

Inside

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A Teacher of Life Skills

By day, Dennis Chambers is a TC security guard. In the evenings, he is a Zen Master

Dennis Chambers works as a security guard at Teachers College, but his ultimate goal has always been to continue his education here. Though he had received a B.A. in 1987 in computer science and communication from St. John's University, his real passion was working with young people. "Being raised in a household of teachers," he says, "that calling was there."

Chambers, an immigrant from the Jamaican West Indies who came to New York in 1975, studied martial arts soon after he arrived to develop confidence and self-discipline as a way to assimilate into a new society.

"As an immigrant I saw a lot of disparities for people of color and immigrants in this society," he says. "Martial arts helps me cut across barriers to communicate with different people."

A few years later, with the help of a few friends, he opened his own school, Zen Masters, in Queens, so he could teach not just martial arts but also life skills and conflict management to other people in his community dealing with difficult social issues. Chambers chose the



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A Celebration of Ideas and Values

The program is set for the inauguration of President Fuhrman

On January 31st, Teachers College will inaugurate its tenth president, Susan Fuhrman, who began her role in that office in August. The ceremony will take place in The Riverside Church on Wednesday January 31st, beginning at 2 p.m.

The inauguration will be attended by hundreds of representatives from colleges

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Doing What We Do Best

One of the hallmarks of Teachers College is that we are, despite our name, about more than just about teachers. This is more than a curiosity; from its earliest days under the prescient leadership of James Earl Russell, the College has taken the broad view that education neither begins nor ends in the classroom, and that issues of health, psychology, family life, organizational thinking, citizenship and much more are as relevant to developing minds as instruction in the three Rs.



TC President
Susan Fuhrman

This issue of *Inside* shows that we still value and maintain that breadth of focus—and that we still are making valuable contributions in all of these areas. Two of the stories here focus on studies conducted by faculty members in our Health and Behavior Studies Department. One, led by Professor Stephen Peverly, highlights important cultural differences in the way Chinese and American math teachers learn and practice their craft, and draws connections to the different kinds of outcomes that each achieves with students. The other, led by Professor Charles Basch, finds that using telephone outreach as a means of prompting people to seek medical screening for colon cancer can be an effective means of boosting screening rates—particularly among people of color, who are at increased risk for developing the disease.

These are solid pieces of research that can help guide policy and practice in different fields and, ultimately, materially improve lives.

Another story in this issue focuses on a very different kind of endeavor: the development, by a group of TC faculty,

students, staff and alumni, of a teaching curriculum for use with high school students who view the recent Spike Lee documentary, “When the Levees Broke.” This work will help students explore issues raised by perhaps the most devastating natural disaster in our nation’s history and—more importantly—its deeply disturbing aftermath. At issue are the kinds of questions raised in the past by John Dewey, Maxine Greene and others among our College’s greatest minds: What kind of society are we, and what kind of society do

we want to be? What are our core values, and how can we foster them in our children?

Each of these stories is tremendously important. But it is perhaps another—the profile of Dennis Chambers, a longtime TC security guard—that makes me the proudest. Like so many other people here, Mr. Chambers, in addition to his job, is working toward a TC degree—a doctorate in Adult and Organizational Learning. Meanwhile, he is running a school of his own, aimed at teaching young people a range of life skills, from the discipline of martial arts to the skills involved in choosing friends.

Mr. Chambers may be a particularly outstanding example, but he is proof that wherever you look at TC, people are engaged in the world of education, in any number of its many forms. That, to me, is the surest sign of our health as an institution, because people who teach must continue to learn. After all, that’s why they call it “Teachers College.” ♦

Susan Fuhrman

Macy Gallery Grows Up

TC's art space launches 2007 with a new director and artwork demonstrating early childhood development

Macy Gallery, part of the Art and Art Education Program at Teachers College, welcomed Kevin Soltau as its new Gallery Director in September 2006. Soltau, an art education master's candidate, recently announced Macy's spring exhibition schedule.

With Bank Street College for Children teacher Ann-Marie Mott serving as curator, Macy Gallery will exhibit, "Early Childhood Art from Bank Street School," January 20 through February 16, with a reception February 2.

The show contains children's art work that demonstrates the exploration and control of material and color, and the progression to planned designs and early representation, Mott says.

