

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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CUTTING EDGE NEWS FOR ALL THE PEOPLE

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GUEST EDITORIALS

Steps to Fix Our Schools

By RANDI WEINGARTEN

If you dropped into the education debate by watching “Waiting for Superman,” you would think America’s public school system is hopelessly broken. As a teacher, the former president of the New York City teachers union and, now, a national union president, I have spent thousands of hours in schools across the country and around the globe. I’ve seen countless success stories that rarely make headlines, and that too often are eclipsed by sensational stories of school failure or by the alluring but empty promise of the latest educational fad.

No one—certainly no one whose life’s work is in education—is satisfied with the current state of the American system of public education. And, while great things are happening in many public schools, often in places where you would least expect it, there is no doubt that we have to replicate and scale up such successes to ensure that every child, in every public school, has access to the kind of education that prepares him or her for life, college and career in today’s global knowledge economy.

The question is how do we do this? In my years of looking at best practices around the country and in the nations that outperform us, it has become very clear what the foundations are for building a system of public education that provides all children with the great education they need and deserve.

Collaboration matters. The American Federation of Teachers regularly brings together teams—comprised of administrators, teachers, union leaders and elected officials—to work together on pressing education issues and to learn from effective districts. While the focus in these successful districts varies, the characteristic they have in common is that their work is rooted in collaboration.

Great teachers can be developed. Most teachers don’t hit their stride until long after day one. The American Federation of Teachers has worked with experts and educators to create a framework for teacher development and evaluation that is being implemented in more than 50 school districts. Its purpose is to enable new and struggling teachers to improve, to help good teachers become great, and to identify those who should not be in the profession. Nearly half of all teachers leave teaching in their first five years, a churning that costs American school systems \$7 billion annually. Turnover has a steep educational



price tag as well. The countries that consistently outperform the United States understand this, and invest in training and retaining teachers.

Teachers need tools and support. Educators can’t do their jobs well without opportunities for meaningful professional development, an effective curriculum and adequate working conditions. Similarly, high standards are important, but they are just a start. The American Federation of Teachers supports the Common Core State Standards, which more than 30 states either have adopted or plan to adopt. If implemented properly (no sure thing in this time of austerity), these standards can help correct the legacies of No Child Left Behind—a narrowing of the curriculum and an overemphasis on standardized tests. But such standards are meaningless without training and assessments aligned to them and, crucially, without time for teachers to prepare and for students to achieve them.

We must demand 360-degree accountability and responsibility. Everyone with responsibility for our children’s education and well-being, including teachers, administrators, elected officials, parents and students, should be held accountable.

Teachers can’t do this alone. Public schools have an obligation to help all children learn, regardless of parental engagement, native language or family income. But teachers can’t do it all, especially in this time of economic crisis. That’s why a safe and secure environment, and “wraparound services” to ensure kids have access to after-school programs, health services and tutoring, are so essential.

We must keep the public in public schools. Strong schools help create vibrant communities, and engaged communities in turn help our schools thrive. Parents, faith communities, business leaders and others are crucial to a successful public school system. All must be partners in

Don’t Let Charter Enthusiasm Smother Public Schools

By JENNIFER J. RAAB

No movie in recent memory has had quite the impact or made the same public contribution as “Waiting for Superman.” It has touched the hearts and minds of everyone who has seen it. It has stimulated an important national conversation about the quality of education. And it has given Geoffrey Canada the prominence he has long deserved. He is one of my heroes, and a hero to everyone who cares about improving schools.

Charter schools are an important addition to American education. They give parents choices for their children, and they give the children high quality schooling. The best of the charters outperform traditional public schools that have the same demographics; their graduation rates are better, and their students have a higher probability of attending college.

But the film’s message must be kept in perspective. Traditional public schools are still where the vast majority of children get their educations, and that will always be the case. More to the point, many public schools are very good—and some are truly amazing. The fact that some do a poor job of educating their students shouldn’t blind us to this crucial fact or cause us to lose faith in the entire system. In the drive for educational reform, let’s not throw the baby out with the bathwater.

I say this as the president of a college that has one of the oldest education schools in the country; Hunter has been sending well-trained and highly motivated teachers into public schools for generations, and all of us at the college are immensely proud of their contributions. I also say it as the mother of a daughter who has been in public schools K-12 and who has received an excellent education there. She has had some truly wonderful, dedicated teachers—an experience shared by countless thousands of other students across the

ensuring that every child gets a great education.

