

# Inside

*The source for news and events at Teachers College, Columbia University*

## We're Number One!

*Teachers College tops rankings in U.S. News and World Report*

In its annual rankings, released on March 30, *U.S. News and World Report* magazine named Teachers College the nation's top graduate school of education. "We're delighted to be ranked number one," said TC President Susan Fuhrman. "I'm tremendously proud of all the hard work and wonderful accomplishments that have brought us a stellar reputation, and am absolutely committed to continuing and enhancing it."

The *U.S. News* rankings—contained in the March 30, 2007 issue headlined "America's Best Graduate Schools"—are based on two types of data: the opinions of experts in the field about program quality and a range of statistical indicators that measure the quality of a school's faculty, research and students. For the education index, the experts were divided into two groups: graduate school peers and superintendents.

The statistics underscore TC's ability to achieve top quality while also maintaining a much larger and more academically diverse program than most other schools of education. In addition to topping the list for the amount of funded research (at \$37.5 million), TC awarded 231 doctorates in 2006, nearly 40 percent more than the next-largest program on the list.

TC moved up from the number two ranking last year. Stanford's Graduate School of Education was ranked second this year, followed by Harvard and Peabody (Vanderbilt) in a tie for third. ❄



### Inside Inside

|                                      |    |
|--------------------------------------|----|
| The President's Corner .....         | 2  |
| Patriotism Under the Microscope .... | 3  |
| Global Philosophy of Education ..... | 5  |
| Student Profile: Ian Toledo .....    | 16 |

## Tom James is TC's New Provost

After a months-long national search for a new academic dean, Teachers College has named Thomas James—currently Dean of the School of Education at University of North Carolina at Chapel Hill—as its new Provost, with the accompanying titles of Dean and Vice President for Academic Affairs.

During James' four years at UNC Chapel Hill, the School of Education increased its research funding, generated more faculty research that was

**CONTINUED ON PAGE 4**

# Celebrating Our Other Curriculum

It's a given that at TC, we're proud of the academic content of the many classes listed in our course catalogue. With TC now topping the *U.S. News and World Report* annual ranking of graduate schools of education, we can justly pause to celebrate our excellence in that area. Congratulations to all!

While we're at it, however, we should also celebrate our ad hoc curriculum: the many lectures, colloquia, conferences and meetings that take place throughout the year all over our campus. On any day of any week, you can walk into the Cowin Center, Grace Dodge 179 or any number of other conference rooms, classrooms or lounges, and find some of the top minds in the country (or the world) debating issues that go straight to the heart of our culture, our values and our future.

One such event was the fascinating debate held in early March among contributors to *Pledging Allegiance*, published by Teachers College Press and edited by Joel Westheimer. At a moment when the country seems more ideologically riven than at almost any time since the Civil War—and particularly as we grapple with our ongoing military involvement in Iraq—the question of what it means to be a patriot touches on all our lives.

At another event, debate focused around TC faculty member David Hansen's proposal that education should enable young children to understand the ideas and values of other cultures and apply them to situations in their own lives. On the one hand, as many listeners emphatically agreed, what could be a more timely idea? And on the other, as some critics argued, can the ideas and values



President Susan Fuhrman

of another culture ever really be understood and applied in a foreign context?

Last but by no means least are the town meetings we have held during the past several weeks for members of the TC Community to meet the finalists for the position of Dean of the College. At these gatherings, we saw candid, forthright presentations by three excellent candidates, who also fielded (at times, courageously) questions about everything from their aca-

ademic backgrounds to how they would promote ethnic and racial diversity in faculty searches. Now we have a winner—Tom James, currently Dean of the School of Education at the University of North Carolina at Chapel Hill—and we, in turn, are the winners, as well. In Tom, I believe we have chosen the right person at the right time—and the town meeting process contributed in no small measure to that decision.

These meetings, and all the gatherings in our ad hoc curriculum, exemplify the great tradition of American universities—and, I would like to think, of education schools in particular—as centers that promote freedom of speech and inquiry. Because we produce educators, hopefully we, even more than other institutions, can extend the process of enlightenment outside our walls. What ultimately matters most are not the answers to the issues we debate, but instead, the fact that we debate those issues in the first place. For a College, that is patriotism of the highest order.

A handwritten signature in dark ink that reads "Susan Fuhrman". The script is fluid and cursive, with a large, sweeping "S" and a long, horizontal flourish at the end.

## I Pledge Allegiance?

*A new book from TC Press puts patriotism under the microscope*

Who is a patriot? To exactly what do so many children pledge? Does our country mean our land, a value, maybe both? More than 30 authors, from Howard Zinn and Bill Ayers to Gloria Ladson-Billings, Cindy Sheehan and Maxine Greene, try to answer these questions in *Pledging Allegiance: The Politics of Patriotism in America's Schools*, a new book from Teachers College Press edited by Joel Westheimer, University

Research Chair in Democracy and Education at the University of Ottawa (and son of TC alumna “Dr. Ruth” Westheimer).