"We are using the show as a teaching resource because it exemplifies some of the best teaching practices in the City," says Professor Judith Burton, Director of the Art and Art Education Program. "The work in the show reveals the flow of very early artistic development and it is important for our education students to see this as a model for the kinds of accomplishments they might expect from their own teaching."

TC has a long standing relationship with Bank Street, having hosted exhibitions of the Bank Street students' artwork for the past 10 years, while Bank Street offers TC art education students opportunities for classroom observations and student teaching experience—not to mention a history of hiring TC Art Education alumni.

This year, Macy Gallery will continue exhibiting artworks by national and international artists,

graduate students and faculty members, as well as children's works, Soltau says. Macy's next show will be curated by doctoral candidate Dana Frantz and will exhibit children's work from TC's Rita Gold Center, opening February 19.

Soltau says, "Macy will continue to present a wide range of exhibitions from around the world to reflect the commitment of TC to the diversity of our community and the student body through education and the arts."

Macy's exhibition program includes an international photography show, curated by the internationally known artist Maurizio Pellegrin who joined TC's Art Education faculty in September 2006. "We are making Macy a professional gallery, expanding the showcase of work from our students and their students, to including international artists as well. A lot of people seem to be in awe of the time and care we take in making a gallery not just for the TC community, but for people outside TC," Soltau says.

Soltau hopes the newly renovated floor and painted walls will entice the public to visit Macy and then "look and learn about art education through our exhibitions."

Other shows this year will include artwork by special needs individuals, a group of Iranian artists and a group of Thai folk artists. Exhibitions are often curated by students and faculty within the Art Education Program, providing unique opportunities for curatorial experience.

Macy Gallery is located on the fourth floor of Macy Hall and is open Monday through Friday 11:00 AM until 6:00 PM, and by appointment. ♦



In Macy, Rita Gold students explore their peers' artwork from Bank Street

Spike Lee's "Levees" Inspires A Social Studies Curriculum

TC faculty, students and alums are creating it. The Rockefeller Foundation and Teachers College Press are distributing it—and the movie—free to 30,000 classrooms

A group of TC faculty members, students, staff and alumni has received \$975,000 from the Rockefeller Foundation to develop a multi-disciplinary curriculum and online resource to complement "When the Levees Broke: A Requiem in Four Acts," the recent HBO Documentary Film directed by Spike Lee, about Hurricane Katrina and its aftermath in New Orleans.

The Rockefeller Foundation grant will make available to teachers, schools, libraries and community groups nationwide free copies of the DVD and curriculum in late

summer 2007. The curriculum package, called: "Teaching The Levees: A Curriculum of Civic Engagement to Accompany the HBO Documentary Film Event, Spike Lee's When the Levees Broke: A Requiem in Four Acts," will be published and distributed by Teachers College Press.

Spike Lee's film raises issues of race, class and poverty

Lee's film, which aired on HBO in August 2006, records the painful experiences, aftermath, and voices of hope and despair of those who lived and continue to live through the tragedy of Katrina. It documents the failure of public officials and organizations

to provide victims of the storm—and the subsequent breach of the levees—with remedies for their plight. The curriculum created at TC will be designed to help educators and community leaders encourage democratic dialogues about race and class in America through a public education campaign based on the film.

"When President Clinton launched his Panel on Race, he said that 'It's very hard to pierce through the public consciousness and to do a sustained public education campaign in the absence of some great conflict,'" says Margaret Crocco, Professor of Social Studies and Education at TC and leader of the project. "Hurricane Katrina may just have been that great conflict, because in spite of the pain and devastation it created, it has opened the door for discussion about the kind of country we are and the kind of country we want to be. The images and voices in Lee's film, some from news coverage of the hurricane, may be hard to reconcile with many Americans' ideas of their nation."

"The Hurricane Katrina experience provides a teachable moment to examine our expectations of each other as citizens. We believe that Teachers College has the expertise and experience to translate Spike Lee's masterful film into a curriculum for students to explore issues of race, class, poverty and democracy in America," says Darren Walker, Vice President, Foundation Initiatives, at the Rockefeller Foundation.





Professor of Social Studies and Education Margaret Crocco (above) will lead the project.

Below: Ten months after Katrina, the devastation was still showing as Inside TC staffer Ryan Brenizer photographed New Orleans in June 2006.



