

# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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FOR PARENTS, EDUCATORS & STUDENTS

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## JEFFREY WIESENFELD, CUNY TRUSTEE PRESENTS AWARD



## EDITORIAL

## Dream On

By DR. POLA ROSEN

[This commencement address was recently delivered by publisher Dr. Pola Rosen, to a group of hearing and nonhearing students at "47" American Sign Language and English Secondary School in NYC.]

Dr. Martin Florsheim, teachers, parents, families and graduates:

This is a day you will always remember. It's a day to finally reap the rewards of your hard work over the past several years. It's a day to celebrate with those you love: your friends, teachers and family. It's a day to recall a special teacher or mentor or family member that helped you make it through the hard times. And it's a day to rejoice that SATs are gone forever!!

I remember my high school graduation very clearly, even though it was many years ago. Because the school, Music and Art HS was so large, the graduation was held in Carnegie Hall. My mother had died while I was in junior year so my family was a small group: my father, my sister and my mother's cousin, a kind loving woman who I am still close to this day. I will always remember the pride of accomplishment I felt. That pride was based on the knowledge I had mastered and that I was going on, in the great adventure of life, to be a college student.

No matter what adventures you experience in life, and there will be many, the mastery of

knowledge and obtaining degrees (undergraduate and graduate) will be part of you and will enrich your life forever. Education can never be taken away from you and can help you advance in a career or help you enjoy life more. Study as hard as you can. Go to as many places as you can, study abroad, if you can.

This is the time of your life and it's up to you to make each day count. Just dare to experiment, dare to experience, have confidence in yourself. As Dr. Seuss says in his famous book, *Oh the Places You'll Go*. And you will.

It's great to have a dream. Don't be afraid to try to fulfill that dream. And keep trying, don't give up. Perseverance is an important ingredient of success. And remember Thomas Edison's famous phrase: success is 99% perspiration and 1% inspiration.

One of the key ingredients of choosing a major in college or choosing a career is that it makes you happy. When you get out of bed each day and look forward to your study or work, you know you have made the right decision. Many of you will have college debts and have to work to help pay for college. Don't get into the mire of getting a job solely to make money. While it is important to be practical, first try to ascertain what kind of work makes you happy.

In college, use your vacation time to experiment with internships in different fields. This will help you make a wise decision about the career path to choose. College is usually a time to make friends with people of many backgrounds. This

is a great opportunity to meet many different kinds of people, with different beliefs and customs from your own. Read voraciously in many disciplines. Enlarge your scope of the universe in which we live.

Some of you are staying in NY; some are leaving your parents and homes to venture forth in the world. Now is the time to start thinking about making a contribution to the greater world, the family of man to which you all belong. There is a famous expression, if you think only of yourself, then what are you?

I have been privileged to love my work, an education newspaper I founded 11 years ago. I've also been very fortunate to have interns every year so I can continue helping and teaching the next generation about journalism, about the art of interviewing, and knowledge of the world around us. Two outstanding interns are Justine Rivera and Heather Maher, your valedictorian. They loved working at *Education Update*, and learned so much. I loved working with them and in turn, learned so much from them. That's the paradigm of a great work situation: we work as a team, we solve problems together, we learn from each other. They have become my friends and I hope they will stay in touch with me throughout the years. They know they can count on me for friendship and mentoring throughout the years to come.

I wish them the best of luck on the roads they'll be traveling and I wish you all, wonderful years of promise and fulfillment ahead. #

## EDUCATION UPDATE

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LETTERS FROM AROUND  
THE WORLD

David Everett: Hawthorne Cedar  
Knolls School

**To the Editor:**

I was a graduate at Hawthorne Cedar Knolls school around 1945. I won the first Mortimer Schiff award.

Stanley Rosner  
Los Angeles, CA

Is Corporal Punishment Alive and  
Legal?

**To the Editor:**

The use of corporal punishment in schools should be abolished. It does not make sense and is absolutely torture to our children. How about guidance and counseling and involving parents to help ameliorate some of those problems? Schools should not be prisons but educational institutions.

Agreement Lathi Jotia, Ph.D.  
Columbus, OH

Interview with Dr. Michelle Fine

**To the Editor:**

This article pin points very important factors dealing with inmates and education levels. Everyone is entitled to an education, regardless of imprisonment circumstances or not. Kudos to this article!

Ashley  
Charlottesville, VA

Freedom Writers: Erin Gruwell  
To the Editor:

I wish more teachers would commit to helping kids like Erin Gruwell.

Matthew Cooke, Huntersville, NC

New For Teachers! Fun Ways to  
Teach Math

**To the Editor:**

What a great way to introduce a little bit of geo-science and math as well! Thanks to Dean Posamentier.

Himanshoo  
Pune, India

Harvard's Howard Gardner  
Receives Standing Ovation at Bank  
Street Event

**To the Editor:**

Brilliant—so good to see respect and ethics being an integral part of the 5 Minds.

Jenny Dillon, Bendigo, ID

**To the Editor:**

Since I learned about the Howard Gardner jobs and theory at master degree studies, I try to know more about his work. Congratulations to him and your organization to keep us up-to-date with innovations in education.

Juanita Montanez  
Punta Santiago, PR

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## PART I: SERIES ON EDUCATION OF THE HOMELESS

### Defying Statistics: A Homeless Mother Beats the Odds

By GILLIAN GRANOFF

Despite the fact that I know Covenant House is a shelter for kids between 17 and 21, I am still caught off guard when I meet Areleny Caballero in person, a 21-year-old single mother in Covenant House's Rights of Passage program.

When we meet, she is clutching eagerly to a set of photographs of herself and her fellow Rights of Passage Kevin, at a recent ceremony where they were honored as the only recipients of Covenant House's scholarship program.

When I ask her to share the photographs, she confesses that she is a timid public speaker but was able to briefly overcome her shyness when accepting the award. Despite this timidity, her pride at all that she has accomplished is obvious.

Areleny's uncharacteristic maturity belies the behavior and experience of typical 21-year-old girls. The incredible responsibility she has had assumed at such an early age, seems to have diluted many typical attributes of a 21-year-old girl. Her black slacks, a T-shirt and a small skull ornamented cell phone holder are the only remaining hints of her self-described adolescent rebellion.

As she begins to share the story of how she came to Covenant House at the age of 19, there are no traces of bitterness or regret, only faith and gratitude. "Everything happens for a reason," she repeats.

At the age of 16 while still in high school, Areleny admits that conflicts with her mother pressured her to leave home to live with her paternal grandmother. Shortly after, she discovered she was pregnant. Her decision to leave her grandmother's home came, she says, out of pride and guilt. Feeling ashamed and unwilling to consider an abortion, she decided to move in with her baby's father and try to create a stable home for her child. She succeeded in completing high school and began enrolling in college-courses, when she began to realize that she would have to withdraw in order to support her child.

After finding a job at Circuit City, she struggled to make ends meet and to make her relationships work. When things with the child's father began to deteriorate, Areleny turned to Covenant House's crisis center for support. Arleny describes the day she arrived. Still dressed in her red Circuit-City uniform, she came to the 42nd street facility with trepidation. "When I think of a shelter, I imagined a bunch of beds piled on top of each other in a gymnasium, I didn't want to expose my daughter to that, but I had no other options."

The warmth of the staff soon dispelled her fears and she began to trust and appreciate the support she received there. Arleny and her two-year-old daughter shared a room with another single mother, and used a bathroom adjacent to room with two other single mothers. Since she was already employed, Arleny's routine at Covenant house deviated slightly from the typical resident.

She would wake up at 6 am with other resi-



Areleny Caballero

dents, eat breakfast, feed Cailin, and immediately ride the subway to the Bronx to drop off her daughter. Then she returned to work on 79th street until 10 pm, after which Areleny still had to go uptown to pickup her daughter and return to the shelter. Areleny's busy schedule left her little time to socialize of bond with the other mothers in the shelter. While other mother's were bonding over breakfast, Areleny was already on her way to the Bronx to drop off her daughter with a family friend. While other mothers adhered to a strict 8 pm curfew, she still had to

complete her shift at Circuit City.

Within 30 days she was interviewed and accepted to Covent House's Rights of Passage program, to a small room on 17th street which she shares with her 3-year-old daughter. As she awaits her requests for public housing to be answered, she covets her newfound privacy. Her relentless independent streak, and spirit of overachievement has motivated her to take on much more responsibility than other youth in the program. Even the rent, which covenant house youth are expected to pay biweekly, Areleny submits all at once.

She admits she is reluctant to share or get close to the other people in the shelter. For now she remains focused on her job as a part-time employee at T-mobile Best Buy, managing a full course load of classes at Katherine Gibbs, where she is focusing on legal studies, and caring for Cailin, her daughter.

She is candid about her fear of the toll that her heavy workload has taken on her daughter. "If I were her I would think that Mommy doesn't have enough time for her. Sometimes I feel I've abandoned her, but I want to make sure she is aware of everything. I don't want to live a fake life in front of her"

Areleny is no stranger to hard work. She worked her way through high school everywhere from McDonald's to a junior clothing store to Circuit City. She is the first single mother in the Covenant house to pursue a college degree, while working and raising her 3-year-old daughter. To other young women in her situation, Areleny's advice is simple. "Listen to your parents, you have to make sacrifices in order to survive and take care of your child. You have to think for two now."

