

Ed.

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SPECIAL ISSUE
WINTER 2020

1920-2020



100 YEARS /
100 REASONS
TO LOVE
THE ED SCHOOL
NOW



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Harvard Ed.



Lory Hough, Editor in Chief

LOVE IS IN THE AIR

This year, the Ed School is celebrating its 100th anniversary. We knew we were going to create a special theme issue to mark this major milestone, but the question was, how should we organize the information? A deep dive into just the school's early history? A straightforward timeline approach? None of those options seemed like the right way to tell the story in a way that would capture not only the school's beginnings, but also who we are now and who we hope to be in the future — and do it in a way that was fun. However, there was one word that kept coming back to us, a word that might seem odd for a magazine based at a graduate school, but in many ways, the word — love — makes sense. The foundation of everything that happens here is love — love for students, love for learning, love for teaching, love for doing good (and doing it well), love for Harvard, love for making a difference, love for wanting to do better, love for fighting wrongs and knowing we have something to say, and love for what we all know education can, and should, do for all kids around the world. With that in mind, here are our 100 reasons to love the Ed School now. ♦

100 YEARS 100 REASONS TO LOVE THE ED SCHOOL NOW

1920-2020

Reason #1

BECAUSE WE CAN LOOK BACK AND SEE FORWARD AT THE SAME TIME



OUR STUDENTS HAVE CHANGED. A LOT. (SEE THE BACK COVER AND THE NEXT SPREAD.) LAST NOVEMBER, WE INVITED THREE CURRENT MASTER'S STUDENTS — ASHLEY BAZIN (ON THE COVER), AVI ANSHIKA (RIGHT), AND JIEZHEN WU (OPPOSITE PAGE) — TO SPEND A DAY DRESSED IN THE STYLE OF THEIR PREDECESSORS FROM THE ORIGINAL ED SCHOOL CLASS OF 1920.



STYLING BY KATE COLANGELI/ANCHOR ARTISTS; HAIR & MAKEUP BY KATHLEEN SCHIFFMANN/ANCHOR ARTISTS



4

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Reason #2

BECAUSE THIS IS US IN 2019

Reason #3

BECAUSE STUDENTS CHANGE

SEPTEMBER 27, 1920: Students entered the Harvard Graduate School of Education for the very first time, via Oxford Street, not Appian Way. Any back-to-school festivities did not occur in Radcliffe Yard and were certainly not accompanied by a DJ. However, tuition was only \$200 a year. And while this first class was the first at Harvard to include women (see page 30), the October 1920 issue of the *Harvard Alumni Bulletin* promised, “As long as the School is a strictly graduate institution, it is likely to attract more men than women.”

AUGUST 26, 2019: The Ed School’s 100th class of students gathered together on Appian Way. The student body is now 72% women. It recognizes that not all students identify as male or female and includes students from across the United States and 52 countries, and from a range of ethnicities, socioeconomic backgrounds, and professional experiences.

In 100 years, the Ed School’s student body has changed significantly, but what about the student experience? In addition to changing course work, the former student-run newspaper *The Appian Way*, documented in 1990 a struggling student basketball team (once asked



by the referee if they wanted to forfeit before the game even began), meditation techniques to alleviate stress while waiting for the notoriously slow Gutman elevator, a vigilante committee dedicated to removing postings placed in violation of bulletin board rules across the school, and a mysterious graffiti cartel known as THGZE who wrote on walls about historic and recent debates in education.

Student organizations have also consistently influenced the school’s experience. While the Black Students Union and La Organization have existed since the ‘60s in one form or another, the Ed School has numerous clubs and groups (each year there are usually more than 30

registered) that emerge and are increasingly looking to connect and collaborate with students from across Harvard.

“Before, I felt our students just wanted to stay here, but now they want to get out in the larger community,” says Tracie Jones, director of Diversity, Inclusion, and Belonging.

One of the most consistent experiences for students is learning to navigate Cambridge. As a 1965 student guide notes, “Once you have resigned yourself to...totally illogical traffic patterns, police who ticket your car with wild abandon, unmarked streets, unreasonable landlords, exorbitantly priced food, and dirt and soot on everything, you’ll find that

living in Cambridge is not only tolerable but sometimes weirdly enjoyable.” The Hong Kong, Harvard Bookstore, Cardullos, and Charley’s Kitchen still serve as quirky landmarks today. Before the well-lit Gutman Cafe opened in 2012, students and faculty could meet for lunch and discussions in Larsen Hall common areas, dubbed “water holes,” a selling point of these spaces being that “they even had windows.”

Of course, the nature and the content of those discussions has changed in the life of students today, as new political and social tensions bubble to the surface. More recently, part of the process of “kicking over sacred cows” has involved developing a fuller understanding of supporting all students.

“In the past five years, we’ve seen a 56% increase in Latinx students, 38% increase in African American students, 33% increase in international students,” Jones says. “We’ve had a change in the community, which means there’s a change in what people are looking for. We also have had an increase in [self-identifying] undocumented students. There are also trends in students’ gender identities. In the past, we would have just had an option for ‘him’ or ‘her’ on the application, but

now there’s an ‘other’ because we’re recognizing that gender is fluid.”

Early versions of the student handbook provided students with only a select group of resources. Over the years, students have advocated for programs for Native Americans, the inclusion of queer students in conversations about diversity, a student support organization for first-gen students, and taking steps to address environmental concerns among many others. Technologies like Facebook and WhatsApp have allowed students to support one another in ways ranging from childcare to a chat group letting students know where there’s free food.

Indeed, the idea of inclusion has been engrained on Appian Way across the years. As former Dean Paul Ylvisaker recounts in an oral history of his time at the school, “We should represent what others have tended to ignore.” And this is happening. In my experience, the Ed School’s commitment to reimagine where the boundaries of schooling lay, to making schools a place of belonging for all, and to see all individuals as learners — on Appian Way and beyond — has left its mark.

EMILY BOUDREAU, ED.M. '19, IS A CONTENT CREATOR AT THE ED SCHOOL

Reason #4

BECAUSE HERE'S THE RUNDOWN

As the old saying goes, we’ve come a long way, baby. To get you oriented to the school’s first 100 years, here’s a quick rundown of some key dates and moments:

1891: Paul Hanus becomes Harvard’s first faculty member in education and advocates for a full school devoted to education.

1906: Education officially becomes a division under the Faculty of Arts and Sciences.

1919: John D. Rockefeller makes the first big donation toward establishing a graduate school of education.

1920: In January, a formal announcement is made regarding the establishment of the school, which opens on September 27, 1920. The school is housed in Lawrence Hall. Henry Holmes is the first dean and women are admitted — Harvard’s first female degree candidates.

1921: On June 23, HGSE holds its first commencement.

1936: The M.A.T. degree begins.

1962: HGSE moves to its new home, Longfellow Hall. The Appian Way campus begins.

1965: Larsen Hall opens. (It’s the first space built specifically for HGSE.)

1972: Gutman Library opens.

1981: Patricia Albjerg Graham becomes the school’s first female dean.

2009: Ed.L.D. degree begins.

2012: The Ph.D. degree begins.

2018: Bridget Long becomes our newest dean.



Reason #5

Because Our Shield Was (Likely) Influenced by a Teacher

Every professional school at Harvard has its own unique shield. Ever wonder what the Ed School’s shield stands for? Although some of the exact details are a bit fuzzy, it appears that the shield is connected to Ezekiel Cheever, a Londoner who moved to Boston in 1637 at the age of 23 and later served as headmaster of the famed Boston Latin School for 38 years, until his death in 1708 at the age of 94.

His connection to Harvard is one of the fuzzy details — some accounts say he had no connection, others say he graduated from the college in 1659, as did several of his children and grandchildren, years later. A footnote in a 1981 article in the *Harvard Library Bulletin* says that when the Ed School was founded, Harvard President A. Lawrence Lowell and Dean Henry Holmes thought Cheever, who spent 70 years teaching, was the “prototype of the secondary school teacher.”

Because Cheever was the son of a spinner and likely did not have an official family coat of arms, Pierre de Chaignon la Rose, the designer of most of Harvard’s early shields, pulled a design from the gravestone of one of Cheever’s grandsons, also named Ezekiel, who was buried in Charlestown, Massachusetts. The design was also found on embroidery made by his first wife, Mary Cheever.

Reason #6

BECAUSE WE COME FROM HUMBLE ORIGINS

When we think of the Ed School, we think of Longfellow, Gutman, and Larsen. But Appian Way wasn't where the school first laid down roots. In 1920, when it was founded, the school was housed in Lawrence Hall on Kirkland Street, just outside Harvard Yard. Built in 1848 from a \$50,000 gift from Boston industrialist Abbott Lawrence, the dark brick Italianate-style building was initially used for the Lawrence Scientific School (a precursor to the School of Engineering), including as a residence for Lawrence's first professor, Eben Norton Horsford, founder of baking powder.

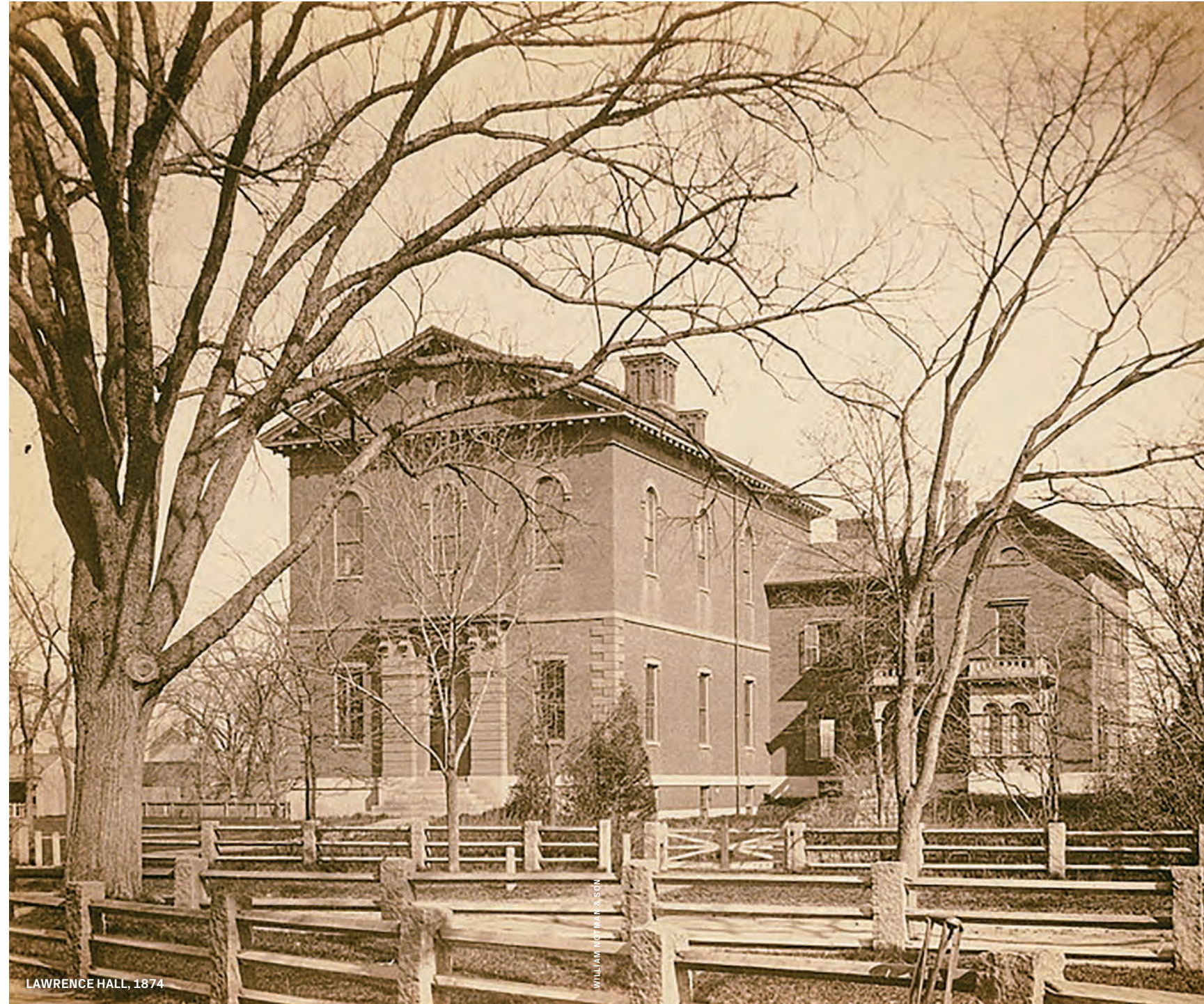
As the building aged, students and faculty developed a love-hate relationship with the space. In a 1961 *Harvard Crimson* interview, Dean Francis Keppel pointed to the ceiling of his Lawrence Hall office and said, "See those cracks? We had to remove 30,000 books from the library upstairs because we were told the second floor would cave in."

GREGORY ANRIG, M.A.T.'56, C.A.S.'60, ED.D.'63, in a 1988 oral history project, said of the space, "You come to Harvard and you think of all of this wealth and the tremendous resources in this university, and then you go to the school of education ... in this dingy little building. With a heavy German accent, Professor Ulrich used to refer to his basement lecture room as the 'horse stables.'"

Ulrich, in an essay published in the 1970-71 *Bulletin*, added that the lecture hall was "equipped with benches which looked as if they had been bought from a defunct monitorial school of the 1830s. No state school department would have allowed them in even the poorest district. ... One hot day, the benches got stuck to the trousers of the students. It was difficult to separate the humanity from the wood."

And yet, Anrig added, "there was something about the atmosphere of that place, because it was so old and decrepit in many ways, there was something very gracious about it at the same time. ... The facilities never made the difference in this program. It was the rather remarkable relationship you had with the faculty and, at that time, the structure of the program itself, which I found to be just tremendously beneficial to me."

In 1962, the Ed School moved to Appian Way with the purchase of Longfellow from Radcliffe. Lawrence Hall fell into disrepair and was abandoned. In 1970, a group of graduate students took over the building and started the Free University as a way to provide an alternative education to Cambridge residents. The Free University Commune, a collective of local homeless people, also moved in. The building was slated for demolition to make way for, as it was once described, "the beige sprawl of the new Science Center." On May 8, a fire broke out on Lawrence Hall's third floor and the building was destroyed.



LAWRENCE HALL, 1874

WILLIAM HENNINGSON

Reason #7

BECAUSE OUR NEW CENTENNIAL SCHOLARS WILL HELP US MOVE THE SCHOOL'S VISION FORWARD FOR THE NEXT 100 YEARS



Reason #8

Because History Was Made in 1891 and 1920. Over Salad.

In 1891, we weren't yet a school. We were one faculty member, Assistant Professor Paul Henry Hanus, teaching one class, the History and Art of Teaching, which was listed under philosophy. It wasn't until 1906 that Hanus and one other professor made up their own education division within the Faculty of Arts and Sciences.

But Hanus wanted more. He had been pushing for a separate graduate ed school as early as 1903; in 1915 his pushing went beyond just talk when three groups, including the Harvard Corporation, began a united and serious effort to find the money to get started. In May of 1919, John D. Rockefeller, founder of the Standard Oil Company, made the first major donation, \$500,000, toward the \$2 million that was ultimately raised. Nine months later, on February 17, 1920, at the Harvard Union, 200 guests gathered for a dinner to celebrate the impending conversion from division to school. This included Harvard President A. Lawrence Lowell, Hanus, and Henry Wyman Holmes, who would become the school's first dean. "On a frigid winter night, elaborate pains had been taken to ensure a warm environment of good fellowship and good taste," wrote Arthur Powell in *The Uncertain Profession*. "Elegant courses followed one after the other: oysters, cream of mushrooms, filet of beef, endive salad, cheeses, fruit ices, and cake."

Less than a month later, on April 12, 1920, the Harvard Graduate School of Education was officially established by a vote of the corporation. The school would offer two degrees starting in September: the master of education and the nation's first doctor of education. As Powell noted, "The educational press reported triumphantly that Harvard at long last was firmly committed to the graduate study of education."



BECAUSE SARA LAWRENCE-LIGHTFOOT



ELIO PAJARES

Reason #9

Who: Professor

Area of impact: portraiture

Why it's important: **SARA LAWRENCE-LIGHTFOOT, ED.D.'72**, a sociologist, pioneered a new way to do social science research that blends art and science with storytelling. However, unlike most social science, which tends to focus on what's wrong, portraiture attempts to understand what's worthy in people and human behavior and within institutions like schools. It allows the researcher and subject to co-create the story so that each one, Lawrence-Lightfoot has written, can participate in "the drawing of the image."

How it started: "My initial foray into the field was part of a project that originated with *Dædalus*, the journal of the Academy of Arts and Sciences, where a seminar of scholars from different disciplines were focused on trying to understand the character of high schools and the nature of adolescence, the ways in which these institutions served or disserved the developmental needs of adolescents," Lawrence-Lightfoot wrote in a 2016 essay for *Learning Landscapes*. "I was sent out into the field by this group, along with Robert Coles and Philip Jackson, to try to capture the high school scene, and I was the one who said, 'Why don't we call them portraits?' Since this was very exploratory, I wanted to release us from the protocols and constraints of traditional research strategies."

Fact: When Lawrence-Lightfoot retired in 2019, the academic chair she held (the Emily Hargroves Fisher Endowed Chair, established in 1988), became the Sara Lawrence-Lightfoot Chair, making her the first African American woman in Harvard's history to have an endowed professorship named in her honor.

Illustration by Riccardo Vecchio

Reason #10

BECAUSE PAT AND BRIDGET SHARED SOME HISTORY

On November 30, 1981, Patricia Albjerg Graham was announced dean of the Ed School — the first female to hold the post and the first woman in Harvard's history to head a graduate school. Nearly four decades later, Albjerg Graham sat down with our current dean, Bridget Long, to talk about that time, her name, and what makes her proud.



LONG: WHEN [HARVARD PRESIDENT] DEREK BOK APPOINTED YOU, YOU WERE THE FIRST FEMALE DEAN TO LEAD A HARVARD FACULTY. WHAT WAS THAT LIKE TO BE THE ONLY WOMAN SITTING AT THE TABLE?

ALBJERG GRAHAM: I walked into one of these deans' meetings one time, and three or four of my colleagues as deans were standing together sipping a little sherry before the lunch began and they hadn't seen me come in. And these were very nice guys. One of them said to his fellow, "Oh, you know, it was so much easier when we were all alike." And I smiled and waited until they finished that conversation before I joined them.

LONG: WAS IT A CONSTANT THING THAT YOU FELT?

ALBJERG GRAHAM: I represented several things that Harvard did not value. I was a woman, I was in a school of education, I hadn't gone to Harvard, and

I had a strange maiden name which, when I came to the Radcliffe Institute, I remember the Radcliffe trustees said, "Oh my dear," — in a very gentle way — "why don't you just drop that Albjerg," my Danish father's name. "Patricia Graham would fit so much better." I, of course, didn't drop it, but I was accustomed by the time I had become dean to not fitting in entirely. I thought that was just the way the world worked, and you might as well get along with it and do the best you could, and create and build on the strong foundation of the school of education here, but make it a little more relevant to the problems that America faced in education.

LONG: YOU'VE SPOKEN SEVERAL TIMES ABOUT WORKING WITH JERRY MURPHY.

ALBJERG GRAHAM: We had a

good time. He does some things vastly better than I do and that, of course, was an enormous asset to me. First of all, he knew the place which I did not know. And secondly, he is conscientious to the nth degree in planning and anticipating problems and being prepared. And he also has this fantastic sense of humor which you certainly need in that job, as I'm sure you know, Bridget.

LONG: WHEN YOU REFLECT BACK, WHAT IS THE THING YOU'RE MOST PROUD OF?

ALBJERG GRAHAM: Oh goodness, I hadn't thought of that. I'm pleased with the Harvard Graduate School of Education, and I'm pleased that it's now considered appropriate to think about poor children's education, particularly poor children of color. I started out teaching poor children, poor white children, because I was in a segregated school system and I'm white. Poor children have tremendous disadvantages in this society and education is one of the main ones. Their families are often wonderful, but the formal schooling that these children have is often lamentable. And if we can try to work on that, that seems, to me, very important.

WATCH THE VIDEO INTERVIEW AT WWW.HGSE.ME/GRAHAM

Reason #11

BECAUSE “LEADERSHIP AND LEARNING ARE INDISPENSABLE TO EACH OTHER” (THAT’S WHAT HE SAID)

From the very beginning, leadership has been a central tenet of the Ed School. In his 1937 book, *Adventuring in Education*, Professor Paul Hanus wrote that leadership had always been a part of his vision for the school. “It is a distinctive feature of this new enterprise at Harvard that it is established on a strictly graduate basis,” he wrote, “This, too, was in accordance with the plan of the school I had urged for many years, based on the hope that the school would emphasize the training of *leaders* in the field of education, while not neglecting the best training that could be devised for the usual practitioner.” With that vision in mind, here is a short list of a few of the ways we’ve emphasized leadership over the years:



► **1920 — DOCTOR OF EDUCATION (ED.D.) PROGRAM:** The school initially offered two degrees: an Ed.M. for master’s students, and the Ed.D., the first doctoral degree of its kind in the country. It was a degree, Hanus wrote in *Adventuring*, “offered to students who were planning to make education their lifework.”