The curriculum developed by Crocco and colleagues will address topics such as "What is the role of government in preventing and responding to a Katrina-like tragedy? Who is responsible? Who is in charge? Who decides?" and revisits a question from the 1960s Kerner Commission on race: "Are there two Americas?"

TC's EdLab, part of The Gottesman Libraries, is designing and will host the Web site, "Teaching The Levees" at www.teachingthelevees.org, which will provide information about the unfolding of the "Levees" curriculum project, resources for educators, and detailed information about how to request a copy of the curriculum and DVD package. ♦

TC STAFF

Grusky is Interim VP for Finance & Administration

Morton H. Grusky, J.D., was appointed the College's interim Vice President for Finance and Administration in January. Grusky will serve in this role while an executive search continues for a permanent successor to Fred Schnur, who left the College in December.

As the College's chief financial and operating officer, Grusky will have direct oversight of the offices of budget and planning, controller, facilities, capital projects, residential services and campus safety, human resources, information technology and Teachers College Press.



Grusky most recently served as Vice Dean for Finance and Administration at the School of Medicine of Case Western Reserve University, where he had administrative and financial oversight of the School's \$425 million operating budget, including an extensive research program and capital planning process. He previously held a similar position at Columbia University, where he served as Vice President for Finance and Administration in the Health Sciences Division.

Grusky holds a J.D. degree from the Brooklyn Law School in New York and is a member of the New York State Bar. He earned his B.A. degree from the City College of New York. ♦

Dennis Chambers, Zen Master

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school's name to reflect that students develop more than just the physical; they are also developing the mind of a Zen master—one who holds both an expert state of mind as well as a beginner mind. "It's about recognizing that things are not always absolute, but are ever-evolving and fluid," Chambers says.

Chambers also says that martial arts practice offers young people structure. "Kids really value structure and consistency—what is today is the same tomorrow. I try to embody that." As a result, his program has attracted, among others, students who are failing in school as well as potential runaways seeking advice. Parents come to him, too, as do schools with gang problems and kids being preyed upon.

Chambers eventually continued the school on his own, moving to a larger building. In addition to martial arts classes, Zen Masters now offers an after-school program on weekdays. After being picked up at their school by a bus that Zen Masters provides, the students finish their homework, which is then checked by the teachers. In addition to learning chess and martial arts, the students participate in three training programs—conflict resolution, how to pick a friend (including the concept of what a friend is), and empathetic behavior, in which they are taught to understand their feelings and emotions. "We also have classes where the kids can just talk about

what they are experiencing," Chambers says. "I mediate the conversation, and the other kids in the group talk about how they would deal with what is being discussed. My role is to help the kids have more responsibility in managing that process as they get older."

The Zen Masters summer program continues the focus on conflict management while also introducing a general educational theme. Last year, the theme was science with the young people dissecting worms, learning about botany and physics, and going on field trips to the Queens Science Museum and the Museum of Natural History. They also came to TC for a day to swim in the pool.

In addition to working with the school's students, Chambers also helps its counselors, many of whom are college students, to be supportive of each one another and to work effectively as a team. "If they are not having fun, the kids are not going to have fun," he says. "We want the whole experience to be positive."

He credits his wife, Sharon, who holds a master's degree in Organizational Psychology from TC, with being the glue that holds everything together. She not only runs the business, but is also a student in martial arts.

Chambers has drawn on TC in a number of ways. After the College provided him with used computers that would otherwise have been discarded, Chambers began teaching computer classes at Zen Masters to his students



TC SECURITY GUARD DENNIS CHAMBERS

and their parents. TC students studying nutrition and conflict resolution gave seminars at the school. Chambers himself has been able to draw on TC directly by acquiring a wealth of knowledge during his pursuit of two master's degrees—in Organizational Psychology (1999) and in Health Education (2002)—and an Ed.D. in Adult and Organizational Learning.

Currently, he is writing his dissertation on the impact of emotions on learning. "If the capacity to learn is being stifled by experiences, emotions or circumstances, then that's a problem," he explains. "I see a lot of kids who have been placed in special education classes because of emotional issues, yet in my class they are exceptional."

Chambers finds that public schools are often not equipped to manage emotions displayed by kids in the classroom. His program is designed to help young people learn about themselves and others and to manage their emotions. "In martial arts, it's not just about controlling emotion, but understanding it," he says. "If emotions are harnessed and understood, it can lead to a positive outcome."

