTESTED LEGACY

DISCOVERER OR OCCUPIER?

Columbus Day celebrates the explorer as a hero, but the occasion has triggered a growing number of protests, and some major American cities now observe “Indigenous People’s Day” instead. Culturally relevant teaching such as story acting, championed by TC’s Mariana Souto-Manning, allows children to consider other perspectives.



Real-World Curriculum

Some teachers worry about introducing politically and racially charged topics, but all classrooms are political, says TC’s Detra Price-Dennis, who has created a curriculum in which fifth-grade girls probe police killings of black men. “The books on your shelves tell kids what’s valued and what isn’t. So you’re not *bringing* race into the classroom. Kids are already racialized beings.”

“**W** E ROB BLACK AND BROWN
KIDS OF THEIR FREEDOM BECAUSE
WE’RE SCARED. AND IF YOU’RE
SCARED OF LETTING SOMEONE BE
FREE, THEN YOU CAN’T TEACH THEM.”

— Chris Emdin

Gloria Ladson-Billings that is grounded in high expectations and support. CRT hones students’ “competence” in their own cultures and at least one other. It develops engaged citizens by fostering their “critical consciousness” to challenge historic racial, linguistic and socioeconomic inequities that have been baked into the system.

Similarly, Detra Price-Dennis, Assistant Professor of Education, helps teachers help kids understand the racial politics and historical context of books and online content. She’s also concerned with validating children’s “literacies” — “the multiple ways of knowing [they] draw on to not only read, write, speak and act in academic spaces but [also] to make sense of and write their worlds.”

In an award-winning study, Price-Dennis created a Common Core-aligned curriculum in which black fifth-grade girls created mini-memoirs and penned their hopes and dreams for a classroom display. They read news reports and viewed images of Freddie Gray, the Baltimore man whose death in city police custody sparked upheaval in April 2015, and participated in classroom and online discussion.

“Any classroom is political,” Price-Dennis says.

“The books on your shelves reflect choices about what’s necessary for kids’ development. They tell kids what’s valued and what isn’t. So you’re not *bringing* race into the classroom. Kids are already racialized beings — that’s how people engage them in the world. When they see hashtags like Black Lives Matter, they’re concerned — why do we need that?”



Older students are able to consider such issues in a broader historical context.

“The segregated American city is no accident,” Ansley Erickson, Associate Professor of History & Education, told teachers at the Reimagining conference. “It’s not just ‘where people choose to live,’ and segregated schools aren’t just ‘where people feel like sending their kids.’”

Rather, banks created and reinforced segregation through the government-sanctioned practice of redlining, or denying loans to black families or neighborhoods. Federal maps documenting redlining, once the province of scholars and librarians, are now available on websites such as Mapping Inequality: Redlining in New Deal America.

Students learn technology skills working with such materials, Price-Dennis says. They also raise their scholarly game because they care about the subject: “When students access all the tools and become better engaged, that’s magical.”

FIGHTING STEREOTYPES WITH CULTURAL RELEVANCE

When Chris Emdin went out to eat recently with childhood friends, they handed him the bill. Again.

HIP-HOP HELP

SKEWED Students of color are pigeon-holed as underperforming on assessments, “but we’ve never allowed them to believe they’re smart, so every piece of data is flawed,” Chris Emdin says (*at left, center*). Hip hop can help young people construct an identity that doesn’t separate them from disciplines such as science and math.

“I’m a teacher, so most of ‘em make more than me. But no one wants to say, ‘I’m 35 and I can’t do long division.’”

Emdin believes “the educator’s work is to undo the damage caused by school” — especially in science, which is “perceived to be for the best and brightest.” Students of color “have always been perceived to not be that, so they construct an identity that separates them from a discipline they have the intellect to do well in.”

Similarly, stereotypes about mathematics and who has math potential make too many people believe math is beyond their reach. Erica Walker, Professor of Mathematics Education, explores how

early socialization around math concepts in and out of school can help develop interest, engagement and understanding. Walker often shows a video of Duane Cooper, Chair of the Mathematics Department at historically black Morehouse College, recalling the brain teasers his grandfather posed to him as a child. One example: *If I were to walk halfway from here to the end of the porch, and halfway again, and halfway again, how many steps would it take me to reach the end of the porch?* Cooper soon realized his grandfather would never arrive: “He didn’t mention the premise of convergence or getting within epsilon of the end of the porch, but the basic idea was planted in me.”

Walker says lessons from her own family, teachers, community and friends now enable her to walk through



The Power of Math Socialization

Research by Erica Walker, Professor of Mathematics Education, explores how early socialization around math concepts in and out of school can help develop interest, engagement and understanding. Walker says lessons from her own family, teachers, community members and friends now enable her to walk through urban neighborhoods and high schools and “look for the talent I know is there.”

“THE SEGREGATED AMERICAN CITY IS NO ACCIDENT. IT’S NOT JUST ‘WHERE PEOPLE CHOOSE TO LIVE,’ AND SEGREGATED SCHOOLS AREN’T JUST ‘WHERE PEOPLE FEEL LIKE SENDING THEIR KIDS.’”

— Ansley Erickson

urban neighborhoods and high schools and “look for the talent I know is there.” As described in *Building Mathematics Learning Communities: Improving Outcomes in Urban High Schools* (Teachers College Press 2012), she found that talent at a New York City public high school, recruiting students who were already the go-to math explainers to tutor peers after school.

“Initially, they taught fellow students as they themselves had been taught — ‘you do it like this,’ ‘you write this down,’” Walker says. “But then they began using vivid analogies from movies, TV, things they’d seen on the street. Their teachers asked them to share their approaches. TC students said, ‘Hey, I can use that.’ The program became an informal yet powerful mathematics teaching and learning community.”

Science education, too, can draw on the local community. In elementary schools, the subject, if even offered, is often taught by non-specialists. Felicia Moore Mensah, Professor of Science & Education and Associate Dean, is pushing back with an approach based on “getting to know kids and their interests and helping them to see science as applicable to their lives.” In a unit

on pollution, for example, fourth- and fifth-graders in East Harlem learn about air components and air quality. They study emissions from combustible by-products of local manufacturing and consider the impact on their own families. And they discuss “environmental racism” in poor neighborhoods where childhood asthma rates are frighteningly high.

“If we don’t get young children excited about science, how can we expect them to take college courses and aspire to careers in the field?” Mensah says. “But we also have to change how science is presented to them.”

Reaching younger students makes sense. But how to connect with teens?

One answer is hip-hop education — seen as an oxymoron by some because of gangsta rap’s crude and sometimes misogynistic language. Emdin — who earlier in his career wowed Bronx ninth graders by illustrating the principles of kinetic and potential energy through the pendulum swings of a rapper’s medallion, and has since published the bestseller *For White Folks Who Teach in the ‘Hood...and the Rest of Y’all, Too* — is uninterested in smoothing over the medium’s rough edges. “I want

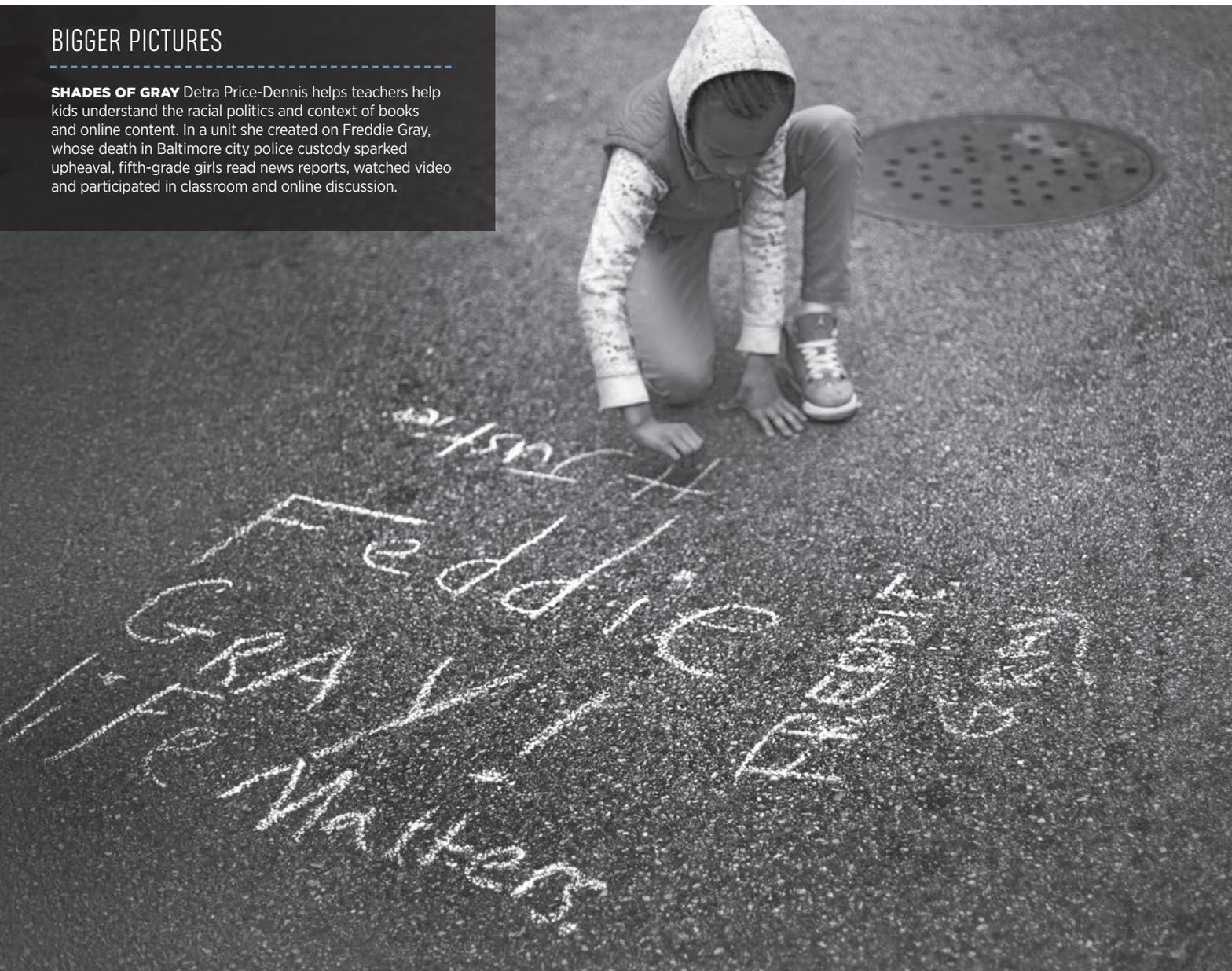


Promoting College: It Takes a School

In many predominantly black and Latino schools, a single college counselor serves hundreds of students. TC’s Michelle Knight-Manuel helped 40 New York City public schools establish “culturally relevant, college-going cultures that reflect the cultural knowledge, background and interests of their students.” Everyone in these schools, from teachers to security staff, now shares accountability for getting students to think about college.

BIGGER PICTURES

SHADES OF GRAY Detra Price-Dennis helps teachers help kids understand the racial politics and context of books and online content. In a unit she created on Freddie Gray, whose death in Baltimore city police custody sparked upheaval, fifth-grade girls read news reports, watched video and participated in classroom and online discussion.



to take what's seen as most negative about hip hop and make it the anchor of pedagogy," he says. "I want the sticker on rap albums, which is why everyone ran from hip hop, to be why folks gravitate back to it as a mechanism for reengagement in education. The image has to *look* the most problematic because the system already *is* the most problematic."

Maybe white teachers can't authentically spit cyphers and code-switch to street English, but they can import intermediaries.

"We have ambassadors for Science Genius — dudes who dropped out and know all the kids because they hang on the street," Emdin says. "We say, 'Wanna be our

community liaison?' and they're like, 'What? Nah.' We're like, 'Yo, we'll print you a business card.' Which changes their whole relationship to school. They hate school 'cause they had trauma there, too."



Not surprisingly, young people who don't connect with school are less likely to attend college. While more than 70 percent of New York City high school students graduate, rates for young black and Latino men are nearly 20 percent lower — and the City University of



RELEVANT SCIENCE

CLOSE TO HOME Felicia Moore Mensah (*far right*, with science teacher Jenny Shen, *center*, and sixth-grader Trinity Faulkner, at the Teachers College Community School) advocates teaching science by “helping kids to see science as applicable to their lives.” In one unit, students in East Harlem study local manufacturing emissions and the impact on their families.

New York considers only 14 percent of Latino men and 12 percent of black men college-ready. These students face “lowered expectations and inequitable access to high-quality learning opportunities,” says Michelle Knight-Manuel.

Recently Knight-Manuel assisted educators across 40 New York City public schools with many students of color in establishing “culturally relevant, college-going cultures that reflect the cultural knowledge, back-

ground and interests of their students.”

Every adult in these schools now shares accountability for getting students to think about college: “Typically in black and Latino schools, there’s just one counselor serving anywhere from 400 to 700 students. Our professional development sessions are for everyone, from teachers to secretaries to security people.”

Knight-Manuel’s secondary schools now get students thinking about college as early as possible:

“**I** **F WE DON'T GET YOUNG**

CHILDREN EXCITED ABOUT SCIENCE,

HOW CAN WE EXPECT THEM TO

TAKE COURSES IN IT IN COLLEGE

AND ASPIRE TO CAREERS?”

