

# TC Today

THE MAGAZINE of  
TEACHERS COLLEGE,  
COLUMBIA UNIVERSITY

FALL/WINTER 2014



## All Together Now

Making the *inclusive classroom* work

REMEMBERING  
MAXINE GREENE AND  
GEORGE BOND

A "SUMMER INTENSIVE"  
IN SPIRITUALITY &  
PSYCHOLOGY

BILL DALEY:  
A PORTRAIT OF THE  
ARTIST, UNGLAZED

{ FALL + WINTER 2014 }

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### ON THE COVER



Margaret Maldonado and kindergarten students at the Teachers College Community School, which embraces inclusive education. Photograph by John Emerson

# THE SKY'S THE LIMIT...

The end of the calendar year is a great time to review your portfolio for a 2014 investment in TC's future.

Stock gifts to TC help you to minimize capital gains tax, while providing for a charitable tax deduction at the full sale amount.

A transfer gift of stock is easy. Stock wire transfer instructions can be found on our home page, or you can simply download a form at [TC.edu/StockTransfer](http://TC.edu/StockTransfer) and send it directly to your broker.

Stock transactions and the transfer must be on record no later than December 31, 2014.

Make sure to leave at least five to seven working days for your gift to be transacted, and keep in mind that holiday closings may affect schedules.

At TC, the sky's the limit.

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**TEACHERS COLLEGE**  
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# TC's Rich Diversity

The beginning of the academic year is a joyful time at TC, full of hope and renewal as we welcome new and returning students and faculty. This year has been no exception. But we also began the year on a bittersweet note as we mourned the loss of two of the College's brightest lights: **Maxine Greene** and **George Bond**.

In this issue of *TC Today*, we remember these two TC icons with recollections of their work and thoughts from people whose lives they changed. They worked in very different fields and in very different ways — but their influence and impact were equally immense. George, William F. Russell Professor of Anthropology and Education, and Director of the College's Center for African Studies, was a genuine "dirt anthropologist" who spent time observing societies in remote parts of the world. Maxine, the William F. Russell Professor Emerita, was a philosopher who wrote and taught about the meaning of our responses to art and life. Yet, ultimately, they shared a focus on education and the ways it unites individuals from all backgrounds and all walks of life into a living, breathing community.

For George, that community had to do with the history of civilization and ideas, and the importance of including Africa and its people in that story. Maxine's "community" connected individuals embarking on internal journeys to explore thoughts and feelings about art and ideas, our experiences, and our relationships with one another and the world.

We celebrated their extraordinary lives at two moving and joyful memorial events in October. You need only have looked around the audiences to truly appreciate the numerous and diverse lives touched by these two eminent scholars. Their legacies will live on in the many generations of individuals they taught, mentored and worked alongside. Maxine and George will be greatly missed by all.

Inspired by these extraordinary lives, the people of TC continue to engage in research and practice that make a positive difference in classrooms and communities around the world. In this issue we turn

our focus to inclusion in education as both an area of ongoing TC leadership and an urgent issue, given the rapidly changing demographics in our classrooms. American schools serve a student population that is becoming more diverse in every way, including race and ethnicity, but also in regard to students' abilities, language orientation, special needs and more. At TC, our faculty members are asking: How can we best and most productively serve all these students? What approach is both academically effective and socially just?

A growing movement in education holds that the answer is not segmentation, but instead lies in the effort to build a more inclusive classroom that can serve all children together. The challenges, of course, are enormous, beginning with the physical and logistic organization of classrooms and extending to the preparation and professional development of teachers and the education of parents and communities. But if, as TC Professor Celia Oyler urges, we can "see all the different variables of diversity as richness" and if we believe that all children have the capacity to learn, then inclusive education promises to pay truly enormous dividends.

At TC — the birthplace of special education — diversity is the very foundation of who we are and at the root of our tradition of excellence in all we do. Therefore, it is both thrilling and utterly fitting that, as inclusive education gains traction nationally, our faculty, students and alumni are leading the way to create the research, policy and practice that make this approach work for the benefit of all students. George and Maxine would approve.



“AT TC — THE BIRTHPLACE of special education — diversity is the very foundation of who we are and at the root of our tradition of excellence in all we do.”

A handwritten signature in black ink that reads "Susan Fuhrman".

SUSAN FUHRMAN (PH.D. '77)



# INNOVATION & CREATIVITY BEGIN HERE

**The TC Fund supports the students, programs and research that keep TC at the forefront of education year after year.**

Your gift will sustain and renew our legacy of pioneering and shaping programs and fields, better positioning TC as a 21st century institution that will continue to lead, educate, and innovate.

**Please make a contribution to the TC Fund today.**

Simply use the postage-paid envelope bound in this publication, visit us online at [www.tc.edu/GiveToTC](http://www.tc.edu/GiveToTC) or call Susan Scherman, Director of the TC Fund, at **212-678-8176** for more information.

**TEACHERS COLLEGE**  
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## Walking the Talk

The news @TC continues to be about delivering on commitments to better the world. In this issue: a new residence program in STEM teaching, a leadership program serving 500,000 young people across southern Asia and North Africa, leadership in granting doctoral degrees to black students and more.



## Forging Alliances for Student Health

**S**PEAKING AT THE INSTITUTE OF MEDICINE (IOM) of the National Academies in early June, Charles Basch, TC's Richard March Hoe Professor of Health Education, documented the link between poor health and lower academic achievement among disadvantaged students and presented his vision for a coordinated national effort to use schools as a focal point for change. IOM meetings are often bellwethers for shifts in U.S. priorities in health and medicine. Basch also is designing the new Healthy and Ready to Learn Initiative of the Children's Health Fund (CHF), a nonprofit founded by singer/songwriter Paul Simon and Columbia public health authority Irwin Redlener. Pilot programs are implementing Basch's model in New York City this fall.

## DIVERSITY



A Leader in Awarding Doctorates to Black Students  
Teachers College ranks

6<sup>th</sup>

among U.S. universities in granting the most doctoral degrees to black students, according to the 2014 *Almanac of Higher Education* released in August by *The Chronicle of Higher Education*. TC is also the top-ranked private, not-for-profit higher educational institution in the category of black doctoral degree recipients, preceded only by historically black institutions, a for-profit, online university and comprehensive public universities.

## \$10 Million to Study Community Colleges

**T**C'S COMMUNITY COLLEGE RESEARCH Center (CCRC), in collaboration with the social policy research organization MDRC and scholars at Stanford, University of California Davis and Vanderbilt, has received a five-year, \$10 million grant from the U.S. Department of Education's Institute of Education Sciences to create a center focused on rigorously assessing the effects of new approaches to remedial assessment, placement and instruction. The new Center for the Analysis of Postsecondary Readiness will assist states and colleges in crafting policies and programs that lead to improved outcomes for struggling students.

Launched in August with a ceremony at the White House and housed within CCRC, the new center is co-led by Thomas Bailey, TC's George and Abby O'Neill Professor of Economics and Education.



## ON THE RECORD

“Ferguson demonstrates that how we talk (or don't) about race both reflects and reinforces institutionalized racial bias and its consequences.”

Robert T. Carter, Professor of Psychology and Education in *The Huffington Post*



## A PLAYGROUND FOR TC'S SCHOOL

A school that offers state-of-the-art curricula, great teaching and cutting-edge after-school programs and other supplementary services should do a bang-up job on recess, too. Thanks to a grant from New York City, a new playground that opened in June is enabling the Teachers College Community School to hit that mark.



## An Alumna Directs TC's Cahn Fellows

LONGTIME NEW YORK CITY PRINCIPAL and educator Lily Woo is the new director of the Teachers College Cahn Fellows Program for Distinguished Public School Principals. The program provides outstanding principals with opportunities for further professional and personal growth.

Woo, a member of the Cahn Fellows original cohort, served for 24 years as Principal of P.S. 130 Hernando de Soto in New York City's Chinatown. Under her leadership, P.S. 130, where 82 percent of the students are on the free and reduced lunch program, rose to the 98th percentile for student performance and was honored by the city, state and U.S. Departments of Education.

## GLOBAL REACH

### Half a Million Future Leaders Served

Six years ago, India's Global Education and Leadership Foundation asked Teachers College to create a program to develop middle and high school students with leadership potential. Today, the Life Skills and Leadership Program serves more than 500,000 young people across southern Asia and North Africa. More than 100 former participants attend top colleges worldwide, and an annual Life Conference at which students mingle with social entrepreneurs and community development specialists is a major forum to discuss challenging global problems.

"We're proud to have reached so many students," says William Gaudelli, TC Associate Professor of Social Studies and Education, who led the project and is still a consultant. "But it's humbling to remember the size of the region we're serving. When we hit the 500,000 mark, India's former Prime Minister, Manmohan Singh, asked us, 'So when will the pilot phase be over?'"



## Realizing Obamacare’s Integrated Care Vision

**B**ACKED BY A PRESTIGIOUS FEDERAL GRANT, TEACHERS COLLEGE is helping to realize the vision of the Affordable Care Act to ally medical caregivers and those working in the mental health fields.

A Graduate Psychology Education (GPE) grant from the federal Health Resources & Services Administration (HSRA) is enabling TC’s Dean Hope Center for Educational and Psychological Services, in collaboration with the Department of Counseling and Clinical Psychology, to provide stipends for six doctoral students (three in counseling and three in clinical psychology) to receive training in integrated psychology/health care.

The HSRA grant supports universities and health care institutions to train clinical and counseling psychologists working with other health professions in the provision of health care services to underserved populations.

“Some medical conditions require patients to develop a sense of ownership and responsibility about complying with treatment regimens,” says Dinelia Rosa, Director of the Dean Hope Center, who is the Principal Investigator for the grant. “Nurses help doctors ensure compliance, but psychologists have additional clinical skills, and the government is recognizing that we need to train more of them.”



## MONSTER RAVES

“**S**titched together” would be a thumbs-down review for most theater productions, but different standards apply when your central character is made from spare human parts. Such was the multimedia remix of Mary Shelley’s classic novel, *Frankenstein*, staged by TC’s Center for the Professional Education of Teachers (CPET) in the College’s appropriately gothic Milbank Chapel in mid-July. Conceived and directed by Erick Gordon, CPET Senior Research Fellow, and English Education doctoral graduate Adele Bruni, the production featured New York City high school students and international high school teachers who had spent the previous two weeks “inhabiting” the early 19th-century British novel. Gordon and Bruni envision a similar workshop next summer and an online global community of teachers interested in new ways to, ahem, bring literature to life.



### GAME CHANGERS

Other newsworthy stuff in this issue

**PAGE 36** Calculating ROI for school reforms

**PAGE 37** Teaching U.S. teachers to teach about the wider world

**PAGE 38** Using TC’s largest-ever federal grant to validate the “Early College” approach to boosting student achievement

**PAGE 39** Helping immigrant girls from Africa navigate U.S. schools

**PAGE 42** How inclusion helps gifted students, too

### CONNECTING READERS TO TC’S CAMPAIGN

Throughout this issue, you’ll be seeing TC’s Campaign logo



adapted to let you know how each story connects to a Campaign priority.

[ CREATING PATHWAYS TO LEARNING ]

## A \$7.5 MILLION STEM RESIDENCY

Preparing teachers to improve student achievement

“THE EDUCATION PROFESSION IS recognizing that content alone is not adequate — that we need to think about accessibility and diverse learners,” says A. Lin Goodwin, Vice Dean and Evenden Professor of Education. “What does it mean to teach science at the secondary school level to kids who don’t speak English as a first language, or whose educations were interrupted by war? How do we teach the person, not the subject?”

One answer is Teaching Residents at Teachers College 2 (TR@TC2), a new 18-month teaching residency Goodwin is launching to prepare diverse, highly qualified teachers of English as a Second Language, Students with Disabilities, Science-Biology and General Science, and Science-Students with Disabilities. Funded by a \$7.5 million Teacher Quality Partnership (TQP) federal grant, residents will do fieldwork with a consortium of New York City public schools, reflecting the U.S. Department of Education’s focus on universities partnering with high-need school districts.

TC is among 24 teacher preparation programs nationwide funded by the TQP grants to prepare more than 11,000 teachers, with a national goal of improving student achievement in STEM.

TR@TC2 will employ Universal

Design for Learning and Curriculum Development, which holds that, just as a building should be accessible to all, so should educators create a pathway to understanding for each learner.

TC’s partnership with the American Museum of Natural History, which, led by Maritza MacDonald (Ed.D.’95), Senior Director of Education and Policy, also received a TQP grant, will benefit science education residents.

“We’ll use the museum partnership to build our preservice students’ science literacy,” Goodwin says. “We bring expertise in special and inclusive education and induction support for novice teachers. It’s a marriage of specialization and content that stresses educators and scientists co-planning and co-teaching.”

In math, TR@TC2 will draw on the College’s alliance with Singapore’s National Institute of Education (also forged by Goodwin), employing the “Singapore math” approach of focusing for longer periods on fundamental concepts. In engineering and technology, the program will tap Barnard partners who integrate engineering principles into courses such as “Science in the (New York) City,” and the

Teachers College Inclusive Classrooms Project with a focus on assistive technology to support students with disabilities.

The TR@TC2 residents will also apprentice with experienced mentor teachers.

“The demands we place on our mentor teachers are way beyond those of other programs,” Goodwin says. “They undergo training, orientation and professional development and attend learning community meetings, retreats and an end-of-year evaluation and celebration. Plus all the reports and assessments we ask for.”

TR@TC2 builds on TR@TC, the teaching residency program Goodwin started in 2009, which graduated four cohorts who teach in New York City schools. TR@TC residents were prepared to work in either secondary inclusive education, intellectual disability/autism, or the teaching of English to speakers of other languages (TESOL).

### TEACHING THE PERSON

“What does it mean to teach science at the secondary school level to kids who don’t speak English as a first language?”

A. Lin Goodwin  
Vice Dean



### ENTERING WITH CLASS

1,845

NEW STUDENTS ENROLLED FOR THE SUMMER/FALL 2014 SEMESTERS, TC’S SIXTH CONSECUTIVE CLASS OF OVER 1,800 NEW STUDENTS

6,362

APPLICATIONS SUBMITTED, TOPPING 6,000 FOR THE FIFTH CONSECUTIVE YEAR

23%

OF INCOMING STUDENTS COME FROM OUTSIDE THE U.S., REPRESENTING 59 DIFFERENT COUNTRIES

28%

OF INCOMING STUDENTS WHO ARE U.S. CITIZENS SELF-IDENTIFY AS “OF COLOR”

# All T O g E t H e R Now

TC's blueprint for  
inclusive education  
calls for balanced  
classes, professional  
development,  
triple certification  
and better PR

By SIDDHARTHA MITTER

*Photographs by*

DEBORAH FEINGOLD



**CULTURE OF LEARNING**  
At P.S. 503 in Brooklyn's  
Sunset Park, children of all  
abilities learn together.





**O**n the morning six years ago when Principal Bernadette Fitzgerald launched inclusive classes at P.S. 503 in Brooklyn's Sunset Park neighborhood, she was greeted with a scene reminiscent of the civil rights era: a frightened group of parents outside her office, protesting their children having to learn alongside "those kids."

The issue wasn't race, skin color or even some thinly disguised sense of class. Ninety-five percent of the school's students live beneath the poverty line. A vast majority come from immigrant families, with more than half classified as English language learners (ELLs).

Rather, the target this time was disability, specifically Fitzgerald's decision to begin mainstreaming the school's 200-plus students who have Individualized Education Programs (IEPs) that qualify them for special education services. Aided by the citywide Teachers College Inclusive Classrooms Project (TCICP), P.S. 503 was adopting an integrated co-teaching (ICT) model that pairs a general education teacher and a special education teacher in a single classroom.

"We have students with autism, hearing impairments, developmental delays, learning disabilities, speech impairments, visual impairments and physical disabilities. We have students with feeding tubes," Fitzgerald says. "When I first came here, we were interpreting federal mandates in a way that forced us to pull more kids out of classrooms for servicing than were staying in. There was no culture of learning. I felt we needed a model where kids got their services in the classroom."

Since the passage in 1975 of the Education for All Handi-



**FINDING A BALANCE** In Rockville Centre, Principal Carol Burris believes inclusion works best when most students in the room are non-disabled.

capped Children Act, later reauthorized as the Individuals with Disabilities Education Act, federal law has required school districts to place students with disabilities in the "least restrictive" learning environment, preferably alongside the non-disabled. The law also mandates services to help English



Pioneering new approaches to teaching and learning



**BRIDGING THE GAPS** It's taken time, but Principal Bernadette Fitzgerald has educated parents at P.S. 503 about inclusion's benefits for all children.

strengths and capacities instead of deficits.”

Oyler and other advocates maintain that all children benefit from the inclusive model because, by learning to recognize strengths in one another, they expand their definitions of what strengths are. They also learn to care for one another, creating the kind of community so often lacking beyond school walls.

language learners overcome language barriers.

From those seeds have sprung today's inclusive education movement, which calls for all students — regardless of ability or need — to learn the same curriculum together. Inclusion initiatives are proliferating in districts ranging from Clark County, Nevada, to Charlotte-Mecklenburg, North Carolina, to Madison, Wisconsin. In New York City, at the behest of Laura Rodriguez, the city's first Deputy Chancellor for Students with Disabilities and English Language Learners, Teachers College (through TCICP) has been working with schools like P.S. 503 to help teachers accommodate a new influx of students with special needs.

Certainly, a commitment to social justice underscores the movement's rationale.

“Inclusive education urges us to take up the challenge inherent in human diversity, which is to see all the different variables of diversity as richness,” says Celia Oyler, Professor of Education and TCICP founding Director. “The focus is on

that increasingly gauges education outcomes by standardized test scores, such social justice arguments sometimes fail to carry the day — including with those who fear that children with disabilities will receive less support. Writing in *The New York Times*, Illinois parent Margaret Storey argued that it would be better simply to “destigmatize these children and the special schools they need.”

Advocates respond by citing a body of research showing inclusion's benefits. In particular, a 2002 review of 14 studies disseminated by the Statewide Parent Advocacy Network found “compelling support” for the idea that inclusive education produces outcomes that are at least as successful (at no additional cost) as those achieved using separate settings for all students.

But just mixing general education and special education students doesn't make the learning experience inclusive. Schools must create conditions in which inclusive classrooms can succeed. School systems must invest in professional devel-



## Inclusive Voices: Celia Oyler

**Oyler and other advocates maintain that all children benefit from the inclusive model because, by learning to recognize strengths in one another, they expand their definitions of what strengths are. They also learn to care for one another, creating the kind of community so often lacking beyond school walls.**

opment to help teachers serve an expanded mix of learners. And colleges of education must equip the next generation of educators to eschew labels and instead view learners on a continuum.

“If we are doing inclusive education right, we can’t possibly talk about ‘inclusion classrooms,’ because every classroom should be inclusive,” says Srikala Naraiyan, Associate Professor of Education, who spent 10 years as a special-ed teacher. “Yet if we want a world in which everybody is educated together in

a system free of privilege, we have to understand inclusive education in a way that speaks to teachers on the ground.”

## THE INCLUSION CHECKLIST

### BALANCED CLASSES

Find the right mix of “gen-ed” and “special-ed” students

### PROFESSIONAL DEVELOPMENT

Teachers share best practices and learn the research

### TRIPLE CERTIFICATION

Prepare aspiring teachers to work with students of all abilities

### BETTER PUBLIC RELATIONS

Educate parents and the community about inclusion’s benefits

### LAYING THE GROUNDWORK FOR SUCCESS

At Teachers College, where in 1915 Elizabeth Farrell and Leta Stetter Hollingworth established the nation’s first program in special education, faculty, students and alumni are taking the lead in making inclusion work.

“The whole idea behind inclusion is to give kids access to a good curriculum and to their non-disabled peers,” says Carol Burris (Ed.D. ’03), Principal of Long Island’s South Side High School in Rockville Centre, New York, which has won national

recognition for “de-tracking” its students. “Some schools have supposedly inclusive classrooms where all the special needs students are placed together, with a low-level curriculum and a few disruptive gen-ed kids thrown in. That is not true inclusion, and it has all of the problems associated with the culture of low-track classes. So for inclusion to succeed, you’ve got to make sure that the vast preponderance of kids in a classroom are non-disabled.”