► **1990 — URBAN SUPERINTENDENTS PROGRAM (USP):** The first comprehensive doctoral program for urban superintendents in the country. Professor Bob Peterkin, a former superintendent himself, ran the program for all but one year. When Peterkin started, about 5 percent of the nation’s superintendents were female and 1 percent were people of color. Within 15 years, the percentage of female superintendents shot to 21; the percentage of people of color jumped to 6.

► **2009 — DOCTOR OF EDUCATION LEADERSHIP (ED.L.D.) PROGRAM:** USP ended in 2010 as the Ed.L.D., another first-of-its-kind program, began. The highly selective doctoral program prepares experienced educators for system-level leadership roles in school districts, nonprofits, government agencies, and beyond, and includes faculty from the Ed School, Harvard Business School, and Harvard Kennedy School.

► **INSTITUTE FOR EDUCATIONAL MANAGEMENT:** In 2019, the Ed School marks the 50th anniversary of this institute, the nation’s oldest program for professional development of college and university leaders (more than 4,700 since 1970).

► **USING DATA TO IMPROVE QUALITY:** This bootcamp helps early education leaders better figure out how to collect — and effectively use — data.

► **NEW AND ASPIRING SCHOOL LEADERS:** This Professional Education program focuses on common leadership challenges for new school leaders.

► **WOMEN IN EDUCATION LEADERSHIP:** This prestigious program focuses on how female senior leaders in education can effectively strengthen their leadership.

Reason #13

Because We Never Forget an Anniversary

Here are a few of our more recent:

★ 5TH ANNIVERSARY

Harvard Teacher Fellows (in 2020): A teacher residency and master’s program to train Harvard College seniors and alumni to become well-prepared teachers.

★ 10TH ANNIVERSARY

Doctor of Education Leadership (2019): A doctoral program for leaders in preK–12 education who are trained to take on transformative roles in education.

Strategic Data Project (2019): This project works with education agencies to find and train data leaders who then help districts better use student data.

★ 15TH ANNIVERSARY

Public Education Leadership Project (PELP) (2018): A collaboration between the Ed School and the Harvard Business School, this program uses business strategies to help public schools and districts improve.

★ 30TH ANNIVERSARY

Harvard Seminar for New Presidents (2018): This Professional Education program addresses the challenges faced by first-time college and university presidents.

★ 35TH ANNIVERSARY

Principals’ Center (2016): This is the nation’s first center dedicated to supporting principals and school leaders through Professional Education seminars.

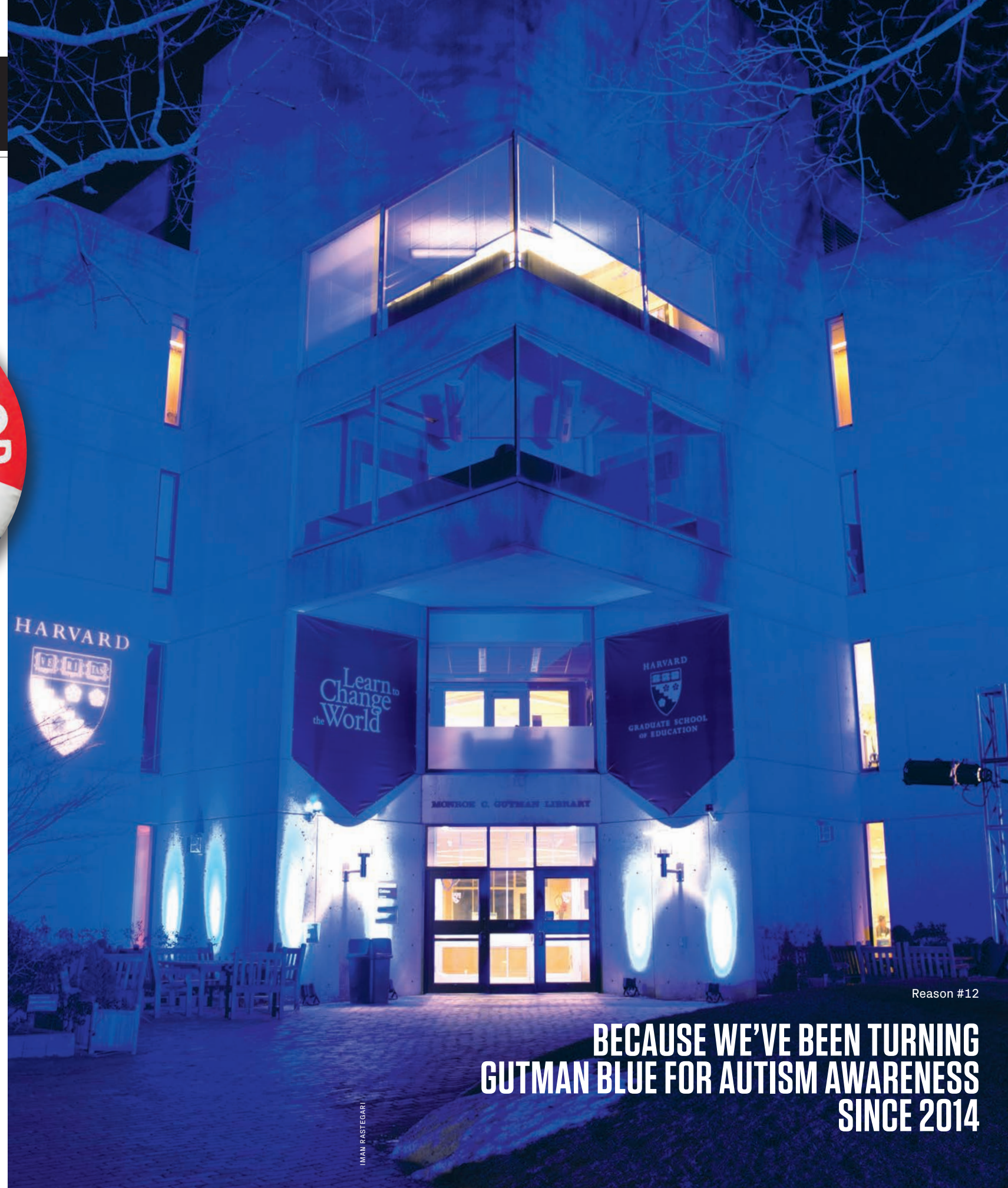
★ 50TH ANNIVERSARY

Project Zero (2017): A research center that explores topics in education such as deep thinking, understanding, intelligence, creativity, and ethics.

Sesame Street (2019): The long-running beloved children’s show and workshop can trace its roots back to the Ed School. (See Reason #34, page 26.)

Institute for Educational Management (2019): The nation’s longest-running Professional Education program in immersive leadership in higher education.

Human Development and Psychology (2020): One of the school’s oldest master’s degree programs.



BECAUSE WE’VE BEEN TURNING
GUTMAN BLUE FOR AUTISM AWARENESS
SINCE 2014

Reason #12

BECAUSE BRUTAL IS (MOSTLY) BEAUTIFUL



LARSEN HALL

Reason #14

In 1973, a year after it opened, Gutman Library received an honor that might make some — still today — flex an eyebrow (or two). The Boston Society of Architects, at their annual dinner in May of that year, called the building one of the “most beautiful pieces of architecture” in the metropolitan Boston area. The dinner was to honor the library’s architect, Benjamin Thompson and Associates, with their prestigious Harleston Parker medal.

The committee called the massive building, with its reinforced concrete and stark, blocky shape, an “outstanding example of a disciplined approach to architecture.” They particularly praised the “brightly colored interiors” of the library, which were then painted in bold reds, blues, greens, yellows, and purples. The interior reflected the “liveliness of Brattle Street and reinforces the immediate urban pattern,” they added. Benjamin Thompson, who had earlier started the famed Architects Collaborative with Walter Gropius, founder of the Bauhaus School and head of Harvard’s Graduate School of Design, said at the ceremony that his intention in designing the library was for it to be “functional but in the scale of the street, particularly the surrounding residential area.”

Like many other buildings created in this brutalist style — a French term, *beton brut*, or raw concrete — Gutman has its critics, particularly folks who work in the building and find it cold (despite colorful furniture). So, too, has nearby Larsen Hall had its critics. Its modern style hasn’t been embraced by everyone since it opened

in 1965. Likened to a brick bunker, 3-D IBM card, or medieval castle, the tallest building on campus was actually designed in reaction to the surroundings. In a letter written in 1964 to Roy Larsen, the building’s namesake, lead architect William Caudill wrote, “One of the main design premises of the building was to make it as flexible as a glass Manhattan office building, still have the feeling of permanency that will allow it to dwell together in unity with other Harvard buildings, yet retain its individuality. Now if it does these things — and I think the building will — we must have anticipated that it would be called Roy Larsen Hall. Like the man, the building should be dynamic, should have a timeless quality, and should be a distinctive and distinguished individual. If not, fire the architects — after the dedication.”

The architects weren’t fired, and Larsen Hall received many accolades over the years. “New and stimulating,” wrote one architect in *The Boston Globe*. “Active, ingenious,” wrote the authors of *Harvard: An Architectural History*. But there was also criticism of the building’s quirkiness. Windows were few and far between, in part because the architects wanted to draw the eye to a small number of stunning views. Which they did — at the expense of natural light (very little) and windowless offices (very many). It seems that Caudill had a sense of humor about the criticism, saying at the dedication ceremony in 1966, “The new structure may have a strange form, but it will wear a familiar Harvard tweed.” And finally, “What’s wrong with castles?”

RADCLIFFE COLLEGE ARCHIVES

STAN FILIPOWSKI



NICHOLS HOUSE IN 1963, BEFORE THE MOVE

Reason #15

Because We Know How to Save Old Buildings

In 1970, in order to make way for the construction of Gutman, the school’s new library, two historic houses had to be moved: Read and Nichols. Nichols was built in 1827 by its original owner, John T.G. Nichols, who likely was a local doctor. It was designed by Oliver Hastings, a lumber merchant who built his own house on Brattle Street a few years later next to Henry Wadsworth Longfellow’s house. The Read house was built earlier: In 1772, according to the Cambridge Historical Society, although other documents — burial records, reports from Harvard libraries, and the *Historic Guide to Cambridge*, published in 1907 by the Daughters of the American Revolution — indicate that it may have been built in 1725. In any case, the first owner was James Read and his family. In 1759, a piece of the garden space was sold to Christ Church as construction of the church began. The house stayed in the Read family until 1826, when it was sold to Levi Farwell, who later had a street renamed after him (Farwell Place, once School Court — the dead end behind Gutman). Radcliffe bought the house in 1943, to use as a dormitory.

Luckily, when Nichols and Read were moved in 1970, the move was close by: The houses now sit side-by-side, next to Gutman.

Reason #16



BECAUSE OUR BRICKS ARE SPECIAL

When it comes to brick, there’s a wide range of hues and tones. One of our buildings, Longfellow Hall, is so special that it even has its own named color: Radcliffe Brick.

Why Radcliffe and not Longfellow? The stately building that today houses classrooms, Askwith Hall, and the dean’s office, originally belonged to Radcliffe College. Designed by Perry, Shaw, and Hepburn as a neo-Georgian version of Harvard’s University Hall, the building opened in 1930 and was originally called the New Radcliffe Lecture Hall. It was renamed a year later to Longfellow Hall, in honor of Alice Mary Longfellow (daughter of Henry Wadsworth), a member of the original organizing committee that established what became Radcliffe College. The Ed School eventually bought the building in 1961, although classes for Radcliffe undergraduates were still held there. It was a sale, said Radcliffe President Mary Bunting in 1961, that made sense.

“By turning over to the School of Education a building in the Radcliffe Yard, we further the education of women at Harvard, which has always been Radcliffe’s basic aim.”

Reason #17

BECAUSE YOUTH WILL BE SERVED (AND SERVE)

All of our deans were young when they took over. Two were barely in their 30s when they were appointed.



1920-1940 Henry Wyman Holmes (40) 1940-1948 Francis Spaulding (44) 1948-1964 Francis Keppel (32)



1964-1972 Ted Sizer (31) 1972-1982 Paul Ylvisaker (51) 1982-1992 Pat Graham (47) 1992-2002 Jerry Murphy (54)



2002-2006 Ellen Lagemann (57) 2006-2013 Kathy McCartney (50) 2013-2018 Jim Ryan (47) 2018- Bridget Long (45)

Reason #18

Because a 100th Anniversary Is So Special We Had to Celebrate It Twice

This year, the Ed School is celebrating the 100th anniversary of the creation of the school. But this isn't the first time we've marked our centennial. During the 1991-1992 academic year, we recognized the landmark decision by Harvard in 1891 to appoint Paul Hanus as the university's first education professor. This two-part celebration started in late September with a series of lectures from faculty about their research and life's work, including Professors Charles Willie, Carol Gilligan, Israel Scheffler (who retired at the end of that year after nearly 40), Robert LeVine, and Catherine Snow (who was serving as acting dean). The second part of the celebration, held in early April, focused on changes in teaching and learning, and included keynote addresses from incoming Harvard president Neil Rudenstine and Ed School faculty Gary Orfield, Harold Howe II, Dick Light, Vito Perrone, Bob Peterkin, and Heather Weiss, as well as alumni practitioners.

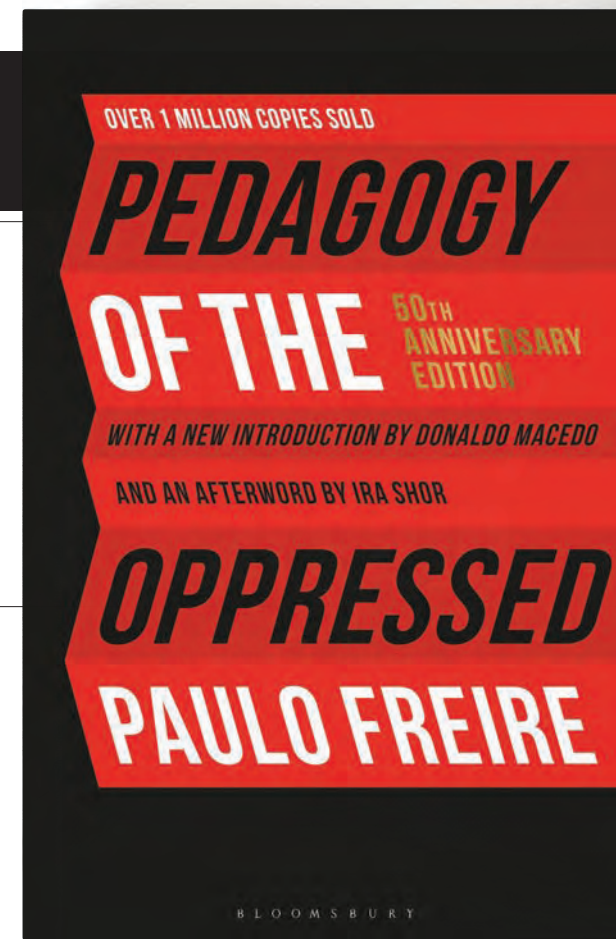
Reason #19



Because the Way Students Stay in Touch with Family and Friends Could Get Interesting

- 1920 Handwritten letters, candlestick phones and calls placed by operators, telegrams
- 1960 Rotary landline phone calls, coin-operated phone booths
- 2000 Flip phones, email, pagers
- 2020 Smartphones, texting, social media
- 2120 Mind-to-mind communications?

Illustration by Simone Massoni

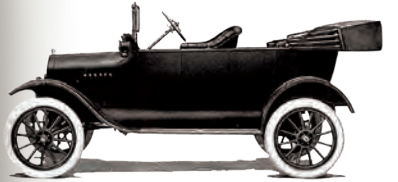


Reason #20

BECAUSE WE HAD PAULO FREIRE FOR A YEAR

“The very first time I heard the name Freire was after most of my education, including university level. I had never heard of him until I reached Mexico, where I spent a few years teaching linguistics. I had started to develop a way of teaching that I thought was, well, good for me and I hoped for the participants. One of them came up to me after class and said, ‘You’ve read too much Freire.’ That was the first time I heard his name. I didn’t want to appear as the guy who didn’t know anything about the guy everyone was supposed to know, so I said, ‘Oh no, I haven’t read that much, and what was that name again?’ I came across Freire a few years later through my interest in liberation theology, and so I read his book *Pedagogy of the Oppressed* for the first time. I heard the name Piaget maybe 10 million times but never the name Freire and I have wondered why he is not as well-known even if, in my opinion, his work is even more relevant now than it ever was.”

BRUNO DELLA CHIESA, A LONGTIME VISITING LECTURER, AT AN ASKWITH FORUM IN 2012 DISCUSSING THE HUGE INFLUENCE OF BRAZILIAN PAULO FREIRE ON EDUCATORS. FREIRE, CONSIDERED TO BE ONE OF THE MOST INFLUENTIAL PHILOSOPHERS OF EDUCATION OF THE 20TH CENTURY, TAUGHT AT THE ED SCHOOL IN 1969, THE YEAR BEFORE PUBLISHING *PEDAGOGY OF THE OPPRESSED*. HE ARGUED THAT TRADITIONAL TEACHING METHODS PROMOTED THE VALUES OF THE DOMINANT CLASS, CREATING A “CULTURE OF SILENCE.” STUDENTS, HE STRESSED, AREN’T MERELY VESSELS TO BE FILLED, BUT PARTICIPANTS IN THE LEARNING PROCESS.



Reason #21

BECAUSE IN 1920, \$200 COULD BUY YOU A DEGREE

That’s the amount Ed School students paid for tuition that first year. In 1920, they could also buy...

- ▶ A copy of *The Boston Globe* or a stamp for 2 cents
- ▶ A little girl’s belted coat for \$2.98 or a pair of gold-filled spherical toric lens glasses with a grip-tite nosepiece for \$6.50 from Gilchrist’s Basement Store in Boston
- ▶ A Ford Model T for \$260
- ▶ A sirloin steak at the Hotel Astor in New York City for \$1.75, with a side of peach melba for 80 cents





Reason #23

BECAUSE GRADUATING IS A FAMILY AFFAIR...

Our students' kids take the best photos at Commencement. They capture our hearts, they make us smile, and they even make us chuckle, especially when the kids use the time to catch up on a few zzzs.



BECAUSE OUR COMMENCEMENT SPEECHES GO VIRAL

When it ended, I did not walk back to my office. In full suit, precariously carrying an open laptop, I sprinted.

What hundreds in attendance had just witnessed was an incredibly powerful five minutes and 46 seconds of spoken word poetry delivered beautifully by HGSE student **DONOVAN LIVINGSTON, ED.M.'16**. It received an immediate and prolonged standing ovation. Equally important, it was recorded. While waiting for this large video file to download back at my desk, I had big dreams for viewership. The year was 2016, and I was the Ed School's director of digital communications strategy. Our typical videos averaged roughly 2,000 views but for this

one, I hoped we could maybe reach 10,000 or so.

"One of the most powerful, heart-felt student speeches you will ever hear! Thank you, Ed.M. candidate Donovan Livingston, for today's spoken word poetry. And for those who did not see it — take 5 minutes and enjoy."

Yes, I pushed the limits of being an unbiased institutional voice, but I could think of no better way to signal the level of inspiration this video would bring. Then, a simple click and it posted.

Over the next 24 hours, I witnessed hundreds of thousands of video views, a doubling in our social media following, and a

mainstream/social media spike like I had never seen before. Donovan was literally an overnight sensation, and yet that isn't even the full story.

The very next day, Dean James Ryan delivered his own graduation speech, centered on asking essential questions in life. Its iconic moment was in the final six minutes and 50 seconds when he famously posed the question: "Wait, what?" As that speech ended, I wondered whether lighting could strike twice here on Appian Way. Hilarious and touching, I knew the last part of Ryan's speech would make a perfect digital morsel for our exponentially larger (and newer) audiences to enjoy. The very next day, Dean

CASEY BAYER: JILL ANDERSON

MATT WEBER, ED.M.'11

Reason #25

...AND BECAUSE MAMA BEARS ALWAYS COME BACK

"Matt [Weber] once told me how people were saying, 'Did you see Mama Lola? She's here.' Like I was as much of the excitement as the commencement. He said, 'You're like a celebrity here.'"

LOLA SECK (RIGHT), A FORMER SECURITY SUPERVISOR AT THE ED SCHOOL WHO MOVED TO FLORIDA IN 2013 AFTER SHE RETIRED, BUT WHO VISITS CAMPUS EVERY MAY TO SNAP PICTURES WITH THE GRADUATES — HER "BABIES." AS SHE CALLS THEM — AND WATCH THEM GET THEIR DIPLOMAS. "I COME BACK FOR THE KIDS. I WIPE TEARS AND HUG THEM UP," SHE SAYS. "I FEEL LIKE I ADOPTED ALL OF THEM."