— Felicia Moore Mensah

“Sixth-graders should go on college visits. Because how can you enable kids who’ve never been to a college campus to feel that they belong?”

Older students are urged to assess whether colleges will support their success: “Ask how many students of color graduated, not just how many were accepted. And ask about the curriculum and the extra-curricular activities. Students of color at more than 80 college campuses have protested for more relevant courses.”

Above all, Knight-Manuel calls on teachers to reexamine their expectations for students of color.

“It’s about shifting perspectives to see students of color as college-bound or college-ready — because if you don’t, you’re not going to support them. One teacher

recalled a young man whom he said would be a great lawyer. He playfully called this student ‘esquire’ but never said, ‘Here’s what to think about if you want to go to law school.’ That’s what taking accountability really entails.”



AND THEN THERE'S LOVE

Academic prose can be technical and dispassionate — but not “Daring to Care,” a 2014 article about mentoring black and Latino male high school students by Yolanda Sealey-Ruiz and two then-doctoral students Wanda Watson (Ed.D. ’15), now Assistant Professor of Elementary Education at Mills College in Oakland, California, and Iesha Jackson (Ed.D. ’15), now Assistant Professor of Teaching & Learning at University of Nevada, Las Vegas, College of Education.

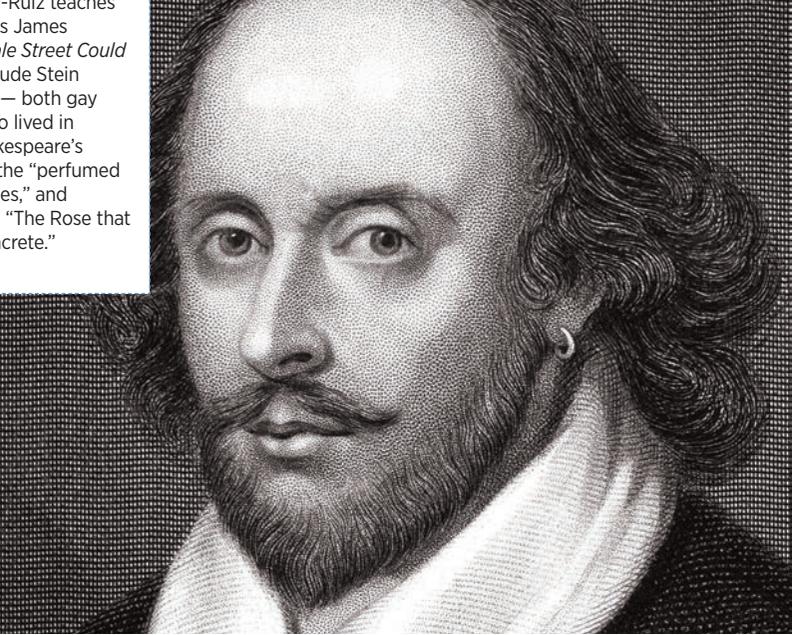
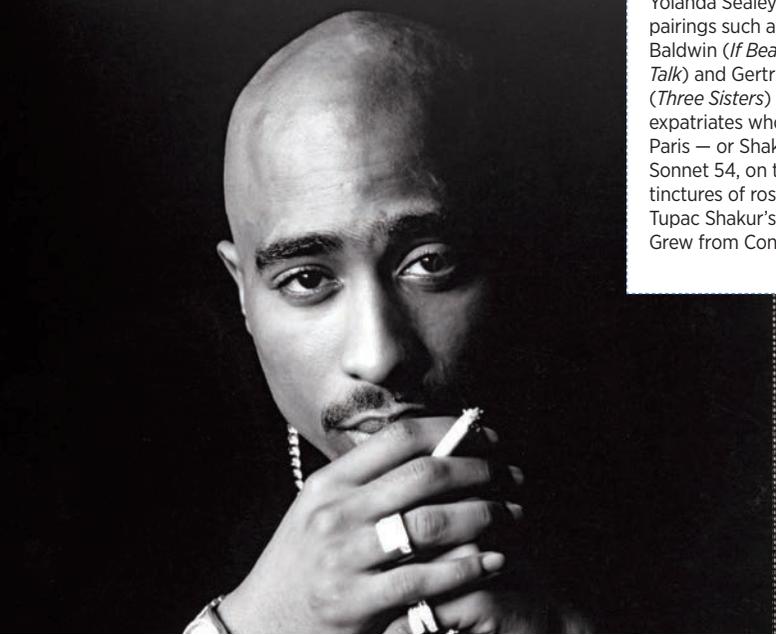
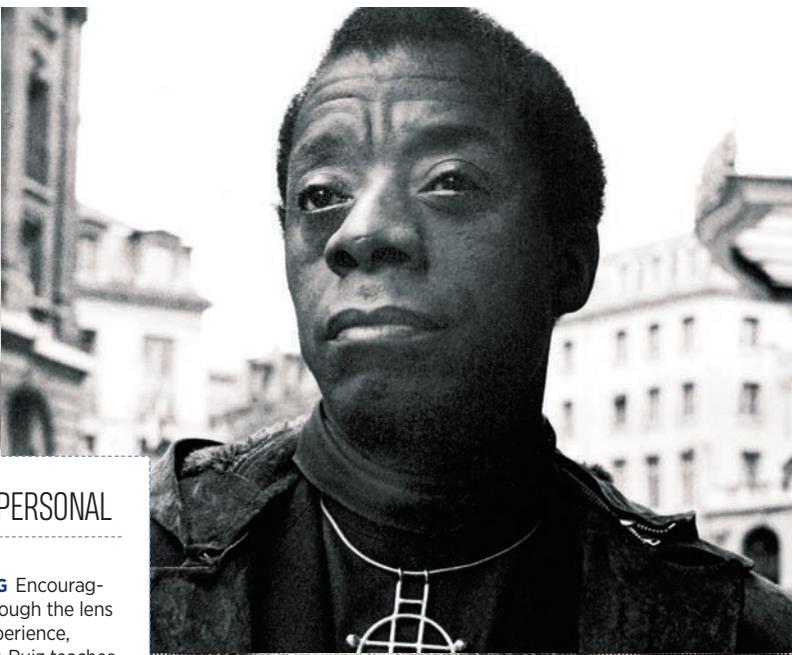
A foster mother in addition to raising her own daughter, Sealey-Ruiz, Associate Professor of English Education, has co-taught a TC course with Lalitha Vasudevan, Professor of Technology & Education, their doctoral students, and a foster care family court liaison in which students mentored teens in the foster care and juvenile justice systems. With Vasudevan and Laura Smith, Associate Professor of Psychology & Education, she leads TC’s Civic Participation Project, which addresses social justice issues.

The common thread: “inviting the lives of my students into the classroom.” Sealey-Ruiz encourages teachers and students alike to read through the lens of



Creating Community in the Classroom

In a paper called “Daring to Care,” Yolanda Sealey-Ruiz calls for setting high expectations and providing empathy and support to elicit hard work from students who don’t see themselves as deep thinkers and writers. Yet she also questions the traditional unidirectional model of supportive teaching, spotlighting “an often overlooked aspect of care — the kind that students do for each other.”



MAKING IT PERSONAL

CLOSE READING Encouraging reading through the lens of personal experience, Yolanda Sealey-Ruiz teaches pairings such as James Baldwin (*If Beale Street Could Talk*) and Gertrude Stein (*Three Sisters*) — both gay expatriates who lived in Paris — or Shakespeare’s Sonnet 54, on the “perfumed tinctures of roses,” and Tupac Shakur’s “The Rose that Grew from Concrete.”

experience, teaching pairings such as James Baldwin (*If Beale Street Could Talk*) and Gertrude Stein (*Three Sisters*) — both gay expatriates who lived in Paris — and Shakespeare’s Sonnet 54, on the “perfumed tinctures of roses,” and Tupac Shakur’s “The Rose that Grew from Concrete.”

“If students see themselves in a book, they engage very differently,” she says.

To see themselves they have to know themselves — so Sealey-Ruiz’s students write personal essays. “I’ve had TC students come out about their sexuality in class,”

she says. Several years ago, she used the same approach in a mentoring program for “over-aged, under-credited” black and Latino male high school students.

Such work requires love — and “Daring to Care” calls for setting high expectations and then providing empathy and support to elicit hard work from students who don’t see themselves as deep thinkers and writers. Noting that the young men supported each other in considering college or dealing with police stop-and-frisks, the authors highlight “an often overlooked aspect of care — the kind that students do for each other.”

“I BELIEVE IN INVITING

THE LIVES OF MY STUDENTS INTO

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ENGAGE VERY DIFFERENTLY.”

— Yolanda Sealey-Ruiz



REDEFINING THE STAKES

Can reimagining education inspire all students, particularly those of color, to reconnect with school, work to their potential, go to college and get good jobs?

Yes, believes Amy Stuart Wells, but “only if other schools of education join TC in helping educators reimagine education” to create a broader understanding of ability, potential and what constitutes valid experience, knowledge and behavior.

For Chris Emdin, that dictum must include trusting young people to discover and embrace who they are. Emdin recalls visiting a gated private school that was using his teaching framework. Sure enough, the students, most of whom were white, sat on bean-bag chairs, scripting science dialogues and rap songs. What really struck Emdin, though, was the sight of one kid running through the halls, unattended, to answer nature’s call.

“When did you last see a kid in public school without a pass to shame him for going to the bathroom? These parents were paying for their kids to be free — to learn to structure a cypher when black and brown kids have been cyphering since they were four, but we’re not OK with allowing them to be loud. We rob them of their freedom because we’re scared. And if you’re scared of letting someone be free, then you can’t teach them.” 

— SIDDHARTHA MITTER, PATRICIA LAMIELL AND HARRIET JACKSON
CONTRIBUTED TO THIS STORY

PHOTOGRAPH: BRUCE GILBERT

REIMAGINING EDUCATION, ONLINE

Support from the Rauch Foundation

The Rauch Foundation has given Teachers College a \$25,000 grant to develop curriculum for a new online advanced certificate program in racially inclusive education that will begin and end with the Reimagining Education Summer Institute. TC Trustee Nancy Rauch Douzinas heads the Rauch Foundation, a Long Island-based family foundation that supports systemic change in communities. ■ Through the envisioned 12-credit online program, educators would attend the Reimagining summer institute, take two 3-credit online courses over 12 months, complete culminating projects based on their



PROVIDING A FOUNDATION

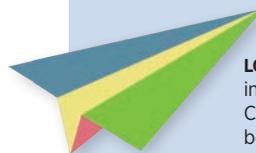
The Rauch Foundation (headed by TC Trustee Nancy Rauch Douzinas, *left*) is supporting curriculum development for an advanced certificate “Reimagining” program. The foundation has funded past research by “Reimagining” director Amy Stuart Wells (*right*).

Rauch Foundation grant. ■ The Rauch Foundation previously funded Wells’ research on segregation and inequality in Nassau County public schools. ■ “Nancy Douzinas stands up for issues of social justice and equity in education,” Wells says. “We are so grateful for her integrity, leadership and support.”

Visit <http://bit.ly/2oisnKF> to register for the 2018 Reimagining Education Summer Institute and to watch video highlights from this past summer’s Institute.

schools, supported by TC faculty, and present them at the following summer’s Institute. ■ “Our program will enable participants to do extended ‘reimagining’ guided by TC faculty in a program with unique connection among topics such as racial literacy, culturally relevant pedagogy, and the larger context of policy, history, race and segregation,” says Amy Stuart Wells, Professor of Sociology & Education, co-recipient with Detra Price-Dennis, Assistant Professor of Elementary & Inclusive Education, of the

BLUE-SKY THINKING



LOFTY PURPOSE The multi-colored paper airplane in flight was chosen as the logo for the Teachers College “Reimagining Education” initiative, symbolizing diversity and the creativity that launches fresh thinking and new ideas.



Y O U N G A L U M N I M A K I N G T H E I R M A R K



By **WILL BUNCH**

ts name notwithstanding, Teachers College produces graduates who pursue careers in dozens of fields. Here we celebrate a clothing entrepreneur who, with his brother, is helping the **SIGHT-IMPAIRED**, and an award-winning novelist who explores the tenuosness of the American Dream in her story of **IMMIGRANTS** rocked by Wall Street's ups and downs. Both are fulfilling the College's mission to create a better, more equitable and **MORE SOCIALLY JUST WORLD**.



PERSPECTIVE

“I felt so fortunate to be an otherwise healthy person [with] a healthy enough attitude to do the things that I wanted.”

A NEW LOOK FOR THE SIGHT-IMPAIRED



MAKING SURE YOUR CUSTOMERS FEEL

heard is important — especially when neither they nor you can see very well.

That’s the philosophy of Two Blind Brothers, a unique New York City clothing line for the sight-impaired launched in 2016 by Bradford Manning (M.A. ’10) and his younger brother, Bryan.

Both Mannings are legally blind, the result of Stargardt’s disease, a deficiency in metabolizing vitamin A that destroys vision in the center of the eye. Both were pursuing successful careers in finance until the 2008 recession suddenly made that field seem a chancy proposition.

Bradford enrolled in Teachers College’s clinical psychology program, where he focused on how well-balanced people cope with issues like grief or traumatic stress.

