

# Celebration Kicks Off Barnum Center Construction

On October 21 as part of Stanford's Reunion Homecoming weekend, the School of Education launched the renovation and expansion of the new Barnum Family Center for School and Community Partnerships with a special ceremony on the Meyer Lawn. One hundred and fifty School of Education alumni, faculty, staff, students, and friends gathered for the event on the lawn near the building, facing the new green construction fence that had just gone up one week earlier.

When the former site of the Career Development Center reopens this fall, it will house the John W. Gardner Center for Youth and Their Communities, as well as partnerships that bring Stanford faculty and students together with school administrators and teachers to improve K-12 education. The center is named after Stanford alumni Bill Barnum (BA '76, MBA '81, JD '81) and Donnalisa Barnum (BA '81), longtime Stanford supporters who gave a \$3 million core gift to the \$5.8 million project.



Photo: John Todd

**PHOTO:** Donors Donnalisa and Bill Barnum, and Dean **Deborah Stipek** (L to R) celebrate the start of construction of the Barnum Family Center for School and Community Partnerships, which will open this fall.

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# Stanford

# EDUCATOR

STANFORD UNIVERSITY SCHOOL OF EDUCATION  
ALUMNI NEWSLETTER

SPRING '06

<http://ed.stanford.edu>

## A World of Difference

BY MARGUERITE RIGOGLIOSO

With academic prowess, School of Education's international alums reform education in their home countries.

Ihron Rensburg (MA'94 in Sociology, PhD '96) spent much of the late 1980s detained without trial in South African prisons for leading the education arm of the anti-apartheid United Democratic Front. Imprisoned in his twenties, Rensburg endured solitary confinement, hunger strikes, and torture. "Solitary confinement for nine months at a stretch poses an enormous challenge to one's intellectual, physical, and spiritual faculties," says Rensburg, "but my colleagues and I never saw prison as something that would stop us. We knew that eventually we would dismantle the old regime and bring in non-racist, non-sexist democracy."

For Rensburg, a pharmacist by training, an intense passion to "deracialize" the educational system in South Africa carried him through dangerous decades in the Eastern Cape to become one of the most influential educational leaders in his country. Having spearheaded the democratization, desegregation, and pedagogical reform of

elementary and secondary education throughout South Africa, Rensburg is today poised to take charge of the newly consolidated University of Johannesburg. His vision is nothing less than to turn it into one of the premier educational institutions in the world.

Rensburg is one of many School of Education alumni working to promote education across the globe. Like many others, he is a graduate of the International Comparative Education (ICE) program, a multidisciplinary, cross-cultural program of training that places educational problems into an

international and comparative framework. "A high percentage of alumni from ICE and programs associated with ICE are or

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**PHOTO:** Ihron Rensburg has spearheaded the development and transformation of the education system in post-apartheid South Africa. He was recently elected vice chancellor of the new University of Johannesburg.



subsequently become prominent, academically and politically, in the United States or overseas,” says **Martin Carnoy**, Professor of Education and Economics. “This makes the program particularly stimulating for everyone who

severely disenfranchised black students. That volunteer position turned full time upon his release from prison in 1989. Confident that his work had achieved significant momentum, Rensburg withdrew from the fray in 1992

has been channeled to support even the poorest in gaining an education. School governance has been democratized, the quality of instruction has been improved, curricula have been broadened and strengthened, and didactic methods have been expanded to allow for instruction in native languages and multiple ways of learning. Still despite significant progress, he says, “There’s quite a way to go.”

Since 2001, Rensburg has led policy, strategy, and a significant part of operations at the South African Broadcasting Corporation. He recently accepted the top governance position of vice chancellor at the University of Johannesburg, which is a recent merger formed between two universities and a polytechnic to redress past educational inequities. “The country’s economic growth will remain on a low road until our skills gap is filled,” he says. “I intend for the university to respond to that national crisis by becoming a leader in research, technology, and cultural advancement. Johannesburg, the city of gold, doesn’t sleep and neither will we.”

“A high percentage of alumni from ICE and programs associated with ICE are or subsequently become prominent, academically and politically, in the United States or overseas.”

— Professor Martin Carnoy

participates, students and faculty alike.”

The *Stanford Educator* has selected three such distinguished graduates to profile in this issue: **Ihron Rensburg** (MA '94 in Sociology, PhD '96) from South Africa, **Imanol Ordorika** (MA '94, MA '98 in Sociology, PhD '99) from Mexico, and **Min Weifang** (MA '84, MA '86 in Sociology, PhD '87) from China. Today, all three are heading up educational reform in their countries, applying the theoretical knowledge, analytical skills, and comparative international perspectives they gained at the School of Education in an effort to better the lives of the people of their home countries.

## Ihron Rensburg

### From Resistance to Reconstruction in South Africa

An anti-apartheid student leader from high school on, **Ihron Rensburg** served as general secretary of the United Democratic Front’s National Education Crisis Committee, leading negotiations with apartheid state departments to reform an education system that

to pursue a master’s degree in political and organizational sociology at Stanford, made possible by a Kellogg Fellowship.

“I chose Stanford for its excellent interdisciplinary program and its ability to provide a truly global perspective on education policy,” he says. He was so impressed with the faculty and students he encountered from around the world that he stayed on for his doctorate in the ICE program in the School of Education, working closely with advisor **Martin Carnoy**. “The high-quality strategic, analytical, and policy orientation of the program truly gave me a platform for coming into who I was and launching my next career as a public administrator.”

