

Erikson
A GRADUATE SCHOOL IN CHILD DEVELOPMENT

In the Service of Children

SUMMER 2007

The Erikson family gathered to celebrate Frances Stott's achievements and the Institute's 40th anniversary.



Stott Set to Step Down

A Word from the President



Child development experts will tell you that consistency and continuity help smooth the jolts of change that are part of growing up.

What's true for children is also true for institutions. One of the reasons Erikson has grown steadily and successfully for 40 years is that we're blessed with continuity. As Frances Stott prepares to step down as dean and vice president of academic affairs, I'm reminded what an asset stability can be.

Fran has taught human development here since she joined the faculty in 1979, and her course had become one of the most influential and well-remembered elements of the Erikson experience. Fourteen years ago, Fran became dean, and later added the duties of vice president to her role. Just one benefit of her long tenure is the scores of fruitful relationships with alumni and leaders within and beyond the field of early childhood. She has leveraged those links to create many programs and partnerships, fostering Erikson's growth and expanding its reach.

Now Fran's Erikson career is coming full circle as she passes on her administrative role and returns to her faculty position. We're delighted that she will continue to teach, and we're fortunate that she agreed to remain in the post over the summer, overlapping with our new dean and vice president, Frances O'Connell Rust, who took office July 1. Already the two have spent many hours together, transmitting vital working knowledge of this Institution to ensure a smooth transition.

This kind of continuity can be seen everywhere I look: in the low turnover among our dedicated faculty; in the classroom where founder Barbara Bowman is inspiring a new generation of students in her fifth decade of teaching; and in the projects that grow out of strong relations and previous work with agencies. We benefit from partnerships with foundations and individual donors who have supported our work for decades. We enjoy close relationships with alumni who support us, collaborate with us, teach for us, and remain part of the Erikson family.

We are lucky to have so many faculty, alumni, and partners who remember what Erikson has been, but also see clearly what it can become. Every day they honor that history by working toward the future, helping the Institute grow and achieve its potential.

A handwritten signature in dark ink, reading "Samuel J. Meisels".

Samuel J. Meisels
Irving and Neison Harris President's Chair

SUMMER 2007

In the Service of Children is published by the Department of Institutional Advancement for the donors, alumni, and friends of Erikson Institute. Send comments or suggestions to tshears@erikson.edu. Send changes of address to Institutional Advancement, Erikson Institute, 420 North Wabash Avenue, Chicago, Illinois, 60611.

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Design: www.faustltd.com

Cover Photo: Rubinic Photography,
Chicago

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07-07/13.6M/06-325

Erikson Branches Out to Suburbs

To get the most out of the Illinois Preschool for All initiative, it's vital to provide highly qualified teachers for all.

Recognizing this need, the Illinois State Board of Education (ISBE) is funding Erikson's new offsite teacher certification program, with full-tuition scholarship for qualified applicants in DuPage, Kane, and Will counties.

Erikson is taking its master's degree program in early childhood education leading to Type 04 certification directly to teachers who will serve low-income and bilingual communities in the western suburbs. To minimize the commute for program participants, Erikson faculty will teach the courses at the College of DuPage, a key partner in the endeavor. The program will recruit up to 20 teachers, equipping them with the knowledge and skills to seek state certification—and to give children in their communities a strong start in school.

"The aim is to increase the pool of highly qualified teachers who come from high-need communities and are willing to serve there," said **Professor Gillian McNamee**, who is heading up the off-site program for Erikson. "Children in the identified areas will benefit from the education and leadership of new teachers who understand how to guide their development in their first school experiences. This is a one-time golden opportunity to impact the education of young children and their families in this region."

Backed by Preschool for All funding, the ISBE grant fully covers the cost of tuition for enrollees, making it financially possible for early childhood teachers to pursue their master's degree and certification. Applicants must have a bachelor's degree but not yet be certified, and must agree to teach in a state prekindergarten for five years over the next ten. Priority will be given to bilingual individuals and those of minority background.

Courses began in July. With the grant approval coming in March, McNamee, **Michel Frendian**, director of enrollment management, and **Debby Mantia**, director of professional development, moved fast to set up the program, enlist key program partners, and recruit the class.

While the College of DuPage is providing the physical space, two other organizations have been instrumental in student recruitment: the YWCA Child Care Resource and Referral and Positive Parenting DuPage where **Jeanna Capito**, a 2001 Erikson graduate, is executive director.

