100 YEARS
100 REASONS TO LOVE THE ED SCHOOL NOW

1920-2020

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1920-2020
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.
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.
BECAUSE THIS IS US IN 2019
Reason #3

Harvard Alumni Bulletin include women (see page 30), a DJ. However, tuition was only school festivities did not occur in Rackdiffe Yard and were certainly not accompanied by a DJ. However, tuition was only $500 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, 1920: 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 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 Aprian 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 Gummman elevator, a vigilante committee dedicated to removing potholes placed in violation of bulletin boards, the establishment of the student newspaper, and a mysterious graffiti cartel known as TGZHE 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 Knowles, director of student services, 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...”

The Ed School has a new dean.

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.

1941: The Ed School moves into its new home, Longfellow Hall. The Ed School Campus begins.

1946: 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.


2006: Education officially becomes a division under the Faculty of Arts and Sciences.

2012: The M.I.A. degree begins.

2018: Bridget Long becomes our newest dean.

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 Littoriner 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 1985 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 gravestones of one Cheever’s grandparents, also named Ezekiel, who was buried in Charlestown, Massachusetts. The design was also found on embroidery made by his first wife, Mary Cheever.
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, Dean Norton Hawthorne, founder of baking powder.

As the building aged, students and faculty developed a love-hate relationship with the space. In a 1981 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.”


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.

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 1905; 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 $8 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

Reason #3

Who: Professor

Area of impact: portraiture

Why it’s important: Sara Lawrence-Lightfoot 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 Daedalus, 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 diserved 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.

Reason #4

On November 30, 1981, Patricia Albjergr 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, Albjergr Graham sat down with our current dean, Bridget Long, to talk about that time, her name, and what makes her proud.

LONG: [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 with Jerry Murphy.

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 to the time I had become dean to not fitting in entirely. I thought that just was 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: When you reflect back, what is the thing you’re most proud of?

ALBJERG GRAHAM: We had a good time. He does some things vastly better than I did 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 conscious of 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 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.HUSSLE.HUDDLEGRAHAM
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:

1. **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.”

2. **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.


4. **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).

5. **Using Data to Improve Quality**: This bootcamp helps early education leaders better figure out how to collect—and effectively use—data.

6. **New and Aspiring School Leaders**: This Professional Education program focuses on common leadership challenges for new school leaders.

7. **Women in Education Leadership**: This prestigious program focuses on how female senior leaders in education can effectively strengthen their leadership.
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 Professional Honor 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 "tightly colored interiors" of the library, which were then painted in bold red, blue, green, yellow, and purple. 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 person, particularly the surrounding residential area."

Like many other buildings created in this brutalist style — a French term, brutal 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 unkindness. 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, as he wrote at the dedication ceremony in 1966, "The new structure may have a strange form, but it will wear a familiar Harvard tuxedo."

"What's wrong with castles?"
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. 

100 Reasons to Love the Ed School Now

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 then I read it and I was like, ‘Oh my god, this is a whole different world.’"

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.”

BECAUSE IN 1920, $200 COULD BUY YOU A DEGREE

That’s the amount Ed School students paid for tuition that first year. In 1970, 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 $6.90 from Gilchrist’s Basement Store in Boston
- A Ford Model T for $250
- A sirloin steak at the Hotel Astor in New York City for $1.75, with a side of peach melba for 80 cents

Reason #17

Reason #18

Reason #19

Reason #20

Reason #21
Reason #22

BELLE BRETT, ED.D.'91

In 2010, Professor Melissa Collins, tuned the audience about Allan Crite’s museum! There was like walking into a museum, except you can develop into the audience about how much you can imagine how much helping mantra is "a day of classes. I felt euphoric, and the Law course, and I led successful did final. A few of us sat there patiently. Ted Bruckne, urged us to go to the top of Larsen and public school blankets for the three students, modeled listening. I felt when Dean Pat...
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, 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 views. 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, heartfelt 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.”

Because Our Professors Practice What They Preach

In 2012, in a Harvard EdCast interview, Geoffrey Canada, Ed.M. ’78, 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 taught, but 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.


Reason #24

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.

...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, a former security supervisor at the Ed School who moved to Florida in 2012 after she retired, but who visits campus every year to take 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 #25

Because Our Professors Practice What They Preach

Illustrated by Ricardo Negrete
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.


Reason #27

BECAUSE DWIGHT SCHRUTE* WAS HERE

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.

Reason #30

...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, quarùm ductui & normae insistens poterit laborve haut magna, exquisitam temporis mord, consequae possessionem et propiti 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 #32

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

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.
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? Pleeeze." 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.""

