

**Saludos Everyone,**

### **FIRST CINE BOARD MEETING**

In September the CINE board of directors had its first meeting to review and approve documents necessary for operation as a nonprofit organization and for application to the IRS for tax-exempt status. Our 501(c)(3) application was submitted to the IRS in October and we expect a determination within 90 days. Once we receive approval, CINE's tax-exempt status will be recognized back to the date of our incorporation, August 22, 2017. Quoting the IRS website, "Thus, while an application is pending, the organization can treat itself as exempt from federal income tax under section 501(c)(3)."

The board also scheduled a meeting on March 16-18, 2018 at the home office in Corrales, New Mexico. In addition to an official board meeting to be held at some time during the weekend, the primary activity of this first face-to-face meeting probably will be open conversations about procedures for the future, the values that initially will guide us, the priorities and sequences of activities for the next two years, and prospects for eventually creating an experimental place of learning demonstrating a new education.

### **March 16-18, 2018 MEETING IN CORRALES, NEW MEXICO**

Any of you that have expressed support of this project are welcome to participate in these conversations, however we are not able to subsidize expenses for travel, lodging and meals. Our meetinghouse can accommodate about 35 people. Also, we will prefer that all participants come prepared to accept our intention not to become another one of the thousands of voices advocating one or another reform of schools—there already is plenty of talent on that—but rather to set out on an entirely new course to re-imagine how we educate and to imagine and invent a new place of learning without assuming the institutions of schooling or internet as the media.

We are going to rethink public education from the ground up to be personal, inclusive, loving and lifelong; beginning with how we learn rather than with how we teach or manage; how we practice the values inherent in a learning culture; attending to the environment and ecology for learning; questioning our assumptions about what it means to learn and to be educated; and accommodating people of all ages, personal qualities and life circumstances.

### **A FLAVOR OF SOME IDEAS**

Because we have yet to have these conversations (as new learning for us all, we can't know their outcomes beforehand), and because it will take several years to shape the content of our collective experience and thinking, you may sample the flavor of some ideas Paul has written for starters, as suggestions about a new education, on the following web pages: <https://medium.com/@ptat> and <https://tinkering.exploratorium.edu/paul-tatter> .

## **REQUEST FOR FUNDS**

All of the board members pitched in to pay the incorporation and IRS application fees for CINE. If any of you are inclined to make what we expect to be a tax-exempt contribution at this time, it will be welcome. We will return a letter that you may use for tax deduction purposes, and will notify you when we receive the official determination from the IRS. You may request wiring instructions to CINE's bank account, or address mail and checks to: Corrales Institute for New Education, P.O. Box 1148, Corrales, NM 87048.

## **SHORT, NARRATIVE BIOS OF THE CINE BOARD**

A short time ago the board members shared with each other the following, short, narrative biographies to get to know each other better. They have a narrative quality to be more personal than the sterile bios of employment and academia, and to feel more like the direction in which we are moving. The board has agreed to share them with you, and any of you are welcome to write your own (200-280 word limit) and send them to ptat@unm.edu for the next edition of CINE NEWS, which is sent to our email list of supporters.

Francisco Gallegos

I grew up in Albuquerque, New Mexico, and as a child my family often travelled to visit my families in Baja, Mexico, and Denver, Colorado. After my parents divorced, my father became a member of a variety of Christian evangelical churches, where I witnessed many beautiful and disturbing moments of faith. These experiences impressed upon me the power of philosophy, and as a teenager I became fascinated by the ways in which the people around me seemed to struggle or thrive depending on their outlook and worldview. Over time, my passion for philosophy grew into a conviction that the way we educate young people in this country needs to be radically reformed. During the year in which I worked for Explora science center, I developed a friendship and deep admiration for Paul Tatter, whose vision for education struck me as profoundly humane, organic, and bold. In 2017 I received a Ph.D. in philosophy from Georgetown University, where I wrote a dissertation on the phenomenology of moods, exploring the ways in which a change in mood can dramatically alter our space of possibilities, both individually and collectively. I currently live in Española, New Mexico, with my wife, Petra, and my 10-month old son, José.