“I felt so fortunate to be an otherwise healthy person with this vision impairment and to have a healthy enough attitude about it to do the things that I wanted. I wanted to understand why that isn’t the case for many other people.”

One day, the Mannings went clothes shopping in Bloomingdale’s and, as often happens, lost track of each other. Back outside, they discovered they’d both bought the same shirt because it was the softest one in the store. Thus was born the idea for Two Blind Brothers (“fashion with perspective”) — a business that devotes its efforts to soft shirts and its proceeds to life-changing research for curing blindness, working closely with foundations such as the Foundation Fighting Blindness.

“We called our dad, and he said, ‘You guys are both such terrible dressers — what are you thinking?’” Bradford recalls.

For months, the Mannings sampled clothing swatches and showed potential designs for tee

shirts and henleys to their not-sight-impaired friends. They knew they were on to something — but things have really taken off since they appeared on the *Ellen* talk show with host Ellen DeGeneres. (When she presented them with an oversized check for \$30,000, Bradford joked that it was the only thing onstage that they could see.) NBC Nightly News and other venues have since picked up the story, and the brothers have quit their day jobs to manage a venture that’s grown to 30 employees and may soon offer polo shirts, sweatpants and joggers.

So what, beyond softness, distinguishes clothing made for sight-impaired folks? Braille messages such as “Brother,” “Vision” and “Feel” that are woven into the shirts. “In middle school, Braille was a language that only we had,” Bryan Manning says. Today those messages are reaching more people than the Mannings ever imagined.

A DREAM IN THE EYES OF ITS BEHOLDERS



AS A FIRST-YEAR TEACHERS COLLEGE

master’s student, Imbolo Mbue told her faculty adviser, psychologist Elizabeth Midlarsky, that she couldn’t afford the program. She was stunned when Midlarsky later rounded up enough financial aid to help her finish her degree.

Mbue (M.A. ’07), who immigrated to the United States from Cameroon, has never forgotten that gesture — nor the subsequent loss of her marketing job during the 2008 recession.

Both Americas — the one that giveth and the one that taketh away — are the focus of Mbue’s PEN/Faulkner Award-winning debut novel, *Behold the Dreamers* (Random House 2017). As one reviewer writes, the book “depicts a country both blessed and doomed, on top of

the world, but always at risk of losing its balance.”

Mbue decided to write after reading Toni Morrison’s *Song of Solomon*, which she says exposed her to the African-American experience. Still, many reviewers have observed that *Behold the Dreamers* (now an Oprah’s Book Club selection) is more about class than race, and more about the American Dream than a specifically African-American one. Mbue bridges the wide economic and cultural gulf between her protagonists — the Cameroonian chauffeur Jende Jonga; his wife, a pharmacy student; and their young son — and the Lehman Brothers executive who employs Jonga. From Jonga’s opening job interview, during which he must “keep his desperation from bursting through the thin layer of dignity,” through Lehman’s fall, all of Mbue’s characters are “dreamers,” compromising as they chase a sliver of prosperity.

In the seaside Cameroonian town of Limbe, Mbue’s family wasn’t poor, but suffered deprivations such as a lack of running water or a public library. Mbue left to earn a business management degree at Rutgers University, and later worked as a preschool secretary, a dental office receptionist and a lingerie saleswoman.

Those experiences left her empathetic with those who lose privilege, yet she also strongly identified with other newcomers to American society. She says she understands, for example, the economic anxiety that made immigration a top concern in battered Rust Belt communities during the 2016 presidential election: “They’re angry and looking for somebody to blame.” But she stresses that immigrant voters — who feel “a sense of helplessness, fear and worry” — have a right to stand up for policies that will help them find fulfillment here.

“America presents itself as a land of equality and justice,” Mbue says. She seems determined to hold her new homeland to that standard. **TC**



PERSPECTIVE

Mbue understands Americans who fear losing their jobs, but urges immigrant voters to advocate policies that will help them find fulfillment.



Something to think about.

David T. Hansen

John L. & Sue Ann Weinberg Professor in the Historical & Philosophical Foundations of Education

Career

Exploring the connection between education's moral and ethical dimensions and a shared concern for the human condition.

Why I Support TC's Students

My hopes for philosophy's importance pivot around our students' endlessly rewarding talents and commitment.

Proudest Accomplishment

As director, helping to make TC's Philosophy & Education program among the world's strongest.

What Makes a TC Education Special

Our diverse students, who learn so much from one another; and our equally diverse faculty, whose interests and experiences range as wide as the sky.

My Philosophy of Teaching

Philosophy – the original meaning of which is the love of learning, of wisdom, of ideals – urges listening before acting. I try to teach by listening: to students, to the authors we read and to my own sense of what matters. It's always an art.

TC Gift

The Lyle Louis Fellowship Endowed Fund, named for my father, Lyle Hansen, and father-in-law, Louis Fuchs, supports Philosophy & Education students. TC has matched the gift dollar-for-dollar.

S U P P O R T o u r S T U D E N T S

*You, too, can support TC's students.
Contact Linda Colquhoun
at 212-678-3679
or visit tc.edu/supportstudents*

Rodin's "The Thinker" statue on Columbia University's main campus

Photo: Bruce Gilbert





More than Words

REDEFINING THE LANGUAGE OF LITERACY AND CITIZENSHIP

AS AN IMMIGRANT AT AN ENGLISH-SPEAKING U.S. public school, María Paula Ghiso was put in remedial courses. Yet at her weekend Argentinian school, Ghiso was a star pupil. “I kept thinking, ‘But I’m the same person!’” says Ghiso. Now Associate Professor of Literacy Education, she believes that to flourish, students

need curricular opportunities that honor their strengths. “I learned how schools’ organization doesn’t tap into children’s linguistic and cultural resources. We must shift the testing and accountability paradigm, which emphasizes the deficits of multilingual students and their families.”

Ghiso explores young immigrants’ “local cosmopolitanism” — their linguistic savvy and street-smart adaptability, born of uprooting and living in multiple cultures. Those experiences are “just as educative as a college year abroad or family vacations in Europe. Youth are constantly code-switching — mixing languages to speak to different people in different contexts.”

In *Partnering with Immigrant Communities: Action through Literacy* (Teachers College Press 2016), Ghiso, University of Pennsylvania education professor Gerald Campano and Bethany J. Welch, an authority on urban revitalization, detail the benefits of such “transnational” exposure. The book chronicles the Community Literacies Project, a church-based Philadelphia initiative where, the authors argue, exchanges among Indonesian, Vietnamese and Latino families about high school admissions and local health care resources involve

sophisticated literacy and linguistic practices. The Project’s immigration workshops reflect African-American intellectual and activist legacies. Youth and families cooperate across cultural, social and linguistic boundaries to forge a shared vision of educational justice and human rights.

In calling for schools to recognize such

activities as forms of literacy and civic engagement, Ghiso isn't bashing teachers, who often "feel constrained by prescribed curriculum and evaluation systems."

One avenue for change: getting to know neighborhood programs, local leaders, and students' and families' "literacies" outside of schools. "Being attentive to students' linguistic



“I learned how schools’ organization doesn’t tap into children’s linguistic and cultural resources. We must shift the testing and accountability paradigm.”

— Maria Paula Ghiso, Associate Professor of Literacy Education

and cultural resources in our teaching means seeing youth in their multiplicity and beyond institutional labels,” Ghiso says. In her current project in East Harlem, “classrooms might include a Puerto Rican family that has migrated for years between New York City and the Island, and whose elders fought for civil rights in the 1970s, and a more recently arrived Mexican family contending with renewed American nativism. These differences affect students’ school experiences and positioning. They also create opportunities for solidarity and mutual learning.”

Making Smart Teaching Systems Smarter

FOR THE PAST DECADE, ONLINE “SMART” systems have helped teach concepts such as fractions or laws of physics. The systems analyze students’ work and assign problems that target their weaknesses.

As with quantitative trading in finance and predictive marketing in advertising, the data proliferation from online and mobile systems, coupled with increased processing power and storage capacity, has spawned the

measurement, collection, analysis and reporting of data about learners and their contexts, to understand and optimize learning and the environments in which it occurs. But leaders like TC’s Charles Lang fear that “atheoretical” algorithms, disconnected from hypotheses about student behavior, can’t explain such patterns or appropriately guide a system’s prompts.

Lang — Visiting Assistant Professor and co-coordinator of TC’s Learning Analytics program — believes three models should guide smart system development:

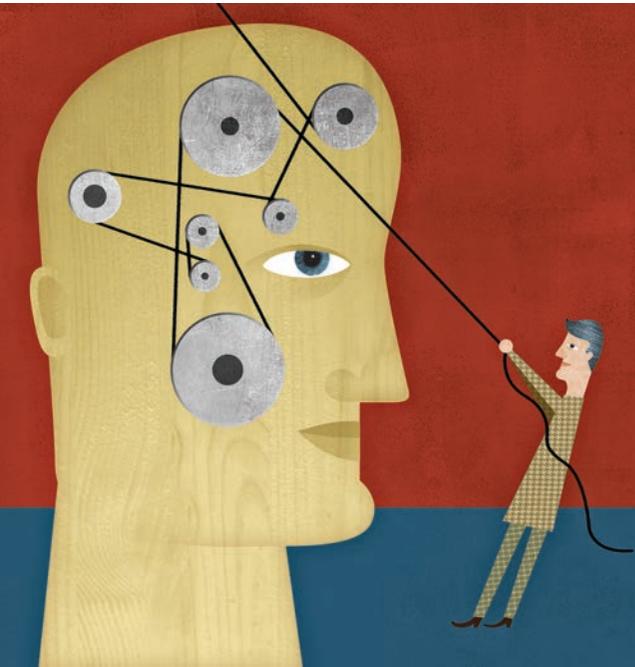
A NARRATIVE MODEL “An elevator speech to say, ‘Here’s what this system does.’”

AN OPERATIONAL MODEL THAT TELLS THE SYSTEM WHAT TO COUNT For example, Google’s Flu Tracker system predicted major flu outbreaks by monitoring people’s online searches for flu information and purchases of flu-related products.

A CONTINUOUS VALIDATION MODEL Flu Tracker ultimately wrongly predicted a vast outbreak. Lang’s guess: Inquiries and pur-



THE FUTURE of Research
The groundbreaking ideas of TC faculty, in action



chases spiked when people heard about a bird flu outbreak or other similar illness.

Lang himself has created Snowflake, an algorithm that decodes each student's unique problem-solving logic based on detailed information about his or her learning over time. Now he wants to empower teachers to critique the choices made by smart systems. His strategy: to create a "domain-specific" language that allows teachers to "look under the hood" and assess a system's conclusions. "TC should teach teachers how to decide whether the software is really doing a better job than using a piece of paper."

Sounds like a smart system indeed.

Coaching to Change Minds

ORGANIZATIONS HIRE LEADERSHIP DEVELOPMENT coaches, but many managers soon resume old ways. But what if coaches offered scientific evidence of the brain's wiring for change and

novelty — and ways to leverage that wiring even in resistant people?

That's Terrence Maltbia's premise for redesigning the Columbia Coaching Certification Program, a TC-Columbia Business School collaboration that prepares professional coaches of corporate, nonprofit and government clients. "We're grounding our empirically-based strategies, drawn from academic disciplines including adult learning and development, clinical and counseling psychology and action research, in emerging neuroscience," says Maltbia, Associate Professor of Practice in Adult Learning & Leadership.

More than 500 alums have completed the TC-based coaching program's entire year-long credentialing, undergoing a one-week residential coach intensive, an eight-month, faculty-supervised field-based practicum and an advanced week-long residential coach intensive capped by written and oral exams. Another 800 open-enrollees have completed the front-end intensive.

As the program celebrates its 10th anniversary, and with Columbia's new Jerome L. Green Science Center focusing on mind, brain



Social neuroscience supports emphasis on client learning rather than a coaching agenda. "You can encourage compliance, but you can't legislate commitment. 🙄"

— Terrence Maltbia, Associate Professor of Practice

and behavior, Maltbia, himself a corporate veteran, sees a rebranding opportunity. With TC Provost's funding, he's identifying everyone at Columbia who conducts cognitive, behavioral or social neuroscience research, including Nobelists Eric Kandel and Richard Axel. Social neuroscience supports the program's emphasis on client learning process rather than a coaching agenda, listening more than talking, facilitating discoveries and turning resistance into



Rather than wage a “hearts and minds battle with bombs and bombast from on high,” America must engage with moderate Islamic communities.

— Amra Sabic-El-Rayess, Associate Professor of Practice

teaching moments. “You can encourage compliance, but you can’t legislate commitment,” Maltbia says. For example, a 2014 study in *Neuron* found that curiosity increased learning and activity in brain regions associated with memory and reward.

Maltbia and his team help students apply such findings. One graduate predicted which managers in her company would disregard accountability training and found that those adopting a “growth mindset” won higher marks from employees.

Which is, as they say in the corporate world, money in the bank.

Why Things Fall Apart — and Stay That Way

AMRA SABIC-EL-RAYESS’S SCHOLARSHIP ranges from corruption in higher education to the stealth tactics of a radical Islamic sect. She has even opined on Melania Trump’s footwear. Yet her real focus is how societies slide into madness and what hinders their efforts to rebuild.