General-ed kids, too, need an ideal classroom mix for the inclusive model to work in their favor.



“Inclusion gives the general education kids an additional teacher in the room,” Burris adds. “When that teacher explains things in different ways for special-ed students, it promotes better understanding for the whole class. You’ve got to make sure the number of special-ed kids stays small so that the special education teacher knows what her students are getting, or not getting. We provide teaching assistants when the special education teacher is not in the room. They take field notes all through class on the problems that individual kids are having.”

But even under the best working conditions, educators need specific, tried-and-true strategies for helping students. While many current teachers do not hold degrees in special education, they do possess a wealth of knowledge drawn from real-world experience — knowledge that, with guidance by experts, can be refined and shared.

That’s the premise of TCICP, now in the fifth year of a contract with New York City. Among its other activities, the project has enabled hundreds of educators to take part in monthly “inquiry teams” that explore different issues and present to a professional development conference at year’s end. From those



### Inclusive Voices: Susan Recchia

**“Our focus is on how teachers can create an environment that supports children and brings them together in a community,” says Susan Recchia, Professor of Education. “We look at assumptions that are too often taken for granted — ways that we end up marginalizing children with disabilities instead of drawing on the strengths they have to offer.”**



**NO OUTSOURCING** At P.S. 503, Stephanie Yulan-Delaney and other teachers provide services to children right in the classroom.

Learned to Craft Meaningful IEPs,” “Creating Access for All Kinds of Learners,” “De-escalating Problematic Behavior” and “Access through Integrated Technology.” Each draws on educators’ own knowledge and experience.

“We’re not interested in models,” Oyler says. “We’re interested in helping teachers to solve local problems, so the work doesn’t scale up — it spreads out.”

At P.S. 503, for example, Bernadette Fitzgerald wanted to ensure that co-teachers were really co-teaching and “not just distinguishing themselves by, ‘Oh, I’m the ESL teacher and I’m only addressing ESL needs.’” TCICP facilitator Erika Hughes Hooper functioned “like a marriage counselor,” Fitzgerald says, helping paired teachers to share knowledge and strategies. “Now, regardless of their licensing, they’re thinking about the class as one community and about how they can best serve the children.”

In TCICP inquiries, students with disabilities have held professional development clinics to help their teachers identify the most helpful assistive technologies. Communities have reassessed the knowledge and perspective that their oft-undervalued parent coordinators can provide. Math teachers have learned to adapt curricula to the developmental thinking of each student. And paraprofessionals have been empowered to become involved in lesson planning and other core aspects of teaching.

TCICP is helping the city raise its game, but for many

efforts, the project has amassed a growing online library — free for anyone to download at [tcicp.com](http://tcicp.com) — of teacher-devised inquiries with titles such as “How I

## Getting People Together

In the early 1990s, the Santa Clara, California public schools approached **Charmaine Warmenhoven** to fund teacher training in inclusive education. “I said great, but I wanted something systemic, not just a one-off,” says Warmenhoven (M.A. ’75), then Associate Director of Special Ministries for the Diocese of San Jose, California.

Warmenhoven, whose 30-year career in special education included directing a school for students with special needs and working with deaf children and adults, has since helped fund the Inclusion Collaborative, a program within the Santa Clara Office of Education that promotes inclusive education practices across the county’s 32 districts. Initially for early childhood and special education teachers, the Collaborative now supports a “community of practice” aimed at all interested K–12 teachers.

“Inclusive education is Charmaine’s lifelong passion,” says Inclusion Collaborative Manager Janice Battaglia. “She has a vision for change that extends nationwide.”

For a K–12 expansion, Warmenhoven linked the Inclusion Collaborative with TC, where she studied learning disabilities and behavior disorders. Celia Oyler, who leads the Teachers College Inclusive Classrooms Project (TCICP), has since video-conferenced with Santa Clara County school leaders. Inclusion Collaborative coaches and TCICP facilitators have also spoken online. And TC’s Susan Recchia, co-author of *Inclusion in the Early Childhood Classroom: What Makes a Difference*, spoke at an Inclusion Collaborative conference this fall.

Recently tapped by the Special Education Division of the California Department of Education to help lead inclusion efforts statewide, the Inclusion Collaborative is developing a broader community of practice that will include Oyler’s continued support.

Reflecting on her own promotion of inclusive education, Warmenhoven says, “It was just a matter of getting people together.” Which, after all, is what inclusion is all about. — **JOE LEVINE**



**ABOVE LEFT: CHARMAINE WARMEHOVEN (M.A. ’75)**



current teachers inclusion may always be something of an acquired taste. The greater promise lies in equipping future teachers to think about inclusion from the get-go — an area in which TC is also breaking new ground.

In 2011, backed by a \$1.25 million federal grant, the College launched QUIERE (for “quality universally inclusive early responsive education”), a master’s degree program that provides pre-service teachers with triple certification in early childhood general education, early childhood special education and bilingual education in Spanish, Mandarin, French or Korean.

“When Carmen Fariña became New York City’s Schools Chancellor, she called for teachers who understand the whole child, and that’s what QUIERE is all about,” says Mariana Souto-Manning, Associate Professor of Early Childhood Education and QUIERE Director and Co-Principal Investigator (with Professor Emerita and early childhood authority Celia Genishi). “The idea is to preempt bifurcation of special ed and bilingual education, in which a kid gets multiple professionals, and instead produce the kind of teacher who is ready to educate an English language learner or a child with disabilities.”

“Our focus is on how teachers can create an environment that supports children and brings them together in a community,” says Susan Recchia, Professor of Education, who recently coauthored *Inclusion in the Early Childhood Classroom: What Makes a Difference* (Teachers College Press). “We look at assumptions that are too often taken for granted — ways that we end up marginalizing children with disabilities instead of drawing on the strengths they have to offer.”

## INCLUSIVE CHANGE AGENT: O’NEILL FELLOW BONNIE CHOW

**T**C O’Neill Fellow **Bonnie Yuen Pun Chow**’s parents moved to the United States from Hong Kong to give their daughters a better education. Chow arrived in first grade terrified and speaking no English. Fortunately, Bonnie Brooks, a teacher of English as a second language, took her in hand. ■ “She taught me the ABCs and also about America,” Chow recalls. “She introduced me to hamburgers and milkshakes and invited my family over to celebrate Independence Day. She taught me to navigate American culture without being ashamed of my own ethnicity. She showed me just how personal and powerful education can be.” ■ Chow planned to become a doctor but decided to pursue a career in inclusive education as she became more aware of disparities in the school system. ■ The O’Neill Fellowship at Teachers College has been a key step. Created in 2013 by an \$11 million commitment from Trustee Emerita Abby M. O’Neill, the Fellowships enable recipients to earn dual certification in areas of great need for New York City schools, such as science/ inclusive education, elementary education/ bilingual or TESOL. Thanks to the O’Neill Fellowship Program, students graduate with as little debt as possible. ■ “The O’Neill Fellowship has given me access to the necessary tools and experiences to be a powerful and effective agent of change in students’ lives,” Chow says. “I’ve learned from a community of extraordinary faculty members and mentors. ■ “I hope I never stop learning with and from children. And I hope I never tire of reflecting and examining my own learning, practice and lifestyle so that I can grow as a student and an educator.” — **PHOEBE JIANG**

QUIERE graduates like Jennifer K. Lopez, who now teaches at P.S. 75 on Manhattan’s Upper West Side, are taking that idea to heart.

Last year, for example, in Lopez’s officially monolingual second-grade class, one breakthrough moment occurred when a little boy named Carlos, who had been a silent observer for much of the year, finally wrote “cinco” in answer to a math problem.



## Inclusive Voices: Nancy Douzinas

**“Leaders doing the hard work of putting themselves out there in the community is the key,” says TC Trustee Nancy Douzinas, President of the Long Island-based Rauch Foundation. “You have parents with belief systems in which it is not always natural to see inclusion as beneficial. So we have to communicate more effectively to parents about inclusion’s advantages.”**

“He spelled it ‘seenco,’ but the important thing is that he felt comfortable enough to do it,” Lopez says. “It also happened to be the right answer.”

At the Hiketi Community Charter School in the Bronx, QUIERE graduate Peter Kim empowers students with jobs that make them responsible to their peers but also fit their own abilities. A student with lower reading levels, for instance, might be given the job of reading assistant.

“In an ELA [English Language Arts] block, that student might be the first called on to identify sight words,” Kim says. “You build it in so he’s not identified as having a special need.”

Five years ago, to prepare teachers working with older students with IEPs, TC created a Secondary Inclusive Education [SIE] track as part of TR@TC, its residency program. “Certification is categorical, but students are not — regardless of their age, grade or labels assigned to them, these learners come as whole people, who may be experiencing multiple vulnerabilities,” says Vice Dean A. Lin Goodwin. “So we need teachers at all levels who are ready, regardless of certification area, to be first responders.”

As initiatives like TCICP, QUIERE and SIE take route, school leaders face one other challenge: selling inclusive education to parents.

In Rockville Centre, by all accounts, Carol Burris and South Side High have benefited mightily from the adroit efforts of District Superintendent (and TC alumnus) Bill Johnson to sweeten inclusion with other measures.

“Bill used his position as a leader to influence this upper-middle-class community,” recalls TC Trustee Nancy Douzinas, President of the Long Island-based Rauch Foundation, which focuses regionally on the needs of children and families. “He brought in the International Baccalaureate program and sold the idea that everyone’s scores would rise.

“It demonstrates that leaders doing the hard work of putting themselves out there in the community is the key. You have parents with belief systems in

which it is not always natural to see inclusion as beneficial. So we have to communicate more effectively to parents about inclusion’s advantages.”

Six years removed from that frightened group of parents outside her office, PS. 503’s Bernadette Fitzgerald concurs. “We had to educate families to give inclusion a try,” she says. “Now they appreciate the attention that their children get with two teachers in the classroom.”

For Douzinas, the case for inclusive education must ultimately rest on outcomes. “It’s not just about the ratio of teachers to children,” she says. “In the end it’s about what really works.” 

## PASSPORTS TO PARTICIPATION

### International Inclusion: It’s in the Cards

**A**t a market in Ghana, a child with a communication disability shows a vendor a laminated card with a picture — tomatoes, pawpaws, okra — and a value in *cedis*, Ghana’s currency. As most kids here do, she is shopping for food for her family.

This simple transaction is revolutionary. Many nations have neither the laws nor the resources to educate disabled children, who often are stigmatized, excluded from schools and viewed by their families as a burden rather than a resource.

Within Ghana’s general education campuses, Unit Schools devoted to improving prospects for students with autism and intellectual disabilities are modeling inclusive education for other African countries.

Since 2008, a TC project led by **Catherine Crowley**, Distinguished Senior Lecturer in Speech and Language Pathology, brings 15 TC Speech/Language Pathology students each

year to work with the Unit Schools. The cards, developed in collaboration with Ghanaian teachers and parents of students with disabilities, are one fruit of their efforts.

“It is thrilling to hear the market sellers call the students by name and watch the joy of students able to fulfill a traditional role of a Ghanaian child,” Crowley says.

Thanks to the TC team, Unit School parents and teachers create “communication passports” that describe the needs of students who are lost or in other difficulties. Students in one school’s vocational training program sewed bags made from traditional Ghanaian fabric. The TC team then established a market and provided funding to replicate the program.

“Because each student brings home a portion of the sales, the message is clear — ‘Disability is not inability,’” says Crowley.

Through ongoing collaboration with Unit School teachers, the TC program has boosted the image of special education. Innovators like Crowley’s colleague Belinda Bukari, head teacher at the Effiduase Methodist School, are winning new respect.

“In the past, people thought Belinda was crazy to work with these students,” Crowley says. “But now she is respected and invited to speak at churches and on the radio.” — **SIDDHARTHA MITTER**



# The Spirit of Summer

Through a new program in spirituality and psychology, the paths of 32 seekers converged at TC for three weeks in July

[ ZAHRA KOMELYIAN ]  
*"It's so liberating to be in a group where everyone is speaking their truth."*

[ DILA SULTANOVA ]  
*"Satisfaction and fulfillment can be achieved here and now with everything I've so far created."*

[ MATTHEW EVANS ]  
*"Material gain is neither influential nor important to the fundamental experience of being."*

[ SUZA SCALORA ]  
*"Most people feel there's something deeper than what happens in your everyday life."*

[ LAUREN FOLEY ]  
ASSISTANT DIRECTOR,  
SUMMER INTENSIVE M.A.  
*"The program enables students to see spirituality and psychology from many different angles."*

[ SARAH SHERMAN ]  
DIRECTOR, SUMMER INTENSIVE M.A.  
*"Many of our students had been searching for this type of innovative experiential learning."*

[ LISA MILLER ]  
FOUNDER, SPIRITUALITY  
MIND BODY INSTITUTE  
*"This program speaks to the hunger out there for a more spiritually-infused world."*

By JOE LEVINE

Photographs by  
DEBORAH FEINGOLD



“N OW, the way it’s going to work out in this gorgeous young woman’s life will depend on how we sing to her.” The British orchestral conductor and motivational guru Benjamin Zander was addressing the inaugural cohort of Lisa Miller’s Spirituality Mind Body Summer Intensive program. He turned to 25-year-old Dila Sultanova, standing next to him on a chair. “Now, Dila, these people love

(CONTINUED)

[ ELLIE COBB ]  
DIRECTOR, SPIRITUALITY MIND  
BODY INSTITUTE  
*"Most graduate programs focus on performance. Ours emphasizes integration of one's own journey with academia."*

# “So your job is to accept what’s about to hit you as a gift.”

you and know that if you have an extraordinary life untold numbers of other people are going to be affected. So your job is to accept what’s about to hit you as a gift.”

Over the next 10 minutes, while Sultanova stood blushing, Zander, white-haired and beaming, led the group through multiple renditions of “Happy Birthday,” prodding them to gesture emphatically, stress different words, sing louder and implore Sultanova with their arms outstretched.

When the last notes had died away, Zander nodded his approval. The choice for how to sing “Happy Birthday,” he told the group, is the choice of how to approach any situation in life. You can shrug in resignation, clench your fists in anger or raise your arms and search for possibility. Each is a valid response, but the search for possibility begins with asking: “What assumptions am I making that I don’t know I’m making? And what can I invent that I haven’t invented that would give me something new?”

## SEQUEL TO SUCCESS

Two years ago, Miller, Professor of Psychology and Education, and Teachers College took the third path, launching the nation’s first Ivy League master’s degree concentration in spirituality and psychology. Featured in *The New York Times*, the program, a unique blend of faith and science, drew 165 students in 2013 and 211 this year. Meanwhile, inquiries poured in from others who were unable to go to school full-time. Solution: in July, Miller launched the Summer Intensive, bringing together 32 participants for three

weeks at TC and nine months of online collaboration and independent study.

“Intensive” may be an understatement.

“Many of our students had

been searching years or even decades for this type of innovative experiential learning in an institution of higher education,” says doctoral student Sarah Sherman, Director of the Summer Intensive master’s program. “They told us they experienced ‘uncontrollable joy’ and ‘unique connection.’”

From the day the students arrived (from as far away as China, and from fields ranging from high finance to biopsychology), they bonded with Miller and her team — Sherman, Summer Intensive master’s Assistant Director Lauren Foley and Ellie Cobb, Director of TC’s Spirituality Mind Body Institute; with the many guest speakers and faculty members; and above all, with one another.

“Our group is so powerfully dynamic, with people at the forefront of spiritual activism,” says Matthew Evans, who owns a holistic health club in the United Kingdom but relocated to New York City. “Understanding our potential will unite us forever.” First and foremost, Miller and her team focused on the personal spiritual growth of each participant. “This program marks a genuine pedagogical shift,” Cobb says. “Where most graduate programs focus on performance and evaluation, ours emphasizes self-reflection, professional growth through openness and receptivity, and integration of one’s own journey with academia, science and the connection to others.”

## GROUP DYNAMIC

The students were exposed to a wide range of spiritual practices from other cultures, faiths and fields. Visiting scholars and speakers included Rabbi-Hazzan Shaul Marshall Praver, who spoke at the memorial for children killed in the school shootings in Newtown, Connecticut; the Hindu leader Mātā Amritanandamayi Devī, known as Amma (“mother”), who has founded universities and hospitals in India and is said to have embraced and comforted more than 33 million people; Matthew Stinchcomb, Vice President for Values



New fields of inquiry that cross departments and disciplines



and Impact at Etsy, a global e-commerce website that preaches commerce as a form of human interaction; and Diana Muenz Chen, a medium who claims to channel the energy of angels.

“Our guest scholars are all spiritual activists,” Miller said. “They connect their beliefs and work to improve the world.”

But the program’s biggest draw may have been its presentation of scientific findings about spirituality’s physiological and mental impact. Addressing these issues were Gary Schwartz, Director of the University of Arizona’s Laboratory for Advances in Consciousness and Health; Andrew Newburg, Director of Research at the Myrna Brind Center for Integrative Medicine at Thomas Jefferson University Hospital; and Miller, whose brain-imaging studies in the United States, China, India and Brazil have found a thickening of the prefrontal cortex in people who regularly practice some kind of faith or spirituality, versus cortical thinning in chronically depressed people. The findings, in essence, suggest that a smile really *is* a frown turned upside down.

“We think that depression and spirituality may be two sides of the same coin, and that the vast middle range of depression may reflect development landmarks that have a

The choice of how to sing “Happy Birthday,” Zander told the group, is the choice of how to approach any situation in life. You can shrug in resignation, clench your fists in anger or raise your arms and search for possibility.

spiritual component,” Miller said. “We’re asking, ‘Are there chapters of spiritual emergence that initially rear their heads with elements of depression? And even more broadly, ‘Is there a core human capacity for transcendence that takes on a cultural overlay?’”

As they probe such questions through independent study, the Summer Intensive students can share thoughts, findings and other observations online.

“We have a jewel — a sacred spiritual community, with mentors and guides of all ages,” Miller says. “I’m so excited about this program. It speaks to the hunger out there among so many people for a more spiritually-infused world.”

( CONTINUED ON NEXT PAGE )

[ THE POWER OF POSITIVE EMOTIONS ]

ZAHRA KOMEYLIAN

Zahra Komeylian has long felt that people could improve their mental well-being by getting in touch with their spiritual selves. A 2013 graduate of Toronto's York College who studied mood disorders and potential interventions such as mindfulness and meditation, Komeylian has sought a closer connection between biopsychology and "the way that spirituality has resonated for me" — not simply her Islamic faith, but her broader interest in the power of positive emotions.

Last year, as Komeylian readied for a clinical psychology graduate program, she found Miller's web page. "I jumped up and down because it provided an empirically-based way to incorporate spirituality into well-being."

The Summer Intensive program has more than met her expectations.

"It's so liberating to be in a group where everyone is speaking their truth," she says.

For her thesis, Komeylian is exploring the benefits of mindfulness in clinical populations. She is working with Becky Hashim, a physician at Albert Einstein College of Medicine, on a clinical study that adapts dialectical behavior therapy (DBT) — a marriage of cognitive therapy and Zen mindfulness principles — for urban youth with diabetes. She's also involved with the community center Mindful Harlem and is undergoing mindfulness-based stress reduction training.

"It's been so great working with Lisa," she says. "Having an academic role model who is so successful in her work, and who embodies the work she's been doing, is really inspiring."

[ CONFIDENCE BUILDER ]

MATTHEW EVANS

Growing up in Wales, Matthew Evans was working two jobs at age 13. "My purpose was to understand the role money plays in society." The experience taught him that, while important for putting food on the table, "material gain is neither influential nor important to the fundamental experience of being."

Evans has brought that same outlook to his career as a physical trainer and health club

owner. He has turned down offers to run gymnasiums for the Royal Caribbean Cruise Liners and private health club facilities in Finland, Australia and New Zealand, as well as service as a Royal Marines Commando in the U.K. — all to fulfill a lifelong dream to "live, work and inspire" in New York City.