In the greater community, Chambers trains martial arts teachers in conflict resolution and has worked with the Dispute Settlement Center, Inc. in Connecticut (an organization that provides conflict resolution and cooperation services among individuals and groups) on

a project to help principals develop strategies to manage conflicts over special education issues.

Chambers has also given back to TC in many ways. He was Co-Chair of the 1999 TC Diversity Task Force with Professor Peter Coleman. "Dennis' strong relationships with people in virtually every department at the College made our work possible," Coleman says. "He also brought a thoughtful, centered presence to our group."

He eulogized Ennis Cosby, who was a student at TC when he was killed in 1997, at a memorial service held by the College, and Chambers also spoke at former President Arthur Levine's inauguration ceremony—something he had trouble finding the nerve to do at first.

"I didn't want to speak in public, but a young girl I was teaching changed that." Chambers says the girl was having trouble learning to do a flying kick because she was afraid she would fall. He gently told her to face her fears rather than letting her fears conquer her. "I realized, when I said that to her, that I had to do the same."

"My students have told me at times that I am their role model," Chambers says. "But they are the ones that motivate me because of their thirst and hunger to learn under difficult circumstances." He says they also are the ones to whom he has promised that he will get his doctorate. "They ask me, 'Sir, this year?,' because they all want to come and watch." ♦

They Can Do the Math

That might be why Chinese teachers get better results

For the past 20 years, studies of math achievement have shown that Chinese (and other East Asian) children consistently outperform their American counterparts in almost every area. Explanations have focused on differences ranging from number and word systems and parental expectations to student motivation and curriculum content.

Now a study published in *Contemporary Educational Psychology* by Teachers College's Stephen Peverly, Associate Professor of Psychology and Education, and former TC students Zheng Zhou of St. John's University and Tao Xin of Beijing Normal University, suggests that Asian teachers simply know more about math. In a comparison of 162 third-grade mathematics teachers in the U.S. and People's Republic of China, the researchers found that while American teachers were more knowledgeable about general educational theories and classroom skills, Chinese teachers had stronger knowledge of the subject matter they were teaching, as well as a better understanding of the overall elementary curriculum that their students had covered and would cover in future years.

The difference was partly attributed to the fact that most

U.S. teacher preparation programs focus on how to teach mathematics rather than on mathematics itself—and that once U.S. teachers become certified, they do not often have the opportunity to improve their knowledge of the subject. The study's authors also suggest that many U.S. math teachers are not adequately prepared to teach their subject because they, themselves, were poorly educated in math in elementary and secondary school.

The study focused on teachers' level of knowledge about concepts, computations and word problems involving fractions; their skills in teaching fractions in a way that ensures student comprehension; and their knowledge of more general issues such as child development, learning theories and classroom management.

Researchers looked at both the content teachers said they would assign to their students and the way

they presented the concepts. While both Chinese and American teachers used similar methods to teach fractions—"using hands-on learning tools, folding pieces of paper, coloring in geometric shapes"—there was a big difference in the information each group presented. Most of the American teachers in



Stephen Peverly, Associate Professor of Psychology and Education

the study, when asked to about their teaching methods, rarely mentioned content. Chinese teachers, on the other hand, spoke in great detail about the content they present to students and that content demonstrated a deep understanding of the subject matter as well as knowledge of the entire elementary mathematics curriculum.

Overall, Chinese teachers had a better understanding of the mathematical concepts they were teaching than did their U.S. counterparts. The study confirmed findings of a previous study that found that U.S. teachers do not have “a profound understanding of fundamental mathematics.” This, despite the fact that all the American teachers in the study held a bachelor’s degree and more than half had obtained a master’s degree, while most of the Chinese teachers were trained, after junior high school, at a three-year teacher-training school where they studied subjects equivalent to those offered in high school.

American teachers also had taken more courses on teaching methods and general educational and psychological principles related to teaching than did Chinese teachers.

The researchers found that more experienced American teachers were better able to identify important points for teaching fraction concepts. For Chinese teachers, however,

mastery of this skill did not depend on experience, as less experienced Chinese teachers demonstrated the same proficiency as their more experienced counterparts.

Chinese teachers also showed a better understanding than American teachers of their students’ prior mathematics knowledge relating to fractions. The Chinese

teachers reviewed concepts students had studied previously and found opportunities to lay the groundwork for what students would be learning later. American teachers rarely displayed the same understanding.