“Patriotism and what it is to be patriotic are becoming increasingly narrowed in our schools,” Westheimer said in early March when he and five of the book’s contributors convened at TC to discuss these questions and others. “Patriotism is becoming a symbol of authoritarianism—or blind patri-

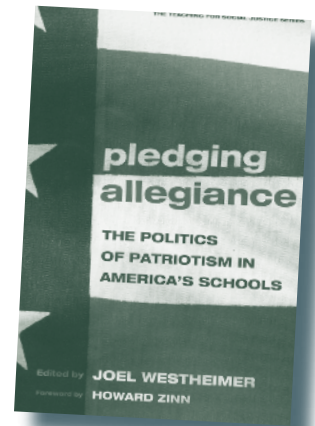
tism.” Westheimer said that around the country, teachers and students are being suspended or fired for “unpatriotic” expressions. He cited the example of Allen Cooper, a teacher at Highland High School in Albuquerque, New Mexico, who was suspended for declining to remove war-related student posters from his classroom. The posters resulted from an assignment in which students were asked to use international newspaper clippings to express their per-

sonal feelings about the war. (With the ACLU’s help, Cooper got his job back.)

In contrast, Westheimer views patriotism as a commitment to involvement, in a variety of ways, in the political process. The discussion at TC, like the book itself, brought together divergent voices to discuss the meaning of patriotism and its implications. Speakers included Greene, TC’s Professor Emeritus of Philosophy and Education; Héctor Calderón, Principal of El Puente Academy for Peace and Justice in Brooklyn; Bobby Cohen, NYU Chair, Department of Teaching and Learning; NYU’s Deborah Meier, regarded as the mother of the small schools movement; and Pedro Noguera, Director of NYU’s Center for Research on Urban Schools and Globalization.

In order to connect with others, we need to share their suffering,

**CONTINUED ON PAGE 11**



**JOEL WESTHEIMER** discusses what it means to be patriotic in an educational context.

## TC's New Dean

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field-based in community and school settings, placed more of its teacher education programs in public schools, forged new ties with policymakers at the state and federal levels, and developed strong collaborations with other areas of the University. Previously James was Vice Dean and Professor of Educational History at New York University's Steinhardt School of Education, and prior to that, a tenured pro-

fessor at Brown University.

James, who will teach in TC's Department of Arts and Humanities, is the author of *Exile Within: the Schooling of Japanese Americans 1942–45*, viewed as a seminal text on the internment of Japanese-American children during World War II. He also has written on law and the history of education, and on educational governance and control.

"Among a group of truly superb candidates, Tom James has the best of all backgrounds—particularly in terms of his prior expe-

rience in New York City and as a dean at one of the nation's rising schools of education," said TC President Susan Fuhrman. "He brings a combination of strength and gentleness to this position that will be of great benefit to Teachers College, and we're confident that he will set the very highest academic standards."

James also drew praise from Robert Shelton, former Provost at UNC Chapel

Hill and now President of the University of Arizona, who hired James as Dean at Chapel Hill.

"This is a wonderful appointment for Teachers College," Shelton said. "Tom has an astonishing grasp of the challenges in education, from the detailed level—how you better prepare teachers, how you convey curriculum—all the way up to the role played by the state and federal government. He literally revitalized and reenergized our school of education, connecting an already superlative faculty with heads of state and demonstrating our relevance to their needs. Because of his scholarship, he had, from the beginning, the great respect of our faculty, not only in education, but across the university."

And Bernadette Gray-Little, current Provost at UNC Chapel Hill, called James "a dynamic leader who reinvigorated the School and who gave the faculty a new vision for how they may serve the state and the national education community."

TC's President Fuhrman said that the College had re-titled James' new position as "Provost" to signal "the priority and importance we're giving to our academic side of the house." She praised the search process that resulted in James' hiring, including the series of town meetings at which James and two other finalists presented themselves to TC faculty, students and staff.

**CONTINUED ON PAGE 9**



**TOM JAMES**, TC's new Dean and Vice President for Academic Affairs, at a recent town meeting.

## Vive Le Difference?

*Or, is a global philosophy of education really possible?*

**H**ow shall we regard and treat others—especially those who are different?

A recent discussion at Teachers College explored that oft-asked question through the lens of the educator, ultimately considering the implications of adopting a “cosmopolitan” (global) philosophy of education. The talk centered around a new book, *Ethical Visions of Education: Philosophies in Practice*, edited by Teachers College faculty member David Hansen, of essays by historic and contemporary authors on what it means to be a world citizen.