Her dream is to finish her studies and work as a paralegal; but her most important goal, she says is to provide a home for her and her daughter. "My dream for my future is to have a profession, a nice apartment and to give my daughter everything she needs. If I have \$5 in my pocket and my daughter wants a ball and some food, and there's a ball for \$1 and \$4 worth of food, then I am happy." She credits her mother, who had her at 18, for instilling this selfless attitude and for teaching her the importance of working hard to provide for her children. Arleny has no regrets and credits Covenant House helped her to repair not only her own life, but her relationship with her mother.#

### Covenant House: A Haven for Homeless Young People

By GILLIAN GRANOFF

A 17-year-old single mom wanders through the streets in the dead of night, kicked out of her parents' home for refusing to have an abortion, a frightened runaway chooses a dangerous life on the streets over life at home subject to the abuse or neglect at the hands of an alcoholic and abusive step parent. Faces like these flock desperately each day into shelters with only the clothes on their back, with nowhere else to turn, feeling alone, confused and scared.

Covenant House, a 24-hour facility located on 42nd street and tenth, is one of the many shelters throughout the United States serving teens and young adults between the ages of 18-21. Covenant House's mission is not to simply put a roof over their heads, but to empower youth with skills to help make a home for themselves. The road to their recovery is long and arduous.

Walking through its non-descript metal doors on the corner of 42nd and tenth, homeless children find not only refuge from cold and isolation but a "covenant" with the staff and counselors. From the moment they walk through the doors they make a promise to themselves and its' staff to turn their lives around. The terms of this covenant include making a commitment to finding a job during a thirty-day period.

The first stage on the road to their empowerment is to meet with an intake specialist. After a specialist assesses his or her needs, she/he matches the youth with a caseworker, helps to outline the rules of their stay and create a personalized plan. He/she is given a change of clothing and a room assignment with another resident. Learning to live side by side with roommates, is part of the experience of their treatment. Relationships are the foundation for their recovery. Men and women are deliberately separated during this period. As part of their program, residents share common space, have access to psychological and psychiatric resources, and are expected to build relationships.

During their 30-day residence in the 42nd street facility, residents must abide by strict curfews and spend the majority of their time meeting with their caseworker and pounding the pavement for a job.

When young people complete the 30 days at 42nd street, they earn their way to Covenant House's Rites of Passage program. At this phase in the program, the youth are expected to have gotten a job, pay rent and comply with a much more structured and rigid schedule. They learn skills to help them assume they will face beyond the walls of the shelter.



Kevin Starks

Covenant House's partnership with several local businesses helps to provide additional support to its clients. Every two weeks, residents are expected to give a percentage of their paycheck to the coordinator of the shelter. Covenant House believes this practice instills within them the habit of paying bills, and teaches them to value and to manage their money. Although the clients often receive the money back to help cover the payments for a new apartment, the lessons they learn are invaluable.

Founded in 1972, Covenant House was a crisis center that protected and provided immediate refuge for street kids from the provocative lure of drugs, prostitution and dealers preying on the vulnerability. Since then it evolved into the largest privately funded nonprofit agency in North and Central America giving shelter and other services to homeless and runaway youth.

Now under the guidance of Sister Patricia Cruise, the mission has evolved to provide more long-term solutions to help residents unlearn patterns and self-destructive behaviors that might return them to a life of homelessness. This year Covenant House initiated a GED training program at its Brooklyn Resource Center. The program, which is open to the entire community, provides test preparation for the GED and courses in vocational training. In its first year the program employed 1 teacher and enrolled 50 students with plans to expand to reach a wider audience. One of their biggest challenges has been to help the kids raise their reading level beyond the 5th grade. In order to qualify to pass the GED, students are expected to read at least at ninth grade level.

Kevin Starks, Covenant House's Director of Communications, originally came to Covenant House to work directly with the population. He went on to become the program's Director of Communications. His experience is not unique. Covenant house's success in nurturing potential and fostering responsible decision-making skills in the youth that enter its doors is mirrored equally by its dedication to the professional development of its employees. The dedication of its employees and their intimate connection the children that walk through its' doors is the key to it's success.

Although Covenant House has an open door policy, Starks says the true barometer of its success will be when Covenant House can close its doors. Until that happens, the program will continue the fight to eradicate homelessness and to restore hope and security to the lives of countless youth throughout the world.#

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**CORPORATE CONTRIBUTIONS TO EDUCATION**

**DAVID EVERETT GIVES BACK IN IRAQ**

By EMILY SHERWOOD, Ph.D.

Whatever their personal opinions about the war in Iraq, many Americans are content to watch the daily skirmishes play out from the comfort of their own living rooms, as disturbing as they may find what they see. And then there's David Everett. A practicing attorney and father of three teenage children from the village of Larchmont, New York, Everett volunteered for a tour of duty in Iraq last year, not because he had to, but—in his words—because he wanted to make a contribution towards the American effort to bring peace to Iraq.

Everett, whose affiliation with the military began in 1970 with his enlistment in the National Guard at the age of 17, volunteered for and was deployed to the combat zone in 1991 during Operation Desert Storm. The Brooklyn native subsequently attained the rank of Colonel in the Army Reserve and after over 30 years of service was transferred to the Retired Reserve in 2002. He volunteered for recall to active duty in 2005 with a particular goal in mind: "So much of what is going on in Iraq is not just military but civil-military. I wanted to help build bridges with the Iraqis by helping to train their police. It seemed clear to me that the sooner we made the Iraqi security forces effective and self-reliant, the sooner we could bring our young men and women home." As a Colonel and senior U.S. military advisor to Iraq's Ministry of Interior, Everett was given the challenging assignment of establishing and developing an Internal Affairs Directorate to investigate police corruption and human rights abuses.

Under the brutal reign of Saddam Hussein, corruption had been rampant. "The Iraqi police



**Colonel David F. Everett is flanked by Army Sergeant Jorge Cervantes (left) and Air Force Master Sergeant Eliezer Cruz**

were paid only \$5 per month. The thought was, these guys were going to take bribes and steal anyway, so why pay them? The [police] uniform was like a license to steal," recalls Everett in disgust. Among the things he did with the goal of ultimately creating a culture shift that would empower integrity and respect for human rights, Everett, a former Assistant District Attorney, helped professionalize the Iraqi police force by developing a four-week Internal Affairs investigator training course. "I think that things are going forward now," concludes Everett. Indeed, the ranks of Iraqi Internal Affairs police have swelled threefold, from 600 to 1800 investigators, since Everett was assigned to the program

in October 2005.

"A lot of the momentum is the result of mentoring by American forces. The norm of corruption, stealing and abuse is a condition that has existed in Iraq for decades. Unfortunately, the culture of police misconduct cannot be changed overnight. The American military and American police trainers are charged with delivering the message that this isn't the way you're supposed to do things and their interaction with the Iraqi police has gone a long way in getting that point across."

Everett's job was not without personal jeopardy. "You reconcile yourself to your own mortality," muses Everett. "It's not an exaggeration to

say that every time you get on the road there, you ask yourself, 'Is this going to be the day?' In fact, Everett's unit was rocketed, and there were close calls involving loss of life and injury to others. Safely home in Larchmont, Everett still experiences a sudden jolt when he hears piercing, concussive sounds, such as the sudden slamming of a door: "I hear a loud noise and I'm back there," he reflects soberly.

Throughout his assignment, which ended in April of 2006, Everett developed an understanding of the hopes and dreams of everyday Iraqi people: "You really appreciate the fact that most of the people there just want to have normal lives again. Most of them are not political or partisan. The fringe is creating the overwhelming portion of the problems in Iraq," Everett explains.

Everett comes by his desire to give back to the global community naturally. His parents, Edith and the late Henry Everett, are both known as creative philanthropists and visionaries who served tirelessly on the boards of trustees of diverse charitable and public interest organizations. Everett himself is a member of the Executive Committee of the Board of Visitors of the City University of New York School of Law and the Executive Committee of the Board of Trustees of the Jewish Board of Family and Children's Services. "My parents were very principled people. They taught me to stand up for what I think is right," sums up Everett, who clearly has done that in spades by risking his life to better the life of the Iraqi people. "What's most important is to treat people with dignity and respect and appreciate the fact that all people have value," he adds simply.#

**Free Tuition for Children of Fallen Military Heroes**

The Freedom Alliance Scholarship Fund honors the bravery and dedication of Americans in our armed forces who have sacrificed life or limb in the defense of our country by providing college scholarships to their children. "We can never fully give back to our brave service members what they have sacrificed for us and the cause of freedom, but what we can do is show our appreciation by helping their children pay for college," Freedom Alliance President Tom Kilgannon said.

The application deadline for the 2007-2008 academic year is July 20, 2007. Freedom Alliance is accepting applications from dependent children of U.S. military personnel who have been killed or permanently disabled (100% VA rating) in the line of duty during the War on Terror (Iraq, Afghanistan, Philippines, etc.) and other theatres of operation. Students must be enrolled or accepted at an accredited college, university or vocational school.