American teachers, on the other hand, were more knowledgeable than Chinese teachers about concepts covered in educational psychology texts.

Researchers summarized that while Chinese teachers were effective in providing instruction based on how well they knew the subject matter, their limited understanding of underlying psychological aspects of learning could be problematic. This limitation could possibly lead to problems related to student motivation, spontaneity and creativity among other things. American teach-

ers’ comparative lack of understanding of the subject matter revealed that teacher preparation programs in the U.S. should focus more on increasing understanding of the subject and that in-service training should be improved. ♦

Overall, Chinese teachers had a better understanding of the mathematical concepts they were teaching than did their U.S. counterparts. However, their understanding of underlying psychological aspects was limited.

Around TC

Def Poetry

Kelly Tsai, featured on HBO's Def Poetry Jam, performed "Little Red Book" at the Fighting Words AIDS/HIV Poetry Benefit, held in TC's Cowin Center in December.

Tsai read some lines of her work aloud: "My friend signs off all of his e-mails: 'Siempre luchando, paz y revolucion' / As if the two were possible: peace and revolution / As if bloodless wars didn't still tear psyches apart / Change hurts / Living it is hard / We've got to be ready if we decide to..."

All proceeds from the event went to Northern Ugandan Orphanage World Vision and Bailey's House, a local shelter for homeless people with HIV/AIDS. The event was sponsored by TC's Student Senate.



Film Feast

Featuring over 70 films from over 25 countries from November 24–December 10, the African Diaspora Film Festival celebrated the richness and diversity of the global black experience. The festival, directed by TC's Associate Budget Director Diarah N'Daw-Spech, featured shorts, features, dramas, documentaries and classics, including world premieres and appearances by internationally known directors and talent, and highlighted the lives of people from Africa and of African descent. Many of the works focused on the art and contributions of Caribbean people, including one documentary on Algerian revolution spokesman Frantz Fanon and one on Cuba's first female filmmaker, Sara Gomez. In its 14th year, the 2006 ADFF was produced and supported by ArtMattan Productions, TC's Center for Educational Outreach, TC's Office for Diversity, the Academy of Motion Picture Arts and Sciences 2006 Award, the New York City Council and others. ♦

Phone Them and

A TC study led finds that telephone outreach increases screening for colorectal cancer in African Americans

Telephone outreach can dramatically increase the incidence of screening for colorectal cancer (CRC) in an urban minority population, according to a new study led by Charles Basch, TC's Richard March Hoe Professor Psychology and Education. The study, published in the December 2006 issue of *American Journal of Public Health*, suggests a promising strategy for increasing CRC screening and that could help reduce CRC incidences and deaths in black men and women who are at significantly higher risk for both than their white counterparts. Past studies have shown that blacks are less likely to receive CRC screening, which, when conducted regularly via three-day stool blood tests, reduces mortality by as much as 15 to 33 percent. With early detection, five-year CRC survival rates exceed 90 percent.

"There's a clear connection between African Americans' high rates for developing and dying from colon cancer and their low rates of screening at the age when colon cancer becomes a significant risk," said Basch. "This study is the first to demonstrate that telephone outreach can dramatically increase the rate of CRC screening in an urban minority population. By providing such screening, health insurers and employers could find a significant reduction in

They Will Come



Charles Basch, TC's Richard March Hoe Professor of Psychology and Education

the human and financial toll taken by colon cancer.”

From 1992–2001, CRC incidence for black men was 13.2 percent higher than for white men and 21.7 percent greater for black women than for white women. Annual mortality was 34 percent greater for black men than for white men and 38 percent greater for black women than for white women.

While prior research has demonstrated the effectiveness of telephone outreach to motivate cancer screening, the TC study is the first to show that the technique can increase CRC screening in a predominantly black population.

The study focused on a mainly minority population in the New York City metropolitan area. All 456 participants were employed with health insurance, were at least 52 years old, and had not received or scheduled CRC screening of any kind in recent years. Half received phone education during the study—an average of five conversations totaling 23.5 minutes within six months—while half received only printed material (via direct mail) recommending CRC screening.

The impact of phone intervention far exceeded the researchers' expectations. Those who received telephone education were more than four times as likely to follow

through with CRC screening as those who received printed material.