Reason #26

Because Our Professors Practice What They Preach

In 2012, in a Harvard EdCast interview, **GEOFFREY CANADA, ED.M.'75**, talked about the impact several of his professors from the Ed School had on him — professors who not only did research, but also spent a lot of time in the field, working with schools and other educators, and then bringing that experience back to their Harvard students.

"When I think about those great professors who not only professed, but then actually were out there and did the work, they were mentors, role models, examples of what a keen intellect and a real desire could accomplish," he said. "I think that's something that sets the Ed School apart from a lot of other places."

Senior Lecturer Mandy Savitz-Romer agrees. Hiring core faculty who are steeped in the field, having worked as teachers, superintendents, counselors, state secretaries of education, television producers, policymakers, and more, she says, "sets us apart" from many other education schools.

"There are two ladders for faculty: tenure track or practice-based," she says. Having faculty representing both tracks in a substantial way "is pretty unique and has made us a different kind of ed school." Current practice-based faculty like herself, **FERNANDO REIMERS, ED.M.'84, ED.D.'88**; Paul Reville; **DEBORAH JEWELL-SHERMAN, ED.M.'92, ED.D.'95**; **JOE BLATT, ED.M.'77**; **KAREN MAPP, ED.M.'93, ED.D.'99**; and others, not only connect with the field with their own projects, but they also bring that experience back to students in the degree programs and through Professional Education courses.

A school's research, Savitz-Romer says, is critical, but so too is the practical knowledge. "We have a sense of what the field needs," she says.

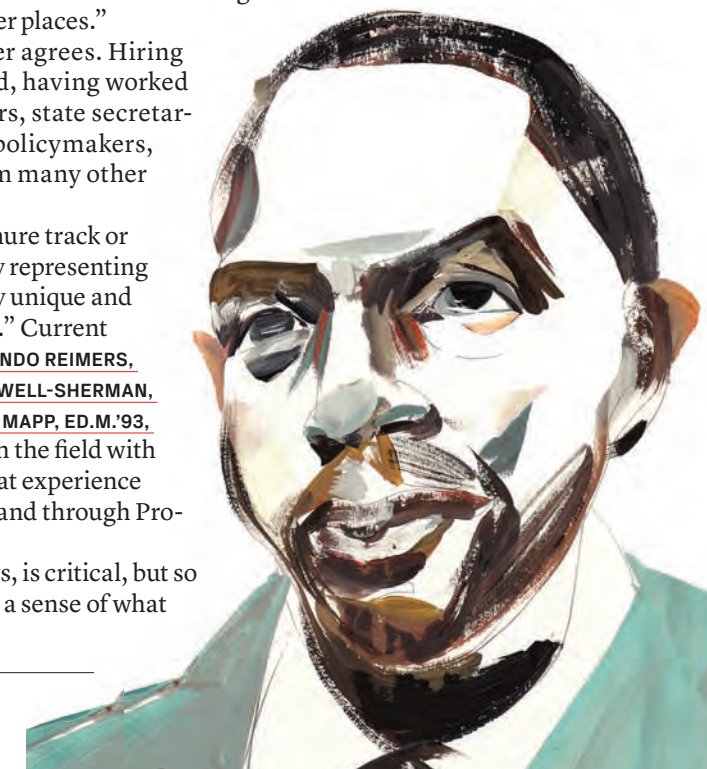


Illustration by Riccardo Vecchio

Reason #27

BECAUSE DWIGHT SCHRUTE* WAS HERE

Over the years, we've had lots of celebrities pass through Appian Way. See if you can match some of the more recent visitors and why they came to the Ed School:

1. Which *Office* cast member left his beets in Hollywood and recorded an episode of the EdCast in November 2012?
2. In 2018, this Boston Celtics star spoke during an Askwith Forum about the "too smart for sports" dilemma some athletes push against.
3. This *America's Next Top Model* hung out in Dean Kathy McCartney's office in February 2012 to talk about dorm life while attending an executive program at HBS.
4. In 2018, this secretary general of the United Nations visited Professor Fernando Reimers' class.
5. In a class for Ed.L.D. students in 2013, this Children's Defense Fund founder was an honored guest.
6. This presidential hopeful told Askwith listeners in 2015 that "this country is in real trouble."
7. Which crooner serenaded master's students in 2014 about the importance of music therapy and arts in education? (He even asked for their advice on how to start related programs.)
8. After being invited to the Ed School over Twitter in 2019 by master's student **WOOJIN KIM, ED.M.'19**, the stars of these two hit shows spoke about combatting stereotypes in schools and society.
9. In 2015, this country singing couple spoke to an Askwith crowd about doing what you love. They even gave away one of their guitars to a student.
10. This media icon and school founder discovered a unique gift — her very own Harvard ID — under her chair when she sat down for an EdCast in 2012.

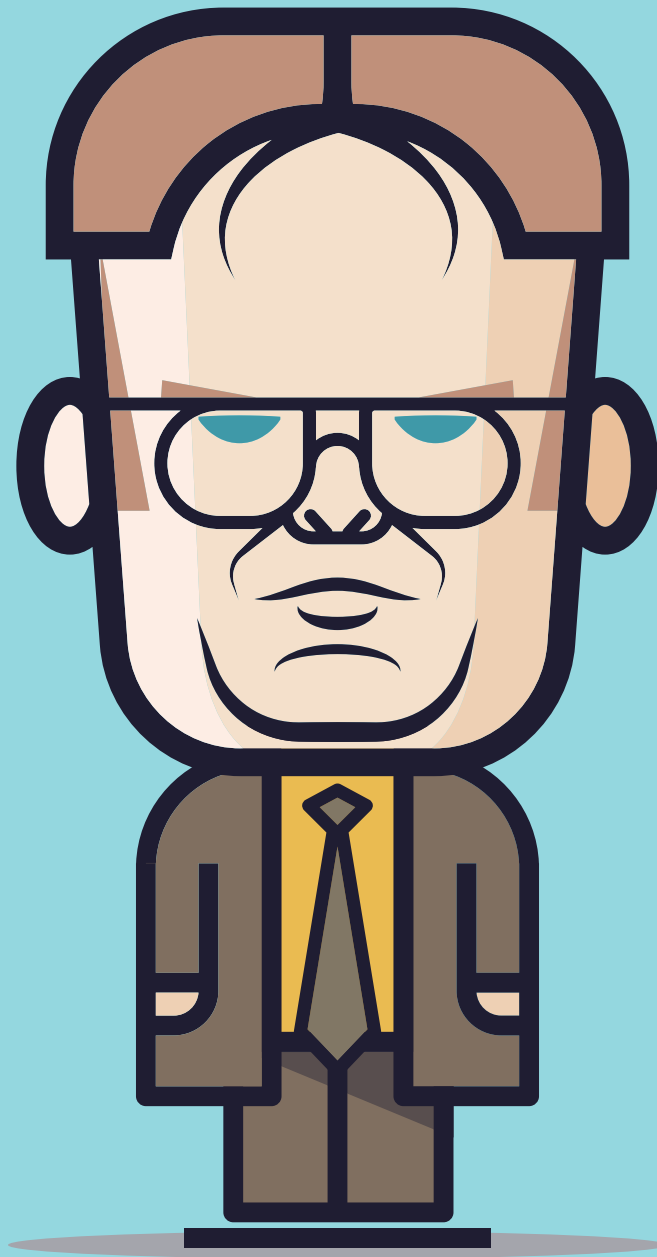


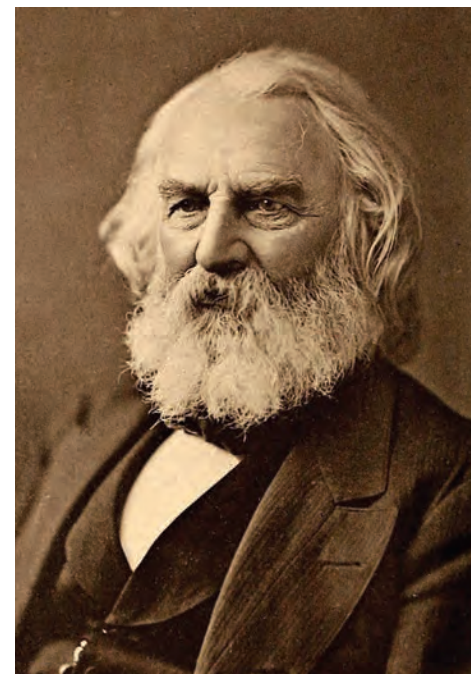
Illustration by Chris Soueidan/Loogout

Answers: 1. *Rainn Wilson, 2. Jaylen Brown, 3. Tyra Banks, 4. Ban Ki-Moon, 5. Marlon Wright Edelman, 6. Elizabeth Warren, 7. Josh Groban, 8. *Kim's Convenience* and *Fresh Off the Boat*, 9. Trisha Yearwood and Garth Brooks, 10. Oprah Winfrey

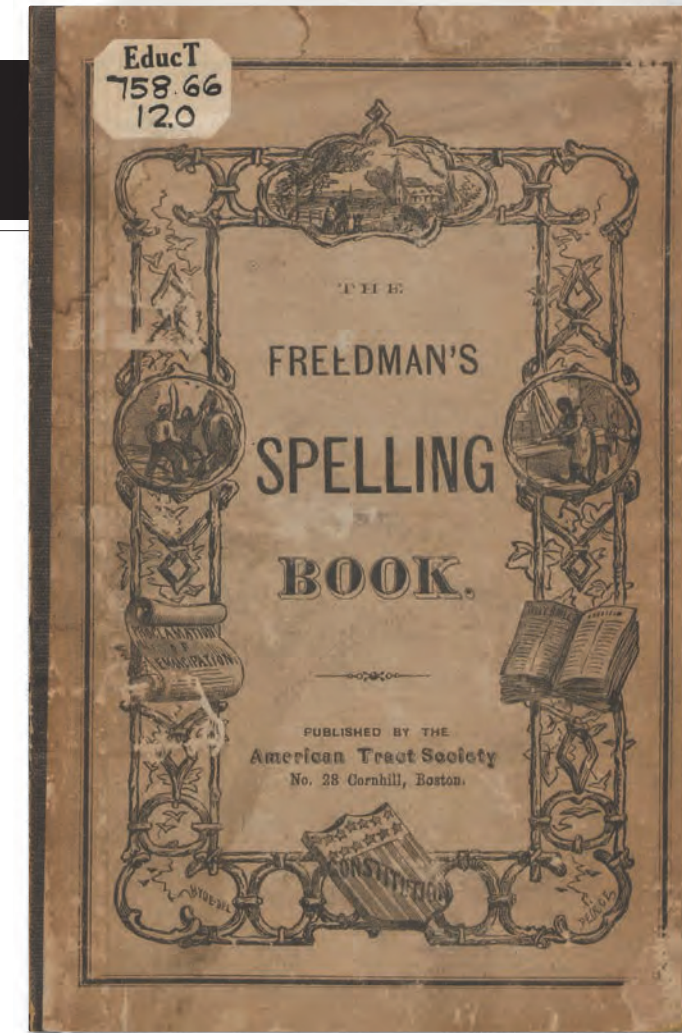
Reason #28

Because the First Book Checked out of Gutman Library Was a Gift from Henry Wadsworth Longfellow...

At the opening of Gutman Library on February 7, 1972, Dean Ted Sizer made a toast and then checked out the first book — a Latin grammar believed to be given to the university in 1870 by the poet Henry Wadsworth Longfellow, whose yellow Georgian mansion, just down the street from the Ed School on Brattle Street, is still standing (and once housed in the attic Radcliffe students, who called themselves the Atticans). At the opening, Sizer sliced into a giant chocolate sheet cake as glasses of champagne were passed around and guests treaded lightly on the yet-unmarked purple and blue rugs. They paid tribute to the building's architect, Benjamin Thomson and Associates, and to the acting librarian, Paul Perry.



HARVARD ARCHIVES: GUTMAN LIBRARY SPECIAL COLLECTIONS



Reason #29

...And Because That's Not the Only Gem on Our Shelves

In addition to the collection of circulating books and noncirculating periodicals in the Gutman Library, there is also an amazing collection of historical resources for studying the history of schooling and learning in America. Here are a few notables:

- ▶ In 2016, a rare book from Gutman's special collections called *The Freedman's Spelling Book*, published in 1866, was showcased for a year at the Smithsonian's new National Museum of African American History and Culture as part of the slavery and freedom exhibit. The book has been in Harvard's collection since 1867.
- ▶ One of the earliest identified books in the collection is from 1652: *Methodus et leges studiorum, quarum ductui & normae insistsens poterit labore haut magno, exigua vero temporis mora, consequi possessionem & proptitudinem vernulae ac copiosae latinitalis, tam in scribendo, quam loquendo: nec non disciplinarum quarundam, aliarumq; rerum ad eruditionem utilium, cognitionem.*
- ▶ *The New England primer, or, An easy and pleasant guide to the art of reading: adorned with cuts: to which is added the Catechism* (1836) and *The New England primer, a history of its origin and development* (1897) are some of the first reading books published in America.

Reason #30

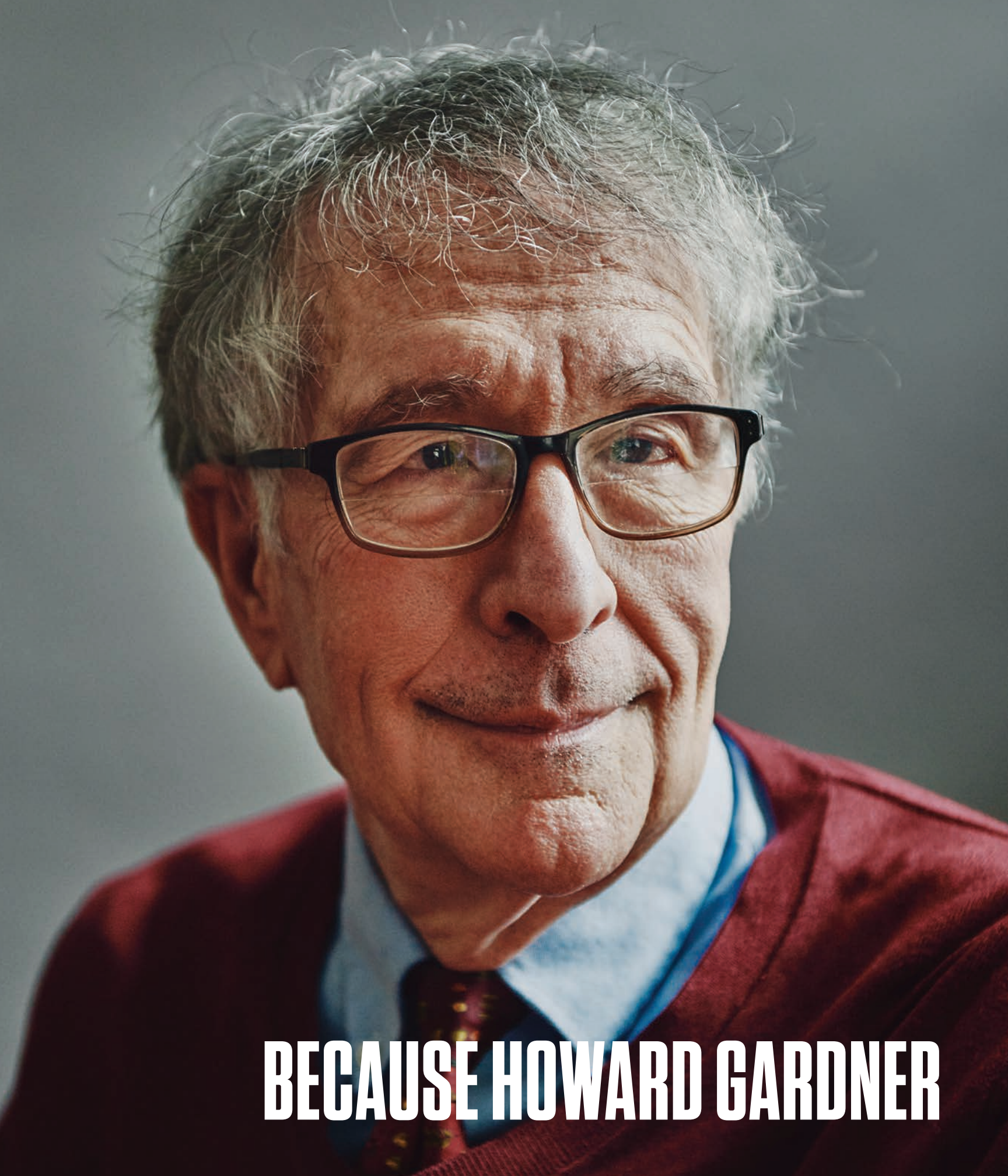
BECAUSE 50 — 50! — CURRENT FACULTY AND ACTIVE EMERITUS GRADUATED FROM THE ED SCHOOL

Reason #31

BECAUSE WE GO ALL OUT FOR THE HOLIDAYS

In 2010, beloved children's book author and illustrator Eric Carle provided art for the dean's holiday card. Six years later, so did Sandra Boynton.





BECAUSE HOWARD GARDNER

Reason #32

Who: Professor and senior director, Project Zero

Area of impact: multiple intelligences

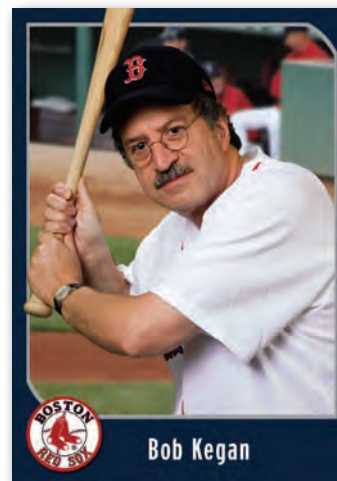
The reach: Professor Howard Gardner once had a school cat in Washington state named after him, an orange male whose dominant intelligence, said the school's principal, was mice and moles. Professor Howard Gardner is that famous. Thirty-seven years after his seminal book, *Frames of Mind*, disputed the notion that there was only one intelligence that could be measured by a test — a theory that revolutionized how we think about intelligence and catapulted him into a stratosphere of fame unheard of by most academics, especially in education — the list of schools, conferences, books, dissertations, lesson plans, theater companies, theme parks, and yes, school pets dedicated to him and to his theory of multiple intelligences continues to grow.

Why it matters: As *Education Week* reported in "Staying Power" in 1993, "The idea was revolutionary, because traditional psychologists defined intelligence more narrowly. They called it 'g,' for general intelligence, and measured it with IQ tests focused on just two of the intelligences Gardner identified — logical-mathematical and linguistic skills. By using the word 'intelligences,' rather than talents or abilities, Gardner had challenged some long-established notions in the field."

Fact: Gardner was asked in 2008, on the 25th anniversary of the theory, if multiple intelligences would continue to be his crowning accomplishment, despite a full career as a researcher, writer, teacher, thinker, mentor, blogger, and collaborator. As he told *Ed. magazine*, he couldn't answer that. "I never expect to have the last word on a topic," he said. "I am much too intellectually restless for that."

MARTHA STEWART

Photograph by Tony Luong



Bob Kegan



Bob Peterkin



Kathy McCartney



Jim Honan

Reason #33



Because This Sox/ Yankees Thing Still Runs Deep

In 2007, we published a story about the fierce Red Sox–Yankees rivalry among faculty at the time. As we wrote:

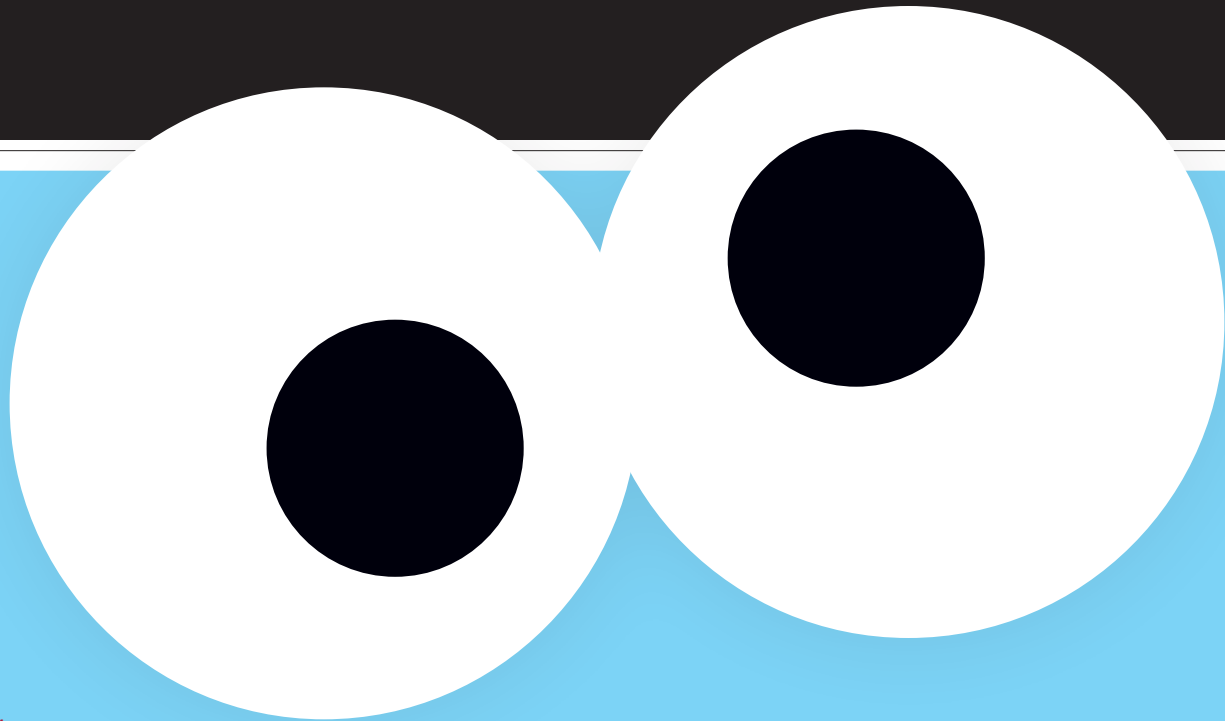
"On one side are Sox fanatics like Dean Kathy McCartney, who grew up listening to games with her father on their front porch in neighboring Medford, Massachusetts, and who took the 1967 World Series particularly hard, and Professor Bob Kegan, a longtime season ticket holder who says baseball is a 'civil religion,' not simply a sport. On the other side are transplanted New Yorkers like Professor Bob Peterkin, a Yankees fan since the Dodgers left New York in 1958, the year after Jackie Robinson retired, and Professor Jim Honan, who inherited his love for the Bronx Bombers from his father and grandfather and who, today, thanks to cable television, watches all of the games."