After earning his doctorate, Rensburg was effortlessly “slotted in” as deputy director general of South Africa’s Department of Education, a top post-apartheid position that involved him for the next six years in rewriting the nation’s K-12 educational curriculum with the aim of better educating and empowering black citizens culturally, politically, and economically. Under his guidance, schools have been desegregated and public funding

## Imanol Ordorika

### Pushing for Radical University Reform in Mexico

While market-driven aims such as Rensburg’s are increasingly dominating the thrust of higher education throughout much of the world, one prominent Mexican scholar and political activist is questioning the focus of universities on generating labor for the capital enterprise, both in his own country and beyond. **Imanol Ordorika** (MA '94, MA '98 in Sociology, PhD '99), a professor at Universidad Nacional Autónoma de México (UNAM) in Mexico City, the author of several influential books, and a regular political commentator in

*continued on page 3*

the Mexican media, is an outspoken critic of global neo-liberal agendas and what he sees as their negative effect on universities as institutions of culture creation.

“Universities are important places of state, national, and international political activity,”



**PHOTO:** Imanol Ordorika has become one of the leading progressive voices in Mexico over the past decade. A professor at Universidad Nacional Autónoma de México, he is internationally respected for his research on social movements and higher education.

Ordorika maintains. “Far from being neutral zones, they are political institutions and sites of contest.” His work focuses on raising awareness about the inherently political nature of universities, and on fostering resistance toward government policies that narrow their role, make them less accessible, and prohibit their democratic governance.

Ordorika has been a progressive activist since his days as an undergraduate physics major at UNAM. Throughout the 1980s, he led Mexico’s student movement dedicated to keeping tuition down and increasing access to the university for students excluded due to poor finances and test scores. Ordorika helped orchestrate nationally televised student demonstrations and strikes, and participated in public debates with university administrators and government officials to promote democratic reforms.

To gain a firmer academic foundation for his strong political inclinations, Ordorika pursued a master’s degree at the School of Education in 1992, enrolling in the Stanford International Development Education Center (SIDECE), the predecessor to the current ICE program. Upon graduation, he returned to Mexico, became a faculty member at UNAM’s Institute of Economic Research, and began to publish work that helped revitalize political analysis in the field of education. Ordorika also made a bid for congress as a leftist party candidate. Losing in an election that some believe was fraudulent, he returned to Stanford to earn his doctorate in Higher Education and Administration in 1999, picking up an additional master’s degree in sociology along the way.

“Studying at Stanford was incredibly valuable because it helped me analyze my own political experience from a theoretical perspective,” he says. “It allowed me to consider what a progressive critical agenda for higher education might look like in today’s world of globalization. It gave me the ability to connect what’s happening outside of Mexico to what’s going on inside my country.”

Upon resuming his faculty position at UNAM, Ordorika was quickly granted tenure and served as media director for the 2000 presidential campaign of opposition candidate Cuauhtemoc Cardenas. Over the past decade, Ordorika has become one of the leading progressive voices in Mexico, arguing for the return of the university to its “humanistic” roots.

“The university in Mexico and worldwide is conforming to market demands, making engineering and technology departments central and putting social sciences and the humanities on the back burner,” he says. “Governments have altered higher education to serve capital

accumulation and to disregard its social and democratizing role in society. We need to inspire new policies that broaden these narrow perspectives. We need to restore the university as a cultural space where people may develop as thinking individuals who can reflect upon and interact in their world with understanding and integrity.”

## Min Weifang

### Restructuring Chinese Higher Education

In China, Min Weifang (MA ’84, MA ’86 in Sociology, PhD ’87), has been instrumental in instituting reforms that establish the university as something of its own business enterprise, while also fostering humanistic goals of helping students think more creatively and independently. His approach emerges from his own distasteful experience with “reeducation”—proletariat style—during China’s Cultural Revolution. Like others of the country’s intelligentsia under Mao’s reign, Min was required at age seventeen to take up manual labor to learn how the working class lived. While his father and siblings were sent to work at farms far away, Min was shipped off to the coal mines, where he spent most of the next five years 2,000 feet underground. “It was hard and dangerous work,” Min says. “I had a lot of time to reflect on the fact that something had gone terribly wrong in our society. I realized that our educational system needed to do a much better job of preparing people to understand what was truly in the public interest.”

Once China reopened its universities in 1977, Min left behind an earlier interest in physics to enroll as an education major at Beijing Normal University. “I worked very hard, thinking about the issues of the past ten years and how people

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could be better educated to avoid destructive behavior in the future,” he says. Min’s burning interest in the topic earned him the #1 student ranking in the country, a Fulbright Scholarship, and entry to Stanford, where he obtained a master’s degree in Administration and Policy Analysis and one in organizational

position, he learned more about how the American public university functions and is financed. It wasn’t long before the president of Beijing University recruited him to join the faculty and help the institution strengthen its academic programs and financial profile. Min took the job, concurrently accepting chairmanship of a World Bank project to develop poor provinces in China. That role led to a

similar year-long position at World Bank headquarters in Washington, D.C. in 1991.

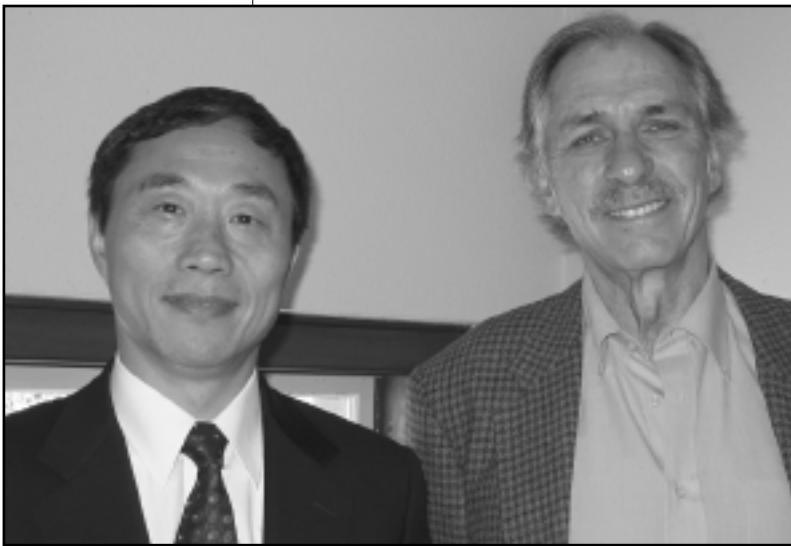
Returning to China, Min was invited to take increasingly prestigious administrative roles at Beijing University, including dean of the Graduate School of Education, university provost, executive vice president, and, since 2002, chairman of the university’s top