Before coming to the United States, Sabic-El-Rayess, a Bosnian Muslim, witnessed Yugoslavia’s dissolution. She has since powerfully documented how far her native land remains from becoming a democratic society.

Exhibit A: an education system in which bribery and “favor reciprocation” are the chief currencies. The “non-pecuniary” nature of the latter is critical, Sabic-El-Rayess, Associate Professor of Practice, argued last year in the *International Journal of Educational Development*, because it secures education as the province of those in power.

Such injustices breed equal-

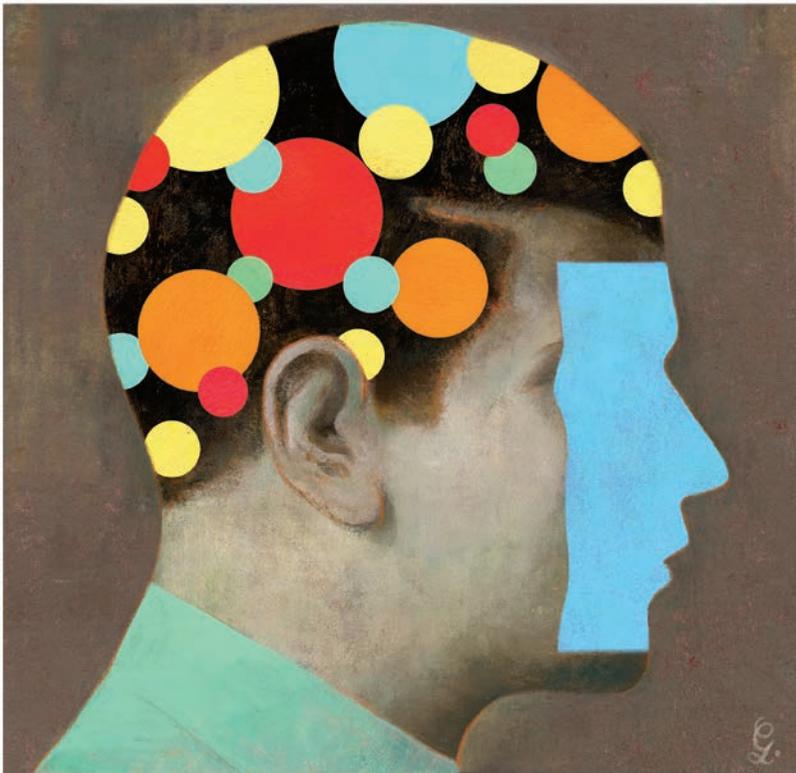
ly dangerous backlashes, as Sabic-El-Rayess has documented in her studies of Saudi-born Salafism, an ultraconservative form of Islam that has spread globally and in Bosnia. The Salafi win converts “from the margins of the powerless” to the cause of “saving Islam from destruction by the West” by any means necessary. Rather than wage a “hearts and minds battle with bombs and bombast from on high,” Sabic-El-Rayess writes, America must engage with moderate Islamic communities — an outcome, she acknowledges, that looks less and less likely. Writing in January in *The Huffington Post*, she worried that the new First Lady would appear at her husband’s inauguration in stiletto heels given to her by the Bosnian Serb shoemaker Bema — a choice, she warned, that might be construed as endorsement of the Russian-backed secession movement by Bosnian Serbs: “Melania’s Inaugural shoes, in their stylish turn, may signal that Bosnia is once again up for grabs. Our only hope is that America’s new First Lady spends the remaining days before her coronation reflecting on the gravity of her every step.” 



[GUEST FACULTY ESSAY]

Living in a Material World

THE STUFF OF ART BY JUDITH BURTON



LAST YEAR, LONDON'S TATE Modern and New York City's Studio Museum of Harlem and Guggenheim exhibited paintings of, respectively, TC alumnae Georgia O'Keeffe, Alma Thomas (M.A. '34) and Agnes Martin (M.A. '52).

O'Keeffe, Thomas and Martin are revered names in Western art. Each transcended her era's focus on technical proficiency, infusing new energy and emotion in lines, colors, shapes and forms. All were radical innovators: O'Keeffe through her subjective trans-

formations of natural forms; Martin through her signature grids and stripes; Thomas through her abstract explorations of color and pattern.

Their magic lay in enabling their materials to speak new meanings. Each was likely influenced by Arthur Wesley Dow, who took over art education at TC in 1904. Dow believed artists' materials possess distinctive and distinguishing voices that endow perception with subjectivity. O'Keeffe and her sister were Dow's students. Martin and Thomas came

later to TC but surely read Dow's influential *Composition*.

Notions about materials for expressive purposes continue to change radically in the digital age. From Duchamp's "Fountain" (a signed urinal) to contemporary found object, mixed material/digital installations demonstrate that almost anything can be repurposed to voice new meanings.

Such new possibilities create a greater diversity of people and communities in art practice. Folk artists who decorated tin trays, sculpted trees or created matchstick architecture are newly relevant. New kinds of practi-

PHYSICAL EXPRESSION

The magic of TC alumnae Georgia O'Keeffe, Alma Thomas and Agnes Martin "lay in enabling their materials to speak new meanings."

tioners emerge from community, design and pop-up endeavors, transforming collaborations into articulations of social justice.

As more people engage with the visual arts, collaborative practice becomes an elaborate cultural vernacular, almost medieval in effect, yet embedded in today's social activism. And again we ask: What is an artist? And how might communities educate aesthetic sensibilities to the deeper meanings of human experience? One answer to the latter: in and through the intervention of our often prosaic materials.



Judith Burton is Professor of Art & Art Education and founder of TC's Creative Technologies program



A LETTER FROM
SUZANNE M. MURPHY
VICE PRESIDENT,
DEVELOPMENT
& EXTERNAL AFFAIRS

the best
Gift
to our faculty:
supporting our students

As our historic Campaign, **Where the Future Comes First**, concludes, we're ramping up, not winding down. Our top priority — our *only* priority — is to create more scholarships to support our students. Through a dollar-for-dollar match enabled by a generous anonymous donor, we're doubling a select number of \$50,000 gifts to create endowed scholarship funds. Yet any scholarship gift has a twofold impact.

DOCTORAL
STUDENT CARRIE
RUSSO AND RANDI
WOLF, ASSOCI-
ATE PROFESSOR
OF HUMAN
NUTRITION



How to Support Students

PLEDGE TC will match, dollar-for-dollar, a select number of \$50,000 gifts for new endowed scholarships

CONTRIBUTE to an existing tribute or program fund scholarship

SUPPORT a TC Fund Scholar or designate your TC gift to financial aid

CONTACT Linda Colquhoun at (212-678-3679) or visit www.tc.edu/future

To explain:

Teachers College's supporters believe our work is a force for good in a complex and challenging world. Our renowned faculty drive that work by shaping new paradigms on teaching for diverse classrooms, education and psychosocial support for refugees, gun violence, health disparities that penalize low-income and minority communities, and more.

Yet our faculty rely, in turn, on collaboration with TC's impassioned and dedicated students, who often arrive with powerful ideas formed on the front lines of education, health and psychology.

By funding our students, you exponentially increase the impact of our faculty's work. But don't take my word for it. Here's what five faculty members say about their student colleagues:

Unquestioned Importance

Recently, a generous donor asked what our program most needed. I replied that nothing could help us more than supporting students. Students are not only *why* we teach but also integral to *how* we conduct research and take our ideas into the world.

Some years ago, for example, TC students began teaching philosophy in local public schools, believing that adolescents would relate powerfully to questions posed by Plato, Du Bois, Arendt, Dewey and others. They were right.

Philosophy, which translates literally as "the love of wisdom," urges listening before acting. Coming from remarkably diverse backgrounds, our TC students are extraordinary listeners. With their enthusiasm, creativity and openness to transformation, they teach *us* to listen, too.

Through TC's dollar-for-dollar match, I have created the Lyle Louis Fellowship Endowed Fund for students pursuing a degree in Philosophy & Education. This gift honors two people who have helped me pursue a life of teaching, research, writing and exercising leadership. My father, Lyle Hansen, was a professor who later worked for the Ford Foundation. My upbringing in Nigeria and Pakistan helped shape my interest in a cosmopolitan outlook on the human condition. My wife's father, Louis Fuchs, flew for the U.S. Naval Air Corps during World War II, became a geologist and discovered several new minerals from meteorites. He was a generous-minded and contemplative person who taught me about the values of peace.

I hope that, after reading these words, you, too, will act by supporting our remarkable students. In an often troubled and ambiguous world, their importance is one thing I never question.

DAVID HANSEN *The John L. & Sue Ann Weinberg Professor in Historical & Philosophical Foundations of Education*

Invaluable Support

In Education Leadership, our students, who range from aspiring administrators to experienced



POSTDOCTORAL
FELLOW CLAIRE
BAKER AND DOC-
TORAL STUDENT
MARISA MORIN



DOCTORAL STUDENT
CHANWOONG BAEK
AND OREN PIZMONY-
LEVY, ASSISTANT
PROFESSOR OF
INTERNATIONAL &
COMPARATIVE
EDUCATION

“Measuring public opinion is a crucial part of policy research. It’s also a vast, time-consuming enterprise that wouldn’t be possible without the help of students.”

— Oren Pizmony-Levy

leadership practitioners, bring real-world perspectives, strategies and field issues to our work.

Education Leadership Ph.D. candidate Phillip Smith, a former school administrator from the United Kingdom, is assisting me on a large-scale qualitative study exploring the politics of race and diversity associated with “leading while Black” in U.S. schools and districts. His work on Black male principals explores how race and gender identity inform leadership

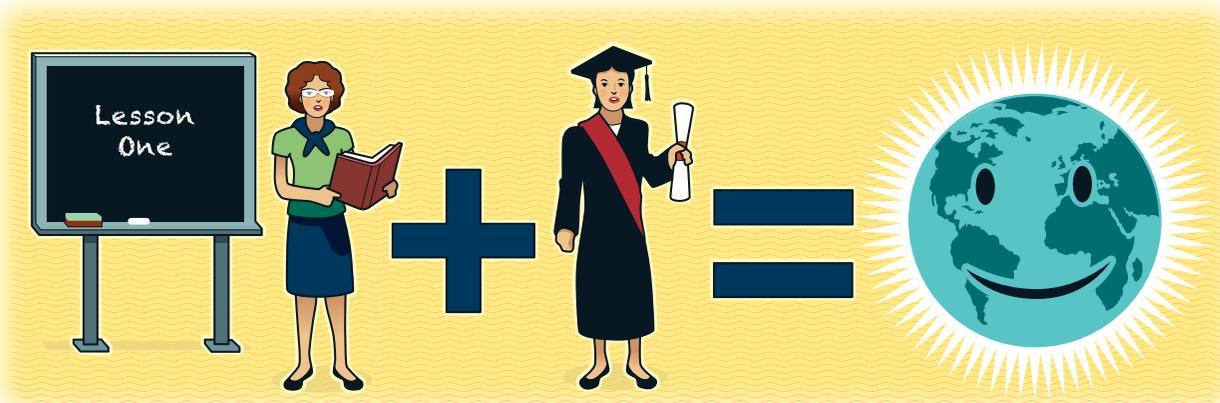
practice and sustainability — insights critical to increasing diversity among education institutions’ leadership.

Phillip is also a popular instructor, co-designing and teaching courses on leadership for social justice. Our students esteem him highly, as do I, so please support them. There’s so much more we can do together.

SONYA DOUGLASS HORSFORD *Associate Professor of Education Leadership*

Funding Student Scholarship: The TC Match

Our faculty rely on students as key research colleagues in creating a better world. TC will double a select number of \$50,000 gifts to create student scholarships. Contact Linda Colquhoun at 212-678-3679/colquhoun@tc.columbia.edu

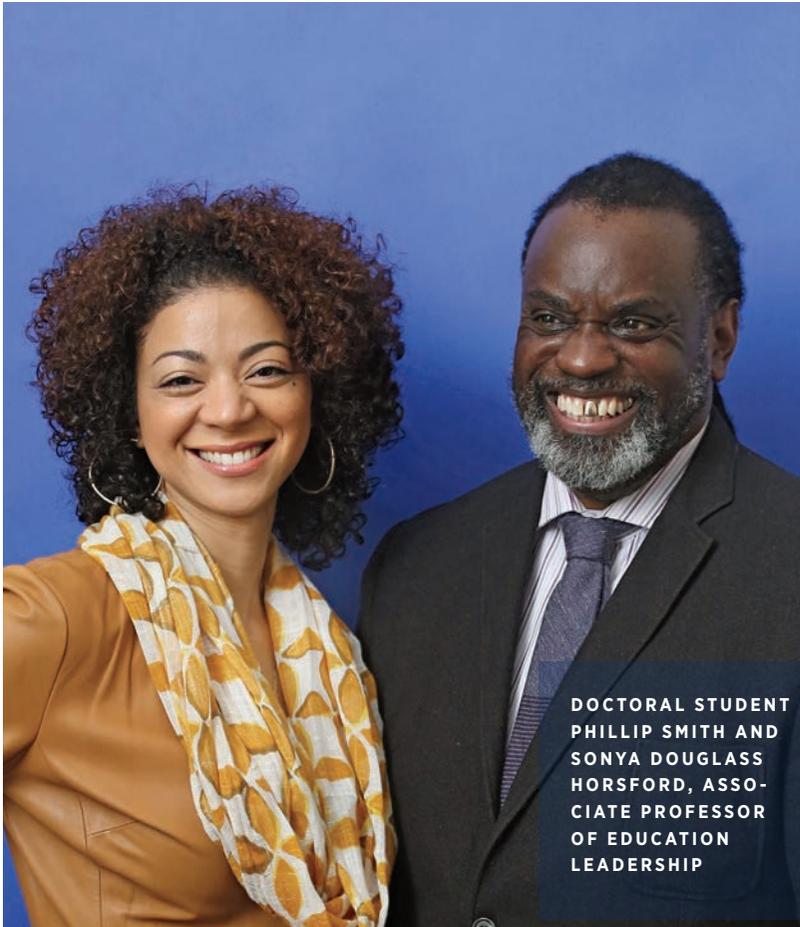


Skilled Researchers and Explainers

Measuring public opinion is crucial to policy research. It's also a time-consuming enterprise that wouldn't be possible without students like Chanwoong Baek, a second-year doctoral candidate in International & Comparative Education. Chanwoong is helping Professor Aaron Pallas and me create a new instrument to measure

“Without students to help me, I could not explore the broader race and class inequalities that prevent American schools from serving as a truly equalizing force.”