That fall, when the story came out, the four diehards were asked to talk about the rivalry. Kegan joked that there might not be a rivalry, based on the standings at the time. (New York was eight games behind Boston). "The Evil Empire is a sad shell of its former self," he wrote. Peterkin shot back: "Oh count me in. I like nothing more than an overconfident Red Sox fan." And then to prove his point, he added: "Twenty-six World Series championships versus three? Puleeze." McCartney's response? "It's quality, not quantity."

Asked if he was tempted to switch loyalties after living in Boston for 25 years, Honan said never. (Peterkin said his loyalty had only grown stronger.) As for the standings, Peterkin said they were an "aberration" that would be "corrected" by the playoffs.

Kegan laughed about their confidence. "Yankees fans," he said, "are like General Patton, who said during a difficult moment in battle, 'They've got us surrounded, the poor bastards.'"

NOTE: FOR THE RECORD, SINCE THE ORIGINAL STORY PUBLISHED, THE YANKEES HAVE WON 1 WORLD SERIES, AND, UM, THE HOMETOWN TEAM: 3.



Reason #34

BECAUSE WE CAN TELL YOU HOW WE GOT, HOW WE GOT TO *SESAME STREET*...

Can you tell us how we got to *Sesame Street*? This excerpted 1969 article from *The Harvard Crimson* detailing how Harvard faculty, particularly from the Ed School, were instrumental in helping get the show off the ground, may help:

HARVARD PROFESSORS HELP PLAN TV SHOW FOR KIDS

“Don’t give a judge by jamming a June bug” ends a commercial — “brought to you by the letter J” — featured in a recent episode of educational television’s innovative new children’s show, *Sesame Street*.

Two years of research and discussion — in which 12 Harvard professors took an active part — preceded the show’s debut on November 10. One of

those professors, Gerald Lesser, Charles W. Bigelow Professor of Education and Developmental Psychology, chairs the advisory board of the Children’s Television Workshop (CTW), which produces the show. Professors Sheldon White and Jeanne Chall participate on a regular basis in the actual production of the show. White reads and reviews all of the shows’ scripts in advance; Chall looks over the storyboards of all the shows’ animated sequences before they are produced.

LAUGH-IN

The show is modeled to an extent on the style of television commercials and shows like *[Rowan and Martin’s] Laugh-In*, according to Jerome Kagan,

professor of developmental psychology, because children seem to respond well to this “fast, rapid-change” style. Lesser said he was pleased by the success which the program had had so far but stressed that its “ultimate success” would depend on “whether kids learn from it or not.” Two research groups, one within CTW and one within the Educational Testing Service, are watching the effect the show is having on children. CTW’s research advisory subcommittee, of which Lesser and Kagan are members, is in contact with both of these groups. The concept of the program was formulated in seminars in which individuals involved with children in various ways participated. In addition

to academic personnel on a university level, puppeteers, preschool teachers, children’s book authors, and animators took part in these discussions.

ACADEMICIANS

About 30 or 40 of the program’s advisers come from the academic world, Lesser said. The show is “not a Harvard-dominated enterprise,” he said, explaining that because it was convenient for him to draw

on Harvard when he was looking for people with expertise in various fields, many of the show’s advisers do come from Harvard.

In addition to Lesser, Kagan, Chall, and Sheldon White, six members of the Ed School Faculty — Professors Lawrence Kohlberg, Chester Pierce, Courtney Cazden, Burton White, Marion Walter, and Leon Eisenberg — helped to work out the shape of *Sesame Street*.

GO ONLINE TO WWW.HGSE.ME/SESAME100 TO:

1. READ AN HISTORICAL PIECE ABOUT THE SHOW AND COMMENTS FROM SENIOR LECTURER **JOE BLATT, ED.M.’77**, WHO HAS CONTINUED THE SCHOOL’S RELATIONSHIP WITH *SESAME STREET* (AND EVEN HAD A MUPPET IN HIS LIKENESS CREATED FOR HIM BY THE *SESAME* FOLKS)
2. WATCH A SHORT VIDEO CREATED FOR THE SHOW’S 50TH ANNIVERSARY CELEBRATION IN 2019
3. LISTEN TO EDCASTS WITH GARY KNELL, FORMER CEO OF *SESAME* WORKSHOP, AND WITH ELMO

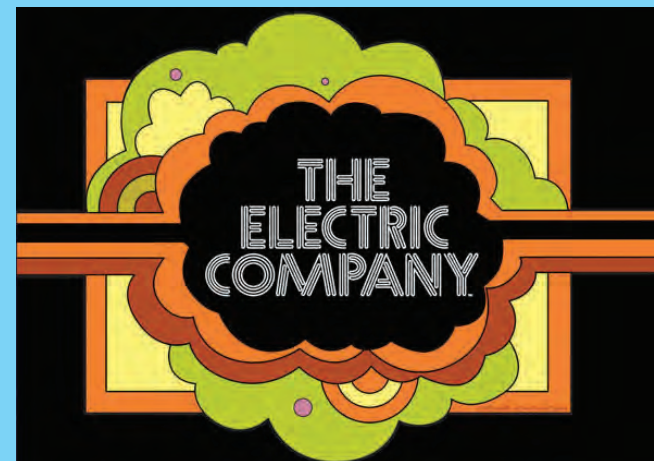


Reason #35

...AND TO *THE ELECTRIC COMPANY*

Most people know about our involvement with the beginnings of *Sesame Street*. (You read page 26, right?) Less well known is the role several faculty members played in the creation of *The Electric Company*, the children’s television show *The New York Times* called the “son of *Sesame Street*.”

The half-hour revue style show ran for six seasons, from 1971 to 1977 (with reruns airing until late 1985), and used music, skits, funny costumes, celebrities, and running gags as a way to help elementary-age children develop their grammar and reading skills. (Many of the early writers were improv comics.) A year before it aired, Professor Gerald Lesser pulled together a group of Ed School faculty, including Professor Jeanne Chall; Associate Professor **HELEN POPP, ED.M.’60, ED.D.’64**; and Professor **COURTNEY CAZDEN, ED.D.’65**, to help advise the show’s new staff on what the goals of the show should be, and to educate the show’s writers on the reading process. Lecturer Samuel Gibbon, a veteran of the *Captain Kangaroo* show and *Sesame Street*, was tapped as the show’s executive producer.



Reason #36

Because We Actually Helped Teachers Fly

Did we really help teachers become pilots? Sounds far-fetched (and there’s certainly no space in Harvard Square for a runway), but in 1943, at a time when patriotism was high, the Ed School did its part for the war effort when the Civil Aeronautics Administration (CAA) requested that we offer a free pre-flight aviation course for high school teachers. At the time, the CAA was worried that America would not be ready for the next world war; aviation education, the agency believed, was critical to the nation’s future. Initially, the program focused on prepping college students, but by the spring of 1942, the CAA and the U.S. Office of Education teamed up on a program to “air condition” school-aged kids — that is, teach them basic aviation skills. As Robert Hinckley, an assistant secretary for air, noted in his 1942 book *Air-Conditioning Young America*, “History has faced us with the plain alternative: Fly — or die! The entire nation must become air-conditioned.” The 15-week course at the Ed School prepared high school teachers to understand meteorology, navigation, civil air regulations, and general servicing and operation of aircraft. Former Dean Henry Holmes taught the course.

Reason #37

BECAUSE WHEN IT COMES TO BATHROOMS, AS OF THIS FALL, WE’RE LIKE, “WHATEVER. JUST WASH YOUR HANDS”



Reason #38

BECAUSE WE BEG TO DIFFER

STUDENTS GATHERED AT HARVARD STADIUM IN THE WAKE OF THE KENT STATE SHOOTINGS, MAY 8, 1970



Over the years, Harvard students have stood up for what they believe in. In 1958, for example, students wore blue arm bands to protest against nuclear weapon testing in the country. In 1993, students marched from the Ed School to the Yard to urge the defeat of Prop 209, which prohibited state governmental institutions (including schools) in California from considering race, sex, or ethnicity in decisionmaking. More recently, students have protested sexual assault, fossil fuel divestment, contract negotiations, and a lack of faculty diversity. In 2014,

Ed School students staged a die-in in Gutman over police brutality and gun violence. In 2017, through the student group EduAct, Ed School students organized in response to President Trump's immigration ban. Protests were most notable in 1969, when the Vietnam War was front and center in a very deep way across Harvard. On October 15, the Moratorium to End the War in Vietnam was a massive, nationwide demonstration and teach-in against United States' involvement in the war. It was clear, from a story that ran in the winter

1969-70 issue of this magazine, that the Ed School didn't shy away from taking part. Classes weren't officially canceled, but "attendance was left to the discretion of the student and the instructor." The Ed School passed a resolution, proposed by Professor Edwin Moise, an active spokesperson against the war, asking that the day be devoted to discussion of problems presented by the war and that "students and faculty should feel freer than usual to alter normal academic activities." Dean Ted Sizer endorsed the move. A few days earlier, the HGSE

Student Association sponsored open workshops for teachers, principals, and student teachers to help them prepare classes about Vietnam for October 15. Publications, lessons plans, and films from a newly created Vietnam curriculum were discussed and made available for free. A month later, the Student Association's Vietnam Committee developed and sponsored a television program based on the curriculum, which was shown on local PBS stations. In addition, Ed School students canvassed on October 15 in Boston with Law School students.

Reason #39

Because the Alumni of Color Conference Is Still Going Strong After 17 Years

Many student-led programs fizzle over time as students graduate and leave Appian Way, but the HGSE Alumni of Color Conference (AOCC) has stood the test of time. First held in 2003, the conference continues each year to shine a spotlight on educational issues affecting communities of color. The conference regularly convenes students, researchers, and education leaders from across the country.

"As a founder, I never imagined this unique, student-led conference would still be going strong after 17 years," says **TARA BROWN, ED.D.'16**, an assistant professor at the University of Maryland College of Education. One of 37 original founders of the conference, Brown remarks, "The founders are honored by the amazing efforts of HGSE students to sustain and expand AOCC and promote vital issues of educational equity."

TIMOTHY BUTTERFIELD, ED.M.'20



DEPARTMENT OF SPECIAL COLLECTIONS, W.E.B. DUBOIS LIBRARY, UNIVERSITY OF MASSACHUSETTS AMHERST, JILL ANDERSON

Reason #40

BECAUSE BEFORE GUTMAN, THERE WAS A YURT

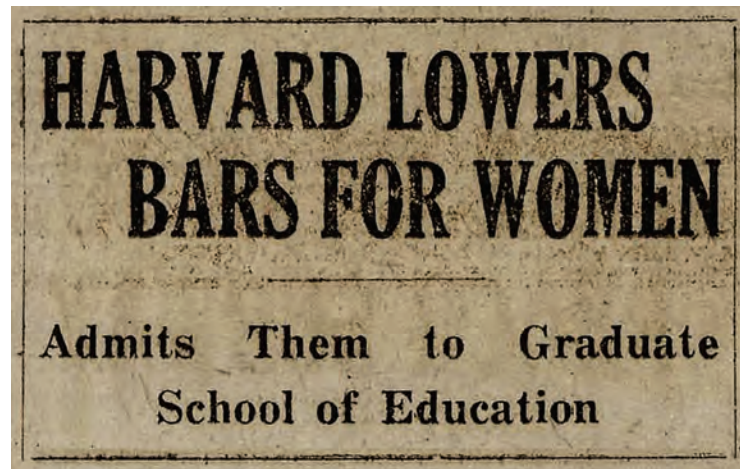
It's impossible to imagine this happening now, but it was the late 1960s, and times, as Bob Dylan sang, they were a changin'. In October 1968, while architects were still working on plans for what would become the school's new \$6 million library, Bill Coperthwaite, a first-year doctoral student, built a \$600 (and some would say brutalist style) yurt in two days on the library site, with the help of other students. The yurt, with its shiny red roof, became a gathering place for students to drink tea and talk about what they were learning. Coperthwaite told the *Harvard Crimson* at the time that the school's approval for the yurt surprised and pleased him, as did the reaction of staff members like William Reilly, the school's business manager, who told the student newspaper, "It would certainly solve my space needs if I could put up a few." The following year, Radcliffe College agreed with Reilly and asked Coperthwaite to design another yurt for their faculty and administrators in what is now the location of the Sunken Garden. Lecturer William Schroeder helped build the new yurt and said he planned on holding office hours in the space after Christmas and in the spring would teach a seminar there.

WATCH A VIDEO AND READ A 2012 *ED.* STORY ABOUT THE YURT THAT **COPERTHWAITE, ED.D.'72**, BUILT ON 300 ACRES IN MACHIASPORT, MAINE, AND LIVED IN FOR MUCH OF HIS ADULT LIFE: [GSE.HARVARD.EDU/ED](https://www.harvard.edu/ed)



Reason #41

BECAUSE WOMEN



- ▶ The Ed School was the first school at all of Harvard to offer a degree to women.
- ▶ The first class of 161 students (not counting students enrolled jointly in the Prince School of Retailing) included 61 women, or about 38%.
- ▶ By 1926, more than half of the student body was female: 265 to 264 (despite headlines like this one from a 1920 *Boston Herald*).
- ▶ This year's class? 72% is female (591 female to 227 male).

Reason #42

Because Mary Dana Hicks Prang Redefined "Continuing Education" — and Got Her Master's at the Age of 85

When Mary Dana Hicks Prang stepped into Lawrence Hall in 1920, she was unusual for Harvard, and not only because she was in that inaugural group of female graduate students at the university. Prang was also unusual because of her age: She was 84 at the time.

Before becoming a graduate student, Prang had a full life as an educator, starting as an art teacher in Syracuse, New York. She was a vocal advocate for arts education in public schools and traveled to major cities, including Boston, to teach Saturday morning art instruction classes to teachers. When she was 64, she married Louis Prang, an artist and lithographer who is known for bringing Christmas cards to the United States market in 1875. She eventually became director of Boston's Prang Normal Art School in 1884.



Reason #43

Who: Teacher and founder of the Sunshine Institute in Australia

Area of impact: first woman at Harvard to earn a doctorate

Why it's important: Lorna Hodgkinson came to the Ed School with the first class of students in 1920. From Melbourne, Australia, Hodgkinson went on to become the first woman to receive a doctorate, not just from the Ed School, but across Harvard. Born in 1887, Hodgkinson not only set the stage for other women interested in studying at Harvard, but she also went back to Australia and challenged the country's neglect of "feeble-minded" students while working for the Department of Public Instruction. She eventually started her own school for students with disabilities, which still exists.

Why she started a school: "I had to because nobody else would do it, and there is not even a state institution to which such cases can be sent for proper treatment," Hodgkinson said in a 1925 article in the journal *Society*.

Fact: After shedding light on the challenges students with disabilities faced in Australia as they tried to go to school and get an education, Hodgkinson earned the nickname "outspoken lady doctor." Her outspokenness also prompted the director at her job with the Department of Public Instruction to launch an official inquiry into the validity of her admission to Harvard. In a letter to Dean Henry Holmes, Director S.H. Smith wrote that Hodgkinson was "not qualified to speak with authority" about the issues of education and disabilities, and suggested that Harvard cancel her degree. In his return letter, Holmes, of course, politely refused.

BOSTON HERALD; SCHLESINGER LIBRARY; RADCLIFFE INSTITUTE; HARVARD UNIVERSITY; HARVARD ARCHIVES

BECAUSE LORNA HODGKINSON, ED.D.'22





Reason #44

BECAUSE ANNE ROE GOT TENURE

Professor Anne Roe (1904 – 1991), founder and director of the Center for Research on Careers and a research associate at the Ed School, was a big deal. Here’s why:

- ▶ She became the first woman at the Ed School to receive tenure — in 1963.
- ▶ Roe was only the ninth woman in the history of Harvard University to become a tenured faculty member.
- ▶ Her research interests covered important topics: the effect of alcohol on artists and scientists, creativity and occupational psychology, and the correlation between occupational choice and personality.
- ▶ The school created the Anne Roe Award in 1979, which brings to the school an educator who has significantly contributed to women’s professional growth in the field of education. Sister Joel Read was the first recipient, in 1980. Gloria Steinhem was given the award in 1999. — **TIMOTHY BUTTERFIELD, ED.M.’20**

Reason #45

Because Evelyn Church Hatfield, Our Oldest Living Alum (at 107!), Was Born During the Taft Administration

When it comes to birthday celebrations, **EVELYN CHURCH HATFIELD, ED.M.’42**, has got the Ed School beat.

By nearly eight years. Hatfield was born in a farmhouse near Clinton, Indiana, in 1912, just a few months after the Titanic sank. President William Howard Taft was still in office. Today, she’s living in a nursing home in the Hoosier state, where she got her bachelor of science at Indiana State University in 1934, raised two kids, and taught for 30 years at Evansville Central High. She drove a stick shift Honda Civic until she was 101. Three years later, she finally got to see her beloved Chicago Cubs win the World Series — a first in her lifetime.

Hatfield came to the Ed School at the urging of one of her Indiana State professors, the head of the university’s business department, where Hatfield had worked as an undergraduate. “He had insisted that she and several other students should apply to Harvard for graduate school because they should aim their goals high,” says her son Bruce Hatfield, himself a teacher for 34 years at Bosse High School, also in Indiana. She did, attending only during the summer, a wartime option for working students. It wasn’t a guarantee there would be a second summer. “She said that the master’s candidates, after their first year, were informed as to whether they would be invited back for the second year,” Bruce says. “Obviously my mother was relieved when she received notification that she had been invited to return” to the Ed School.

Over the years, Hatfield and her family traveled to Cambridge a few times for alumni events, especially after she retired from teaching in 1978. At one of the reunions in 1980, another Harvard alum asked a question that got Hatfield miffed — for herself and other women.

“A gentleman approached my father to ask him what year he had graduated,” Bruce says. “My dad informed him that my mother was the Harvard graduate. He said, ‘Oh no, she could not have graduated from Harvard. It would have been Radcliffe.’ Having corrected him about how women could get a master’s from Harvard, my mother was rather upset. In telling the story to my sister, Julia, my mother would always say something to the effect of, ‘Don’t you think that I would know where I graduated?’”

On June 5 of this year, Evelyn Church Hatfield will turn 108.

TED POLUMBAUM; COURTESY OF THE HATFIELD FAMILY



Reason #46

BECAUSE THE ED SCHOOL WAS PARTIALLY FUNDED IN THE BEGINNING BY ROCKEFELLERS

Our first big donors were John D. Rockefeller and his wife, Laura Spelman, a teacher, who gave \$500,000 in May 1919 through their General Education Fund to help start the Ed School. John founded the Standard Oil company in 1870 and was considered to be one of the richest men in the country. Laura and her parents had a college renamed after them in 1884: the Atlanta Baptist Female Seminary, which became Spelman College. The Spelmans were longtime abolitionists.



Illustration by Simone Massoni

Reason #47

BECAUSE OUR COVERS HAVE ALWAYS BEEN COOL



34



Reason #48

Because We Were Also One of the First Schools at Harvard to Offer a Podcast

You're at the gym. The television set attached to your elliptical machine isn't working. All of the magazines are from 2018. Most have pages torn out of them. It's the perfect time to turn up the volume on your phone and ... learn. Since 2011, the Ed School's podcast, the *Harvard EdCast*, has allowed listeners to learn about education in an accessible way, similar to the popular *NPR Science Friday* radio program that makes science user-friendly. These 15- to 20-minute weekly discussions have included big name guests like Oprah Winfrey and Elmo and have covered timely topics like smartphones and teens, the complexities of teachers strikes, deep learning, and the traps of overparenting.