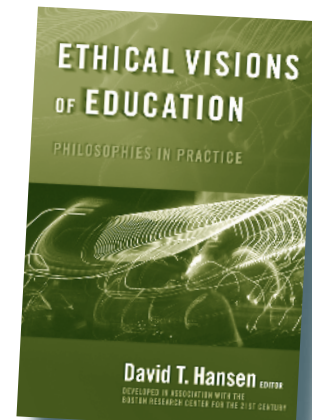
Three respondents—Professor of Art Education John Baldacchino, Professor of Social Studies and Education William Gaudelli and Professor of Philosophy and Education Megan Laverty debated Hansen’s proposal and its implications.

Hansen called for teachers everywhere to actively discuss histories and information about foreign cultures, particularly with younger students. “A

philosophy of cosmopolitan education helps the teacher perceive and act upon opportunities for connecting a student’s idea to the past, present, and future, as well as for connecting it with the ideas of people in places both near and far-removed from their classroom,” Hansen said. Through this greater understanding, a “communicative solidarity” could create social change, he said, minimizing the negativity associated with difference and creating a more harmonious global citizenry.



**DAVID HANSEN** discusses a cosmopolitan philosophy of education at a recent forum on his new book.



A cosmopolitan philosophy acknowledges that life is and will always be constantly changing, Hansen said, and that—perhaps because of this—life is unfathomable and will always encompass varieties and meanings never before imagined.

This recognition allows for a “sense of stability” because it impels people to confront the forces triggering change “rather than merely recoil when faced with differences from the norm,” Hansen said. And that’s natural, he said, because “humanity everywhere, at all times, often seems driven as much by curiosity and interest in the new as it is by the need for a stable way of life.”

Laverty praised Hansen for focusing on the universality of the human condition. The alternative, she said, “is an exercise in forgetting that

**CONTINUED ON PAGE 10**

# New Policy Internships

*A new program books TC students up with organizations in the real world*

When it comes to learning about education policy, there's classroom reading and discussion, and there's the policy arena out in the real world. Knowledge of both is essential, but unfortunately most education schools do very little to facilitate much exposure to the latter.

Now, TC's Office of Policy and Research has launched a new program called Policy Connections, through which it will act as a clearinghouse for student internships with 25 public and private institutions in

New York City and around the state. These include the Office of the Mayor, the New York State Department of Education, the American Civil Liberties Union (ACLU) and New Visions for Public Schools. In the summer, students will also be able to apply for internships with organizations in Washington, D.C.

"This program is designed to engage students in important policy work going on in the City," says Luis Huerta, Assistant Professor of Education, who is directing the new program. "We surveyed students last year and heard clearly that this is something they wanted. We also see it as a way for TC to begin to reach out to the community."

More broadly, the program's goals are to bridge the gap between research and practice in educational policy; to assist education advocacy, activist or policy organizations in their work; to provide TC students with authentic and professional policy experiences; and to help students find employment opportunities that help them pay the bills in the short term and further their career interests down the road.

To those ends, Huerta and Internship Coordinator Allison Roda, a graduate assistant in the Office of Policy and Research, have circulated an announcement introducing TC Policy Connections to some 200 students who participate in TC's Student Policy Network. Applicants for internships are required to have taken some policy classes at TC, but beyond that, "this is not being offered as part of a class, as previous internship programs have been," Huerta says. "Any student who has an interest in policy can participate." He adds that while the program provides information about available internships, students are responsible for applying and interviewing for positions.

"We've worked with participating organizations to ensure that these are real policy-related opportunities, not excuses to bring in people to pour coffee," he says. For example, The After-School Corporation is looking for a student to work on research and planning for an upcoming report on the quality and quantity of after-school programs in New York City. The work will include interviewing after-school coordinators, assessing gaps in services and writing sections of



**LUIS HUERTA** is heading up the new policy internships program.

**CONTINUED ON PAGE 14**



# Short Stories

**PHOTOGRAPHY EXHIBITED AT MACY GALLERY FROM FEBRUARY 26 TO MARCH 17**

The photographs in this exhibition were produced over the course of many decades. Many cultures, stories and poetics are unveiled in these works. Each of them is very personal and important and very strongly devoted to the partial contribution to what is known as the philosophical debate of the world. For example, years of silence and noise are revealed by the enigmatic, historical portrait of Mayakovsky by Alexander Rodchenko (bottom, right), who shot this photograph during the twenties, and was later reprinted by his family. It is as if the glance of the poet in the portrait was reviewing the history of time while investigating the future.