Mantia's extensive experience with professional development programming in the western suburbs helped make the case for establishing the program there. She cites shifting demographics and risk factors that add up to a strong demand for early childhood expertise.

"Of the families with children between birth and age five in the East Aurora school district in Kane County, 83.5 percent are low income, 22 percent are unemployed, 69 percent are households where at least one parent lacks a high school diploma, and 36.5 are teen parents. These children need teachers who understand early learning and know how to help them make the most of their preschool years. The numbers—and the need—are similar in many Will and DuPage county communities."

McNamee says the off-site program is a natural extension of the Erikson approach: "One of Erikson's hallmark is working with the people in the places they live," she said. "Erikson extends far beyond any walls." This outreach will add 20 committed, highly qualified, and certified teachers to the prekindergarten programs in the designated communities. "It will give the children a rich, solid experience at the earliest time of their lives," she said.

Fussy Baby Network Expands in All Directions

With nearly 1,700 families served since 2003, the Fussy Baby Network is further expanding its reach, providing start-up support to similar programs in Phoenix, Los Angeles, and Oakland, California.

Colleagues at infant mental health programs at these sites—each started with funding from the late Irving B. Harris—are interested in replicating the success of the Fussy Baby Network. Network staff will provide planning, training, and ongoing consultation for fussy baby services in each city.

Here in Chicago, the program has served 663 families through its warm-

line, 682 through parent groups, and 313 through home visits. To continue this work, the network received renewed funding from the Doris Duke Charitable Foundation and Irving Harris Foundation.

With an additional prevention grant from the Chicago Public Schools, the network is now offering Spanish-language services specifically for Latino families. Bilingual staff responds to warmline calls and offers parent groups at community sites.

A grant from the Pritzker Early Childhood Foundation is funding development of a training DVD that will

be disseminated nationally. Funding from the Michael Reese Health Trust and Prevent Child Abuse Illinois is expanding Fussy Baby consultation to Healthy Families home visiting programs. The Network has also provided consultation to child care programs with support from the Prince Charitable Trust.

Referrals are welcome, and an important means of raising awareness of this service. Please encourage families with fussy infants to contact the network at 888-431-BABY or visit fussybabynetwork.org.

Erikson in the News

Erikson expertise was cited frequently in the press and on the airwaves recently. Here is just a sampling of recent citations:

Samuel J. Meisels was quoted in the *New York Times Magazine* June 3 on the issue of holding children back from kindergarten. His views about the flaws of the National Reporting System, a standardized test given to Head Start

students, were featured prominently in a March 18 *Washington Post* story that was picked up in papers around the country. On April 29, the *Chicago Tribune* cited Meisel's critique of the test and **Professor Ji-Qui Chen's** advice on better assessment methods.

MSNBC interviewed **Barbara Bowman**, Irving B. Harris Professor of Child Development, March 27 about

the much-publicized study showing that children who had been in day care exhibited behavioral problems in school later. Bowman said we need to know more about why this occurs, adding, "We don't know how significant it is in terms of the children's subsequent achievement and adjustment in life."

Welcome Aboard

Erikson welcomes new trustees who have joined our board in 2006–07, bringing vital energy and experience.



Susan P. Gallagher
Managing director, Huron Consulting Group



Judith McCaskey
Civic leader



Patricia Walsh
Social worker, St. Vincent de Paul Center

A Call to Action

A conference room was filled to overflowing when Erikson Institute invited advocates to come discuss ways to restore play-based learning to the early childhood classroom.

An urgent concern with the growing focus on academic drills inspired Erikson president Samuel J. Meisels to organize the meeting with Deborah W. Meier of New York Voices of Childhood and Joan Almon of the Alliance for Childhood. Held April 12 in conjunction with the American Educational Research Association annual meeting, the session explored disturbing trends toward scripted teaching, "skill and drill" instruction methods, and high-stakes testing. These activities fly in the face of research that shows that play and child-centered learning are essential for all aspects of children's development—and their academic success.

A crowd of about 100 guests joined in an open discussion of ways to engage parents, the press, and legislators in a movement to encourage the role of play and imagination in early childhood programs. "Write your Congressman; tell reporters; speak up," Meier urged the crowd.

Erikson was also a vocal presence back at the AERA meeting, with faculty making five presentations.

