

TC

# Today

Spring 2008

The Magazine of Teachers College, Columbia University

## *In This Issue*

Early Childhood's  
Dynamic Duo

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Aging Artists  
in New York

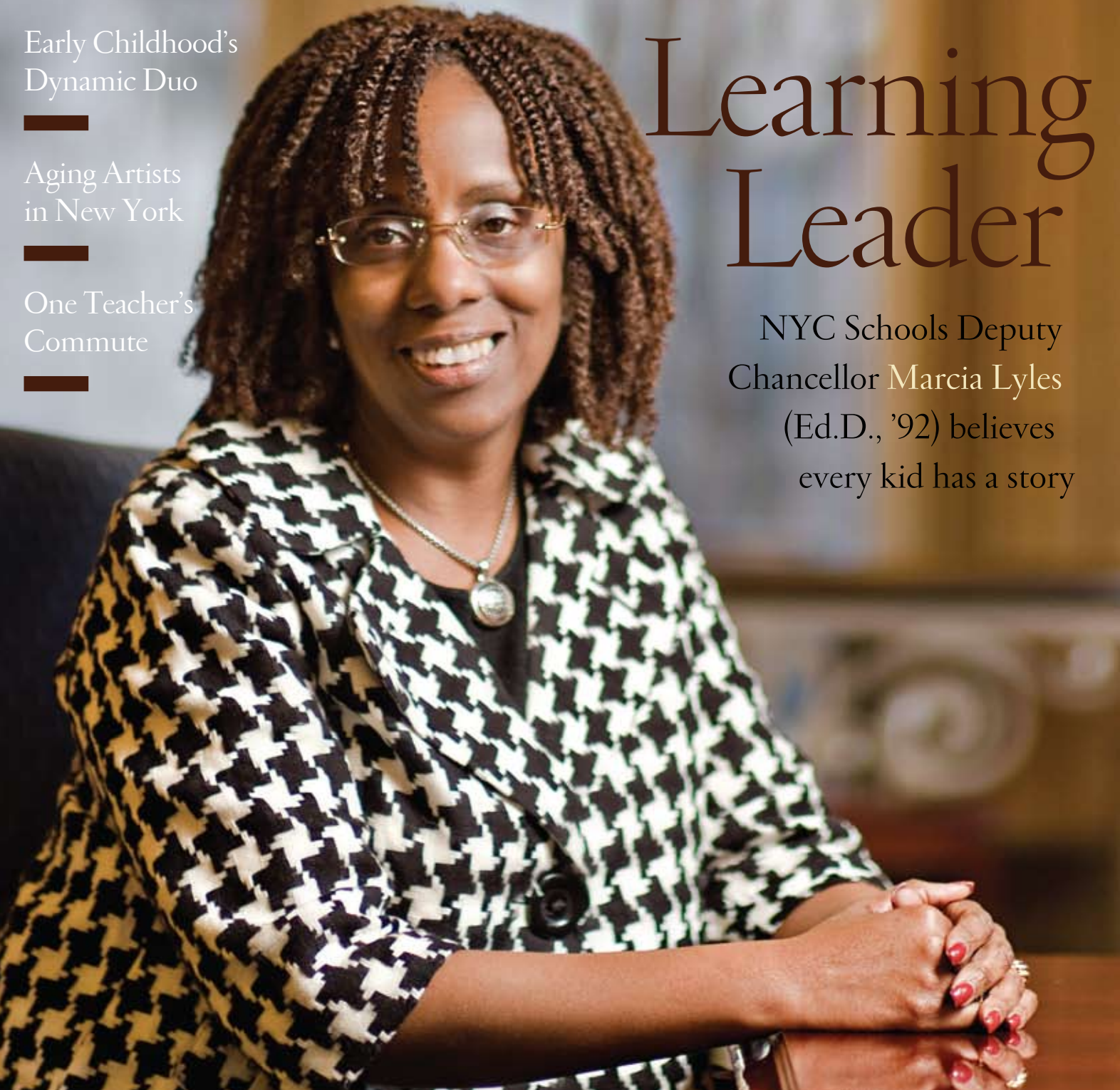
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One Teacher's  
Commute

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# Learning Leader

NYC Schools Deputy  
Chancellor Marcia Lyles  
(Ed.D., '92) believes  
every kid has a story



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# From our readers

*Opinions, advice and food for thought*

## THE ELDER STATESMAN...

To the editor,

Your story on Tom Sobol [*TC Today*, Fall 2007] captured the essence of a truly great man. Being listed among the “bad guys” on the CFE school funding case galvanized Tom to think through his position and that of the Department of Education, led to his orienting the Department to cooperate with us on document discovery and other technical legal issues, and resulted in his later becoming an active consultant and witness for the CFE litigation. Schoolchildren throughout the state owe a debt of gratitude to him for the billions of dollars in additional funding they now are receiving as a result.

Michael A. Rebell  
 Executive Director  
 The Campaign for Educational Equity

## ...AND THE STATE OF THE ELDERLY

Malcolm C. Spensely, M.A. '66, applauds TC's ranking as the top U.S. graduate school of education, but warns that permanence of any kind is an illusion:

“Nothing can prepare one for one's latter days,” writes Spensely, 88. “Sooner or later you'll ask: Where is everybody? Well, probably half of your acquaintances have transitioned to heaven or hell.

“One gets tired of dermatologists, urologists, podiatrists...why do they want blood samples so often?

“Jerry, Barry, Harry, Larry, Gerry... Why doesn't your old brain come up with the name you seek?”

Mr. Spensely concludes: “I'd advise a young woman looking for a mate to find an archaeologist, because the older she gets, the more interested he becomes.”



### On The Cover

TC Alumna Marcia Lyles, profiled on page 11, is Deputy Chancellor of the New York City Public School System.

Photograph by Ryan Brenizer

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VICE PRESIDENT OF  
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**Suzanne M. Murphy**

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## Practice, Theory and Breadth of Focus

When we think of TC graduates going forth to help educate the world, we imagine them doing so at all levels—from the newest classroom teacher to the most seasoned school system leader.

During the course of her 30-plus-year career in the New York City public school system, Marcia Lyles, the subject of our cover story in this issue of *TC Today*, has been both of those things and nearly everything in between. Dr. Lyles is a true champion of public education: a dedicated public servant who passionately believes in the potential of all children and who draws on a formidable array of experiences and skills (some of them learned here at TC!) to help them realize it in every way. As Deputy Chancellor, she has helped consolidate the performance gains New York City's students have made in recent years while also working to ensure that the system never loses sight of the individual child. Brava, Dr. Lyles.

As practitioners like Dr. Lyles work on the front lines, researchers and policymakers are increasingly focusing on early childhood education as the leading strategy to close the nation's school achievement gap. No one has contributed more to this promising field than TC's own Jeanne Brooks-Gunn and Sharon Lynn Kagan, co-directors

of the National Center for Children and Families, who are also featured in this issue. Between them, they have conducted a wealth of groundbreaking studies on the capabilities of young children and what they should know; how poverty influences student achievement; how early learning can counter the effects of poverty, and much,



Finally, the story in this issue on faculty member Joan Jeffri and her study of aging artists in New York City

demonstrates, once again, the extraordinary breadth of focus at Teachers College—and the importance of that focus for education writ large. Artists are a precious if unquantifiable resource for any society—and as Joan reveals, beyond their artistic work, they have much to teach us about living and working in old age. As the baby boomer

This issue demonstrates once again the extraordinary breadth of focus at Teachers College—and the importance of that focus for education writ large.

generation heads towards its golden years, those lessons may turn out to be very quantifiable indeed.

much more. They've also given hundreds of their own students the chance to share in this work. One day, when the story is told of how American education was revitalized at the beginning of the 21st century, Brooke and Lynn, as they are known, will figure prominently in the tale.

generation heads towards its golden years, those lessons may turn out to be very quantifiable indeed.

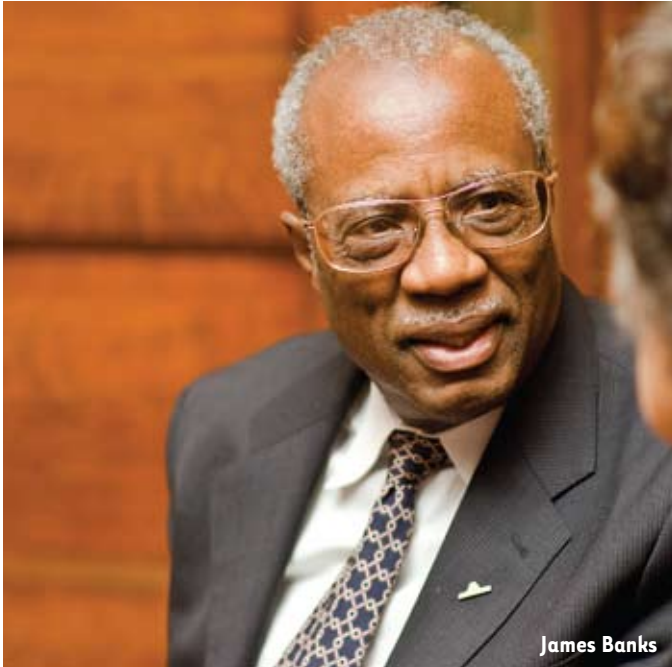
Sincerely,

*Susan Fuhrman*  
Susan Fuhrman

# TC

Keeping up with people, events and other news from Teachers College

# Campus



James Banks

## Educating Citizens for a Global Era

How to inculcate new citizens with shared national values, without marginalizing minority cultures? The answer, according to James Banks, is at least in part to focus on values of tolerance and inclusion.

At TC's annual Tisch Lecture this past fall, Banks—the Kerry and Linda Killinger Professor of Diversity Studies and Director of the Center for Multicultural Education at the University of Washington—

argued against what he called the prevailing “liberal assimilationist” model of citizenship education, which he said requires people to give up their cultural identities in order to fully participate in civil society. Under a multicultural model, he said, minority groups and their cultures would be viewed as enriching instead of threatening to the mainstream.

What form would such citizenship take? Banks would require students to do more than simply memorize facts about their form of government. The new system would instead demand that both teachers and

A citizenship model that imparts the knowledge, skills and values to challenge inequality throughout the world.

students learn to recognize and fight racism. New teaching materials would preserve diverse ethnic and cultural perspectives and ensure that students from diverse backgrounds enjoy equal status in the classroom.

The result would be citizens, both new and longstanding, who are equipped with the knowledge, skills and values to challenge inequality throughout the world and create just and democratic multicultural societies.

Banks is considered one of the founders of the multicultural education fields. His books—including *Diversity and Citizenship Education: Global Perspectives*, which examines the tension between a unified political culture and a racially and ethnically diverse society in 12 nations—have a powerful influence in public schools, colleges and universities worldwide. Banks is the editor of the Multicultural Education Series at

## MURPHY HEADS ADVANCEMENT



In February, Suzanne M. Murphy took up her duties as TC's new Vice President for Development and External Affairs. An alumna who returns to TC after successful stints leading development at Sarah Lawrence College and Marymount College of Manhattan, Murphy calls her new position a “dream

job. • “Fundraising for me has to be an organic process—I have to believe in and care deeply about an institution's goals to be able to raise funds to support them,” she says. “Since I was a college student, I've been reading about Teachers College, its mission, its vision and its broader involvement at the center of the national dialogue on providing education and educational access.”

# News



Teachers College Press and is also editing *The Routledge International Companion to Multicultural Education* (Routledge, 2009).  
View video of Banks' lecture at [www.tc.edu/tctoday/banks](http://www.tc.edu/tctoday/banks).

## New Hope in Serving the Community

Since 1983, TC's Center for Educational and Professional Services has provided low-cost psychotherapeutic services to the neighboring community.

That work continues—but with a new look and under a new name. In September, the facility, located in Thorndike Hall, was rededicated as the Dean-Hope Center. It now boasts new technological capacity, including

**IN SERVICE TO THE COMMUNITY** Donor Stuart Miller, CEO of Lennar Corporation, speaks at the Dean-Hope Center opening, flanked by Center staff.

wireless capability for computers and state-of-the-art audiovisual equipment, allowing for better and more frequent taping of client sessions.

The upgrade to the Center was made possible by a gift from Stuart Miller, President and CEO of Lennar Corporation, a Miami-based firm that is one of the nation's top home-building companies. Miller became aware of the Center's work through a friend, Tanya Peters, who is completing a doctorate at TC in Clinical Psychology.

The improvements will allow for an expansion of the Center's capacity and services,



which currently range from domestic partnership psychotherapy to child play therapy to learning disability assessment. Some 200 TC students help provide these services each semester under the tutelage of TC faculty.

"Many of our clients consider the Dean-Hope Center their second home," said Dean-Hope Director Dinelia Rosa at the dedication ceremony. "And what a great home it will now be."