Reason #49

BECAUSE WE'RE INTO JOURNALING. WAY INTO IT

From the day it put out its first issue in 1937, the *Harvard Educational Review* has held strong to its mission: to be an independent voice for educators to share their thoughts about education. As the journal's first editor, Howard Wilson, told the *Harvard Crimson* in January 1937, the new journal was designed to "present the independent views of America's foremost educators on all branches and problems of their work."

HER, as it's come to be known, replaced an earlier publication called *The Harvard Teachers Record*. Notable submissions over the years have included pieces by Hillary Rodman, Jerome Bruner, Walter Mondale, Annie Rogers, Dean Bridget Long, Orlando Patterson, Nat Hentoff, Israel Scheffler, and Robert Coles.



Reason #50

Because We Write the Books

We have our own book publisher. In the fall of 2002, Doug Clayton and a few of his colleagues at the Harvard Education Publishing Group (which also publishes *HER*) founded the Harvard Education Press (HEP), a university-based publisher with a specific goal: to publish books by scholars and researchers not only for people in and around the world of education policy, but also for the practitioners — the school leaders, teachers, principals, superintendents, and other education professionals. Since then, HEP has grown to its current impressive size and reputation. In its inaugural season, three titles were published. It now publishes 28 to 30 titles a year.



Reason #51

BECAUSE STUDENT NEWSPAPERS WERE ONCE A THING HERE

"Why not do it online?" Even in 1998, when the "World Wide Web" was still kind of a new thing and Google was only a search engine, our decision to publish *The Appian* on newsprint raised some eyebrows. And since there was some clear kinship between our interests and the "information wants to be free" ethos of the early days of the Internet, I recall that we gave it serious consideration. They wanted to produce a publication that was truly independent, and to make our own decisions about what counted as news, who got published, and whose stories were told. But this was a long time before smartphones made the Internet portable, and we also wanted to make something tangible that people could carry with them.

I was also inspired in part by the demise of a charming independent newspaper that covered the neighborhoods around the Alewife T Station in North Cambridge. We couldn't get enough subscribers to make the numbers work; one theory was that a newspaper wasn't the right match for the community's information needs. The Ed School seemed to be the sort of community where a hyperlocal, homegrown publication *could* thrive.

My 600 or so classmates in the Ed.M. Program impressed me as ambitious, anxious, and eager to make connections. Most of us were only going to be on campus for nine months, and making the most of our time at Harvard felt vital. Because our tenure was so fleeting and the campus itself was so physically constrained, we didn't have much time and space to be together. *The Appian* was an experiment that sought to remedy that by weaving a self-portrait of our ephemeral community from words and images. — **JEN AUDLEY, ED.M.'98**

JEN AUDLEY WAS COFOUNDER OF *THE APPIAN* WITH **JIM WRYE, ED.M.'98**, AND **CRAIG CROUCH, ED.M.'98**. THE PAPER WAS PUBLISHED FROM 1998 TO 2001 AND PRINTED AT THE *HARVARD CRIMSON* OFFICES. TO OFFSET COST, THE PAPER COLLECTED MONEY IN "HONOR" BOXES AROUND CAMPUS. THE SCHOOL'S FIRST STUDENT NEWSPAPER, *THE APPIAN WAY*, STARTED IN 1989 AND WAS STAPLED BY HAND. IN 2002, **ANTHONY HERNANDEZ, ED.M.'02**, **CURTIS FAZEN, ED.M.'03**, AND OTHER STUDENTS STARTED AN ONLINE VERSION THAT RAN UNTIL JUNE 2005 AND CAN BE ACCESSED HERE: GSEACADEMIC.HARVARD.EDU/~THEAPPIAN/ARCHIVES.HTM

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Reason #52

BECAUSE WE ARE THE WORLD



Our current group of students comes from all over the world. This year's class alone includes representatives from these 52 countries:



Reason #53

We asked husband-and-wife team, Professor **FERNANDO REIMERS, ED.M.'84, ED.D.'88**, director of the International Education Program; and **ELEONORA VILLEGAS-REIMERS, ED.M.'84, ED.D.'88**, a professor of education at Boston University's Wheelock College of Education, to write about their experiences coming to the Ed School as students from Venezuela.



In September of 1983 I arrived at HGSE to pursue a master's degree. I had just finished a year as a lecturer in experimental psychology at the Universidad Central de Venezuela, where I had completed my undergraduate studies in psychology. Appian Way was a long way from home for me, the first person in my family to have completed college. I had studied English in an evening school, while still an undergraduate, in order to be able to access journal articles in my field of study, but my speaking and writing skills were clearly limited. Struggling to find words in this new language, when I had never experienced those challenges in my mother tongue, was humbling. Even more so

was realizing that some of my interlocutors interpreted those linguistic challenges as cognitive challenges.

I marveled at the diverse experiences of my classmates from a variety of countries and regions around the world, who had done so many different things prior to arriving on Appian Way. In conversations with them, and in collaborations in courses and outside of classes, I discovered how people from different national and cultural origins could find common ground in educating children and youth.

HGSE provided many opportunities to participate in and lead student organizations. With Eleonora, a fellow student from Venezuela I had met upon arrival to HGSE, we organized orientations for international students and "the Cronkhite seminars," in which students talked about education and life in the places they were from. These conversations about the places we had known, and about our hopes and dreams, helped me discover how much could be learned from different perspectives, and how much common ground could be found amidst our differences. It was in those interactions that the strong national identity I had brought to campus as a son of immigrants who only knew the country

where I had grown up, expanded to also include an identity as a member of a global community of shared interests and values. While I didn't know it at the time, when my plans were to become secretary of education of Venezuela, those cross-cultural conversations and collaborations, in classes and extracurriculars, shaped what eventually became a career advising governments and working with colleagues in countries far away from the country of my birth.

The Ed School provided me, as a student, many opportunities to develop a practice and to cultivate the discipline of reflecting on that practice. In the projects I completed in courses, in my work as a teaching fellow and research assistant, and in the many ways I was able to contribute to the culture of the school, from publishing a guide to sources of financial aid for international students, to organizing a student run international education research conference, I learned that we learn the most from taking the risk of doing something and then learning from that experience. Among the many lessons I learned the five years I studied at HGSE, none was more valuable than discovering how much

we can learn from strangers and accomplish together.



I came to HGSE in the fall of 1983 after being in Ithaca, New York, for six months learning English. I had graduated from undergraduate a year before, had been working for six years as a teacher in Venezuela, my home country, and was ready to challenge myself again. I was a master's student in the counseling and consulting psychology program, and was very interested in learning about cross-cultural research, theories, and practical applications. Taking courses like Cross-cultural Counseling gave me many new tools to think about communities different from my own. But probably the most important influence in my preparation that year was the number of classmates, professors, researchers, and staff members I met who were from cultures different from my own. There was something about learning from readings, but a whole other learning that happened over



where I could explore ideas and theories discussed in classes, where I could be corrected with good intentions, where I could be challenged to take a different perspective. There was something very special about teaching and learning about large picture world traditions and small picture daily interactions.

lunch or during a walk, where I would carefully listen to how people interpreted "my meanings" and I "their meanings." I learned very quickly that true cultural understanding happens in the daily details of interactions, when someone attaches meaning to your interruption, or when someone assumes your eye contact or lack of it means something. Even though I valued that I learned about so many countries traditions, foods, and the like, I valued even more that I learned to check assumptions before jumping to conclusions, especially with someone who has a different kind of upbringing or home culture than me.

I couldn't have done that without the help of all my fellow HGSE classmates and peers from the Kennedy School and the School of Design who lived at the Cronkhite Graduate Center, where I lived too. We had vivid discussions about the world, about politics, about school practice. My classmates, and in particular my international classmates and classmates from traditionally underrepresented groups in the United States, became my "lab" where I could explore ideas

and theories discussed in classes, where I could be corrected with good intentions, where I could be challenged to take a different perspective. There was something very special about teaching and learning about large picture world traditions and small picture daily interactions.

Now, so many years later, I still use those lessons when teaching my students about culturally relevant pedagogy and how to work effectively with immigrant kids who are in their schools, fearing that any behavior will be misinterpreted and that they will be negatively labeled despite their best efforts to be respectful. I teach my students not to make assumptions when they notice a behavior that may not be expected. Meanings are complicated constructs, and cultures — or shared meanings, as Professor Bob LeVine used to teach us — have a way of challenging us daily. I will always be grateful for the opportunity to learn from the many resources that HGSE offered me, but especially for my international peers who challenged fundamental principles and taught me to be open to different meanings.



COURTESY OF FERNANDO REIMERS

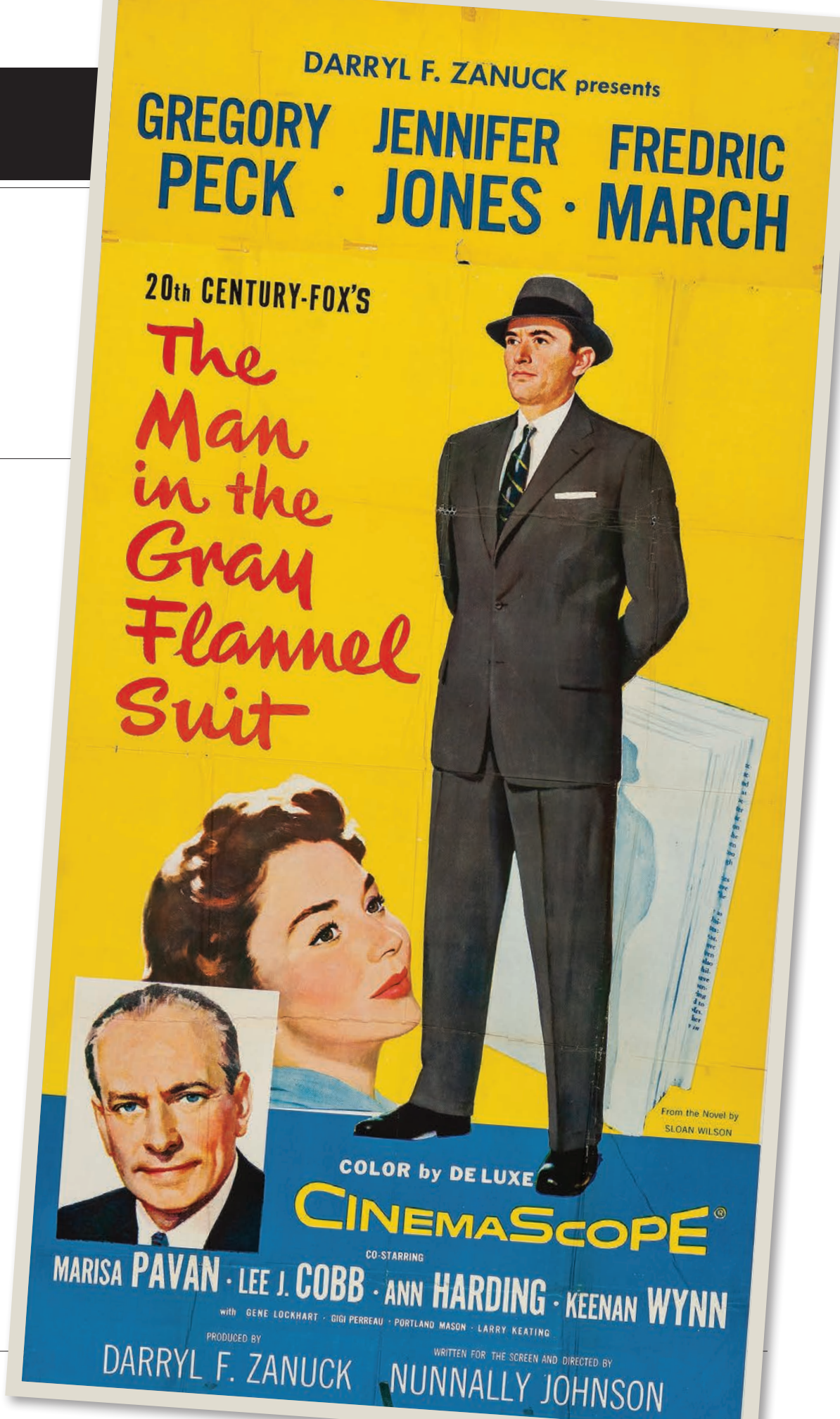
Reason #54

BECAUSE ROY LARSEN BOSSED LIKE ... A BOSS

The name Roy Larsen is familiar here on Appian Way, but back in 1955, it was also well known to novelist Sloan Wilson who featured a boss in his second book, *The Man in the Gray Flannel Suit*, patterned after Larsen, a longtime visiting committee member and Ed School donor who eventually had a building named after him. (See page 14.)

As it turns out, just before Wilson wrote the novel (which became a bestseller and movie starring Gregory Peck), he handled public relations for Larsen, who was the powerful head of Time-Life Publishing in New York. Larsen didn't realize it at the time, but Wilson was studying him. Wilson told the *Harvard Crimson* in a 1992 interview, "Initially, I couldn't figure out what made this man rich and powerful." Not surprising, it's the same puzzle that Tom Rath, the main character of the novel (and Sloan Wilson's alter ego), tried to solve about his boss, Ralph Hopkins, president of a fictional Manhattan-based television company.

It's unclear if Wilson ever completely figured Larsen out, but there's no doubt that Larsen was content with how he was loosely portrayed and never tried to meddle with Wilson's words. After Wilson showed Larsen an early draft of the novel and asked if he wanted to change anything, Larsen simply wrote back, "Say anything about me except I changed a good book."



Reason #55

Because We Elevated New Students to VIP Level — Where Educators Should Be — When We Rolled Out the Red Carpet at Orientation

Reason #56

BECAUSE WE ACTUALLY WAITED FOR SUPERMAN

Documentaries, especially those about education, don't usually get huge crowds when they're shown. But when an advanced screening of the *Waiting for "Superman"* documentary aired on September 23, 2010, at the Loeb Drama Center at the A.R.T. across from campus, it's safe to say that this was one of our most well-attended Askwith Forums in recent history. Not only did audience members wait in line for *Superman*, but they had to sign up for tickets ahead of time; those who weren't lucky enough to get in had to watch from overflow rooms on campus. The film, which followed a group of low-income students and their families trying to get coveted slots at a local charter school, was so popular that three weeks later, faculty members even debated the film's message at another Askwith Forum.

WATCH AN INTRODUCTION TO THE FILM FROM DIRECTOR DAVIS GUGGENHEIM: GSE.HARVARD.EDU/ED



JILL ANDERSON

Reason #57

BECAUSE WE'RE HELPING STUDENTS UNDERSTAND HOW PEOPLE LEARN

A couple of years ago, the school decided that all master's students — regardless of which program they were in — should start their academic year with a baseline understanding of how students learn. The How People Learn course was developed and was optional for students to take prior to their arrival on campus in the fall. Eventually it will be required. We asked two current master's students, Sophia Baur-Waisbord and Rachel Wilson, to talk about why they chose to take the course:

BAUR-WAISBORD: "After graduating from undergrad in 2017, I worked for two years, so I used this course as an opportunity to get back in the groove of regularly engaging with course material, submitting assignments, and engaging with a teacher. It also provided an opportunity to interact with other students in at the Ed School through discussion posts."

WILSON: "My desire to pursue How People Learn was shaped by three primary factors. I saw it as an opportunity to complete credits during a less stressful time of year, which would allow me more flexibility during the academic year. Second, after a two-year hiatus from formal learning, I was eager to have a gentle reintroduction to college reading and writing. Finally, and perhaps most significantly, the field of higher education is expanding rapidly into online learning. As someone who hopes to one day be a high-level administrator in the field, I thought it was necessary to have firsthand experience with online learning. With How People Learn under my belt, I felt I could provide more valid contributions to discussions and policies around online education."



Reason #58

BECAUSE WE TAUGHT A COURSE CALLED "SINGING IN SCHOOLS AND COMMUNITIES" ...

From the 1929–1930 Ed School course catalog:

M73-74 / SINGING IN SCHOOLS AND COMMUNITIES

First and second half-years / Wed. 7-9 p.m. / Archibald T. Davison*

This is not a whole course but a half-course extending throughout the years, and will ordinarily be given only in alternate years. The amount of work required outside of class will be adjusted to accord with the credit allowed. This course will deal with problems connected with school and community choruses. Lectures will be given on the proper treatment of children's voices, and on choral organization and training. Each member of the course will be given instruction in conducting, using the class, and when he is capable, the chorus, for practice therein. Special attention will be given to music suitable for school and community choruses.

*DAVISON WAS THE FIRST CONDUCTOR OF THE HARVARD GLEE CLUB

Reason #59

BECAUSE WE ALSO TAUGHT COACHES...

From the 1923–1924 course catalog:

L5 / ORGANIZATION AND TEACHING OF GAMES AND SPORTS: FOOTBALL, BASKET-BALL, AND OTHER FALL AND WINTER SPORTS

Lectures, discussions, prescribed reading, and reports half-course (first half of the year) / Mon., Wed., Fri., 11 a.m. and practice periods at hours to be arranged / Mr. Kelly, with occasional lectures by Mr. Geer.

This course will include a study of the most important fall and winter games and sports. Among other topics, the following will be given special consideration: the theory and technique of coaching team games, methods of training, eligibility rules, management of games, interpretation of rules, competent officials, care of equipment, insignia, and awards. Students in this course will have an opportunity to observe the methods employed in the training and coaching of various school and college athletic teams in the vicinity of Boston.

Reason #60

...AND TEACHERS WHO TAUGHT THE BLIND

From the 1925–26 course catalog:

N1 / THE EDUCATION OF THE BLIND

Lectures, reading, and reports of the demonstrations and practical expenses. Half-course (first half-year) / Fri. 4-6, Sat. 10-12 / Mr. Edwards Allen* with the cooperation of specialists

The course is designed to give a comprehensive survey of work with the blind. It will emphasize the problems which arise in the teaching of the blind and of children of low vision, and should supply the background that will dignify the subject in the teacher's mind. Demonstrations will be conducted in institutions in the vicinity of Cambridge. The opportunities for reading and for observation of special methods and practices will be ample and valuable.

*EDWARD ALLEN WAS ALSO A HEADMASTER AND TEACHER AT THE PERKINS SCHOOL FOR THE BLIND, AN ADVOCATE FOR BRAILLE, AND CREATOR OF BRAILLE EMBOSsing EQUIPMENT



Reason #61

BECAUSE KIDS

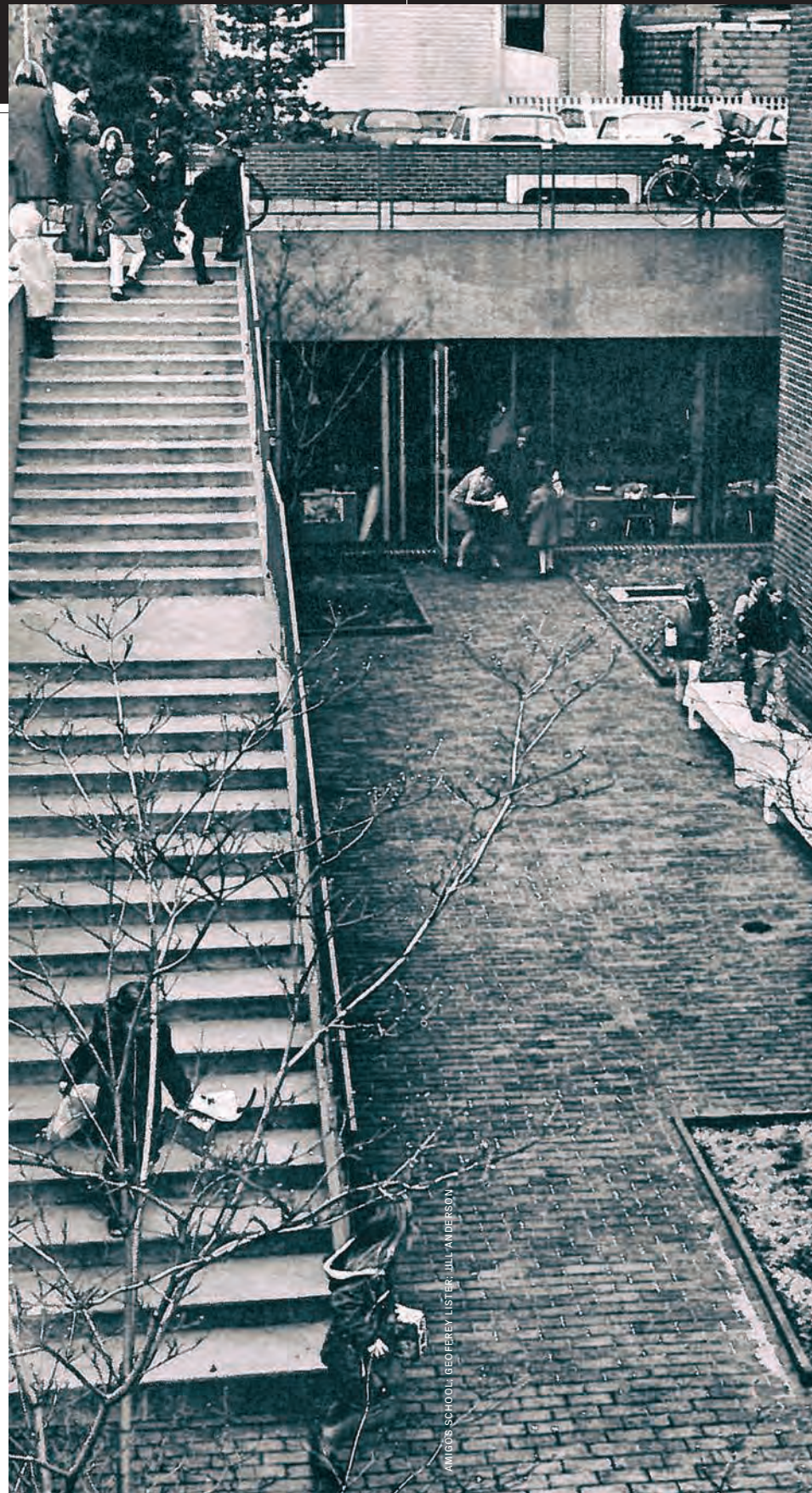
Second-graders in Pat Goffredo’s class at the Amigos School in Cambridge loved coming to school on Tuesdays. “I rarely have any absences on Tuesday,” she told the *Harvard Gazette* in 2004. That’s because Tuesday was Reading Buddies day at the school, the day each week when a few dozen student and staff volunteers from Harvard (mostly the Ed School) would read one-on-one with their second-grade “buddy” for an hour.