More specifically, 61 people in the phone intervention group (27 percent) underwent CRC screening within six months of receiving phone contact, whereas only 14 people in the control group (6 percent) underwent screening. Of those who underwent screening after receiving phone education, 18 received medically significant diagnoses, compared to three in the control group.

Of the 456 study participants, 288 were black, 74 white and 90 “other.” About 75 percent (324) had incomes under \$50,000, and fewer than half (213) had more than a high school education. There were 324 women and 132 men.

“It is encouraging to find that telephone outreach can have a strong positive impact on the health-related behavior of this high risk urban minority group,” said Basch. “Indeed, the impact of the phone intervention surprised us because it exceeded that of earlier studies that did not focus on minorities. The inference is that phone intervention may be particularly effective among groups who are less likely than the general population to have participated in screening.” ♦

Inauguration

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and universities across the nation and from around the world. Fuhrman will be welcomed by a group of speakers that includes New York City Public Schools Chancellor Joel Klein; New York State Education Commissioner Richard Mills, who was a classmate of Fuhrman's at TC during the 1970s; University of Miami President Donna Shalala, who was Fuhrman's thesis advisor at TC before becoming U.S. Secretary of Health and Human Services during the Clinton Administration; and Judith Rodin, President of the Rockefeller Foundation and former President of the University of Pennsylvania. Edmund W. Gordon, TC's Richard March Hoe Professor Emeritus of Psychology and Education, who will present Fuhrman to the College's Board of Trustees, and Columbia University President Lee C. Bollinger will also deliver remarks.

Margaret Crocco, Professor of Social Studies Education, called the coming event "a celebration of ideas and values" that affirms the College's longstanding commitment to excellence in education and research, helping poor and disadvantaged students, and a focus on education in all areas as the best means for sustaining and improving a democratic society. Crocco and Joseph Brosnan, Vice President for Development and External Affairs, co-chaired a 14-member inauguration planning committee that represented faculty and faculty emeriti, students, union and non-union staff, and alumni.

Other speakers will include TC's Board of Trustees Co-Chairs John C. Hyland and William D. Rueckert; Lambros Comitas, Gardner Cowles Professor of Anthropology and Education (representing the TC faculty); Connie

McQueen, Loan Counselor in the College's Office of Financial Aid (representing union employees); Maureen Horgan, Head of Content Delivery Services for the College's Gottesman Libraries (representing non-union staff); Albert Cousins, President of the Teachers College Student Senate; and Andre McKenzie, President of the College's Alumni Council.

Fuhrman herself will deliver a keynote address in which she will review TC's history and the challenges facing the College in the future.

On the previous day—January 30th—Fuhrman will chair an academic program titled "Living the Legacy," which will focus on models for effective education research and ways of translating it into policy and practice. The program, to which all TC students are invited to attend, will be held at TC's new Cowin Center and will run from 1:00 p.m. to 4:45 p.m., with a reception following.

Lee Shulman, Director of the Carnegie Foundation for the Advancement of Teaching, will deliver opening remarks. Next are two panels—"Promoting the Highest Quality of Research" and "Influencing Policy and Practice"—that will include speakers Professor Emeritus Edmund Gordon; Patricia Albjerg Graham, Professor Emerita at Harvard Graduate School of Education, former Director of the National Institute of Education and President of the Spencer Foundation (the nation's leading funder of educational research); Sharon Lynn Kagan, TC's Virginia and Leonard Marx Professor of Early Childhood Education and Co-Director of the National Center for Children and Families; Ellen Condliffe Lagemann, former Dean of

Around TC



The M.W. Offit Gallery, located on the third floor of the Gottesman Libraries, hosted the exhibition *Teachers College: The First Forty Years, 1886–1926* throughout November and December. Through a collection of old journals, pictures, yearbooks and blueprints, the exhibition explored the beginnings of TC, from its founding by founder, Grace Hoadley Dodge through its rapid growth and expansion by the mid-1920s. Using Lawrence A. Cremin's historical text *A History of Teachers College, Columbia University* (1954), the exhibit focused on three themes: the founders, the growth of TC and the students and faculty. TC's founders were featured in a timeline and portraits. Master's student Linnea Westerberg of the Art & Art Education Program curated the exhibition. ♦



Thomas Bailey, Professor of Economics and Education, speaks to a crowd in December about a new book written by researchers at TC's Community College Research Center, *Defending the Community College Equity Agenda*. Building on case studies of colleges in six states—New York, Texas, Florida, California, Washington and Illinois—the book offers a new examination of the challenges currently facing American community colleges. Drawing on new findings from their fieldwork, supplemented by data from the National Center for Education Statistics, the authors analyze how these challenges affect the community college's mission of educational opportunity, especially for low-income students of color and other underserved groups, and how colleges are responding to a drastically changed environment. ♦

the Harvard Graduate School of Education, past President of both the Spencer Foundation and the National Academy of Education, and currently the Charles Warren Professor of the History of American Education at Harvard University; and others.