Since its inception, Freedom Alliance has provided more than \$1,000,000 in college scholarships to the sons and daughters of American heroes. Radio and television personality Sean Hannity will host five "Hannity Freedom Concerts" in five cities this summer to benefit the Freedom Alliance Scholarship Fund including one on September 11 in Jackson, New Jersey at Six Flags Great Adventure. Other Freedom Concerts will be held in Atlanta, Georgia on July 10; San Diego, California on July 26; Cincinnati, Ohio on August 9; and Dallas, Texas on August 14. To purchase tickets or for more information, visit [www.freedomalliance.org](http://www.freedomalliance.org). The mission of Freedom Alliance is to advance the American heritage of freedom by honoring and encouraging military service, defending the sovereignty of the United States, and promoting a strong national defense.#

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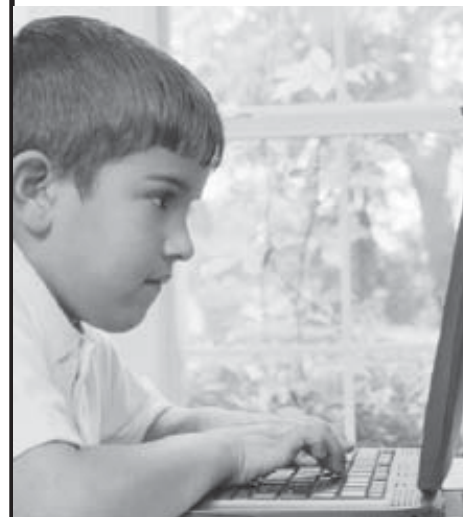
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## THE DEAN'S COLUMN



### Divisibility by Prime Numbers

By DR. ALFRED S.  
POSAMENTIER

With the proliferation of the calculator there is not longer a crying need to be able to detect by which numbers a given number is divisible. You can simply do the division on a calculator. Yet, for a better appreciation of mathematics, divisibility rules provide an interesting "window" into the nature of numbers and their properties. For this reason (among others), the topic of divisibility still finds a place on the mathematics-learning spectrum, and ought to be presented to students.

Most perplexing has always been to establish rules for divisibility by prime numbers. This is especially true for the rule for divisibility by 7, which follows a series of very nifty divisibility rules for the numbers 2 through 6. Students should be told up front that some of the divisibility rules for prime numbers are almost as cumbersome as the division algorithm, yet they are fun, and, believe it or not, can come in handy. You must present this unit as a "fun unit" so that students will not see this as something that they must memorize. Rather, they should try to understand the underpinnings of the rules.

Let us consider the rule for divisibility by 7 and then, as we inspect it, see how this can be generalized for other prime numbers.

**The rule for divisibility by 7: Delete the last digit from the given number, and then subtract twice this deleted digit from the remaining number. If the result is divisible by 7, the original number is divisible by 7. This process may be repeated if the result is too large for simple inspection of divisibility of 7.**

Let's try one as an example of how this rule works. Suppose we want to test the number 876,547 for divisibility by 7.

Begin with 876,547 and delete its units digit, 7, and subtract its double, 14, from the remaining number:  $87,654 - 14 = 87,640$ .

Since we cannot yet visually inspect the resulting number for divisibility by 7 we continue the process.

Continue with the resulting number 87,640 and delete its units digit, 0, and subtract its double, still 0, from the remaining number; we get:  $8,764 - 0 = 8,764$

Since this did not change the resulting number, 8,764, as we seek to check for divisibility by 7, we continue the process.

Continue with the resulting number 8,764 and delete its units digit, 4, and subtract its double, 8, from the remaining number we get:  $876 - 8 = 868$

Since we still cannot visually inspect the resulting number, 868, for divisibility by 7 we continue the process.

Continue with the resulting number 868 and delete its units digit, 8, and subtract its double, 16, from the remaining number we get:  $86 - 16 = 70$ , which is divisible by 7. Therefore the number 876,547 is divisible by 7.

Before continuing with our discussion of divisibility of prime numbers you ought to have students practice this rule with a few randomly selected numbers and then check their results with a calculator.

Now for the beauty of mathematics! Why does this rather strange procedure work? To see why it works is actually the wonderful thing about mathematics. It doesn't do things that for the most part we cannot justify\*. This will all make sense to your students after they see what is happening with this procedure.

To justify the technique of determining divisibility by 7, consider the various possible terminal digits (that you are "dropping") and the corresponding subtraction that is actually being done by dropping the last digit. In the chart below they will see how dropping the terminal digit and doubling it to get the units digit of the number being subtracted gives us in each case a multiple of 7. That is, they have taken "bundles of 7" away from the original number. Therefore, if

the remaining number is divisible by 7, then so is the original number, because they have separated the original number into two parts, each of which is divisible by 7, and therefore the entire number must be divisible by 7.

Terminal digit	Number subtracted from original
1	$20 + 1 = 21 = 3 \times 7$
2	$40 + 2 = 42 = 6 \times 7$
3	$60 + 3 = 63 = 9 \times 7$
4	$80 + 4 = 84 = 12 \times 7$
5	$100 + 5 = 105 = 15 \times 7$
6	$120 + 6 = 126 = 18 \times 7$
7	$140 + 7 = 147 = 21 \times 7$
8	$160 + 8 = 168 = 24 \times 7$
9	$180 + 9 = 189 = 27 \times 7$

**The rule for divisibility by 13: This is the similar to the rule for testing divisibility by 7, except that the 7 is replaced by 13 and instead of subtracting twice the deleted digit, we subtract nine times the deleted digit each time.**

Let's check for divisibility by 13 for the number 5,616.

Begin with 5,616 and delete its units digit, 6, and subtract its nine times, 54, from the remaining number:  $561 - 54 = 507$

Since we still cannot visually inspect the resulting number for divisibility by 13, we continue the process.

Continue with the resulting number 507 and delete its units digit and subtract nine times this digit from the remaining number:

$50 - 63 = -13$ , which is divisible by 13, and therefore, the original number is divisible by 13.

To determine the "multiplier," 9, we sought the smallest multiple of 13 that ends in a 1. That was 91, where the tens digit is 9 times the units digit. Once again consider the various possible terminal digits and the corresponding subtractions in the following table.

Terminal digit	Number subtracted from original
1	$90 + 1 = 91 = 7 \times 13$
2	$180 + 2 = 182 = 14 \times 13$
3	$270 + 3 = 273 = 21 \times 13$
4	$360 + 4 = 364 = 28 \times 13$
5	$450 + 5 = 455 = 35 \times 13$
6	$540 + 6 = 546 = 42 \times 13$
7	$630 + 7 = 637 = 49 \times 13$
8	$720 + 8 = 728 = 56 \times 13$
9	$810 + 9 = 819 = 63 \times 13$

In each case a multiple of 13 is being subtracted one or more times from the original number.

CHART I	To test divisibility by	7	11	13	17	19	23	29	31	37	41	43	47
	Multiplier	2	1	9	5	17	16	26	3	11	4	30	14

CHART II	To be divisible by	6	10	12	15	18	21	24	26	28
	The number must be divisible by	2,3	2,5	3,4	3,5	2,9	3,7	3,8	2,13	4,7

Hence, if the remaining number is divisible by 13, then the original number is divisible by 13.

**Divisibility by 17: Delete the units digit and subtract five times the deleted digit each time from the remaining number until you reach a number small enough to determine its divisibility by 17.**

We justify the rule for divisibility by 17 as we did the rules for 7 and 13. Each step of the procedure subtracts a "bunch of 17s" from the original number until we reduce the number to a manageable size and can make a visual inspection of divisibility by 17.

The patterns developed in the preceding three divisibility rules (for 7, 13, and 17) should lead students to develop similar rules for testing divisibility by larger primes. The following chart presents the "multipliers" of the deleted digits for various primes. (SEE CHART I BELOW)

You may want to extend this chart. It's fun, and it will increase their perception of mathematics. You may also want to extend their knowledge of divisibility rules to include composite (i. e. non-prime) numbers. Why the following rule refers to relatively prime factors and not just any factors is something that will sharpen their understanding of number properties. Perhaps the easiest response to this question is that relatively prime factors have independent divisibility rules, whereas other factors may not.

**Divisibility by composite numbers: A given number is divisible by a composite number if it is divisible by each of its relatively prime factors.** The chart below offers illustrations of this rule. You or your students should complete the chart to 48. (SEE CHART II BELOW)

At this juncture your students have not only a rather comprehensive list of rules for testing divisibility by prime numbers, but also an interesting insight into elementary number theory. It is advisable to have students practice using these rules (to instill greater familiarity) and try to develop rules to test divisibility by other numbers in base ten and to generalize these rules to other bases. Unfortunately, lack of space prevents a more detailed development here. Yet we have now what the appetites of this important population—our students!

\*There are a few phenomena in mathematics that have not yet found an acceptable justification (or proof) but that doesn't mean we won't find one in the future. It took us 350 years to justify Fermat's conjecture! It was done by Dr. Andrew Wiles a few years ago.

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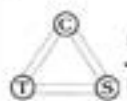
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## Dr. Martin Florsheim Presides at School "47" Emotional Graduation

By LIZA YOUNG

School "47," American Sign Language and English School recently celebrated the second graduation ceremony since being reformulated, five years ago, from a school exclusively for the deaf to one in which any student interested in learning American Sign Language is welcome—a transformation made possible through the pioneering efforts of the Principal, Dr. Martin

Florsheim, the school's first deaf principal.

The recent graduation ceremony was ripe with camaraderie among students, staff and family, and a sense of pride in the attainment of the milestone of high school completion.

Reflecting the continual growth of the school, the ceremony began with a special performance by sixth grade student members of the school's first ever band and chorus. The song "Hero" was beau-

tifully performed by student Ciara McNight and signed by Esther Fass. The school's expertise in the use of technology was evidenced by a multimedia presentation, entitled "Meet the Grads," which consisted of a touching montage of childhood photos of students, from first smiles to the students in the present day.

Assistant Principal Yola Walker warmly addressed the students, recalling moments of guiding students along the road of achievement. Dr. Florsheim expressed pride in the accomplishments of the graduating class, some who will be entering productive fields of employment, and others who will continue their studies at institutions including John Jay College, Hunter College, LaGuardia Community College, SUNY schools, NTID, and FIT.