Federal Fact-Finding

Eboni C. Howard has been appointed to the National Academy of Sciences National Research Council Committee on Developmental Outcomes and Assessments for Young Children. The committee's Congressional mandate is to review and provide guidance on appropriate developmental outcomes for young children, as well as fair, reliable methods of assessing these outcomes.

Howard is director of the Herr Research Center for Children and Social Policy. She holds the Frances Stott Chair in Child Development and Social Policy at Erikson.



Left photo: President Samuel J. Meisels conferred honorary degrees on two outstanding individuals: noted author and educator Vivian Gussin Paley and Donald M. Stewart (right), former chief executive officer of the Chicago Community Trust. Another 86 happy graduates received their master's degrees in child development or early childhood education at the May 12 ceremonies. **Right photo:** Graduate Angela Wooten (right) celebrates her brand new degree with Nataki Edmond Muhammed, '06.

thank you!

Erikson gratefully acknowledges the following donors for their recent grants. With this vital support, we are improving the lives of more children and families in Chicago and beyond.

Circle of Service
Foundation, Inc.

Unrestricted – \$25,000

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The Harris Family
Foundation

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The Irving Harris
Philanthropic Fund

Distance Learning – \$175,000

Illinois State Board of
Education

Highly Qualified Teachers Project –
\$99,572

W.K. Kellogg Foundation

Barbara T. Bowman Fellowship –
\$25,000

The Walden W. and Jean
Young Shaw Foundation

Unrestricted – \$100,000

Topfer Family Foundation

Fussy Baby Network – \$25,000

Stellar Guests Observe Erikson's Anniversary



Nobel laureate James Heckman (center) chatted with guests Unmi Song, executive director of the Lloyd A. Fry Foundation, and symposium participant Hirokazu Yoshikawa of Harvard at a dinner to celebrate Erikson's 40th anniversary held March 22.

A Nobel laureate and noted early childhood researchers from Harvard, Berkeley, and beyond helped commemorate the Institute's 40th anniversary at events featuring serious discussion of how best to help all children learn and grow.

The celebration began with a dinner March 22 featuring laureate James Heckman, Henry Schultz Distinguished Service Professor of Economics at the University of Chicago. Heckman's presentation made the case for investing in early childhood care and education, which yields greater returns than interventions later in life.

The next day, three distinguished guests joined Erikson faculty for a symposium exploring social justice issues in child development: Vonnice C. McLoyd, Stephen Baxter Distinguished Professor at UNC Chapel Hill; Hirokazu Yoshikawa, professor of education at Harvard University; and Bruce Fuller, Ph.D., professor of education and public policy at University of California, Berkeley. Race, class, and culture, low-wage employment, and the policies and institutions shaping early childhood were the major topics of discussion.

Responding to the guest presentations were Erikson faculty **Aisha Ray**, **Robert Halpern**, and **John Korfmacher**. Barbara T. Bowman, Erikson cofounder and Irving B. Harris Professor of Child Development, concluded the program with a personal overview of the past, present, and future of early childhood education.

Presentations and audio from the event are online at
www.erikson.edu/alumni.asp?file=symposium



Symposium participants Jon Korfmacher, Hirokazu Yoshikawa, Aisha Ray, and Vonnice McLoyd led an open discussion of how race, class, culture, and public policy shapes early childhood.

A black and white photograph of a woman with short, dark, curly hair and glasses, smiling at the camera. She is wearing a dark cardigan over a black top and a long necklace with a circular pendant. She is standing in front of a bookshelf filled with books. A teal banner in the top left corner contains the word "Faculty".

Faculty

Going Out at the Top of Her Game

'It's the Developmentally Appropriate Time'

Sometime around 1970, Frances Stott happened to see Erikson founder Maria Piers on television, speaking about children whose families were separated by war. Impressed by Piers's unique blend of expertise, empathy, and plain good sense, Stott thought, "That's who I want to be when I grow up." The thought turned out to be prophetic.

In her 28 years at Erikson, Stott has come to be regarded with the same mixture of respect, admiration, and affection that the late Piers inspired in her day.

Like Piers, she has long served as dean. Like Piers, she has taught human development—a foundational course at Erikson—since she joined the faculty in 1979. And like Piers, she has had a deep and lasting impact on her students.