"I've always seen myself as a confidence builder," he says. "My whole ethos is that, with the right mindset, you can

Komeylian has sought a closer connection between biopsychology and "the way that spirituality has resonated for me" — not simply her Islamic faith, but her broader interest in the power of positive emotions.





“My whole ethos is that, with the right mindset, you can overcome absolutely anything. We have to learn to embrace fear and failure as something that can help us to learn and develop.”

MATTHEW EVANS

overcome absolutely anything. We have to learn to embrace fear and failure as something that can help us to learn and develop.”

Though not “a science soul,” Evans, while preparing for an undergraduate sociology course, began reading up on the growing importance of neuroscience in psychological research. In 2013, after reading “some hugely influential books,” he learned about the new Summer Intensive at TC. In short order, he arranged his business so that he could run it from afar and moved to the United States.

“Lisa Miller is a rock star of psychology — it’s an absolute honor to learn and work with her,” he says. “Gary Schwartz has



**TEAM TRANSCENDENT** Miller, aided by Foley, Cobb and Sherman, has built the Ivy League’s first master’s program in spirituality and psychology

been truly inspirational — he’s going to work with me to develop my ideas. And Ben Zander, with his witty, playful demeanor as a speaker, was an instant overnight role model.”

Evans hopes the cohort will collaborate on a sustained group effort that extends beyond the program. “We completely complement each other, with skills in health, fitness, art therapy, finance, publishing and coaching.”

For his own part, he plans to further develop his holistic health business “so that everyone has exactly what is needed for mind, body and soul, all under one roof.”

And then there’s his thesis project — a study he plans to conduct under Schwartz’s guidance that will explore links between consciousness and Newton’s law of gravity. He also hopes to develop his creative writing skills and publish a line of children’s books with inspirational stories “to help the next generation embrace its true potential.”

[ A MINDFUL LIFE ]

SUZA SCALORA

**S**uza Scalora gave up a successful career as a beauty photographer to live “a conscious, mindful life, supporting other people.” She founded a nonprofit, Love 365, which “teaches people how to live their best lives by developing a more loving relationship with themselves and the voices in their heads.”

With several books to her name, including *The Fairies*, a children’s best-seller that combines her writing and photography to tell the story of an archaeologist who finds real-world sprites, Scalora

is well-known in health and wellness and spirituality communities. But she wants to do more than simply preach to the choir.

“Most people feel there’s something deeper than what happens in your everyday life,” she says. “They want sustainable happiness, not just a new car or a new pair of shoes. But there’s skepticism about spirituality — so to bring this to a mass audience, you’ve got to bring in the science.”

For her Teachers College thesis, she’s using her column for *The Huffington Post* to acquaint readers with new scientific findings about spirituality’s physiological impact. One example: MRI studies by neuroscientist and Summer Intensive guest faculty member Andrew Newburg that show that certain neurotransmitters such as dopamine and serotonin are more present in the brains of religious people.

“We’re learning so much more about the brain — evidence from scans and other technologies that can’t be denied — and when people see it, that’s when they start to listen,” Scalora says.

[ A SPIRITUAL BALANCE ]

DILA SULTANOVA

Dila Sultanova grew up in no particular religious tradition. “My parents were very pragmatic, focused on math and hard sciences,” she says. “They wanted me to become financially secure and independent early on in my life — a view I readily shared.”

At 25, Sultanova has carved out a successful career with one of the top global investment banks on Wall Street, where, most recently she has led an initiative to streamline and standardize reporting, analysis and forecasting in accordance with the European Union’s Capital Requirements Directive IV legislation, which sets new safety guidelines for how much risk financial institutions can incur. She has published her own research on government regulation of Wall Street companies and, in addition to her day job, founded her own real estate business, buying her first multi-family home.

“I love my work, both in finance and the real estate industry, but I’ve realized: You can build your life early, but the highs you receive from achieving your next goal may not be the same as the ones from your earlier achievements. I jokingly call it my law of diminishing happiness because satisfaction and pride I derived from my projects were becoming less and less. I found myself constantly planning and plotting the next project instead



“We’re learning so much more about the brain — evidence from scans and other technologies that can’t be denied — and when people see it, that’s when they start to listen.”

SUZA SCALORA

of taking a moment to reflect and become mindful of my mistakes, achievements, wins and losses. You can get burned out, but spirituality offers a balance so you don’t always need the next big thing. Instead of constantly worrying about the future, you shift your focus to the present and you begin to experience and enjoy life. This is what my cohort group and the program taught me. I realized that satisfaction and fulfillment can be achieved here and now with everything I’ve so far created for myself, not with the next ‘best thing.’”

Sultanova, who used her accumulated vacation time to complete the Summer Intensive, says she has no plans to change careers.

“I am in this program for my own self-development,” she says. “The second day alone of the Summer Intensive provided me with so much personal growth. With so many people singing ‘Happy Birthday’ to me under the guidance of a world-renowned conductor, I learned to gracefully receive. For many of us, that goes against our nature because we have been taught that we must first give in order to receive. I also learned that selfless giving of unconditional love can bring so much joy and transformation to others. I will never forget that day!” **TC**

“Spirituality offers a balance so you don’t always need the next ‘big thing.’ Instead of constantly worrying about the future, you shift your focus to the present and you begin to experience and enjoy life.”

DILA SULTANOVA



Photograph: Meira Gottlieb

[ A JOURNEY OF SELF-DISCOVERY ]

## TINGTING HU

“To me, spirituality means ‘inner power,’ ” says Summer Intensive student **Tingting Hu**. “Faith in your ability to shape your path.” ■ Most of Hu’s peers in China’s agricultural Henan Province cared little about school — “their attitude was, I’m going to be a farmer, like my parents” — but she attended

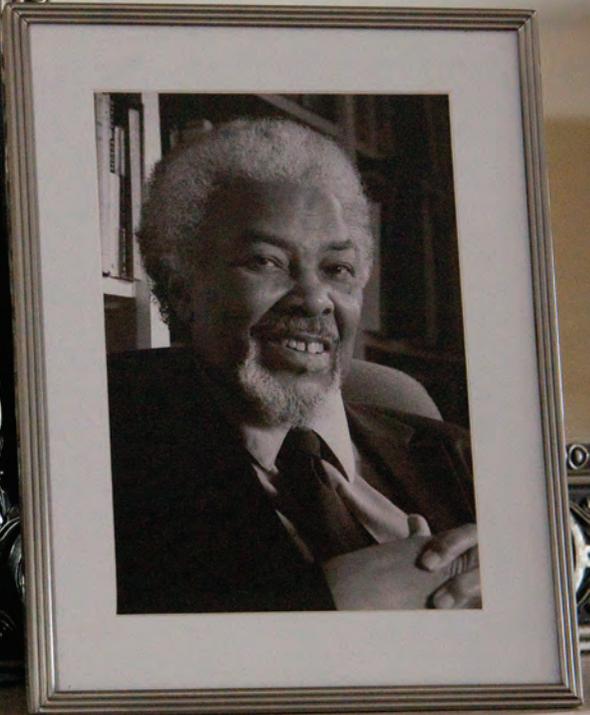
Tsinghua University (“China’s M.I.T.”) and in 2008, with two Americans, co-founded Teach for China. Like its U.S. counterpart, the organization recruits young professionals and

and university students to teach in high-need schools. Hu has sold China’s national and provincial governments on the concept. ■ “We need teachers who can get kids to see themselves as individuals,” she says. “We need our recruits to see this as beneficial to their careers, not a sacrifice.” ■ In 2013, Hu came to the United States to improve her English and embarked on “a journey of self-discovery,” exploring the Indian meditation technique Vipassana and undergoing 10 days of “noble silence” meditation. Then she heard about the Summer Intensive. ■ “Combining spirituality and psychology and exploring it scientifically sounded amazing.” ■ Now, she plans to introduce another new idea into Chinese culture: spirituality. “There’s such a huge need. As the economy grows, people have no beliefs to rely on. They can’t go back to God, and there’s no therapy culture. Lisa Miller is saying, ‘What if you ground this in health instead of religion?’ Because everyone cares about health.”

### SHAPE YOUR PATH

“Combining spirituality and psychology and exploring it scientifically sounded amazing.”

**Tingting Hu**



THE IDEAS OF  
GEORGE BOND  
AND MAXINE  
GREENE LIVE  
ON THROUGH  
THOSE WHOM  
THEY INSPIRED.  
THE NUMBERS  
ARE LEGION.



By JOE LEVINE

# WHEN GIANTS DEPART

ne held court in her apartment, inspiring young and old until just weeks before her death at age 96. The other held court in TC's hallways, invariably suggesting, as a close friend recalls, "We should have a real meeting soon." Regardless of where one encountered them, Maxine Greene and George Bond were points of reference for generations at Teachers College and beyond.

# PUTTING AFRICA ON THE MAP OF HISTORY

GEORGE BOND WAS AN OLD-FASHIONED “DIRT ANTHROPOLOGIST” WHO BROUGHT THE WORLD AFRICA’S STORY THROUGH THE VOICES OF AFRICANS THEMSELVES

“I have sought to represent the voices of Africans as they contributed to the making of their own history.”

George Clement Bond, who died in May at age 77, was the grandson of a former slave who attended Oberlin College. He helped transform the field of anthropology by engaging one of the most profound questions of our times: the place of non-Western, non-white races in the narrative of human civilization. Bond, TC’s William F. Russell Professor of Anthropology and Education, pitted himself against a prevailing colonialist view that, in the words of the British historian Hugh Trevor-Roper, “There is only the history of Europeans in Africa. The rest is darkness.”

Bond’s work shone new light not only on Africa, but his own field as well.

“In the 1960s and 1970s, George, particularly as an African American, was a key actor in asking, ‘What does it mean to be an anthropologist, when anthropology is so linked to the colonial project, when it, itself, has been a colonizing intervention?’” says Mamadou Diouf, the Leitner Family Professor of African Studies at Columbia University, who collaborated with Bond on projects in southern Africa. “Others among his cohorts had begun calling themselves sociologists, to distance themselves from these associations, but George chose to work from within the discipline and reframe it.”

Bond was a self-described eclectic who drew on Marxist theory, structural functionalism, the work of

Antonio Gramsci and others who look at the cultural mechanisms that perpetuate power, and the broad vision of education advanced by historian and TC President (1974–1984) Lawrence Cremin, who hired him. Yet Bond patterned himself perhaps most after classical social anthropologists, such as Elizabeth Colson, who taught him during his undergraduate years at Boston University, and Lucy Mair, his mentor at the University of London. He spent years in remote African villages, documenting indigenous historical narratives and their use by an emerging class of tribal intellectual and political leaders, whom he called elites.

“George was an Africanist, a term used when anthropologists were labeled by the world regions that they studied,” says Lambros Comitas, TC’s Gardner Cowles Professor of Anthropology and Education, and Bond’s close friend and colleague for more than 40 years. “He was a true-blue dirt anthropologist who grew up in the discipline when it flourished. His work on the Yombe of Zambia, for example, steadily stands the test of time. His meticulous description of the history of the Yombe is now the official account of the tribe. Of that, George was really proud.”

In 1962 Bond began interviewing elderly Yombe men and women as a counterweight to his study of records kept by British colonial administrators. In 1975, he published a book, *The Politics of Change in a Zambian Community*, which traced the political and intellectual



## Standing the Tests of Time

### AS HISTORIAN

"His meticulous description of the history of the Yombe is now the official account of the tribe. Of that, George was really proud."

— Lambros Comitas



### AS HISTORIOGRAPHER

Bond countered colonialist narratives of Africa. Below, Yombe mask, late 19th century



### AS STATESMAN

In 2008 Bond and then-TC Student Senate President Ricco Wright discussed the election of America's first black president.



development of the Wowo, the ruling Yombe clan, from the late 1800s through the modern era, as they navigated conflicts within their own ranks, converted to Christianity, were educated in mission schools, forged a working relationship with British colonial rulers and, ultimately, secured their place in Zambia's independence movement.

In his writings on HIV/AIDS, Bond argued that Uganda, considered one of the few African success stories in fighting the epidemic, was able to limit contagion only when it rejected standard Western public health approaches and focused instead on mobilizing women, children, orphans and the elderly. His co-edited study, *African Christianity* (1980), explores the ways that African politicians like Alice Lenshine and Kenneth Kaunda used religion to create nationalist independence movements. And his most recent volume, *Contested Terrains and Constructed Categories* (2002), co-edited with Nigel Gibson, brings together essays, most authored by Africans, that challenge Western techniques of "manufacturing Africa's geography, African economic historiography, World Bank policies, measures of poverty, community and ethnicity, the nature of being and becoming, and conditions of violence and health."

"George was a genuinely collaborative intellectual. He brought people in, and it didn't matter whether or not you were an anthropologist," says Gibson, who worked for Bond during the 1990s when Bond served as Director of African Studies for all of Columbia University. "Partly that was because he always wanted to build up others, particularly young scholars as they came up. Partly it was because of how he approached intellectual questions. He always talked about people in academia as lumpers and splitters. Either you would lump things together or you would split them apart. He was a splitter, in the sense that he was not one for blanket assertions. He preferred fine-grained analyses based very much on asking what the relation-

ships were between people in different domains."

At TC, Bond revived the College's Center for African Education, created a certificate for students with African expertise, and began editing a series of books, *Teaching Africa*, for use by New York City public school teachers. Emulating his own mentors, he shepherded his students' lives and careers, finding jobs for them and connecting them with others in the field. "That," he once said, "is how academe is supposed to run."

"George truly set me up for a career of doing analysis of institutional minutia, which is something very difficult to teach," says Joyce Mook (M.A. '69, Ph.D. '74), Bond's first doctoral student and former Managing Director for the Rockefeller Foundation, who focused on helping African universities and other organizations build local capacity. "He was sort of a Sherlock Holmes of anthropology, going after the mystery and solving it with microscopic

clues. He conveyed the importance of being in the field, of listening, of case studies, of getting a contextual view. We were always looking to hire people with that big-picture view — scientific entrepreneurs, non-linear thinkers — but those skills weren't

on their resumes. You couldn't know until you'd worked with them."

In particular, Bond "overreached to make sure people of color were acculturated," says Portia Williams, his former doctoral student and currently Director of International Affairs at TC. "He understood that for black students, whether from Africa or the U.S., coming into this environment could sometimes be a unique experience. He lit a fire under black students. You couldn't be behind. He always wanted to make sure you were at your best. It mattered to him. But he never treated white students with any less consideration or care."

No one would ever confuse Bond politically with Henry Adams, but like Adams, Bond was the scion of a family that, within certain spheres, held the stature of royalty. Like Adams, he wrote about history and intellectual traditions from an acute

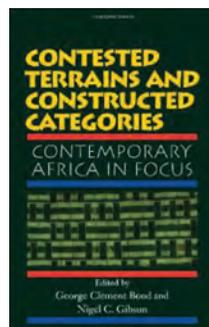
“HE LIT A FIRE UNDER black students. You couldn't be behind. He always wanted to make sure you were at your best.”

**Portia Williams**  
Director of International Affairs at TC



**AS FACILITATOR**

Delivering the opening remarks for the first Critical Connections Symposium on the global emigration of African peoples and neocolonialism.

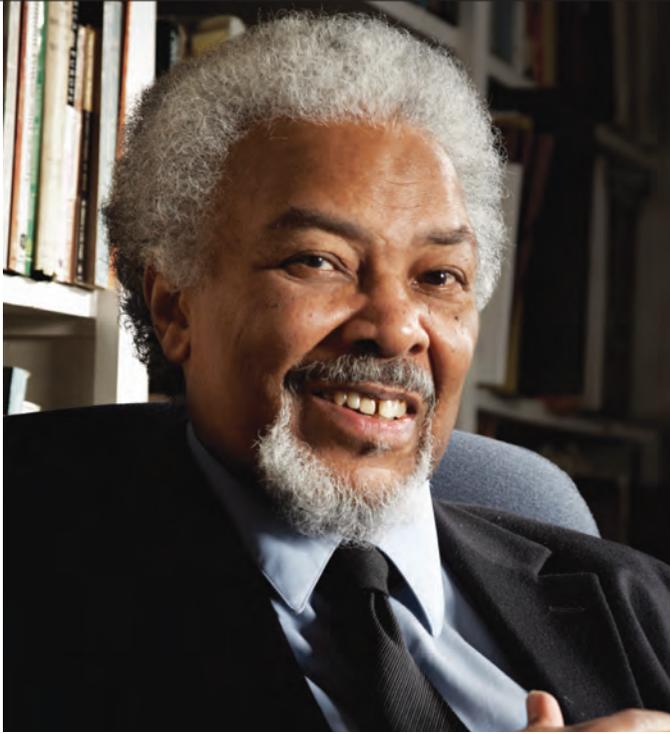


**AS ANALYST**

"He preferred fine-grained analyses based very much on asking what the relationships were between people in different domains."

— **Nigel Gibson, co-editor with Bond of *Contested Terrains and Constructed Categories* (2002)**





William E. B. DuBois, J. E. Casely Hayford, William Henry Ferris, J. E. K. Aggrey and Edward Wilmot Blyden, who, beginning in the late 19th century, consciously sought to craft a black African historical narrative. As Columbia’s Diouf has written, their efforts (which drew on the work of white anthropologists and ethnologists such as Franz Boas and Leo Frobenius, who debunked the idea that race determined culture) were part of a broader conversation among blacks in Europe, the United States and Africa that focused on Africa itself as both a physical and spiritual homeland.

White-haired and goateed in recent years, Bond himself favored tweeds, sported a cane and spoke with an English accent, something, he admitted, that even family members wondered about, since he was born in Tennessee. Yet even as he took pride in the remarkable accomplishments of his family and his race, he sought to remind people, including members of the American black elite themselves, of the institutions that helped to shape them. These included historically black colleges and universities, but also philanthropic institutions such as the Rosenwald Fund, a scholarship program created by the founder of Sears, Roebuck & Co. that supported an entire generation of black intellectuals, including Bond’s father and uncle, and also Ivy League schools and their ilk.

“Black elites send their kids to Harvard and Yale, and they don’t talk about it, but the fact that you go to Harvard or Yale puts you at an advantage,” Bond said. “I hate colonialism. I’m dead set against it; don’t get me wrong. But I also like a sound education. And that makes me a conservative — in the sense of conserving that which is worth conserving — and a radical in the eyes of others, in the sense of going to the root of things.

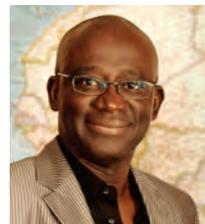
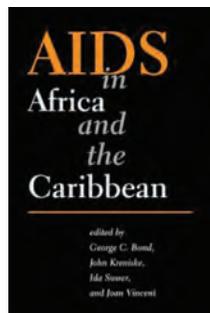
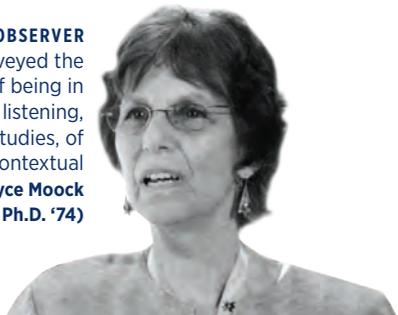
“I would argue that the field of anthropology is essential to understanding the whole process of education,” he added. “And I’m not talking about just schools, because education is part of the human process of evolution. So it is essential to look at the sociological environment in which people operate as well as the internal environment of the school itself. Because a great deal of time is not spent in learning, in acquiring of knowledge as we understand it, but in social relationships. And to what extent can you integrate learning into the social relationship itself? In other words, I am a follower of Cremin, who set out his notion of education, and that may be why he hired me.” 

sense of where he, personally, stood within them. His father, J. Max Bond, served in the U.S. State Department and was the founding President of the University of Liberia, conferring upon his children a peripatetic upbringing that included stays in Africa, Haiti, Afghanistan and university campuses throughout the American South. Bond’s mother, Ruth Clement Bond, sewed the first black power quilt in Tennessee during the 1940s, became President of the African American Women’s Association and led fact-finding missions in Africa for the National Council of Negro Women. His uncle, Horace Mann Bond, authored the landmark social science text *Negro Education in Alabama: A Study in Cotton and Steel* (1969), while another uncle, Rufus Early Clement, was President of Atlanta University and the first black since Reconstruction to hold public office in Atlanta. Bond’s late brother was the internationally known architect J. Max Bond Jr., and his cousin is the civil rights activist Julian Bond.