decision-making body. Through his work, Min has developed a reputation as one of the most powerful educational policy makers in China. At Beijing University, he has instituted the tenure system and other hiring reforms to attract world-class faculty. He has helped broaden and strengthen the curriculum to better prepare students for life economically, culturally, and personally. And he has improved the university’s financial status by diversifying resource streams to include state allocation, tuition, private donations, and revenues from university-based technology enterprises. He has also opened

doors more widely to the West, having recently helped found the Stanford Overseas Studies Program at Beijing University. Despite these advances, Min, like his international colleagues Rensburg and Ordorika, has no illusions of the obstacles reformers face in making quality education accessible world-wide: “There’s plenty to do to keep deepening the reforms.”

## Forging Ahead

Rensburg, Ordorika, and Min came to the School of Education to gain the academic perspectives and tools needed to become top-tier educational administrators and scholars. Now educational reformers in their own countries, they are helping to usher in a new era of dignity and empowerment for their compatriots. **Martin Carnoy**, who has worked closely with all three, has no doubt that their efforts will continue to have impact. “In our new globalized world, education—particularly higher education—is becoming increasingly important as jobs become more knowledge-intensive,” he said. “All three alumni are brilliant thinkers, superb academics, and committed activists who have key decision-making roles at their respective universities. This means they’re having a significant impact on the future of their countries. We’re incredibly proud to have them as a part of the extended Stanford community.”



**PHOTO:** Min Weifang (L), pictured here after a recent meeting with Professor **Martin Carnoy**, has instituted major reforms at Beijing University as its executive vice president. Min is regarded as one of the most powerful educational policymakers in China.

sociology. Soon after, he earned a PhD in Economics of Education.

“Stanford gave me a systematic approach to studying issues in education,” he says. “I learned how to construct conceptual frameworks and analytical models, and take both quantitative and qualitative approaches to research. The theory and methodologies I’ve learned have helped me to be enormously effective in my work as a teacher, researcher, and administrator.”

Min supplemented his theoretical background with practical post-doc training as the right-hand man to the chancellor of the University of Texas. In this

# Loeb Leads Investigation to Reform CA Education

**Excerpted from the March 31, 2006 *Stanford Report* article by Lisa Trei**

To help lay the groundwork for reforming California's faltering school system, more than 30 researchers nationwide have launched the largest independent investigation ever of how the state governs and finances education.

Associate Professor **Susanna Loeb**, an economist, is leading the \$2.6 million effort titled, "Getting Down to Facts: A Research Project to Inform Solutions to California's Education Problems."

"Much of the research on school finance is driven by litiga-

The studies aim to identify what reforms are needed to improve the efficiency and effectiveness of the school system and to assess how much it should cost to provide every child in California with a good education. Statewide, enormous disparities exist in educational quality. And compared with the past, California has fallen far behind. From its position as a national leader in education three decades ago, the state now ranks 48th in student basic reading and math skills, Loeb said.

The project, which was requested by Governor Arnold Schwarzenegger's Committee on

month effort, which includes more than 20 studies.

"This is the most comprehensive study of school finance for K-12 in the history of California," said Professor **Michael Kirst**, who has worked in state education since 1969 and is participating in the project. "It has more components and dimensions to the study than any other, and it is the most impressive array of researchers from around the nation that has ever been assembled to study school finance in California."

Although Kirst, who was president of the state board of education in the 1970s, praised the quality of the project, he was less sanguine about whether it would lead to real change.

"It depends on when these studies come out," he said. "Is the policy window open? Are the stars aligned in that the governor and the legislative leaders are ready to move forward on this? Nobody can predict that. I don't even know who the governor is going to be. So we're just hoping."

In addition to Loeb and Kirst, Stanford participants include **Anthony Bryk**, the Spencer Foundation Professor of Organizational Studies in Education and Business; **Linda Darling-Hammond**, the Charles E. Ducommun Professor; William Koski, the Eric and Nancy Wright Professor of Clinical Education at the Law School; and Eric Hanushek, the Paul and Jean Hanna Senior Fellow at the Hoover Institution.



Photo: Steve Castillo

**PHOTO:** Associate Professor **Susanna Loeb** is leading a research project on California school finance requested by Governor Arnold Schwarzenegger's Committee on Education Excellence.

tion," Loeb said. "This effort stands out in its depth and breadth, but also because it is independent and nonpartisan. The consensus is that there has to be some sort of change. We hope that the results of these studies can help to carve out common ground for discussions that can lead to effective change in school finance and governance in California."

Education Excellence, Democratic leaders in the state senate and State Superintendent of Public Instruction Jack O'Connell, aims to provide policy-makers with clear information that is needed to assess proposed reforms. The Bill and Melinda Gates Foundation, the William and Flora Hewlett Foundation, the James Irvine Foundation, and the Stuart Foundation are funding the nine-



# Forum Question



How is the global economy changing educational priorities in your country?



## The Global Market Has Fueled an Exodus

education creates opportunities for going overseas and finding prosperity. This promotes the value that students should work hard to serve their personal interests and not to help their country.