## A Year in the Blackboard Jungle

Like many of his fellow first-year students at TC, Dan Brown has some previous teaching experience under his belt, in his case with a group of difficult fourth graders at P.S. 85 in the Bronx. But unlike them, Brown, who is enrolled in TC's

Teaching of English program, has written a bestselling book about it, *The Great Expectations School: A Rookie Year in the Blackboard Jungle*.



As he movingly describes in the book—which earned him, among other things, the chance to speak on NPR with his hero, Jonathan Kozol—Brown was left so drained and disillusioned by that year that he took the next one off. The low point came when the parents of his favorite student, a girl named Sonandia, asked to have her transferred to another teacher because Brown



Positive emotion and its expression are signs of resilience—but with some important caveats.

had lost control of his class. The high point came almost immediately afterward, when Sonandia refused to go, sobbing, “I don’t want to leave Mr. Brown.”

“She was my beacon, even in the most brutal moments,” said Brown, who now teaches at the Isaac Newton Middle School in East Harlem, when he gave readings in Milbank Chapel and the Gottesman Libraries this past fall. “If she was learning, it was all worth it.”

## Grin and Bear It? Not Always

Two studies by George Bonanno, TC Associate Professor of Psychology and Education, confirm that positive emotion and its expression are both signs of resilience and successful coping with adverse life events. But the studies—one involving observations over time of Columbia University freshmen

who arrived in New York on the eve of 9/11 and the other involving interviews with survivors of childhood sexual abuse—also reveal some important caveats. First, the emotion must be genuine.

“Genuine smiling involves the muscles around the eyes and can be reliably distinguished from polite or purposeful smiling,” Bonanno explains.

And laughing in the face of adversity—specifically while discussing childhood sexual abuse—was actually a predictor of less successful social adjustment, despite a strong link between the subjects of that study, whose facial expressions were positive, and general emotional health and social adjustment.

“Sexual abuse makes people profoundly uncomfortable, even in the most enlightened society,” Bonanno says. “It is confusing when someone tells you that they have been abused, and they are laughing and smiling.” As a result, he says, these subjects may have difficulty regulating them-

selves in social situations, which could contribute to the problems they report about adjusting over the long term.

Bonanno conducted the study on smiling with Anthony Papa, a TC graduate now at the National Center for Post-

Traumatic Stress Disorder, and the study of survivors of sexual abuse with Deniz Colak, a former TC student who is now in private practice. Both studies appeared in the American Psychological Association’s journal *Emotion*.

## A FIELD TRIP FROM JORDAN



Eleven Jordanian teachers spent six weeks at Columbia and TC this past summer, honing their English teaching skills and—via sightseeing tours, barbecue dinners and just plain walking around—comparing their expectations of Americans and U.S. culture with the real thing. The students, whose visit was the result of a burgeoning educational partnership between TC, Columbia and the Jordanian government, came away favorably impressed on both counts. ● “We’re getting information and learning how to apply it,” said one. “We’ve become more confident, and we can speak together fluently and we can speak to you.” ● And another, when asked what she would tell people about Americans when she returned home, said, “I think you can’t know a person until you meet him. I found things here very different from the ideas we get in the movies.” ● To view interviews with two of the visiting Jordanian teachers, visit [www.tc.edu/tctoday/jordan](http://www.tc.edu/tctoday/jordan).



## Teaching—and Debating—the Lessons of Katrina



Eddie Glaude, Jr., Gloria Ladson-Billings, Cynthia Hedge-Morrell



Margaret Crocco



Bob Herbert



Lee C. Bollinger

In September, TC marked the launch of a 100-page teaching tool developed by its faculty, students, staff and alumni to be deployed in conjunction with director Spike Lee's four-hour HBO documentary, *"When the Levees Broke: A Requiem in Four Acts."*

• The curriculum—"Teaching *The Levees: A Curriculum for Democratic Dialogue and Civic Engagement*"—was developed with the support of the Rockefeller Foundation in conjunction with HBO. It was published by TC Press and has been distributed free of charge to 30,000 teachers nationwide, together with DVDs of the film. • The launch event, held in TC's Cowin Conference Center, was attended by more than 600 people and included remarks by TC President Susan Fuhrman, New York City Public Schools Deputy Chancellor (and TC alumna) Marcia Lyles and TC faculty member Margaret Crocco, who led development of the curriculum. But the heart of the proceedings was a spirited debate by a panel made up of New Orleans City Councilwoman Cynthia Hedge-Morrell, the University of Wisconsin's Gloria Ladson-Billings, Princeton University's Eddie Glaude, Jr., and Columbia University President Lee Bollinger. Their discussion was moderated by *New York Times* columnist Bob Herbert, who started things off by asking, "Have we learned anything from the Katrina experience? And are you optimistic or pessimistic as a result?" • Hedge-Morrell, whose district includes New Orleans' heavily damaged Ninth Ward, said one painful lesson for her has been how "the media instantly made the victims the problem." On the bright side, she said, "I continue to see that the American people are unbelievable. We've had such an influx of citizens—people taking off from their jobs, people on break from college, people spending a year of their life—to help rebuild." • Ladson-Billings'

answer to Herbert's question was "The jury is out. • "I tell my students to see me as neither optimistic nor pessimistic, but as pissimistic, because I'm so pissed off," she said, drawing a laugh. "We live in a country where some people matter more than others, even in death." • Glaude said Katrina has given fodder to people with diametrically opposed views of government: those who believe that the failure of the national, state and local governments to deliver services in the wake of Katrina shows that bureaucracy should be decreased and those who believe that governments at all levels have been gradually weakening for many years as a result of the systematic dismantling of the New Deal. • "For me, I keep going back to my man James Baldwin, because throughout all of this we keep encountering American innocence," Glaude says. "People say, 'I didn't know there were all these poor people in this country.' Well—really?" • Bollinger said that the Katrina experience has confirmed for him that "we've lost a sense of national purpose, a mission or will to deal with issues of race, class and inner-city deprivation." And Ladson-Billings echoed that disappointment as the discussion wound down. • "I'm old enough to remember a time when the word 'public' was not pejorative," she said. "I got my public polio vaccine. People in my family moved into public housing that was safe, reliable and affordable, to get away from unscrupulous private landlords. And if you wanted to move forward in society, you went to public schools. Now we all want to live in private, gated communities. Consumerism prevents us from seeing ourselves as public citizens. You might remember that after 9/11, our head of state urged us to go out and shop. Well, I say, 'Don't reduce me to a consumer. What can I do to really help people?'" ❧





Ted Shaw and James Ryan



Michael Rebell



Anurima Bhargava

## EQUITY SYMPOSIUM III

### Equity’s Day in Court

“The decision last June by the U.S. Supreme Court to invalidate racial balancing plans in [the Seattle and Louisville, Kentucky] school districts was the clearest signal yet that the nation has entered a new post-desegregation era in which the vision espoused in *Brown v. Board of Education*—that of a federal judiciary with an abiding commitment to integrated schools—is no longer the operative condition,” TC President Susan Fuhrman said this past fall at the opening of the College’s third annual Symposium on Educational Equity. “This shift will alter the national education landscape—and indeed has altered it already—for decades to come.” ● But just how profound that change will be, and what it really entails for closing the achievement gap that separates poor, typically black and Latino students from their wealthier white counterparts, was open for debate. ● Ted Shaw, President and Director-Counsel of the NAACP Legal Defense and Educational Fund (LDF), said that in “the constant struggle over the place of race in this country...diversity has become the only rationale that the Supreme Court respected.” Shaw was referring to Justice Anthony Kennedy’s opinion that while schools do have a “compelling interest” in maintain-

ing classroom diversity, districts may not ensure diversity by basing classroom assignments on the race of individual students. Shaw said many other programs also are now at risk “because of this Orwellian consciousness that says race consciousness is racism. The legal discourse is dishonest and the social and political discourse is dishonest.” ● Others felt the Court’s ruling, however flawed, presents an opportunity for continued pursuit of equal educational opportunity. “There are five different opinions in the case and that is a place of potential movement,” said John Powell, Executive Director of the Kirwan Institute for Race and Ethnicity at Ohio State University. “We do a disservice if we read this case narrowly and think this case is over.” ● Indeed, Anurima Bhargava, Director of LDF’s education practice, said that under Kennedy’s opinion, the vast majority of programs used in Kentucky to assure racial integration remain 100 percent permissible. But, she said, districts will have to be creative to achieve racial balance within the parameters of Kennedy’s opinion. ● “It’s not just about race anymore,” she said. Classroom diversity must now be defined to include a balance of low- and high-performing students, rich

and poor students, and other demographics. ● Rhoda Schneider, General Counsel and Associate Commissioner of the Massachusetts Department of Education, said districts should not panic but instead review integration programs to make sure they’re defensible. ● “The most powerful court in the land has some tough competition—the practitioners who are working their magic to do whatever it takes to safeguard integration in the face of an unsympathetic federal judiciary,” she said. ● To Michael Rebell, Executive Director of TC’s Campaign for Educational Equity, it’s the magic of another approach—educational adequacy litigation—that offers the current best hope for disadvantaged students. Plaintiffs in adequacy suits, which seek increased funding for poorer districts, have prevailed in 21 of 27 states since 1989. ● “The experience of the last 30 years has proved the pessimists wrong,” Rebell said, referring to those who doubted that state courts could compensate for the federal judiciary’s steady retreat from an active pro-integration stance. “I’m here to say that the experience of the educational adequacy cases proves there is life after bad Supreme Court decisions.” ❧



Frank Alvarez and Rhoda Schneider



Lani Guinier



John Powell

## Talking Past One Another

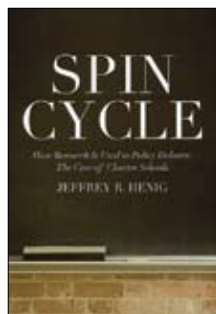
*When researchers become pawns in ideological battles*

In 2004, when the *New York Times* spotlighted research showing that students at conventional public schools were outperforming their charter school counterparts, it triggered a firestorm of claims and counter-claims by education scholars. To Jeffrey R. Henig, TC Professor of Political Science and Education, this exchange exemplified a disturbing trend: the failure of supposedly objective research to transcend ideology and settle important policy questions of the day.

"Despite high hopes about its potential to promote collective learning and a more informed democracy, research often seems to appear on the public stage in a swirl of political sloganeering that defies reason, fogs understanding and runs the risk of reducing scientific evidence to the status of Madison Avenue advertising claims," writes Henig in *Spin Cycle: How Research Gets Used in Policy Debates—the Case of Charter Schools*.

In private, Henig notes, researchers in each camp have conceded that charter schools are a mixed bag. So why hasn't there been more consensus in their public dialogue? Henig at least partly blames "the echo chamber of [our] overly partisan and ideologically polarized society"; conservatives' framing the charter school debate "in terms of market versus government"; the tendency of funding organizations to avoid studies that could support unwelcome conclusions; and ideologically driven space-allocation decisions by the media.

Ultimately, though, the Internet may be the biggest culprit. "Even preliminary findings often get tremendously broad dissemination within incredibly short periods," Henig writes, with peer review an obvious casualty. "Arguably, [researchers] would be better off bearing politicians' irritation with our tentativeness and disdain for our deliberateness than losing touch with the norms and procedures that over the long run set research apart and give it what authority it deserves." ❧



**SPIN CYCLE: HOW RESEARCH IS USED IN POLICY DEBATES: THE CASE OF CHARTER SCHOOLS**  
 Jeffrey R. Henig  
 (Russell Sage Foundation, 2008)

## Peeling Back the Layers in Schools within Schools

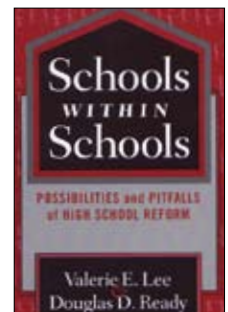
*Is a growing movement creating gains for students?*

The "schools within schools" (SWS) movement, which is sweeping New York City and other major urban public school systems, is a grassroots phenomena. Premised on the idea that adolescents learn best in small, thematically organized schools, the movement arose because parents and school officials lacked the tax base and political power to tear down existing large facilities and build new ones.

But does the SWS model make for more engaged students? Happier teachers? Higher test scores? Those are the questions asked by Douglas D. Ready, TC Assistant Professor of Education, and Valerie E. Lee of the University of Michigan in their new book, *Schools Within Schools: Possibilities and Pitfalls of High School Reforms*. Ready and Lee spent the past 10 years tracking students and faculty at five different schools that have integrated the SWS approach in varying ways.

Some of their answers are heartening: throughout the book, students and teachers alike say that SWS environments give rise to increased bonds of trust and mutual understanding and more positive social relations.