Bond’s efforts to represent Africa in global intellectual history built on the work of earlier black intellectuals and writers such as

**AS OBSERVER**

“He conveyed the importance of being in the field, of listening, of case studies, of getting a contextual view.” —**Joyce Mook** (M.A. ‘69, Ph.D. ‘74)



**AS QUESTIONER**

“George, particularly as an African American, was a key actor in asking, ‘What does it mean to be an anthropologist?’”

—**Mamadou Diouf**  
Leitner Family Professor  
of African Studies  
Columbia University

# “CONDEMNED TO MAKE MEANING”

A CONVERSATION ABOUT MAXINE GREENE WITH JANET MILLER, PROFESSOR OF ENGLISH EDUCATION, AND CAROLE SALTZ, DIRECTOR OF TEACHERS COLLEGE PRESS

P

rofessor Emerita Maxine Greene has been called one of the most important education philosophers of the past 50 years and an idol to thousands of educators. ■ Born in 1917, Greene recalled being “brought up in Brooklyn, New York almost always with a desire to cross the bridge and live...beyond and free from what was thought of as the ordinary.” She attended Barnard College and New York University and joined TC’s faculty in 1965 as an English instructor and Editor of the *Teachers College Record*. Before interviewing, she waited in a restroom at the College’s Faculty Club because the club admitted only men. ■ In works such as *The Dialectic of Freedom* (1987), *Landscapes of Learning* (1978) and *Teacher as Stranger: Educational Philosophy for the Modern Age* (1973), Greene exhorted readers to “look at things as if they could be otherwise.” Deeply influenced by the philosophers Jean-Paul Sartre, Albert Camus and Maurice Merleau-Ponty, she wrote of “young persons lashed by ‘savage inequalities’...whose very schools are made sick.” Here, she said, were the real tests of “teaching as possibility.” ■ *TC Today* asked Janet Miller, who wrote her dissertation on Greene, and Carole Saltz, who edited several of Greene’s books to recall a thinker, teacher mentor and friend. (View the full interview at [bit.ly/1w3wVDh](http://bit.ly/1w3wVDh). Readers share their memories of Bond and Greene on page 52.)

## ON CHOOSING HOW TO BE

**TC TODAY:** The idea of a philosopher in this day and age whose thoughts have so much power for so many people seems amazing.

**SALTZ:** Well, some might say that Maxine was not even a great example of a philosopher. Because she was so active. She thought her thoughts, and they were big thoughts, but the life of the mind was met by this tremendous drive to be someone who made a difference.

**MILLER:** She would say, “I do philosophy.” Her philosophy was about being in the world and asking, “How am I seeing?” “What’s framing how I’m seeing?” And that all came out of her philosophical orientation, which was existential phenomenology [which, Miller says “studies structures of conscious experience from the first-person point of view and especially focuses on complex issues of choice and action in concrete situations”]. She would quote Sartre — that as humans, we’re condemned to make meaning, to choose how we want to be in the world, so as to make it better. She took the questions that novels like Camus’s *The Plague* can represent — What is the meaning of life, especially when plagues of all sorts challenge us, and what can I do? — as the challenge of being alive.

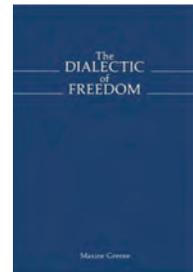


Photograph: Deborah Feingold

## Variations on a Grand Career

### **A MORAL QUEST...**

Greene believed in “the need to be open” but cared deeply about ethics and about how people should be treated.



### **...WITH NO EASY ANSWERS**

For Greene, questions were the answers — a way to keep becoming.



### **AT LINCOLN CENTER**

Greene gave the big keynotes, but in the small workshops, she took off her shoes and danced.



**TC TODAY:** “Existential” sounds bleak. Yet her thinking seems joyous, or at least very much about the here and now.

**SALTZ:** It was more like, “Hope for the best but plan for the worst.” She understood — she *lived*, really, with her father’s suicide and her daughter’s death — that life is filled with tragedy and pain, but also with beauty. Art was her means of understanding and of trying to help the rest of us — especially young people, who are hungry for beauty — transform ourselves and our worlds. When art got left out of the conversation, it made her crazy.

**TC TODAY:** She writes that reality is what’s interpreted. She says, “I’m interested in the interaction between myself and the Monet painting on the wall.”

**SALTZ:** It’s always transactional. It’s never simply looking. You’re never passive with art.

**MILLER:** Your seeing is value-laden, a process of constant interpretation, depending on your particular situatedness in the world. For each of us that’s different, because the world is a conflicted place. So Maxine paid attention to “How is it that I’m seeing things this way? What has become so habitual that I take it for granted when, in fact, I should be questioning it?” She said practically every day of her life that the thing she feared most was numbness. Indifference. Passivity.

**SALTZ:** She talked about the aesthetic being the counter to anesthetic. Art as a way to find intersections with other human beings.

## ON FREEDOM AND MORALITY

**TC TODAY:** Was there a tension for her between freedom and morality? She talks about obligations to others and what ought to be. Yet she laments how the two men in *Brokeback Mountain* have to give each other up and return to their families.

**MILLER:** I think she was speaking very deeply about ethics and how people should be treated. I would not interpret anything that she wrote or spoke about or lived as “anything goes.”

**SALTZ:** She wasn’t somebody who thought, “If that’s what they believed, then that’s what they believed.” She had a very strong sense of justice and of what’s moral. At times that was in tension with the idea that we need to be open. But it never prevented her from understanding that sometimes you have to draw a line and fight for what you believe.

**MILLER:** She expressed outrage on a daily basis. She read *The New York Times* every day, and boy, she had strong opinions.

**SALTZ:** She was very focused on high-stakes testing, on what it was doing to children and teachers. My son, who’s a teacher, knew Maxine really well and said her views on that subject reminded him of Gide — “Tyranny is the absence of nuance.” And she put her money where her mouth was. People asked her to talk at little gatherings, at large gatherings, and she would do that.

## ON FEELING FAUX

**TC TODAY:** In the film about her life [*Exclusions and Awakenings: The Life of Maxine Greene*], you see people’s faces when she’s speaking. And she was obviously mesmerizing.

**SALTZ:** She mostly read her papers, but it was fantastic.

**MILLER:** She had this habitual stance of gazing up at the ceiling, in between looking down and reading her paper.

**SALTZ:** She’d lose her place.

**MILLER:** A little bit of swaying. But the minute she started — I mean, we’ve both been in crowds of 400, 500, 600 people, all just enraptured. And these were very academic papers. Not fluff.

“SHE WOULD SAY, ‘I DO philosophy.’ Her philosophy was about being in the world and asking, ‘How am I seeing?’”

Janet L. Miller  
Professor of English Education



**SALTZ:** The last time I saw her speak, she was 94. She was in her wheelchair. And she was brilliant. She was talking to a group of early childhood educators. At the end, they were coming up to her and saying, “That changed my life.”

**TC TODAY:** At TC, I’ve met a music professor, a movement scientist, a fiction writer who all say: “Nobody shaped my life more than Maxine Greene.” Was part of that her invitation to interpret through personal experience? She writes in *The Dialectic of Freedom*, “I insist that people tell their stories.”

**MILLER:** But she’d want you to question your stories.

**SALTZ:** It was making meaning out of the story.

**MILLER:** What interpretations are you habitually bringing to these stories? How might you see them differently?

**SALTZ:** And how is that story a problem for someone else?

**MILLER:** When we would visit, it was, “What are you doing now?” And she’d say, “Really? Is that what you really think?” It was constant interrogation, but not for the sake of arguing or lecturing. It was her mode of being.

**SALTZ:** And she would do the same thing to herself.

**MILLER:** Oh, God, yes. She was quite aware of her own conflictedness. She would talk about the social mores of the time in which she grew up. “Why did I think I had to be married? Why, when the marriage ended, did I have to go right into the next marriage?” And yet never denying, “Yeah, I thought that. I did that.”

**SALTZ:** She suffered endless guilt about her own privilege. She felt guilty that she wasn’t out there on the lines with the Occupy

Wall Streeters. And we would look at her and go, “You’re 92; you’re in a wheelchair. You’re giving what you can give.”

**MILLER:** She loved *Moby Dick*. She would say, “Oh, dear, I realize how much I love the white, male European authors.” She’d feel very guilty about that.

**SALTZ:** But she also believed that individual works of art transcended their time. And she wouldn’t feel she had to have a reason. She was comfortable that art gave her something transformative, and that whatever she could give back created opportunity for other things to happen.

**MILLER:** We talked about feeling faux. As women in our roles in the world. She was a renowned professor who had been President of AERA [the American Educational Research Association], and yet she still felt this aspect of fooling everyone.

**SALTZ:** She said, “That’s why I never had a business card made up. I thought somebody would figure it out and take my card away from me.”

**MILLER:** In *Landscapes of Learning*, she has a section called “Predicaments of Women.” And we would talk about labels that a lot of us have trouble with. Second-wave feminisms, you know,



“SHE’D SAY, ‘WATCH THE labels.’ She would warn us not to get bogged down in something less important than the big idea.”

**Carole Saltz**  
Director, Teachers College Press

with a fairly fixed notion of the category of women. We would talk for hours and hours — even in the last few weeks. One afternoon in the hospital, she said, “What’s it mean, Janet, to be a woman academic? What are you thinking now?”

## ON LEGACY AND REVOLUTIONS

**TC TODAY: What do you think Maxine’s legacy will be?**

**SALTZ:** I would start with her writings. They’ve had great impact on teachers in the classroom. The teachers of teachers. Superintendents, principals.

**MILLER:** She’s read around the world. More and more there are requests for her books to be translated.

**SALTZ:** We’ve still got all of these books of hers in print, and they sell. And because of her foundation, the Greene Grants, there are people dancing, making music, making art today. Schools, too. They weren’t big grants, but they were important.

**MILLER:** She influenced so many different fields of study. I’ve

met nursing students who built their inquiries around Maxine’s writings. They do a lot of qualitative research and case studies.

**SALTZ:** Medicine, too. The idea of narrative, of understanding what your patients are saying. And her teaching as Philosopher in Residence at Lincoln Center. Drove of teachers would work with her. She gave the big keynotes, but she’d be in the small workshops, too, taking her shoes off and running across a mat or dancing. She acted, too. Not long ago, she was in an off-Broadway piece.

**TC TODAY: Did she inspire political revolution with her thinking? Or more of an approach to life?**

**SALTZ:** I think both. There are groups out there right now that were formed in Maxine’s dining room. And if you were up on Facebook or somewhere, there are groups trying to transform public education as a direct result of Maxine’s influence and support.

**MILLER:** And we can’t forget, she went off to fight the Spanish Civil War. She stood on street corners, giving speeches. And she was on the boat headed over there.

**SALTZ:** A boat that almost sank, on its way to the Lincoln Brigade. She stayed in touch with the Lincoln Brigade forever. The sense of agency that resulted from that was an influence her whole life.

**TC TODAY: She cut across so many fields. Did she feel that formal disciplines matter?**

**SALTZ:** Well, the first thing she’d say would be to watch the labels. She did feel the academy makes it difficult to bring in a multiplicity of disciplines. But she would warn us not to get bogged down in something less important than the big idea. Whatever “the big idea” is.

**MILLER:** Don’t let disciplinary or departmental boundaries stand in the way of how I might imagine, envision and take action.

**SALTZ:** For her, questions were the answers. But also, if there is a reason for certain formalities, then maintain them.

**MILLER:** Students would say to her, “Why is what you write so difficult?” And she would say, “Do the work.” Meaning, disciplines have histories, so if you want to understand my work more clearly, read Sartre. Read Merleau-Ponty.

**SALTZ:** But behind “Do the work” was, “I know you can.”

**TC TODAY: Are we in danger of romanticizing her?**

**SALTZ:** It’s very important that we guard against that.

**MILLER:** She would always say, “I am not an icon.”

**SALTZ:** She was uncomfortable with anything that set something in stone —

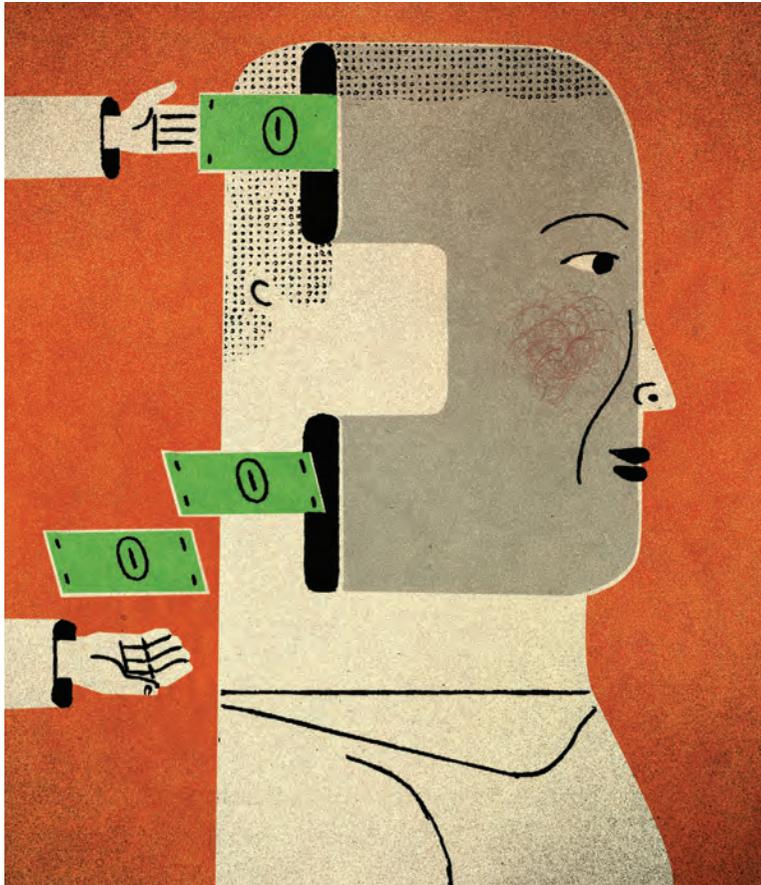
**MILLER:** She couldn’t keep becoming, then.

**SALTZ:** “I am what I am ... not yet.” 

TO SUPPORT THE  
*Maxine Greene Scholarship  
in Philosophy and Education,*  
ESTABLISHED IN 2006 BY GREENE AND  
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# Unconventional Wisdom

*Paradigm-changing work by TC faculty members*



## Asking What Works – and If It's Worth the Money

TC's Henry Levin and colleagues have created a new science of calculating education's return on investment **BY NANETTE MAXIM**

**S**OCIAL AND EMOTIONAL LEARNING (SEL), also called cognitive-behavioral development and mindfulness, is being widely touted as a tool for helping young people cope with stress, manage aggression, pay attention, become more compassionate and in general improve executive functioning — essential life skills that schools, in theory, should be helping to incul-

cate. Yet little research exists to support the effectiveness of SEL programs for children or, in an era of budget tightening, to determine whether the impact of instituting SEL programs in schools justifies the cost.

Enter TC's Center for Benefit-Cost Studies of Education (CBCSE), which evaluates initiatives ranging from SEL and preschool enhancement to dropout prevention and online learning.

Founded at TC in 2007, CBCSE is led by Henry Levin, TC's William Heard Kilpatrick Professor of Economics and Education, and Clive Belfield, Associate Professor of Economics at Queens College. During the 1970s, Levin was tapped by a congressional committee to quantify the financial toll of the nation's high school dropout crisis. In 2005, Levin, Belfield and other researchers projected \$45 billion in annual savings if the high school dropout rate were cut in half. They estimated that scaling up a number of proven approaches could save \$127,000 for each new graduate added.

Levin's signature contribution, now employed by CBCSE, is his "ingredients method," which measures not only direct program costs and shadow costs such as teachers' salaries or the value of a student tutor's time, but also the impact of interventions on tax revenues, public assistance programs and the criminal justice system. The ingredients method is cited in thousands of books and articles and used by leading centers such as MIT's Abdul Latif Jameel Poverty Action Lab and the National Research Council of the National Academy of Sciences. Recently, CBCSE created a tool kit to assist researchers, policymakers and administrators in using the technique.

Studies by CBCSE have produced dramatic findings. For example, among programs that are comparably effective in improving dropout prevention or high school completion, CBCSE found a six-to-one difference in cost per graduate between the most and least costly programs. A little-known, federally funded

initiative called Talent Search, which provides information on financial literacy and careers to low-income, at-risk students, proved to be particularly cost-effective.

Similarly, CBCSE has found that MOOCs (massive open online courses) have yet to fulfill their promise as an antidote to spiraling education costs and as a means to educate vast new audiences. Most MOOCs remain “a significant drain on time and money” for colleges and universities, assert Associate Director Fiona Hollands (Ph.D. '03) and researcher Devayani Tirthali (Ed.D. '13, Ed.M. '12), while their “actual impact on educational outcomes has not been documented in any rigorous fashion.”

And then there is the Center’s work on SEL, which thus far suggests that some SEL

SEL, even if they do not affect student achievement. There are many high achievers who are social misfits, so the two are not necessarily allied. Healthy child development is an end in itself.” **TC**

## Teaching about the Wider World

“**W**E’RE ALL IMPLICATED IN the world,” says William Gaudelli, Associate Professor of Social Studies and Education. “Yet teachers rarely have systematic preparation in their knowledge of the world, how the world works in an interdependent, global age, and how to understand this country as an actor in it.”

In September, Teachers College, World Savvy and the Asia Society launched a new 15-month Global Competence Certificate (GCC) program that provides in-service teachers with the tools to help their students understand the United States in the context



“SOCIAL AND EMOTIONAL learning has always been a goal of school ... Healthy child development is an end in itself.”

**Henry Levin**  
William Heard Kilpatrick Professor  
of Economics and Education

programs do, indeed, have benefits that substantially exceed their costs.

“There is not much consensus in the literature as to what constitutes ‘social and emotional learning’ and how to measure it,” says doctoral student Rob Shand. “We’re looking at a wide range of outcomes, from reduced violence to qualities such as ‘grit’ or ‘locus of control,’ and trying to estimate how much society values them in monetary terms.”

Whether SEL programs can improve academic outcomes is another question, but perhaps not the most important one.

“Social and emotional learning has always been a goal of schooling,” Levin adds. “Learning how to get along with others, how to persist in planning and completing tasks, how to harness emotions in a productive way are all goals of

of the wider world. The inaugural cohort of 23 in-service teachers will complete 10 high-touch online courses designed and taught by Gaudelli, Sandra Schmidt, Assistant Professor of Social Studies and Education, Olga Hubbard, Associate Professor of Art Education and other TC faculty. The group will also spend three weeks at TC-affiliated sites in Bangladesh, Tanzania, Colombia, Uganda and La Push, Washington state.

In a “Think” portion of the GCC curriculum, Gaudelli guides teachers in developing global profiles of their own schools. “We look at where their students come from, what languages they speak, where energy is sourced, where waste goes.”

GCC “Learn” courses focus on organizations such as the International Monetary Fund,

### THE FUTURE of Research

The groundbreaking ideas of TC faculty, in action

To apply to the Global Competence Certificate program, contact Jennifer Lofing Boyle at 415-813-1681 or [jen@worldsavvy.org](mailto:jen@worldsavvy.org), or visit [global-competencecertificate.org](http://global-competencecertificate.org)

transnational corporations, the origin and development of global human rights and the meaning of sustainable living.

In a “Do” section, teachers are provided with online resources, project-based assignments and classroom activities.

The field visits help teachers prepare students to “work in a world that’s not like a classroom,” Gaudelli says, and to understand how global issues are addressed locally. “As a high school social studies teacher, I went with my students to St. Petersburg in 1992, when Russia was in a shambles economically. Teachers need those rich, disorienting cultural experiences to bring back to the classroom.”