The program began in 2001 and ran until 2016, first at the Longfellow School and then the Amigos, a dual-language immersion program. In 2006, it was expanded to include Spanish-speaking volunteers.

The goal of Reading Buddies, says Roger Dempsey, who helped coordinate the program with the Office of School Partnerships (it was later overseen by the Office of Student Affairs), “was to foster elementary students’ love of reading through role modeling and for the students to have the opportunity to practice their oral language and listening skills during weekly literary conversations with an adult.” It was also a great way for Ed School students, many of them former teachers or educators, to stay connected to a classroom and to students.

Scott Ruescher, the long-time administrator for the Arts and Education Program, volunteered every year until the program ended in 2016, when the Amigos moved. “It was a guaranteed weekly source of pleasure to read aloud to my designated second-grader or two on the floor of Luisa Quintanilla’s classroom at the Amigos School,” he says. “I especially liked using books that have an even mixture of image and text, because they enabled me to make the hour an interactive one, not just a matter of me reading aloud to the kids.” It was also, he says, guaranteed fun.

“I love goofing around and who better to do that with than an 8-year-old?”



AMIGOS SCHOOL, GEOFFREY LUST, JULY 14, 2015



Reason #62

BECAUSE KIDS IN THE HALL

During the fall of 1969, while faculty and Ed School students were busy studying and debating theories around child development, 21 first-graders from nearby Peabody School in Cambridge were running around campus every week, attending classes in the basement of Larsen Hall. Dean Ted Sizer had invited the students and their teacher, Cele Kagan, to use classroom space in Larsen because of unexpected overcrowding at their school. Ed School students in the M.A.T. Program collaborated with the students and Kagan on the design and painting of a mural of Cambridge that hung in the lower level of the building.

Reason #63

BECAUSE “TRICK OR TREAT!”

For at least the past decade, come the end of October, we’ve decked out the campus with pumpkins, goblins, and costumed-kids (and staff members) for trick-or-treating, Halloween magicians, and scary stories read by devilish deans.



Reason #64

BECAUSE ELEANOR DUCKWORTH TOOK US TO THE MOON

One of [Eleanor Duckworth's] earliest assignments was to establish a moon watching journal. We were to share our drawings, descriptions, and discoveries with the class. I must admit I was a bit baffled by the assignment. What did this have to do with improving classroom instruction, I wondered. I wrote to friends back home and told them that I had discovered there was "an upside-down rabbit in the moon." They thought I was nuts. By the time winter rolled around, I found myself more than once running around Cambridge at midnight (secretly cursing Eleanor's name), just trying to find the moon, let alone wax philosophically on

it. After leaving my Teach For America site in Louisiana of six years and investing \$20,000 I could ill-afford, I began to wonder why I had decided to put my life on hold for grad school.

But I cannot tell you how many times I have returned to the metaphor of moon watching in my subsequent teaching career. By the spring of 1999, I had come to some rather stunning conclusions. Every time I had tried to establish a definitive pattern about the moon, something unexpected would occur. Sometimes the moon was a cold and distant orb; sometimes it looked as though it must be shining so brightly only over Harvard Square. In class, fellow

students would begin with literal descriptions of the moon only to end with mythical references. In the years since I have taken the class, former and current students continue to submit fresh insights. The lesson for me has been that no matter how well I think I know something, further study will reveal new possibilities. When we think we've exhausted the options to solve a problem, that's when we must be open to new ideas that will emerge if only we are willing to embrace them.

I currently teach 12th-grade English in a suburban high school in Pennsylvania serving 2,400 students. In my AP literature course, we begin with

poetry explication because the process can be daunting. One of the first things I tell my students is to embrace ambiguity. In a world of close analysis and clarity, they are often uncomfortable with the request. I am not suggesting unsupported assertions, but I am discouraging definitive answers.

The theory is initially put to the test with Browning's *My Last Duchess*. The dramatic monologue is narrated by the duke, who is by turns disarming, ruthless, and insecure. Upon subsequent readings, students determine that the duke may indeed speak most loudly on behalf of his seemingly silent duchess. Through his pointed

complaints emerges a woman who was truly selfless.

Students learn tenacity and sensitivity through the process of returning to this poem and other literary works, and ultimately, they learn to not only manage but also embrace their frustration over not finding easy answers.

Such reflection is critical for teachers and their students if we hope to improve the quality of classroom instruction.

Okay, I get it now. Thank you, Eleanor, for sharing with me an instructional strategy that continues to inspire.

VICTORIA SHORT, ED.M.'99
TEACHES HIGH SCHOOL ENGLISH
IN PENNSYLVANIA

Reason #65

BECAUSE WE DO LOVE OUR ACRONYMS...

IEP, HDP, M.A.T., CSO, ED.D., FEP, EPM, OSA, C.A.S., HED, SOC, SRC, HTF, TF'S, L&L, L&T, MBE, GCC, HER, PH.D., PSP, HIRES, HEPG, AOCC, ED.L.D., SLP, ART, TEP, TIE, M.A.T., PZ, PELP, ED., JUST TO NAME A FEW...



Reason #66

...BUT HUGSY? WELL...

We're the Harvard Graduate School of Education. But that's a long and, some would argue, tedious name, so most of us refer to ourselves as something else. "HUGSE" is a name you hear a lot around campus, as in hug-z. But not everyone is a fan of that nickname. In fact, a few years ago on election day, the Name Campaign of 2012 was launched out of the Communications Office. Meant to be fun, the campaign included a video featuring faculty, students, alumni, and staff making arguments for what we *should* call ourselves, plus a non-scientific Facebook poll that had one clear winner: the Ed School (787 votes), followed by HGSE (saying each letter, 269 votes), and HUGSY/HUGSE (157). Some surprise offerings: in ninth place, THuGSE with 8 votes, and in 14th, Azkaban, a write-in with 1 vote.

Illustration by Simone Massoni

Reason #67

Because We've Made an Impact in the Field

There are so many areas where the Ed School has made a significant impact — too many to capture fully in this magazine, but here are a few highlights:

SOCIAL-EMOTIONAL

More and more, educators have started to recognize that the skills needed for kids to pay attention in class, make smart decisions, and develop friendships — skills like self-regulation, empathy, and discipline — are also important to lifelong success. At the Ed School, these “social-emotional” skills (SEL) are infused into much of the work we do. Professor Stephanie Jones, a national leader in this work, oversees the Ecological Approaches to Social Emotional Learning (EASEL) Laboratory, which explores the effects of high-quality SEL interventions on achievement of students, teachers, parents, and communities. The lab also provides practical tools for educators to use, such as bite-sized lessons that can be squeezed into busy days, and is tracking what SEL work is being done in schools across the country. Most recently, an interactive hub called

Explore SEL was released, offering useful tools for districts to use to customize their particular needs in this area. Other projects, like Making Caring Common and the Saul Zaentz Early Childhood Initiative also heavily incorporate SEL into their research and work. And we offer courses, like Establishing Loving Spaces and Beyond Grit, and conferences, like the one held in 2017 on SEL with local superintendents and alumni.



MIND/BRAIN

Advances in biology and neuroscience show how a child's brain and cognitive development are shaped by his or her learning experiences and environment, and how learning, in turn, affects the brain and its capacities. Professor Kurt Fischer was an early pioneer in understanding this connection and helped elevate the importance not only at the Ed School, but on a national level.

The result in 2002 was the launch of an innovative master's program called the Mind, Brain, and Education (MBE) Program. The initial mission was to bring together biology and cognitive science with education, and help interested students tackle fundamental questions about how people learn and what we can do to improve learning. “We felt responsible to develop this program because there was so much happening regarding learning and the brain,” Fischer said in an online story in 2007, the same year he also launched the award-winning *Mind, Brain, and Education* journal. The program quickly became the nation's signature

master's program in learning and the brain. In addition, the Center on the Developing Child also focuses extensively on the brain and the science behind learning, offering a science and learning fellowship, providing easy-to-follow resources for the media and policymakers, hosting workshops, and collaborating with communities on projects like Saving Brains and FIND video coaching.

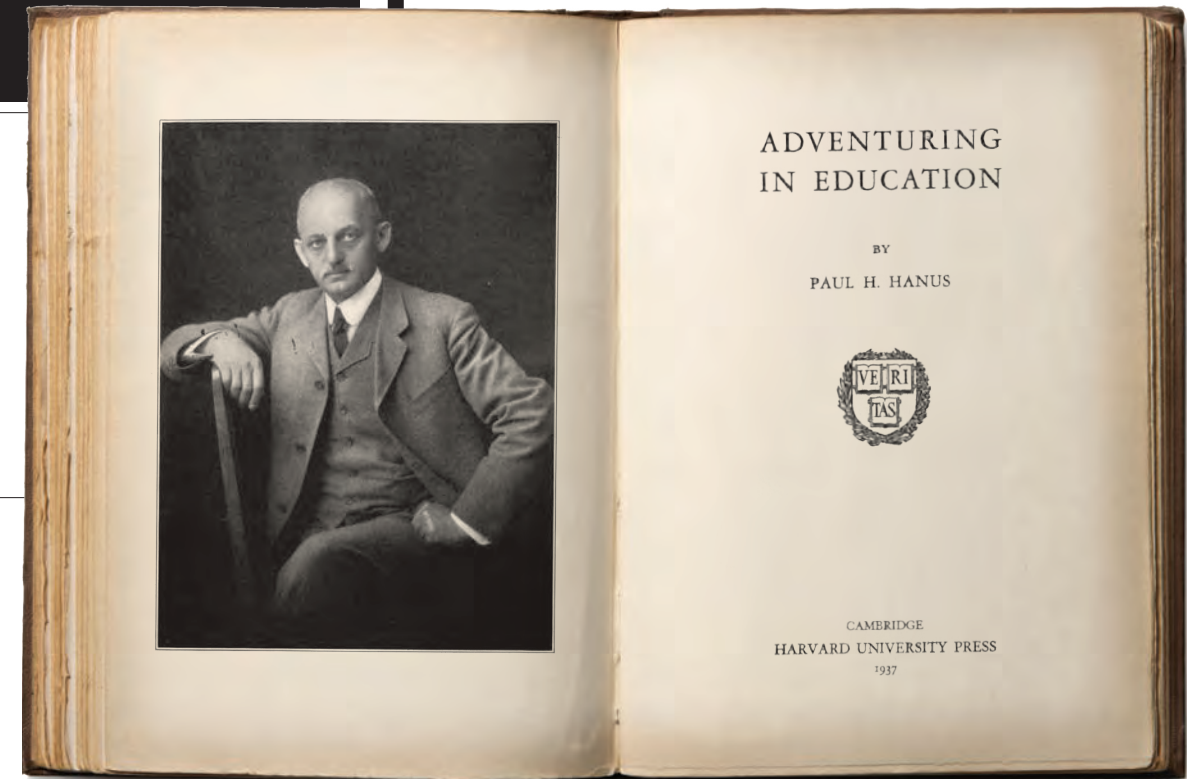
READING AND LITERACY

Professor Catherine Snow is considered one of the foremost experts in the world on language and literacy development in children. Many of her collaborations and projects, including her Word Generation curriculum used heavily in Boston Public Schools, have had long-term benefits. Professor Emerita Jeanne Chall was a leading expert in reading research and instruction and founded the Harvard Reading Lab in 1966. (Today, the Jeanne Chall Reading Lab still exists.) We also have a rigorous master's program called Language and Literacy and offer dozens of related courses. Leading research projects include the READS Lab with Professor Jimmy Kim, the Global Learner Project, the Language for Learning Research Group, and many long-running

partnerships with nonprofits and school districts that involve curriculum assessment and creation, research, and intervention strategies. The school's newest research center, Reach Every Reader, is collaborating with MIT to explore the power of a personalized screener and interventions on improving children's literacy outcomes, starting with the understanding that when it comes to reading, every child is different. A number of Professional Education courses include Learning to Talk by Talking: A Developmental Approach to Maximizing Language and Literacy Skills and Advancing Culturally Responsive Literature Instruction.

EARLY CHILDHOOD

Early childhood issues have been a huge focus at the Ed School since the day we opened our doors. Everything from offering courses in 1920 on the importance of play to our involvement in the groundbreaking *Sesame Street* program to influential research on the impact of Head Start and the science of trauma on developing brains, our school has been at the forefront. The focus became even sharper when Kathy McCartney, a leading expert in early childhood education, joined the school in 2000, be-

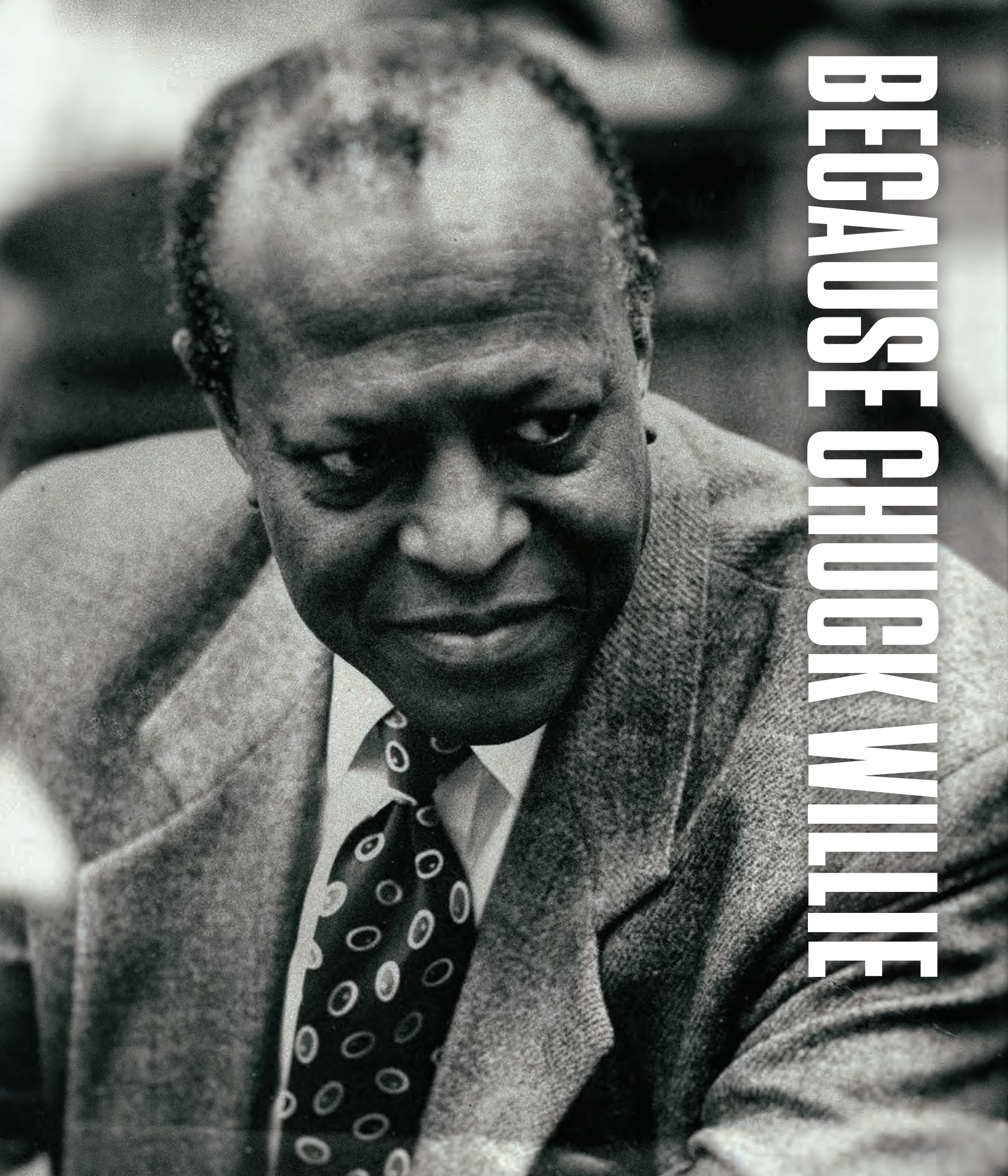


came dean in 2006, and hired renowned faculty experts in this area. Today, we have two major centers connected to early childhood: the Center on the Developing Child at Harvard University, whose mission is to generate, translate, and apply scientific knowledge to close the gap between what we know and what we do to improve the lives of children facing adversity, and the Saul Zaentz Early Childhood Initiative, a groundbreaking center which wants to bring the science of early learning up to date, with the goal of transforming early childhood education in this country. The Zaentz Early Learning Study at Harvard is a longitudinal study of the development of young children in an effort to get a snapshot of what early childcare even looks like — where, for example, are preschoolers going for care and who are the caretakers? — and then using that information to transform our understanding of what works and why.

BECAUSE OUR FIRST PROFESSOR WROTE A BOOK WITH THE WORD “ADVENTURING” IN THE TITLE

“I have been referred to as a pioneer. It is true that I have been a pioneer most of my professional life. On graduating from college, I have taught in a high school which had been going for only two years; then in a state university that was just fourteen months old; then as the first principal in a city high school not yet three years old; then I taught in a normal school which had not been running at all (my recitation room was in a paint shop over a blacksmith shop during the first months of my teaching in this school); then I came to Harvard University where there was as yet no department to which I had the honor to be called. I am rather glad to have been a pioneer because pioneering means opportunity, and every opportunity that comes to a man is a challenge to do the best he can — to render the best service that it is possible for him to render under the circumstances.”

FROM *ADVENTURING IN EDUCATION* (1937), BY PAUL HANUS, HARVARD UNIVERSITY PRESS



BECAUSE CHUCK WILLIE

MARTHA STEWART: JILL ANDERSON

Reason #69

Who: Professor

Area of impact: school desegregation

What he's done: In 1975, a year after he joined the Ed School, Professor Charles "Chuck" Willie stepped into the national spotlight when he was appointed to serve on a panel with former Dean Francis Keppel to read proposals in the Boston school busing case, and then make recommendations for a final plan to desegregate the city's schools. Willie later served as a consultant and expert witness in major school desegregation cases in other cities such as Denver, Houston, Kansas City, Little Rock, and St. Louis.

The impact: "Dr. Willie's legacy is personal and professional: the multitude of his scholars, like me, that he taught and mentored at HGSE, as well as the educational trajectories of thousands of children transformed from his authorship of school integration plans. ...Think of the youth forever altered by attending integrated schools for two generations. One can mention his name in any gathering of educators, sociologists, and HGSE alumni, and it generates hours of affectionate reflections of his teaching, his intellect, and his kindness. This is a legacy beyond peer." — **RICHARD REDDICK, ED.M.'98, ED.D.'08**, co-author with Willie of *A New Look at Black Families* and *The Black College Mystique*.

Fact: Asked in 2014 why he applied to the Ed School, **JOHN SILVANUS WILSON JR., ED.M.'82, ED.D.'85**, then-president of Morehouse College, now senior adviser to Harvard President Larry Bacow, said, "With three powerful words, I can easily summarize why I chose HGSE for graduate school back in 1981... Very simply, those three words are Charles Vert Willie!"

Reason #70



The first thing I thought as I stood on the Askwith stage that day in 2017 is, "My friend Matt is a liar."

Matt was the director of digital communications strategy at HGSE and helped to create and expand Double Take. Double Take was conceived by Dean Jim Ryan, who had a personal interest in storytelling and knew it was a valuable tool for education. He wanted to see a storytelling event at HGSE. As an avid listener of the Moth, I was intrigued, but I had never told a story beyond the confines of the dinner table.