Gail Joseph

My interest in free learning and problem solving began in the Peace Corps in a remote Turkish village. Our patient neighbors taught us their rich language and during those two years we exchanged ideas. We helped them form a lumber cooperative and the profits sent many young people to Germany to become engineers. From having no electricity, no running water, and a subsistence level of life, there was prosperity. The village was transformed and so were we. After some years in suburbia we piled our three kids into a van and went on a quest for a new home. After a year in Mexico, Guatemala, and Belize we ended up in Santa Fe, New Mexico and watched our kids grow up. I learned to bevel glass and made custom windows. I also spent about four years studying with a transformative, Black Mountain College professor in a class called "Perception". I discovered Bucky Fuller and Synergetic geometry, Krishnamurti and Montessori. We formed a nonprofit, and took 2D and 3D matrix building to the grade schools. I then moved to Corrales and worked for four years as assistant librarian in the wonderful Corrales library as the WWW was just becoming available. So we computerized the library and trained our elderly volunteers to

leap into a new world with us. I have now watched and listened as three children and eight grandchildren have suffered through the public school system, some falling through the proverbial cracks...I would like very much to help make a learning place that is joyful and relaxed and also peaceful and profound.

J. Shipley Newlin

I was raised on a small farm near Philadelphia. My father was a self-taught mechanical engineer and toolmaker who taught me and my siblings farm work, house construction, and maintenance. My mother is a writer and poet. Growing up, I learned carpentry, plumbing, wiring, masonry, machining, and engine mechanics. I have a broad interest in language and literature, classics, music, math, science, and engineering. At St. John's College in Annapolis, I pursued an approach to the liberal arts and sciences that included classes in language, math, science, and music combined with biweekly seminars on the great books in the Western tradition. I joined the Peace Corps and served in Somalia as a liaison for constructing schools and as an English and math teacher in a technical high school. I helped my father start a business, working as a TIG welder and machinist. My first museum job was as a lecturer/technician at the Franklin Institute, where I built demonstration apparatus and created physics and math shows. I became Exhibits Director there and later at the New York Hall of Science. I moved to the Science Museum of Minnesota to develop a physics, math, and engineering program. I raised funding for and led the implementation of many exhibit projects. I want to pursue what I love best: to learn, to work with a team, to create, and to mentor.

Jamie Bell

I have been the Project Director and Principal Investigator of the Center for Advancement of Informal Science Education (CAISE) at the Association of Science and Technology Centers (ASTC) in Washington, D.C. since 2010. Previously I've had the privilege of holding a variety of roles in science education institutions, projects and programs including at the Exploratorium, Petrosains: The Discovery Center in Malaysia, the Harvard Smithsonian Center for Astrophysics Science Media Group and TERC. I am also a student and occasional performer of Brazilian choro, classical and jazz music on the nylon string guitar and am fascinated by how learning and human "development" are fostered, intertwined, and sometimes thwarted.

John Maynard

I'm sure there are several reasons that Paul offered me the opportunity to participate on this Board. First, he and I were roommates in our freshman year at Colorado College, so he knows I'm old enough to have grown up in the same self-educating natural environment he did and to have seen a lot of things since. Secondly, I once took his father up a dirt road to the top of Pikes Peak on the back of my motorcycle (and brought him safely back down), so he knows that, like his father, I'm not afraid to try new things. Beyond those fundamental qualifications, I have a Ph.D. in counseling; have worked in both the public and private sectors; started, built, and sold a private company; was an independent behavioral health consultant to corporations and other organizations for 18 years; and served as CEO of a 501(c)3 non-profit educational membership organization with members in 40 countries for 12 years. In 2016, I retired from paid work, but still do occasional speaking and training, volunteer at the Denver Museum of Nature & Science, and am learning Mandarin. My wife, Sue, and I live in Boulder and have three adult children, two in Chicago and one in Denver. We have two grandchildren, both now in elementary school.