But on other measures, the record is less clear. The SWS model has not yet shown broad, across-the-board improvement in academic performance and test scores. Some people see the practice of dividing students into academically themed "sub-units" as ability tracking by another name—though Ready and Lee find that actual academic differences between the various sub-units are few. And, of course, no structural model is better than the people who implement it at a given school. Bottom line: as is the case with so many stories of school reform, *Schools Within Schools* offers a lot of good news but no silver bullet. Ultimately, the SWS schools "create the conditions under which innovation and change can flourish," the authors write. "But such advances do not rise automatically." The devil, as always, is in the details. ❧



**SCHOOLS WITHIN SCHOOLS: POSSIBILITIES AND PITFALLS OF HIGH SCHOOL REFORM**  
 Valerie E. Lee &  
 Douglas D. Ready  
 (TC Press, 2007)



# Speaking *with an* Educator's Voice



As Deputy Chancellor in the brave new market-driven world of the New York City public school system, Marcia Lyles draws on lessons she learned in sixth grade

*by Joe Levine*



“To give you an idea of the impact you can make, I want to tell you a story.”

It's the first week of September, and Marcia Lyles, Deputy Chancellor of the New York City public school system, is talking to a small group of new Teachers College students at the College's Harlem offices in the former Hotel Theresa on 125th Street and Adam Clayton Powell Boulevard.

Lyles, a TC alumna who grew up in the neighborhood and went to P.S. 57 (“I can remember standing on this corner when Castro was at the Theresa and when Malcolm X used to speak outside”), has a gentle, somewhat cerebral manner and—except when she smiles, bringing her entire face suddenly and joyously alive—can seem bookish behind her glasses and elegantly twisted hair. But she quickly draws in her audience.

“I suspect most of you were good students. How many of you had someone who thought you were special?”

Nearly everyone raises a hand.

“Well, I had Carrie Simpson in sixth grade. We each thought we were her favorite, and she still guides my thinking as an educator, even as an administrator, because she managed to know the story that each of us needed to be known.”

Lyles' own story is that she was 10 when her mother died. She lived with relatives, bouncing around the five boroughs; there was food on the table, but they were poor enough that “moving into the projects seemed like a step up.” Lyles, who attended college at 16, would make good on her decision in second grade to become a teacher, but the way was not simple: like her own mother, she also married and had children while still a teenager. Through it all, Carrie Simpson and sixth grade would be the touchstone that brought her back onto the path.

“I wrote my first short story for her—‘Janie and the Mysterious Island.’ She made me feel I should take it to a publisher.” (As an English teacher herself, Lyles would later emphasize student journals “because when you're fourteen, you think no one's had the life you've had.”) “But she also said, ‘Marcia, you write very well, but you don't speak as well, and people will judge you for that before they see what you write.’

“She also decided we needed to speak Spanish. It wasn't part of the curriculum, she just did it.

“She decided we would take tests for Hunter College High School. Only one girl made it, but we were this East Harlem school, and no one had ever gone there before. I'm not sure anyone had ever even taken the test before. We gave up our lunches for a month to prepare, and so did she.



“She said, ‘You're all going to college.’ And the college I went to” [SUNY Fredonia—Lyles later switched to Hunter College, where she graduated cum laude with a degree in English] “was the one I got the brochure for in Carrie's class.”

There are other impressive alumna from that same sixth grade class, Lyles tells the students: Janette Domingo, now Dean of Graduate Studies at John Jay College; Alexis De Veaux, Chair of Global Gender Studies at SUNY Buffalo and former poetry editor of *Essence* magazine; and Linda Paire-Washington, a biomedical researcher who now heads the federal government's Argonne National Laboratory in Illinois. All of them living proof that a teacher like Carrie Simpson has “awesome power and awesome responsibility.

“Your job will take much more than just building literacy and numeracy,” Lyles says. “Every kid needs an advocate whose task is to help that child succeed. Every child has to be loved. Every child has a story that has to be known—we have to pull it out of them. There's no greater charge.”

### AN UNORTHODOX PAIRING

Last June, when Chancellor Joel Klein announced at a Department of Education meeting that he was naming Marcia Lyles his second in command, the room erupted in cheers. At 58, Lyles has worked at every level in the City's public schools, from English teacher to award-winning superintendent and—briefly, before her sudden elevation to the Deputy's job—CEO of one of the system's new all-purpose School Support Organizations (SSOs). She is widely liked and respected for what all agree is a genuine commitment to making public education work for all kids.





**BACK TO SCHOOL** Lyles talks with TC students in Harlem; NYC Schools Commissioner Joel Klein; Lyles speaks at the launch of TC's "Teaching The Levees" curriculum.

Yet for some observers, Klein's choice of Lyles—whom he called "an extraordinary leader and educator"—was an eyebrow-raiser. The Chancellor is an education outsider who has

pushed many veteran "educrats" out of the system in favor of advisors drawn from the ranks of law and finance. And where Lyles talks of educating "the whole child," Klein is known for instituting a uniform reading and math curriculum, increasing the frequency of standardized testing and making student promotion dependent on test scores.

And yet, the two may be more alike than different.

"Marcia has enormous capacity for intense, hard work, and she doesn't tolerate fools lightly," says Ira Weston, Principal of Paul Robeson High School for Business and Technology in Brooklyn, who served for six years during the 1990s as Lyles' assistant principal when she ran that institution. "She once said to me, when I complained about someone being unfriendly, 'I don't mind if people aren't warm and fuzzy as long as I know that they're working for the kids.' And she's a stickler for standards and rigor—she takes no prisoners in that area."

But as Lyles herself tells it, her connection with Klein goes deeper than rigor.

"I didn't know Joel Klein well before I took this job," Lyles said one afternoon during an interview at Tweed, the former New York City courthouse that became home to the Department of Education in 2002. "But one of the things the Chancellor and I have both said is that the quest for equity drives us. And that is what I respect about him more than anything. I mean, he's got a wonderful vision, and he's inspi-

“Every kid needs an advocate whose task is to help that child succeed. Every child has to be loved. Every child has a story that has to be known.”

rational and he moves people. I know and firmly believe that he wants equity for every child—well, sometimes we disagree about how it's going to be achieved, but I do know what his intention is.”

As one of the few career educators on Klein's leadership team, Lyles says she feels "this moral imperative that I keep an educator's voice in the mix." For example, she's had a strong hand in recent changes to the City's Gifted and Talented (G&T) programs, which have long been criticized by some as a sheltering ground for middle-class white children. Under the old system, there was no cut score on the tests children were given to qualify for G&T; typically, schools admitted enough kids to fill all the spaces in their programs. In wealthier neighborhoods, like Manhattan's Upper West Side, that meant demand outstripped supply, while in poorer neighborhoods, G&T programs either went unfilled or never were created in the first place.

Under the new rules, approved in December, there is now a qualifying cut score that will be strictly enforced; all kindergartners will eventually be administered the Bracken Skills Readiness Analysis, one of the instruments also used to test for G&T; and Lyles and her team are traveling the length and breadth of the City to spread the word that G&T programs exist.

"Because, I'm sorry, but I just don't believe that there aren't G&T children in every community and every area," Lyles says. "A lot of it is access to information, because there are certain places where the parents are knocking on the door—'Where's the test?'—and other places where they don't even know this kind of program is available. So you have to prime the pump."

## HEART AND MIND

As her story about Carrie Simpson suggests, Lyles' methods as an educator are an intense blend of theory and experience. In her 1992 Teachers College dissertation, titled "We Have Always Lived in the Castle: How the Politics and Culture of a School Affect Restructuring," Lyles wrote about small learning communities in public schools and how they could function as a tool both to personalize learning and help bring together teachers and students from different ethnic and socioeconomic backgrounds. She knew whereof she spoke: a few years earlier, as the assistant principal of Erasmus High



School in Brooklyn, she had grouped ninth graders and their teachers into themed academic “houses”—partly to boost achievement (the school had a dropout problem), but partly to defuse tensions between longtime faculty members and a new influx of Caribbean students at the school.

“We had teachers who had been there 15 or 20 years, some of whom had even graduated from Erasmus, and there was a big disconnect between them and the students in front of them. Some of them were saying, ‘Well, if we only had good students.’ I said, ‘You have to value them for who they are.’”

Houses also figured prominently in Lyles’ principalship of Paul Robeson. Located in Brooklyn’s Bedford–Stuyvesant district, across from one of the most dangerous housing projects in the City, Robeson was created in 1986 around a vision of individualized learning and collaboration with the community. However, by 1990, when Lyles arrived, the number of students had nearly quadrupled, the building was in serious need of renovation and a much ballyhooed corporate partnership with Salomon Brothers was not going well.

Lyles led faculty on field trips to Philadelphia to see how prototypical “learning schools” there made use of time and space. She instituted a new program in which eighth grade students took four subjects for eight weeks, meeting for double periods every day with the same teachers, and then flipped over to another set of classes under the same arrangement. The program won the Redbook Award for best instructional practice. And she served notice to the school’s corporate partner that things needed to change.

“One day we were meeting with them, and their people were saying, ‘So these are the goals,’” Weston recalls. “And Marcia said, ‘Whoah, hold on a minute, are you assuming that *we* don’t have goals?’ Not long after that, they made a promotional video for us to recruit kids from middle schools, which was nice, but at one point in it they quoted one of our students saying, ‘We’re so glad Salomon Brothers adopted us.’ And Marcia said, ‘No. Cut.’ Her point was, this is a partnership, and we’re giving our resources and our kids, so no, we’re not just lucky, it’s a two-way street. And I love that she did that.”

### PRODDING THE TROOPS

In January, Lyles visited I.S. 349, a middle school in the East Flatbush section of Brooklyn, for one of what she calls her “drive-bys”—an hour of sit-down with the principal, a whirlwind tour of the classrooms, and some quick chats with staff and students. These aren’t “enforcer” sessions—under Klein’s



**MENTOR AND PROTÉGÉ** This page: Lyles meets with students and principal Rogelis Parris on her drive-by visit to I.S. 349. Opposite page: the Deputy Chancellor with her sixth grade teacher, Carrie Simpson.

latest reorganization, principals are essentially handed a budget and given free rein to choose the help they need for as long as their students meet improvement targets. That’s made the job of Deputy Chancellor less about monitoring performance and compliance and more about supporting (and thus, marketing to) principals as clients—and yet the position clearly still demands someone with the gravitas to do both.

I.S. 349 would seem to exemplify that challenge. With a student population that’s 84 percent recent immigrant, 349 is part of a citywide initiative that’s targeting low-performing middle schools. In 2004, it was also designated a “SURR” (School Under Registration and Review) based on its students’ scores.

At the same time, though, things have been looking up. Last year, under a new principal, Rogelis Parris, a little over half of the students achieved a year’s growth in reading and just under half made the same gain in math. As a result, 349 earned a “B” on the City’s controversial new school report cards, which are weighted primarily to recognize an institution’s progress from where it started the year. Meanwhile, the halls and classrooms are spotlessly clean and, for the most part,





armed bandit” desks in many of the classrooms with modular tables that allow kids to work in groups around a single surface; that teachers were posting photos of their kids outside the classroom doors; that Parris had organized his sixth and seventh graders into houses; and that many of the teachers in the houses were “looping”—that is, sticking with the same students for two years in a row, a practice that many believe boosts student achievement.

And yet, in a pleasant, mock-schoolmarm way, she made it plain that she was looking for more.

“I see from your progress report that you’re not offering any Regents-level courses—and that you indicated you didn’t want any help with that,” she said, shaking a finger at him. “I really want you to think about that, because I’ve looked at your scores, and you’ve got kids who are moving.”

Lyles also zeroed in on test scores posted in the room that houses the school’s inquiry team, which focuses on helping a small group of low-achieving students who show promise for improvement.

“Here’s your challenge,” she said, pointing at a column of figures. “You have very few Level Ones in eighth grade, but that’s partly because of the promotion policy. [Kids who score Level One in seventh

orderly; children wear uniforms, and their artwork and writing is on display everywhere. Parris has used his new autonomy to put a dentist in the building, hire new teachers in drama, music and the fine arts, and take kids on more trips to museums, libraries, Rockefeller Center, even skating and bowling—an approach reinforced by a recent professional development seminar at Tweed, which he attended at Lyles’ invitation.

“It let me know we’re on the right path,” he said before Lyles arrived. “It’s really important to me, especially given that we’re a SURR school thinking strictly in terms of student performance, to honor other kinds of achievement. It’s not right to just look at José’s reading scores after he’s been in the country for just two years and say, ‘He’s a low 2—there’s nothing more to him than that.’ [Scoring on the City’s tests ranges from a low of 1 to a high of 4.] As a kid, I came here myself from Panama, to this very district, and in seventh grade I was reading on a third-grade level. I became who I am over a period of time. So it’s not where you’re at, but how you’re moving. And I think Dr. Lyles really believes in that.”