Stott shares the conviction that led Piers, Barbara Bowman, and Lorraine Wallach to found Erikson—namely, that those who work with young children should be well prepared for their critical role. In keeping with that founding spirit, she has been an innovator, launching important programs and initiatives to make sure that they are.

In response to an explosion of knowledge about infancy, Stott and former faculty member Lucinda Lee Katz founded and directed the Infant Studies Program, later

worked to spread this knowledge beyond Erikson's walls and outside the mainstream early childhood professions. One notable example is her work with the legal system, training lawyers, judges, social workers, and others to understand and respect the interests of children in court. She has published and consulted frequently on issues related to divorce, visitation, custody, foster care, and interviewing children as witnesses; she also helped design and teach a unique summer seminar at the Loyola University Chicago Child Law Center.

"Another piece of the job that has been fun has been spearheading all kinds of projects—with Chicago's museums, with the City Colleges of Chicago, with the Department of Children and Family Services," she notes. These projects channel child development knowledge to an ever-widening circle of professionals serving children and families.

As dean, one of her most important accomplishments was winning accreditation from the North Central Association of Colleges and Schools in 2000. The process involved an exhaustive review of all aspects of the

"My philosophy—my dream—is that anyone who works with children ought to know who kids are and understand them."

named in honor of Irving B. Harris. Because no doctoral program in applied child development existed, Stott started one at Erikson to meet the need and directed it for a decade. Her passion for marrying the clinical and developmental perspectives led to the creation of the dual degree program with Loyola University, offering master's degrees in both social work and child development.

Now retiring as vice president of academic affairs and dean, Stott has left her stamp on the Institute. "Really, on my watch, we've gone from one section of the master's degree program to five, including an offsite cohort starting this summer, plus four certificate programs and the doctoral program," she reflected.

"Starting programs has been very rewarding; that's part of what's fun about being dean," she said. "I loved the fact that there's always something new. The diversity of the job, I've found, is delicious. In fact, the only constant over the years has been teaching human development. That's my favorite thing, so I wouldn't give it up." After she steps down after 14 years as dean on Aug. 31, she will remain on the faculty half time and continue to teach.

A clinical psychologist who has combined the clinical and development perspectives throughout her career, Stott found Erikson was a perfect fit from the start. "This job absolutely mirrored my interests," she recalled. "I was passionately interested in how children grow and develop, but deeply interested in their emotional lives as well.

"My philosophy—my dream—is that anyone who works with children ought to know who kids are and understand them," Stott said, and over the years she has

institution. "It was nerve-wracking because there was so much riding on it," she recalled. "We were advised to seek a two-year candidacy approval. I decided to go for broke and go for full accreditation—and we got it," she recalled. Five years later, Stott and vice president Jeanne Lockridge again led the process for NCA renewal, and won accreditation for a full 10 years—the longest period allowed.

Self-reflective by both nature and training, Stott helped make that skill an essential and recognized part of an Erikson education. "I codified what was going on," she said. "We always had tutorials and seminars to tie theory to practice. Maria, Barbara, and Lorraine fundamentally understood the value of self-reflection. I started talking about its importance as a professional competency at information sessions, orientation, and in our materials. I didn't create that as a goal; I just articulated it."

Stott taught students and colleagues alike that there was often no single right answer to important questions. "I like to think I helped students see the complexity of development and of the environments in which children live," she commented. Because she considers every question from many perspectives, she is well known—and often teased—for her trademark answer to most questions: "It depends."

That doesn't stop anyone from asking. Colleagues, staff, and students treasure Stott as a sounding board and source of wisdom. "I don't know how many million times I have said, 'Let me talk with Fran,'" said Professor Linda Gilkerson. "It could be about a student, a grant, a theory, or a fussy baby and his family. No matter the topic, no



Stott's course in human development has had a lasting impact on hundreds of students over 28 years. She'll continue to teach after stepping down as dean.

matter the hour, she is there."

"What I appreciate about Fran is that she is a good friend with a first-rate sense of humor," reflected Professor Robert Halpern. "For me, she has always embodied the Institute, its mission and tradition, and most of all she is practical—she focuses on the work that needs to be done." She also is a calm consensus-builder and problem-solver. "She holds people—faculty, students and staff—together by her flexibility, insight, and accepting personality," Professor Barbara T. Bowman said.