Special guest speaker, Dr. Pola Rosen, publisher and editor-in-chief of *Education Update*, reflected on the achievements of graduates and the open road of future possibility. "This is the time of your life and it's up to you to make each day count. Just dare to experiment, dare to experience, have confidence, believe in yourself."

Valedictorian, Heather Maher, who is also an intern at *Education Update*, related the power each of life's experiences plays in shaping and defining an individual. She recalled the impact of School "47" in empowering her with a new language, ASL, and lasting friendships with inspiring individuals who have overcome life's challenges. Looking to the future with respect to meeting new people at college and at work she stated, "What you learn from their story and they learn from



Heather Maher, Dr. Martin Florsheim & Justine Rivera

yours will continue to broaden everyone's lives."

School "47" Teachers—some who spoke and signed simultaneously, and some whose words were interpreted by sign language interpreters—delivered achievement and recognition of improvement awards to well-deserving students. Graduating student Justine Rivera, an intern at *Education Update*, received an award for excellence in earth science and Heather Maher was awarded for her accomplishments in ASL.

Alumni Association members, Dorothy Cohler ('57), Vice President Cheryl Mortensen ('62), and Lloyd Shikin ('53), who diligently work as volunteers to preserve the history and culture of the school, warmly congratulated students. Alumni members are looking forward to 2008 when the school will celebrate its 100th year anniversary since its original inception in 1908.

The graduation ceremony concluded with the tradition, begun last year, of students presenting roses to teachers and staff members whose support and guidance was exemplary.#

### FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT



## How Can I Help My Child Have A Rewarding Summer?

By GLENN S. HIRSCH, M.D.

Our family always looks forward to summer. The weather is great, school is out, the pace of life is slightly slower, and everyone's stress level is a bit lower. For many families summer is a time for vacation both with and without our children. Some children go to camp for all or part of the summer. Generally summer means less supervision and more 'freedom' for our children, but it is still important to keep them both academically and socially engaged. I turned to some of the expert faculty at the Child Study Center for their advice on how to make sure that kids have a relaxed, enjoyable, and successful summer. Here are some of their suggestions:

1. Keep children engaged in activities but don't over-schedule.

Susan Schwartz, M.A. Ed., clinical director of our Learning and Academic Achievement service, states "Many children want to be outside, riding bikes, playing ball, or cooling-off in the neighborhood pool. While it is important to maintain some routine, summer is a wonderful time for children to discover different ways to involve themselves in activities. It is also a time for increased family activity, socialization, and devoting time to learning something new—a craft, a sport, an activity. You might want to have some conversations with your child during the months before school concludes to discuss whether your child has some ideas about how he/she would like to be involved. Keep in mind that free time does not always breed "boredom," and that you do not have to schedule activities for all hours of the day."

2. Help children with social skills deficits improve.

Steve Kurtz, Ph.D., clinical director of our ADHD and Behavior Disorder Service, suggests "Youth with ADHD often experience problems making and keeping friends. The summer can be a great time to work on improving social skills.

Since social skills such as negotiating, accepting the choices of others, and complimenting others appear not to be inherently reinforcing for ADHD youngsters as for their non-ADHD peers, these skills need to be practiced often and throughout the entire year. The summer is a great opportunity for parents to prompt, monitor, and reinforce these skills. Certain activities are

more likely than others to pull the best from your child. Play to your child's strengths by choosing an activity at which your child succeeds to do with someone else. Invite a playmate with whom your child does well on one-to-one outings. Stack the deck in his or her favor by inviting someone who will be a good role model for social skills." These suggestions will also work well with a child who is shy.

3. It is important to continue learning over the summer months.

Some schools have a policy of summer assignments that can help structure your child's learning time. Local bookstores and libraries often have summer reading programs. Reading for pleasure helps build thinking and language skills and is great preparation for the fall school term. Allow your children to choose from a list of books and create a family reading time.

You can find more tips on creating a successful summer for you and your family at [www.AboutOurKids.org](http://www.AboutOurKids.org).

This monthly column provides educators, parents and families with important information about child and adolescent mental health issues. Please submit questions for ASK THE EXPERT to Glenn S. Hirsch, M.D., Medical Director at the NYU Child Study Center at [glenn.hirsch@med.nyu.edu](mailto:glenn.hirsch@med.nyu.edu). To subscribe to the ASK THE EXPERT Newsletter or for more information about the NYU Child Study Center, visit [www.AboutOurKids.org](http://www.AboutOurKids.org) or call 212-263-6622.

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# OUTSTANDING EDUCATORS



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**Jeffrey Wiesenfeld, Matthew Goldstein, George Weiss, Jennifer K...**



**Deborah Glassman &  
Marie Cutrone Smith, Con Edison**



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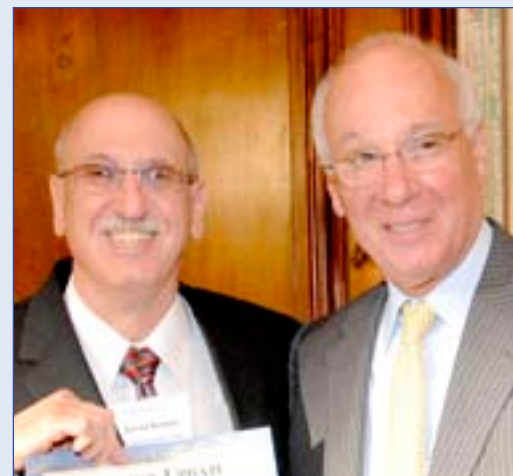
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## OUTSTANDING EDUCATORS OF THE YEAR

BY SYBIL MAIMIN

**I**t was a great day for education in New York as the city's power elite in the world of learning came to the Harvard Club to help *Education Update* honor 22 outstanding public school administrators and teachers and present its 2007 Distinguished Leader in Education award to George Weiss, founder of "Say Yes to Education." Schools Chancellor Joel I. Klein, United Federation of Teachers President Randi Weingarten, Council of School Supervisors and Administrators President Ernest Logan, City College School of Education Dean Alfred Posamentier, and The City University of New York Chancellor Matthew Goldstein all participated in the proud celebration.

In a very thoughtful and provocative keynote address, Chancellor Goldstein put forth a warning and a challenge. "A national security problem for the United States is the paucity of students enrolling in the STEM disciplines—science, technology, engineering, and mathematics." The number of minorities seeking advanced degrees in science is especially low, further exacerbating the problem. "I can-

not exaggerate enough the implications for our society," he said. "The US is lagging further and further behind. More and more places around the globe lead the US." A glance at science labs in American universities shows a preponderance of foreign students, yet "they cannot stay and contribute" because of the "arcane practices in this country about retaining students from abroad." Currently, 50 percent of engineering degrees in the US go to foreign nationals, and Goldstein predicts a time when 90 percent of all scientists will be Asian. The growing gap between need and production of mathematicians and scientists in the US has been called "a quiet crisis." Goldstein sees a major attitudinal difference since the mid-50's when a kind of Marshall Plan for science education was born in response to the Soviet Sputnik. In today's culture, the understanding that "these are difficult disciplines and you have to work hard and give up things to succeed" is a strong disincentive. To deal with the problem, Goldstein offered a revolutionary plan to spot science talent at an early age and nurture it. "There must be hundreds of, not good, but exceptional students in the city", he declared. "We have to start very early if we truly want to





*...Raab, Joel Klein, Ernest Logan, Diana Boschen, Pola Rosen*



*Dean Alfred Posamentier, CUNY*



*CUNY Chancellor Matthew Goldstein delivers the keynote address*

## HONORARIES HONORED AT THE HARVARD CLUB

educate people at the level I'm speaking of. You can't start in high school. The game is over then." Once discovered, students would be given "supplemental interventions" to prepare for university work, and, in a unique twist, undergraduate college admission would be coupled with pre-acceptance to a coveted doctoral program at a major university. "It will take commitment and money," he declared, but, "we must develop a workforce able to compete."

In a supportive response, UFT's Weingarten cited New York City's budget surplus with, "If not now, when." She also offered positive reminders that, unlike many of our international competitors, the US offers universal access, upward mobility, and a vital middle class. She called for "a decent high school education for all" as a minimum for success and noted the importance of educators who recognize and teach to the needs of each child. Congratulating the teachers being honored, she said, "You have been allowed the gift of teaching, a real gift because in some schools it is not allowed."

Honoree Weiss was praised for his deep and enduring commitment to success in school for inner-city youngsters.

His organization, Say Yes to Education, founded almost twenty years ago, meets a variety of student needs, both academic and nonacademic, and creates vital support systems by also aiding parents and siblings in educational endeavors. He pledges a free college education to participants ("his kids") who stay in school. Begun in Philadelphia and expanded to Hartford, CT and Cambridge, MA, Say Yes is now in five schools in Harlem. Proud of its successes, Mary Anne Schmitt-Carey, president of Say Yes, asks, "How do we do this for all children...not just a group of students in a single school, but a whole district." Studies to determine how to replicate the program in scale are ongoing and public/private partnerships are being pursued.