"I don't even know if it's going to be that popular, Ril," Matt said, "Just do it, not a big deal."

Not only was the event popular, but the first iteration filled Askwith Hall to capacity. To top it all off, Dean Ryan opened the evening with his powerful and personal adoption story. He was

followed by 10 incredible stories told by master's and doctoral students alike, all deeply moving. I was a staff member and I was the closer. There are few times in life I have ever been more afraid.

As I stood on the stage about to tell a deeply personal story to the students in my programs, to my colleagues, to faculty at Harvard, it all suddenly felt fraught with risk. I felt very vulnerable.

Somehow, my words took over, and that night, I told the painful journey I have been on leading to my mom's diagnosis of Alzheimer's disease. I told the audience about her, what it feels like to lose her in this way, and hopefully for a few minutes, I made the audience feel the loss too. When I finished, all I remember is putting the mic on the stand, taking my seat, and feeling an incredible sense of lightness. I had left my story on

the stage and I was better for it.

This event inspired a personal double take of my own interests and the ways I create and build community. I became involved as a Double Take coach for future sessions. I took a storytelling class through a local nonprofit, Massmouth. I participated in a series of Boston area storytelling slams, which lead to a performance at Somerville Theater and on WGBH's *Stories from the Stage*. Telling stories and more importantly listening to stories has expanded my capacity for empathy, understanding, and awareness.

Terry Tempest Williams said that "storytelling is the oldest form of education," so it is fitting that HGSE created a space for stories to be told and heard.

RILDA KISSEL IS A PROGRAM ADMINISTRATOR AT THE ED SCHOOL WHO WON MASSMOUTH'S AUDIENCE CHOICE AWARD IN 2019

Reason #71

Because It's Always 4 O'Clock Somewhere



“Tea is as old as the school itself,” read a short piece in the fall 1971 issue of this magazine. “The day the first cup was sipped in Lawrence Hall marked the beginning of a favorite pastime among students, faculty, and staff. For an hour each afternoon, tea is the place to catch up on the latest gossip or read or just watch. Tea may not be as effective a communications media as it once was when a majority of the HGSE community gathered each afternoon in Lawrence Hall. Still it has survived the school’s considerable growth and diversification and count-

less changes in the style and interests of its adherents over the past four or five decades. In an age when ‘relevance’ is paramount, tea somehow manages to retain its appeal for secretaries and professors, students and assistant deans. Perhaps it serves as a reminder of what we would like to think was a simpler and more genteel time.”

A decade later, in an oral history project recorded for the school in 1988, **FAITH DUNNE, M.A.T.'63, ED.D.'74**, a former professor at Dartmouth, remembered tea as a time for sharing. “At 4 p.m. in the afternoon,

in the Eliot Lyman Room, there would be a long table set up at one end with elaborate silver urns, one with coffee and one with tea, and china, exquisite china plates with doilies and lemon slices, and other plates with Oreos and Pecan Sandies. It was just the perfect sort of Cambridge/WASP/Harvard do. I mean, there’s this Limoges plate with the Pecan Sandies on it. ...Faculty would come and students would come and everybody would sit around the great big table in the middle of the room and around the edges in the chairs, and you’d talk

about what you were doing, you’d talk about what you’d just read, you’d exchange notes with people, and you’d bounce ideas off of people, the intellectual center of the school and the most exciting thing about it. You got through, you slogged through the analysis of that last bit of data, which at that time you did pretty well by hand because you couldn’t just stick it into a computer and run through SASS, because you knew by the time you finished that it would be time to stop and you could go to tea and you could talk and share ideas instead.”

Reason #72

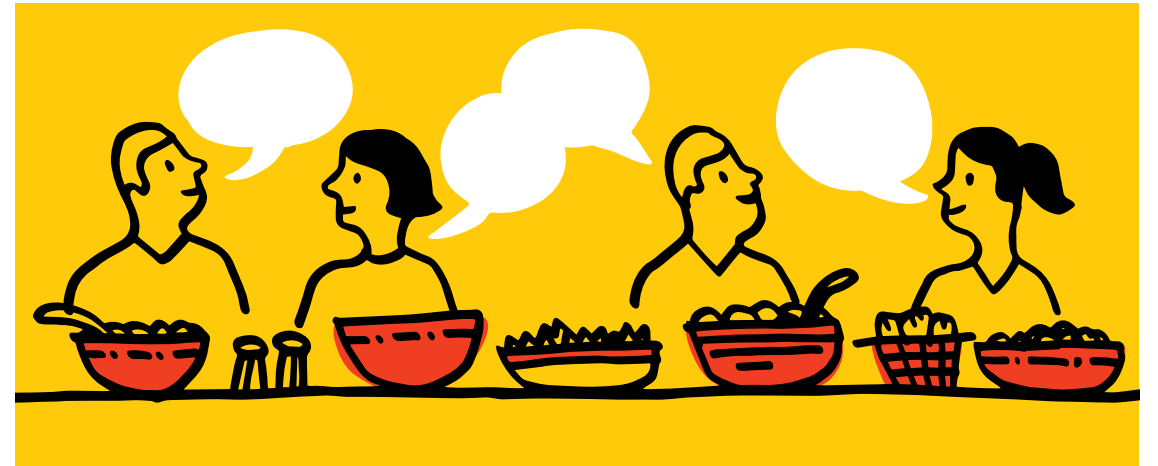
BECAUSE WE'VE GONE FROM ZERO (A NOUN) TO ZERO (A VERB) IN 50 YEARS...



Project Zero is one of the most well-known research centers at the Ed School. But even after helping educators better understand learning, thinking, the mind, and the arts for more than five decades, the center’s name — Project Zero — is still a mystery to many.

A video on the center’s site states that the “zero” in the name started as a noun. As Professors Howard Gardner and David Perkins wrote in a 1994 *Ed.* story about the fledgling days of PZ, as it’s known, founder Nelson Goodman told a group of professors and grad students in 1967 that while gifted teachers “had a knack” for cultivating artistic insights, writings about arts education captured little of that knack. “The state of general communicable knowledge about arts education is zero,” Goodman said. “We’re starting at zero, so we are Project Zero.”

Since then, the “zero” has evolved, as has the center, becoming a verb — a zeroing in on learning and thinking and all of its complexities. Today, PZ has dozens of projects, some related to art, like Artful Thinking, others like Re-imagining Migration that go beyond, and cover topic areas like digital life and learning, civic engagement, and ethics.



Reason #73

... AND WE STARTED HELPING FAMILIES WITH DINNER

One of the most innovative and practical initiatives that has come out of Project Zero is the Family Dinner Project. Started in 2009, and based on research that shows the positive effect of eating together as a family, the Family Dinner Project includes a new book with 52 weeks of easy recipes and conversation starters to share at the table, plus free online resources on their website, including more recipes, family profiles, and research- and science-based advice on the importance of shared meals.

Reason #74

BECAUSE WE HAVE THE MOVES

Instructional Moves, that is. Originally created in 2017 and expanded in late 2019, Instructional Moves is an online project that offers practical but research-based tips and strategies designed to improve teaching and learning, such as how to use gentle humor strategically or how to encourage students to take risks in class without fear. The information is presented as short videos of classroom footage and interviews with faculty across Harvard. Discover more at instructionalmoves.gse.harvard.edu.

Reason #75

Because We Know that After a Day of Managing a Class or Helping Kids Do Homework,

practitioners and parents have little time or energy to wade through dense research journals or academic papers to learn more about learning. That’s why we started the Usable Knowledge project in 2014: We do all that wading for you and turn the research into easy-to-digest short stories, tip sheets, and videos. gse.harvard.edu/uk



Reason #76

Because Love Found Its Way to Campus

In the fall 2008 issue of *Ed.*, we ran a story about students and faculty who found love on Appian Way. Recently, we followed up with one of the couples, **EMILY BENZ, ED.M.'03**, and **JEFF WRIGHT, ED.M.'03**, to see where life had taken them since the article came out.

eye contact. Jeff also jokes that the only reason people thought he was smart that early in the year was because he wore glasses. It was literally the first week of classes.

HOW DID THAT TRANSITION INTO DATING?

JEFF AND EMILY: We naturally starting hanging out with similar people who became friends — friends that we still see pretty frequently even though we are now scattered across the United States.

WHAT WAS YOUR FIRST DATE?

EMILY: My apartment on Ellery Street. I traded Jeff dinner for answering some interview questions for a psych class.

ADVICE FOR ANYONE LOOKING FOR LOVE ON APPIAN WAY?

JEFF AND EMILY: Don't look too hard. If it is there, you will find it. Be open to finding lifelong friends. We know of at least two other couples who are now married with two children each from our HGSE master's class. I don't think any of us went to Appian Way thinking we would find a spouse. We did go ready to be surrounded by curious and talented people from all walks of life.

WHERE ARE YOU NOW, 12 YEARS AFTER THE ARTICLE CAME OUT?

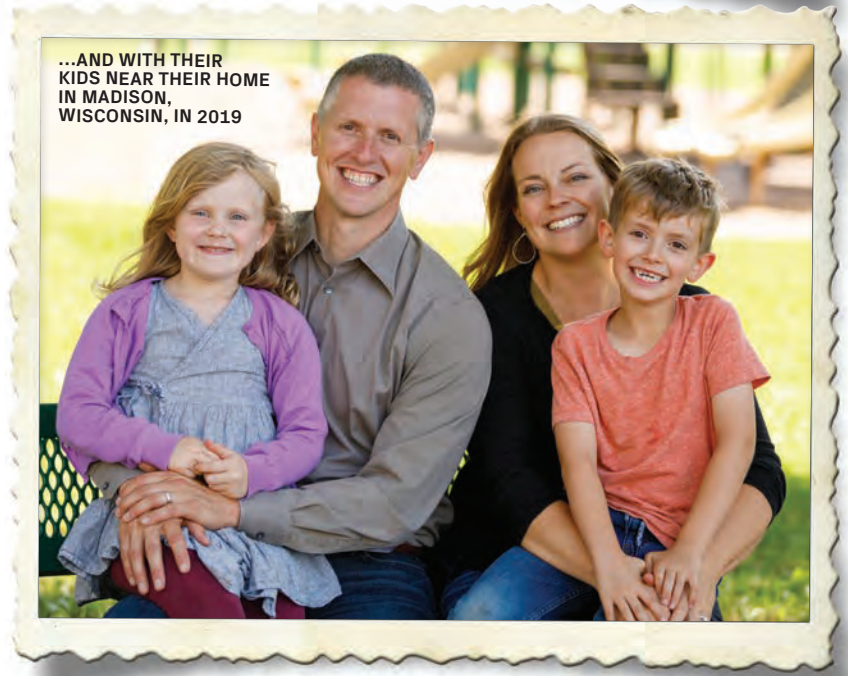
JEFF AND EMILY: We live on a farm near Madison, Wisconsin, with our two children — a third-grader and a first-grader. Emily does educational programming for the Driftless Area Land Conservancy, and Jeff is the superintendent of the Sauk Prairie School District.

YOU MET IN GUTMAN WHEN YOU WERE BOTH IN RICHARD ELMORE'S CLASS. EMILY INTRODUCED HERSELF. SHE HEARD JEFF WAS SMART AND THOUGHT HE'D BE GOOD FOR HER STUDY GROUP. WAS JEFF SURPRISED?

EMILY: I don't think Jeff was surprised because I was keeping my eye on him to make sure he didn't leave before I had a chance to talk with him. In his version of the story, I am pretty sure he remembers we were making some sort of flirtatious



BENZ AND WRIGHT IN 2003...



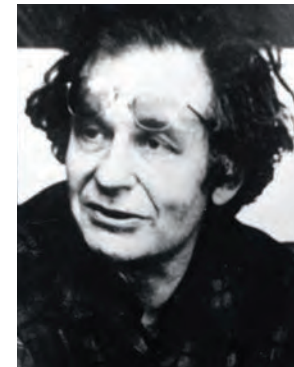
...AND WITH THEIR KIDS NEAR THEIR HOME IN MADISON, WISCONSIN, IN 2019

Reason #77

BECAUSE KOHLBERG GAVE US HOPE

Professor Lawrence Kohlberg believed that youth who understand justice act more justly and that adults who understand justice help create a moral climate extending far beyond their immediate and personal sphere. In the long years since Lawrence Kohlberg first walked through the hallways of Larsen Hall, starting in 1968, when he joined the school at the age of 40, his life and work continue to inspire many of his followers who, like Kohlberg, believe sustaining the principles of social justice is both our central moral responsibility and the foundation of hope and meaning in life.

The groundbreaking idea at the heart of Kohlberg's contribution to the field was that the way people think from early childhood on about moral issues really matters.



He took thinking seriously, an insight that has held up over the several decades since. Kohlberg believed the way we understand moral issues is critical to how we feel about and engage with them. It is doubtful many graduate students in psychology or education today fully appreciate the extent to which moral development, character, commitment, purpose in life, and civic contribution are important for the wellbeing not just for individuals but also for society. For Kohlberg, these elements form the essential ground of our collective life and work. Newcomers to Kohlberg's work tend to focus on his stages of moral judgment, often construed in misleadingly simple terms. His work on moral com-

munity, articulated most clearly in his essays on education, is, unfortunately not well known except among those who are direct descendants of those endeavors. This just community approach to moral education truly illustrates the breadth of Kohlberg's contribution. It is tempting to say that Kohlberg illuminated beautifully a single strand of moral psychology, but he was picking up only one dimension of a much more complex phenomenon. Because of his own deep commitment to moral education and to both social and individual growth, Kohlberg's work in the 1970s and '80s expanded well beyond tracing the development of moral judgment. For Kohlberg and those of us who worked with him and followed him, the just community approach to moral education required leaving the comfort zone of academia to test ideas and theories in practice in communities.

Kohlberg's moral stage theory was a significant contribution to cognitive developmental psychology, but its relevance to education and social action remains to be explored. Envisioning a beloved community that excludes no one, Kohlberg worked with the privileged as well as the marginalized. His work continues.

MARY CASEY, ED.M.'93, ED.D.'01, IS A LECTURER AT TUFTS UNIVERSITY; **LAURA ROGERS, ED.M.'75, ED.D.'77**, AND **F. CLARK POWER, ED.D.'79**, WERE FORMER STUDENTS OF KOHLBERG; **ANNE COLBY**, WAS ONE OF KOHLBERG'S RESEARCH ASSOCIATES

GREG WRIGHT; COURTESY OF EMILY BENZ AND JEFF WRIGHT

Reason #78

Because We Only Had 64 Pages

If we had more pages, we could have written about all of the amazing people who helped start, grow, and define the Ed School. We would, no doubt, still miss many, but this list of names is an attempt to at least capture some.

- | | | |
|--------------------------|-------------------------|-----------------------|
| Dana Cotton | Francesca Purcell | Russell Gerard Davis |
| Robert Sears | Monroe Gutman | Jan Hawkins |
| John Brewer | Nathaniel Shaler | Bob Rogers |
| Courtney Cazden | John Carroll | Carol Chomsky |
| Pedro Noguera | George Locke | Beatrice Whiting |
| Walter Dearborn | Josiah Royce | Mary Engel |
| Sheldon White | Daniel Patrick Moynihan | LeBaron Moseby |
| Chester Pierce | Howard Wilson | Adam Curle |
| Burton White | Nathan Glazer | Bernard Bruce |
| Phillip Rulon | Mary Beth Curtis | Daniel Koretz |
| Christine Gill | Vincent Conroy | Marcelo Suarez-Orozco |
| George Ellsworth Johnson | John Willet | Roland Barth |
| Richard Chait | Milli Blackman | Florence Shelton |
| Edwin Hall | John Collins | Gary Orfield |
| Israel Scheffler | Howard Dillon | Howard Doc Howe |
| John O'Neill | Kurt Fischer | Dean Whitla |
| Jerome Kagen | Carol Gilligan | |
| Donald Oliver | Susan Moore Johnson | |
| John Marks Brewer | Gil Noam | |
| David Cohen | Howard Wilson | |
| Noel McGinn | Dorcas Bishop | |
| | Colette Daiute | |

Reason #79

BECAUSE OUR FACULTY KNIT...



ASSISTANT
PROFESSOR
TONY JACK

... and quilt, go to Fenway (often), garden on South End rooftops, coach, write children's books, golf (frequently), own a lighthouse and collect historic lighthouse prints, perform modern dance, play Ultimate, run marathons and triathlons, cycle long distances, do tai chi, rock climb, participate in the November Project, and play MMORPGS. One even photographs bugs.

Reason #80

BECAUSE OUR ALUMNI HAVE ALWAYS MATTERED

In February 1925, the Ed School's first Alumni Association was tentatively organized; it became a formal organization in 1926 and recruited association officers. Now called the Alumni Council, this year's council includes:

Claudia Bach, Ed.M.'91, Ed.D.'94
 Tim Begaye, Ed.M.'93, Ed.M.'97, E.D.'04
 Eleanor Berke, Ed.M.'15
 Dorian Burton, Ed.L.D.'15
 Betsy Campbell, Ed.M.'93
 Frank Carnabuci, Ed.M.'81
 Trevor Hall, Ed.M.'99
 James Hankins, Ed.M.'18
 Eurmon Hervey Jr., Ed.M.'96
 Sona Jho, Ed.M.'97
 Raul Juarez, Ed.M.'18
 Alexandra Lightfoot, Ed.M.'89, Ed.D.'98
 Dave Louis, Ed.M.'98
 William Makris, Ed.M.'00
 Robin Mount, Ed.M.'79, Ed.D.'94
 Usha Pasi, Ed.M.'85
 Jennifer Price, Ed.M.'06, Ed.D.'12
 Hannelore Rodriguez-Farrar, Ed.M.'05, Ed.D.'13
 Ryan Romaneski, Ed.M.'13
 Dilara Sayeed, Ed.L.D.'15
 Elaine Townsend, Ed.M.'16
 Eleonora Villegas-Reimers, Ed.M.'84, Ed.D.'88
 Austin Volz, Ed.M.'13
 Russell Willis, Ed.M.'96, Ed.M.'02
 Miya Yamada, Ed.M.'89, Ed.M.'92, Ed.D.'93

Photograph by Jonathan Kozowyk

Reason #81

Because We Wanted to Make Caring Common

When people talk to kids about school, they often use words like "work hard" and "do well." Phrases like "be kind" aren't necessarily at the top of the list. But in 2013, a new initiative at the school started with the tagline (and project name) "making caring common," especially in schools. Under the guidance of Senior Lecturer [RICK WEISSBOURD, ED.D.'87](#), Making Caring Common has since worked with educators and parents to create projects such as the Caring Schools Network and the Empathy in Schools Research Initiative, and has created reports, practical strategies, and lesson plans that help develop gratitude and empathy in young people. The project also goes beyond K-12. Their Turning the Tide campaign has been working with college admissions officers (and counselors and parents) to refocus admissions away from just academic achievement and instead have colleges and families value the other ways students "shine," such as taking care of younger siblings and day-to-day kindness.



Reason #82

BECAUSE OF THE LEGEND OF "KID" WEDGE

"Our delay in admitting Mr. Wedge has absolutely nothing to do with the fact that he was formerly a prize fighter. His remarkable struggle for an education counted in his favor."

DEAN HENRY HOLMES, FEBRUARY 16, 1922, IN *THE NEW YORK TRIBUNE*, COMMENTING ABOUT FREDERICK "KID" WEDGE, WHO WORKED HIS WAY OUT OF LUMBER CAMPS IN WISCONSIN TO BECOME A BARE KNUCKLE PRIZEFIGHTER. ILLITERATE UNTIL HE WAS IN HIS EARLY 20S, WEDGE EVENTUALLY GOT HIS UNDERGRADUATE DEGREE AND WENT TO SEMINARY SCHOOL. AFTER GETTING ACCEPTED BY THE ED SCHOOL, WEDGE TOOK A JOB AS A PRINCIPAL TO EARN THE TUITION. HE LEFT FOR HARVARD ON DECEMBER 31, 1921, WITH \$10 IN HIS POCKET AND RODE THE 2,000 MILES FROM ARIZONA TO CAMBRIDGE IN A SERIES OF BOXCARS.