Professor Gillian McNamee noted that Stott's knowledge across fields is expansive. "She can answer any question that comes to her in a class, presentation, or from the media. She thinks on her feet beautifully and with grace and humor." McNamee added, "She listens exquisitely and willingly addresses the heart of messy problems. A person always feels deeply understood after talking with Fran."

That may be why students remember her fondly and keep in touch years after graduation. They send e-mails and personal notes about their careers and their families, and seldom fail to mention how often they use lessons from their Erikson education and her class in particular. For her part, Stott remembers an astonishing number of the hundreds of students she has taught over 28 years, and at commencement each year,

when she introduces each graduate with a brief biography, true familiarity and affection shine through.

"In some way or another, we have all been Fran's students in human development," Gilkerson said. Stott said she learned continually at Erikson herself. "I feel privileged to have worked with real leaders in the field, like Maria and Barbara and Sam (Meisels, Erikson's president.) From Maria, I gained a lot clinically. In my first year of teaching, I sat in on her class, just to learn.

"What I learned from Barbara was the importance of having high expectations, maintaining the quality of programs, and never taking what we think we know for granted," Stott commented. "Sam taught me the value of dreaming big and putting ourselves on the map in new ways, all the while preserving our heart and soul.

"I also, of course, have learned tons from my colleagues. One of my favorite things about Erikson is that it is a community characterized by permission for honest debate," she said. "The faculty have a deep knowledge of children, families, and systems. And while we may disagree on particulars, we share a fundamental belief in our mission and values.

"In many ways, I have learned the most from our students. Teaching is a two-way street and it is they who are struggling with the complexities, uncertainties, and mysteries of the field.

"I always talk to my students about professional identity. I tell them that means they have to know what it is they like to do—and be good at it," Stott noted. "I feel so privileged to have a job that I love, that has matched my interests and allowed me to maximize my strengths. It's really been a dream job"—the job that let her be what she wanted to be "when she grew up."

Stott recalled a moment when this became vividly clear: "Around the time the Challenger space shuttle went down, I did some media interviews about how to talk to children about the teacher who had been on board. Later, I was in the car, and the radio announced a story coming up with some expert advice on how to talk with children about disasters. I waited through the commercial break, eager to hear this advice. When the announcer came back he only said what time and show the story would be on and I realized, 'That's me. I'm the expert.' I was pleased but also disappointed, because I wanted to get some tips!"

Like Piers, Stott was sharing knowledge about children over the airwaves—but still eager to learn. ■

Alumna Helps Make Erikson Accessible for Others

Over the years, Anne S. Bent has found her Erikson education useful as a nursery school teacher, a chaplain, a founder of a nonprofit organization, and a parent.



Because she values both the knowledge and the Erikson approach, the 1979 graduate has steadily supported the Institute with gifts that have helped make that education available to others.

While a trustee from 1998 to 2001, she endowed a scholarship with a capital campaign gift of \$150,000. More recent annual gifts to the Erikson Fund benefited academic programs. Bent is also a frequent contributor to the Prism Ball.

"Erikson's work is so important," she said. Citing recent examples of foundations that are investing in early childhood, she noted, "I'm really glad these people get it, but Erikson Institute got it 40 years ago. What happens in the first years of life has a huge impact—on children's confidence, on their ability to solve a problem, on their potential to learn and relate to others and be at home in the world.

"As a student, I really loved the way Erikson allowed people to home

in on what they are most called to and most competent in. It's part of how Erikson educates leaders. It's wonderful to be able to support that, especially for students who might not be able to attend otherwise."

As a teenager, Bent knew she wanted to work with young children. After college in upstate New York, she sought a master's degree in child development—a fairly unusual step back in the 1970s. She was admitted to programs at both University of Connecticut and Bank Street College, but family matters brought her back home to Chicago, so she sought a program here. "That's how I found Erikson," she recalled.

"Maria Piers, Lorraine Wallach, and Barbara Bowman had all been dedicated to early childhood since the beginning of their careers," she said of Erikson's founders. "I was impressed with their track record, commitment, and professionalism."

She turned her Erikson practicum into a full-time teaching job at Lincoln Park Cooperative Nursery School, leaving after a few years to concentrate on raising her own children. When her youngest was in high school, Bent sought training as a chaplain. "In order to be trained, I needed a master's degree in a related field, and my child development background from Erikson qualified. The ability I gained at Erikson to think about the emotional, physical, social, and cultural perspectives all at once turned out to be very useful in my chaplain's role, especially when dealing with the needs of hospital patients and their families."