Commenting on the Outstanding Educators celebration, Schools Chancellor Klein remarked, "This is an event I look forward to every year. It puts the spotlight where it should be." Edith Everett, an awards presenter and long-time champion of quality education, remarked, "It is very exciting to personally acknowledge these dedicated individuals. We often think of them in the aggregate, but to see them individually is very inspiring."#



*Elsa Nunez & Ernest Logan, Pres., CSA*



*Edith Everett, Everett Foundation & April Metzger*



*John DeMatteo and Randi Weingarten*



*...n & Edith Everett*



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*Hana Rezmovits & Matthew Goldstein*



## FROM THE SUPERINTENDENT'S CORNER

## Teaching for a Future Workforce

By DR. CAROLE G. HANKIN  
With RANDI T. SACHS

Former Secretary of Education Richard Riley has been quoted saying the top ten jobs that will be in demand in 2010 did not exist in 2004. Says Riley, "We are currently preparing students for jobs that don't yet exist...using technologies that haven't yet been invented...in order to solve problems we don't even know are problems yet."

It has always been the objective of educators to teach students how to think and solve problems, but never before has this been so important because of such rapidly changing technology in such world of rapidly changing needs. Today's students need to be taught to analyze a problem and look at it from a variety to perspectives before committing to one way to answer it.

It is also recognized that today's student can expect to change careers several times throughout their lives. This too, changes the way education needs to prepare our students for the world of tomorrow.

So what role do parents have in guiding their children to make the most of today's education for tomorrow's world?

Parents can help their children in many ways. One thing they can do is to recognize and encourage their children's talents and special interests and actively find ways for them to become more involved in developing them. It's fine to pick a group activity such as a sports team or club because it's what all your child's friends are doing, make sure to find the time for your child's primary interests even if they are separate pursuits.

Travel and exposure to different cultures is a great advantage that parents can give to their children. Observe together how people live in different environments. Let your children see firsthand that there are many ways in which to live life, to solve a problem, to experience excitement.

In your schools, support programs in art, music, foreign language, and science research that help



increase brain function and give students outlets for creativity and independent exploration.

Accept the use of new technology. It is here to stay and your children will be using it in whatever profession or occupation they select. That is not to say that you shouldn't try to get the kids away from the computer and enjoy some outdoor physical activity regularly, but just to recognize that being technologically knowledgeable is also important for your children's futures.

We can no longer predict that our children will grow up and pursue a lifelong career as a doctor, lawyer, teacher, or scientist. We must prepare them to adapt their careers to the needs of the future world and to be able to continue to pursue personally fulfilling work at each new stage or incarnation of their lives.#

## Bank Street Leads Effort To Strengthen Low-Performing Schools

Colleges and universities have tremendous resources to offer local schools that are working hard to strengthen teaching and learning. And local schools help colleges and universities ensure that their teacher and leader preparation programs are grounded in the realities of everyday practice. How can these natural partners get together?

A unique answer has been provided by the Adelaide Weismann Center for Innovative Leadership in Education, located at Bank Street College, which has supported collaborative inquiry and improvement efforts in more than 30 New York City public schools.

Four years ago, the Weismann Center launched the LDRS Consortium, a partnership with Fordham University's National Center for Schools and Communities and Teachers College, Columbia University. LDRS stands for the Laboratory for the Design and Redesign of Schools (LDRS). The initiative brings the resources of the partner institutions to bear on the challenges of improving low-performing schools in New York City, according to Rima Shore, who directs the Weismann Center. LDRS is the centerpiece of the Center's agenda.

Shore co-founded the LDRS Consortium with Margaret Terry Orr (who was then at Teachers College and has since joined the Bank Street faculty). Other members of the LDRS steering group are Sabrina Hope King of Bank Street, Kenneth Grover of Bank Street, John Beam of Fordham, and Ellen Meier of Teachers College.

"Considering Bank Street's tremendous depth in everything having to do with the life of the classroom, I thought it would be good to be able to draw on other institutions for additional resources in organizational development and community outreach," Shore said. She adds that this is one of several initiatives at Bank Street to support low-performing public schools in the Metropolitan area.

With Bank Street as the lead partner, the

LDRS Consortium received "approved vendor" status from the New York City Department of Education, and LDRS became eligible for contracts to help support and restructure low-performing public schools and districts, with an emphasis on leadership development. In 2004, the consortium began working intensively with Region Six in Brooklyn, an area that encompasses neighborhoods filled with many low-income families and recent immigrants, Shore said.

"Since then, we have worked at all levels of schools, though we are most active in middle schools," Shore said. Last year, two large middle schools asked LDRS for help in reorganizing into smaller "houses," so students could relate to a smaller number of teachers and students and feel a greater sense of belonging, she said. The plans have been put into effect.

Last year, the Weismann Center expanded its staff and the scope of its work in public schools, adding more middle schools, an elementary school and several small high schools. In addition to supporting the students with reorganized schools, the Weismann Center also reaches out to principals, providing workshops and seminars.

"Most of the schools have made long strides," according to Shore. "School and regional leaders have been very positive about our work, and as the Department of Education reorganizes, principals continue to reach out to us." LDRS is especially eager to help schools with the inquiry process that is now a required part of the Department of Education's new accountability framework.

The Weismann Center's founding was made possible by a gift of \$1.5 million to be used to bring a new leadership center to Bank Street. The gift, made by Dietrich (Dick) Weismann, a long-time supporter of Bank Street, was to honor the 90<sup>th</sup> birthday of his mother, Adelaide. Mrs. Weismann is a 1946 alumna of Bank Street and was actively involved with the college well into the 1980s.#

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## Logos Bookstore's Recommendations



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[WWW.LOGOSBOOKSTORENYC.COM](http://WWW.LOGOSBOOKSTORENYC.COM)

### Casey And Bella Go To New York City

by Jane Lovascio  
Illustrated by Aja Jasuna  
(BigTen Books, \$17.95)

Summer is in full swing at Logos Bookstore. Logos was the site for the launching of a very charming book called *Casey And Bella Go To New York City* by Jane Lovascio on Thursday, June 28, 2007. The principal characters of the book, Casey, a Jack Russell, and Bella, a Yorkshire terrier, and their owner and the book's author, Jane Lovascio were present on this occasion. Besides hearing the story, the children got to pet Casey and Bella and learn how to know when it is safe to pet an animal.

The story itself is about Casey's and Bella's trip to New York City, the animals they encountered there like the squirrel, the Chihuahua, the poodle and the Central Park Zoo animals. The message of the story is treat others the way you would like to be treated. The author's philosophy of life is summed up by a quote in the back of the book, "In order to make a difference you have to start by not being indifferent." With that in mind, she will donate \$2 for every book sold to Loving Paws Assistance Dogs TM, a non-profit organization that trains dogs to assist children nationwide who are physically disabled.

Friday nights at Logos this summer will be movie nights, weather permitting on the patio if not indoors starting at 8 P.M. There will be two Harry Potter Films shown on Friday, July 20 in the evening prior to the 12:01 A.M., Saturday, July 21, 2007 sale date of the latest Harry Potter novel. Avoid the crowds, come buy your copy of the latest Harry Potter novel here at Logos.

For more information call Lori at the store (212) 517-7292.

Participants in the Sit 'N' Knit group should also call Lori for updates on Tuesday evening meetings this summer. The Sacred Texts Group led by Richard Curtis will discuss Jesus and The Sermon On The Mount on Monday, July 9, 2007 at 7 P.M.

Story Time continues with Dvorah every Monday at 3 P.M.

Kill Your TV Reading Group will meet Wednesday, July 11, 2007 at 7 P.M. to discuss *Suite Francaise* by Irene Nemirovsky and Wednesday, August 15, 2007 at 7 P.M. to discuss *Tender Is The Night* by F. Scott Fitzgerald.

There is an ongoing 30% off sale on books in specially marked sale sections. During the summer Logos will be open Monday-Friday 10 A.M. to 9 P.M., Saturdays, 10 A.M. to 8 P.M. and closed Sundays. Come enjoy the summer at Logos.

### Upcoming Events At Logos

Monday, July 9, 2007 at 7 P.M., The Sacred Texts Group led by Richard Curtis will discuss Jesus and the Sermon on the Mount.

Wednesday, July 11, 2007 at 7 P.M., KYTV Reading Group will discuss *Suite Francaise* by Irene Nemirovsky.

Wednesday, August 15, 2007 at 7 P.M., KYTV Reading Group will discuss *Tender Is The Night* by F. Scott Fitzgerald.

Movie nights every Friday at 8 P.M.

Children's Story Time with Dvorah every Monday at 3 P.M.

Transit: 4,5,6 subways to Lexington Avenue and 86th St., M86 Bus (86th St.),

M79 Bus (79th St.), M31 Bus (York Ave.), M15 Bus (1st and 2nd Aves).

## REVIEW OF PRACTICAL WISDOM FOR PARENTS: DEMYSTIFYING THE PRESCHOOL YEARS

### Practical Wisdom For Parents: Demystifying The Preschool Years

By Nancy Schulman and Ellen Birnbaum  
Alfred A. Knopf Publishers, New York. August 2007. 336 pp

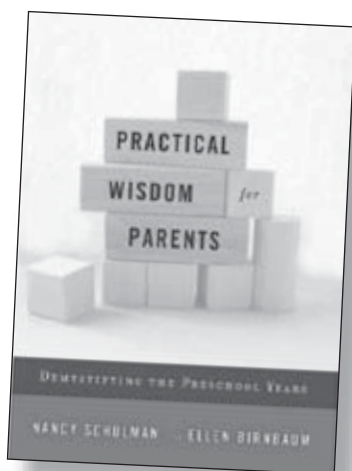
By MERRI ROSENBERG

Here's the perfect back-to-school book that will relieve those churning stomach butterflies that strike most parents of pre-schoolers as they are about to send off their cherished children to the daunting world of "school."

I know that I could certainly have used this reassuring, clearly written and accessible volume 20 years ago, when my anxieties surrounding my son's entry to nursery school at our synagogue definitely outweighed his.