The global market and the sluggish national economy have fueled the exodus of better performing teachers of basic education to the United States and other countries, especially in the areas of mathematics and science. This trend contributes to growing disinterest in these critical areas of study in basic education. Teacher education institutions in the Philippines should ask, "Should we continue to train highly qualified teachers to compete for the global market? Or should we train them to teach Filipino students to become competitive for their country?" Likewise, the Philippine government should ask, "How do we reward excellent teachers to keep them in the country?"

The global economy has made post-secondary education in the Philippines reactive to the job market outside of the country. This has led in recent years to the rapid growth and popularity of quickie programs in which high academic standards are not necessarily being observed. Meanwhile, higher education courses that serve as passports for greener pastures outside of the country, like nursing and maritime studies, have continued to operate in many higher education institutions that do not have the capacity to deliver quality education. This gives the illusion that these courses will bring the bacon from outside of the country, although there is no assurance of job placement.

The global economy also shapes what goes on in the classrooms of elementary and secondary schools. Teachers commonly motivate students to study hard by constantly reminding them that

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\* In every issue, the *Educator* poses a question about a timely topic. Selected members of the community (alumni, faculty and students) are invited to respond. If you have a suggestion for a future Forum Question, or would like to be a respondent for a particular topic, please contact Editor Amy Yuen at [amy.yuen@stanford.edu](mailto:amy.yuen@stanford.edu).



## Business Discourse is Eroding an Ethic of Care

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PhD '69

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The global economy is having a significant impact on educational priorities not only in the United States but on virtually every country. The information age economy of the 21st century, with communication technologies that expand and intensify linkages between countries, poses challenges to the goals of education systems.

On the negative side, previous priorities of public schooling in exercising democratic citizenship rights and responsibilities, social solidarity, and personal fulfillment have been largely displaced by the goal of preparing graduates for rapidly changing economic roles and enhancing the competitive position of a country in the capitalist world-system. Similarly, marketplace logic and business discourse are systemically

eroding an ethic of care and an ideal that national education systems should prepare oncoming generations to be successful adults in the political, social, and cultural realms as well as the economic.

On the positive side, the technologies that are now in place to facilitate the functioning of the global assembly line also can be used to connect teachers and students cross-nationally to share their common concerns as well as to learn about and appreciate cultural differences and the contexts that shape them. Understanding the global forces that impinge upon our daily lives should be one of the central competencies that all individuals should have to participate as effective citizens in local, national, and transnational communities. The development of a cross-cultural empathic consciousness and the capacities to work on behalf of international human rights and environmental preservation should be overriding priorities for education systems everywhere. Sadly, this is rarely the case.



## Science, Language, and Tech Programs are Thriving

**KILEMI MWIRIA, PhD '85**

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Political independence for South Africa, Zimbabwe, Namibia, and Southern Sudan has created employment opportunities for Kenyan doctors, engineers, teachers, and nurses. Universities in Kenya have responded accordingly. The increased demand for these skills has also enhanced our links with Chinese and Russian universities, among others. Greater openness has also promoted democratic values in teaching and in the management of educational institutions.

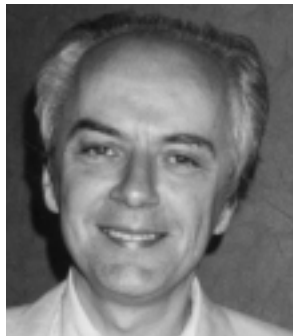
Because Rwanda is rebuilding its country and Japan is hoping to expand into the market provided by the Swahili-speaking countries of eastern and central Africa, Rwanda and Japan are progressively depending on Kenya for teachers in science and Kiswahili language. In response,

Kenya is investing more in science and language teaching, and Kiswahili undergraduate and graduate programs are now thriving. Japan has also turned to Kenya for English teachers because of our competitive edge over western countries. In addition, more Kenyans are learning French and Arabic to capitalize on United Nations employment opportunities that are emerging in French-speaking central Africa and Sudan.

The Information and Community Technology (ICT) revolution has spurred the growth of e-learning in Kenya, as evidenced by the establishment of The African Virtual University in Nairobi. Many educational institutions are now teaching computer skills, and more universities and secondary schools are accessing quality educational materials and other teaching resources speedily and inexpensively through the Internet. To meet the needs of this growing area, we have developed a national policy to mobilize and provide ICT resources to Kenyan public schools.



## Faculty News



EAMONN CALLAN

**Arnetha Ball** is the author of the book, *African American Literacies Unleashed: Vernacular English and the Composition Classroom* (Southern Illinois University Press, 2006). Her study lays the groundwork for reversing the cycle of underachievement plaguing linguistically diverse students and explores the issue of African American Vernacular English in terms of teacher knowledge and prevailing attitudes.

**Eamonn Callan** has been invited by the National Humanities Center and the Wissenschaftscolleg zu Berlin to convene a two-year seminar series for selected junior faculty in the USA and Europe on the ethics of migration. Callan will conduct the seminars in partnership with David Miller, Professor of Political Philosophy at Oxford University. MIT's online journal *Symposia on Gender, Race and Philosophy* devoted its spring issue

to commentary on Callan's article, "The Ethics of Assimilation," which was published last year in *Ethics*.

**Martin Carnoy** was elected as a member of the International Academy of Education.

**Linda Darling-Hammond** was awarded the Pomeroy award by the American Association of Colleges for Teacher Education for *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (Jossey-Bass, 2005). She received the award with co-chair John Bransford on behalf of the National Academy of Education's Committee on Teacher Education. Darling-Hammond also received a \$750,000 grant from the Carnegie Corporation of New York for a study examining the relationship between teacher education and induction to teaching practices and outcomes.