— Sonya Douglass Horsford



DOCTORAL STUDENT
PHILLIP SMITH AND
SONYA DOUGLASS
HORSFORD, ASSO-
CIATE PROFESSOR
OF EDUCATION
LEADERSHIP

how the public perceives and explains the quality of education, health and psychology — information that predicts support for policies on issues such as teacher pay.

Chanwoong, a skilled researcher, has expanded our project's scope. He's also an excellent explainer who helps me teach “Introduction to Quantitative Analysis in Comparative Education.” His analysis of data from our 3,150 respondents will provide key talking points. We need more students like Chanwoong!

OREN PIZMONY-LEVY *Assistant Professor of International & Comparative Education*

Covering Critical Ground

Students are critical to my work, which includes detailed reporting and analysis of people's behaviors and attitudes around food and nutrition.

Take the fivefold U.S. increase since 1950 in celiac disease, a digestive disorder of the small intestine. Only strict avoidance of gluten, the main protein in wheat, barley and rye, prevents complications like osteoporosis and cancer. Little research has been conducted — and virtually none reflecting theories of behaviorally focused nutrition education — on motivating people to follow such a diet.

With a Provost's grant, TC's Program in Nutrition is partnering with Columbia University's Celiac Disease Center to create and pilot-test behavioral strategies that promote adherence to a gluten-free diet and maximize quality of life.

I couldn't possibly collect and analyze the hundreds of “dietary recalls” — daily accounts of food and beverage consumption — necessary to understand whether people with celiac disease are eating naturally gluten-free products or relying on gluten-free processed packaged snack foods. Fortunately, nutrition doctoral candidate Jennifer Cadenhead has things well in hand. Another doctoral student, Carrie Russo, is interviewing to learn how families with a diagnosed child navigate a gluten-free diet.

Celiac disease afflicts more people and has a higher mortality rate than better-known diseases like Crohn's, yet celiac research receives less federal funding. Donors and smaller grants become even more important — and scholarships even more meaningful.

RANDI WOLF *Associate Professor of Human Nutrition*

Partners on Policy

I study environmental factors affecting families, youth and children, and design and evaluate intervention and policy programs. Students learn by doing, participating in all policy, research and practice activities at TC's National Center for Children & Families and taking their learning in innovative directions.

Much of my focus is on understanding factors that help or hinder development in children experiencing difficult circumstances. Through an Affordable Care Act initiative, doctoral student Marisa Morin assesses the effectiveness of home visiting programs providing parenting and life-skill coaching. She has analyzed 5,000 tapes of parent-child interactions and adapted an observational measure of play to determine whether an intervention for fathers helps young children develop.

Postdoctoral Fellow Claire Baker, funded by the Rauch Foundation, studies impacts of parents' mental health on young children as they develop social, emotional and executive functioning skills. Claire evaluates whether financial assistance for low-income mothers increases positive parenting during the developmentally important early childhood years. She also examines whether and in what circumstances the Head Start program is effective. Her experience



Campaign Progress

We're almost to **\$300 million!**
(total as of November 1, 2017)

analyzing the large, nationally representative data sets required by policy-makers and funders is invaluable.

Young scholars like Marisa and Claire come to TC for our cutting-edge projects — but not if we can't fund them. Ultimately, the nation's poorest children stand to gain or lose.

JEANNE BROOKS-GUNN *Virginia & Leonard Marx Professor of Child & Parent Development*

These powerful testimonials beautifully illustrate the power of faculty-student collaboration. Yet our glass remains half empty. For every phenomenal student we fund, others

remain unable to fulfill their potential.

Help us brighten that picture today by ensuring that the very best students can take advantage of an incredible Campaign that has transformed and elevated the College's work. Our faculty and students know that it takes two to tango. Come join them in the dance.



Suzanne M. Murphy

SUZANNE M. MURPHY
(M.ED. '99, M.A. '96)
**VICE PRESIDENT, DEVELOPMENT
& EXTERNAL AFFAIRS**



[SHARED WISDOM]

NO FACULTY MEMBER IS AN ISLAND

Philosophy, which originally meant "the love of wisdom," urges listening before acting, says **David Hansen**, TC's John L. & Sue Ann Weinberg Professor in Historical & Philosophical Foundations of Education. TC students are extraordinary listeners who are eager to learn — which makes them ideal collaborators for faculty, who rely on them as research colleagues who build on and carry forth paradigm-changing ideas into the world.



Mom Knew Best.

Melinda Stepanski-Lvovsky (M.A. '05)
6-8th Grade Humanities Teacher

Why I Support TC's Students

When I asked my mother why she became a teacher, she quoted Emerson: "We will walk on our own feet; we will work with our own hands; we will speak our own minds." She empowered students, many from challenging backgrounds, through reading and writing. Now I appreciate why teaching gave her so much joy.

My Philosophy of Teaching

At TC, I took Shakespeare with John Browne. John's ability to make The Bard's abstruse texts accessible was remarkable. His devotion to his students, and his sonorous laugh, were exceptional.

What I Learned at TC

The classes were illuminating. Conversations with peers about helping students maximize their potential still resonate. TC faculty's exemplary guidance of my learning journey will forever inform my teaching.

Proudest Accomplishment

Every day, I am proud to tell people I am a teacher.

TC Gift

The Stepanski Family Charitable Trust's endowed scholarship – matched dollar-for-dollar by TC – honors the late Jane Stepanski: "Mom was a partner in my father's business successes and a lodestar to my brother, Matthew, Dad and me."

S U P P O R T o u r S T U D E N T S

*You, too, can support TC's students.
Contact Linda Colquhoun
at 212-678-3679
or visit tc.edu/supportstudents*

Melinda Stepanski-Lvovsky and her father, Tony Stepanski, at the American Academy of Arts & Letters, where Melinda worked on her undergraduate thesis on writer Willa Cather

Photo: Bruce Gilbert





[A QUIET INSPIRATION]

Farewell to a Fine Gentleman

The TC community salutes its constant gardener, the late **Jack Hyland**

Teachers College lost its most cherished statesman in August — Jack Hyland, Board Co-Chair, 30-year Trustee, Renaissance spirit and the man described by President Susan Fuhrman as “our constant gardener, cultivating excellence across our vast enterprise.” ■ John W. Hyland Jr., forged successful careers in investment banking and as a media adviser. He was a celebrated author, professional photographer and art enthusiast — Chairman Emeritus of the American Academy in Rome, Director of the College Art Association and Trustee of the Clark Art Institute in Williamstown, Massachusetts. Fuhrman’s metaphor was particularly apt: The stunning oasis of grasses, bamboos, pools and paths that Hyland and his partner, Larry Wenthe, maintained at their weekend home

in Millerton, New York — “the place of your heart,” Hyland’s son, Jonathan, said at a TC memorial celebration in September — is listed in The Garden Conservancy. ■ At TC, which awarded him its Cleveland E. Dodge Medal for Distinguished Service to Education, Hyland aided two presidential searches and historic fundraising campaigns. He championed the College’s advances in digital education, financial literacy education and learning technology. ■ Hyland’s colleagues, friends and family especially valued his ability to bring people together. Provost Tom James recalled once dining with Hyland, Professor Gary Natriello and Trustee Emeritus Elliot Jaffe. “The waitress wrote on the check, ‘Thank you, my fine gentlemen,’” James said. “Jack, the whole community is rising up now to say: ‘Thank you, my fine gentleman.’”

In Their Own Words

Reflections and memories of Jack Hyland from TC's leaders, Trustees, faculty members and his children

Joyce Cowin

**TC TRUSTEE, FOUNDER
OF THE COWIN FINANCIAL
LITERACY PROGRAM**

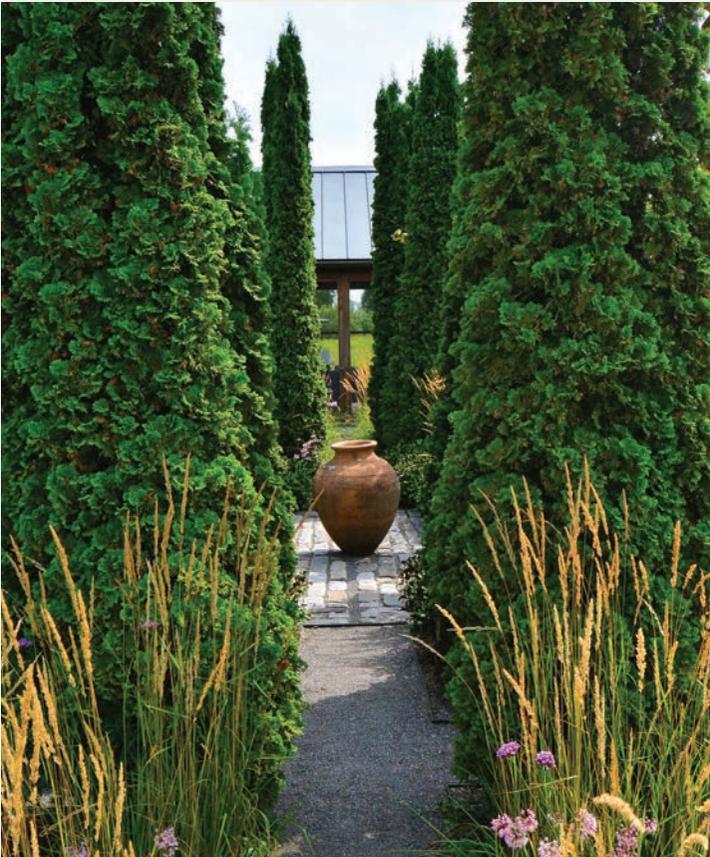
"I have never seen this auditorium look so beautiful — and it's for the right person. Like the eclipse we recently experienced, Jack was a singular sensation. Each of us was lucky to be in his orbit."

Susan Fuhrman

**PRESIDENT,
TEACHERS COLLEGE**

"Jack never gave less than his best to TC, and everyone who came in contact with him wanted to do better and be better. I was privileged to call him my boss, friend and mentor, and I will love him for the rest of my days."

ELYSIAN FIELDS Hyland's garden in Millerton, New York



Susannah Hyland

DAUGHTER

"You were a tenacious man. You were as tender as a plant laughing at the sun."

Paul LeClerc

**TC TRUSTEE, PAST PRESIDENT
AND CEO OF THE NEW YORK
PUBLIC LIBRARY**

"His board involvements were the figurative counterpart to the garden that he and Larry cultivated. It's sweet to think of him going to the Elysian Fields, reserved for the righteous and heroic. You can imagine just what Jack is up to there."

Bill Rueckert

**CHAIR,
TEACHERS COLLEGE BOARD**

"He had the most amazing Rolodex, mostly in his head. This room is full today because of Jack, but it feels empty without him."

Tom James

TC PROVOST AND DEAN

"One faculty member recalled talking to him about the constellation of the arts and humanities programs at TC. Jack recognized this great taproot in our history. But the astonishing thing is that he had the same understanding of us in other areas."



DYNAMIC DUO Hyland and Cowin

Liza Bainbridge

DAUGHTER

"I will think of you every time I need advice and reassurance that the world isn't going to end."

Marie Miville

**PROFESSOR OF PSYCHOLOGY
& EDUCATION**

"I consider myself lucky to have served as a faculty member during his tenure. I especially appreciate Jack's long-time support of diversity issues and psychology at TC."

Michael Rebell

**PROFESSOR OF PRACTICE AND
DIRECTOR OF TC'S CENTER FOR
EDUCATIONAL EQUITY**

"He was an inspiration — someone with whom I could brainstorm to great profit — and a great supporter of everything that I and my col-

leagues were trying to do.”

Lucy Calkins

**ROBINSON PROFESSOR IN
CHILDREN'S LITERATURE**

“Like so many faculty members at TC, I knew Jack as a quiet adviser and constant supporter. He was always ready to offer a warm, kind bit of encouragement, to ask for my insights.”

Eduardo Martí

**TC TRUSTEE, FORMER CUNY
VICE CHANCELLOR FOR
COMMUNITY COLLEGES**

“He guided the Board in a collegial manner and left the College in much better shape than he found it. His warm personality, quick wit and keen intellect will be with us forever.”

