



# Uniting Nations.

## **Lily E. Christ (Ed.D. '67)**

Professor Emerita of Mathematics, John Jay College, The City University of New York

## **The International Friendship Fund**

The TC community encompasses so many different ethnic groups, but we don't always understand each other. The International/Intergroup Understanding and Friendship Fund will support events that bring people together.

## **Proudest Accomplishment**

A fulfilling career as a math educator.

## **My Approach to Math Education**

I try to mind an old Chinese proverb: *Tell me; I forget. Show me; I remember. Involve me; I understand.* As a math student and a statistics lab assistant, I learned students need to feel comfortable asking any question, no matter their perceived limitations or insecurities.

## **Biggest TC Influences**

My advisers, Richard Lindemann and Myron Rosskopf; International Club adviser Ignacy Goldberg; and staff member Ruth Jache, who attended every International Club meeting.

## **TC Gift**

My husband, Duane, and I are charter Grace Dodge Society members. Our endowed HI-TECH PREP Math Scholarship Fund will continue assisting bright students who might not apply given today's tuition cost. We've designated our Charitable Gift Annuities to eventually support our endowed fund.

*To create an endowed fund through a planned gift or establish an endowed fund now, contact Louis Lo Ré at 212-678-3037 or [lore@tc.edu](mailto:lore@tc.edu)*

S U P P O R T o u r S T U D E N T S

# Ensuring Education for All

Reaffirming TC's mission — in court and in the classroom

If Teachers College had a constitution, it would hold two truths self-evident: A quality education is a fundamental human right; and to ensure that right, teaching must honor and build on each learner's prior knowledge and experience. ■ These founding ideals guided us in preparing a new corps of teachers to meet immigrant children on their own cultural turf. They shaped our commitment to welcome

aspiring black teachers during the 1940s and 50s, when Southern education schools denied them admission.

This issue of *TC Today* includes two stories that illustrate how, at this critical juncture, our unwritten TC Constitution remains a vital guide.

Our cover story showcases a remarkable group of faculty members who are reimagining education for America's increasingly diverse public school population. Building on the ideas of John Dewey, James Banks, Gloria Ladson-Billings and others, these scholars, to echo Professor Amy Stuart Wells, are offering new strategies to connect intellectually and emotionally with students from all backgrounds. Their ideas range from the use of hip hop to teach science to the study of how "redlining" by banks helped segregate American cities and schools. All, on some level,



echo Professor Yolanda Sealey-Ruiz's call for motivating students with a combination of high expectations and genuine caring and love.

Right now, the nation's public schools are far from delivering on these goals, perhaps because they have lost sight of another: preparing young people to participate as active and capable citizens. In 1973, the U.S. Supreme Court ruled that education was not a Constitutionally protected right. Yet as Professor Michael Rebell, Executive Director

of TC's Center for Educational Equity (CEE), argues in another story in this issue, the Constitution's framers believed that civic preparation was education's primary purpose — and the majority of state constitutions agree. Now Professor Rebell and students from TC and Columbia Law School are building a case they hope will prompt the current Court to enshrine education as a necessary precondition for Americans to exercise freedom of speech, the right to vote and other civic functions. CEE is also launching a public engagement campaign to determine what civic preparation should look like and what resources schools would require.

I cannot mention TC's founding mission without saluting our own great statesman and civic champion, Jack Hyland, who passed away in August. Jack, our Board Co-Chair, wanted the best for Teachers College because he believed the world needed a strong and thriving TC. We miss his kindness, warmth, energy and wisdom as we navigate these challenging times. Yet no one would be more pleased than he by the shape our efforts are taking — nor likelier to see them as proof that our TC Constitution continues to show us the way.

*Susan Fuhrman*  
SUSAN FUHRMAN (PH.D. '77)