And indeed, when Lyles arrived a few minutes later, she found much to praise. She jokingly demanded to know why Parris hadn’t posted his report card score on the wall of his office. She was pleased that he had replaced the old “one-

grade can sometimes appeal or earn a promotion to eighth grade through summer school work.] When those kids take the tests in March, a lot of your Twos are going to drop back down.”

She urged Parris to canvass students in the school to see how many had ever thought about going to college—or of even attending a high school outside their neighborhood. She praised the samples of student writing posted in one classroom but wanted to see multiple drafts of the same pieces on display “to show students taking responsibility for their own growth.”

Even the chess club came in for some tweaking. Stopping in front of its bulletin board, she pointed at a newspaper clipping with a picture of Maurice Ashley, who had recently become the nation’s first black grandmaster.

“His wife, Michelle, teaches at a public school near here,” she said. “I bet you could talk to her, and get him to come here.”

When the visit ended, Lyles and Parris exchanged a hug, and she handed him a book of poems by Maya Angelou.

“Read the one titled ‘Continue,’ which she wrote about Oprah,” she told him.

Afterward, assessing what she’d seen, Lyles said, “He clearly has a vision. There’s a good feel that the place is moving in the right direction—and believe me, there are some schools you walk

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# Team Pre-K

*Jeanne Brooks-Gunn and Sharon Lynn Kagan  
are leaders in the early childhood education revolution  
by Jonathan Sapers*

Anna Johnson was a junior at Wesleyan University in Connecticut when she got interested in early childhood education—and, more specifically, in how research in the field translates into policy.

The more she read about her subject, the more she encountered one name: Jeanne Brooks-Gunn of Teachers College, the founding director of the National Center for Children and Families (NCCF). So, Johnson recalls, she sent Brooks-Gunn an email.

“I said, ‘I’m only a junior in college, and I know I want to work when I graduate, but some time in the next decade I will probably find my way to you.’”

Anna Johnson’s story is not uncommon among students of both Brooks-Gunn and Sharon Lynn Kagan, the co-directors of NCCF. Separately, each woman stands at the epicenter of one of the hottest areas in education today: schooling focused on the first five years of life and the vast opportunity it presents for instilling verbal and math skills, socialization and other basics that put children on an equal footing with their peers in and out of the classroom. Together, through NCCF (based at TC on the fourth floor of Grace Dodge Hall and the second floor of Thorndike), they arguably are doing more to shape direction in the field than anyone else in the country.

“They’re a tremendous resource to their students and colleagues at TC and around the university, and they’re very actively involved outside the university with researchers, with policymakers, with government officials, both domestically and overseas,” says the economist Jane Waldfogel, Professor of Social Work and Public Affairs at Columbia’s School for Social Work. “They have strengths that are complementary. Lynn, in spite of having come from the practitioner side of things is an extremely rigorous researcher and scholar, and Brooke, although coming from the research side of things, is very policy-oriented and very dissemination-oriented and very practice-oriented.





(left)  
gan



Between the two of them they cover the whole waterfront of early childhood.”

Kagan, author or editor of 13 books and over 250 articles, is best known for her policymaking, appearing on national boards and panels assessing early childhood education standards. This past year, for example, she was the chair of the prestigious National Task Force on Early Childhood Accountability and co-authored “Taking Stock,” its report on the pervasive problem of accountability in early care and education. The report already is influencing states as they allocate funds for establishing data and assessment systems. Kagan also was a major contributor to “Tough Choices or Tough Times,” a report released by the National Center on Education and the Economy (NCEE). Focused on the changing skills required for U.S. workers, “Tough Times” argued for a major shift in priorities toward the nation’s K–12 education system—including a reallocation of some \$60 billion a year toward pre-K schooling.

“When I was putting our commission together, I knew I needed someone with a comprehensive view of the early childhood education movement,” says Marc Tucker, President and Chief Executive Officer of the NCEE. “Someone who was highly regarded in the research community, but who was also a major player in the policy world. There really was only one possible name, and that was Lynn. Her research defines best practices in the field, and she’s clearly had an enormous impact on early childhood education policy, not only here in the U.S. but around the world. She understands the need for best practice research and for a system grounded in public policy that can produce and sustain best practice at scale.”

Brooks-Gunn’s specialties are conducting policy-oriented research that illustrates family and community influences on the development of children and adolescents; designing interventions aimed at the lives of children in poverty; and seeing which policies are most effective. Through her prodigious published scholarship (she has written four books, edited a dozen others and published over 500 articles), she has helped to legitimize and substantiate the claim that schools can’t fix the achievement gap alone, and that poverty is a setback that puts some kids further behind the starting line than others (an argument that is the bedrock for the early childhood education movement). For example, a study she recently co-authored analyzed the extent to which a child’s social, behavioral and academic readiness upon arriving at preschool and kindergarten is predictive of later academic achievement. The work was hailed this past fall by the *New York Times* as a landmark effort.

“Brooke has done hugely important work on neighborhood effects on poverty and child development,” says TC



### MEETING OF THE MINDS

Clockwise from top left: Kagan addresses TC policy fellows; Brooks-Gunn introduces TC Marx Lecturer Linda Darling-Hammond; Brooks-Gunn protégé Anna Johnson; Kagan protégé Kate Tarrant.



Professor Amy Stuart Wells. “Work that has broader implications beyond psychology and that’s had a huge impact on people working within the field of education in sociology and economics.”

Both women have been showered with honors for their accomplishments. Each holds a Chair at TC endowed by Virginia and Leonard Marx (noted advocates for children who are longtime supporters of early childhood education at TC): Kagan for Early Childhood and Family Policy, Brooks-Gunn for Child and Parent Development Education. Brooks-Gunn, who holds a joint professorial appointment in pediatrics at Columbia University’s College of Physicians and Surgeons, received the Urie Bronfenbrenner Award for lifetime contribution to developmental psychology in the areas of science and society from the American Psychological Association (as well as the Association’s award for applying research to policy). She also has received the James McKeen Cattell Fellow Award from the Association for Psychological Science for outstanding contributions to the area of applied psychological research, is a Margaret Mead Fellow of the American Academy of Political



and Social Science and is a fellow in the American Association for the Advancement of Science. For her part, Kagan, who also is a professor adjunct at Yale, is the only woman ever to capture the trifecta of top honors in American education: the Distinguished Service Award from the Council of Chief State School Officers, the 2005 James Bryant Conant

Award for Lifetime Service to Education from the Education Commission of the States and the Harold W. McGraw, Jr. Prize in Education.

### **AMBITIOUS AGENDA**

Those are laurels that most people would be proud to rest upon, but neither Kagan nor Brooks-Gunn appears likely to

slow down any time soon. Kagan sums up NCCF's three-part mission: "The first part is filling gaps in the existing literature with very, very high-quality research that has policy salience," she says. "The second is to train young people to have the repertoire of skills to carry out the kind of research and policy work we still need to have done in this field. And the third is to communicate effectively the scholarship that we and others have produced to public and private audiences, so that it will have social utility."

Generally speaking, the work of NCCF is divided into themes, with some led by Kagan, others by Brooks-Gunn and still others as shared turf. These include Families (both), Neighborhoods (Brooks-Gunn), Finance and Institutional Organization (Kagan), Early Childhood (both), Transitions (both) and International (Kagan).

So, for example, under Kagan, the center is working with UNICEF to help a diverse group of 40 developing countries—including Brazil, Ghana, Jordan, Mongolia, Paraguay, the Philippines, South Africa and Turkmenistan—establish indicators of early child development as the basis for curriculum, teacher preparation and certification, parenting education and national monitoring. Using these indicators, Kagan says, the countries "are doing what we in the United States are not—notably, fully integrating their approach to serving young children and their families."

Brooks-Gunn, on the other hand, directs or co-directs four of the country's major longitudinal studies of children and families: the Fragile Families and Child Well-Being Study; the Project on Human Development in Chicago Neighborhoods; Early Head Start Research and Evaluation; and the Infant Health and Development Program. The studies include thousands of subjects in hundreds of neighborhoods in cities across the country. They run for as long as 20 years and have budgets ranging between \$10 million and \$60 million.

Through Brooks-Gunn, NCCF students get access to data from these studies. "They work with us on analyzing papers and learn how to ask questions," she says. "For those studies that are in the field, they'll help collect data, they'll help





code videotapes. They really learn how to use these big data sets to address critical policy issues. There are very few centers in the country where you get this experience because very few people have been able to collect these data.”

NCCF offers students the opportunity to design research, as well. Kagan, Brooks-Gunn and their fellows recently collaborated on the development, implementation and evaluation of a major intervention in Head Start. Here, students designed and evaluated strategies to improve Head Start classroom practice. Kagan and Brooks-Gunn also collaborate with outside organizations. The center recently worked with New York City to develop and implement quality assessment systems to be used across all major types of preschools in the City, including universal pre-K, Head Start, preschools run by the City and family care centers. Other U.S. cities are doing such work, but New York is at the forefront of the trend. “When that opportunity came, both of us went, ‘Oh boy! This is great,’” Brooks-Gunn says. “Working with New York City provides great opportunities for us and our students.”

### **DIVISION OF LABOR**

As personalities, Brooks-Gunn and Kagan offer some obvious contrasts. Kagan is more high-octane, Brooks-Gunn seemingly more laid back; Kagan more visibly impassioned, Brooks-Gunn more ironic; Kagan a bit more wonky, Brooks-Gunn more folksy sounding. But the similarities between the two are more compelling.

Both Brooks-Gunn and Kagan grew up in Michigan—Brooks-Gunn in the western part of the state, Kagan in Detroit.

Brooks-Gunn’s father was a contractor who built integrated housing; her mother worked in early childhood education and with abused and neglected families. She traces her interest in policy research to her “equity-oriented” church youth group, through which she worked in Head Start Centers and on civil rights and traveled to Washington, D.C., where she met Bobby Kennedy.

Kagan’s parents were immigrants from Germany (her mother) and Russia (her father) who met in the United States. She says her father decided to retire from successful businesses when she was a child so that he could focus more on her—particularly on her sociopolitical education. “My father wanted a daughter who would optimize the opportunities that she was given and who would always see giving back to society as a part of that responsibility,” Kagan says.

Both women acknowledge a debt to important, larger-than-life mentors. Brooks-Gunn got her master’s in education from Harvard, where she worked with Lawrence Kohlberg, who linked social and cognitive development and focused

“Most young students doing policy work across the country don’t get the interdisciplinary focus we really push.”

on moral reasoning, and Beatrice Whiting, an anthropologist studying children. At Penn, she did her Ph.D. work with infancy expert Michael Lewis, who helped her get her first post-doctoral job, at the Educational Testing Service. She began a collaboration with medical faculty at Columbia University and ran the Adolescent Study Program there before coming to TC.

Over the years, she repeatedly met with Urie Bronfenbrenner, one of Head Start’s principal architects and a man widely credited with championing the importance of children’s contexts (family, school, peers, neighborhoods) for their development.

“I feel in my heart as though I was one of his students,” Brooks-Gunn says. “One reason was that he looks at multiple contexts for how children develop. The second is that he was so passionate about his research and policy work, and he would really, really question you—‘Why are you thinking that?’, ‘I can’t believe you’re saying that.’”

Looking back, Brooks-Gunn says, the chance to work with Bronfenbrenner was just one among many serendipitous opportunities throughout her career. “They occur in any researcher’s life, and the trick is to figure out which ones to take,” she says.

Kagan graduated from the University of Michigan and became a Head Start teacher in Norwalk, Connecticut. “Head Start was a new anti-poverty program, and I knew I needed to work with poor children and their families,” she says. “That I ended up teaching was a fabulous by-product.” She went on to work at the local, state and federal levels, as a Head Start director and elementary school principal, a state department of education specialist and a fellow on Capitol Hill. Along the way, she says, “Somebody” suggested she get a doctorate. So she went to TC, and there she fell in love—with research and statistics. “I had taken English, political science, philosophy and history at the bachelor’s and master’s levels, but thought it was so neat to really delve into curriculum theory and statistics. I just loved the way all these formula worked out and the way you could predict things,” she says.