No one who works in education will be satisfied until all students are prepared for the demands of our ever-changing knowledge economy. Getting there, particularly during one of the toughest economic downturns of our time, will require that we all do more—and do it together. #

Randi Weingarten is president of the American Federation of Teachers.



nation every year.

It is right — it is imperative — that we as a nation focus on the parts of the public school system that are dysfunctional and dedicate ourselves to fixing them. But it would be a serious mistake to assume that the system is completely broken. Making that assumption can only lead to misguided policies and poor decisions.

Instead, we need to appreciate the public school teachers who are doing a great job. We need to learn what works in schools, then support it and replicate it. And, as Secretary of Education Arne Duncan has pointed out, we need to keep improving the quality of teacher preparation — a role in which, I am proud to say, Hunter is taking national leadership.

I am especially proud of our Teacher U, a collaboration of several educational organizations — including some top-flight charter schools — that works on the principle that great teaching can be taught. I am also proud of our digital video program that tapes student teachers as they interact with children in classroom settings. The student teachers and their professors can then review what went right or wrong, an invaluable training tool, and many of the tapes become case studies for future student teachers. The list of innovations goes on.

One of the main purposes of charter schools is to create competition for the public system by giving parents and children choices. That’s a valuable contribution, no question about it. But let’s remember that charters will always be a supplement to the system, never a replacement. The goal is to improve public schools, not abandon them. #

Jennifer J. Raab is president of Hunter College.

LETTERS TO THE EDITOR

RICHMOND, VIRGINIA

Kurt Landgraf, ETS Pres. & CEO Refocuses Premier Testing Organization

To the Editor:

I must say that Mr. Landgraf is a person of great integrity and one of the most honest people that I have met. I worked for him while at DuPont Pharmaceuticals. He pushed me to be the best I could be and mentored me. He helped me to

believe in myself as a minority and he was not afraid to push the envelope and make paradigm shifts for people, like me. Thanks Kurt!

Horace Jeffries

NEW YORK, NEW YORK

Closing the Opportunity Gap

To the Editor:

Kudos to you, Danielle, for writing this insight-

ful article. Opportunity and Access are two key components to help young and older people see beyond their immediate environments. The exposure to opportunities and the concomitant support are so essential to helping youth and adults visualize positive alternatives and options and develop a renewed confidence as they think of the many possibilities within their reach. #

Fern Khan

BROOKLYN, NEW YORK

Exclusive Interview with Michelle Rhee

To the Editor:

I am a New York City principal serving under Mayor Bloomberg and Chancellor Klein who empowered us to transform an “F” school to an “A” school. I loved this article. Congratulations Chancellor Rhee on your work.

Dakota Keyes

Education Update



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Teachers College, Phi Delta Kappa
Dr. Pola Rosen

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2001

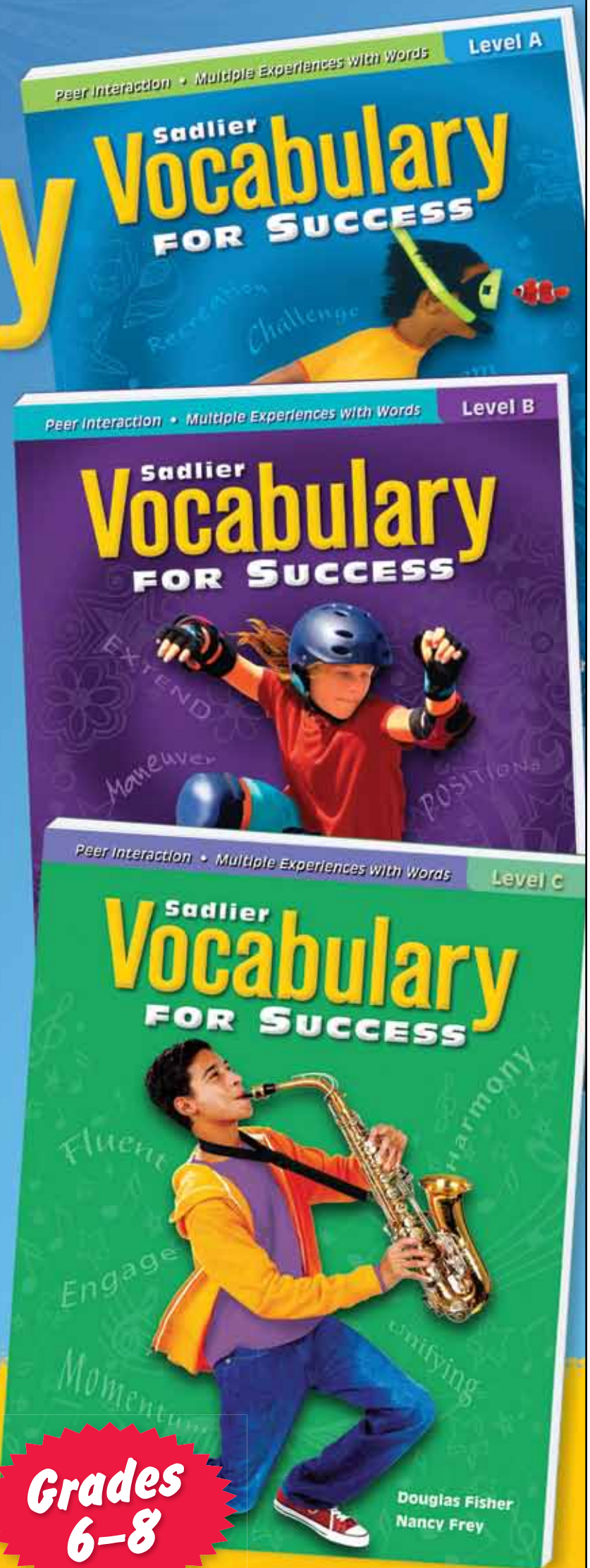
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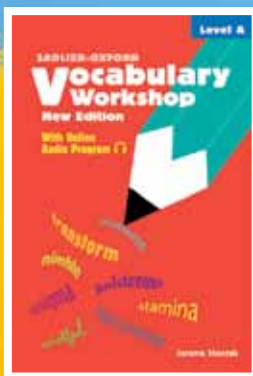
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COLLEGE PRESIDENTS SERIES