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 jive a judge by jamming a June bug" ends a series before they are shown. The show is modeled to the ground, may help:

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Reason #34

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

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 1989), 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 Fosk, Ed.D., Ed.D., and Professor Courtney Ladd, Ed.D., 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”
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 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) from considering race, sex, or ethnicity in institutions (including schools) from consideration in the war. It was clear, from a very deep way across Harvard. On October 15, the Moratorium to End the War in Vietnam was front and center in a very deep way across Harvard. On October 15, the Moratorium to End the War in Vietnam was front and center in a very deep way across Harvard. It's impossible to imagine this happening now, but it was the late 1960s, and times, as Bob Dylan sang, "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 yurt (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.

Reason #39
BECAUSE BEFORE GUTMAN, THERE WAS A YURT

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. 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.

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Watch a video and read a 2012 ED. STORY ABOUT THE YURT THAT COPERTHWAITE, ED.D.’72, BUILT ON 300 ACRES IN MAUCH Chunk, Maine, and lived in for much of his adult life: ED.HARVARD.EDU/ED

Reason #38
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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.

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.

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.

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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: 263 to 264 (despite headlines like this one from a 1920 Boston Herald).

This year’s class? 72% is female (591 female to 227 male).

HARVARD LOWERS BARS FOR WOMEN
Admits Them to Graduate School of Education

Because Mary Dana Hicks Prang Redefined “Continuing Education” — and Got Her Master’s at the Age of 85

BECAUSE  LORNA  HODGKINSON,  ED.D.’22

MARRY AND LOUIS, 1901

BECAUSE WOMEN

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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:

3. She became the first woman at the Ed School to receive tenure — in 1963.

3. Roe was only the ninth woman in the history of Harvard University to become a tenured faculty member.

3. 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.

3. 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 Steinem was given the award in 1999. — TIMOTHY BUTTERFIELD, ED.M.’20

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.
HED12-100Reasons-NEWEST.indd   34

BECAUSE OUR COVERS HAVE ALWAYS BEEN COOL

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 newpress 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 AUSLEY, ED.M.’98

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 current state of our education system.

The Harvard EdCast began in January 1997 with Howard Wilson, the first Ed School Dean. The podcast was created as part of the Harvard Education Review’s mission to make academic research accessible to educators, practitioners, 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.

BECAUSE WE’RE INTO JOURNALING. WAY INTO IT

“ presented 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 Bridger Long, Orlando Patterson, Nat Hentoff, Israel Schefler, and Robert Coles.

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 HEP) founded the Harvard Education Press (HEP), a university-based publisher with a specific goal: to publish books by scholars and researchers not only for professionals, but also for other education professionals. Since then, HEP has thrust into its mission: to publish books by academics and 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.

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Reason #47

Reason #48

Reason #49

Reason #50

Reason #51

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Reason #51
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 #52

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 busway 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 chal-

lenges in my mother tongue, was humbling. Even more so was realizing that some of my interlocutors interpreted those linguistic challenges as cogni-
tive challenges.

I marvelled 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 dif-

ferent national and cultural ori-
gins could find common ground in educating children and youth. HGSE provided many op-
portunities to participate in lead student organizations. With Eleonora, a fellow student from Venezuela I had met upon arrival at HGSE, we organized orientations for international students and “the Cronkhide 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 perspec-
tives, and how much common ground we had in our encounters and our differences. It was in those interactions that the strong na-

tional identity I had brought to campus as a son of immigrants who only knew the country where I had grown up, expand-
ed to also include an identity as a member of a global com-
munity 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-cul-
tural conversations and collabo-
ration across classes and extracur-
riculars, shaped what eventually became a career advising gov-
ernments and working with colleagues in countries far away from the country of my birth.

The Ed School provided me, as a student, many opportuni-
ties to develop a practice and to cultivate the discipline of re-
flecting 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 con-
tribute to the culture of the school, from publishing a guide to sources of financial aid for international students, to organiz-
ing a student run in-

ternational education research conference, I learned that we learn the most from taking the risk of clearly and publicly then learning from that experi-
ence. Among the many lessons I learned the first year I studied at HGSE, none was more valu-
able than discovering how much

Reason #53

We asked husband-and-wife team, Professor Fernando Re-

ers, Ed. M.’84, Ed. D.’88, director of the International Education Program, and Eleonora Ville-

gas-Remirez, Ed. M.’94, Ed. D., a professor of education at Boston University’s Wheelock College of Education, to write about their ex-

periences coming to the Ed School as students from Venezuela.