Kay Collins

My father's job with the U.S. Forest Service meant periodic transfers to new towns or cities, schools, environments and friends. Those places in Colorado and New Mexico allowed me to roam away from the house to explore with friends or family and develop some of the main themes of my life: the mountain and desert environments, learning of all types, and meeting different people. After degrees from New Mexico, I was awarded a scholarship from Resources for the Future to become the first librarian with a specialty in environmental information. Upon graduation, I accepted a position in the new Conservation Library at Denver Public. I worked with citizens, agencies, corporations, organizations, students and politicians and often found myself the person in the middle. Through the use of information and joint learning as a basis to build trust and a common understanding of environmental issues, the outcomes could grow into agreement, not conflict. Subsequently, I founded my own consulting firm, met and worked with my husband and eventually moved to Southern California where I currently live. I worked as a consultant, law librarian and finished my career at the University of California, Irvine. Upon retiring, I began the process of disposing of many of our possessions in order to remodel the house.

Mike Petrich

I've been developing my educational practice over the past twenty-five years with audiences as diverse as Tibetan Monks, classroom teachers, graduate researchers, Kindergarten students, and prison inmates. Growing up in the Midwest in the mid-'70's meant that my friends and I spent our time autonomously exploring the outdoors, inventing our own games and play themes, producing collaborative film projects, organizing neighborhood fairs, and learning to think (and act) for ourselves. We knew the spaces we inhabited and the impacts that we had on them. As an adult with formal education degrees in Fine Art and Education, I've become an advocate for studio pedagogy through the development of constructionist learning environments. The Tinkering Studio at the Exploratorium is an example of a place to support learners of all ages to "think with their hands", and for adult staff to develop their own educational practice through a tinkering approach to thinking and learning.

Molly L. Kelton

I was raised with my younger sister by a mathematician/engineer and an economist, along a trail of Midwestern cities. I have been in love with learning for as long as I can remember – about anything and everything, in official spaces and, even more so, the cracks and crevices between them. I am a mother, daughter, sister, perpetual student, professor, partner, amateur three-part-harmonizer, occasional mystic, mathematician, voracious music listener, backpacker, accidental chef, aspiring bell collector, writer, sporadic yogini, and hopeful troublemaker. When I was sixteen, I graduated/escaped from high-school early and went to Vassar where I obtained my B.A. studying mathematics, ancient Greek, Sanskrit, chemistry, physics, political science, and, well, anything else that grabbed me. I continued my studies in applied mathematics at the University of Utah, where I earned an M.S. investigating mathematical ecology and biological soil crust. After a few years of teaching mathematics at an alternative school, hiking New Zealand, and working as an epidemiologist, I went back to school and completed a Ph.D. in mathematics education at the University of California, San Diego and San Diego State University in 2015. I am now faculty in the College of Education at Washington State University, where I try to prepare future schoolteachers to do great things despite the infrastructures working against them. In my work with CINE, I am asserting our collective potential to dream and materialize

altogether new and intentional contexts for radically emancipatory human and more-than-human flourishing.

Paul Tatter

I grew up in a small, dairy-farming town. My parents were Czech immigrants. They believed in freedom, empathy, democracy and education. Often in my youth they didn't know exactly where I was until I came home for supper. I was out learning about the world. In the countryside, nature welcomed learners, as did most adults in whose work anyone showed an interest. I learned with them. I spent many years collaborating in learning with other people. We were making things, learning to play sports and music, publish a newspaper and do research in an immunology lab. I was a Head Start field worker, a teacher or principal in six public and private, rural, urban and tribal reservation schools. I taught in four colleges and universities and was director of science centers in Colorado, Connecticut and New Mexico, most recently at Explora. Three years ago I helped to build a traveling science and math museum in Costa Rica. But now I believe that the institutions of schooling and their electronic offspring are unable to support the complexities of human learning, or the depth and diversity of human development; nor can they sustain a lifetime of becoming a better person and improving the quality of life for everyone. I want to participate in creating learning alternatives to schooling and in reinventing public education with a new dream.