**Elliot Eisner's** book, *The Arts and the Creation of Mind*, was published in South Korea by the Academy Press.

**Shelley Goldman** has received funding from the Whitehead Foundation for the "E-Learning Initiative in South Africa," a new project that examines the impact of mobile devices on education in Africa. The project is a collaboration between the School of Education, the Freeman Spogli Institute for International Studies at Stanford, the University of Pretoria, and Tshwane University of Technology.

**Patricia Gumpert** received the Exemplary Research Award from Division J (Postsecondary Education) of the American Educational Research Association for her outstanding contribution to knowledge and understanding in higher education.



SHELLEY GOLDMAN

## Shulman Wins 2006

### Grawemeyer Award for Education

Professor Emeritus **Lee S. Shulman** was awarded the coveted 2006 University of Louisville Grawemeyer Award for Education. He received the \$200,000 prize for his long-term effort in answering the complex question, "What makes someone a good teacher?" His book, *The Wisdom of Practice: Essays on Teaching, Learning and Learning to Teach*, contends that good teachers are essential to the success of people in every profession. Shulman, winner of the 16<sup>th</sup> Grawemeyer education prize, was chosen from a pool of 35 nominees. The prize was awarded last year to Lee Jacks Professor of Education and Professor of Art **Elliot Eisner** for his work in advocating an arts curriculum in schools.





SEAN REARDON

Professor Emeritus **Hank Levin** has published several books as the William Heard Kilpatrick Professor of Economics and Education at Teachers College, Columbia University. Most recently, he co-authored *Privatizing Educational Choice: Consequences for Parents, Schools, and Public Policy* (Paradigm Publishers, 2005) with C. Belfield.

**Roy Pea** is co-author of a major policy report released by the Computer Research Association in November 2005 titled “Cyberinfrastructure for Education and Learning for the Future (CELF): A Vision and Research Agenda.” The report offers guidance for the future of technology in education for the National Science Foundation and the broader community. Last fall, he served as symposium chair and presenter at the 2005 National Science Foundation Video Research in Education Conference in Arlington, VA, and presented the keynote address on future trends for the National Summit on School Design in College Park, MD.

**Sean F. Reardon** has received a \$135,000 grant from the National Science Foundation for his project, “Measuring Spatial Segregation.” His research focuses on developing a method of analyzing segregation to better understand its causes, patterns, and circumstances. He received the 2005 Outstanding Reviewer Award from *Educational Evaluation and Policy Analysis*.



SAM WINEBURG

**Na’ilah Suad Nasir** received an emerging scholar award from Division G (Social Context of Education) of the American Educational Research Association for her contributions to research and scholarship addressing the social context of education.

**Sam Wineburg** has been named a 2006 Distinguished Lecturer by the Organization of American Historians. He received grants from the Carnegie Corporation of New York, Wallenberg Global Network, Stanford Humanities Lab, and the Spencer Foundation for his work on historical understanding.

## New Faculty Members

# Jennifer Adams and Aki Murata

**Jennifer Adams** joined the School of Education faculty in January as a new assistant professor in Social Sciences, Policy and Educational Practice. Adams’ current research focuses on the community and school contexts in which children learn and develop in China’s rural areas. She examines educational and welfare inequalities in China that are linked to recent macroeconomic changes and political decentralization. In addition to her experience as a researcher, Adams taught primary school in Chinese-speaking communities for five years. She received an EdD in Administration, Planning, and Social Policy and an EdM in International Education from Harvard University in 2005.

**Aki Murata** has been an assistant professor in elementary mathematics education since last fall. Previously a post-doctoral research assistant for the Lesson Study Project at Mills College, Murata investigates the interactive relationships between teacher learning and student learning. Her research examines how elementary school teachers learn about student learning of mathematics and change their practice as they become aware of the details, processes, and meanings of the ways students learn. Murata received her doctorate in Learning Sciences from Northwestern University in 2002.

**PHOTOS:** Jennifer Adams (T) and Aki Murata (B) are the newest assistant professors at the School of Education.



## Thrive Foundation Commits \$1 Million to Youth Purpose Research

**PHOTO:** Bob and Dottie King and Cynthia King-Guffey (L to R), pictured here with Professor Bill Damon of the Stanford Center on Adolescence, have committed \$1 million to support the Center's work.

Partially excerpted from the *Stanford Benefactor* article by Bill Friar

In January, Thrive Foundation for Youth committed \$1 million to the Stanford Center on Adolescence. Thrive's gift will support School of Education

The importance of purpose in life has been recognized in popular writings and spiritual teachings, but it has been given surprisingly little attention in scientific study, according to Damon. Damon aims to change that by pioneering the study of youth purpose, which was launched with a \$952,000 grant from the John Templeton Foundation last September. Thrive Foundation's gift matched an additional \$1 million challenge grant from the John Templeton Foundation, bringing the total research funding to \$3 million.

Damon, one of the founders of the positive youth development movement, credits the work of the extended King family and their foundation with inspiring him to target adolescence as the crucial age for finding purpose, which he defines

as a long-term, stable, and wholesome goal in life that focuses on a "very distant horizon" and brings one out of oneself.

"Studying purpose is very cutting edge," Damon says. "It's a leap beyond the known. We're taking a very big concept that's almost a spiritual concept and studying it scientifically."

Bob (MBA '60) and Dottie King, Jennifer King and Tim Fredel, Cynthia King-Guffey and Alan Guffey, and Brad and Pamela (BA '90) King started Thrive Foundation for Youth in Menlo Park in 1995 guided by a belief in "positive youth development," which focuses on what's right with kids rather than what's wrong. Cynthia, who serves as the executive director, states that Thrive's purpose is "a relentless focus on thriving – how to define it, what are the best indicators of thriving, and how families, teachers, mentors, and communities can foster thriving in diverse young people."



Photo: Steve Castillo

Professor and Center Director **Bill Damon's** groundbreaking research on "purpose" in the lives of young people: what it is and how they find it—or don't.