From TC, where she got her doctorate in curriculum and teaching, she went on to work at the Yale Child Study Center and at Yale’s Bush Center in Child Development and

(Continued on page 34)



# Living Artfully

by Ryan Brenizer

The tale of a TC study of aging artists in  
New York City and four of its subjects



New York City is a place where being an artist can seem as regular a job as any of the City's more prosaic employments—but without the security so-called real world employment offers. As a result artists generally find themselves having to invent their own form of retirement. • And that, argues Joan Jeffri, Director of TC's Graduate Program in Arts Administration, is not necessarily a bad thing. Armed with creativity and devotion to their craft, artists are remarkably good at adapting as they age. Even if they're not so good at the practical stuff—setting up wills or passing on their spaces—they tend to stay active and plugged into networks of friends and colleagues. Even more important, they continue to hope and dream. • Jeffri has made her mark documenting the ways in which artists cope. In her new study, "Above Ground," she surveyed 213 visual artists ages 62 to 97 across New York City's five boroughs and set out to document the survival skills and social supports of aging artists in the City. The result is both a blueprint for how to preserve this hardy breed, which faces the threat of extinction from the City's relentless gentrification and booming real estate prices, and a primer for society in general on successful aging. The title is drawn from the words of the study's oldest participant who, when asked, "How are you doing today?" replied, "Well, I'm above ground." • In the following stories, meet Jeffri and four artists who participated in her study: Hank Virgona, Hanna Eshel, Betty Blayton and David Yuan.



### HANK VIRGONA

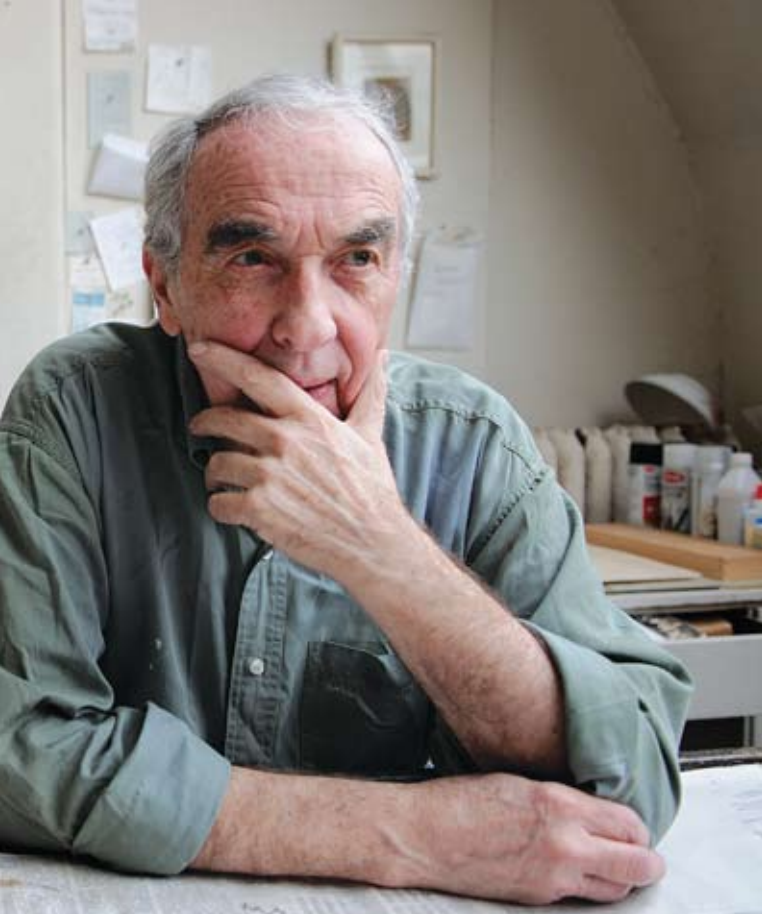
Chatting with Hank Virgona about New York galleries in the '60s, artists he knew (such as Joseph Solman) and his gleeful baiting of Henry Kissinger's office assistants, it's hard to believe his claim that he became an illustrator because he didn't want to talk to people. Virgona was fresh out of the army, he says, a young man with a bad stutter for whom art seemed an escape from social awkwardness.

"Of course," he says smiling, "I didn't realize I'd have to talk to the models."

But somewhere along the way, the shy young man arrived. His commercial illustrations appeared in such glossy magazines as *Fortune* and *Harper's* and on the opinion page of the *New York Times*. Soon he channeled his energy into art ranging from political satire to still lifes to more abstract explorations of textures. He has since staged more than 30 one-man exhibitions, has won a slew of awards, and his work is included in a number of prestigious collections, including at the Metropolitan Museum of Art.

Today, Virgona still works in the same Union Square studio he first rented for \$35 a month nearly 50 years ago. Working in the same place for so long—when Virgona turned 68, he "slowed down" by coming in only five and a half days a week instead of six—has provided him with conversation as well as comforting routine. And, his long-ago shyness





Eshel's art. But what really piques her interest now is the energy the world holds. At 81, finding marble too physically demanding a medium, she spends her time painting around the edges of photographs she's taken: for example, she added to pictures of Cambodian trees by extending the roots and branches into something half-plant, half-electricity.

Eshel grew up in Israel and served in the Israeli Army at age 14. She traveled to France to paint and study classical art, but after developing an interest in sculpture, found herself in Carrara, Italy, where she first encountered marble. What she had intended to be a short visit turned into a six-year stay.

Thirty years ago, she helped convert her loft from a factory to an artist's space, and she's been living here ever since. "New York is great for seniors," she says. "People leave you to do your own thing if you want, and you can be yourself."

notwithstanding, he clearly likes to talk—especially about art. As he leafs through his portfolio, a letter from George Stephanopoulos, ordering several of Virgona's prints for the Clinton White House, falls out. Virgona smiles: "I like to put that there and pretend I'm surprised to see it."

It wasn't the first time he'd had interest from the White House. During the Nixon era, he sent several satirical pieces to Henry Kissinger and, to his surprise, kept getting notes back from the office about how much they loved the work.

"We may not have agreed on politics," he says, "but at least we could agree on art."

## HANNA ESHEL

With a narrow hallway entrance that widens out into a giant former factory, Hanna Eshel's NoHo loft seems bigger on the inside than the outside, like the wardrobe to Narnia or Dr. Who's police box.

Eshel needs the space. A sculptor who, until recently, worked primarily with marble; she's storing some 20,000 pounds of her creations.

Perhaps not surprisingly for someone who's spent thousands of hours chiseling and polishing marble, Eshel's highest compliment for a work of art seems to be, "It's so strong." The Pyramids at Giza, Stonehenge, thick tree trunks around the temples of Cambodia—all were "strong" enough to influence





## BETTY BLAYTON

Betty Blayton has created images for as long as she can remember. From her beginnings—surreptitiously illustrating the walls of her parents' stairway and her first solo show in 1966—she has steadily shown work in painting and sculpture, impressing critics at the *New York Times*, among others, and getting her work included in the collection at the Metropolitan Museum of Art.

Yet for Blayton, art is more than exhibitions; it's a way to center herself (“You need to get rid of all the monkey noise of the world,” she says) and to help answer metaphysical questions that she's pondered for decades. Many of her pieces show bright colors and disparate geometry, depicting emotions taking on material form or souls moving between lives.

“I've been here before,” she says. “I firmly believe that. My life has been one big evolution, and it doesn't stop there.”

Nevertheless, she says she stumbled into the work that she's most proud of—helping to found a series of artistic



outlets for kids in Harlem, beginning at the Studio Museum in Harlem in 1965.

Blayton had been teaching students through funding provided by President Johnson's anti-poverty initiatives and soon met Frank Donnelly, a member of the Junior Council at the Museum of Modern Art. Her students had been complaining that there was no organized place in Harlem to see fine art, so Donnelly and Blayton convinced some wealthy backers to fund the Studio's creation.

Her work in Harlem grew from there, as she helped to found the Children's Art Carnival in 1986 and the Harlem Textile Works in 1983, providing art education to young children and jobs to teenagers that would teach them all aspects of the fabric design industry. She retired from the Carnival in 2004 at the age of 67, but these days she's busier than ever. “I retired without a pension,” she says. “I need to eat and pay the mortgage, so now I have to concentrate on selling.”

## DAVID YUAN

For David Yuan, calligraphy is life—not a narrow obsession but a medium for understanding the world. To truly excel in calligraphy, he says, is to pursue the Tao, the order of the universe. Achievement depends not just on countless hours practicing strokes and perfecting form, but also on a deep understanding of Chinese culture and history.

## The Artist as Model

*Joan Jeffri has lived the lessons of her study*

“Artists don’t retire,” says Joan Jeffri. They simply keep reinventing themselves. ● Certainly reinvention has been a theme in Jeffri’s own life. Prior to her academic career, she was both a poet who was a protégé of blacklisted writer Louis Untermeyer and an actress good enough to appear in the national tour of Harold Pinter’s “The Homecoming” and with the Lincoln Center Repertory Company. ● “My agent wasn’t very good, so I started negotiating my own contracts,” she says. “I realized somebody needed to champion the artists’ side of things—that artists were busy making their art and that this was something I did fairly well.”

● In 1975, Jeffri was hired to create programs at the School of the Arts at Columbia and shortly afterward developed the university’s first course in arts administration. She then left to have her first child—but when he was just six weeks old, Columbia called to say that 65 people had registered for the course, and there was no instructor. Would Jeffri be interested in teaching it? ● She was, and she did. And what has followed, over the years, is a unique career dedicated to understanding how artists work, live, age and survive in a modern capitalist economy—and what lessons their experiences hold for society in general. ● Jeffri has worn many hats in pursuing that singular focus. She is a leading commentator on the economics of the American art market, which she has described as “a small incestuous family, inaccessible to the general public and kept active by groups of tightly connected insiders.” She has written widely on the management of arts organizations and has also served as President of the Association of Arts Administration Educators, President of the Board of the International Arts-Medicine Association and on a national task force for health care and insurance issues for artists. ● But her signature contribution has been her studies of working artists, conducted through the Research Center for Arts and Culture, which she founded at the School of the Arts and moved to TC in 1998. These include “Changing the Beat,” on jazz musicians in New York, New Orleans, San Francisco and Detroit; “Making Changes,” on professional dancers in 11 nations; and now “Above Ground.” ● Contrary to the stereotype, Jeffri has found that artists are not typically depressed or suicidal and are, in fact, a better bet than most to stay out of nursing homes. ● “Older artists have a great deal to offer us as a model for society,” she says, “especially as the workforce changes to accommodate multiple careers and as baby boomers enter the retirement generation.”

To view interviews with Joan Jeffri, visit [www.tc.edu/tctoday/artists](http://www.tc.edu/tctoday/artists).



“It’s hard to even translate many of the central concepts,” he says. “Love is the most important thing, not in a specific Christian or Buddhist sense, but simply to respect life.”

Practice, of course, is exceedingly important. “It’s still a technique,” he says. “You need to express the strokes, the dots, to keep the rhythm of the piece.” But each style is a celebration of and reaction to culture. Yuan’s work reaches back 1,200 years for its primary influence, the Tang Dynasty. “A lot of calligraphy today is more like Chinese artwork,” he says, “beautiful in its own way, but I enjoy the brightness and clarity of the Tang work. It’s the best.”

Yuan’s work has received considerable recognition and is included in collections in the national museums of China and Taiwan, the Metropolitan Museum of Art and Princeton University, among others. He’s proud to show the strength of classical-style art, and he’s glad that it has been commercially, as well as critically, successful. “Money is always stress, no matter what you do, but it makes you push yourself to improve your standards.”

Yuan is active in galleries in Flushing, Queens, which has many Chinese immigrants and artists. There, he says, being an artist is as much about being part of an active community as it is about showing work. “Artists of all backgrounds come in to talk. You have to exchange knowledge to learn new directions to go in.”

This community keeps him going even as he practices an ancient art in a modern era: “In the ninth century, people would practice all day for a lifetime. Now we compete with TV, computers, e-mails. It’s an ‘e-era.’” ☞



# Alumni

*The latest on alumni events, services and other goings-on*

## Back to School As You Like It

Education at TC need not end with the traditional march to Elgar's Pomp and Circumstance. Through the College's Center for Educational Outreach and Innovation (CEO&I), learn more about your discipline, hear leading scholars speak, master the latest multimedia educa-

tion technology or just keep up with professional development requirements. With offerings that range from conferences on health disparities, federal education policy and spiritualism in the classroom to online financial planning and conversations with living jazz greats, CEO&I "reflects the richness and excel-

lence of TC while fully exploring the possibilities for what continuing education can be," says Director and TC alumna Ann W. Armstrong.