Illustration by Simone Massoni

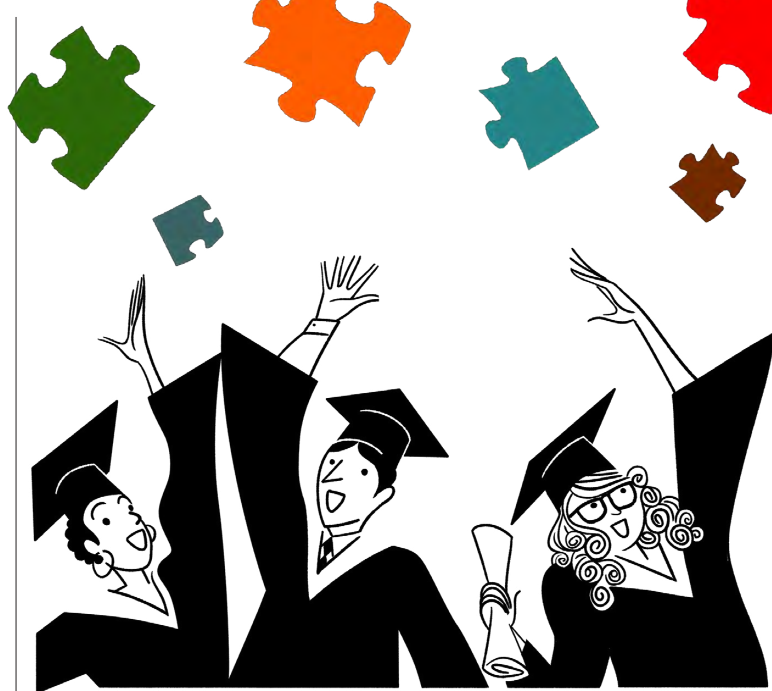
Reason #83

Because Belonging Matters Here

This academic year, we've shifted the way in which we're approaching diversity here at HGSE. We've intentionally put a focus on **belonging**. I truly believe that we will not have a diverse and inclusive community if there are people who don't feel as if they belong. Recently, I came across a *Harvard Business Review* piece that rang true for me and reinforced my line of thinking. The author stated that organizations need to understand that diversity and inclusion alone isn't enough, and the mentality of "checking boxes" for diversity isn't sufficient. People need to feel recognized and have the opportunity to make contributions. In summary, they need to feel a sense of belonging.

In most organizations, the strategic plan for diversity is bringing in a diversity of people who differ racially. The Ed School has historically made great strides in this category of diversity. In 2017, the school became a plurality of racial representation with no single demographic category making up most of the student body. This transition, to a school where an ever-growing number of students of color call home, speaks to the success of HGSE in its commitment to diversity.

In parallel to the growth in



diversity in the student body, the racial representation of staff members here at the Ed School has shifted toward an ever more diverse collective of administrators, support staff, educators, and other individuals essential to the day-to-day operation of the school. It has been a long, arduous process, but there is no doubt that we are committed to racial diversity if you look at these numbers.

As we continue to collect data and put an emphasis on other marginalized identities, it's important that we think

about how we are welcoming new members to the community. For example, gender and disability are two categories that we've been intentionally thinking about. We know it's important for us to think about how we've designed our spaces, curriculum, policies, and community norms to foster an inclusive environment in which everyone feels that their individual needs have been met. In that way, people will feel seen, heard, and in turn, respected.

Recently, Dean Long sent a communication to the commu-

nity on gender inclusive restrooms. (See reason #37, page 27.) She pointed to the school's committed effort to creating physical spaces on campus that are inclusive for all members. These types of efforts are going to move us along the continuum of creating an environment in which people intuitively know they belong.

In my role, I think it's important to be transparent and acknowledge that we still have a lot of work to do. This community conversation and the other initiatives that we have underway are purposeful steps in our DIB journey. I am proud of the work we've done thus far, and I hope in my role I can make a significant contribution to the diversity, inclusion and belonging strategic goals for our school. Our motto has been, Learn to Change the World. If we get this right, we can ensure that we are sending our alumni out into the education sector with the experience and tools to make substantial change. A world in which my role has become obsolete!

TRACIE JONES BECAME THE SCHOOL'S DIRECTOR OF DIVERSITY, INCLUSION, AND *BELONGING* THIS YEAR. PREVIOUSLY, THE TITLE HAD BEEN DIRECTOR OF DIVERSITY, EQUITY, AND INCLUSION. WE ASKED JONES TO TALK ABOUT WHY SHE FELT STRONGLY THAT THE WORD "BELONGING" BELONGED IN THE TITLE.

BECAUSE WE'VE BEEN WRITING ABOUT THE VIRTUES OF COMIC BOOKS IN SCHOOLS FOR THE PAST 45 YEARS!

Reason #85

BECAUSE OUR DISSERTATIONS HAVE ALWAYS BEEN SMART



In 1921, at the school's first commencement, the Doctor of Education degree was conferred upon five students, who wrote these dissertations:

LESLIE OLIN CUMMINGS
THESIS: *Cooperation in School Administration*
POST-GRADUATION: assistant professor, HGSE

WALTER FRIAR DEXTER
THESIS: *The Administration of School Finances in Iowa*
POST-GRADUATION: professor of education, Earlham College, Richmond, Indiana

ROY CLAUDE HOLL
THESIS: *The Results of Vocational Education in Secondary Schools*
POST-GRADUATION: associate professor of education, North Carolina State College for Women, Greensboro, North Carolina

NEIL CARNOT MACDONALD
THESIS: *Rural Schools and Rural School Consolidation in the United States*

CASS ARTHUR REED
THESIS: *Problems of American Education in the Near East*

Reason #84

EXCERPT FROM THE SPRING 1972 ISSUE OF *ED. MAGAZINE*, WRITTEN BY DANIEL DOBIN, ED.D.'73:

Will comic books be the school readers of the future?

The question is not really outrageous, for in a sense they already are; school-age Americans read far more comic books than school readers of any kind. School-age youth read more than 250,000,000 comic books a year — a fact that is even more compelling when you realize they do so because they want to, not because they have to. Once damned by parents, reviled by psychologists, denounced by school professionals, and nearly borne away on a rip-tide of criticism in the mid-50s, comic books are in the throes of dramatic change. Today their focus is sharper, giving a more precise picture of the real world.

AND 45 YEARS LATER... AN EXCERPT FROM A DECEMBER 2017 STORY IN *USABLE KNOWLEDGE*, WRITTEN BY JABARI SELLARS, ED.M.'18:

My mother was a master of deception. Com-

mitted to the long con of getting me, her pickiest son, to eat something more than macaroni and cheese, my mother tricked me into eating healthy food. On homemade pizza night, she snuck baby spinach under the mozzarella with the stealth of bootleggers during prohibition. I still remember her dastardly grin as I chugged glasses of what I now know to be protein powder-infused Nestle Quik.

A few decades older, and a few broccoli florets healthier, I use my mother's clandestine cunning to ensure that my students get a different kind of nutrition. Just as she hid the vegetables in her cake batter, I teach literary analysis through superhero comic books.... Comics can serve three primary roles in the classroom:

- ▶ They can facilitate a better understanding of complex required texts by serving as a preliminary reading activity;
- ▶ They can extend the analysis of a classic work of literature, either by providing examples of derivative fiction or by making strong allusions to the classics;
- ▶ They can replace less-accessible works from the literary canon while still conveying the same messages and using the same literary and rhetorical conventions.

Reason #86

BECAUSE US AND IMMIGRATION? WE GO WAY BACK

PHYSICAL EXAMINATION OF IMMIGRANTS AT ELLIS ISLAND, 1911



Back in 1921, students at the newly opened Ed School could take a course called the Problems of Race and Immigration in America: Americanization, with Professor Niles Carpenter.

Flash forward to 2019 to the newly opened Immigration Initiative at Harvard, a university-wide effort launched this past fall and led by Ed School Professor Roberto Gonzales, an expert on the experiences of immigrant youth. With

funding from the Dean's Impact Fund, the central mission of the initiative is to build a scholarly community of researchers from across Harvard, to provide access to nonpartisan research, and to give recommendations on immigration policy.

Now, says Gonzales, is the time for this kind of initiative.

"There's never been a more pressing time in the history of our country regarding issues of immigrant incorpo-

ration and policy," he says. "The United States is home to a large population of settled migrants without legal immigration status residing and participating in communities. And our national policies are becoming increasingly exclusionary and punitive. There is an urgent need to come together to better understand and inform the broader public about the consequences of immigration policy on children, families, and communities."

Reason #87

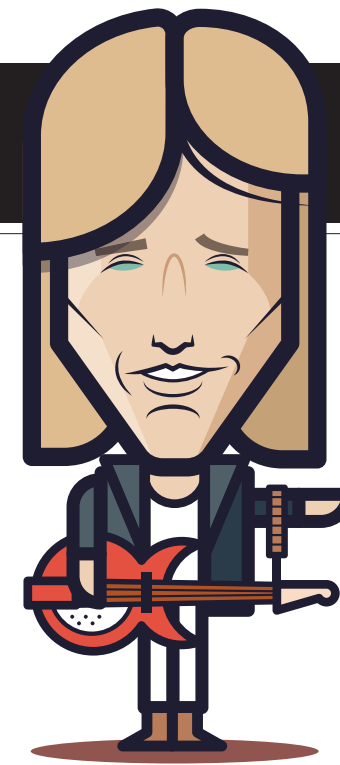
BECAUSE ONE OF OUR DEANS RAN THE BOSTON MARATHON NINE TIMES FOR THE CHALLENGE. FIVE OF THOSE TIMES, HE ALSO RAN IT FOR SOMETHING EVEN MORE IMPORTANT: **TEACHERS**



In April 2015, Dean Jim Ryan was on the run again, but this time, something new was happening. It was Ryan's fifth time running the Boston Marathon, but the first time he was doing it for more than just the runner's high. Wearing a t-shirt with the names of 26 teachers printed on the back, one for each mile, Ryan was also raising money for financial aid: 26 donations were made, with each donor nominating a teacher who had made a significant difference in their lives. Between 2015 and 2018, Ryan's marathon running raised \$116,675 for financial aid for the Ed School. Now president of the University of Virginia, Ryan returned to Boston in April 2019 to continue the tradition for the Cavaliers.

MIKE RODMAN; JILL ANDERSON; CASEY BAYER

LIBRARY OF CONGRESS



Reason #88

Because, Like Tom Petty, We Didn't Back Down

In March of 1973, Phi Delta Kappa, the world's largest professional organization for educators, suspended the Ed School for allowing women to join. A few months earlier, at a conference of national educators on equal opportunities for women, members of the Ed School's honor society denounced Phi Delta for "blatant discrimination against female educators." Assistant Dean LeBaron Moseby and Dean Paul Ylvisaker wrote to Phi Delta's leaders to appeal the suspension, even threatening to refuse the school's facilities to the organization. By October, Phi Delta dug in its heels and went even further: Harvard might be expelled. The school stood its ground and in February 1974, Phi Delta voted to open its membership and admit women.

Illustration by Chris Soueidan/Loogart

Reason #89

BECAUSE OUR CAMPUS ISN'T JUST IDEAL FOR WALKING DOGS...



This isn't something you see often on campus, certainly not at orientation. But we thought the decision by **JAY BILLS, ED.M.'20**, to share the red carpet on Appian Way with his cat, Ozy, was purrfect. Want more Ozy? Follow him on Instagram: [@ozycatofcats](#)



Reason #90

...BUT DOGS DO HELP

Starting in the winter of 2018, the school began bringing a therapy dog to campus for a day near finals to serve as the official fluffy stress reliever for hard working students. Oliver, a golden retriever, visited that first year.

Reason #91

**BECAUSE
WHAT
HE
STARTED...**



HENRY WYMAN
HOLMES, OUR FIRST
DEAN

BRIDGET LONG, OUR
CURRENT DEAN

Reason #92

**...SHE'S MOVING
FORWARD...**



Reason #93

... Into the Future of Education

The Harvard Graduate School of Education has been learning to change the world since 1920, and our Centennial year is the perfect time to celebrate, reflect, and, naturally, to wonder: What will the next 100 years bring? Since the school's founding by Harvard's first faculty member in education, Paul Henry Hanus, a mathematics teacher who worked with President Charles William Eliot to ensure that students would be properly prepared for college, HGSE's faculty, students, and alumni have played key roles in shaping education practice, policy, and ultimately, outcomes for learners, from preschool through higher education and beyond. Rarely satisfied with the status quo, and often ambitiously pursuing goals to improve education beyond the walls of the classroom, the borders of the United States, and the supposed limits of human potential, HGSE now faces a new century that brings unique challenges and perhaps greater opportunity than ever before to ensure every learner can access high-quality education.

Recent decades have brought about changes in education that have shaped students' and families' experiences in important ways. We have seen new school models aimed at adding rigor,

supports, and choice in K-12 schooling. There has also been a push for more transparent data on student achievement, fueled in part by a federal government recalibrating its influence on education. As college sticker prices and student debt burdens rise, public scrutiny and calls for increased accountability in higher education intensifies. The way that our students receive information continues to evolve; as technology advances, so, too, does pedagogy. Digital devices in homes and classrooms have created new options for student engagement and access to educational materials, but the uneven use and availability of such resources has also heightened gaps between some groups. And students themselves are changing, not only in terms of the demographic profile of American students and those in other countries as well, but also the needs, interests, and identities students highlight as being important.

Even with all this change, other aspects of education remain stagnant, often in deeply troubling ways. While education still holds great promise for many, the highly segregated U.S. education system is failing far too many students. Decades of education reform have had limited success in significantly

reducing persistent achievement and opportunity gaps by race and income, and many wonder if we have an overreliance on standardized testing. Meanwhile, we continue to grapple with the best way to prepare the next generation for the demands of a 21st century economy — and populations around the world face shortages of teachers, schools, and capacity. Education is the key to opportunity and progress, but it must not also be what separates us and holds back students who too often come from certain demographic groups, income brackets, and zip codes.

Amidst the turbulence in education, I firmly believe we have continued reason for optimism. This is my second year as dean and my 20th year on the faculty, and I often feel that I have only begun to appreciate the vast — and outsized — influence and positive impact that our faculty, staff, students, and alumni continue to make not only on individual students, families, classrooms, and communities, but also on the field of education and the many hard-working education professionals who share our mission. We engage in rigorous research that informs practice and policy, like the Zaentz Education Initiative, which is conducting a seminal

study of early learning while bringing together early childhood educators with faculty to identify which learning environments work best for which learners. We work with communities and leverage the expertise of our alumni leaders in the field to build robust child development systems that accelerate positive educational outcomes for low-income children, as the By All Means project has done. And we partner with schools across Harvard, across disciplines and traditional silos, to bring new perspectives to bear on key challenges like preparing school leaders — as we have done with our Certificate in School Management and Leadership, offered in partnership with the Harvard Business School. These are activities that are greater than the sum of their parts. I see this cross-boundary approach as key to having a meaningful impact. Regardless of the challenges before us, our school is well-positioned to be able to pivot, adapt, and partner in new ways to meet the needs of 21st century learners. In this way, we are truly a unique change agent in education.

Education changes lives, and indeed, it can change the world. I hope you will take every opportunity to join us in this work.

DEAN BRIDGET LONG

Reason #95

BECAUSE WE'VE RESPONDED TO THE TIMES

“Educational institutions are among the most rapidly changing parts of our society, and the Graduate School of Education is no exception,” wrote Harvard President Nathan Pusey in a special issue of the magazine from 1965 called *Harvard and the Study of Education*. This ability, and willingness, to recognize what educators and students need, and then respond with new offerings or changes to programs, has been one of the hallmarks of our school.

In the 1920s, for example, many of our students were already experienced teachers who wanted to advance their skills, so we offered courses that were theoretical, but also practical. As Harvard President Lawrence Lowell said of this approach, “Where practitioners were once prepared by apprenticeship in narrow techniques of procedure,” they were now prepared at places like the Ed School.

That same year, as the 19th amendment passed, we became the first school at Harvard to offer degrees to women. We also recognized that teachers needed to do more than just teach students to read and write. They also needed to know when kids were sick or not doing well mentally, so courses were offered on hygiene and play. When it became clear that inexperienced

teachers also wanted more training, the school developed a special two-year curriculum, followed by the Masters of Arts in Teaching, which included off-site student teaching.

During World War II, the school added a dozen war-focused courses and offered flexibility in how students could study — full or part time, or during summers. In 1942, following the attack on Pearl Harbor, the school announced a special expedited (and cheaper) master's program to thwart an impending shortage of trained educators.

During the mid-1950s, in conjunction with Harvard Medical School and the U.S. Atomic Energy Commission, the school offered special instruction to science teachers on radiation biology and the teaching of nuclear science in high schools and colleges. Around the same time, a new program on guidance counseling was added, as was a summer school conference on the nature of communism.

In 1964, the school launched a nationwide study on segregation in schools as the fight for integration became a national priority. In 1983, the Midcareer Math and Science Program was established, anticipating the country's desperate need for talented math and science educators; it became a model for more

than 50 similar programs around the country. Recognizing the need for more trained leadership at the district level, the Urban Superintendents Program (USP) launched in 1990, the nation's first comprehensive doctoral program for urban educational leaders. In 2009, the year the final USB cohort enrolled, the Doctor of Education Leadership Program launched, a practice-based program that integrated education, business, and public policy. In 2014, the Harvard Teacher Fellows Program began offering a pathway for Harvard College undergraduates eager to start a teaching career.

What's next? One of the biggest ways the school is now responding to the needs of educators involves the redesign of the master's programs. Beginning in 2021, instead of the current 13 programs, all master's students will take the same foundation courses (allowing them to have the same grounding in education), then pick one of five programs (allowing students to develop expertise in a specific area, such as education policy and analysis) and then a concentration (allowing for additional, specialized knowledge, such as migration and education).

Watch for a feature story about the master's redesign in the next issue of *Ed*.

Reason #94

BECAUSE, IN ADDITION TO A WORLD-CLASS EDUCATION, SOME OF YOU ALSO GOT THIS:



JILL ANDERSON

Reason #96

BECAUSE

34,073

ALUMNI CAN'T BE WRONG...

Reason #97

BECAUSE WE'VE HAD A HAND IN
STATE AND FEDERAL EDUCATION POLICY
FOR A LONG TIME

Dean Francis Keppel was named the U.S. commissioner of Education under President John Kennedy. Professor Tom Hehir oversaw the Office of Special Education Programs for the U.S Department of Education during the first six years of the Clinton Administration. Professor Martin West worked as the senior education policy adviser to Senator Lamar Alexander (R-TN). Professor Paul Reville served as secretary of education for the Commonwealth of Massachusetts for five years under Governor (now presidential candidate) Deval Patrick. **SARAH GROH, ED.M.'14**, currently serves as chief of staff to Congresswoman Ayanna Pressley. These are just a few of the faculty and alumni who have had strong ties to state and federal policy. Sometimes, that connection has even been done with great forethought. As Keppel said in an oral history interview, explaining why he asked Kennedy to personally swear him in, "I wanted to demonstrate that I knew where the White House doors were. My predecessor had been told to stay in the office. The most important thing was for me to get the reputation with the education lobbyists and the people who fussed about education that Keppel knew how to get in the White House."

Reason #100

BECAUSE WE'LL BE HERE FOR 100 MORE!

Reason #98

... AND BECAUSE WE DON'T WANT
TO LOSE YOU. CONNECT!**Social and web:**

- ▶ gse.harvard.edu
- ▶ twitter.com/hgse
- ▶ Dean Long's twitter: [bterrylong](https://twitter.com/bterrylong)
- ▶ facebook.com/harvardeducation
- ▶ Instagram.com/harvardeducation
- ▶ Youtube.com/harvardeducation

Alumni office: gse.harvard.edu/alumni:

- ▶ Alumni Admissions Ambassador Program (help with recruiting)
- ▶ Alumni agents (liaison with Development and Alumni Relations)
- ▶ Alumni Council (connection between school and alumni)
- ▶ Candidate referrals
- ▶ Host an intern (through the Field Experience Program)
- ▶ Student-Alumni Mentoring Initiative: SAMI (mentoring Ed School students)
- ▶ Update your information: gse_alumni_services@harvard.edu

Newsletters:

- ▶ Harvard Ed News: www.gse.harvard.edu/newsletter
- ▶ Usable Knowledge: gse.harvard.edu/uk/newsletter

- ▶ **Ed. magazine online:** gse.harvard.edu/ed
- ▶ **Career Services for alumni:** gse.harvard.edu/careers/alumni
- ▶ **HGSE LinkedIn:** linkedin.com/groups/953647/

Reason #99

Because this
Party's Just Getting
Started

Get out your phone and celebrate, too. Scan here to go to the school's centennial website.



Now that you've devoured the 100 stories in this special issue of *Ed.*, you want more, right?

To celebrate the Ed School's Centennial, we've created a digital hub where you'll find more stories, alumni events, and lots of ways you can get involved and reconnect with the school in 2020: 100.gse.harvard.edu

- **100 Stories of Impact:** The school and its people have influenced the field of education in too many ways to count — but we're highlighting 100 Stories of Impact that help to tell the story.
- **The Future of Education Series:** A signature series of talks and panel discussions that looks at the issues and trends that will shape the field of education over the next five to 10 years, and beyond.
- **Conversations with the Deans:** Current Dean Bridget Long interviews each of her living predecessors in this video series, which we'll roll out over the course of the year.
- **Alumni Events:** We will be coming to a city near you for regional events.
- **Voices of Appian Way:** Your turn to share your voice! Make a quick video for social media about the Ed School's impact on your life or career, or write a paragraph using the hashtag #HGSE100 and #VoicesofAppianWay. See the website for details!





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STUDENTS FROM OUR
FIRST CLASS ON THE STEPS
OF LAWRENCE HALL