## Professor Michael Kirst Honored at Retirement Party

On April 6, over 200 School of Education alumni and friends gathered at the Arrillaga Alumni Center at Stanford to celebrate Professor **Michael Kirst's** 42-year career at the School of Education. The retirement event featured two panels. Reflecting on his career, Kirst moderated the first panel on the federal and state role in education policy with Center for Education Policy Senior Fellow Chris Cross and **Jane Hannaway (PhD '78)**, Director of Education Policy Center at the Urban Institute. The second panel, which focused on local school policy and politics, featured Austin Independent School District Superintendent **Pat Forgione (PhD '77)** and **Barak Ben-Gal (MA/MBA '04)**, Interim Executive Officer of Financial Services at Oakland Unified School District. **James Kelly (PhD '67)** wrapped up the afternoon with a lively toast and roast cocktail hour.



**PHOTO:** Well done! **Michael Kirst** listens as colleagues and former students "roast and toast" his 42-year career.

Kirst, who plans to continue to be active in shaping public education policy after his retirement from teaching, was characteristically modest and witty when asked to comment about the celebration in his honor.

"This was a novel kind of event since retirement parties usually do not help participants learn new things about education policy," he said. "It also provided a chance for our alumni to catch up with classmates and former professors, as well as roast me."



**PHOTO:** Participants **Charles Hokanson (MA '93)**, **Betty Merchant (MA '91, PhD '91)**, and **Reed Hastings (MA '98)** (L to R) laugh with **Michael Kirst**.

Photos: John Todd

# Alumni News



**ALBERT J. SESSAREGO,**  
**EdD '51**



**HERBERT ZAKARY ZEITLIN,**  
**EdD '56**



**ANDREW D. COHEN,**  
**PhD '73**



**DAVID NYBERG,**  
**PhD '73**

## 1950s

**Richard G.S. Finch, MA '51**, recently moved to Medford, OR. He taught high school Latin and French in Tulare, CA from 1952 to 1955, Spanish in Palo Alto, CA from 1956 to 1987, and tutored Palo Alto adults and middle school and high school students in Spanish from 1987 to 2005.

At age 94, **Albert J. Sessarego, EdD '51**, has been retired from the superintendency of the Sacramento City Unified School District for 32 years. Since retiring from this position, he worked for 15 years as a professional standards consultant for the Association of California School Administrators and as the Northern California director of continuing education for Pepperdine University.

**Herbert Zakary Zeitlin, EdD '56**, recently published his third book titled *What Makes a Teacher Great?* (Beverly Hills Publishing Company, 2005). The book chronicles the experiences and hopes of 19 master teachers as they reflect on their careers. Zeitlin is President Emeritus of Triton College in Woodland Hills, CA.

**George Selleck, MA '57**, has created the *Building Complete Players* life skills program at the Herman G. Stark Youth Correctional Facility in Byron, CA. Selleck created the program after recognizing that most athletes do not realize that they have gained valuable life skills through sports until years later. He has been asked to pilot an “executive version” for the Haas School of Business at UC Berkeley. Selleck is the founder and chairman of Sports for Life Educational Programs, Inc.

## 1960s

Before retiring in June 2004, **C. Ann Bartells Martin, MA '61**, taught in special education at public schools in Tacoma, WA for 20 years. She won a Washington state award for teaching literacy, and presented workshops for the Washington Association for the Education of Young Children at state and local levels. In 2000, she traveled to China with educators and Mona Lee Locke, wife of former Washington Governor Gary Locke.

**Margo Halsted, MA '65**, recently retired from the University Of Michigan School of Music, where she taught and served as University Carillonneur from 1987–2003. For the past seven years, she has had the only master’s degree in carillon in the United States.

**Corrie Lynne Player, MA '65**, raised nine children and 35 foster children with her husband Gary Player (BS '64) while she and her husband pursued careers in teaching and geology, respectively. She writes about their experiences in her new book, *Loving Firmness: Successfully Raising Teenagers without Losing Your Mind*, (Mapletree Publishing, 2005). Her website is <http://corrilynneplayer.com>.

After teaching junior high school Spanish from 1963–1978, **Robert Maurice Loewe, MA '67**, went on to become a professional tapestry weaver and piano player. He was a tapestry instructor at his own school from 1987 to 2003.

## 1970s

**Tom Roberts, PhD '72**, serves as educational psychologist at Northern Illinois University. This fall, he starts his sabbatical at Johns Hopkins Department of Psychiatry and Human Sciences, writing a book titled *Increasing Spiritual Intelligence—Chemical Input, Religious Output*. In May, he presented a talk at the “Human Enhancement Technologies and Human Rights” conference at Stanford Law School.

After teaching high school math and science for six years, **William A. Scott III, MA '72**, joined the monastery at The Vedanta Society of Southern California. He currently lectures on Vedanta philosophy and its relationship to math and science to many school, college, and church groups.

During his sabbatical from the University of Minnesota, **Andrew D. Cohen, PhD '73**, traveled to Auckland, NZ with his wife **Sabina Cohen, PhD '73**, to work as a visiting professor at the University of Auckland. Andrew focuses on applied language studies, specializing in the teaching, learning, and testing of languages. Sabina is currently a master’s student in psychological counseling at St. Mary’s University in Minneapolis, MN. Their daughter Judy teaches theater in San Francisco, CA, and their son Daniel works for an international business training company, leading international workshops in finances.