World Savvy was co-founded post-9/11 to prepare leaders as responsible global citizens. Since 1956, the Asia Society has promoted mutual understanding and partnerships between Asian nations and the United States.

The GCC courses use platforms provided by Blackboard and other online education companies. Some classes are synchronous, allowing students to interact directly with each other.

Eleanor Drago-Severson, TC Professor of Education, is developing a version of the program for people working in the nonprofit sector. Within TC the effort could eventually expand to become a full-fledged degree program.

“I have a great sense of urgency about this work,” Gaudelli says. “There are conflicts breaking out regularly and a host of problems that are not bordered but require a concerted, global response. Global interdependence creates a growing need to get our act together in a timely way to address significant problems.” — JOE LEVINE



“I WENT WITH my students to St. Petersburg when Russia was in shambles economically. Teachers need those rich, disorienting cultural experiences to bring back to the classroom.”

**William Gaudelli**  
Associate Professor of Social Studies and Education



## TC's Biggest Grant: Getting Kids to College

CHRISTOPHER EMDIN USES HIP HOP and rap to bring a sense of play to the teaching of physics, but he delivered a message of life-and-death urgency to high school educators and their college partners in June.

“If science and mathematics are the classes where kids are less likely to succeed, then they are the classes they are most likely to cut,” Emdin, Associate Professor of Science Education, told representatives from over 55 high schools, school districts and colleges at a professional development institute in New Jersey. “Leaving classes is the first step towards being entangled in our criminal justice system. So we who teach STEM [science, technology, engineering and math] are most responsible.”

The meeting launched the STEM Early College Expansion Project, led by TC's National Center for Restructuring Education, Schools and Teaching (NCREST), which aims to increase



WHEN STUDENTS DISCUSS science in their own vernacular, they are moving toward speaking “the language of college of professors.”

**Christopher Emdin**  
Associate Professor of Science Education

access and achievement in the STEM subjects for 22,000 high-need middle and high school students in Michigan and Connecticut. The work is supported by a five-year, \$12 million Investing in Innovation Fund (i-3) grant, the largest single federal grant TC has ever received. TC’s partners are the Middle College National Consortium (MCNC) and Jobs for the Future (JFF), which serves low-income youth and adults in 25 states.

The effort provides teachers with professional development guided by TC faculty members Emdin, Erica Walker, an expert on helping teachers teach higher-level math, and Ellen Meier, an authority on project-based learning that harnesses education technology. Through the widely admired Early College model, high school students will take college courses to prime them for college success.

“Ideally, by the time this coming year’s eighth graders graduate from high school, they’re going into college feeling really prepared,” says Elisabeth Barnett, Associate Director of NCREST, who serves as the partnership’s director.

The mantra is “by any means necessary.” In his June keynote, for example, Emdin described his use of the cipher, in which participants “spit” raps while moving together rhythmically. When students discuss science in their own vernacular, he said, they move toward speaking “the language of college professors.”

The STEM Early College Expansion Project furthers years of collaboration between the organizations involved. TC alumna Cecilia Cunningham was the founding principal of the first high school to use the Early College model and is now MCNC’s Executive Director. NCREST has been MCNC’s research partner for a decade, providing data support and helping to assess

students’ success. JFF works with the Gates Foundation to scale up early colleges nationwide.

“The early college model has been validated through random controlled studies,” says

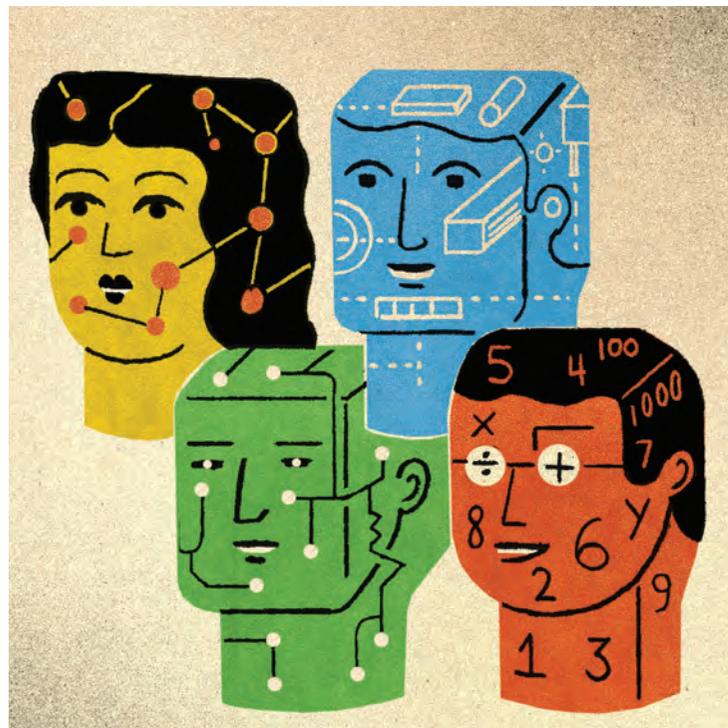
Jacqueline Ancess, Co-Director of NCREST.

“The students are kids from under-served communities who wouldn’t otherwise go to college. Yet they go, pass college-level courses and stay in college in greater numbers than their peers.”

— JONATHAN SAPERS

## Helping African Immigrants in Schools

HOW CAN U.S. HIGH SCHOOLS BEST help newly arrived immigrant students from Africa learn “academic literacies” so they can succeed and go to college?





“FOR MANY of the girls we studied, English is a fourth or fifth language. That’s an enormous strength, but schools tend to treat it like a deficit.”

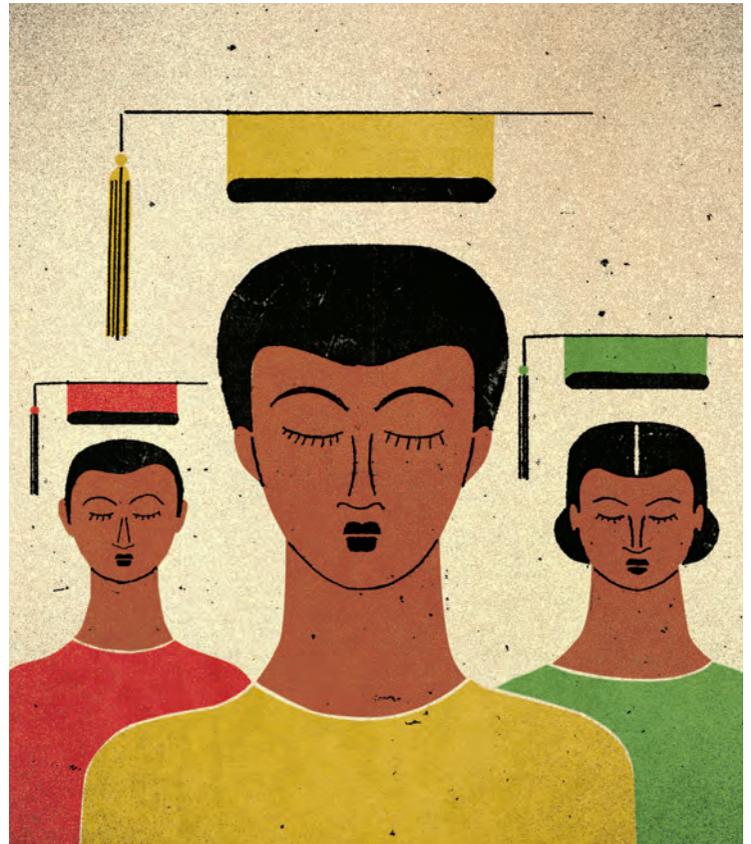
**Michelle Knight**  
Associate Professor  
of Education

That question underlies “Collaborative Culturally Grounded Inquiry: Examining Literacy Practices with/for African Immigrant Girls,” a new study by Associate Professor of Education Michelle Knight of work by Sauti Yetu, a community organization that helps teenage girls from Nigeria, Senegal, Mali, Gambia, Mauritania, Sierra Leone, Tanzania and Liberia at several of New York City’s International High Schools.

While high school graduation rates for many minority student populations have been increasing, graduation rates for English language learners (ELLs) have dipped. One reason for that disturbing trend: a 141 percent increase in African immigration to major U.S. cities over the past 20 years and an accompanying influx of students who speak Fulani, Igbo, Wolof, Amharic and other languages not supported by bilingual programs. Immigrant-led community organizations have sprung up to help, but even schools that engage them often understand little about their methods or about African cultures.

“Many young girls from African countries are already married in high school,” says Knight. “People think that means they’re not interested in education. And textbooks tend to portray Africa in general in a primitive light, when in fact it has a richly literate history that has found expression through Kanga cloths and other materials as much as it has in books.”

Knight’s study, designed with Sauti Yetu program director Ramatu Bangura and conducted with two TC doctoral students, Crystal Chen and Karishma Desai, awards high marks for the program’s use of culturally relevant works such as *So Long a Letter*, a Senegalese novel about the condition of women in West African societies. A coaching/mentorship program that pairs Sauti Yetu girls with women who work in



business or at the United Nations or at NGOs, and a four-week critical social action project in which students discuss the personal relevance of issues such as early marriage, female circumcision, girls’ education, “good hijab/bad hijab” and feminism, were also judged effective.

At the same time, the study finds that schools need to integrate culturally relevant texts on a much broader scale and identify students’ intellectual strengths and areas of need in different subject areas.

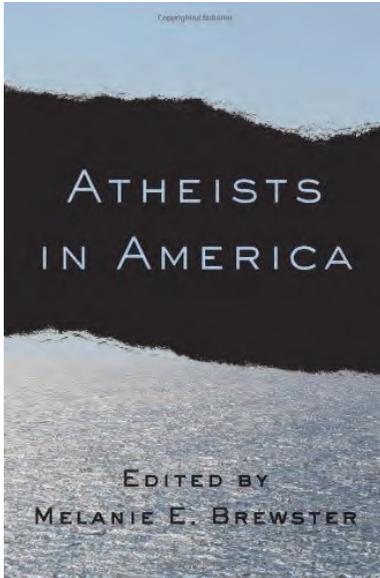
“For many of the girls we studied, English is a fourth or fifth language,” says Knight, who was recently appointed to the board of the New York City Partnership, which supports the linguistic and academic development of English language learners. “That’s an enormous strength, but schools tend to treat it like a deficit.”

Knight’s study was funded by the American Educational Research Association and will soon be posted on the organization’s website. — **JOE LEVINE**

[ FIRST EDITIONS ]

## Beyond Belief

In a new book by TC's Melanie Brewster, atheists speak in their own voices



STEPHEN MILLS' PARENTS TOOK the news that he was gay with surprising equanimity. "There were tears, of course, and then my mother admitted she thought I was going to say I was an atheist."

Mills' recollection, published last spring in Melanie Brewster's *Atheists in America* (Columbia University Press), makes it clear: in the United States, godlessness is the ultimate taboo. Consider that:

- 84 percent of those surveyed believe the country isn't ready for an atheist president.
- Seven states bar atheists from public office. Arkansas prohibits atheists from testifying as witnesses in court trials.
- Among historically oppressed minorities, atheists are regarded as "more troubling" than Jewish, Muslim, African-American and LGBTQ people.

Brewster, Assistant Professor of Psychology and Education, is known for her work on gender, sexuality and race, but her broader interest is in the psychological impact of identifying as a minority of any kind.

"The prejudice and social stress associated with openly being atheist may pose a serious threat to an individual's well-being," she writes. "Therefore, the hesitancy to include people who identify as atheist in the broader multicultural and social justice discourse is puzzling and disturbing."

In rendering the voices of atheists themselves, and in the breadth of American life it represents, *Atheists in America* recalls Studs Terkel's *Working* and Becky Thompson's more recent *Names We Call Home*, on race, which Brewster cites as a model.

The contributors include:

Lynette, a Midwesterner who attended Bible school until realizing "I was sick of being valued less as a woman because of God's mysterious ways."

James Mouritsen, a Utahan whose tongue-in-cheek Mormon *Quick Start Guide* for 'a Sincere Heart' includes the warning that if divine inspiration fails to materialize, "it is likely

that 'Sincere Heart' is corrupt."

Adrienne Filargo Fagan, who, in *Born Secular*, writes that the knowledge that with "no Pearly Gates...we have one opportunity to make the right decisions for ourselves, our families, and our communities" is "what gives meaning to my life."

And perhaps most moving, the elderly Elizabeth Malm Clemens, who describes caring for a husband sinking into dementia: "I am attempting to work with residential administrators to develop better options for the aged... Having lost faith in earlier refrains...I choose this one to end my time on this fascinating planet."

Brewster, who thanks her parents for "their undying love, even when I officially went over to the dark side," describes the demographics and politics of American atheism. While the 9/11 terrorist attacks helped engender the stridently anti-religious New Atheists, led by firebrands such as Richard Dawkins and the late Christopher Hitchens, other perspectives hold that women and minorities may feel excluded from atheism because its most visible faces are those of white men.

Meanwhile younger writers like Brewster herself may be building a broader acceptance. At Book Expo America in New York City, Brewster was approached by an elderly Muslim man.

"He handed me a Koran to keep. Then he smiled nervously and said, 'I hope that was okay.'" — JOE LEVINE



“THE PREJUDICE AND SOCIAL stress associated with openly being atheist may pose a serious threat to an individual’s well-being.”

**Melanie Brewster**  
Assistant Professor of Psychology and Education

[ GUEST FACULTY ESSAY ]

## Don't Segregate the Gifted

Inclusion is best for high-ability students, too **BY JAMES BORLAND**



**I**N MY VISION OF GIFTED EDUCATION, there would be no gifted programs and no gifted students.

Let me be clear: I believe, very strongly, that many high-ability students suffer from benign neglect in our schools. But the century-old approach of segregating these students via “pull-out” classes or full-time Gifted & Talented programs is fraught with problems.

For starters, racial, ethnic and socioeconomic inequities are rampant. In New York City, for example, Caucasian and Asian-American students make up only about one-third of the school population, yet they constitute roughly three-fourths of all students in G&T classes. Nationwide, students from families in

the top socioeconomic quarter account for nearly one-half of enrollment in gifted education classes. No wonder some critics charge that gifted education is being used to resegregate public schools in order to retain middle-class families.

Another problem is that the most common approach to gifted education — part-time pull-out enrichment programs — is of questionable educational value. Under this model, students identified as gifted leave their regular mixed-ability classes for, say, half a day per week to participate in what is usually a hodge-podge of enrichment activities that too often follow no rational scope and sequence and lack academic rigor. Even the rare effective

pull-out program provides its students with appropriate education for about 10 percent of the school week.

What is the alternative? Let’s start by remembering that gifted education was created to appropriately challenge capable students who, in a typical classroom, spend their time pretending (or not bothering to pretend) to learn things they already know. Like their supposedly non-gifted peers, these students are not a monolithic group with a uniform set of educational needs. They, too, need differentiated instruction in

### SHIFTING FOCUS

“Segregating these students via ‘pull-out’ classes or full-time Gifted & Talented programs is fraught with problems.”

**James Borland**

the core subjects that leads to true learning, not boredom.

So instead of finding and segregating “gifted students,” let us shift our focus to differentiating curriculum and instruction to meet the needs of diverse learners in every grade and every subject. Admittedly, this is easier said

than done. The process would likely take years to complete — and meanwhile, traditional gifted education classes are probably better for high achievers than nothing at all. But settling for business as usual is untenable, from both an educational and an ethical perspective. We need to look for a better way. **TC**



**James Borland is Professor of Education and the author of *Rethinking Gifted Education* and other books**

# Early Risers

*In this issue: young alumni and students in the arts and arts education*

By JONATHAN SAPERS



[ SRDJAN STAKIC (ED.D.'05) ]

## A different kind of screening

A Serbian immigrant journeys from health education to Hollywood

**H**OW DOES A SERBIAN IMMIGRANT TRAINED IN HEALTH AND HUMAN RIGHTS EDUCATION END UP making award-winning feature films for YouTube? ■ The answer is itself pure Hollywood, beginning in war-torn Serbia with a frightened 16-year-old's revulsion at Serbian television propaganda and culminating back there 21 years later with his Los Angeles-based production company wrapping its first film. "I remember watching the news and getting really angry because they were saying, 'The Muslims and Croats are doing these terrible things to the Serbs,'" recalls Srdjan Stakic. "And it probably was true but not nearly to the extent that Serbians were doing terrible things to them. Yet for a split second I was buying into the propaganda." ■ He wanted desperately to get out, but the foreign embassies in Belgrade all turned him away. Then, out of the blue, came a call from an American family in Yakima, Washington. They had seen a story in the town paper about a Yugoslavian girl who was staying with another local family. "And she gave them my name," Stakic says, still marveling. "It's craziness. Her parents knew my parents. And they said, 'Do you want to come to the States?'" ■ Two years later, he brought his family to live with distant relatives in Michigan. Both his parents were psychologists, but in the United States his father worked in a restaurant kitchen and his mother at

(CONTINUED ON NEXT PAGE)

## Srdjan Stakic

(continued from page 43)

a Dunkin' Donuts. Stakic himself waited tables while studying biopsychology and cognitive science at the University of Michigan. Then it was on to TC and a doctorate in health education. "I knew I wanted to end up giving back," he says. "And I'm gay, so the psychology of sexuality and HIV prevention became the subject I was involved with." ■ At TC, Stakic created an international health website for the United Nations. When he queried young people around the world about how to make the program "cool," the near-unanimous answer was MTV, so he became a de facto producer. He enrolled in the University of Southern California's producing program, interned on the Universal Studios lot, got hired as a translator for an Angelina Jolie movie set in Bosnia (*In the Land of Blood and Honey*) and, with *Fast and Furious* franchise director Justin Lin, wound up as a co-executive, producing a screen adaptation of *Yellow Face*, the Pulitzer-finalist play by David Henry Hwang (*M. Butterfly, Aida*) about anti-Asian prejudice in entertainment. The film took top honors at the L.A. Asian-Pacific Film Festival and became the first feature movie produced for YouTube. ■ Stakic has enjoyed his celebrity but is happiest that his parents are now university professors in the United States and his sister has earned her Ph.D. ■ "The story of my success is the story of my family's success," he says. "That's what I'm most proud of."