Different attitudes, different generations and different issues inspire the photographs here. This exhibition sole ambition is to let the viewer dream around and about a selection of works of more than 30 artists, at a time when great institutions have already presented important photography shows, and so many artists in this field have already been

celebrated. In the current selection, the viewer will encounter black and white, and color photographs based on image manipulation, manipulation of the real photographic surface, portrait, landscape, body, conceptual elements, abstraction, social statements, and more.

Issues of presence, absence, space, time, conflict, superimposition, analogy and visionary variety, in both a real or virtual context, have been explored by these artists. Some of them record the structure of events, others suggest an archaic aura, mechanical images or aestheticist models. Still other works navigate in the subjectivisation of the photograph, and in some cases, in a sort of intrusive realism or in the speed of a simple snapshot. Years of silence and noise have given rise to these photographs where at the end, a small suspended time is a reason for living.

Maurizio Pellegrin  
New York, December 2006



## R-E-S-P-E-C-T

### *Educating TC employees to prevent harassment in the workplace*

This year, Teachers College has begun giving employees more direct education on the legal and ethical responsibilities surrounding workplace harassment, offering a two-hour training session titled “Promoting Mutual Respect and Preventing Workplace Harassment.” The session is led by K.C. Wagner, Director of Workplace Issues at the Cornell School of Labor Relations.

The program has been

overseen by TC’s Office of the President, Diversity and Community and its director, Janice Robinson, but it grew out of the discussions among a committee of administration and staff, including Interim Dean William Baldwin; Jim Mitchell, Director of the Office of Residential Services; Robinson; TC Ombudsperson Erwin Flaxman; Academic Computing’s Stacey Thomas; Curriculum and Teaching’s Michelle Hill;

Julie Cohn, Manager, Human Resources; Hank Perkowski, Associate Vice President and Controller; and Diana Noriega, Program Coordinator in the President’s Office of Diversity and Community. The program is a continuation of work that led to training sessions on the Family Educational Rights and Privacy Act (FERPA).

Robinson believes that workplace education efforts must address harassment. “We want to empower people to make sure their environment is a good one,” she says.

The committee decided to make the sessions about harassment in general—and not just sexual harassment—“because those were the needs of the community,” Robinson says. “In addition to issues of sexual harassment, people had been talking about gender discrimination, as well as racial and other bias activities that were going on. We decided to find a trainer with the expertise to combine all of that in a single curriculum.”

They found that in Wagner, a 24-year veteran of promoting inclusiveness in the workplace. The Office of Diversity and Community worked with Wagner to develop TC-specific background and scenarios to use in the session.

Robinson hopes the seminars



**LABOR RELATIONS** expert K.C. Wagner speaks to a staff member after a forum on workplace harassment.

**CONTINUED ON PAGE 13**

## TC's New Dean

CONTINUED FROM PAGE 4

"We saw candid, forthright presentations by three excellent candidates, who also fielded—at times courageously—questions about everything from their academic backgrounds to how they would promote ethnic and racial diversity in faculty searches."

James, who will start his new job on July 1, said he is "deeply delighted" by his appointment.

"I'm looking forward to working with the faculty and the entire community of Teachers College," he said. "TC is a great institution and even greater things lie ahead. I am also greatly honored to be able to work with Susan Fuhrman in her role as President of the College. I believe she is the ideal person to lead TC into the future."

In his appearance at the TC town meetings, James said he envisioned TC becoming even more active in fostering educational improvement.

"I think of when Teachers College started, back in the great migration at the end of the 19th century, with the tenement houses and the economic upheavals, and how much work there was to do. I feel that we're again at a beginning.

"I believe New York City reflects the opportunities and also the problems of our civilization in their most concentrated and intense form. If we can engage that

human prospect through education in New York, our work truly can be of national and worldwide significance. There is nothing more important than that challenge, and Teachers College is right in the middle of it."

As a child, James attended the famous Laboratory School at the University of Chicago, founded by the iconic TC philosopher and educator John Dewey. A memoir he has written about that experience will appear later this month in *A Life in Classrooms: Philip W. Jackson and the Practice of Education*, published by Teachers College Press. In it, James recalls:

"We had a garden nearby on campus. I carried my hoe and worked the soil with my classmates. We cooked and sawed, painted and braided, worked in small groups as well as one-on-one with our teacher and other adults, then circled all together for recitation. With the help of our German teacher—it seemed hilarious to us that Herr Heine had no hair—we composed letters describing our activities to invisible pals across the ocean. We took field trips to the lumberyard and the Museum of Science and Industry. We congregated on the squared stone blocks along Lake Michigan's shore to ask a fisherman how to catch smelt." ❧



The full memoir by James can be read at

[http://www.tc.columbia.edu/i/media/James\\_A\\_Life\\_in\\_Classrooms.pdf](http://www.tc.columbia.edu/i/media/James_A_Life_in_Classrooms.pdf)

## Four More Stars for TC's Use of Charitable Gifts

For the third time in four years, Teachers College has received a four star rating from Charity Navigator, the nation's largest independent evaluator of charities.