Specific CEO&I programming includes an online Basic and Advanced Financial Planning course and a series from FranklinCovey. The

Corporate Education Group in Boston has also partnered with CEO&I to offer its industry-certified programs in Project Management and Business Analysis to corporations and individuals in the Tri-State area. CEO&I also conducts TC's unique Federal Policy Institute in Washington, D.C.,

### COUNCIL PRESIDENT'S MESSAGE

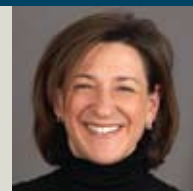
Dear Fellow Alumni,

Being part of the TC Community continues to be a rewarding experience in so many ways—as when I had the pleasure of personally congratulating the five recipients of TC's Distinguished Alumni Awards dinner held in their honor last fall. These outstanding people truly embody the best of what we alumni have to offer. ● At the same time, TC itself continues to grow and innovate in ways that amaze and inspire. ● New partnerships are forming with schools in the surrounding community with TC alumni developing and delivering a series of educational workshops for neighborhood parents. ● The College, which gave birth to the field of Comparative and International Education, is increasing its global scope by reconnecting alumni groups in London, China, Japan, Turkey and Greece and reviving the International Alumni Network (IAN) with two talented members, Emmanuel Leyco in the Philippines and Sarah Pouzevara in France, joining the network this year. ● On Sunday, March 16—eve of the weeklong annual meeting of the Comparative International Education Society (held this year at TC under the auspices of TC faculty member and CIES president-elect Henry Levin)—TC hosted a special Alumni Day, recognizing and reflecting upon graduate accomplishments, "Celebrating our Past, Looking to our Future."

● And the Alumni Council's International Outreach Committee, led by Dr. Patrick McGuire, now includes U.S.-based alumni and students with scholarly and professional interests in international affairs in its programming. ● With ever-increasing frequency, TC is coming to your neighborhood—San Francisco, Los Angeles, Boston, Washington, D.C., and more—and establishing local clubs, programs and partnerships. ● As part of the College's concerted effort to be where its alumni need it, you can even continue your TC experience online, through courses, workshops and degree programs offered through the Center for Educational Outreach and Innovation. ● TC continues to view us, its alumni, as its standard bearers—its champions. And with each passing year, I am prouder to be part of our community of intellectuals, educators, doers and adventurers. This is truly an exciting time to be an alum of Teachers College!

Sincerely,

Alice Wilder, Alumni Council President



# TC News



**FEDERAL POLICY INSTITUTE** cohort with NYC Schools Chancellor Joel Klein in Washington, D.C., in January.

during the winter break in January, which includes a special networking event with TC alumni in the D.C. area.

Each spring, the Annual Health Disparities Conference examines disparities in health care and includes a community health fair. In March 2008, the topic will be disparities with regard to women's health, chemical dependency and substance abuse, disabilities and other issues.

Programs in Music Improvisation are often offered—taught by TC adjunct professor and jazz musician Bert Konowitz. Jazz giant Dr. Billy Taylor will come to TC for conversation and performance, May 29th through 31st.

This April, CEO&I hosts the Second Annual Radical Philosophies and Education Seminar, taught by TC Associate Professor John Baldacchino. Jacques Ranciere, Emeritus Professor of Philosophy at the University of Paris—VIII, will discuss his most recent work on education, politics and aesthetics while discussing the connections/disconnections that exist between these fields of study.

Teach/Think/Play II, is an annual popular culture conference in early April that focuses on critical media literacy and popular culture and amateur cultural production in and out of schools. This year, David

Buckingham of the Institute of Education, London, UK, will discuss his work at the Centre for Children, Youth and the Media.

Also in April will be a conference on the treatment of autism,

offered in collaboration with the Developmental Neuropsychiatry Program at the Columbia University Medical Center and the Teachers College Center for Opportunities and Outcomes for People with Disabilities. ✂

## Also at CEO&I

- An **INTENSIVE MASTER'S DEGREE** for students in Technology and Education, which can be completed entirely online or through on-site summer courses.
- Courses and weekend seminars (for credit or for CEUs) to help classroom teachers incorporate Internet and web-based educational activities into curriculum. New York City public school teachers can take many of these courses for **PROFESSIONAL DEVELOPMENT CREDIT** (P-credits) recognized by the NYC Department of Education.
- More institutes, weekend workshops and intensive programs offered throughout the summer, including the **SCHOOL LAW INSTITUTE** in July, directed by Jay Heubert, Professor of Law and Education at TC, and the **FIRST INTERNATIONAL CONFERENCE ON E-LEARNING IN THE WORKPLACE** (ICELW), hosted by John Black, Cleveland E. Dodge Professor of Telecommunications and Education and Director of the Institute for Learning Technologies. The conference will bring together academic research and practical applications of e-Learning from all areas.

**To find out more about CEO&I's programs, visit [www.tc.edu/continuingeducation](http://www.tc.edu/continuingeducation) or call 800-209-1245.**

# A PERSONAL PERSPECTIVE

## ON THE ANNUAL FUND



### **TEACHING CAME NATURALLY TO MADELEINE SUGIMOTO.**

Her father was a painter educated at California College of the Arts who taught art and Japanese language in the community. When World War II broke out, the family was moved to Camp Jerome in Arkansas. Six years old in 1941, Sugimoto says her memories of the camp are episodic; the three-day train journey, ordering from the Sears catalog and attending the camp school where her mother taught first grade and her father art. The family came to New York after the war because of the art scene.

Madeleine's first brush with teaching was as a surgical nurse at the former New York Hospital–Cornell Medical Center.

Immersed in science because of her work, Sugimoto says the array of courses in the Teachers College curriculum and teaching program “broadened the scope of my knowledge and changed how I thought.” The experience even changed how she worked, giving her a renewed sense of confidence and authority in her clinical practice.

Equipped with the skills she gained at TC, Sugimoto went on to teach at Cornell University and Skidmore College and at what is now New York Presbyterian Hospital.

Retired since 1995, Sugimoto has made it a priority to support the work of TC's faculty and students through the Teachers College Annual Fund. “My courses provided both theory and the practical skills necessary to be an effective educator. It is that combination of theory and practice which makes the TC experience special. My annual gifts ensure the College has the resources necessary to retain this unique role in the world of education.”

Teachers College continues to be in the forefront of turning research into practice, putting ideas to work on the front-line. That type of research and immediacy of practice not only requires great minds in the form of faculty and students; it also requires financial support from our alumni and friends through the Teachers College Annual Fund.

Join Madeleine and support the Teachers College Fund today. You can send your tax-deductible gift in the postage-paid envelope bound into this issue or make a secure donation online at [www.tc.edu/givetotc](http://www.tc.edu/givetotc).

# Class Notes

Connecting alumni far and near with Teachers College and each other

## ARTS AND HUMANITIES

### ART & ART EDUCATION

*Timelines*, a 17-year retrospective of the work of Barbara Rothenberg (M.A., 1956), was recently displayed at the Finn Gallery in Greenwich, Connecticut. Rothenberg teaches at the Silvermine Guild Arts Center in New Canaan, Connecticut.

### MUSIC AND MUSIC EDUCATION

Marsha Edelman (Ed.D., 1982), Professor of Music and Education, coordinator of academic programs in Jewish music and Director of the Tyson Music Library at Gratz College in Pennsylvania, recently arranged and produced *Hodu: Jewish Rhythms from Baghdad to India* for Rahel Musleah and *Chai Od Va'Od: 18 Plus One Songs for Children* for Nili Rabinowitz. Edelman's book, *Discovering Jewish Music* (Jewish Publication Society, 2003), was issued in paperback last year.

### PHILOSOPHY & EDUCATION

Carol Napier (M.A., 1983) is now a school psychologist at Clarkstown High School North in Rockland County, New York. She also does psycho-educational evaluations as a consultant to Ulster County BOCES in New Paltz, New York. She has performed in 10 community playhouse productions, including *Three Tall Women*, *Six Degrees of Separation*, *Balroom* and *Blythe Spirit*.

Roben Torosyan (Ph.D., 2000; M.Phil., 1998), of the Center for Academic Excellence at Fairfield University, Connecticut, was appointed Assistant Professor of Curriculum and Instruction in the Graduate School of Education and Applied Professions. Torosyan authored a chapter entitled "Public Discourse and the Stewart Model of Critical Thinking" in *The Daily Show and Philosophy: Moments of Zen in the Art of Fake News* (Blackwell, 2007). He also co-facilitated a workshop with Larry Miners and Kathy Nantz called "Nine Activities in 60 Minutes: Promoting Voice, Integration and Reflection in the Classroom," at both the Lilly Conference on College Teaching and the New England Faculty Development Consortium.

### TEACHING OF SOCIAL STUDIES

Katherine Rodi (M.A., 1995) is senior counsel in the Office of the General Counsel for the NYC Department of Education. She lived in D.C. for the past eight years and now resides in Long Island City.

### TEACHING OF SPANISH

Luis Rios (Ph.D., 2002) works as a Bilingual/Migrant Education Consultant with the Curriculum and Instruction Branch of the California Department of Education in Sacramento. He administers family literacy programs—

providing services to English language learners and low income students and offering technical assistance to program coordinators statewide.

## BIOBEHAVIORAL SCIENCES

### SPEECH & LANGUAGE PATHOLOGY

Sara Rosenfeld Johnson (M.A., 1972), has spent the last 25 years perfecting a unique brand of oral-motor speech therapy. A speech and language pathologist, she has authored many works on the subject, including *Oral-Motor Exercises for Speech Clarity*, *The HOMEWORK Book, Assessment and Treatment of the Jaw* and *The Drooling Program*. She is the founder of Innovative Therapists International, a speakers bureau and source for oral-motor-based therapy tools and Sara R. Johnson & Associates in Tucson, Arizona, specializing in the diagnosis and treatment of clients with oral-motor based feeding and/or speech disorders. She has held seminars throughout the United States and in locations around the world. A member of the National Down Syndrome Congress' Professional Advisory Committee, she is a nationally recognized presenter for Down Syndrome and cerebral palsy associations and has been a featured speaker at ASHA conventions at the state and national levels.

## COUNSELING & CLINICAL PSYCHOLOGY

### CLINICAL PSYCHOLOGY

Sandra Berk Jacoby (M.A., 1967) is a learning disabilities specialist with her own tutoring practice. Jacoby has served as Director of the Rye Youth

## Teachers College Alumni Council

The Teachers College Alumni Council consists of 35 members who represent all 90,000 graduates. The Council partners with the Department of Development and External Affairs to advance the goals of the College by providing alumni with opportunities to remain involved in the life of the College through social activities, volunteer efforts and financial support.

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### Executive Committee

Alice Wilder, President

### Standing Committee Chairs

#### Awards Committee

Adam Vane, Co-chair  
Jeffrey Putman, Co-chair

#### Dean's Advisory Committee

Elaine Heffner, Co-chair

#### International Committee

Patrick McGuire, Chair

#### Program Committee

Michael Passow, Chair

#### Student Relations Committee

Jeffrey Putman, Chair

#### TC Annual Fund

Terri Nixon, Chair

#### Historian

Christopher Scott

#### Members-At-Large

Constance B. Green

Kate Moody

Madelon Stewart

Andre McKenzie,  
Immediate Past President

Joyce Cowin,  
Trustee Representative to the  
Alumni Council

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For more information about the Alumni Council, please visit our Web site: [www.tc.edu/alumni](http://www.tc.edu/alumni)

Council Employment Service at Rye High School for the past nine years.

After a more than 20-year career as a teacher and media specialist in New York and North Carolina school systems, Nikki Ingianni (M.A., 1976) bought a bookmobile on eBay and is currently traveling to trailer parks, church parking lots and along country roads to offer free tutoring and homework help to children in need. With over 1,400 donated books cataloged, her bookmobile offers library services to rural children, many of whom have never been inside a public library. Her organization, The Little Red Bookmobile, Inc., is a non-profit, operating primarily on donations, and is now seeking grants.

#### COUNSELING PSYCHOLOGY

Mary Lou Bernardo (Ph.D., 1993) is a full-time health and medical writer. Her motto is "Have Laptop, Will Travel": in the past year, she has traveled across the United States and to three continents. Her Web site is [www.WritePhD.com](http://www.WritePhD.com).

#### PSYCHOLOGICAL COUNSELING

Christine Fischer (Ed.M., 1999) traveled to Paris for a special alumni event last September and met with President Fuhrman and fellow alumni Patricia Davies and Sarah Lucas. She is busy with a variety of volunteer projects in the Netherlands: doing multicultural research for a journalist, working at an expatriate support charity called ACCESS and teaching English at Wateringse Veld College.

#### PSYCHOLOGY & EDUCATION

Avianca Bouchedid (M.A., 1996) received a Bronze Volunteer Service Award from the United States President's Council on Service and Civic Participation. The award was created in 2003 to honor Americans who volunteer their time to help others.

Robert Cavalier (Ph.D., 1961) received the Catherine McGraw Rock Award from Elmira College for making significant contributions to the college as a senior faculty member.

#### PSYCHOLOGY IN EDUCATION

Nimat Hafez Barazangi (M.A., 1972) recently published a paper in the *Action Research* journal on her 2005–2006 Senior Fulbright Scholarship to Syria, during which she trained

professors at four public universities in contemporary social science research focusing on the Action Research approach. The paper was entitled, "Action Research Pedagogy in a New Cultural Setting: The Syrian Experience." Barangi, a research fellow at Cornell University, is the author of *Woman's Identity and the Qur'an: A New Reading* (The University Press of Florida, 2004).