**STANLEY CUMMINGS, PhD '75**

**David Nyberg, PhD '73**, who is professor emeritus of education, medicine and philosophy at SUNY-Buffalo, was recently appointed by Maine Governor John Baldacci to serve on the Board of Licensure in Medicine as well as on the Board of Overseers of the Bar for the Grievance Commission. He is the only person to serve on both boards simultaneously in Maine. In 2005, he gave a Distinguished Lecture at the University of Manitoba titled "The Mind's Best Moral Work: Lessons in Empathy from Philosophy, Literature and Medicine," and was hired by Carleton College to provide recommendations for the development of a college-wide program in ethical reflection. Nyberg continues to teach as a visiting scholar at Bowdoin College and offers ethics rounds monthly in the Department of Psychiatry at Maine Medical Center in Portland, ME.



**NELSON KANGERO, MA '81**

**Stanley Cummings, PhD '75**, published a novel titled *Behind the Hedge* (Xlibris Corporation, 2005) about the political infighting and personality clashes that a newly appointed school headmaster encounters at his new school.



**JOHN CHARLES, MA '89**

**Frank Kemerer, MA '68, PhD '75**, co-authored a book titled *California School Law* (Stanford University Press, 2005) with his daughter Jennifer Kemerer (JD '04) and school attorney Peter Sansom. The book covers all facets of school law that pertain to traditional public schools, charter schools, and private schools. The book's website, [www.californiaschoollaw.org](http://www.californiaschoollaw.org), contains legislative updates, reviews, excerpts, and information about the authors.



**CELIA ESPOSITO-NOY, MA '93**

**Gail McDaniel, MA '76**, spent two years living and traveling in her RV before recently moving into her new one-acre home in



**MARK C. GOMEZ, MA '94**

southern Oregon. She is enjoying retirement with her husband Ralph, their cat, dog, and 25-year-old mare.

**Varsha Arun Thaker, MA '77**, counseled children with learning disabilities at the Galaxy Education System in Rajkot, India. She served as principal of AVJVM High School in Rajkot, India from 2002-2005.

## 1980s

**Nelson Kangero, MA '81**, is the principal of Lomwe High School, a school in Tanzania that specializes in arts and languages. Over the years, he has worked as a school inspector and headmaster for a secondary school, taught courses in cultural tourism, and organized rural development projects and a student exchange program between Tanzania and Norway.

**Victoria Skinner, MA '86**, is the director and founder of Learning Strategies (formerly Tyler Tutorial Services). She and her husband Fred have a son in his freshman year at the University of Southern California, and another son in his first year at Pescadero High School.

**Soon-Yong Pak, MA '87**, published his research on Islamic education in Turkey in the journals *Comparative Education* and *Anthropology and Education Quarterly*. He moved to South Korea to teach at Yonsei University in the education department, and is currently researching the impact of globalization on education in Korea.

**Amy Aldous Bergerson, MA '89**, is in her second year as an assistant professor in the Department of Educational Leadership and Policy at the University of Utah.

**John Charles, MA '89**, spent the past two years as a full-time dad to his two sons. He is currently seeking employment in student services in a university setting and would love to hear from old STEP friends.

## 1990s

Since 1990, **Manuel Misao Arellano, MA '90**, taught math and history and worked as a guidance counselor, program coordinator, and assistant principal for the Los Angeles Unified School District. He was recently appointed as the principal to the Accelerated School/Annenberg High School, a charter school in south central Los Angeles that is based upon the principles developed by School of Education Professor Emeritus **Hank Levin**.

Recently married, **Lyn Hawks, MA '91** (formerly Lyn Fairchild), has joined Duke University's Talent Identification Program as Coordinator of Independent Learning after teaching in secondary schools for 13 years. She is currently developing an independent learning curriculum and online courses for its e-studies program serving gifted middle and high school students. Hawks co-authored *The Compassionate Classroom: Lessons that Nurture Wisdom and Empathy* (Zephyr Press, 2004) and contributed differentiated instruction lessons to *Differentiation in Practice, a Resource Guide for Differentiating Curriculum, Grades 9-12* (Association for Supervision and Curriculum Development, 2005).

**Celia Esposito-Noy, MA '93**, serves as the Vice President of Student Services and Enrollment Management at Cosumnes River College in Sacramento, CA.



**ANNA L. WARING, PhD '95**

**Kirk Engel, MA '94**, recently moved back to the San Francisco Bay Area to serve as CEO of Ex'pression College for Digital Arts. This Emeryville-based college teaches animation, sound recording, motion graphics, and game art and design.

After leaving public high school teaching in 1999, **Melissa Wilson, MA '96**, has been enjoying the creativity and independence in her work as an interior designer in the San Francisco Bay Area. She now occasionally teaches interior design and appears on HGTV.

## 2000s

**Bill Tucker, MA '01**, is currently the Chief Operating Officer at Education Sector, a new education-focused think tank located in Washington, D.C. Education Sector is a non-partisan, nonprofit source of independent policy analysis and ideas.



**RON GLASS, PhD '96**

**Cynthia Murphy Goin, MA '94**, currently works as a student services administrator at Glenbrook Middle School in Concord, CA.

**Brian Windrope, MA '97**, taught in the classroom for several years. Since then, he has led a number of nonprofits focused on science education, including Yosemite National Institutes and Guided Discoveries. He currently directs Opal Creek Ancient Forest Center, a nonprofit that educates about Opal Creek in the Oregon cascades.

**Mark C. Gomez, MA '94**, recently opened Four Seasons Health and Fitness in Fort Collins, CO.

**Anna L. Waring, PhD '95**, is completing her fourth year as President of Josephinum Academy, a Catholic girls' school in Chicago that teaches low-income Latina and African American young women in grades 6-12. Last year, all of its seniors graduated on time and 95 percent of them entered a college or university. Waring was honored by the Williams College Black Alumni Network with an award for Outstanding Leadership in Education in September.

**Douglas Brophy, MA '98**, recently earned his doctorate in Educational Policy and Leadership from the University of Pennsylvania.