The four-star rating—which exceeds industry standards—indicates that the College excels in efficiently and effectively managing its finances to ensure that dollars are spent on the ultimate beneficiaries: TC faculty and students, in New York City public schools, and teachers in professional development.

The recognition by Charity Navigator specifically noted that "the consistency in your rating is an exceptional feat, especially given the economic challenges many charities have had to face in the last year."

"We are gratified to again receive a 4-star designation from Charity Navigator and proud of the high level of accountability we maintain for our use of the private gifts and public funds we receive," said Joseph Brosnan, Vice President of Development and External Affairs.

Charity Navigator's mission is to guide "intelligent giving" by providing information on over 2,700 charities and by evaluating the financial health of each of these charities.

## Vive Le Difference?

CONTINUED FROM PAGE 5

our sense of ourselves and our world is cultivated amidst a background of constant impermanency and incomprehensibility.” Still, she suggested that his ideas assumed an unrealistic degree of harmony between people and cultures. “The cosmopolitan idea is premised on the recognition that human beings exist in dialogical relationship with one another,” she said. “That humans come together, not as representatives of their species, race, class or culture, but as people who become realized, as individuals, in and through their relationships with others.”

In actual fact, she said, the act of bridging the transitional space

from individual to community must “be informed by the acknowledgment that it derives from a ‘you’ and is spoken to a ‘me’—and that it is that from which an ‘us’ emerges.”

Gaudelli similarly contended that cosmopolitanism overlooks the power relationships that exist between people and cultures. “International travel becomes dichotomized into those who are permeating and those being permeated, bound in systemic power relations that positions one the visitor and the other the visited,” he said. “More importantly, the rate of exchange is not even. Permeability is positioned within historically rooted systems of oppression, and no amount of sincere hopefulness or effusive good will to make a new global society—cosmopolitan or otherwise—can easily

wipe that slate clean.

Baldacchino, for his part, took the opposite stance, arguing that individual and cultural differences rooted in a sense of place are, in fact, the basis for the cosmopolitan ideal articulated by Hansen.

“The plurality of human experience is the ground for the notion of knowledge as being. This knowledge of being, this knowledge as being, opens up what we recognize in the notion of possibility as a path towards opening to the imaginary rather than simply an act of imagination,” Baldacchino said. “I see this as an opening to a concept of education that has always been central to art.”

Imagination, in turn, allows us to “reclaim learning from education,” Baldacchino said, “by which we in turn reclaim education from the school.”

In closing, Hansen reminded listeners that “the bedrock values in a philosophy of cosmopolitan education can be heard in some highly provocative words from John Dewey and from the Roman playwright and poet Terence.”

Dewey’s words on the subject: “Interest in learning from all the contacts of life is the essential moral interest.”

And from Terence: “Homo sum, humani a me nihil alienum puto” or “I am a human being, therefore nothing that is human is foreign to me.” ❧



**ARTIST DANIELLE MAILER** speaks at a reception for her work, “Dreaming in Color,” a series of art installations in TC’s Gottesman Libraries funded by a grant from Beth and Michael Kasser. Mailer says the art is an exploration of femininity, and adds, “through a female landscape of pattern, color and texture, I wish to convey issues of sexuality, mythology, fashion and exhibitionism.”

An mp3 file of the event is available for download at <http://pocketknowledge.tc.columbia.edu/home.phpviewfile/19125>

## Pledging Allegiance

CONTINUED FROM PAGE 3

Greene said; only then can students look critically “to see democracy as an open possibility, always in the future. Patriotism may become a dimension of learning, directed toward what might be, what should be, rather than the fixed, the unshakable ‘is’.”

Cohen said that students need to know about competing historical sources and should be asked to critically interrogate the past. “Students need to engage in the controversy—to know the history,” Cohen said. “They need to know they belong to something, to something beyond themselves,” in order to “have patriotism not to a land, but toward a democratic ideal.”

Meier asserted that “kids love an argument, so teachers need to ask ‘What do we want our kids to be patriotic toward? Our schools? To be loyal?’” In answer, Meier offered a nuanced take on the concept of “My country, right or wrong,” adding that while she agrees with the statement, she wants “our kids to feel...that our faults are *our* faults and they want to do something about it.”

Calderón said that “doing something about it” was the founding ethos of El Puente. The creation of the school stemmed from the grass roots effort of a community that wanted something more for its children, including the ability to think for themselves, he said. And so, “we

have to pose ideas, not impose, otherwise students will not be able to defend their values. Blind patriotism becomes indoctrination.”