MENTOR AND FRIEND

Fuhrman prized Hyland's inspiration



[TEAM PLAYER]

A Passionate Institutionalists

Abby M. O'Neill had a knack for helping great enterprises achieve their missions

The photo on the next page of Abby M. O'Neill and her family on China's Great Wall in 1981 reflects the late TC Trustee Emerita's approach to life. ■ The scion of perhaps America's foremost family of business and philanthropy — she was the great-granddaughter of TC Trustee John D. Rockefeller and spent years heading the Rockefeller Brothers Fund (RBF) — Abby O'Neill, as her son, Peter O'Neill, puts it, “believed in understanding other people's lives and perspectives.” That view made the elder O'Neill, who died in May at 89, an “institutionalist” par excellence. “She saw the value of tending to organizations so they could adapt to confront the challenges of the times,” Peter O'Neill says. ■ In addition



Comrades - China June 1981

A Passionate Institutionalist, continued

to serving on TC’s board since 2004, Abby O’Neill was Chairman of Rockefeller Financial Services and Rockefeller & Company (1998-2004), Trustee of Massachusetts Financial Services Mutual Fund (1992-2003), President of Greenacre Foundation, Vice Chairman of The Colonial Williamsburg Foundation and a 60-year Trustee of International House New York. ■ “She was the master at getting things done within the board environment,” says TC Board Chair Bill Rueckert. “She’d traveled everywhere, met an incredible number of people and could distill complex issues to their essentials. She had a knack for steering organizations toward good decisions.” ■ Abby’s experiences representing RBF in post-Soviet Eastern Europe convinced her that “education is the secret to it all.” With George O’Neill, her husband of 67 years, she endowed TC’s George & Abby O’Neill Chair in Economics & Education and supported many student scholarships. In 2013, her \$11 million gift established the Abby O’Neill Fellows, enabling dedicated pre-service teaching candidates to graduate with a minimum of debt. ■ “For Abby, it was about the students,” says Rueckert. “She loved meeting young people and hearing their plans. It gave her pleasure to know that people were benefiting from her gifts.”

A GIFT FOR GIFTING

“For Abby, it was about the students. She loved meeting young people and hearing their plans. It gave her pleasure to know that people were benefiting from her gifts.”

— Bill Rueckert, Chair, Teachers College Board

The O’Neill Fellowships

For Teachers Committed to NYC

Trustee Emerita **Abby M. O’Neill**, who visited the People’s Republic of China during the 1980s and post-Soviet Eastern Europe a decade later, believed that the future of democratic societies depends on education. Her \$11 million gift launched Teachers College’s **Abby M. O’Neill Fellowships**, enabling qualified, committed teaching students to graduate as free from debt as possible. ■ “The Abby M. O’Neill Fellowship program is a very important investment in tomorrow’s teachers,” says Suzanne M. Murphy, Teachers College’s Vice President for Development & External Affairs. “We expect the most extraordinary students, who are committed to teaching in New York City, to compete to receive the O’Neill Fellowships.” ■ A pilot program has already graduated 24 students — including Sarah Duer, a second grade teacher at the recently founded 30th Avenue School in Astoria, Queens. Duer says she is grateful for a “magical” opportunity to “create a vision” at a new school. Now TC is poised to launch an expanded program that will support the certification of teachers who are committed to working in New York City. To apply for an Abby M. O’Neill Fellowship, contact Teachers College’s Office of Financial Aid at 212-678-3714 or financialaid@tc.edu.

INTENDED RECIPIENTS Abby M. O’Neill with O’Neill Fellows Bonnie Chow and Kimberly Iwanski



PHOTOGRAPHS: ABOVE, COURTESY OF PETER O’NEILL; RIGHT, TC ARCHIVES

[GLOBAL TC DAY 2017]

Celebrating a Common Purpose

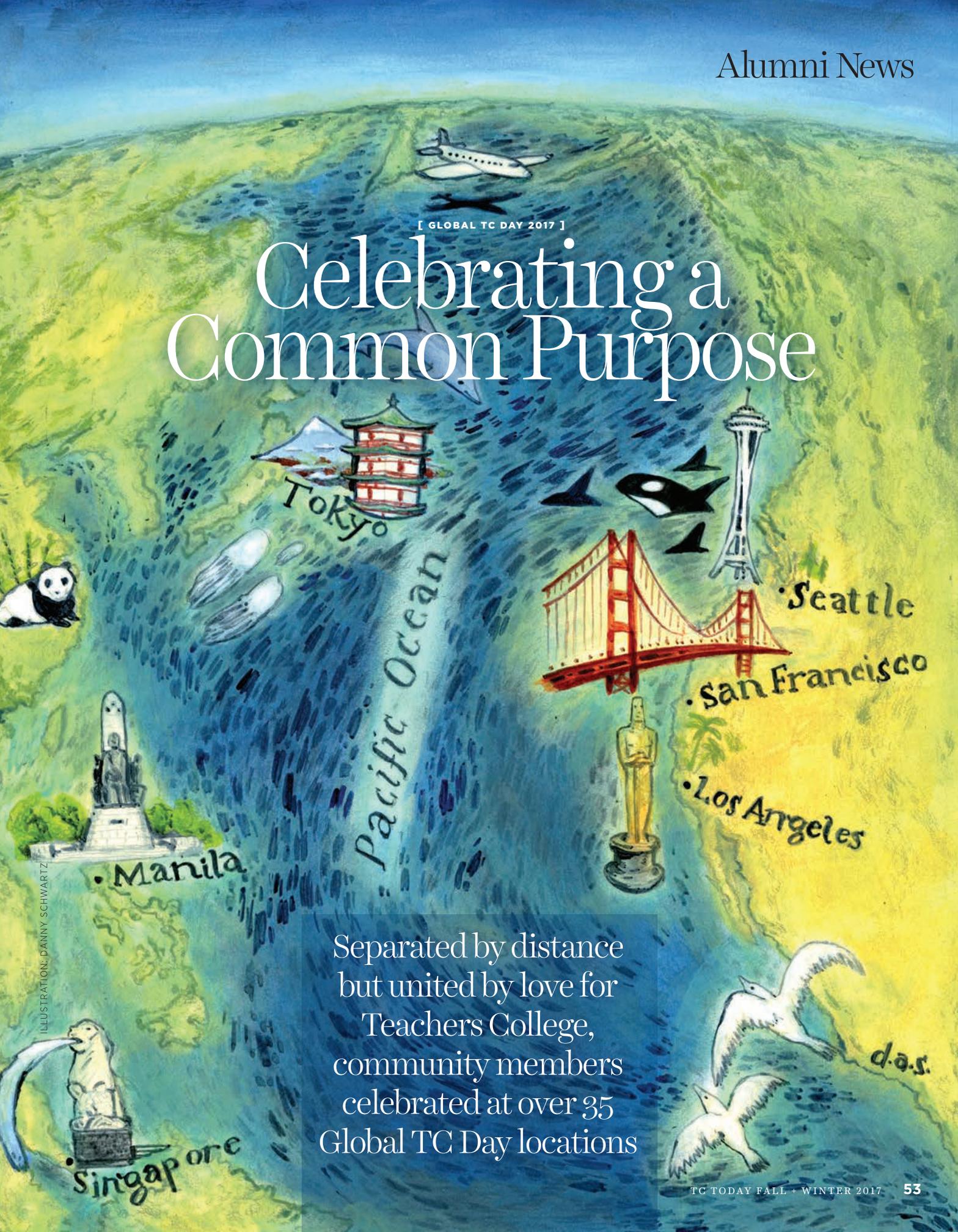


ILLUSTRATION: DANNY SCHWARTZ

Separated by distance
 but united by love for
 Teachers College,
 community members
 celebrated at over 35
 Global TC Day locations



JEFFREY PUTMAN

Botanical Garden, where she is Associate Vice President for Foundation Relations.

In Japan, alumni gained special access to the Yokota Air Base, taking part in a series of education research presentations. In Jerusalem, alumni discussed Israeli education and ways to leverage a TC degree. Alumni in Atlanta beat the heat at an ice cream festival.

[RE-SEEDING MEMORIES]

Sarah Bolson Barnett (M.A. '09), Associate Vice President for Foundation Relations, hosted alumni at the New York Botanical Garden.

And in the Berkshires, alumni and friends joined President Susan Fuhrman (Ph.D. '77) at Jacob's Pillow to enjoy the Paul Taylor Dance Company.

Once again, technology shrank time and distance.

From TC's Cowin Center, Christopher Emdin, Associate Professor of Science Education, gave a presentation on urban education via Livestream. And Fuhrman answered questions during a TC first-ever "Ask Me Anything" session on Facebook Live, moderated by Rosella Garcia, Senior Director of Alumni Relations. Questions touched on the preservation and advancement of public education and TC's role in educational research.

Launched in 2013 (the College's 125th anniversary), the biennial event marks TC's worldwide impact. "Global TC Day is always a great success thanks to our alumni volunteers," said Garcia. "No matter the distance between us, we're all part of the same community, furthering TC's mission to build a better world." — **JOE LEVINE**

Celebrating a Common Purpose

(continued from page 53)

It's called Global TC Day, but it lasts for weeks. For the 2017 edition, the TC family gathered to share meals in Seattle, San Francisco, Toronto, Miami, Manila and São Paulo. Yingshi Yang (Ed.D. '09) led a behind-the-scenes tour at the National Art Museum of China in Beijing, and Sarah Bolson Barnett (M.A. '09) hosted TC alumni at the New York

AROUND THE WORLD ON GLOBAL TC DAY

Check out more Global TC Day pictures and doings at www.tc.edu/globaltcday



[MANILA, PHILIPPINES]



[CHICAGO, ILLINOIS]



[SINGAPORE]

[SAN FRANCISCO, CALIFORNIA]



ALEJANDRA MERHEB

PAINTING THE TOWN HALF RED

Bay area alumni toured San Francisco's Museum of Modern Art and dined with TC psychologist Derald Wing Sue. Here, Prentice Le Clair (M.A. '12) contemplates "No. 14" by Mark Rothko. For more Global TC Day photos, visit [Facebook.com/TeachersCollegeAlumni](https://www.facebook.com/TeachersCollegeAlumni)

[HAPPY RETURN]



TC ARCHIVES

Shining Ever Brighter

Time hasn't diminished TC's Golden Alumni

It was 1955. Dwight D. Eisenhower was president. *Rebel Without a Cause* was a first-run feature and "Mystery Train" topped the charts. ■ Tennessee graduate schools weren't admitting black teaching students — but a colleague told Velma Jones "that you could petition the state to pay for graduate school elsewhere," recalled Jones (M.A. '57) in May at TC's third annual Golden Anniversary brunch for alumni who graduated 50 years ago or more. "She'd gone to TC that way, and she said I could, too." ■ Jones, who became the first black classroom teacher to serve as President of the Tennessee Education Association, later earning special recognition from President Barack Obama, joined more than 30 Golden Alumni who brunching in Everett Lounge and then — wearing gold-colored robes — marched at the first of TC's three 2017 master's degree Convocation ceremonies. For more photos and video visit tc.edu/alumni/golden.

[WELL-CONNECTED]

Teachers College has (count 'em)

90,000
living alumni



[YOKOTA AIR FORCE BASE, WEST TOKYO]

Arts & Humanities

ART & ART EDUCATION

The work of **Harry Leigh** (M.A. '59) was part of *Undercurrents: The River as Metaphor/Hudson Valley Artists 2017*, an exhibit at the Samuel Dorsky Museum of Art at the State University of New York at New Paltz.

ENGLISH EDUCATION

Brice Particelli (Ph.D. '14, M.Phil. '14, M.Ed. '11) was named a 2017 Artist Fellow in Nonfiction Literature by the New York State Council on the Arts/New York Foundation for the Arts.

[TEACHING OF SOCIAL STUDIES]

William Seraile (M.A. '67), who taught African-American history for 36 years at Lehman College, has written five widely acclaimed books and received the Carter G. Woodson Scholars Medallion for historical publications.

MUSIC & MUSIC EDUCATION

Anastasia Pike (Ed.D.CT. '11) is the Founder and Artistic Director of the Christopher Newport University Harp Festival, which debuted in March. Pike

has also given several recent performances, workshops and presentations. Her harp/voice duo, the Élan Ensemble, released its first album, *Jane Austen's Songbook*.

Marvin Rosen (Ed.D.CT. '85, Ed.D. '85, M.Ed. '83) celebrated 20 years of hosting Classical Discoveries, a classical music show on WPRB-FM at Princeton University.

[ALUMNI FOCUS]

Honoring Cultural Knowledge

Channeling Shirley Chisholm and a father who cared

Yasmin Morales-Alexander (Ed.D. '16) used to accompany her father, Victor, to his job as a janitor at Lehman College in the Bronx. While he mopped floors and collected garbage, she looked at atlases and encyclopedias in the library. "If I let him get his work done he'd take me to White Castle," says Morales-Alexander, now Assistant Professor of Early Childhood Education at Lehman.

In May, Morales-Alexander received Teachers College's inaugural Shirley Chisholm Dissertation Award, named for the late alumna who was the first African-American woman to serve in Congress and the first black candidate to seek a major party's presidential nomination. The award recognizes recent doctoral graduates whose work has promoted racial and gender equality through a deeper understanding of people of color.