TC faculty members Aaron Pallas, Professor of Sociology and Education, and Lucy Calkins, Robinson Professor of English Education, will serve as moderators.

In addition to Crocco and Brosnan, the members of the TC Inauguration Committee are Marion Boulton, Director of International Services; Student Senate President Albert Cousins; Scott Fahey, Assistant to the President and Secretary of the College; Professor of Education Celia Genishi; Alumni Council member Jane Herzog; Gottesman's Maureen Horgan; Board Co-Chair John C. Hyland; Joe Levine, Executive Director of External Affairs; Loan Counselor Connie McQueen; Gary Natriello, Professor of Sociology and Education and Director of the Gottesman Libraries; Requel Russell-George, Assistant Director of Gifts and Records; Professor Emeritus of Education Frank Smith; Erica Walker, Assistant Professor of Math Education; and TC Board of Trustees member Sue Ann Weinberg. The committee is staffed by Jerima DeWese, Executive Administrator of Development and External Affairs; Laurie Dorf, Executive Director of Development Programs; and Karen Schnur, Director of Events Planning. ♦

Calendar

JANUARY 20-FEBRUARY 16

Exhibition: Early Childhood Art from Bank Street School

Reception: February 2

11:00am-6pm Macy Gallery, 4th floor

The show contains children's art work that demonstrates the exploration and control of material and color, and the progression early representation and planned designs.

JANUARY 23

Leadership - Why, How, Who? A Socratic Conversation

4:00pm Second Floor Salon

Participate in this year-long series of conversations on provocative topics with fellow students and faculty. This session will be moderated by author Ronald Gross. To assure a spot, email govan@tc.edu.

JANUARY 24

Program of Science Education Colloquia

3:30pm-4:30pm 179 Grace Dodge

Christopher Emdin, doctoral candidate from CUNY leads, "Exploring the contexts of urban science classrooms: Rituals, transactions, and interactions."

Program of Inclusive Education Colloquia

3:00pm-4:30pm 281 Grace Dodge

Wendy Harbour, doctoral candidate from Harvard leads, "From Theory to Practice: Disability Models and Universal Design for Learning."

Book Talk: Girls, Social Class and Literacy, with Stephanie Jones

4:30pm 306 Russell Hall

Discuss Girls, Social Class, and Literacy: What Teachers Can Do to Make a Difference, a compelling and provocative study of the debilitating effects of class on young girls. This discussion will be lead by Professor Stephanie Jones.

JANUARY 24

Coffee Break with President Fuhrman 4:30pm-5:30pm Everett Lounge

The Office of the President and Student Activities and Programs invite you to enjoy a cup of coffee and engage in open dialogue with the President.

JANUARY 25

Travel to Peru: Front Page Tour 4:00pm Everett Café

Join Monica Sanchez Perez and Maria Pease, Fulbright students in Human Cognitive Studies in Education, in a tour of newspapers from Peru. They will describe what is in the papers; how coverage differs from one newspaper to another and; from their point of view, what is most interesting and significant about recent events in Peru.

Taking the Work Out of Networking 5:00pm TBA

Learn how to cultivate and maintain your professional network.

JANUARY 29

Program of Science Education Colloquia

3:30pm-4:30pm 179 Grace Dodge

Dr. Martina Nieswandt, Assistant Professor in Science Education, Ontario Institute for Studies in Education, University of Toronto leads, "Developing meaningful science understanding: concepts and correlates."

JANUARY 30

Presidential Inauguration's Academic Forum "Living the Legacy"

1:00pm-4:45pm The Cowin Center

President Fuhrman will chair an academic program which will focus on models for effective education research and ways of translating it into policy and practice with a reception following. (See details on page 12.) This event is open to all students.

JANUARY 31

President Susan Fuhrman Inauguration Ceremonies

2:00pm Riverside Church

Witness the inauguration of Susan H. Fuhrman as the tenth president of Teachers College.