I came to HGSE in the fall of 1984 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 Ven-

ezuela, my home country, and was ready to challenge myself again. I was a master’s student in the counseling and consult-

ing psychology program, and was very interested in learning about cross-cultural research, theories, and practical applica-
tions. Taking courses like Cross-

cultural Counsel-

ing 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 class-
mates, professors, researchers, and staff members I met who were from cultures differ-

ent from my own. There was something about learning from readings, but a whole other

learning that happened over lunch or during a walk, where I would carefully listen to how people interpreted “my meanings” and “their mean-
ings.” I learned very quickly that true cultural understand-

ing happens in the daily details of interactions, when someone attaches meaning to your inter-

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tions, foods, and the like, I valued even more that I learned to check assumptions before jumping to conclusions, espe-

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I couldn’t have done that without the help of all my fel-

ow HGSE classmates and peers from the Kennedy School and the School of Design who lived at the Cronkhide Gradu-

ate Center, where I lived too. We had vivid discussions about the world, about politics, about school practice. My class-

mates, 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 tradi-

tions 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 ef-

torts to be respectful. I teach my students not to make assump-


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Illustration by Simone Massar
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 Hoppkins, 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.”

**BECAUSE ROY LARSEN BOSSED LIKE ... A BOSS**

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.

**BECAUSE WE ACTUALLY WAITED FOR SUPERMAN**
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 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 #57**

**BECAUSE WE'RE HELPING STUDENTS UNDERSTAND HOW PEOPLE LEARN**

**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. 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*
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 Quinlan’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?”
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
Impact in the Field

but here are a few highlights:

There are so many areas where

an interactive hub called

that can be squeezed into

tools for educators to use,

SEL interventions on

Education

for kids to pay atten-
tion in class, make smart de-
cisions, and develop friendships
—are also important to lifelong

the result in 2001 was the

inclusion and its

to understand this connec-

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he zip code.
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. … This of the youth forever altered by attending integrated schools for two generations. One can mention his name in any gathering of educators, sociologists, and historians, and it generates hours of affectionate reflections of his teaching, his intellect, and his kindness. This is a legacy beyond his intellect, and his kind- ness. This is a legacy beyond peer.” — RICHARD REDDICK, ED.M.’82, ED.D.’85, co-author with Willie of A New Look at Black Families and A New Look at Black College Mystique.

The first thing I thought as I stood on the Askwith stage that day in 2014 is, “My friend Matt is a liar.”

Matt was the director of digital communications 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 avid listener of the Moth, I was intrigued, but I had never told a story beyond the confines of my family. I felt very vulnerable. 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.

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“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 in Lawrence Hall, students, faculty, and visitors would sit around the great big table in the middle of the room and around the edges of the room and around the edges of 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 it. You got through, you slogged through, the most exciting thing about intellectual moves. That After a Day Helping Kids Do Homework, that After a Day Helping Kids Do Homework, that After a Day Helping Kids Do Homework...”

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 2004 Ed. story about the fledging 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 breadth and scale 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 verb 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-imaging Migration that go beyond, and cover topic areas like digital life and learning, civic engagement, and ethics.

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 12 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.

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 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. usableknowledge.harvard.edu
Because Love Found Its Way to Campus

In the fall 2008 issue of Eid, 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.

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 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 get ready to be surrounded by curious and talented people from all walks of life.

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, as he has constructed—albeit misleadingly simple terms. His work on moral community, 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-solipsistic approach to 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 development 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.

BECAUSE WE ONLY HAD 64 PAGES

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

... 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.

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:

Tim Begaye, Ed.M.’93, Ed.M.’97, E.D.’04
Eleanor Berke, Ed.M.’15
Dorian Burton, Ed.L.D.’15
Beryl Campbell, Ed.M.’93
Frank Carnabuci, Ed.M.’91
Trevor Hall, Ed.M.’99
James Hastins, Ed.M.’18
Eurmon Harvey Jr., Ed.M.’98
Sina Jin, Ed.M.’97
Raul Juarez, Ed.M.’18
Dave Louis, Ed.M.’98
William Mantis, Ed.M.’10
Robin Mount, Ed.M.’99
Dilara Sayeed, Ed.L.D.’15
Elaine Townsend, Ed.M.’16
Elaine Villegas-Reimers, Ed.M.’84, Ed.D.’88
Austin Volz, Ed.M.’13
Russell Willis, Ed.M.’96, Ed.M.’02
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 rings 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, we 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 the school of racial representation with no single demographic category making up more than 50% of students of color. The school has historically made great strides in this category of diversity. In 2017, the school became the school of racial representation with no single demographic category making up more than 50% of students of color. As we continue to collect data and put an emphasis on other marginalized identities, it’s important to 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, curricula, policies, and community norms to foster an inclusive environment in which everyone feels that they already are; school-age Americans read far more comic books than school-age readers of any kind. School-age youth read more than 150,000,000 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. In sum, the Ed School has shifted toward an ever more inclusive 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 few decades older, and a few broccoli hairs on chin, I can almost see my mother’s方案 of cunning to ensure that we all have 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:

1. They can facilitate a better understanding of complex required texts by serving as a preliminary reading activity.
2. 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 classic.
3. They can replace less-accessible works from the literary canon with their own unique messages and using the same literary and rhetorical conventions.

EXCERPT FROM THE SPRING 1972 ISSUE OF ED. MAGAZINE, WRITTEN BY DANIEL DOBIN, ED.D. ’75

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-age readers of any kind. School-age youth read more than 150,000,000 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 owned by parents, revered 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. ’14

My mother was a master of deception. comentario about my diet and put an emphasis on other marginalized identities, it’s important to 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, curricula, policies, and community norms to foster an inclusive environment in which everyone feels that they already are; school-age Americans read far more comic books than school-age readers of any kind. School-age youth read more than 150,000,000 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 owned by parents, revered 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.

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My mother was a master of deception.
BECAUSE US AND IMMIGRATION?
WE GO WAY BACK

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 incorporation 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 #91

BECAUSE WHAT HE STARTED...

HENRY WYMAN HUTCHINS, OUR FIRST DEAN

Reason #92

...SHE’S MOVING FORWARD...

BRIDGET LONG, OUR CURRENT DEAN

Harvard University Archives; Elio Pajares
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 members in 1920, under the leadership of Paul D. Henry, a mathematics teacher who worked with President Charles William Eliot to ensure every learner can access high-quality education, HGSE has been learning to change the world. 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 already prepared by apprenticeship in narrow techniques of procedure, they were prepared at places like the Ed School.”

Meanwhile, we continue to evolve; as technology advances, so does our commitment to improving education and creating new options to access and education to educational materials, but the uneven use and availability of such resources has also heightened gaps between some students and those who have access. Even with all this change, other aspects of education remain stagnant, often in deeply troubling ways. While education certainly has its ups and downs, for many, the highly segregated U.S. education system is failing far too many students. Decades of educational 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 demographics, 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 outraged—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 hardworking 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 can ensure 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. 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 the world.

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

DEAN BRIDGET LONG

Reason #93

...Into the Future of Education

Reason #94

BECAUSE WE’VE RESPONDED TO THE TIMES

Reason #95

Educational institutions are among the most powerful institutions in our society, and the Graduate School of Education is no exception, as dean and President Nathan Pusey in a special issue of the magazine from 1967 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 our 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 already prepared by apprenticeship in narrow techniques of procedure, they were 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. 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 and expertise, the school launched a special two-year curriculum, followed by the Masters of Arts in Teaching program, 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 — teaching 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. Our Educational Policy and 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, thus fulfilling the need for more trained leadership at the district level, the urban comprehensive program (CSP) launched in 1990, the nation’s first comprehensive doctoral program for urban educational leaders. In 2009, the year the final UR program cohort enrolled, the Doctor of Education Leadership Program launched, a practice-based program that integrated education, business, and public policy. In 2014, the Harvard Teachers Fellow 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 master’s programs, all master’s students will take the same foundational 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 related to a specific field, such as education leadership, specialized knowledge, such as migration and education). Watch for a feature story about the master’s redesign in the next issue of Ed.

Reason #96

...BECAUSE...A WORLD-CLASS EDUCATION, SOME OF YOU ALSO GOT THIS!
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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**Reason #100**

Because we’ll be here for 100 more!

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**Reason #99**

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 fuss about education that Keppel knew how to get in the White House.”

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**Reason #98**

Because this Party’s Just Getting Started

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

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**Reason #96**

34,073 Alumni can’t be wrong...

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**Reason #97**

Because we’ve had a hand in state and federal education policy for a long time.

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**Reasons #96-99**

...And because we don’t want to lose you. Connect!

Social and web:
- gse.harvard.edu
- twitter.com/gse
- Dean Long’s twitter: 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/5951647/

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**Reason #100**

Because we’ll be here for 100 more!
STUDENTS FROM OUR FIRST CLASS ON THE STEPS OF LAWRENCE HALL