[ MICHAEL BITZ (ED.D. '98) ]

## Drawing kids into learning

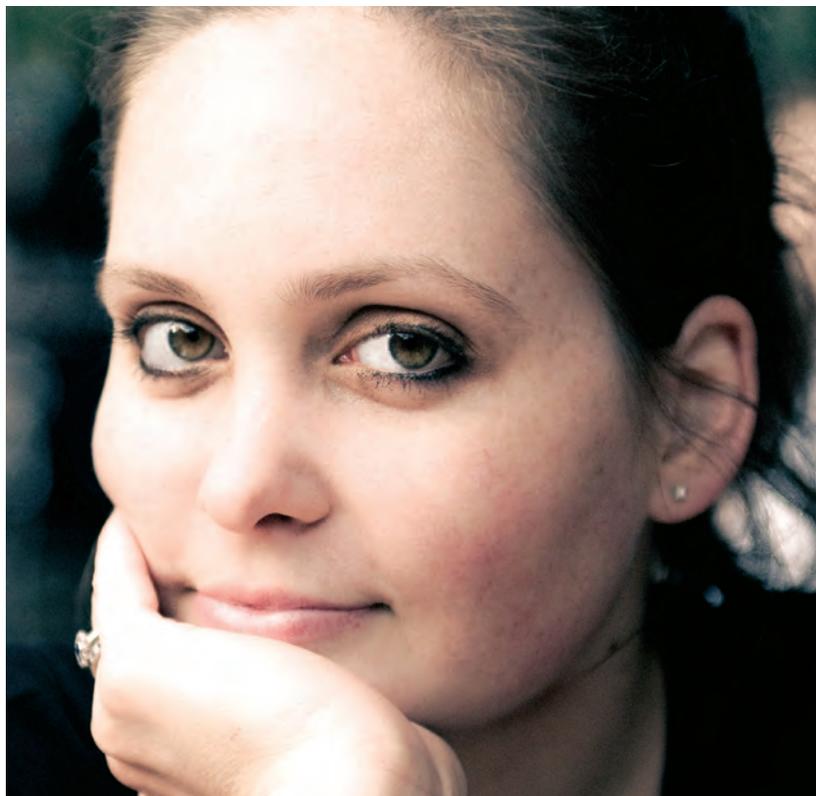
Comic books in Nigeria affirm the power of personal experience

MICHAEL BITZ (ED.D. '98) HAS BECOME AN EDUCATION ROCK STAR for the Comic Book Project, which hooks young people on reading and writing through the creation of graphic novels. So last year, 20 minutes into a United Nations- and Ford Foundation-funded tour of Nigeria, he was startled to discover that his audience of teachers and librarians had, for the most part, never seen a comic book. ■ No matter. The Nigerians were soon demonstrating their grasp of the medium's potential for dealing with darker subjects. ■ "Many of their comics were about Boko Haram," Bitz says, referring to the militant group infamous for its mass kidnapping of Nigerian schoolgirls. "It reaffirmed for me that personal experience is always part of the learning environment and that we should capitalize on it rather than pushing it under the table." ■ Disillusioned by a stint in educational publishing, Bitz enrolled at TC in 1994 in search of a new way to promote learning through the arts. After experimenting with music, he hit on "engaging children in the process of planning, writing, designing and publishing original comic books." ■ "Now half the Scholastic catalogue is graphic novels," he says. He piloted the Comic Book Project in a New York City middle school in 2001 and then went national. Early funders ranged from the Environmental Protection Agency in New York City to the Cleveland Foundation, which focused on conflict resolution. Current partners include the Brooklyn Public Library and the New York City Housing Authority. Meanwhile, Bitz has launched the Youth Music Exchange, through which kids write, record and market music for record labels they establish in their schools. ■ "When it comes to education, I think we all agree that the endgame is the same. It's just how we get there that's different," says Bitz, who also teaches at Ramapo College of New Jersey. "And that's what curriculum ought to be — people taking ideas and forming them for their own purposes."

“IT REAFFIRMED for me that personal experience is always going to be part of the learning environment and that we should try to capitalize on it rather than push it under the table.”



Photograph: Courtesy of Michael Bitz



[ EMILY ONDRACEK (ED.D. '13) ]

## Meeting her audience halfway

Teaching skills for success in an over-saturated market

“**B**EING A PERFORMER IS WONDERFUL BUT it’s very one-sided,” says violinist Emily Ondracek. “There’s a disconnect with the audience.” ■ Ondracek has bridged that-gap onstage and in the classroom, writing a 500-page thesis that included interviews with other classical musicians about what they’d learned since leaving the conservatory. ■ “I was asking how they define success, both in the conservatory and now,” she says. “What skills have they had to learn as professionals?” ■ Ondracek, who debuted at 16 with the Chicago Symphony Orchestra and attended Juilliard, says she’s learned “a lot about networking — about developing relationships with presenters, about the kinds of information you need to have on websites, about niches that

“YOU HAVE TO BE aware of the world around you. What is society looking for? Very few traditional orchestra positions are available now ... so we’ve had to become more creative about making a living.”

differentiate you from other violinists. You have to be aware of the world around you. What is society looking for? Because there is an over-saturation of really fine musicians on the market. Very few traditional orchestra positions are available now that can support a person, so we’ve had to become more creative about making a living.”

■ With her husband, violist Erik Peterson, Ondracek launched Hire Conservatory Alumni, a business that helps Juilliard- and other conservatory-trained graduates get gigs at private events. With violinist Galina Zhdanova and cellist Adrian Daurov, Ondracek and Peterson formed the Voxare String Quartet, since hailed by the Pulitzer prize-winning composer Ned Rorem as “probably the best American chamber group performing today.” Besides a full classical music repertoire, Voxare plays Radiohead and even the Rolling Stones. The group, which performed for TC’s 125th anniversary Gala in November 2013, will soon produce an album, appropriately called *Mixtape*. ■ Ondracek, who teaches at TC and in New York City schools as a New York Philharmonic Teaching Artist and was just named Chair of the string department at Metropolitan State University in Denver, is resolutely old-fashioned about practicing. “The end results are what the world sees,” she writes on her website. “The student will only get in return what she puts into the task.”

THE FUTURE *of* Our Fields

Younger TC extended family members making their mark



[ ASTON K. MCCULLOUGH, DOCTORAL STUDENT ]

## Dancing in the Footsteps of Giants

Channeling TC history to get kids moving

EVERY DAY THE TODDLERS IN SKIP of New York, a movement program employed at an Early Head Start center in New York City, channel John Dewey, Maxine Greene and current TC faculty.

■ Why such a powerful intellectual canon behind an exercise program?

■ “It appears that an overwhelming number of kids in this country are sedentary, particularly in families who don’t have access to physical activity resources.

Their parents are largely leading sedentary lifestyles, too,” says the program’s co-designer, TC doctoral student Aston K. McCullough. Equally disturbing, he says, sedentary toddlers may also miss out on developing basic movement skills used in play, learning and engaging with others. ■ McCullough has danced since childhood and taught abroad and in the United States. He earned his liberal arts B.A. at Sarah Lawrence College (an institution with close philosophical

ties to Dewey), his master’s degree in dance education from New York University (he wrote his thesis on Greene’s theory of aesthetic education, empathy and imagination as applied to dance teaching) and his Professional Diploma in Dance Studies from Trinity Laban Conservatoire of Music and Dance in London. But two years ago, he needed tools to answer new questions. Could a well-designed movement program not only improve kids’ conditioning but also support other aspects of wellness? How might dance, which instantly translates across cultures, be used to increase physical activity in various urban contexts? ■ So McCullough came to TC, where he studied with Greene before her death last spring. As a TC Zankel Fellow, he spent two years at an Early Head Start center, focusing on the physical activity of two- and three-year-olds, alone and with their parents. Supervised by Carol Ewing Garber, Associate Professor of Movement Science and President of the American College of Sports Medicine, McCullough, with fellow master’s student Christine Salgado, blueprinted SKIP ■ Now McCullough, Garber and Helena Duch of Columbia’s Mailman School of Public Health are conducting a pilot study of SKIP in an Early Head Start program. McCullough, who initially enrolled as an advanced master’s degree student, has been invited to earn his doctorate at TC, where he hopes to apply what he is learning with SKIP to develop physical activity programs for children recovering from cancer and in other special circumstances. ■ McCullough is excited about it all, especially the guest lectures he delivered, at Greene’s request, on dance aesthetics, imagination and “the everyday.” ■ “I am very grateful,” he says. “Each conversation with Maxine was a formative experience.”

—PATRICIA LAMIELL

[ EUFEMIO ESCALANTE (M.A. '06) ]

## Winning plaudits for passing the baton

A teacher's students honor him for imparting traditions

**E**UFEMIO ESCALANTE'S PARENTS grew up in a remote town in central western Mexico, where everyone shared the few musical instruments. ■ Today, Escalante brings the same mindset to Vina Danks Middle School in Ontario, California. His students, who recently nominated him for a GRAMMY Music Educator Award, learn that music is not theirs but something to pass along. When they bow, they pay tribute to family and friends. ■ "Once I teach a leader in a section, he or she becomes a role model," Escalante says. "The kids feel empowered." ■ As a fourth grader, Escalante nagged his father, a self-taught guitarist, for a trumpet after mariachi

players visited school. "He saved for it. Then he said, 'You're going to practice; you're going to play.'" ■ Escalante complied until he went to culinary school and became the chef's assistant in the restaurant at Sony Pictures. He quit to attend community college, where a faculty member, Steve Wilkerson, approached him. "I was looking at a music poster and he says, 'Son, would you like to be in jazz?'" ■ Escalante took classes in improvisation and theory and later earned a music degree at University of California, Berkeley. Then a friend's uncle, Luis Fregoso, invited him to help teach mariachi in the local schools. "He said, 'You should do this for a living.'" ■ So Escalante came to TC and taught in public schools



and absorbed the music scene. At Vina Danks, he expanded the band and orchestra and asked Fregoso to help form a mariachi group. One day a student asked Escalante his dreams. "I said, 'I'd love to win a GRAMMY,' and another kid says, 'Open your email, Mr. E.'" Escalante, one of 222 GRAMMY quarter-finalists, grins. "Now I can say, 'Hey kids, I made a dream come true. What's your dream?'"

[ AMANDA NEWMAN-GODFREY DOCTORAL STUDENT (M.A. '99) ]

## Lifting the Veil

Using art to draw out kids with special needs



**W**HEN SHE WAS 17, AMANDA NEWMAN-GODFREY'S LEG WAS CRUSHED while she loaded her horse into a trailer. She was left with a permanent disability and a feeling of "being other." ■ "The art studio became my respite," she recalls. ■ In 1995, after finishing college and starting a business in equine photography and fine art landscape, Newman-Godfrey taught art to students with special needs in central New Jersey. "I understood what it was like to use art materials to express ideas," she says. She stayed 11 years and oversaw five departments, along the way earning her master's in Art and Education at TC as well as teaching certification. ■ Subsequently Newman-Godfrey managed the long-term Artist-in-Education Residency Grant Program of Young Audiences NJ and the New Jersey State Council on the Arts. She became a TC doctoral student in 2009 and this spring will defend her dissertation on how art-making and discussions of art affect the development of adolescents with autism. ■ "In the art room, the veils of autism can lift, and children come out of their shells a bit," she says. ■ Now Assistant Professor of Art Education at Philadelphia's all-female Moore College of Art and Design, Newman-Godfrey combines her interest in children with special needs with teaching art teachers. ■ "So many incredible special educators and art educators see a connection between the two fields," she says. "We must support that vision." 

# Campaign Update

*A progress report on the Campaign's powerful impact on people, programs and campus*

FALL/WINTER 2014



## New Leaders for TC's Campaign

Board of Trustees members **Marla Schaefer** (M.A. '03), **William Dodge Rueckert** and **Leslie Nelson** have been named to lead TC's \$300 million Campaign, **Where the Future Comes First**

**"M**ARLA, LESLIE AND BILL ARE ENERGIZED, know the College and care deeply about its future," TC President Susan Fuhrman said last spring of TC's new Campaign leaders.

Marla Schaefer, an alumna in organizational psychology, is Campaign Chair. Leslie Nelson, daughter of TC Trustee Emeritus and former Board Co-Chair Enid ("Dinny") Morse, and Bill Rueckert, current Board Co-Chair and descendent of TC Founder Grace Hoadley Dodge, are Campaign Vice Chairs. The three succeed E. John Rosenwald Jr., Chair of the Board's

Committee on Development, and Laurie M. Tisch, Board Vice Chair, who led the Campaign through its quiet phase and launch.

"Laurie and John did an extraordinary job laying the groundwork for a successful Campaign," Fuhrman said. Fundraising totaled \$180.4 million as of mid-October. "Preparing teachers is an important part of what TC does, but there's so much more," Schaefer says. "You can get a world-class education in diabetes management, organization and leadership, conflict resolution. TC has so much to teach the world."

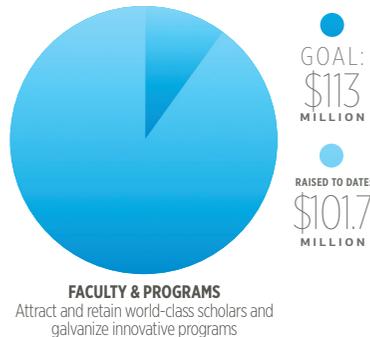
### RALLYING TO THE CAMPAIGN'S BANNER



**HOSTED BY TRUSTEE LISE EVANS** in October, 75 John Dewey Circle members heard President **Susan Fuhrman** recount TC's latest work — much of which, along with student scholarships, they had supported with leadership gifts to the TC Fund. Then "show" followed "tell." Mathematics Education doctoral student and Zankel Fellow **Nicole Fletcher** described working at the Teachers College Community School. Then Clinical Psychology doctoral student and Afghanistan veteran **Joe Geraci** outlined plans to help returning veterans cope with post-traumatic stress. The takeaway: annual giving helps TC be all that it can be. — **JIM GARDNER**

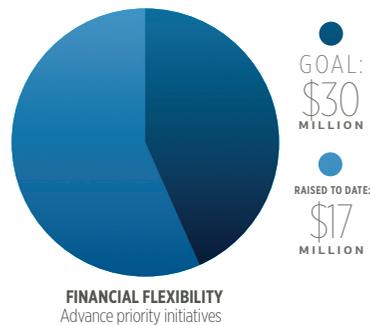
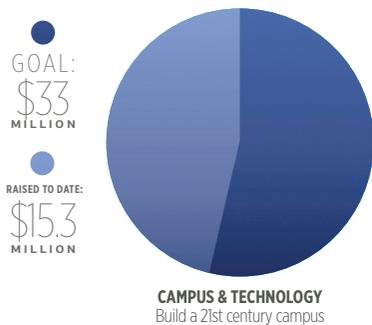
## Progress toward Goals\*

\* As of October 14, 2014



**TOTAL GOAL:**  
\$300  
MILLION

**TOTAL RAISED TO DATE:**  
\$180.4  
MILLION



## Priority in Action: Students Come First

■ **THE CAMPAIGN FOR TC IS** increasing support for the College's talented and promising students as never before. Scholarship giving for fiscal year 2014 (ending August 31) stood at \$12.4 million, up 35 percent over last year's \$9.2 million.

The successful drive builds on an \$11 million commitment from Trustee Emerita **Abby O'Neill** to support students earning dual certification in areas of great need for New York City schools, and a \$500,000 pledge from Trustee and alumna **Pat Green**. Other generous alumni and friends are joining the Campaign by

establishing new scholarships and contributing to existing ones in all departments.

"The best and brightest come through TC with a passion for education and shouldn't be hampered by inadequate funding," says **Lida**



**PROFESSOR EMERITA CELIA GENISHI**

**Orzeck** (Ph.D. '72), CEO of the lingerie business Hanky Panky, whose endowed scholarship supports doctoral students in Social & Organizational Psychology.

**Celia Genishi**, Professor Emerita of Education, agrees. "My devoted parents couldn't afford to send my sister and me to college," says Genishi, who contributed annually to create a scholarship in her family's name.

"Yet through scholarship support we both attended Barnard, and I went to graduate school. So supporting TC students is a nice way to pay it forward."

## On the Road

President **Susan Fuhrman** and TC faculty and staff continued their travels around the world this year to share the latest news about **TC's Campaign** and updates on exciting developments at the College.

Alumni and friends attended recent events in Phoenix, Boston, San Francisco, Chicago, Rome and Paris. New destinations will be added to the Campaign travel calendar for 2015.

Engaging TC's network of more than 90,000 alumni and friends around the world is an important Campaign priority — and a great way to connect with fellow TC graduates in your region.

## Every Gift Makes a Difference

The Campaign offers a variety of ways to give at all levels to support TC's extraordinary students.

- Create an Endowed Scholarship with a minimum \$50,000 gift.
- Give to an existing Endowed Scholarship Fund.
- Support the TC Fund Scholars Program by establishing a one-year scholarship for a student with demonstrated need.

To learn more about how to support TC students, please contact:

**Scott Rubin**  
sr2670@tc.columbia.edu  
212-678-3722

## Please visit

[tc.columbia.edu/future](http://tc.columbia.edu/future)  
for Campaign updates and more stories about how giving to TC is changing the world — from one child to entire nations.

# On Board

Spotlighting the work of TC's dedicated Trustees



## Meeting Learners Where They Live

Josh Solomon's "M.O." has been to speak to students' interests. He'll bring the same approach to board service at TC.

**E**VERYONE TALKS ABOUT TEACHING TO STUDENTS' interests. The Business of Sports School (BOSS), founded by Josh Solomon in 2009, is devoted to that premise. "We serve many students who have not done well in middle school and are not interested in academics," says Solomon (Ed.D. '09), who previously cofounded another school, East-West School of International Studies in Queens. "So we wanted to create a school that would really

engage them and also provide them with real skills. Some go on to have careers in sports business, but all are prepared for business careers of some kind."

Solomon worked in investment banking before switching careers, but his pragmatic approach to education was substantially shaped at Teachers College, where he wrote his doctoral dissertation on TC's Summer Principals Academy (SPA):

**PRAGMATIC APPROACH**  
"We try to give our students a personal network of people from the wider New York business community... because ultimately it's not just about *what* you know, but also *who* you know."

**Josh Solomon**

"SPA is unique in that it prepares teachers to be principals without taking them out of their current jobs. But that raises the question: what type of field project does it make sense for them to do? A lot of programs assign a paper or research. Well, that's not only tough for a working teacher to accommodate, it doesn't make sense. Teachers who are going to be principals need experience managing other faculty."

From TC and SPA, Solomon also learned that the training of school leaders could be "less theoretical and more practical."

"For Craig Richards, who was my dissertation adviser, and other faculty members like Ellie Drago-Severson and Terry Maltbia, there were no sacred cows. They were all about opening up people to incorporate new ideas."

That's precisely the role that Solomon, who served on TC's President's Advisory Council, hopes to play on the Board. He's particularly interested in the College's preservice teaching programs, where he sees opportunities to align efforts with how principals are prepared. Having lived and studied in Japan, he's also eyeing TC's global partnerships. But it may be his entrepreneurial skills that ultimately prove most valuable. In leading BOSS, Solomon has secured funding from the Gates and Ford Foundations and partnered with Morgan Stanley to create a mentoring program for the school's students.

"We try to give our students a personal network of people from the wider New York business community," he says, "because ultimately it's not just about *what* you know, but also *who* you know." — **JOE LEVINE**

## Board Certified

New Trustee Valerie Wayne brings an ideal resume to the job

**I F YOU WERE DESIGNING THE PERFECT TC TRUSTEE,** Valerie Wayne would be it. For starters, Wayne (M.A. '98) earned her TC degree in social studies and education after three years in the federal government “because I knew I wanted to work in the classroom.” She served as a special education teacher at Harlem’s progressive Central Park East Secondary School and then absorbed an entirely different approach in Australia, where she worked with aboriginal children and students from immigrant families.

“They used direct instruction there,” she says. “It’s very phonics-based, and you work with a script — exercises, questions, drilling. I thought it was going to be terrible, but it was actually very effective.”

After volunteering for Bill Clinton’s first presidential campaign, Wayne also worked in the U.S. Department of Education — first for Deputy Secretary Madeleine Kunin, the former Governor of Vermont, and then for Terry Dozier, a former national Teacher of the Year who advised Education Secretary Richard Riley. Her focus: teacher professional development and the improvement of teacher preparation standards.

And yeah, Wayne is also a Rockefeller — the daughter of Senator Jay Rockefeller of West Virginia and Sharon Percy Rockefeller, President and CEO of WETA, Washington, D.C.’s public television station. Valerie is also the cousin of TC Trustee Emerita Abby O’Neill, whose mother Abigail Aldrich was John D. Rockefeller Jr.’s only daughter. (John D. Rockefeller Sr. be it recalled, was a TC Trustee who endowed the College with a \$500,000 gift in 1902.) As Chair of the Rockefeller Brothers Fund, headquartered just a few blocks



from Teachers College, Wayne was much in the news this fall when the Fund announced plans to begin divesting itself of fossil-fuel stocks to align its investments with its grant-making to fight climate change.

“There is a moral imperative to preserve a healthy planet,” Wayne said in September on the eve of a United Nations Climate Change Summit in New York City, calling the decision to divest “a natural progression” for her family that her famous forebear would have approved.

Wayne also serves as Vice Chair of the Asian Cultural Council and as a Trustee on the board of D.C. Preparatory Academy, a charter management organization in Washington. She’s also a former trustee of Spelman College, the nation’s leading historically black college for women.

All these experiences have left Wayne with strong ideas, particularly about education reform: that children need caring mentors and access to social services; that students thrive in small classrooms; that schools need more than just standardized test scores to measure students’ strengths and

### VALUABLE RESOURCE

“I love that Teachers College is bringing its resources to bear, working with Columbia and other New York City resources.”