For her TC dissertation, Morales-Alexander interviewed Mexican immigrant families whose children attended a New York City Head Start Program. Contrary to stereotype, these Latino parents were "wholly engaged in their children's education, passing on knowledge rooted in Mexican culture.

"They weren't doing anything different than other parents, but their cultural knowledge is not validated across a wide spectrum of American society," she says.

Earlier this year, Morales-Alexander received Lehman's Urban Transformative Education Award for promoting justice, equity and caring in urban schools. The college also honored her father as a lifelong employee and committed parent.

"My father was invested in my development and success as a person," she says. "I'm living proof that Latino families are very much committed to their children's well-being and education." — **ROBERT FLORIDA**



Mark Tonelli (Ed.D. '15, M.Ed. '14) was selected as a Coleman Foundation Faculty Entrepreneurship Fellow for 2017-18. He also joined the artist roster of D'Addario Fretted Instruments and helped plan the 2016 National Conference of the Society for Arts Entrepreneurship Education.

PHILOSOPHY & THE SOCIAL SCIENCES

Ilene Leff (M.A. '69) co-founded Western Connecticut Leadership, a program to educate proven leaders and accomplished professionals in community needs and to encourage them to become actively engaged as board members, substantive volunteers and change-makers.

Jack Nolan (Ph.D. '78, M.A. '72) published *Vietnam Remix*, a novel that recalls the bizarre world of civilian-cover Army intelligence in Saigon in 1967-68.

RELIGION & EDUCATION

Sheryl Kujawa-Holbrook (Ed.D. '93) published *God Beyond Borders: Interreligious Learning Among Faith Communities* (Pickwick), inaugurating the new Horizons series of the Religious Education Association.

TEACHING OF SOCIAL STUDIES

William Seraile (M.A. '67) taught African-American his-

tory for 36 years at Lehman College in the Bronx (1971-2007). He has written five books on African-American history and received Outstanding and Distinguished Alumni awards from Central Washington University and the Carter G. Woodson Scholars Medallion for historical publications from the Association for the Study of African American Life and History.

TEACHING OF SPANISH

Jim Best (M.Ed. '98, M.A. '98) will become Head of New York's Dalton School in June 2018.

Biobehavioral Sciences

APPLIED PHYSIOLOGY

Fresh Pond Physical Therapy, owned by **Liza Tan** (M.A. '01), was named one of the 100 fastest-growing companies in 2016 by the Initiative for a Competitive Inner City. The business was also included on the Fortune Inner City 100 list.

Curriculum & Teaching

CURRICULUM & TEACHING

Saloma B. Grose (Ed.D. '77) received the Visionary Award from Norwalk ACTS for her "courage, tenacity and vision in support of all of Norwalk's children."

(CONTINUED ON PAGE 58)

[FROM YOUR ALUMNI ASSOCIATION PRESIDENT]

We're Taking Names

Don't get left out of TC's alumni directory

Dear TC Colleagues and Friends,

The TC Alumni Association is 90,000 members strong. The 35-member Alumni Council serves as the voice of, and coordinating body for, the Association. I am honored to serve as the President of the Council for 2017-19. ■ My 20-year career at TC, which took me from doctoral student/work study to Director of International Services, was extremely rewarding. I worked with the best and brightest from around the world as well as with U.S. students interested in international educational exchange. International alumni from the 1990s and 2000s may remember me welcoming you to TC, making sure you

"stayed legal" and cheering you on till graduation, and after. Since 2009, I have greatly enjoyed serving on TC's Alumni Council, helping (re)connect alumni to the College. The Council is a diverse, distinguished and dedicated volunteer group. ■ TC is once again partnering with Publishing Concepts, Inc. (PCI) to publish our final printed

Alumni Directory. PCI will be contacting alumni (look for the yellow postcard!), asking for your current information. We hope you'll participate so we can stay in touch with you more effectively and your classmates will be better able to connect with you. www.tc.edu/alumni/directory

■ If you'd like a more active connection to the College, consider joining the Alumni Council! www.tc.edu/alumni/getinvolved And if you know an alum who has made exceptional contributions to, and substantial impact on, their profession, please consider a nomination for the 2019 Distinguished Alumni or Early Career Award. www.tc.edu/alumni/awards

Sincerely,



MARION BOULBEE (ED.D. '96)
PRESIDENT,
TEACHERS COLLEGE
ALUMNI ASSOCIATION

[PSYCHOLOGICAL COUNSELING]

TC 2016 Distinguished Alumni Awardee **Randy Bennett** (Ed.D. '79, M.Ed. '78, M.A. '77) was appointed President of the National Council on Measurement in Education. He was also named a Fellow of the American Educational Research Association.

Penny B. Howell (Ed.D. '04, M.Ed. '99) received the University of Louisville's 2016 Distinguished Faculty Award.

William Rice (M.Ed. '15) is now Assistant Executive Director of Schools & Curriculum at Area Cooperative Educational Services (ACES).

Susan Goetz Zwiirn (Ed.D. '02), Graduate Director and Professor of Art Education in the School of Education, Hofstra University, spent a week in Suhareka, Kosovo working with the ArtsAction Group, an international community-based collective that facilitates arts initiatives with children in

conflict-affected environments. Zwiirn gave a related talk at the National Art Education Association's annual conference.

EARLY CHILDHOOD/ SPECIAL EDUCATION

Aaron Sauberan (M.A. '97) was promoted to Principal of Loma Vista School in northern California.

ELEMENTARY/CHILDHOOD EDUCATION

Asha Sundararajan (M.A. '03) founded Creative Technology Workshop, which provides a foundation to advanced STEAM learning experiences through robotics.

Keira Dillon (M.A. '07) received a 2017 Big Apple Award, a competitive prize that rewards "exceptional success" in instruction in New York City schools.

LITERACY SPECIALIST

Michael Grimaldi (M.A. '16) was recently appointed Assistant Superintendent for Curriculum & Instruction at the Eastport-South Manor

Central School District on Long Island, NY.

Nash Matute (M.A. '13) received a 2017 Big Apple Award, a competitive prize that rewards "exceptional success" in instruction in New York City schools.

Education Policy & Social Analysis

SOCIOLOGY & EDUCATION

Geoffrey Moss (Ph.D. '92, M.Phil. '92, M.A. '85) authored *Artistic Enclaves in the Post-Industrial City: A Case Study of Lawrenceville Pittsburgh* (Springer).

Vanessa Morest (Ph.D. '02, M.Phil. '01, M.A. '97) became Provost and Vice President for Academic Affairs at Westchester Community College in New York.

Health & Behavior Studies

HEALTH EDUCATION

TC's 2012 Early Career Award Honoree, **Betty Perez-Rivera** (Ed.D. '03, M.S. '01, M.A. '77), and her daughter, **Tiffany C. Rivera** (M.A. '10), founded the Institute of Education for the Care of Chronic Diseases with a mission to provide innovative health education.

LEARNING DISABILITIES

Amy Bostian (M.A. '05) was appointed Principal of Blueberry Hill Elementary School in Longmeadow, MA.

TC 2016 Distinguished Alumni Awardee **Randy Bennett** (Ed.D. '79, M.Ed. '78, M.A. '77) was

ACADEMIC FESTIVAL 2018
 TEACHERS COLLEGE COLUMBIA UNIVERSITY
 SATURDAY ★ APRIL 7 ★ SAVE THE DATE
 SIGNATURE HOMECOMING EVENT

- ▶ Sessions featuring Alumni, Students & Faculty
- ▶ Distinguished Alumni & Early Career Award Recipients
- ▶ TC Kids Camp ▶ Student Research Poster Session
- ▶ Enjoy Networking & so much more!

tc.edu/festival | [#TCAcFest](https://twitter.com/TCAcFest)

appointed President of the National Council on Measurement in Education (NCME). He was also named a Fellow of the American Educational Research Association.

NUTRITION EDUCATION

Lorelei DiSogra (Ed.D. '79, M. Ed. '73, M.S. '71), Vice President of Nutrition and Health at the United Fresh Produce Association (since retired), was honored at the company's Reception Honoring Women in Produce.

Professor Emerita **Joan Gussow**

(Ed.D. '75) received the Helen Denning Ullrich Award for Lifetime Excellence in Nutrition Education at the 50th Annual Conference of the Society for Nutrition Education and Behavior.

Barbara Storper's (M.S. '82) live theater show, *FOODPLAY*, which uses magic, music, juggling and audience participation to teach children how to make healthier food choices, has been performed for over 5,000,000 kids across the United States. Storper received

TC's Distinguished Alumni Award in 2006.

NURSING EDUCATION PROFESSIONAL ROLES

Elizabeth Speakman (Ed.D. '00, M.Ed. '85) was named Associate Provost for Inter-professional Education at the University of the Sciences in Philadelphia.

SPECIAL EDUCATION

After 35 years in his profession, **Dwight Hardy** (M.A. '77) retired from full-time special education teaching. He

currently works as a substitute teacher for Fulton County Schools in Atlanta and as an afterschool counselor at Lake Windward Elementary with the Alpharetta YMCA.

Interdisciplinary Studies

INTERDISCIPLINARY STUDIES IN EDUCATION

TC 2012 Distinguished Alumni Awardee **Kevin Jennings** (M.A. '94) has been named the next

(CONTINUED ON PAGE 60)

Best and Brightest.



“The endowed scholarship I will create at Teachers College will be made in honor of Dr. Ernest Osborne — a great professor and a great mentor.

“TC has always had the best and brightest of faculty, and I hope I can help future students to learn from these impressive minds.”

—Lila Swell, Ed.D.

Family & Community Education
Grace Dodge Society member since 2015

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

Louis Lo Ré
Director of Planned Giving
lore@tc.edu | 212-678-3037
tc.edu/PlannedGiving



President of New York's Tenement Museum.

International & Transcultural Studies

INTERNATIONAL EDUCATION DEVELOPMENT

Allen Kenneth Schaidle (M.A. '15) was named Director of Student Services at American University of Iraq.

Prentice Le Clair (M.A. '12) is proud to announce the birth of his second son, Julien Prentice Le Clair.

Colette Mazzucelli (M.Ed. '11) co-edited the *Genocide Studies*

[ADULT LEARNING & LEADERSHIP]

Tonia Casarin (M.A. '16) won Brazil's 2017 Global Impact Challenge, promoted by Singularity University, for her project focused on building a platform to assess and prepare teachers in social and emotional learning.

and Prevention Special Issue: Information and Communication Technologies in Mass Atrocities Research and Response and co-authored the issue's opening article. She

is also participating in Brandeis University's Summer Institute for Israel Studies in Waltham, MA and in Israel, and will take part in the 6th Global Diplomacy

Lab meetings in Buenos Aires.

Mathematics, Science & Technology

COMMUNICATION & EDUCATION

TC 2013 Distinguished Alumni Awardee **Bobby Susser** (M.A. '87) recorded his 26th children's album, released by his record company, Smithsonian Folkways Recordings.

MATHEMATICS EDUCATION

Valerie Camille Jones (Ed.D. '11) was featured in the *ONward!* video series, a collaboration between Old Navy and the nonprofit i am OTHER. The series featured music videos performed by educators who use music in their lessons.

Angela Palmer (M.A. '08) was appointed Gallery Director at Creative Gateways, an art collective in Sedona, AZ.

SECONDARY SCHOOL SCIENCE EDUCATION

George Papayannis (M.A. '03) twice summited Mount

[ALUMNI FOCUS]

Caring for the Community

Paloma Izquierdo-Hernandez has expanded her father's health clinic to serve low-income patients across New York City



Paloma Izquierdo-Hernandez's sister, born with Down syndrome, inspired her to study speech pathology at Teachers College. ■ Now President and CEO of Urban Health Plan (UHP), among the nation's largest community health centers, Izquierdo-Hernandez (M.S. '79) still helps people whom she understands like family. ■ Her sense of community begins with her grandfather, a Puerto Rican émigré who was among New York City's first bodega owners: "He'd stand on a corner, and if a lot of people walked by, he'd open a store there. People loved him, and he loved the neighborhood." ■ Izquierdo-Hernandez's father, Dr. Richard Izquierdo, who has served the South Bronx for over 52 years, founded UHP as a single clinic in Hunts Point, one of America's poorest neighborhoods: "When the fires raged in the 1970s, he stuck it out instead of moving out. Many merchants said, 'If Doc is staying, we'll stay, too.'" ■ Today UHP is a federally funded community health center serving over 80,000 uninsured or under-insured patients in three boroughs, with services from dental care to neurology and a strong focus on primary care. Its 23 sites include an Adolescent Health and Wellness Center, three WIC sites and a workforce development center. ■ UHP has been multiply honored, and Izquierdo-Hernandez has received the Heritage Award from Columbia University's Latino Alumni Association: "We are trying to change the South Bronx's infrastructure by building support systems for the people who chose to stay here." — **ROBERT FLORIDA**

Washington, the tallest peak in New England, as part of a fundraising hike for the Museum of Science, Boston.