In 2003, when her youngest daughter started college, Bent was distressed to learn of the prevalence of sexual assault on college campuses. She responded by starting a nonprofit organization called Anne's Home (www.anneshome.org) that provides awareness, outreach, and counseling for victims of assault. "Again, my background in human development, especially relating to what happens to us as survivors of trauma, has been fundamental."

Launching Anne's Home has reinforced her appreciation for the hard work involved in raising awareness of an issue and the importance of steady donor support. Although public and philanthropic interest in early childhood and school readiness is growing, Bent pointed out that there is less attention focused on improving the skills of teachers and caregivers.

"I wonder how much insight there is into what really matters here," she said. "How do you standardize a training so that everybody working in early childhood really has the fundamental knowledge and research on brain development? What do you do to encourage continuing learning for those in the field? How do raise salaries so that you honor and encourage and support excellent work? We have a long way to go in paying these people well. These are all areas where Erikson contributes."

And with support from donors like Bent, these are areas where Erikson works to make a difference. ■

Beyond the Classroom

Frances O'Connell Rust Extends Her Reach Across Early Childhood as Erikson's New Dean



Andrew Campbell photo

Dean Frances O'Connell Rust sees Erikson as a "Mecca for early childhood." With an extensive background in teacher education, she is excited about broadening her focus to encompass preparation of the whole range of early childhood professionals.

FRANCES O'CONNELL RUST ALWAYS WANTED TO BE A TEACHER. She also prepared herself to be a principal and a school superintendent. Along the way, however, she realized, "The way I could reach the most children is preparing teachers."

Rust followed this flash of insight by focusing her career on teacher education—both preservice and in-service teacher education and professional development. Now, she'll lead the preparation of a wider range of early childhood professionals and reach even more children as Erikson's new dean and senior vice president for academic affairs.

Rust assumed this role and the Rochelle Zell Dean's Chair on July 1. "I'm so excited. To be able to really focus on the preparation of professionals in early childhood—not just teachers, but social workers, developmental psychologists, the whole gamut—is wonderful," said Rust, previously a professor of teacher education at New York University's Steinhardt School of Education.

For Rust, the Erikson environment feels just right: With a publishing faculty well-known for applied research and well-connected to practice, the Institute is powerfully positioned to be "a voice for what early childhood preparation is and should be, and why it matters," she stated. Erikson's manageable size and exclusive focus on early childhood ensure that knowledge is channeled readily into action. "Most major research institutions are too big to focus in any one area of education; here we can do something," she observed.

Rust "can't remember not wanting to be a teacher," though she did not focus on teaching as an undergraduate at Manhattanville College. An adviser steered her toward the Montessori approach after college. The Montessori Method and a simultaneous exposure to the British Infant School (Open Classroom) approach have shaped her teaching ever since. She began her career teaching in Montessori schools and supervising student teachers learning the method.

Rust returned to Manhattanville College for a master of arts in teaching. Soon after that, she started and taught in two schools based on the combined approach of Montessori and Open Classroom. She then sought a master's and doctorate in education at Teachers College, Columbia University. She initially thought she would end up running a lab school at a university, but her focus shifted. "I was drawn to teacher education as I became convinced of its importance in shaping instruction in public and private

schools," she noted. At Teachers College, she served as associate director and adjunct assistant professor for a master's level preservice program for liberal arts graduates moving into teaching.

She moved back to Manhattanville College as director of the Department of Teacher Education, and then on to Hofstra University where she was chair of the Department of Curriculum and Teaching. In both

your students in the schools. You go there; you establish a presence. You work with and listen to the faculty at that school. Over time, you get your graduates hired in the schools. Gradually, the schools become your allies and your reach in teacher preparation becomes broad. Your teacher education program gets better, and the schools associated with it keep getting better, too."

"The other thing you need to do is

going into early childhood, you should spend some time at Erikson Institute. Those who come will leave as advocates for the school and extend our reach." ■

"I'm so excited. To be able to really focus on the preparation of professionals in early childhood—not just teachers, but social workers, developmental psychologists, the whole gamut—is wonderful."

institutions, she oversaw graduate and undergraduate teacher education programs. She joined the NYU faculty as professor in 1991.