Pres. Lisa Staiano-Coico, The City College of New York

By JOAN BAUM, Ph.D.

Introducing Dr. Lisa Staiano-Coico, the newly appointed president of The City College of New York, the first-ever CUNY alumna to assume this office at the 163-year-old college, Matthew Goldstein, the CUNY chancellor, reiterated the “crucial” importance in having “visionary, energetic” people in top positions at CUNY. His adjectives were underscored by Charles Shorter, a trustee, who chaired the search committee that selected Dr. Staiano-Coico, a Brooklyn College graduate, to be City College’s 12th president. In Dr. Staiano-Coico, he said, the college gets a “superstar,” not only a scientist with fine credentials, but a passionate leader. Indeed, in a recent interview with Education Update, President Staiano-Coico’s passion and purpose were on articulate and energetic display.

She reiterated remarks made in her acceptance speech, reaffirming her dedication to “leadership, discovery and impact.” Expanding briefly on each of these, she noted that by “leadership” she meant “collective leadership,” with all members of the academic community working to promote partnerships on campus and between campus and community to ensure that City College students have a “collective impact” on the world. In her talk with Education Update she acknowledged that the biggest challenge facing all CUNY colleges is “the shrinking budget,” which means doing more with less, but she sees the problem as a prompt “to be strategic, to prioritize.”

Her top goal, she says, is to increase graduation and retention rates, and she is pursuing various enrollment and tracking tactics to this end. Her second goal, to support the faculty, is already under way in the form of RFPs for ten grants to encourage collaboration among faculty from different disciplines. Her third goal is to strengthen partnerships with the community, both local and citywide, an initiative that includes offering scholarships to high school students in the area and continuing an impressive internship program where students not only serve in community agencies but incorporate what they’ve learned back into their academic lives. A fourth goal is to energize the alumni, role models of working men and women who have made it. She mentions how surprised students are to learn that her own early work in science was as a lowly lab technician and gofer. “That’s how you start making your dreams come true.”

Although President Staiano-Coico spoke about her interest in the sciences, social sciences, humanities and arts, she reinforced Chancellor Goldstein’s theme that “this is the decade of science.” Psychology is the most popular major on campus, but it is the forthcoming Advanced Science Research Center at City College that has the president’s major attention and that, in the spirit of interdisciplinary study, will incorporate the other disciplines as it moves to become “the jewel in the CUNY decade of the sciences crown,” a research center for both undergraduates and graduate students. She believes it is a life-changing moment when a student gets excited



about science — it certainly was for her when a dynamic biology teacher confirmed for her what her early reading of a book about rocks and minerals sparked — that she loved science. It was unusual, she recalled, for a girl from Brooklyn to have been so motivated, but she credits her mother and father for being supportive. The earlier students become exposed to science and first-class scientists, the better. Her most rewarding moments have been — and will continue to be — seeing students who began in a lab move on to major careers in medicine and science, “pursuing their dreams.”