The authors are, respectively, the director and associate director of the 92nd Street Y nursery. They are mothers, too, and clearly understand what keeps parents awake at night.

Organized into two sections—one dealing with school, the other concerned with home—the book tackles such topics as dealing with a new sibling, sleeping problems, socializing, play dates, even manners, in a calm, warm tone that makes the reader feel as if she's gotten advice



from the ideal grandmother (i.e., someone who's been there, and done that, but isn't emotionally invested in what you do).

The authors explain the typical pre-school curriculum, from story time and block play to the importance of snack and sharing, how children learn to follow directions, play as part of a group, and take responsibility. They point out practical ways that parents can become more involved in the school classroom, as well as meaningful ways to express thanks to a beloved teacher. And the authors also include useful reading lists that parents can use to work through such issues as making friends, starting school, or struggling with bedtime or the arrival of a new baby.

What's most helpful is their steady refrain giving parents permission to relax.

From their experience at the 92nd Street Y, Schulman and Birnbaum have witnessed first-hand the scary escalation of parental expectations, with pressure steadily increasing to have one's child attend the "right" pre-school, to smooth the path for the "right" school, "right" after-school activities, and of course, the ultimate brass ring, a spot at an Ivy League college.

## Review of A Parents' Guide To Special Education In New York City And The Metropolitan Area

### A Parents' Guide To Special Education In New York City And The Metropolitan Area

by Laura Dubos and Jana Fromer  
Teachers College Press, Teachers College,  
Columbia University. New York and London: 2006. 195 pp

By MERRI ROSENBERG

Here's a volume that should be automatically given out to any parent who learns that his or her child has special needs.

This comprehensive, clearly organized and well-written book offers parents a one-step resource that will be invaluable as they navigate the sometimes Byzantine special education system.

The authors understand parents' questions and concerns, and deftly provide a user-friendly framework to enable parents to get what they need for their child. The book is divided into four parts: the first offers an overview of special education in New York City; the second explains the process of applying to appropriate private schools; the third features profiles of 33 private special education schools in New York City and the surrounding suburbs, and the fourth is a comprehensive listing of resources, including testing and evaluation centers, medical specialists, therapists, after-school and even summer camps.

And such knowledge is especially critical—and needed. According to the authors, in 2005 there were 140, 650 children identified with disabilities in New York City, with more than half of them enrolled in the public school system. Since 1975, when Congress first passed the law requiring that

all children receive a "free, appropriate public education," concerns about how best to meet the needs of those in special education have informed the educational agenda.

In 1990, services were extended for the three-to-five-year-old population, with early intervention services mandated in 1997, at least in New York State, for the under-threes age group. For parents whose children have benefited from early intervention services, or have been enrolled in a pre-school special education program, it can sometimes be a rude awakening to realize that the transition to public school special education programs may not be automatic. Thanks to this book, parents will be better equipped to navigate meetings of the Committee on Pre-School Special Education and move on to the Regional Committee on Special Education. The authors are to be commended for their clear explanation of what these committees do, who sits on them, what rights and responsibilities parents' have, and what the Individualized Education Program (IEP) is all about. And the chart, pp 26-27, is one of the best and most lucid descriptions of special education services that I've ever seen.

What's also useful is their cogent explanation of what to do when the public schools can't provide an appropriate education for a child, and what options are available.

This invaluable book should be available in every school as a ready resource to assist parents faced with the challenges of raising a special needs child.#

## ONE OF THE SWEETEST JOYS OF CHILDHOOD IS DISCOVERING THE MAGIC OF BOOKS!

By SELENE VASQUEZ

PICTURE BOOKS: AGES 5 THRU 8

### Cock-A-Doodle-Hooooooo!

By Mick Manning.  
Illustrated by Brita Granstrom.  
Good Bks, unpagged, \$16.95

Can an owl without the necessary qualifications find happiness in a henhouse? A simple but humorous farm-themed story of finding your undiscovered talents in cartoon like illustrations.

### Peanut Butter and Jellyfishes: A Very Silly Alphabet Book

by Brian Cleary.  
Illustrated by Betsy Snyder.  
Millbrook, unpagged, \$15.95

"K starts Karate and Kangaroos Kissing..." Nonsensical sentences coupled with wacky illustrations invite readers to follow along. Upper and lowercase letters are highlighted in this jungle of colorful collages, hidden letters and word pictures.

As they write, "But by seeking to give their children a 'head start' over others, many parents take on the role of managing children's busy schedules rather than actually spending time with them."(p. 5) Further, "In the rush to the finish line, many parents forget to place enough importance on childhood's simple pleasures—playing alone or with others, spending time with a parent doing something fun, or creating special family traditions." (p. 7)

Amen. I still remember how both my children, as much as they enjoyed summer camp

NON-FICTION: AGES 5 THRU 8

### Shells! Shells! Shells!

By Nancy Wallace.  
Marshall Cavendish, unpagged, \$16.99

Strolling along the sandy beach, Buddy and his mother discover the beauty and variety of each shell collected. Crisp color photographs mingled with creative paper-cut illustrations of cold-water and warm-water shells. A perfect read aloud in preparation for a beach trip.

NON-FICTION: AGES 8 THRU 10

### Is My Cat A Tiger? How Your Pet Compares To Its Wild Cousins

by Jenni Bidner  
Sterling, 64 pps., \$9.95

How does a domestic kitty cat compare with its wild relatives such hyenas, meerkats, and even mongooses. Fascinating for cat lovers and an excellent follow up to "Is My Dog A Wolf?" by the same author. Fantastic color photographs with suggested websites.#

Selene Vasquez is a media specialist at Orange Brook Elementary School in Hollywood, Florida.

or some of their activities, clearly preferred the quiet time at home when they could play piano, read books, make up stories, or relax in the back yard with the family dogs. Those are the memories that linger, long past the dance classes or Little League games or ceramics lessons.

Schulman and Birnbaum have written a terrific book that every parent of a pre-schooler should have by his or her bedside or tote bag as a helpful talisman to negotiate these wonderful, too-short years with our children. #





## MMC HOLDS GROUNDBREAKING FOR LOWERRE FAMILY TERRACE

Recently President Shaver gathered with Paul C. Lowerre '81, his wife Ursula, and members of the MMC administration to hold a groundbreaking ceremony for Marymount Manhattan's Lowerre Family Terrace. The rooftop terrace, set to be complete in the spring of 2008, will be a much-needed on campus place for students, faculty and staff to gather and participate in the MMC community.

The 5,000-square-foot rooftop will connect the third floors of the Nugent and Main buildings and will be accessible through the Shanahan Library. Featuring a glass water-wall and a large trellis with seating, the rooftop will be able to accommodate about 200 people at any time. It will be wheelchair-accessible and will include movable furniture, benches, a wooden deck, space heaters and Wi-Fi service for library or personal laptops.



(L-R) Vice President of Administration and Finance Paul Ciraulo, Ursula Lowerre, Paul Lowerre '81 and President Judson Shaver

## HUNTER SCIENCE HIGH SCHOOL SCORES 100% GRADUATION

Manhattan Hunter Science High School (MHS) recently celebrated the graduation of its first class, with 77 students and a 100 percent graduation rate. Ninety percent of the students have college plans, with 21 of them enrolled at Hunter College for the fall, including one at the CUNY Honors College.

MHS opened in September 2003 with a focus on preparing students for college who are especially interested in science. The school is funded by the New York City Department of Education, and received a \$400,000 grant from the Bill and Melinda Gates Foundation, administered through the Woodrow Wilson National Fellowship Foundation.

Hunter College President Jennifer J. Raab addressed the graduates saying, "This school was an experiment for all of us —teachers, administrators, parents, and students. How wonderful to look around today and see how well the experiment worked. We tested our hypothesis in a living laboratory, and the proof of our success is the beautiful sea of caps and gowns before us."

By August, 100 percent of the class will have graduated, a percentage well above the average graduation rate in New York City of 50-60 percent. Among the colleges where members of the MHS class of 2007 are headed include UCLA, the University of Michigan, Columbia and Vanderbilt. Seventeen percent of the class has already earned between 20-30 college credits.#

## Calendar of Events JULY 2007

### Conferences

**GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY**  
19 West 44th Street,  
Suite 500  
New York, NY 10036

#### HISTORY NOW LOOKS AT THE AMERICAN WEST

The institute is pleased to present the ninth issue of history now, a quarterly online journal for history teachers and students, available at [www.historynow.org](http://www.historynow.org). The issue examines the American West, with essays by some of the most eminent scholars in the field. As always, history now accompanies these scholarly essays with imaginative and accessible supporting material and lesson plans. Don't miss this issue's interactive feature — "a view of the West" — a photographic tour of the late 19th and early 20th century American West.

#### 2007-07 HISTORIANS' FORUMS IN NEW YORK CITY

For the 11th straight year, the Gilder Lehrman Institute presents distinguished scholars and historians to lecture on their most recently published books and answer audience questions. The historians' forums are open to the public and are followed by a reception and book signing.