Patriotism is a passionate issue in the school, particularly because it is in a lower income area that is heavily targeted by military recruiters. Believing that the students get sufficiently recruited at the local McDonalds and music store, Calderón made El Puente a No Military Recruitment Zone—and neighboring schools have joined in the movement.

It is not an easy stand to take. “For many kids, the military is often a better option,” Noguera said. “We have to deal with the class implications of this. There is a poverty draft in this country.” The military might be safer than some of the communities where these kids live, and the military offers a full-time job with a steady paycheck, he said.

“It is amazing there’s not an outcry on this, but there’s no outcry because of who’s targeted,” Noguera continued. A “blue-state” audience discussing these issues within the safe confines of Teachers College can’t begin to understand “the climate of fear that makes

speaking out so difficult in the rest of the country,” he said. “The problem is that there is too much talking to ourselves and not enough talking to the people we need to persuade.”

“Schools are a community construction. Young people should be the subject of attention, not the object of our attention,” concluded Calderón. ❧



sound,  
mind and  
body

**VISION SCREENINGS** were part of the second annual Health Disparities Conference on March 10. Organized by Barbara Wallace, a professor of health education, the conference uses research to draw attention to the inequities of health care access throughout the world and to develop ways to ameliorate it. This year, the focus was on holistic approaches to health disparities, including physical, emotional, mental and spiritual health and an emphasis on the use of research and evidence accumulation in public health. The keynote speaker was Cornel West, Professor of Religion and African American Studies at Princeton University.

## Ian Toledo

### CONTINUED FROM BACK COVER

masters. “And you can’t really become another artist,” he says. “Your own identity will come out sooner or later.” At the Bronx Lab School where Toledo student-teaches, teenagers work feverishly to bring that identity out, he says. “Students eat it up—boys and girls,” he says. “Comics have traditionally been thought of as a boy’s medium, but Japanese manga [highly stylized comics with more adult story lines] has brought more girls into the fold. Western comics are like action, action, action, but manga has a lot more genres—sports, romance, etc. The students learn

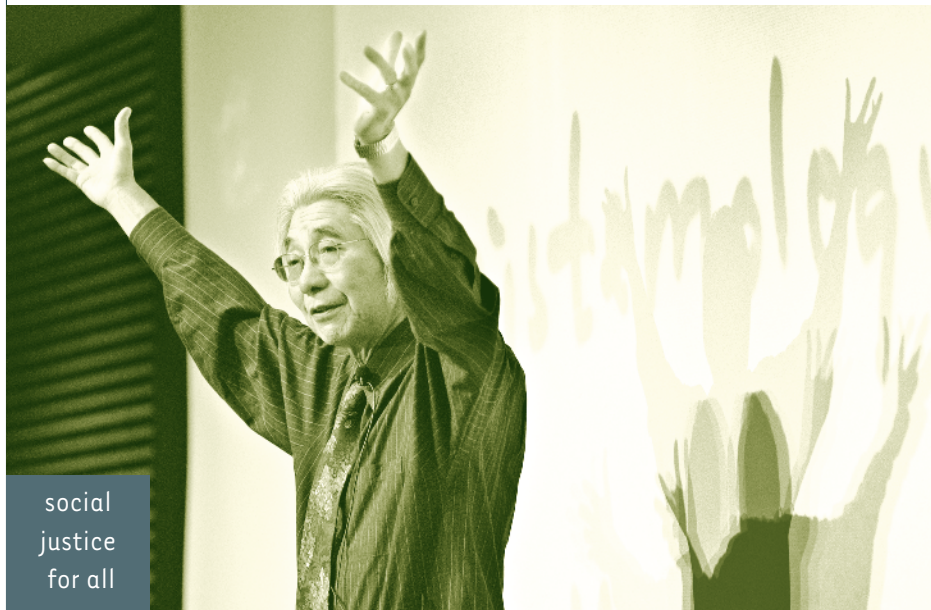
concepts and techniques from each of them.” Toledo’s students are able to create art with stories that are individual to each of them. And the growing popularity in the alternative, cult crowd of turning manga into motion pictures, called anime, doesn’t hurt either.

Toledo’s emphasis on searching for identity through art may stem from his growing up as a Filipino American. “I’ve had my own struggles with cultural identity, feeling I don’t belong here or there,” he says. These struggles led him to create a graphic novel based on his own life. “Issues of identity are all throughout comics, and adolescents are constantly dealing with them. Sometimes I feel like I can relate to my students

because I’m in the same boat.”