At each stop along her career path, Rust has worked to draw talented students into teacher education programs and, ultimately, into the schools that need them most. At Teachers College and Manhattanville, she raised scholarship funding for intensive internship programs leading to a master's degree. College faculty served as liaisons to the schools where students interned, and many of the interns were hired permanently by those schools.

In 2005, she was appointed as the NYU professional development coordinator for a similar but more intensive program launched by NYU, the City University of New York, and the New York City Department of Education. The partnership recruits aspiring students in math, science, English as a Second Language, and special education with generous scholarships, provides preparation and mentoring, then embeds the preservice students in city schools for observation and student teaching. Some NYU courses providing the theoretical backbone for quality teaching are offered right on site in the schools.

Rust sees this kind of effort as the key to improving urban schools. "It requires a very serious partnership between the university and schools," she explained. "You don't just put

follow through with support for your graduates," Rust added. She personally has started conversation groups for her graduates at different points in her career. At NYU, she has been meeting for monthly Friday night dinners with graduates for more than 10 years, creating a forum and professional network that sustains teachers.

Rust has published extensively on the topic of teacher research, and encourages students and the teachers whom she advises to incorporate research in their practice. "It has been clear to me from my earliest days in the classroom that we, teachers, are researchers. Like young children, we are constantly collecting data that helps us determine what to do next. It seems to me that the spirit of inquiry that shapes good teaching should also be at the heart of teacher preparation."

Recalling the energy and heady sense of possibility in education in the late 1960s when she entered the field, Rust said she feels a similar sense of excitement at Erikson, in Chicago, and across the nation, as more attention is focused on improving education and providing preschool for all. Erikson is positioned to continue playing a key role.

"Erikson is a Mecca for early childhood. That's how I see it. Here it is at the center of the country. It's a hub of vibrant knowledge," Rust said. She hopes to invite postdoctoral fellows, guest speakers, and scholars outside the field to visit and learn. "If you're

2007 Prism Ball Breaks Fundraising Record

Erikson thanks more than 500 partygoers and generous contributors who helped make this year's gala a great success. The event raised more than \$1.1 million—a new record. At a festive cocktail hour, guests mingled, shopped, and placed their bids on dozens of terrific items and experiences in the silent auction. Chicago philanthropist J.B. Pritzker was honored with the Spirit of Erikson Award for significant contributions to the education and healthy development of young children.

John Wheeler photo



John Wheeler photo



John Wheeler photo



Clockwise from top left: Gala chairs Gerry and Sunny Chico shop the silent auction; James and Judy Clark; Andrea Leicht with Steve Hueffner of Deloitte & Touche.



John Wheeler photo



Ted Lacey photo



Ted Lacey photo



John Wheeler photo

Clockwise from top: The team that made the gala a success included (from left) gala cochair Richard P. Kiphart and his wife, Susie, '72; chairs Gerry and Sunny Chico; M.K. and J.B. Pritzker; and Alice and Samuel Meisels. Trustees Cari Sacks and Mitchell Lederer with his wife, Katherine Mann (left); Scott Curtin (left) of Grant Thornton LLP with his wife, Heather, Jani Moes, and David Moes of Navigant Consulting; trustee Kate Neisser.

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From left: Ellen Saslow, M.K. Pritzker, and Ron Saslow.

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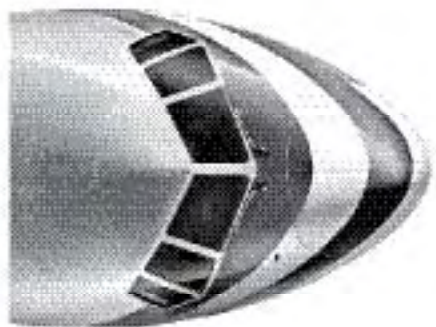
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Clockwise from top left: Trustee Sheri Zuckerman (left) with Randi Wine; Gayle Mindes, '72, (left) with James and Barbara Bowman; Yetta and Harvey Saltzman.



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Mark your calendars for the 2007 Conference of the National Association for the Education of Young Children, coming to Chicago's McCormick Place Nov. 7–10. Erikson faculty will be among the presenters offering thought-provoking sessions on child development research and early childhood trends. The conference is also a great opportunity for networking with colleagues from across the city or around the country. Watch for more information about Erikson participation in the conference. For registration information, visit www.annualconference.naeyc.org



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