TEACHER EDUCATION IN SCIENCE

Sabrina D. Avila (M.Ed. '17) is a Project Coordinator for CUNY Queens College's Title V STEM grant. On July 2, 2017, she married Retired Army Staff Sergeant Eduardo R. Avila, Sr., a recipient of the Purple Heart award and a fellow educator. They now reside with their three teenage children in the New York metro area.

Organization & Leadership

ADULT EDUCATION GUIDED INTENSIVE STUDY

Richanne C. Mankey (Ed.D. '07) received an Ohio Northern University Distinguished Alumni Award, the highest honor that the Alumni Board bestows upon its graduates.

Adult Learning & Leadership

Tonia Casarin (M.A. '16) won the 2017 Global Impact Challenge in Brazil promoted by

Singularity University, which considered projects that proposed radical ideas to improve education. Casarin's project focused on building a platform to assess, train, certify and coach teachers in social and emotional learning.

Sharon Ha (M.A. '11) has been named Vice Principal of the Fayston Prep School in Seoul, South Korea.

Educational Administration

Robert E. Gustafson, Jr., (M.A.

'84) was named the 17th president of Erskine College and Theological Seminary.

Henry J. Pruitt, Jr., (Ed.D. '75, M.Ed. '73) retired from the William Paterson University Board of Trustees. The longest-serving board member in the University's modern history, he was named Trustee Emeritus in recognition of his dedication.

Luns C. Richardson (M.A. '58)

(CONTINUED ON PAGE 62)

TEACHERS COLLEGE COLUMBIA UNIVERSITY

A Graduate School of Education, Health & Psychology

Note to Self BUILD A FUTURE...



...for yourself and others

TAKE ONE OF TC'S ONLINE OFFERINGS TO ADVANCE YOUR CAREER AS:

A school counselor

Help demystify the college admissions process for high school students. TC's online College Advising Certificate offers targeted curriculum, improved professional competence and the chance to increase access to higher education for underserved students. (12 credits)

A nurse educator

Qualified nurse educators who prepare new nurses and advanced practitioners are in high demand. If you're a nurse with a doctoral degree, improve your teaching skills online at TC, the birthplace of nursing education. (15 credits)

A diabetes educator

An estimated one in 10 adults around the globe will be living with diabetes by 2030. Our online, post-master's certificate in advanced diabetes topics helps current clinical professionals meet the needs of this growing population today. (16 credits)

► Learn more about TC's for-credit advanced certificates at TC.edu/AC

A digital wizard in K-8 classrooms

Looking to build your technology expertise? This four-module online professional development course prepares K-8 teachers to cultivate their students' digital literacies and sharpen their 21st century skills.

A teacher who can integrate financial literacy into a range of subjects

TC's online Cowin Financial Literacy Program, underwritten by TC Trustee and alumna Joyce B. Cowin, provides educators with classroom-ready instructional resources and support to grasp and teach financial concepts (savings, investing, budgeting, financial planning, credit, risk, consumption, and diversification) to middle school, high school and community college students. *Offered at no cost. Limited availability.*

► Learn more about TC's non-credit continuing professional studies courses at TC.edu/CPs

[SOCIAL-ORGANIZATIONAL PSYCHOLOGY]

What's Mom Still Got To Do With It?, a recent book by career counselor **Ilana Tolpin Levitt** (M.A. '89, M.Ed. '88), helps women reanimate their careers through understanding their mother-daughter relationships.

retired after serving as President of Morris College for 43 years. He was one of the nation's longest-serving college presidents.

Evelyn Rossetti-Ryan (Ed.D. '05, M.A. '91) was appointed Chief of Marketing and Outreach for Area Cooperative Educational Services (ACES).

Higher Education

Lynn M. Gangone (Ed.D. '99, M.Ed. '99) has been appointed President and CEO of the American Association of Colleges for Teacher Education.

HIGHER & POSTSECONDARY EDUCATION

Deniece Dortch (M.Ed. '13)

was appointed Program Manager of the African-American Doctoral Scholars Initiative at University of Utah.

Conor McLaughlin (M.A. '07) graduated with a Ph.D. in Leadership Studies from the University of San Diego School of Leadership and Education Sciences.

Nurse Executive

Joe Mazzo (M.A. '04) is the new CEO of the John Randolph Medical Center in Hopewell, VA.

Private School Leadership

Jalene Spain Thomas (M.A. '11) was appointed Lower School Director of St. Stephen's & St. Agnes School, a college preparatory Episcopal Church school in the Diocese of Virginia.

SOCIAL-ORGANIZATIONAL PSYCHOLOGY

Debbie Santalesa (M.A. '00) is working for the CARE (Cooperative for Assistance and Relief Everywhere) global humanitarian emergency

response team. She spent the last four years managing programs to support Syrians in Syria, Turkey and Iraq.

Ilana Tolpin Levitt (M.A. '89, M.Ed. '88) is a licensed clinical career counselor and human resources executive. Her recent book, *What's Mom Still Got To Do With It?*, aims to breathe new life into women's careers by helping them understand their mother-daughter relationships.

Public School Building Leadership

Andrew Paulsen (M.Ed. '17) was a National Finalist for the Fishman Prize and was honored with a Fulbright Distinguished Awards in Teaching grant to Taiwan.

Student Personnel Administration

Since graduating, **Natalie Fleischman** (M.A. '85) has worked for New York University, University of Pennsylvania, University of Vermont, Stanford University and, most recently, George Washington University.

Patrick Valdez (M.A. '02) was appointed Chief Executive Officer of the University of New Mexico Taos Branch Campus.

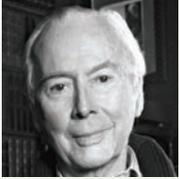
Urban Education Leaders

Ben Ploeger (Ed.D. '15, M.Ed. '13) is now the Superintendent of Schools at Kaohsiung American School in Taiwan.



[TEACHER-PHILANTHROPIST]

Samuel Peabody



New York City philanthropist **Samuel Peabody** (M.A. '59) died in May at 92. He helped launch Prep for Prep, which prepares students of color to attend independent schools, and chaired Citizens Committee for Children, which helps New York legislators restore funds for social programs. He received TC's 2011 Distinguished Alumni Award. ■ Peabody left Wall Street to become a substitute teacher at a Manhattan private school. He enrolled at TC and became a lower school principal in Rye, New York. ■ Peabody and his wife, Judy, who died in 2010, co-founded Reality House, a New York City drug rehabilitation center.

[NURSE WITH A MINISTRY]

Louise Fitzpatrick



Former Teachers College professor **M. Louise Fitzpatrick** (Ed.D. '72, Ed.M. '69, M.A. '68), who transformed Villanova University's College of Nursing into a national leader during her 40 years as Dean, died in September. ■ On Fitzpatrick's watch, Villanova developed Centers for Global and Public Health, Obesity Prevention and Education, and Nursing Research. Villanova nursing students work around the world. ■ "Nursing, while a profession, is also a ministry," said Fitzpatrick. ■ Fitzpatrick's many books include *Prologue to Professionalism: A History of Nursing* (R.J. Brady 1983). She received the National League for Nursing's Award for Outstanding Leadership in Nursing Education.

[EMOTIONAL TRANSLATOR]

Joel R. Davitz



Teachers College Professor Emeritus **Joel R. Davitz** (Ph.D. '51) passed away in September at 91. ■ Davitz's Ph.D. thesis, on techniques to defuse aggressive behavior in children, was widely cited in psychology and conflict resolution literatures. He published his explorations of the non-verbal communication of emotional states in *The Communication of Emotional Meaning* (1964) and summarized his widely-cited framework for

language used to describe emotion in *The Language of Emotion* (1969). This work is cited and used in the areas of robotics and software agents. ■ Davitz's wife of 72 years, Lois Leiderman Davitz, who survives him, was a TC psychology and education research associate. The couple collaborated on 17 books on couple and family relationships, including *Swing in Sync: Men and Women in Love*, and *Making It: 40 and Beyond — Surviving the Mid-Life Crisis*.



Leonard Blackman
Mental health pioneer Leonard Blackman, who secured funding to build Thorndike Hall, died in November. A full story will appear in spring *TC Today*.

[EDUCATOR WITH A GREEN THUMB]

Lee Sing Kong

Singapore's visionary — and TC's partner

Lee Sing Kong, former Director of Singapore's National Institute of Education (NIE) and a long-time partner to Teachers College, died in May. He received Singapore's prestigious Public Administration Medal (Gold) in 2011 and TC's Distinguished Service Medal in 2013. ■ With Lee at NIE's helm, Singapore climbed to the top of global assessments in mathematics, science and reading. Much of that success has been attributed to Lee's support and development of the nation's teaching workforce. ■ In 2012, under Lee, NIE created a joint

master's degree program with Teachers College in Leadership & Education Change. The program, which seeks to establish a new generation of educational leaders for Singapore, the Asia-Pacific region and the larger international community, focuses on both instructional and curriculum leadership. ■ After stepping down from NIE, Lee was appointed Vice President for Education Strategies at Nanyang Technological University (NTU). He was also a noted horticulturalist whose research on aeroponics — the growing of plants in an air or mist environment without soil — helped enable "the greening of Singapore."

HEATHER VAN LUXEM LEWIS



[THE LAST WORD: TC STUDENT VOICES]

You Must Be Mistaken



THE JAZZ DRUMMER E.W. Wainwright said that “a mistake is the most beautiful thing in the world... [It’s] the only way you can get to a place you’ve never been before.” Yet mistakes are often tied to narratives of pain and loss rather than understood as sources of inspiration and opportunities for innovation.

Learning from our mistakes takes courage. If, like me, you were taught to strive for perfection, you may know the debilitating fear of going against the status quo. Typically, young children don’t have that fear,

which is why they excel creatively and constructively. Consider the marshmallow challenge, in which, using string, marshmallows and uncooked spaghetti, children and adults compete against one another in small teams to build the highest tower in a short period of time. In a head-to-head challenge, children will typically win, because the adults — for all their experience and learning — seem inhibited from making quick decisions under pressure due to the fear of failure.

Striving for perfection prevents sustainable success because it dis-

courages mistake-based learning and, ultimately, innovation. After all, when you’ve attained “perfection,” why risk aspiring to anything else?

Teachers College’s faculty have always understood the importance of purposeful trial-and-error learning. John Dewey championed hands-on inquiry to make sense of one’s environment. Edward Lee Thorndike’s Law of Effect holds that we try and discard different options until we find one that produces a satisfactory result. Even Maxine Greene described her-

SECOND THOUGHTS

Teachers College faculty, from John Dewey to Maxine Greene, have understood the importance of “purposeful, trial-and-error learning.”

— Chloe Dawson

self in terms of “what I am not yet,” reinforcing the constant unfinished human state of being and its vast possibilities.

As TC students, then, we should commit to achieving mistakes rather than simply making them. We should

revere mistakes rather than fear them. We should take advantage of TC as a holistic organizational space where mistakes provide opportunities for innovation. Above all, we should be grateful for the chances we’ve inherited as TC students to challenge and reinvent the status quo.

— CHLOE DAWSON



Chloe Dawson is a first-year doctoral student in the Department of Organization & Leadership and President of the Teachers College Student Senate.

[CLASS ACTS]

The Arts Are Her Lens

For **Deirdre Hollman**, the arts integrate all disciplines and her own “many lives”

A budding high school scientist, Deirdre Hollman discovered art history at Princeton. In New York, she worked with film and video director Millicent Shelton and hip-hop artist Hurby “Luv Bug” Azor; wrote and produced plays; and taught youngsters acting by situating fairy tales in the South Bronx. ■ Meanwhile, directing education at New York’s Schomburg Center for Research in Black Culture, Hollman co-founded the Annual Black Comic Book Festival and used comics to teach kids *The Autobiography of Malcolm X*: “This isn’t just superhero stuff. It’s about finer, more relatable stories of social justice.” ■ Hollman’s own heroes include former Schomburg director Khalil Gibran Muhammad (her historical literacy focus reflects his influence) and TC’s Maxine Greene: “She believed through culture and art we begin to understand each other and participate in democracy.” — **RICHARD HUTZLER**



THE FUTURE *of Our Fields*

Spotlighting students who will extend TC's legacy

PHOTOGRAPH: KARSTEN MORAN



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Dinelia from the block.

Dinelia Rosa

Director, Dean Hope Center for Educational & Psychological Services; past President, New York State Psychological Association

Career

I was born in New York City but raised in Puerto Rico. Back here in graduate school, I was mentored by Latino psychologists who helped me adapt my learning to the Latino community. TC's commitment to inclusion helps me do the same for my students.

Why I Support TC's Students

I was blessed to receive financial assistance. I wish I could give back more, but every gift is meaningful for students.

Proudest Accomplishment

Raising Dean Hope's visibility as a resource for TC and our surrounding community.

My Approach to Psychology

I grew up with a good but stern father who taught me wonderful life lessons, including how to heal from emotional pain. I tell students, we all have something that can hold us back as therapists if not addressed. Recognizing the cause of pain; developing empathy for those that hurt us; accepting and holding good and bad feelings would make us a better person.

TC Gift

Support of TC Annual Fund Scholars through gifts designated for financial aid.

SUPPORT our STUDENTS

Northern Manhattan's predominantly Latino Washington Heights neighborhood

Photo: Bruce Gilbert

*You, too, can support TC's students.
Contact Linda Colquhoun
at 212-678-3679
or visit tc.edu/supportstudents*