Valerie Wayne

achievements; and that the United States needs a more equitable system for funding its public schools. But what’s perhaps most striking about Wayne is that she joined TC’s Board mainly to learn.

“I’ve seen things from the classroom and federal policy perspectives, but less so from the leadership and administration perspective,” she says. “So I’m really excited, for example, to get more involved with the Teachers College Community School. I love that TC is bringing all its resources to bear, working with Columbia and other New York City resources. I’m also impressed by our involvement around the world. TC is doing it on every level.”

Which stands as a pretty good description of Valerie Wayne. — **JOE LEVINE**

# Inbox

Online recollections from our readers:

## GEORGE AND MAXINE

AS TC PRESIDENT SUSAN FUHRMAN WRITES IN THIS ISSUE, GEORGE BOND AND MAXINE GREENE “WORKED IN VERY DIFERRENT FIELDS AND IN VERY DIFFERENT WAYS – BUT ULTIMATELY THEY SHARED A FOCUS ON EDUCATION AND THE WAYS IT UNITES INDIVIDUALS FROM ALL BACKGROUNDS.” HERE, TO LAUNCH AN ONGOING CYBER EXCHANGE WITH OUR READERS, IS A SAMPLING OF THOUGHTS RECEIVED ONLINE FROM THOSE WHOM GEORGE AND MAXINE INFLENCED ACROSS GENERATIONS.

“You had the sense that she was carrying on a personal discussion with you, a one-on-one dialogue that fully engaged you to the point that you lost all track of time.”

Eric Richter (Ed.D. '94)

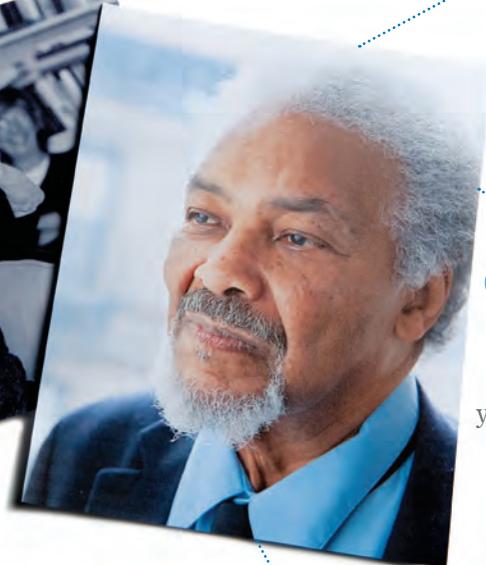
“He was the least intimidating and probably the most gracious man I’ve ever met. He talked about people having a say in their own education and constructing their own knowledge, and I knew from the first that I wanted him to be my adviser.”

Claire O’Neill (M.Ed. '14)



“She had the rare ability of altering the perspective of others so that one looks differently at the world thereafter.”

Lewis D. Eigen



“He had the greatest respect for every human being on the planet. He was very formal yet very warm and kind — and what a smile. What a loss to TC and to humanity.”

Dianne Marcucci-Sadnytzky,  
Director of Academic  
Administration, International &  
Transcultural Studies

“I would sit and listen to her musings on Hawthorne and Thoreau and jot down ideas for novels of my own. Ten years later, my first novel is being published. Thank you, Maxine, for inspiring my creativity and my career.”

Elaine D.

“Even though my research interest was outside of his domain, he demonstrated faith in my success when he volunteered to sit on my oral defense committee.”

Belinda Emerson (Ed.D. '14)



Join the discussion on Facebook ([facebook.com/TeachersCollegeAlumni](https://www.facebook.com/TeachersCollegeAlumni)) and Twitter (@TeachersCollege) to share your thoughts.

[ ALUMNI FOCUS ]

## A Portrait of the Artist Unglazed

Potter **Bill Daley** is as down-to-earth as the mud he shapes

BY KELSEY ROGALEWICZ

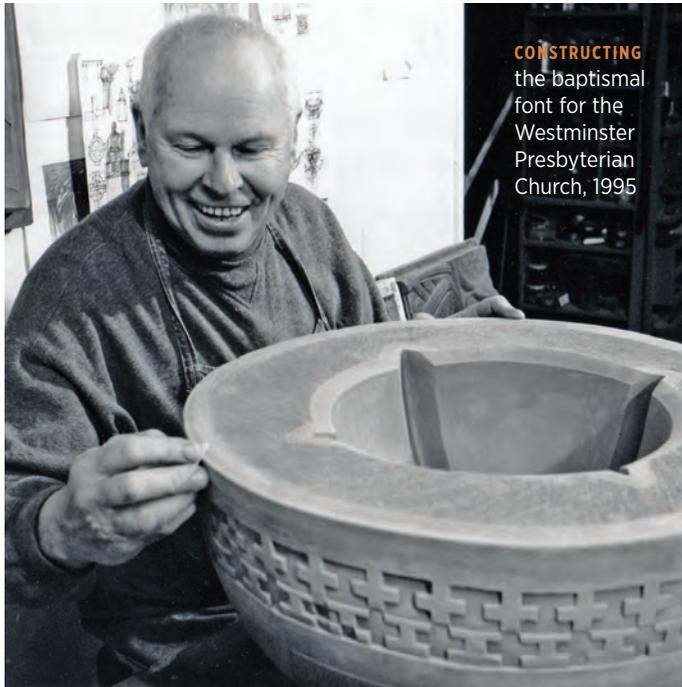
His ceramic vessels have been displayed in the Metropolitan Museum of Art, London's Victoria and Albert Museum, South Korea's Clayarch Gimhae Museum and the Stedelijk Museum in the Netherlands. Yet no one would accuse Bill Daley (M.A. '51) of taking himself too seriously. Daley, who survived a German prison camp during World War II, sees play as a major element of his art.

(CONTINUED ON NEXT PAGE)

Daley playfully invited students to touch his ceramic pieces on display in Phillips Exeter Academy's Lamont Gallery September 26, 2011.

# Alumni Focus

Profiles of TC graduates



**CONSTRUCTING** the baptismal font for the Westminster Presbyterian Church, 1995

Bennett Lohrer, MD, MACP

## Bill Daley: A Portrait of the Artist *(continued from page 53)*

Decades after discovering his medium during a one-day ceramics class at the Massachusetts College of Art and Design, the 89-year-old artist, who bills himself as one of “TC’s Emeritus Mudmen,” still dons his trademark, hand-made newspaper hats while he works in the cellar studio of his Pennsylvania home.

His handbuilt, slab, unglazed works have been praised for a “deceptive simplicity” that echoes “ancient symbols and architectural spaces,” but in spirit may be equally grounded in the beet-and-spinach-juice

drawings Daley did on paper bags in second grade.

Daley, who likes to call himself “a teacher of makers” as well as “a maker of pots,” has brought that same spirit to his own classrooms. At Philadelphia’s University of the Arts, where he taught for 30 years before retiring in 1990 as an emeritus professor, Daley was known for tapping students’ intuitions by, for example, dropping 500 Ping-Pong balls from a box on the ceiling and challenging his classes to “draw what just happened.”

It’s an approach he arrived at in part through his time at TC, which he vividly recalls for its camaraderie, its balance of studio and theoretical work and, perhaps most of all, the bust of John Dewey that welcomed him to what is now Zankel Hall.

### HERO WORSHIP

“Dewey is one of my absolute, total heroes.

*Art as Experience* is at the core of my teaching way.”

“Dewey is one of my absolute, total heroes,” Daley says. “*Art as Experience* is at the core of my teaching way.”

Daley’s most recent show, titled “William Daley: 14 for 7,” debuted with the Philadelphia Art Alliance in spring 2014 and appeared this fall at The Society of Arts and Crafts in

Boston. The show featured two pieces from each of the seven decades of Daley’s career.

“After all this time, it is still exciting for me,” he says. “I’m very fortunate to be a teacher of makers and a becoming artist alongside them. My life of making has been pretty joyous.”

**Bill Daley**

*To learn more about Bill Daley’s life and work, read Bill Daley: Ceramic Artist by Ruth Fine, (Schiffer Publishing, 2013), or visit <http://williamdaley.net>.*

## THE DALEY SHOW



1984 *Apsed Entry*



1985 *B's Place*



2007 *Crossed Vesica*



2008 *Lovers Vesica*



[ SAN FRANCISCO ]  
CALIFORNIA DREAMIN'

**Heather Doshay** (M.A. '07) attended a Spiritual Awakening Workshop conducted in San Francisco this spring by Professor **Lisa Miller**, Director of TC's Spirituality Mind Body Institute. The workshops focused on spiritual visualization, harnessing synchronicity and relational spirituality.



[ BOSTON ]

AND ON THE  
OTHER COAST...

TC Trustee **Eduardo Marti** (who in October was named Interim President of Bronx Community College in New York City) and his wife, Patricia, attended the College's Boston-area alumni gathering. President **Susan Fuhrman** (Ph.D. '77) shared news of campus events, research by TC faculty and the progress of **Where the Future Comes First**, the College's \$300-million Campaign.

[ ALUMNI ASSOCIATION PRESIDENT'S MESSAGE ]

*Dear TC Colleagues and Friends,*

It's been another year of progress and change — and loss — at TC. In October, we mourned the passing of two legendary faculty members, George Bond and Maxine Greene, while celebrating their impact on generations of graduates. The memorial events and tributes made it abundantly clear that TC is a special place full of special people. Read more about the legacies of Professors Bond and Greene beginning on page 26.

**Where the Future Comes First: The Campaign for Teachers College** is in full swing, and the Alumni Council and Office of Alumni Relations are working on one of its key priorities: to engage TC alumni and friends. We've planned a year of incredible events and opportunities to connect on TC's campus, nationwide, around the globe and online. So stay connected at [www.tc.edu/alumni](http://www.tc.edu/alumni); join the dialogue on social media or attend one of our many events; and let us know if you'd like to help plan an event near you. And, of course, tell us your TC memories and current achievements so we can share them as a community.

I look forward to meeting you as we continue to celebrate all that is Teachers College.

Sincerely

**PATRICK P. MCGUIRE (ED.D '94)**  
**PRESIDENT**  
**TEACHERS COLLEGE**  
**ALUMNI ASSOCIATION**

[ TC BY THE NUMBERS ]

I,000

alumni, students and friends came to campus to celebrate TC's 6th annual **Academic Festival**

# Class Notes

## Arts & Humanities

### LANGUAGE, LITERATURE & SOCIAL STUDIES

**Carol Frank** (M.A. '74) is currently writing children's books and traveling down the road toward publication.

### MUSIC AND MUSIC EDUCATION

Rabbi **Arnold Saltzman** (M.A. '76) was honored by the Jewish Community Relations Council of Greater Washington, D.C. for organizing the Vigil to Free Alan Gross, a prisoner in Cuba. In October 2013, Saltzman dedicated the performance of his second symphony, *Rescue*

### [ MUSIC AND MUSIC EDUCATION ]

In October 2013, Rabbi **Arnold Saltzman** dedicated the performance of his second symphony, *Rescue in Denmark*, to the Danes' protection of their Jewish population during World War II.

*in Denmark*, to the Danes' protection of their Jewish population during World War II. Saltzman earned a doctorate in music, honoris causa, from the Jewish Theological Semi-

nary of America in June 2013.

**Jessica Elkhatab** (M.E. '09) recently played cello on "Saturday Night Live" with British pop sensation Sam Smith.

### TEACHING OF ENGLISH

**Abbie Brown** (M.A. '88) received the 2014 University of North Carolina Board of Governors Award for Excellence in Teaching. Brown is

## LOST & FOUND *Recovered memories in the lives of TC's extended family*

• **ERICK GORDON (ED.D. '13)**, Senior Research Fellow at TC's Center for the Professional Education of Teachers, and his wife spotted a goat standing on a cow's back, pulled over and found a trail of old letters by the highway. How that inspired Gordon's teaching is the focus of an oft-aired story on NPR's Radio Lab. [radiolab.org/story/91518-goat-on-a-cow/](http://radiolab.org/story/91518-goat-on-a-cow/)

• **SINGER AND VOICE TEACHER Jennifer Eyges** (M.A.'83) returned to TC in August to reclaim her 33-year-old wallet, discovered during renovations in Zankel Hall. She got a new I.D. card. "TC opened doors for me," says Eyges, who recently recorded with Russian composer Margarita Zelenia. "It was great to reconnect." <http://bit.ly/1yb5iIX>

• **LAST SPRING, Tom Rock (Ed.D. '02)**, Associate Dean for Enrollment Services, received a copy of *The Improvement of College Worship*, a 1932 TC doctoral thesis by Paul N. Elbin. Rock's friend Alexis



McHenry McLaughlin had found it in a general store in West Virginia. Elbin was President of West Liberty University and authored *The Bible Question Bee: 1,000 Questions and Answers, 300 Spelling Words*. He published his thesis through TC's *Contributions to Education* series, which aired doctoral graduates' work from 1905 to 1951. <http://bit.ly/1yb5iIX>

• **BLANCHE SCHWAMM'S** treasured 1938 TC diploma, signed by Nicholas Murray Butler, TC's and then Columbia's President, now adorns the office of John Allegrante, Associate Vice President of International Affairs. "I can't think of anything nicer I could do for her," says Blanche's daughter Henrietta Katzev. <http://bit.ly/1yb5iIX>  
— JOE LEVINE

the first recipient of this honor who teaches entirely online.

**Chriselle Tidrick** (M.A. '95) is the Founder and Artistic Director of Above and Beyond Dance. She received a grant from Brooklyn Arts Council to create and produce DREAMSCAPES, her company's most recent work of circus-infused dance. DREAMSCAPES incorporates dynamic stilt dancing, aerial artistry and dance theater choreography to carry the audience through a series of vignettes depicting the ethereal wonder of dreams and the surreal terror of nightmares. Learn more at [AboveAndBeyondDance.com](http://AboveAndBeyondDance.com)

#### TESOL

**Kimberly Leimer** (M.A. '95) is ELL Coordinator at Rhode Island's Learning Community Charter School, an urban K–8 school where most students are English language learners. Leimer has two children, one in high school and one in middle school.

## Curriculum & Teaching

#### CURRICULUM AND TEACHING

**Sharon Feiman-Nemser** (Ed.D. '72) has for the past 21 years held a chair in Jewish Education at Brandeis. Her recently published collection of writings, *Teachers as Learners*, includes a chapter about her

studies at TC in the late 1960s and early '70s.

**Margot Diekmann Edlin** (Ed.D. '07) is a Faculty Fellow at Queensborough Community College CUNY in the Office of Academic Affairs. She has published articles on persistence and motivation in urban community college students.

**Valerie Bang-Jensen** (Ed.D. '96, M.E. '92, M.A. '84) is now full Professor at Saint Michael's College, in Colchester, Vermont. With colleague Mark Lubkowitz, Bang-Jensen co-authored *Books in Bloom: Discovering the Plant Biology in Great Children's Literature* (National Gardening Association).

## Education Policy & Social Analysis

#### POLITICS AND EDUCATION

**Katherine Miller-Bains** (M.A. '12) has begun a doctoral program in Research, Statistics and Evaluation at the University of Virginia's Curry School of Education.

## Health & Behavior Studies

#### CROSS-CATEGORICAL STUDIES

Since graduating from Teachers College, **Martha Harville** (Ed.D. '00) has continued teaching and publishing articles and working, teaching and



#### [ ALUMNI FOCUS ]

## Nick's List

*It's lonely at the top — and in the front of a class. Nick Ip has a book for that.*

What do teachers have in common with corporate CEOs? Not salary, obviously — but for **Nick Ip** (M.A. '06) there is one key area of overlap. “As a teacher, much like the CEO of a company, you're on your own and completely in charge,” says Ip, who worked in finance for 15 years, until the 9/11 attacks prompted him to search for more meaningful work. “While you have total control, you're also very isolated. So you have to be able to share your ideas and learn from one another.”

As a fourth grade teacher in southern California, Ip asked colleagues to describe their five most effective teaching strategies. “New and seasoned teachers could learn from one another,” Ip says. “It really was an exchange of ideas.”

The exchange soon evolved into a full-fledged research project. Over the course of three years, Ip asked more than 100 U.S. educators, all of whom had earned distinguished teaching titles at the state or national level, to share their Top 5 lists and discuss the strengths and weaknesses of their schools' policies.

The result was Ip's breakout 2014 book, *Teacher Top 5*, which shares the top strategies of America's best teachers across regions, grade levels and subjects.

The book has resonated with teachers, administrators and parents, winning Ip speaking invitations nationwide. Now he is revamping the Teacher Top 5 website ([teachertop5.com/community](http://teachertop5.com/community)), an online community where teachers can rate, recommend and comment on other Top 5 categories related to teaching.

“We often hear the bad aspects of education,” Ip says. “I wanted to inspire others and help people realize that individuals teach not for social status, not for financial rewards, but for something bigger than themselves. They are truly special.” — **KELSEY ROGALEWICZ**

“Without him I would never have had the opportunity to affect the lives of young people in the Westchester community.”

Iris Pagan (Ed.D. '01, M.A. '88),  
about her TC mentor, Gregory Anderson

leading at Louis Armstrong Middle School, Alternative Schools and Programs and First Lego Robotics. She has served as Kappa Delta Pi Convocation Presenter and as an Ambassador for People to People International.

**SPECIAL EDUCATION**

**Judith A. Jonas** (M.A. '65) has co-authored *Deaf and Hearing Siblings in Conversation*, the first book to consider both deaf and hearing perspectives on the dynamics of adult sib-

ling relationships. Jonas, who is hearing, and Marla Berkowitz, who is deaf, used ASL and spoken English to interview 22 adult siblings. They analyzed the impact of isolation on deaf-hearing sibling relationships.

Human  
Development

**COGNITIVE STUDIES IN  
EDUCATION**

**Kara Carpenter** (Ph.D. '13, M.Phil. '13, M.A. '10), **Dana Pagar** (Ph.D. '13, M. Phil. '13), and **Rachael Labrecque** (M.A. '08), a current Ph.D. student, founded Teachley, a New York-based educational technology company. Teachley won an Apple Design Award 2014 for *Addimal Adventure*, an app that helps children learn addition.

**DEVELOPMENTAL PSYCHOLOGY**

**Amy J.L. Baker** (Ph.D. '89, M.Phil. '88) has written



“I am quite pleased that my bequest gift is designated for support of the Edward D. Mysak Clinic for Communication Disorders, named in honor of my husband.”

– Theresa M. Mysak,  
Grace Dodge Society  
member since 2012

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

[ ALUMNI FOCUS ]

## The Best Medicine

“One of the great lessons I learned from the life of my grandfather is that if you have a gift, it’s your role to share it with the world,” says **Harriet Fields** (M.Ed. ’71, Ed.D. ’81). Fields’ gift for passing on traditions links her two great passions: nursing education and spreading her grandfather’s gospel. Well, maybe not his actual advice (sample: “Always carry a flagon of whiskey in case of snakebite, and furthermore, always carry a small snake”) so much as the spirit that informed it.

“If I can make them laugh, and through that laughter make this old world seem just a little brighter, then I am satisfied,” was another saying of Fields’ grandfather, the iconic, self-styled misanthrope W.C. Fields, who rose from international vaudeville acclaim to Hollywood stardom in the 1930s and ’40s.

Harriet Fields, born after her grandfather’s death, studied health and nursing education at TC, where she is now an Alumni Council member, and worked as Margaret Mead’s research assistant in graduate school. She has taught at universities across the country, including online doctoral courses for SUNY Buffalo, and fought to change health care policy.

Meanwhile, through W.C. Fields Productions, Inc. and [www.wcfields.com](http://www.wcfields.com), Fields and her brothers engineered the naming of W.C. Fields Drive at Universal Studios in 2012 and mounted a recent display at New York City’s Midtown Community Court, where the actor was once

**FAMILY ACT**  
 “One of the great lessons I learned from the life of my grandfather is that if you have a gift, it’s your role to share it with the world.”