#### CURRICULUM & TEACHING

##### CURRICULUM & TEACHING

Rose Nappi-Wasser (Ed.M., 1999) is Visiting Instructor of Writing for Emerging Learners at St. Thomas Aquinas College, a diverse community of learners located in Sparkill, New York.

Taunya Nesin (M.A., 2000) spent the past year developing a new reading program at Houghton Mifflin Company and has accepted a new position in the School Publishing Division at National Geographic. She is excited about relocating to Washington, D.C., and would like to reconnect with alumni in the area.

Edna Ranck (Ed.D., 1986) is President of the U.S. National Committee for the World Organization for Early Childhood Education. She was previously a Senior Research Associate at Westover Consultants, Inc. and Director of Public Policy and Research at the National Association for Child Care Resource and Referral Agencies. She has published widely and given presentations at local, national and international conferences.

### RECOGNIZING FIVE PIONEERS

In October, Teachers College honored five alumni with awards for service to education. • The Early Career Award was given to **MICHAEL LOWRY** (M.A., Educational Administration, 2005), a science teacher at the McCallie School in Chattanooga, Tennessee, and to **SHARON RYAN** (Ed.D., Early Childhood Education, 1998), a faculty member at Rutgers Graduate School of Education. • The Distinguished Alumni Award was given to **SUSAN FUHRMAN** (Ph.D., Political Science and Education, 1977), President of Teachers College; pioneering feminist sex educator **LEAH SCHAEFER** (Ed.D., Family and Community Education, 1964); and Fordham University professor and trauma-therapy specialist **ANIE KALAYJIAN** (Ed.D., Nursing Education, 1986).





Sara Ridge (M.A., 2005) has been selected as a MetLife Fellow in the Teachers Network Leadership Institute.

#### ELEMENTARY & CHILDHOOD EDUCATION

Barbara Golub (M.A., 2004) has been selected as a MetLife Fellow in the Teachers Network Leadership Institute. She is a fifth grade teacher at P.S. 158 in Manhattan.

Bridget Looney (M.A., 1997) is teaching third grade and coordinating the primary school social studies program at The Montclair Kimberley Academy in New Jersey where she has worked since graduating from TC. Looney also serves on the Teachers College Alumni Council.

#### HEALTH AND BEHAVIOR STUDIES

##### GUIDANCE

Joyce Sarat White (M.A., 1969) is in private practice counseling individuals and groups with weight problems. She has published several articles on weight management topics and has taught classes at a university in Maine.

##### HEALTH EDUCATION

Leah Farrell (M.A., 2007) is now a Ph.D. candidate in

Clinical Psychology at Virginia Polytechnic Institute and State University and is a research therapist at the University of Virginia.

##### NUTRITION EDUCATION

Jill Jayne (M.S., 2007) is a full-time "rock-star/nutritionist": running two companies; her band, Sunset West; and her kids' television show, *Jumping Jacks with Jill*. The show's Web site is [www.jumpingjill.com](http://www.jumpingjill.com).

#### INTERNATIONAL AND TRANSCULTURAL STUDIES

##### COMPARATIVE & INTERNATIONAL EDUCATION

Masako Hamada (Ed.D., 2002) is an Assistant Professor in the Japanese Program at Villanova University. She is also the program's Coordinator and founder. Hamada's book, *Intercultural Communication and Conflict Resolution Styles: A Study of Japanese Female Professors in the U.S.*, was published by the Edwin Mellen Press. She has also published articles in various academic journals.

##### INTERNATIONAL EDUCATIONAL DEVELOPMENT

Joseph Castleberry (Ed.D., 1999) is currently serving as President of Northwest University in Kirkland, Washington, after five years as

Academic Dean at Assemblies of God Theological Seminary in Springfield, Missouri.

#### MATHEMATICS, SCIENCE, AND TECHNOLOGY

##### INSTRUCTIONAL TECHNOLOGY & MEDIA

Nancy Lin (M.A., 2002) earned some additional certifications

from Hunter College after graduating from Teachers College. She now serves as Director of Technology at Saint David's School in Manhattan.

##### SCIENCE EDUCATION

Janell N. Catlin (Ph.D., 2007) is a postdoctoral fellow in



#### GOOD WORKS

### Teaching the poor in Sri Lanka: an interdisciplinary approach

Teaching the poor presents challenges everywhere. But no challenge has been too large for **BROTHER EMMANUEL NICHOLAS** (Ed.D., International Educational Development, 1997) who has dedicated his career to assisting the impoverished in Sri Lanka. When Brother Emmanuel arrived in Sri Lanka 25 years ago, it was a nation of diverse cultures and religious beliefs that was moving from colonial times. It was also a country without a national education system. So, as a member of the De La Salle Brothers Roman Catholic order, Brother Emmanuel established Lasallian Community Education Services in Sri Lanka's largest city, Colombo. With the assistance of other education professionals, Brother Emmanuel has been addressing the severe dropout rate prevalent in the city's slums by creating interdisciplinary programs. In addition to teaching academics, he advocates job training, health and nutrition advising and environmental awareness. These services are available for men and women of all ages and promote racial and religious harmony in keeping with the order, which was founded more than 300 years ago by the French priest St. John Baptiste de La Salle. Today, the order operates schools in more than 82 countries.

Contact us. We want to hear from you!

Let us know what's happening in your career and your life. Send news of your promotion, books you've written or new family members: Office of Alumni Relations, 525 West 120th Street, Box 306, New York, NY 10027, or call us at 212-678-3215, or e-mail: [tcalumni@columbia.edu](mailto:tcalumni@columbia.edu).

# SPOTLIGHT ON GIVING

## Give Back to Teachers College and Earn Income for Life

Many people may not be aware that they can guarantee a generous lifetime income for themselves, while supporting Teachers College now.

A Charitable Gift Annuity (CGA) allows you to receive either immediate lifetime payments or to defer your payments to a future date and receive a higher rate. In either case, you will receive favorable tax consequences.

### Here's how it works:

- In exchange for your irrevocable gift of cash, stock, mutual funds or tangible property, you receive a fixed payment each year for life.
- Your annuity rate is determined by your age (at your nearest birthday) when your gift is made.
- Sample single-life rates follow for individuals age 65 and older:

AGE	65	70	75	80	85	90+
RATE	6.0%	6.5%	7.1%	8.0%	9.5%	11.3%

The Office of Planned Giving would be happy to prepare personalized gift calculations at no cost or obligation to you. If you are interested, please call us at **212.678.3231**, toll-free at **866.782.4438**, or email us at [giftplan@tc.columbia.edu](mailto:giftplan@tc.columbia.edu).



Science Education at Teachers College. Catlin's research agenda includes a focus on urban education, student motivation to learn and engage in science and teacher motivation to practice in urban, high-poverty areas.

## ORGANIZATION & LEADERSHIP

### EDUCATIONAL ADMINISTRATION

Steve Bogdanoff (M.A., 1994) founded ISIS Affiliates in 2001, specializing in resource development for K–12 knowledge management and visual analytic technology for effective analysis of educational data. He currently designs professional development resources for regional accreditation associations and consults with K–12 schools and districts. His Web site is [www.isisaffiliates.com](http://www.isisaffiliates.com).

Kate Eskra Fioravanti (Ed.M., 2004) is Arts Director and Head Teacher of the Interdistrict School for Arts and Communication in New London, Connecticut.

### HIGHER & ADULT EDUCATION

Jeffrey A. Barnett (M.A., 2005) was appointed Assistant Dean of Students at Stony Brook University in January 2007. Barnett was awarded the Outstanding Student Affairs Award for Emerging Programs by the State University of New York last year.

### ORGANIZATIONAL PSYCHOLOGY

Eric Pardell (M.A., 2004) is Senior Vice President of Leadership Development Process & Programs at Bank of America's Global Consumer and Small Business Banking unit in Charlotte, North Carolina.

Lorraine P. Sachs (M.A., 1958) retired at the end of 2007. Sachs earned a designation as a Certified Association Executive and served as Executive Vice President and Chief Operating Officer of the National Association of State Boards of Accountancy. Prior to that, she served as Director of the NLN Test Service at the National League for Nursing. Sachs says she is "looking forward to new challenges, to pursuing interesting projects and for the opportunity to enjoy activities that [she has] put off all these years."

### SOCIAL, ORGANIZATIONAL, COUNSELING PSYCHOLOGY

Jacob Jaffe (Ed.D., 1965) has published *Hobgoblins*, a psychological thriller about "a cabal of financiers that secretly supports a presidential candidate who plans to double-cross them and become a modern-day Hitler." Jaffe's previous novel was *Land of Dreams*, a saga about the immigrant experience set in 1938–1939. Details about both novels are available at [www.jaffeauthor.com](http://www.jaffeauthor.com).

## TC MOURNS FOUR FROM ITS FACULTY

**LESLIE WILLIAMS**, Professor of Education in the Curriculum and Teaching Department, died on November 22. She held an Ed.D. from TC and taught at the College for 33 years. ● In her work in multicultural and early childhood education, Williams was a powerful advocate for inclusion. ● Formed in part through her work with Native American children, her gospel spread worldwide through her scholarship, publication, teaching, mentorship and work promoting educational exchange. Among her many publications were *Multicultural Education: A Source Book* and *Kaleidoscope: A Multicultural Approach for the Primary School Classroom*.



**ROBERT BONE**, an emeritus faculty member, died on November 25. A conscientious objector during World War II, he served in the Civilian Public Service and the Young People's Socialist League from 1946 to 1947. He was drawn to the struggle for racial integration and the study of black history and literature after working in an auto factory. ● Bone's dissertation at Yale, *The Negro Novel in America*, was published in 1958, reissued in 1965 and translated into Japanese in 1972. During his long academic career, 25 years of which were spent at TC, he published other works, including *Down Home: A History of Afro-American Short Fiction from its Beginnings to the End of the Harlem Renaissance* and a well-regarded monograph on the author Richard Wright.

**KENNETH HERROLD**, Professor Emeritus of Psychology and Education, died on November 22. His early research at TC in the late 1940s led to a career-long interest in the dynamics of group behavior; his work studying behavior in large corporate environments eventually matured into the field of business psychology. ● Herrold lectured throughout the U.S., England and Europe; authored several books and more than 100 articles; was a consultant for the U.S. Children's Bureau 1950 White House Conference on Children and Youth; and advised numerous corporations and government institutions on improving organizational effectiveness. As a consultant to Bankers Trust Company, he helped integrate minority groups into the banking world and bring banking to underserved areas of the Bronx.

**ELIZABETH MALONEY**, former Associate Professor of Nursing Education and Chair of Nursing Education at TC, died on November 21. She was a leader in the field of graduate nursing education and nationally influential in psychiatric nursing as a consultant, lecturer, author and editor of *Perspectives in Psychiatric Care*. ● Her career brought her many honors, including an Alumni Achievement Award from TC's Nursing Education Alumni Association and induction into the Nursing Hall of Fame at the College. ● She served in the Army Nurse Corps in France during World War II before beginning a more than 40-year association with TC, retiring in 1993. She earned bachelor, master and doctoral degrees at Columbia.

**CORRECTION** Last issue, *TC Today* incorrectly listed the age at death of Joyce N. Parseghian, (M.A., 1980). Parseghian was 53.

## In Memoriam

For the present, information regarding TC alumni who have passed away is available exclusively on the TC Web site. To view In Memoriam, please visit: [www.tc.edu/inmemoriam](http://www.tc.edu/inmemoriam).

Marcia Lyles  
(Continued from page 15)

into where you don't get that. But there needs to be more rigor, because—bottom line—his scores still need to come up.”

**COMING FULL CIRCLE**

There is a postscript to Lyles' story about her sixth grade teacher, Carrie Simpson.

In August, prompted by a reunion with her old classmate, Janette Domingo and aided by the miracle of Google, Lyles tracked her old teacher down. Simpson, now 76, was still working in education, as a public school leadership consultant for the Lorraine Monroe Leadership Institute. It turned out that she had become a principal after her teaching days and had served under Lyles when Lyles was superintendent of Region 16, once even standing in a crowded room to listen to her speak.

“She looked so familiar, but I don't know the married names of my students, and she was Marcia Pope back then,” Simpson said, in a phone interview. “It's the most fantastic story, because this was a woman I had been admiring, and I had heard that so many principals admired her.”

Simpson said that Lyles had “blossomed unbelievably” during that year in sixth grade, but that “she was just waiting to get there, to come to the place I was in. I really believe that when students are ready, the teacher will come.”

Was young Marcia Pope still recognizable in the Deputy Chancellor of today?