**Alex Wiseman, MA '99**, an Assistant Professor of Education at the University of Tulsa, recently published a book with David P. Baker titled *Global Trends in Educational Policy* (Elsevier Science, Ltd., 2005). Part of Elsevier Science's International Perspectives on Education and Society series, the book highlights the valuable role that educational policy plays in the development in education and society. In addition, Wiseman authored its first chapter titled "The Worldwide Explosion of Internationalized Education Policy." He is currently working on the next two volumes to be titled *The Impact of Comparative Educational Research on Institutional Theory and Education for All: Global Promises, National Challenges*.

Major **Ernest Y. Young, MA '02**, has begun his third year as an instructor in the Department of Systems Engineering at the U.S. Military Academy. He has been named a NASA Fellow for the 2006 Exploration Systems Summer Research Opportunities program at the Marshall Space Flight Center.

**Michael Bastedo, PhD '03**, is an assistant professor of education at the University of Michigan and will be an Associate of the National Center for Public Policy and Higher Education this year. He will also study policy development in the European Union as a Fulbright Scholar in the Netherlands.



**MELISSA WILSON, MA '96**

**Ramli Bin Basri, MA '96**, is currently serving as the Administrative Director of Policy Planning at the Ministry of Education in Malaysia.

Last June, **Ron Glass, PhD '96**, retired from Arizona State University and took a position at UC Santa Cruz in the Education Department as chair of the Social Context and Policy Studies PhD program. In July 2006, he will also assume duties as chair of the EdD program in Collaborative Leadership and Reform, which is jointly run with California State University at San Jose and at Monterey Bay.

**Emily Burton, MA '05**, currently teaches World History at Gilroy High School in Gilroy, CA and serves as a sophomore advisor, only four years after graduating from the school herself.

**Barbara Wang Tolentino, PhD '05**, is researching religion and education as a research scholar at Santa Clara University. She is conducting a study of religious diversity in parochial high schools in the San Francisco Bay Area.



**BILL TUCKER, MA '01**



**MICHAEL BASTEDO, PhD '03**

# Student News



CASIA FREITAS

**Casia Freitas**, a master's student in the International Comparative Education program, published her first edited book, *Bilingualism and International Schools in Mexico and Central America* in December (Institute of International Education/Office for Latin America, 2005).



JULIAN VAZQUEZ HEILIG

**Julian Vazquez Heilig**, a doctoral candidate in the Administration and Policy Analysis program, has been awarded a two-year University of California President's Postdoctoral Fellowship to research student achievement and progress under No Child Left Behind-inspired accountability policies. His research will examine both quantitative outcomes and how districts and schools produce these results for different kinds of students.



BRIAN LUKOFF

**Brian Lukoff**, a doctoral student in the Learning Sciences, Technology and Design program, and Associate Professor **Dan Schwartz** received an



BETH MCGREGOR

award for the best student paper for the Advanced Technologies for Learning/Education, Science, and Technology Special Interest Group of the American Educational Research Association. Their report, "Student Assessments without Student Testing: A New Approach Using Teachable Agent Technologies," examined the use of teachable agent software for assessment and revealed substantial correlations between teachable agents' comprehensive test scores and students' scores on traditional tests.

**Beth McGregor**, a master's student in the STEP Elementary program, and her colleagues at the Stanford Study of Writing won the 2006 Conference on College Composition and Communication Braddock Award in March for their article, "Performing Writing, Performing Literacy." The article appeared in the December 2005 issue of *College Composition and Communication*.

## Student Guild Holds Successful Research Conference

With support from the Spencer Foundation, the School of Education Student Guild held its annual Student Research Conference in March. Doctoral and master's students presented on a variety of topics ranging from the classroom use of blogs to West Indian immigrant student achievement in middle schools. Following presentations, a panel of volunteer faculty and graduate students posed questions and offered comments to each presenter,

providing valuable presentation and interview experience for the researchers. Conference planners and Guild planning board members **Jon Dolle**, **Nicolle Garza**, **Laura McCloskey**, **Jessica Rigby**, and **Jeffrey Steedle** would like to extend their gratitude to conference presenters, respondents, and attendees, and especially thank Lecturer **Ann Porteus** for her encouragement and support.

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Questions? Contact Lucy Milligan, Manager of the Annual Fund and Donor Relations, at [lucym@stanford.edu](mailto:lucym@stanford.edu) or (650) 725-3787.



# Staff News



CRAIG BAKER

In November, school district trustees selected **Craig Baker**, the director of Stanford's John W. Gardner Center for Youth and Their Communities, to join the school board of Redwood City, CA. Baker is serving the remaining two years left in the term held by former trustee Chris Bohl. Previously an assistant superintendent for the Redwood City school district, Baker wants to help bridge the achievement gap between schools.



LUCY MILLIGAN

**Lucy Milligan** joined the School of Education as Manager of the Annual Fund and Donor Relations in January. In her role, she will manage the direct appeal and telemarketing portions of the annual giving program, planned giving appeals, stewardship, events for the School of Education's donors, and gift processing. Previously, Milligan served as a reunion homecoming registrar for the Stanford Alumni Association, and as a marketing and development

intern at ODC Dance in San Francisco. Milligan graduated from Princeton University in 2004 with a bachelor's degree in history, where she took on several leadership roles including the presidency of a top dance company. The daughter and granddaughter of Stanford graduates, Lucy is thrilled to be part of the Stanford community.

## We'd like to hear from you!

Please share with us any news about yourself or other alumni for the *Educator*. Also indicate a change of address if you have moved. Please write clearly, and spell out all acronyms. Photos are always welcome! We look forward to hearing from you. You may also submit your update online at:

<http://ed.stanford.edu/suse/alumni/keep-in-touch.html>

NAME \_\_\_\_\_

CURRENT POSITION/TITLE \_\_\_\_\_

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