Recreating his life has been cathartic for Toledo. “I was part of a church that was very bad—they were manipulative, even brain-washing. I didn’t know it at first, but I escaped from that, and it was a very tough time. Creating my graphic novel has let me express my feelings about it.” Working with EdLab at TC’s Gottesman Libraries, Toledo asked local students to do the same thing—express themselves artistically outside of the classroom. Earlier this month, at an event called Edit Jam, students were offered various tools—turntables, paint, video cameras—and asked to do art answer the question, “How do you teach democracy?” The event was an extension of the new TC curriculum designed around Spike Lee’s film about Hurricane Katrina, *When the Levees Broke: A Requiem in Four Acts*.

Recently, Toledo took his search for self-discovery back to the Philippines, where he learned more about the language and culture, particularly native Filipino mythology. One creature, called Bakunawa, which native tribes believe cause eclipses, caught his imagination—a black dragon with bat wings, eyes and whiskers like a cat and a fin like a shark. Some regions see the beast as a symbol of despair, but others see it as a symbol of change. Toledo uses these symbols in telling his life story to show that the latter can come from the former and that art can help point the way—even if it begins with drawing Mighty Mouse. ❧



social  
justice  
for all

**HISTORIAN RONALD TAKAKI** lectured in February on the experiences of Irish and Chinese women in 19th century America as part of the 24th Annual Teachers College Winter Roundtable on Cultural Psychology and Education. This year, the Roundtable honored Takaki, one of the most preeminent scholars of diversity in the U.S., with the fourth annual Social Justice Action Award. In addition, the Roundtable honored Fordham University Professor Joseph Ponterotto with the 17th Annual Janet E. Helms Award, which commemorates the recipient’s professional contributions as a mentor and scholar.

## R-E-S-P-E-C-T

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give all members of TC's faculty and staff a fresh perspective. "It's important that supervisors know they have an additional responsibility to ensure their unit is free from harassment, and it's important that everyone realize that it's not just upper management's responsibility to create a harassment-free workplace. Everyone has a responsibility to participate."

Flaxman hopes the sessions give people the confidence to raise complaints about harassment without fear of reprisal. "Do they feel comfortable in initiating a complaint? Do they feel protected

enough in the process? Do they feel that action would be taken, and would they have assurance that the situation would not be repeated?" he asks. "These are things we must ensure."

He believes that the seminar will shed light on aspects of harassment that people hadn't considered before. "For example, the distinction between intent and behavior is surprising to people. They say 'I didn't intend to do that,' but legally it's the outcome of the action that matters."

Robinson says evaluations from the sessions have contained very positive feedback, "which is kind of astounding for a mandatory training."

The committee is now preparing for how to build on these seminars. Robinson sees Web-based training in the future for existing employees, with required participation in on-site training for new employees. The Human Resources Office, under Cohn, will take a larger role in these sorts of sessions in the future and is now creating a long-term strategic plan for professional development at TC.

Meanwhile, Robinson says, the sessions on harassment should "improve the way we work and improve our community. Yes, it's a little about the law, but mostly it's about how we get along together." ❧



**DEMOCRACY AND MULTIMEDIA** Coinciding with the development of a curriculum by TC staff which complements Spike Lee's *When the Levees Broke: A Requiem in Four Acts*, students from around New York expressed feelings about democracy and the aftermath of Hurricane Katrina through art and music in the Gottesman Libraries at EdLab's second Edit Jam on March 2.

## Policy Internships

CONTINUED FROM PAGE 6

the report. New Visions for Public Schools maintains a formal internship program of its own in which interns act as consultants for clients within the organization on issues such as college readiness, community advocacy and business planning. The Mayor's Office of Adult Education is seeking interns to work on developing educational television programs, gather and statistically analyze data and conduct literature reviews. And the ACLU needs help with its "school to prison pipeline" project, which seeks to combat the criminalization of student misconduct.

Similarly, Huerta said, by advertising the internships through the Student Policy

Network, the program is ensuring that the students who apply will be of high quality.

"Many of these organizations deal with policy issues surrounding the issue of practice, and our students are versed in that," Huerta says. "Their expertise ranges from early childhood to comparative education. So we're drawing on a very diverse pool of talent."

"Ultimately, our hope is that students will start to build connections with some of these organizations and increase their chances for jobs with them when they graduate."

Students with questions about the Policy Connections program should contact Huerta at 212-678-4199 or by email at [lab2013@columbia.edu](mailto:lab2013@columbia.edu). ❄



a matter  
of  
policy

**CARL F. KAESTLE**, Professor of Education, History, and Public Policy at Brown University, lectured on "The Federal Role in Education, Past and Present: Who's in the Policy Arena?" on February 19. The event was sponsored by TC's Office of Policy and Research.