To the goal of promoting science, Dr. Staiano-Coico couldn’t have come more prepared as both researcher and administrator. Her recent work on alcohol and drug abuse prevention for first-year college students is continuing. Though immersed in her new administrative life, she regularly attends meetings with colleagues from Cornell and Temple and now CUNY to discuss findings about prevention programs in urban settings. And she speaks whenever she can to high school students about how “drugs and alcohol can derail their lives.” City College has residence halls, where some youngsters will be on their own for the first time and will perhaps be vulnerable, especially to alcohol. She wants to add more residence hall counselors and develop more programs that will “de-stigmatize” the problems of drugs and alcohol and integrate research data and outreach activities.

She is, and will continue to be, a hands-on CEO. She meets with students every second Tuesday of the month at an open table in the cafeteria (“what, only two microwaves?”), holding town hall meetings and inviting students to her house for dinner. For sure, she will be able to talk to them about more than science. A Stieg Larsson fan and a lover of Thomas Hardy, she exhibits the broad and deep learning she would inspire in others. *Respicere, Adspicere, Prospicere*, as the City College motto has it: Look back, look at, look ahead. #

Pres. Mitchel B. Wallerstein, Baruch College

By JOAN BAUM, Ph.D.

In office for only four months, Dr. Mitchel B. Wallerstein, the seventh president of Baruch College of the City University of New York, talks confidently and with humor about the pleasures and challenges (“surprises I call them”) of his new position. Of the delights, he cites walking the halls and meeting the students, marveling at the “veritable United Nations” that Baruch College represents due to its diversity, with more than 160 nationalities represented in its undergraduate and graduate student body, and the enviable academic ratings that it receives. Of the surprises, the main one, he says, was learning “the extent of the state’s fiscal crisis,” a reality he knows that he shares with colleagues at CUNY and nation wide, but one that he is striving not to allow to affect adversely student services, academic programs, or his vision for the college for the next five years.

Though the paint is barely dry in his office on East 22nd Street, one of seven Baruch College buildings in the area, President Wallerstein says he wants to be more visible and “engage more actively with students”; and to that end he has instituted a monthly “Pizza With The President” discussion group, open to all students, approximately 30 at a time, that includes student government leaders as well as first year students and graduate students. “If you feed them, they will come,” he says with a knowing smile. And then he adds that he also attends the college’s sports events — basketball, of course, but also so-called “minor” sports such as ping pong. He’s amazed at the fierce skills students bring to the game. The president is, in short, impressively informed about the college, its unique history, its prestigious current reputation, and its current events.

Students admitted to Baruch, President Wallerstein points out, score well on the SAT exam. In fact, the Fall 2010 incoming freshmen class has an average score of 1220, leading the charge for academic excellence at CUNY colleges. He also cites the recent “bests” Baruch has collected, badges colorfully displayed on the college’s Web site that show that Baruch has become competitive with some of the “elite” colleges across the country in academic achievement, value and diversity. The current fiscal constraints, moreover, have not dampened the president’s pursuit of wishes and dreams. A current campaign to raise \$150 million has already brought in close to \$110 million. It’s onward and upward, given the college’s continued enhancement of undergraduate programs and of those leading to its masters’ in Business Administration and in Public Affairs. And maybe, the president says, there could be down the line a fourth school at Baruch that focuses on communications and information sciences and creative curricular arrangements with the graduate school. In any case, the momentum at Baruch, is clearly interdisciplinary and international.

Named after its philanthropic founder, Bernard M. Baruch, and started as a men-only school of business and civic administration that traces its history to the founding of the first free public institution of higher education in the U.S. in 1847, Baruch



College has become a “mecca” for women, who now constitute 57 percent of an approximate total enrollment of slightly more than 17,000 students. A senior college of CUNY known not only for its Zicklin School of Business, the largest of its kind in the country, but also for the Weissman School of Arts and Sciences and the School of Public Affairs, this is a natural place for the new president, considering his extraordinary career and varied professional background across disciplines. Before coming to CUNY, Dr. Wallerstein served as dean of the Maxwell School of Citizenship and Public Affairs at Syracuse University (2003-2010), which has been ranked as the leading school of public and international affairs in the country for the past sixteen years. Before that, he was vice president of the John D. and Catherine T. MacArthur Foundation in Chicago (1998-2003), where he directed the Program on Global Security and Sustainability; and previous to that, confessedly smitten with Washington politics, he accepted President Clinton’s offer to be Deputy Assistant Secretary of Defense for Counterproliferation Policy, and Senior Defense Representative for Trade Security.