Check out the 2007-2007 schedule and buy tickets:  
[www.gilderlehrman.org/institute/public\\_lectures.html](http://www.gilderlehrman.org/institute/public_lectures.html)

#### FEATURED DOCUMENT

The institute regularly features documents from the Gilder Lehrman collection. In the spotlight this week is a broadside, printed in 1805 in New York City, which illustrates the atrocious treatment of slaves. See the broadside and read the transcript:  
[www.gilderlehrman.org/collection/docs\\_current.html](http://www.gilderlehrman.org/collection/docs_current.html)

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# Marymount Writers Conference Hosts Literary Greats: Cynthia Ozick Speaks

By SYBIL MAIMIN

Stars of the literary world including Mary Higgins Clark, David Steinberg, Tama Janowitz, Richard Peck, Bruce Jay Friedman, Claire Messud and Christopher Lehmann-Haupt were among the many high-profile figures who shared experiences and gave direction to hopeful authors at the twelfth annual Writers' Conference at Manhattan Marymount College. "This has been our most successful conference yet," reported organizer Lewis Burke Frumkes at the end of a very full and exciting day of panels, keynotes, valuable tips, and networking. Held in conjunction with Marymount's widely respected Writing Center (founded and directed by Frumkes), the event drew, from across the country, a record number of aspiring writers as well as those hoping to advance already successful careers. Panelists reflected on the nuts and bolts as well as more intangible aspects of writing fiction, non-fiction, children's books, mystery, humor, and memoirs. Practical concerns such as getting published and reaching the market were covered extensively in sessions with literary agents, publicists, and editors. Panelists were generous with reflections and advice. Two keynote speakers, prize-winning author Cynthia Ozick, and editor-in-chief of Publisher's Weekly, Sara Nelson, mesmerized listeners with wise words drawn from personal experiences during impressive careers.

Reading a bit from her memoir about publication of her first book, *Trust*, in the '60's, Ozick admitted to youthful illusions. "It was a wretched time...I thought if not printed by age 25 I was a failure." She refused editor's corrections. "Better oblivion than an alien fingerprint." She believed T.S. Elliot was the "high bishop of art" and living a bohemian lifestyle meant "living for art." In an elegant, beautifully crafted talk, she described the gradual "replacement of 19th century liter-

ary sensibilities" and the dominant influence of "high art" novels and their authors with non-fiction novels, journalism, and magazines. "Topical [magazine] articles generate buzz and no moss," she scoffed. The "arbiters of literary culture are gone... novelists remain on the scene, even if not known," but "the alters are gone." In her keynote, Nelson, who Frumkes described as "the overseer of the publishing industry" from her perch at Publishers Weekly, gave a rundown on the current state of the business. The worrying phenomenon of the conglomerization of publishing has its "silver lining" as more and more small presses are being established in reaction. The rise of the internet has provided additional ways to publish and market material. One-third of books are self-published today and, with an easily obtained ISBN number, works can be listed on every book site on the Internet. "Marketing is as important as editing," she advised. "Once you have a product you need to get it out there, and 'out there' is a different place than five years ago." When speaking to publishers, look beyond editorial services. Ask about marketing plans and distribution systems. Nelson admitted she had written a book and despite her experience, connections, good reviews, and extensive publicity, she attained "only modest success." "Learn to manage your expectations," she advised.

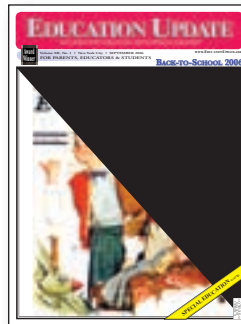
The ongoing revolution in the world of communications shadowed the conference. Its importance was referenced in the Editor's Panel moderated by *Education Update* publisher and editor-in-chief Pola Rosen. In a relaxed and open conversation, Susan Slesin, editor of *O at Home*, Dana Cowin, editor-in-chief of *Food & Wine* magazine, and Betty Sargent, a book and magazine editor and former editor-in-chief at William Morrow Publishers, spoke of the influence of the Internet. Sargent referred to "a major sea change."

Calling it "exciting," she sees online books and digitalized libraries. She suspects traditional books will continue while online versions will be different, "perhaps shorter." Cowin reported, "Clear is the new clever...a clear, but interesting lead" is essential because "online training makes people jump fast" [from one piece of information to another] and a writer "must make an impression in the first 10 seconds." The way writers and editors work will change, she predicted, as the medium becomes more visual and information, not style, is the goal. With "democracy online," people who never wrote will produce books on the Internet. Slesin suggested, "Books are something you feel deeply and can't be replaced." The various mediums don't compete, she said. "They help each other."

In her introduction to the Editor's Panel, Rosen mused, "a love of words" and "need to

tell a story" bound the group together. That could be said of all participants in the Writers' Conference. Karen Ritter, who is writing her first novel, came to "get familiar with publishing and meet some of the people involved." Marilee Hartlee, who had success with *The Yuppie Handbook*, wants to turn from humor to a more serious tone in her next book and came for direction. Jean Crichton, who is writing a family history about coal miners in Scotland who became successful mine owners in the United States, learned of the importance of including her own voice. Ellen Witchell, who runs book discussions groups, was "looking for insights to the writing process to bring back to her readers." And Cindy Boyer, who writes history scripts for museums and the National Park Service, came to learn about expanding to fiction writing. A very full day for all!#

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## The Center for Arts Education Holds 1st Governmental Affairs Meeting



Laurie Tisch (Chairman), Richard Kessler (CAE Executive Director), Jill Braufman (Board President), Keynote Speaker, Alison Bernstein (The Ford Foundation)

By JILL GRANT

The Center for Arts Education (CAE) released preliminary statistics indicating the noncompliance of New York City schools with state arts education standards at its first Government Affairs Breakfast recently.

Addressing government officials, education policymakers and leaders from major New York cultural organizations, speakers from the CAE and other organizations that support the arts used these statistics to increase public awareness of the importance of arts education in public schools.

CAE Executive Director Richard Kessler presented statistics suggesting that children were not receiving the arts education to which they were entitled. Using the New York City Department of Education's (NYCDOE) 2006 Project Arts Survey, Kessler revealed the findings of one theater teacher for every 7,000 students, one dance teacher for every 6,000 students, one music teacher for every 1,100 students, and one visual arts teacher for every 800 students. According to the NYCDOE study, said Kessler, in New York City, \$285 million is spent on arts education, only 1.7% of total educational spending.

CAE chairperson Laurie Tisch emphasized the importance of arts education and its correlation to success in public schools. She alluded to a 1999 Carnegie Foundation study that indicated that arts education increases the likelihood of academic achievement, class office leadership, participation in math and science fairs, and attendance awards.

Dr. Allison Bernstein, vice president for Ford Foundation's Knowledge, Creativity and Freedom Program, indicated another reason for the need for arts education—competence in basic reading and literacy, skills emphasized on exams required of each New York City public school. However, she said, "Testing is not

a reform strategy. You cannot test your way to success. Reading alone doesn't create the engaged citizen we need...Being able to express oneself analytically and creatively is as important as being able to read." Although Kessler emphasized that the newly released data was preliminary, he indicated it still demonstrated a need for more arts education funding. "The data tells you how much further we still need to go," he said.

Terry Baker, former evaluator for the CAE, observed that, like the numbers, the campaign to increase funding was at its preliminary stages. "This is 20 years into the effort, and we shouldn't be doing the first stage now," he commented. In the past, according to Baker, there was an inability to do studies like the ones presented by the CAE because of New York City's tendency to push arts education aside. "What happens is that arts education tends to be a victim of other larger issues. The issues may be a school reform, budget, or new tests and exams. Arts education tends to be important, but not as important," he said.

Liz Krueger, New York State senator, agreed that public schools often do not view arts education as a priority. "I fear that when schools are trying to prioritize what they need most, they will prioritize not to have arts education," she said.

For that reason, Tisch said that community members of New York City must work together to bring back arts education to public schools. "It not only takes a village to raise a child, but it takes a whole city to restore arts education," she said.#

*Founded in 1996, the CAE funds partnerships between public schools and arts and community organizations to develop and sustain comprehensive arts education programs in New York City's public schools.*

## Interview with Artist/Educator Linda Sirow

By JOAN BAUM, Ph.D.

Linda Sirow, who has a Master's in Art Therapy and Creativity Development from Pratt Institute, might well prompt revision of that old, unfortunate saw that those who can, do, and those who can't, teach, for like all the art faculty at the Dalton School she is a practicing artist as well as a classroom teacher. For her, that means working with different middle-school grades and in many media. Over the ten years Ms. Sirow has been at Dalton's (with a few years in between at Brooklyn Friends), she has lost none of her original enthusiasm for inspiring and helping youngsters in grades 4 through 8 to express themselves and find joy in art.

Although she herself has moved over the years from ceramics to painting (lovely floral, pastel-colored abstracts are currently on view at Marder's Gallery in Bridgehampton, LI), she is particularly committed as a teacher to introducing youngsters to the potter's wheel. Its demands strengthen motor skills and prompt young people to see - and feel - the results of creativity. Seeing youngsters explore the possibilities of clay and develop self-esteem is incredibly rewarding, she says. She fondly recalls her own "fabulous experiences" with a potter's wheel, both as a child and as a teenager, and thinks that clay is particularly suited to youngsters who, for a variety of reasons, might tend to hang back. Does a fourth-grader's first try produce only "mush"? "Hmmm," Ms. Sirow may remark, "what an interesting chocolate pudding or mousse, I'm glad you're having fun." But if a third attempt also produces only mush, she will then gently encourage the youngster to "make something interesting."