FEBRUARY 5-6

Promoting Mutual Respect and Preventing Workplace Harassment

2:00pm & 11:00am 179 Grace Dodge

Increase your awareness of the federal and state laws and institutional procedures surrounding sexual harassment and other forms of harassment through an interactive series of training sessions.

FEBRUARY 6

TC wide event: A Lecture by Professor David Hansen, Program in Philosophy and Education

6:30pm 179 Grace Dodge Hall

Join in on a lecture and discussion about the idea of a cosmopolitan education as a response to a changing world, led by Professor David Hansen. Refreshments will be served.

FEBRUARY 8

Evening with Joan Goldsmith 6:00pm

The Princeton Club of New York

Come and enjoy an evening with Joan Goldsmith at the Princeton Club of New York.

FEBRUARY 19-23

Exhibition: Children's Work from the Rita Gold Center

Reception: February 23

11:00am-6pm Macy Gallery, 4th floor

The show contains children's art work from TC's Rita Gold Center and is curated by Dana Frantz. ♦

Inside

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the crowd on my side.”

Her path to performing at venues such as Caroline’s on Broadway has been anything but straight, however. She played basketball for Rutgers University and was one of the first women in history to play professional basketball, joining the short-lived Women’s Professional Basketball League. It wasn’t enough for her, though, and she went back to school at Williams-Smith, graduating in 1984 to begin a series of careers as an anti-nukes protestor (helping shut down the world’s largest stockpile of nuclear weapons at the Seneca Army Depot) and traveling all over the world as a reporter and photographer. “I wound up with so much information that I needed an outlet for it,” she says. “Some of it is so absurd that it belongs in the funny business.”

When she started out in comedy, Blacklock thought her audience would be in her demographic, but she’s seen her message of accepting the unorthodox to strike a chord with a younger crowd. She’s been a teacher—first as a substitute, then working in a bilingual French-American school—for more than 10

years, and she sees it as a way to affect as many people’s lives as possible. To reach even more, she found her way into TC, focusing on educational kinesiology.

“I’ve been interested in physical education that can warm up the cognitive centers,” Blacklock says. “[After performing exercises] my kids were off the charts in testing. The potential is phenomenal.” She notes that the government of Poland trains teachers in kinesiology and that the process has some credence. “My job is to present it to the neurological community, which doesn’t want anecdotal or performance data. They want the science.”

She continues full-time with her performance and her studies, as well as being a single mother to three children, living life at a frenetic pace that helped put her in the hospital recently to treat rheumatoid arthritis. “I need to get back to the ancient motto of ‘Healer, heal thyself,’” she said.

Her eyes are always on the future, though. “The next generation is going to have to clean up the mess we’re in. It’s a big order, but it’s possible, because I know the strength of human beings.” ♦

No Shrinking Violet

The World's Tallest Female Comic is at TC, and she's on a roll

Teachers College may be used to seeing its students discussed in superlative terms, but here's a new one: Kim Blacklock, a doctoral student in Motor Learning, bills herself as "The World's Tallest Female Comic." At 6'7", she isn't getting many challengers to the throne.

Blacklock chalks up her height to her multiethnic identity—Samoan, French and Irish, mostly. "I come from centuries of people having sex who weren't supposed to," she says. Of course, having a father who was a 6'6" defensive tackle for the San Francisco '49ers didn't hurt, either.

Blacklock always knew she'd tower above her peers. When she was a child, her mother brought her to a local playground. After awhile, some of the other children's parents came over to Blacklock's mother, upset about her daughter's behavior. "Why can't Kimmie play as nicely as the other six-year-olds?" they asked.

"She's two," her mother replied.

Blacklock makes her height and multiethnic identity a central part of her comedic persona. "I'm an outside-the-box person; I couldn't fit even if I wanted to." She compares her "brassy, sassy" stage presence to Margaret Cho and Sarah



Silverman. "We come from the survivors of humanity's atrocities. We're still alive, we're in your face, and we're not going anywhere."

Growing up in 1960's Philadelphia, Blacklock discovered comedy was an effective survival tactic. "The neighborhood was a melting pot... well, more like a boiling pit. The white kids wanted to beat me up because my dad was dark, and the black kids wanted to beat me up because my mom was white, so I turned to comedy to get

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Student Profile