“Oh yes, she hasn't been changed by working at this high level. She's risen to the occasion as a whole person. She's not on a stage. She's the real thing, and that's a compliment that not many can be paid.

“She is a shining star,” Carrie Simpson said. “She's living proof of what young people can do.” ❧

Team Pre-K  
(Continued from page 20)

Social Policy. There she assisted the psychologist Edward Zigler and set up a network of Bush Centers at other locations. Zigler, who had served as the first director of the nation's Office of Child Development (now the Administration on Children, Youth and Families) and Chief of the U.S. Children's Bureau, was lauded as a national leader in child development research and education policy. He had administered the Head Start program, as well as Home Start, Education for Parenthood, the Child Development Associate Program, and the Child and Family Resource Program. From Zigler, Kagan learned how to meld first-rate scholarship and policy work. “Opportunities for interesting work cascaded in, and I would pinch myself just realizing that I had a front-row seat, if not a real part, in federal policymaking,” she says. “Ed was exacting and tough and loving; he made you be better than you ever thought you could be.”

While at Yale, Kagan also served as Co-Chair of the National Education Goals Panel on Goal One (readiness to learn) and then President of the National Association for the Education of Young Children, restructuring the relationship between that organization's board members and its staff and expanding its public policy efforts. She has taken on many similar public roles over the years, serving as Executive Director of the Office of Early Childhood Education in New York; as a member of President Bill Clinton's education transition team; and on scores of national and international committees, including her current work with the National Academy of Sciences and national task forces on the reconstruction of NCLB.

Brooks-Gunn says that in 2000, when she learned that the Marx family had endowed a second chair at TC and that Kagan had been offered the position, she instantly envisioned their joining forces: “It was in my mind for three months before she came—‘I hope she says yes.’ That was my only concern.”

It was in Kagan's mind too. “When I came I wanted to set up a center on early childhood policy, and it was really one of the conditions under which I would even entertain coming to Teachers College. Brooke very graciously invited me to dinner and said, ‘Let's do this together.’”

They sat outside at a place somewhere on upper Broadway. Afterwards, Kagan sought the advice of friends and advisors.

“Everybody said, ‘Two high-powered women like the two of you? It'll never work. Don't. You're crazy,’” Kagan says. “These comments came from people I really, really respected. It had nothing to do with Brooke as a person. It was sort of knowing me and knowing the profiles that we each represented. Everybody said no.”

Naturally, they went ahead anyway—and both agree things have worked out magnificently. Both say that's due directly to their staff—Anne Martin, Coordinator of NCCF and Senior Research Scientist; Finance Director Samara Wallace-Noyola; five research scientists; eight graduate fellows; and approximately 10 to 12 other TC students who work at the center each year—but both also credit an arrangement that gives each woman the room to do what she does best.

“I like to think of our center as something that looks like a Venn dia-

(Continued on next page)

## Team Pre-K

(Continued from previous page)

gram,” Kagan says. “There are projects I do without Brooke, and there are projects she does without me and then there are a whole bunch of projects that we overlap on. Sometimes we have more that we’re doing together, sometimes less. The arrangement has given us each room to do what we love while fully recognizing our obligations to each other and to our students.”

### PAYING IT FORWARD

In the end, it may be their students—“the leaders of tomorrow,” Brooks-Gunn calls them—who represent Kagan’s and Brooks-Gunn’s finest achievement. NCCF operates on what Kagan and Brooks-Gunn call the “apprentice model,” allowing promising future practitioners to learn from participating in active studies and policymaking efforts.

“Most young scholars doing policy work across the country don’t get the interdisciplinary focus that we really push,” Brooks-Gunn says. “And it’s not just our two disciplines. We really want our young people to know something about economics, something about evaluation designs. We want them to be fairly sophisticated in statistics. We push our students to develop both the core program that we want them to have, but also to individualize their programs. A lot of people contributed to us so we know we’ve got to give back. And the way to do that is to mentor young people who end up going out and doing fabulous work.”

Kate Tarrant, currently the center’s second-most senior fellow, came to NCCF to work with Kagan. “Knowing Lynn was here was actually one of the reasons I chose Columbia,” says Tarrant, who applied to the center as a data col-

lector while working on her master’s in public administration at the School of International and Public Affairs. She met with Kagan, who told her that if she wanted to become “a real source of new information” on early childhood, she should get her doctorate at TC. “When she said that, my jaw kind of dropped,” Tarrant says.

Four years later Tarrant is on track to get that doctorate and is also currently assessment coordinator for the new pilot testing program for New York City preschool programs, an experience she says has been “pretty eye-opening.” For example, during a recent visit to a childcare program, she realized she represented only one of several outside agencies monitoring the program’s work that day. “I’m much more aware of how sensitive policy has to be to work within this complex system,” Tarrant says. “You can see that the people who run these programs do a fabulous job and face a lot of challenges.”

Along with another Kagan protégé, Kristie Kauerz (now currently pre-K advisor to Colorado’s Lieutenant Governor), Tarrant also recently co-authored a book with Kagan: *The Early Care and Education Teaching Workforce at the Fulcrum: An Agenda for Reform*. Published by TC Press, the book argues that the pre-K teaching field is characterized by “low entry criteria, limited growth opportunities, low compensation and high turnover” and calls for, among other things, increases in Early Childhood Education (ECE) teachers’ compensation and benefits and the creation of a national ECE teacher education compact that would foster effective and consistent ECE teacher preparation and licensure. Not too shabby for an aspiring policymaker.

And then there is Anna Johnson, who did, at long last, make it to TC. To Johnson’s surprise, Brooks-Gunn answered that long-ago email, and in 2004 they finally met when Johnson, who was working at the Manhattan District Attorney’s Office’s Child Abuse and Family Violence Bureau, came up to Brooks-Gunn’s office at TC for an interview.

“It felt like I’d always known who she was,” Johnson recalls. “It’s almost like the story of when you meet the person you’re going to spend your life with.”

Today, as the most senior doctoral fellow at NCCF, Johnson is indeed spending much of her life with Brooks-Gunn and with Kagan as well. So far, she has worked on several studies and served as student coordinator of the Policy Student Network under Kagan, who is also TC’s Associate Dean for Policy and Director of its Office for Policy and Research. Johnson also is earning a degree from Columbia’s School of International and Public Affairs and working on a new NCCF project on childcare subsidy use in New York City families—“which means I’m getting to do exactly what I want to do,” Johnson says. “That’s the kind of mentors Brooke and Lynn are. As long as we’re furthering good policies for kids, they give us the room to do what we want. And they’re big on interdisciplinary collaboration. Because if you can say the economists and the political scientists and the behaviorists and the geneticists and the developmental psychologists all agree, you’re going to make a better argument—you know?” ❧

*To learn more about the National Center for Children and Families, visit [www.policyforchildren.org](http://www.policyforchildren.org). To view interviews with Jeanne Brooks-Gunn and Sharon Lynn Kagan, visit [www.tc.edu/tctoday/teamprek](http://www.tc.edu/tctoday/teamprek).*

## Preschool Math

*Why it adds up*

by *Herbert Ginsburg*

Experts agree that early childhood education holds great potential for closing the nation's education gap and boosting children's long-term achievement. Yet scant attention is paid to one of the most important early subjects of all: math. Research has clearly shown that nearly from birth, children develop an "everyday mathematics"—informal ideas of more and less, taking away, shape, size, location, pattern and position—that is broad, complex and often sophisticated. Indeed, everyday math is so fundamental to children's understanding of the world that they could not function without it. And math ability upon entry to kindergarten not only predicts later math achievement, but also may be an even better predictor of success in later grades than is early reading ability.

Low-socioeconomic status (SES) preschool children generally perform more poorly on many simple (particularly verbal) math tasks than do their more privileged peers. But both groups use similar strategies to solve problems, perform as well on non-verbal math tasks and exhibit few differences in the

everyday math they use in free play.

Both groups have the potential to learn school math.

Sadly, most preschools instruct children in a very narrow range of math content, or don't teach them at all, while preparation of pre-K teachers focuses far more heavily on literacy than on math. Yet among leading professional organizations, there is growing consensus that early childhood math education is not

There is growing consensus that early childhood math education is not only necessary, especially for low-SES children, but should be *comprehensive*.

only necessary, especially for low-SES children, but should be *comprehensive*. It should include play with materials and objects that set the stage for math learning; teachable moments, in which teachers observe kids in spontaneous situations that can be exploited to promote learning; teacher-guided projects of complex topics—like figuring out how to create

a map of the classroom; and deliberate instruction using a planned curriculum to actively introduce math concepts, methods and language. This curriculum is not, of course, a textbook, but a carefully sequenced set of exciting activities.

At Teachers College, Boston University and Johns Hopkins University, my colleagues and I have created one such early math education program, "Big Math for Little Kids," and are now evaluating its effectiveness through long-term studies. Other new curricula have also been created. But more work is needed—particularly research on teacher knowledge and how to enrich it; on teaching at the preschool level; and on what

children can accomplish when they are given rich teaching and curriculum. After all, before the Web was invented, no one knew that four-year-olds would be capable of using it.

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**Herbert Ginsburg is Jacob H. Schiff Foundations Professor of Psychology and Education at Teachers College.**



# Board Certified

*New TC Trustee Dawn Brill Duques (M.A., '76) brings a lot to the table*

**D**awn Brill Duques, who recently joined TC's Board of Trustees, is a proven educator, businesswoman and philanthropist, as well as a mother of four and a self-described "corporate wife" to Ric, her husband of 43 years. She's also good at being on boards—and, in general, at tackling head on the kinds of complex problems boards face. • Partly that's the result of experience. Duques has been a member of the Board of Trustees at Mitchell College and is a member of the National Council on Education and Human Development at The George Washington University. She has also served on TC's President's Advisory Council. • But it also reflects a determination to succeed, a love of learning and a natural bent for thinking pragmatically and taking the initiative. • Duques has a learning disability and did not read until she was in the fourth grade. Yet she went on to earn an A.A. at Mitchell College; a B.A. at The George Washington University; an M.A. from Teachers College; and, recently, an Ed.D. from NOVA Southeastern University. She even took off time from her education studies to get a second A.A. in Culinary Arts from the Art Institute in Ft. Lauderdale. • Education is where her heart lies, Duques says—as an instructor as much as a learner. She has managed to teach virtually all of the elementary grades, including a seminar of gifted sixth graders, as well as business English and ethics at a business school. And though she had to scale back her work when her family abruptly doubled in size—she and Ric and their son, David, were joined by triplets—she never left the education field. At first she ran a play school at home for children who were the same age as the triplets. Once the trio started kindergarten, she took on the responsibility of co-directing a preschool. She also enjoyed doing some substituting. • When the triplets entered the fourth grade in Tenafly, New Jersey, Duques started the first two after-school programs in the area. Three years later, there were eight. They were not only a valuable resource for working parents but also a source of funds to strengthen the overall school system. • At the same time, the Tenafly public school system was threatening to stop funding its very busy school for continuing education. Duques took it over—and made it profitable, too. • The Duqueses left Tenafly when the triplets went off to college, but Duques has kept busy. Since picking up the A.A. in culinary arts, she has become involved in renovating the family's hotel and its two restaurants. She also does freelance writing and speaks on education-related topics, while continuing her board service. • In Duques's view, some educational institutions (as well as many other non-profits) aren't "getting the most out of a valuable asset they have—their boards." She enlarged on that point in her doctoral thesis, which focuses on the courting and orientation of trustees. • In addition to applying her board-related expertise to TC, Duques hopes to help the College get more involved with New York City's public schools. "As society evolves, how we must reach our children must evolve," she says. "Teachers College has so much to bring to the table." • So does its new trustee. ❧



# One Teacher's (Weekly) Journey

*Many teachers are passionate enough to commute six hours a week to improve their skills. But by plane?*

Meet Yoshi Ochi (M.A., '07)—frequent flyer for the past three and a half years from Shikoku, the smallest of Japan's four main islands, to TC's branch campus in Tokyo. • "My life is as if I were walking a tightrope, taking care of three children and doing the housework while working as a full-time teacher and being a language learner," wrote Ochi—who spoke at her graduation from TC Japan this past fall—in a paper on classroom practices. "It seems that I have engaged in the activities for my own sake and not for extrinsic tangible reward. I have been motivated to achieve self-actualization." • Ochi's students have also self-actualized as a result of her perseverance. Now that her own kids are grown, Ochi, who earned her M.A. in the Teaching of English to Speakers of Other Languages (TESOL), has more time for her students. She recently accompanied

them on a trip to Seattle to meet native English speakers—a rare experience in mono-cultural Japan. Still, Ochi remains humble about the effort she put into completing her degree. • "There was a guy who commuted from South Korea," she says of her time at TC Japan, "though I'm not sure how often." ❧



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