Terry Winograd

I have been in various forms of education for almost 70 years if you count my own schooling, and then teaching computer science at Stanford for 40 years. I started as a professor doing the standard things. But over time I realized that there was a whole dimension of how people learned (and how they exist) that was absent in the model of passing along and assessing "knowledge." Part of this shift came through my work with Fernando Flores, as described in our book *Understanding Computers and Cognition*. I later brought this background to work in what I labeled "Bringing Design to Software" (1993). The design process is one of human interaction in which implicit understandings are brought to bear. It requires a different mindset, one of inquiry rather than knowing. This was one of the foundations for the institute I was one of the founders of at Stanford: the "d.school." All courses there are based on multidisciplinary team projects, working on real-world problems. A far cry from lectures and homework! At the d.school I was able to co-teach on a variety of topics, ranging from "agile aging" to the design of low-tech devices for people living in the poor areas of Nairobi, Kenya. This provided an opportunity to travel to Nairobi several times, and to work closely with faculty and students at the University of Nairobi and with a number of local development organizations. Although I was still formally the professor, I was the one doing a fantastic amount of learning. I've known Paul since we were in college together, and really look forward to the wide range of perspectives of the people he has brought into CINE.

Troy Livingston

I was born just outside Detroit, in Warren, MI, just a couple of weeks after the July rebellion of 1967. My parents were born and raised in Detroit where their fathers worked in the auto industry. My father was a first generation college goer who didn't want to be in the family business. He would eventually earn his Ph.D. at Michigan State University, which now employs me as director of Science Gallery Lab Detroit. Between the summer of 1967 and today I've lived in, in order, Warren, MI; St. Claire Shores; Gas City, Indiana; Muskegon, MI; East Lansing, MI; Lincoln, NE; Cincinnati, OH; Evanston, IL (Northwestern U, class of 89, BS in Education); Boston, MA; Fairbanks, AK; Durham, NC; Austin, TX; Denver, CO; and now

Detroit. I went to 6 schools in 12 years where I learned to be pretty good at making new friends, playing sports, and the arts. My career has been about as varied as my geography but for the last 15 years or so it's been in or adjacent to museums and I love it. I started to love it even more when I found Paul and his ideas about how we learn and what that says about how we should organize and practice our craft. Since March of this year I've been working to develop the first Science Gallery in the Americas, in Detroit, an outreach project of MSU, which seeks to connect people, but especially 15-25 year olds to science through art and art through science.

Vlad Tatter

I am a father and husband working as a master electrician in Fayetteville, Arkansas. My current passion is trying to create a pathway to new homes for residents of a physically deteriorating public housing development across the street before they become homeless. This has engaged me in entirely new learning about local and racial politics, large-scale public and private financing, fiercely antagonistic self-interest groups, government thinking and procedures, honesty, dishonesty and truth. I grew up in northern New Mexico, learned Spanish and American Sign, and spent much time with friends in Pueblo tribal communities. I left public high school at the age of 16, and went to live in California, where I worked as an electrician, built habitat for humanity homes, and played saxophone in the Oakland Community Collage jazz band. In subsequent years I was in and out of "higher" education taking pre-med and photography courses while working full-time, building my house, and helping to raise a daughter. Eventually I again left school, feeling deceived by the institution's lack of interest in learning and the social good. I sold my house, bought a sailboat, and spent three years sailing to Cuba, Mexico, Roatan, Providencia, and living with the Kuna in the Kuna Yala for half a year before sailing through the Panama Canal to El Salvador and Mexico. I am enthusiastic about re-imagining public education.

**A few, space filling quotes from the quotable G. K. Chesterton (1874-1936):**

"There are two ways of dealing with nonsense in this world. One way is to put nonsense in the right place; as when people put nonsense into nursery rhymes. The other is to put nonsense in the wrong place; as when they put it into educational addresses, psychological criticisms, and complaints against nursery rhymes...."

"If a thing is worth doing, it is worth doing badly."

"To have a right to do a thing is not at all the same as to be right in doing it."

"Fallacies do not cease to be fallacies because they become fashions."

"One of the deepest and strangest of all human moods is the mood which will suddenly strike us perhaps in a garden at night, or deep in sloping meadows, the feeling that every flower and leaf has just uttered something stupendously direct and important, and that we have by a prodigy of imbecility not heard or understood it. There is a certain poetic value, and that a genuine one, in this sense of having missed the full meaning of things. There is beauty, not only in wisdom, but in this dazed and dramatic ignorance."

"Poets have been mysteriously silent on the subject of cheese."