# Inside

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or send via campus mail to:  
Office of External Affairs, Box 306

# Calendar

## APRIL 10

### John Gavalchin Piano Recital

7:00pm-9:00pm • Milbank Chapel

Juilliard School graduate John Gavalchin will be giving a piano recital that includes music by Bach, Diamond, Beethoven, Liszt, Brahms and Chopin.

## APRIL 11

### Ernesto Laclau's Radical Philosophy Lecture

5:00pm-7:00pm • Location TBA

As part of the First Radical Philosophies & Education Seminar, Ernesto Laclau, well known for his work on hegemony and post-Marxism, will address and respond to questions from students and educators discussing his latest work, *On Populist Reason*. Be one of the first to hear Laclau examine the relationship between his work and the field of education.

## APRIL 12

### Multiculturalism for a Change Festival

7:00pm • The Joyce B. Cowin Center

Celebrate our world and help those in need by taking part in an evening of cultural performances. The Service Learning Group is recruiting students and student organizations to participate in its first festival of performances of dance, music, theatre, poetry and ritual that showcase the brilliance of diversity. Proceeds will benefit the International Rescue Committee. Reception to follow. To participate, please contact Ruth Kennedy-Mountjoy at [rek2110@columbia.edu](mailto:rek2110@columbia.edu).

## APRIL 14

### Avenue Q Broadway Musical

2:00pm-4:00pm • Golden Theatre

The Office of Student Activities and Programs is selling tickets to *Avenue Q*, a Tony-award winning musical about trying to make it in New York City with big dreams and a tiny bank account. Tickets are \$40 and non-refundable. Students must present TC ID (one ticket per student).

## APRIL 15

### Cultural Extravaganza

4:00pm-7:00pm • TC Cafeteria

Sample from an abundant variety of food and cultural performances from all over the world at TC's fabulous annual international food fest.

## APRIL 16

### Knicks v. Nets

7:00pm-9:00pm • Madison Square Garden

Let off some steam as the NY Knicks go up against the NJ Nets. Tickets are \$20 with your TC ID, visit the Office of Student Activities and Programs in Thorndike 160.

## APRIL 20

### Spring Bash

9:00pm-12:00am • The River Room of Harlem

Celebrate the end of the school year with the Student Senate. Tickets are available for \$5 in the Office of Student Activities and Programs, Thorndike 160. A portion of the proceeds will be donated to Relay for Life and the American Cancer Society.

## APRIL 27-28

### Conference on Mind Body in Autism: Educational, Psychological and Medical Perspectives

TC's Center for Opportunities and Outcomes and the Developmental Neuropsychiatry Program at the Columbia University Medical Center will convene an interdisciplinary panel of experts to initiate collaborative and comprehensive consideration of strategies for addressing the challenges facing persons with autism spectrum disorders and their families.

## APRIL 30

### Talking Back with Andrea Mitchell

8:00pm • The Joyce B. Cowin Center

Andrea Mitchell, NBC Chief Foreign Correspondent, will discuss and sign her book *Talking Back...to Presidents, Dictators, and Assorted Scoundrels*. Copies will be available for purchase. RSVP by Friday, April 13 at 212-678-3955 or [tcinvite@tc.edu](mailto:tcinvite@tc.edu).



power  
drum  
song

**A GROUP OF STUDENTS** perform the music of Sa-Mul-No-Ri, a traditional Korean percussion instrument, during the State Asian Identity festival at Teachers College on February 17. Other activities at the Festival, which was sponsored by the TC Korean Graduate Student Association, included calligraphy, Yut Nori (a traditional Korean game) and the screening of a Korean film.

# MANGGOLIA

## Student Profile

### A Graphic Life

*Ian Toledo explores identity through the Mighty comic*

Future generations of students may owe a sudden interest in art education to a surprising hero: Mighty Mouse. • “Art has always been natural to me,” says Art and Art Education master’s student Ian Toledo. “When I saw Mighty Mouse as a kid, I wanted to draw him. I liked his iconic colors, and I’ve been drawing ever since.” • Toledo’s long-standing passion for art led him to do graphic design for companies like the crystal manufacturer, Swarovski Group, as well as set design and production assistance for several independent movies. He wants to instill that same passion in others, so he’s come to TC to become a teacher. He wants to get students excited through sequential art—better known as comic books and graphic novels. • “Sequential art has been around for centuries, starting with paintings on Egyptian walls, the Mayan Codex and the Bayeux Tapestries,” Toledo says. “It documents tradition, history, culture and identity, and it is a great tool for students.” He realizes that using comic books as tools for classroom instruction is fairly new and somewhat controversial. One criticism is that if students draw comics, they will end up only learning to copy the style of existing artists. But Toledo notes that art students have long copied the great

CONTINUED ON PAGE 12

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