At Dalton, where there are no grades until the last semester in the 8th grade, but where boys and girls know they are in a highly competitive academic environment, the arts are particularly

important in freeing them to express themselves without criticism. Every student in the middle school takes art. Those in grades 4-6 have two periods a week, and those in grades 7-8 make a choice among the visual arts, music, theatre and dance. Approximately 90%, Ms. Sirow believes, choose the visual arts (In Dalton's high school division, art includes photography as well as more art history.) Part of Dalton's art program is the opportunity to be seen at least once a year, and the school boasts some wonderful exhibition areas. This year, Ms. Sirow says, the 4th grade studied Georgia O'Keeffe and students were then encouraged to draw their own flowers. Exhibits are always "fun events" for the entire community. This year, because of O'Keeffe, the show took on a Southwestern motif, chef and all. The students loved it. So did their parents.

Art at Dalton also involves trips to museums, and it is Ms. Sirow's dream that more such visits will be possible, if scheduling permits. A recent trip to the Met with the fourth-graders, she recalls, introduced the youngsters to mid-20th century art. Accompanying worksheets, which invited the students to focus on what they saw and sketch particular details, were part of a no-pressure experience. There is no doubt in her mind that such exposure to view and to create art improves academic skills all around. The children say they love art at Dalton and seem to thrive in an atmosphere that will not judge them. Indeed, what assessment of their art is made takes the form of teacher response to their effort and involvement. Outstanding work is noted on a checklist where teachers can note students who excel. "The art department is where students can shine, feel comfortable." Ms. Sirow says, and she takes great pleasure in watching them grow, finding their creativity and then, after that inevitable rowdy phase, moving back to "settle down" with art again.#

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## REMEMBERING MY BEST FRIEND VERA, FOREVER



By POLA ROSEN, Ed.D.

My best friend died last night in San Diego. As I lit a memorial candle, the flickering flame evoked memories of our lives shared.

As teenagers at Barnard College, we shared

classes with Professor Amelia Del Rio, an icon of the Spanish department whose mantra, "Ninas, se pueden hacer todos!" delivered in an authoritative voice, made us feel we could accomplish anything. We fell in love; we married; we had careers; we had our babies at the same time; we moved to different parts of the country (she remained in New York and I was in San Diego).

Our bonds to Barnard College, our respect for aging parents, our ties to the Yiddish language and our love of family brought us together again several years later. I confided my innermost feelings about marriage, love, death, life, family ties and children to Vera and she to me, stories we only shared with each other and no one else, ever. I remember getting our first facials in Manhattan and laughing about not being able to leave fast enough. We emerged red-faced, skin tingling unpleasantly, and late because of an irritating cosmetics sales pitch, racing for a taxi to meet my 8-year-old daughter for lunch break at the Metropolitan Opera Children's Chorus. Did we laugh over lunch at our vanity and vowed the facial industry would never see us again!

Our four sons were friends sharing summer

adventures at Cornell University's family programs. Vera's husband and mine were physicians; the language of medicine was our language too. Our other languages, which we spoke with each other freely, were Spanish and Yiddish, begun in our modest homes in the Bronx. Years later, my father, an octogenarian, started a Yiddish class and Vera and I became enraptured students. "Vera," he said, "your name means veracity or truth."

One year, our only living parents, her mother and my father, joined us for a Yiddish sing-along, skirt steak and egg creams at Sammy's Roumanian restaurant on the lower east side of Manhattan.

The children grew up: two of our sons went into medicine, the other two were claimed by law and letters. My daughter, the only girl in both families grew up too and became a physician. Our lives intertwined again at Barnard reunions, family dinners, outings.

Vera moved to North Carolina, then San Diego, while I returned to New York; our friendship and family visits continued.

One day we arranged to meet for lunch in San Diego, our husbands included. Suddenly, at our

table sat my daughter and Vera's oldest son. We were thrilled; we couldn't believe that our children had found each other and were in love! It was like the longest running play off-Broadway, the *Fantasticks*: the son and daughter of two best friends fall in love forever.

Soon, Vera fell gravely ill. Slowly, over the ensuing years, her body weakened so that she could no longer walk. Her spirit was indomitable, her will to live fierce. As I visited her over the years and she became wheel-chair bound, we continued our conversations about the children, the new grandchildren, our husbands, Barnard, literature and life in Spanish, English and Yiddish. We shared our sorrows and joys. As she became more silent, we held hands and felt our friendship through the warmth of our palms.

My best friend died last night in San Diego. Our friendship, forged at Barnard College, will live on forever. As I walk on the brick paths of the college where our high-heeled shoes always got caught, I will always remember the two teenagers, the blonde and the brunette, filled with dreams of the future. Those dreams will live on in the eyes of our loving children. #

## July Fireworks Over Mount Rushmore

By JAN AARON

Crave a change from Macy's fireworks? Next year, travel to the Black Hills of South Dakota and see spectacular fireworks illuminate the rock-cut faces of presidents Washington, Jefferson, Lincoln, and Theodore Roosevelt at Mount Rushmore Memorial Park. And stay on for other sightseeing.

"We get about 30,000 visitors for our fireworks, Judy Olson, chief of interpretation for the National Park Service, told recently visiting press. "They begin on July 3 at 9:25 pm for 25 minutes, and an additional 69 million see them televised," she added.

One of our nation's most renowned landmarks is officially "America's Shrine of Democracy," and was intended to symbolize 150 years of American history. The faces are 60 feet tall and together make up one of the largest statues in the world. They are breathtaking, as you discover strolling toward them on the grand Avenue of the Flags. "Awesome, dad," a preteen boy," was overheard nearby. He's right!

Mount Rushmore was conceived by sculptor Gutzon Borglum and his story is almost as inspiring as the monument itself. He and his supporters fought for years against local and national opposition. He was constantly short of funds and con-

fronted with massive technical challenges. Borglum, started this work in 1927, hung-in through the Great Depression, and finished the faces in 1941. It took a team of 400 workers, supervised by Borglum, to complete the task. The Presidents Trail allows you to walk at the base of the mountain for great close-up views of the sculptures.

Borglum originally planned to complete the sculptures down to their waists, but he died, and no further work was done. The monument is considered complete and an amazing accomplishment without further embellishment. However, Borglum's original working models can be seen in his former studio, now a museum..#



Photo by Troy Miller/South Dakota Tourism

## NEW BEGINNINGS FOR TOURO COLLEGE GRADS



Vice President E. Spinelli congratulates the class of 2007



Dr. David Rockove receives "The Instructor of the Year" award



Class of 2007

BY RICHARD KAGAN

The Howard Gilman Opera House at the Brooklyn Academy of Music was packed for a performance of a different kind on June 12th. Instead of a dance recital, poetry reading or play, almost 800 graduates of the School of Career and Applied Studies received their diplomas from Touro College, celebrating years of hard work, sacrifice and personal commit-

ment. A select group of Touro College grads also received awards for academic excellence and work in public service.

Touro College is a New York City success story. Founded in 1971 by Dr. Bernard Lander, The College has grown to 25,000 students with campuses throughout New York City, in Long Island, California, Nevada, Israel, Germany, Italy and Russia.

The Commencement Exercises began when

Dean Eva Spinell-Sexter, Grand Marshal, lead the faculty toward the stage. The students, sat with an air of expectation of a great moment while beaming parents snapped pictures.

Dr. Stanley Boylan, Vice-President and Dean of Faculties opened the program with remarks that were full of optimism. He introduced Mrs. Rhonda Eiss who gave the Valedictory Address. After many years of raising two sons, she went back to college and earned a 3.95 G.P.A., graduating with a bachelor's degree in interdisciplinary studies. She noted, "Our education does not end here." Many graduates will go on to pursue higher education, others will learn from the school of life. She challenged the graduates to "continue to reach for the stars."

Distinguished guest, John L. Sampson, New York State Senator (D-Brooklyn) gave the Commencement Address with words of wisdom and encouragement, sprinkled with humor. Mr. Sampson asked the pointed question: "Is the tassel worth the hassle?" The answer is an affirmative "yes". He seemed to speak from life experience when he said, "If you set goals, you can climb the insurmountable. Your success is dependent on your attitudes in life." Mr. Sampson noted that "real success is attained" when you gave back to the community.

Shlomo Bernhaut gave the Salutatorian Address. He graduated with an impressive 3.92 GPA, working full-time while carrying a full academic schedule. Bernhaut continues to further his studies toward his Bachelors degree.

Bernhaut is married and has a family and still earned high marks. He thanked Touro College for having the kind of teachers who went the extra mile. He said it seemed like every teacher knew who he was. He wasn't just a number or a face in the crowd. He also told the graduates, "As long as you want to succeed, you can."

Faculty and the administration presented special awards to outstanding students for academic excellence, community services, and personal achievements. Joya Wright overcame a serious illness to obtain her degree. Natalya Landviger also overcame a serious illness to finish school. Rose M. Carter received the Mira Wolf Community Service Award for her tireless work as a Youth Director in Midwood. Susan Yusupov received the Mira Wolf Service Award for her work in the Community. Jolanta Czerlanis earned the NYSCAS Academic Excellence Award. Jolene Jackson and Valentina Vlasova both earned the Lester Eckman Prize for Academic Excellence. And, Nandanie Sabajo won the Lester Eckman Prize for Community Leadership & Service.

Robert Bielsky gave The Robert Bielsky Recognition Award for Personal Achievement. Bielsky commemorates his parents with this award. His father Tuvia Bielsky was a brigade Commander of a partisan unit in Europe during World War Two. The Brigade rescued 1200 Jewish men, woman, and children from the Nazi's.

Dr. David Rockove received the Instructor of the Year Award. Dr. Rockove teaches economy in the Department of Business.

Before receiving their degrees, the graduates stood and applauded family and friends who gave support and encouragement along the path. The graduates then took the final steps to the stage to pick up their diplomas. And, a long, arduous journey reached a joyful conclusion.





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