**Harriet Fields**



**FIELDS** (second from right) in Rwanda

tried for inhumane treatment of a canary. (Allegedly he pulled it from someone’s mouth during a skit about a dentist.) Harriet Fields’ inherited memorabilia are part of the W.C. Fields Collection at the Academy of Motion Picture Arts and Sciences Margaret Herrick Library. The W.C. Fields Exhibit aired at the New York Public Library for the Performing Arts in 2010.

In 2012, Fields screened two of her grandfather’s films in Rwanda, where she works with the Mama Project, an NGO founded by Samantha Basile (M.A. ’11). “It was magical,” Fields says, adding — perhaps of all her work — “we have no business giving up.” — **KELSEY ROGALEWICZ**

six nonfiction books, including *Co-Parenting with a Toxic Ex* (New Harbinger) and *Surviving Parental Alienation* (Rowman & Littlefield). The latter two books are about the practice of parental alienation, through which one parent tries to foster the child’s unjustified rejection of the other parent.

### International & Transcultural Studies

**INTERNATIONAL EDUCATIONAL DEVELOPMENT**  
**Diane Dobry** (M.A. ’01, Ed.D. ’11)

published an article, “Online Fan Groups Using Paranormal Reality Television Programs to Interpret Representations of Paranormal Phenomena and Their Relationship to Death and the Afterlife,” in *The Ashgate Research Companion to Paranormal Cultures*.

**Matthew A.M. Thomas** (M.A. ’09) completed a Ph.D. in Comparative and International Educational Development from the University of Minnesota in 2013 and is now an Assistant Professor of Educational Founda-

tions/Comparative Education at the University of Wisconsin-La Crosse.

### Mathematics, Science & Technology

**INSTRUCTIONAL TECHNOLOGY & MEDIA**  
**Dilshad Dayani** (M.A. ’08) published a new book titled *Confrontation 9*, which examines how people “passively embed” elements of their surrounding culture and view success to be a byproduct of conformity.

### SUPERVISION IN SCIENCE EDUCATION

**Iris Pagan** (Ed.D. ’01, M.A. ’88) says of Gregory Anderson, her mentor at Teachers College, “Without him I would never have had the opportunity to affect the lives of the young people in the Westchester community.”

### Organization & Leadership

**ADULT EDUCATION GUIDED INTENSIVE STUDY, ADULT AND CONTINUING EDUCATION**  
**David Zersen** (Ed.D. ’98,

# Jane Katz's Olympic career began with the 1964 Games in Tokyo, where she was a member of the synchronized swimming performance team.

M.A. '95), President Emeritus at Concordia University in Texas, recently published *Concordia on the Move*, a book on the university's 87-year history. Zersen and his wife, Julie, spend their winters in Austin, Texas and their summers in Milwaukee, Wisconsin.

### ADULT LEARNING AND LEADERSHIP

**Jo-Anne Mecca** (Ed.D. '10) is a Trustee of Bergen County Community College.

**Lillian Rountree** (M.A. '06) has been hired by Clarke Schools for Hearing and Speech as the Senior Development Officer.

### EDUCATIONAL ADMINISTRATION

*Lily's Payback*, a novel by **Andrew Rose** (Ed.D. '91), received honorable mentions at both the London International Book Festival and the Great Midwest Book Festival.

### GUIDANCE

**Jane Katz** (Ed.D. '78, M.E.

'72), aquatic fitness pioneer and swimming champion across six decades of worldwide competitions, has received the 2014 Lifetime Achievement Award from the President's Council on Fitness, Sports & Nutrition. Katz has taught aquatic fitness and safety at the City University of New York since 1964 and at John Jay College since 1989. She is the author of 14 books on swimming, fitness and water exercise, including *Swimming for Total Fitness* (Random House). Katz's Olympic career began with the 1964 Games in Tokyo where she was a member

(CONTINUED ON PAGE 62)

## [ ALUMNI FOCUS ]

# The School of Sharp Elbows

*Artesius Miller's new charter school is called Utopian, but launching it was a bit less so*

**A**rtesius Miller (M.A. '11) learned economics at Morehouse College, finance on Wall Street and education leadership at Teachers College. His political education has come in Clayton County, Georgia, one of the nation's poorest, most dysfunctional districts, where he recently won a four-year battle to open a public charter school, the Utopian Academy of the Arts.

Miller and his supporters had to secure and win a statewide ballot initiative for Utopian to receive its charter in spring 2013. Yet twice this August, the school's 200 sixth and seventh grade students were turned away on the first day of class because of Utopian's alleged failure to obtain building permits that had, in fact, already been issued. Miller, who responded by leading marches to City Hall and the local board of education, chalks it up to a local turf war that, as elsewhere, pitted those who feel charters divert resources from traditional public schools against those who believe children living in pov-

erty can't wait around for the system to fix itself.

"They're tired of failing schools," Miller says. "Charters are seen as places of hope."

Miller's own great-grandmother ran a school in rural Mississippi. Both his grandmother and uncle were teachers. "I studied theater in high school, and it gave me a means of expressing myself I didn't know was possible," says Miller, who is also a Screen Actors Guild member.

Utopian offers an extended school day and year, plus optional before-and after-school programming and a bimonthly Saturday School. Students attend single-sex classes in math, English, social studies, foreign

**O, PIONEERS** From left: Rapper Ludacris, Artesius Miller and Governor Nathan Deal at Utopian's opening day.

language and science, and receive instruction in the culinary, media and dramatic arts.

"You're pioneers," Georgia's Governor, Nathan Deal, told a capacity crowd in Utopian's auditorium after the school finally opened for good. "Your school has been born out of a struggle, and because of that your school will be stronger. This is your opportunity to show that this idea can work." —PATRICIA LAMIELL



Photograph: Heather Middleton/Clayton News Daily

[ PIONEERING JOURNALIST ]

## Gene Maeroff



**Gene Maeroff**, founding Director of Teachers College's Hechinger Institute on Education and the Media, died in July at age 75.

As national education correspondent for *The New York Times* during the 1970s, Maeroff revealed a decade-long decline in scores on the SAT exam. He helped launch the school reform movement and prompt the federal government's 1983 report "A Nation at Risk."

Maeroff subsequently authored more than a dozen books, including — in 2011, as president of the school board in Edison, New Jersey — *School Boards in America: A Flawed Exercise in Democracy*.

Through the Hechinger Institute, which provides seminars, workshops and primers for beat reporters, "Gene did more to shape an entire generation of education journalists than anyone," recalled Mark Fisher, a longtime reporter for Ohio's *Dayton Daily News* who attended several Hechinger seminars.

[ FINDING THE GIFTED ]

## Abraham Tannenbaum



**TC** social psychologist **Abraham Tannenbaum** (M.A. '48, Ph.D. '60), who developed the groundbreaking five-point "Sea Star" model for identifying potentially gifted children and adolescents, passed away in June at age 90.

The author of *Gifted Children: Psychological and Educational Perspectives* (1983), Tannenbaum believed giftedness was "the result of a complex web of innate characteristics and environment," said his former pupil, James Borland, Director of TC's Gifted Education program.

Tannenbaum, a one-time Brooklyn public

school teacher, also readily acknowledged the role of chance in the development of giftedness.

"He wasn't going to wait for a kid to have a random encounter with a drum set," said Lisa Wright, Director of TC's Hollingworth Center. "He wanted an enriched curriculum for every child."

[ ADVOCATE FOR THE ARTS ]

## Roy M. Goodman



**Roy M. Goodman**, former New York State Senator and husband of the late Teachers College Board Chair and Trustee Emerita Barbara Goodman (M.A. '54), died in June at age 84.

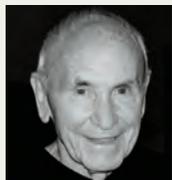
Goodman, a liberal Republican, represented Manhattan's East Side for 33 years, supporting legal abortion, rent regulations and gay rights and opposing the death penalty. At TC, the Goodmans were early supporters of technology advancement and established the Barbara Goodman Scholarship Fund.

[ GLOBAL HEALTH VISIONARY ]

## Clarence Pearson



**Clarence Pearson**, former Senior Advisor to the World Health Organization Office at the United Nations and recipient of TC's Medal for Distinguished Service to Education, died in May at age 89. He was founding President and Chief Executive Officer of the National Center for Health Education and also served as Vice President of the Peter F. Drucker Foundation for Nonprofit Management and Vice President and Director of Health and Safety Education for Metropolitan Life. Pearson's feasibility study established the MetLife Foundation, which promotes innovative funding in health, education and human services.



**Jack Mezirow**, whose theory of transformative learning transformed adult education, died in late September. A full story will appear in spring *TC Today*.

## Elaine Sturtevant

*"The mother of appropriation art"*

**E**laine Sturtevant (M.A. '75), known as "the mother of appropriation art," died in May at age 89.

Works by Sturtevant so deliberately mirrored those of major 20th century artists that lines of authorship could blur. According to *The New York Times* obituary of Sturtevant, by Margalit Fox, when Andy Warhol was once asked about his silk-screening technique, he is said to have replied, "Ask Elaine." In 2011, a Sturtevant reworking of Roy Lichtenstein's "Crying Girl" sold for nearly 10 times the price of an original Lichtenstein print just four years earlier. Yet Sturtevant used her method, which she called "repetition," to shed new light on terms like "icon" and "authentic." "As a replicator, Ms. Sturtevant was an original," Fox wrote, adding that each of her works is "in its own way ... a deliberately inexact likeness of its more famous progenitor."

Sturtevant received a Golden Lion for lifetime achievement from the Venice Biennale in 2011. A major exhibition of her work opened this fall at the Museum of Modern Art in New York City.



( CONTINUED FROM PAGE 60 )

of the synchronized swimming performance team. She was recently named by *Aquatics International* magazine as one of the top 25 leaders in the aquatic industry

along with Michael Phelps and Dara Torres. In April 2014, she received John Jay College's Distinguished Teaching Award. Katz is also an All-American and World Masters Champion in aquatics and continues to compete.

#### **GUIDANCE IN SECONDARY EDUCATION**

**Elizabeth J. Miller** (M.E. '77) has taken up painting in retirement and is delighted to be actively exhibiting and selling her art.

#### **HIGHER EDUCATION**

**Carla Shere** (Ed.D. '93) has accepted a new position with Enreach, where she is Regional Director of College Counseling in Shanghai, China. Shere will spend six

#### [ ALUMNI FOCUS ]

## Bringing Success to Scale

*As a school district leader, Thomas Rogers (Ed.D. '06) takes the broad view*

**H**ow does majoring in biochemistry launch a career in school leadership? "My undergraduate degree wasn't much good for policy, but it did prepare me for analytic work," says **Thomas Rogers**, Superintendent of Schools for Syosset, NY. "My first job was as a legislative staffer in Albany, looking at school aid formulas."

As District Superintendent of BOCES (Board of Cooperative Educational Services) for Long Island's Nassau County from 2010 until this summer, Rogers created economies of scale across 56 districts

on everything from special education services to school supplies. He partnered with Harvard to help districts diagnose instructional needs, helped replicate a high school that taps the resources of IBM and the City University of New York, and secured a state grant for an online library of Advanced Placement courses.

"As the county's only educational organization with no internal boundaries, we could think big about overarching problems," he says.

Rogers thinks BOCES and similar entities in other states can best

meet three challenges facing all U.S. schools: closing achievement gaps while improving outcomes for all students; operating cost-effectively; and harnessing technology. Success on the latter front could help schools meet the first two challenges.

"We need to put much better data tools into the hands of our teachers," he says.

At TC, Rogers worked with former New York State Commissioner of Education Tom Sobol and connected with current Regents Chancellor Merryll Tisch (Ed.D. '05) and current Commissioner John King (Ed.D. '08). He also met his future wife, New Jersey independent-school Teacher of the Year Lisa Mulhall (M.A. '99, Ed.D. '05).

In Syosset, known nationally for its academic success and arts emphasis, Rogers has more problem-solving resources at his disposal.

"Syosset is a wonderful opportunity to ask 'How would one of the highest-performing districts simultaneously approach the challenges of higher standards, new technologies and constrained resources?'"

Whatever the answers, Rogers will likely keep influencing state policy. Politics can be unpredictable, but as he himself might once have said, the chemistry seems right. — **JOE LEVINE**



**GETTING THE 20,000-FOOT VIEW** Rogers in a flight simulator at the Joseph M. Barry Career & Technical Education Center.

months in Shanghai and six months in New York City. She is counseling talented Chinese students who want to attend college abroad, primarily at institutions in the United States.

**HIGHER & POSTSECONDARY EDUCATION**

**Christine Farrugia** (M.E. '09, M.A. '07) has received the prestigious Harold Josephson Award for Professional Promise in Interna-

tional Education from the Association of International Education Administrators for her doctoral research on cross-border higher education in the United Arab Emirates (UAE). Farrugia is a doctoral

dissertation candidate at the State University of New York (SUNY) at Albany and serves as the manager of the Open Doors project at the Institute of International Education.

## 2016 Alumni Awards

*Help us celebrate the distinguished service and accomplishments of our alumni community!*

Celebrate the service and accomplishments of Teachers College alumni by nominating a graduate for a **Distinguished Alumni Award**. Nominees must have distinguished themselves in their fields; earned the respect of their colleagues and the general community; and made regional, national or international impact. **The Early Career Award** honors an alumna/us who graduated 10 years ago or less, earned distinction in her/his field and demonstrates outstanding potential.

Final selection of Distinguished Alumni Award and Early Career Award recipients is made by the President of Teachers College upon the recommendation of the Alumni Council's Awards & Recognition Committee and will be announced in December 2015. Recipients will be honored at Academic Festival in April 2016.

**Nomination form:** Select the award for which you would like your Nominee to be considered:

- THE DISTINGUISHED ALUMNI AWARD       THE EARLY CAREER AWARD

NOMINEE'S NAME:

NOMINEE'S TC DEGREE(S) INCLUDING YEAR(S) AWARDED AND PROGRAM(S), IF KNOWN:

NOMINEE'S PHONE NUMBER:

NOMINEE'S EMAIL ADDRESS:

NOMINEE'S POSTAL ADDRESS:

YOUR NAME:

YOUR RELATIONSHIP TO NOMINEE:

YOUR PHONE NUMBER:

YOUR EMAIL ADDRESS:

YOUR POSTAL ADDRESS:

Please respond to the following questions as completely and concisely as possible (attach answers to this nomination form):

1. What are your nominee's exceptional professional achievements and contributions or service to her/his field?
2. What impact has your nominee had on local, regional, national and/or international communities?
3. What other attributes has your nominee demonstrated that qualify her/him to be honored with a Distinguished Alumni Award?
4. Is there anything else about your nominee that you would like the committee to consider?

**Deadline: September 14, 2015**

Email (or mail) complete nomination form, answers to questions and nominee's current resume or curriculum vitae (if available) to:

**Office of Alumni Relations  
525 West 120th St., Box 306  
New York, NY 10027**

**Email: [tcalumni@tc.edu](mailto:tcalumni@tc.edu)  
For more information, call the Teachers College Office of Alumni Relations or visit: [www.tc.edu/alumni/DAANominationForm](http://www.tc.edu/alumni/DAANominationForm).**

# Future Leaders

[ THE LAST WORD: TC STUDENT VOICES ]

## TALKING INCLUSION? INCLUDE OUR STUDENTS



IT SEEMS THAT EVERYONE, FROM pundits to politicians to researchers of all academic disciplines, has something to say about inclusive education, an approach that seeks to serve students of all abilities and backgrounds in the same classroom. Yet one important demographic has been left out of the discussion: students themselves.

As education advocates, we must remember that everything we are trying to do is for students' benefit. In conversations about equity, no one is more qualified than they to discuss ways to create powerful learning, improve student engagement and critique school policy — and no one has more at stake.

As a TC doctoral student and Research Fellow at the Institute for Urban and Minority Education (IUME), I direct a program called Youth Historians in Harlem (YHH), through which an eclectic group of local high school students with a wide range of abilities learn to “do” history by researching the history of their own Harlem community. Now in its third year, the program has been a great success, with students presenting their research at TC in front of graduate students, faculty, teachers and family members.

I believe the primary reason that my students have been so receptive to YHH is the role they have in driving

it. I am constantly in honest dialogue with them about what motivates them to read and write, and I shape both the curriculum and the way I teach it around their suggestions. My students constantly ask for more autonomy in learning the material and express their desire to promote change through their work. Of course, working with a group of students whose literacy skills vary substantially requires careful planning. I am able to accommodate their different needs by creating an affirming culture in which they feel comfortable both asking for help and working inde-

### A POWERFUL SPACE

“My students constantly ask for more autonomy in learning the material and express their desire to promote change through their work.”

**Barry Goldenberg**

pendently at their preferred pace. Each week, we collectively build a powerful space by making certain that each student's voice is heard.

The take-home lesson, for me, is that just as we want schools to be better, our students do, too. After all, it is their lives that are most affected by every adjustment

in policy or tweak in the curriculum. That fact alone makes students the ultimate experts on what makes an inclusive classroom successful. So as we talk about inclusive education, let's make sure to be inclusive ourselves and save students a proper seat at the discussion table. —**BARRY GOLDBERG**



**Barry Goldenberg (M.A. '13)** is a Teachers College doctoral candidate in History and Education



## LIVE POETS SOCIETY

Like his TC mentor, **Edmund Adjapong** is using hip hop to engage teens in science

As a Bronx sixth grader, Edmund Adjapong (M.A. '14) tended caterpillars, devised an experiment for the science fair and displayed his data. Then the teacher nixed the presentation for lacking a control. "At that moment," Adjapong recalls, "I lost my love of science."

Luckily at Marie Curie High School for Medicine, Nursing and Health Professions, Adjapong's conceptual physics teacher, Christopher Emdin (now a TC faculty member), "looked and talked like me and enjoyed hip hop as much as I did. Every student felt a familiar connection to the science content and leaned into the instruction."

Adjapong studied biochemistry and decided to teach. "I wanted urban students to fall in love with science the same way I did." TC, with an urban science education program led by Emdin, "was everything I wanted," he says, "but it would have been a financial struggle."

But as the College launched its \$300 million campaign, former New York City teacher Tim Greeman created the Peter Greeman Scholarships, in memory of his father, to support qualified students who commit to teach in low-income, high-need schools for at least two years. Edmund Adjapong became TC's first Peter Greeman Scholar.

Adjapong received his master's degree last May and now teaches sixth grade science at Pelham Gardens Middle School in the Bronx, where he, too, uses rap and hip hop. For his second TC master's, he's researching Science Genius, a high school science rap competition created by Emdin and hip-hop icon GZA.

"Faces light up, and students are laughing — all while engaging the content," he says. "That's beautiful, man." — **PETER NICHOLS**

THE **FUTURE** of Our Fields

Spotlighting students who will extend TC's legacy



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# Staffing Up

Highly accomplished scholars and postdoctoral research fellows have joined TC's world-class faculty over the past year in fields ranging from early childhood education and learning sciences to neuroscience and speech pathology.

Meet them all at [tc.edu/NewFaculty](http://tc.edu/NewFaculty)



Kim Noble  
BIOBEHAVIORAL SCIENCES



Ryan Baker  
COGNITIVE STUDIES



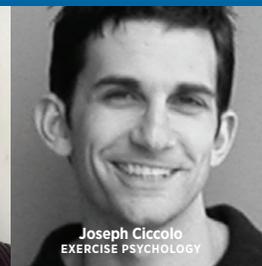
Haeny Yoon  
EARLY CHILDHOOD EDUCATION



Carey Cooper  
HUMAN DEVELOPMENT



Altovise Gipson-Colon  
MINORITY POSTDOCTORAL FELLOW



Joseph Ciccolo  
EXERCISE PSYCHOLOGY



Ye Wang  
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Patricia Martinez-Alvarez  
BILINGUAL/BICULTURAL EDUCATION



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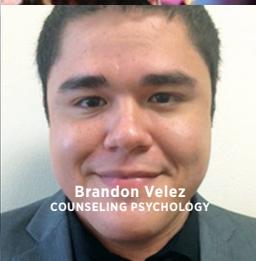
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Detra Price-Dennis  
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COUNSELING PSYCHOLOGY



Luciana de Oliveira  
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