An elected member of the Council on Foreign Relations, the International Institute for Strategic Studies and an elected Fellow of the National Academy of Public Administration, President Wallerstein, a native New Yorker, holds a Ph.D. and M.S. degree in Political Science from MIT and an A.B. from Dartmouth College. His selection as president of the prestigious college speaks multitudes about him, Baruch, the mission of the City University, and the nature of higher education in an increasingly complex world. For sure President Wallerstein’s latest book, “Combating Terrorism: Strategies and Approaches” (2007), a five-star entry on Amazon, co-written with William C. Banks and Renée de Nevers, is sure to continue to make him a much-sought out expert on a timely and significant subject, as he brings to his new role as the college’s CEO ideas for strategies and approaches to make Baruch an even more significant player in academe and on the world stage. #

Benno Schmidt Honored

Benno Schmidt, chairperson of the Board of Trustees of The City University of New York, will receive the sixth annual Philip Merrill Award of the American Council of Trustees and Alumni (ACTA) for Outstanding Contributions to Liberal Arts Education. The presentation took place at a gala dinner at the University of Pennsylvania Museum of Archaeology and Anthropology in Philadelphia.

The Merrill Award honors those who have made an extraordinary contribution to the advancement of liberal arts education, core cur-

ricula, and the teaching of Western civilization and American history.

“At a time when the liberal arts are under siege and many educators are paralyzed by the face of a changing world, Benno Schmidt has emerged a champion for the arts and letters and a forward-thinking innovator committed to delivering quality instruction to all college students,” said Anne Neal, president of ACTA. “Whether protecting academic freedom or building a model community college with strong general education requirements, Benno has been at the epicenter




of higher education reform efforts for more than two decades. We are very proud to recognize him for this award,” Neal continued.

CUNY has undergone an academic renaissance under Benno Schmidt’s leadership as chairperson. Before joining the CUNY Board, he led Mayor Rudolph Giuliani’s task force on revitalizing the CUNY system. As president of Yale University from 1986 to 1992 he was known for his outspoken defense of freedom of expression and liberal education. Before joining Yale, he was dean of Columbia University Law School where, in 1973, he became, at age 29, one of the youngest tenured professors in Columbia’s history. #

NOVEMBER IS CUNY MONTH

Open houses, admissions and financial aid work-shops, lectures, museum exhibits, sports tournaments, book talks, and panel discussions with distinguished professors, achieving students and honored guests. **See what CUNY offers in November!**

NOV.10
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
"Focus on Family Health & Fitness"
2 P.M. to 4 P.M.



NOV.11
MACAULAY HONORS COLLEGE
Macaulay Perspectives: Reimagining Funny
PATTY MARX, HUMORIST (SATURDAY NIGHT LIVE) AND AUTHOR
6 P.M. to 8 P.M.

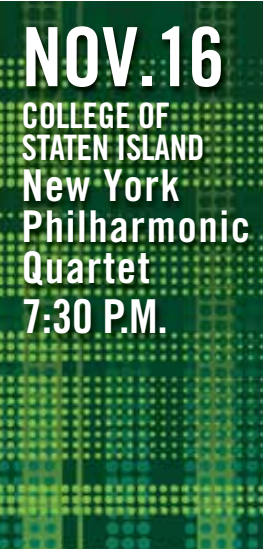


NOV.14
LEHMAN COLLEGE
New Orleans Night
WITH PIANIST ALLEN TOUSSAINT, TRUMPETER NICHOLAS PAYTON AND JOE KROWN TRIO
TICKETS \$25-\$35
20% CUNY DISCOUNT
6 P.M.




FOR A COMPLETE LISTING OF OPEN HOUSES AT ALL CUNY COLLEGES AND DETAILS ON HUNDREDS OF OTHER EVENTS DURING CUNY MONTH, VISIT WWW.CUNY.EDU/CUNYMONTH


NOV.16
COLLEGE OF STATEN ISLAND
New York Philharmonic Quartet
7:30 P.M.



NOV.17
HUNTER COLLEGE
Irish Voices Series
LIZ SMITH, NEWS-PAPER COLUMNIST
7 P.M.



NOV.18
THE CITY COLLEGE
2010 Nobel Laureate Mario Vargas Llosa
"RETURN OF THE MONSTERS" PRESIDENT'S LECTURE
5:30 P.M.



NOV. 30
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
2010 CUNY College Fair for Veterans
3 P.M. to 7 P.M.



(Call in advance of attending events to confirm date/time details and whether registration is necessary.)

BREAKING BOUNDARIES:
Educational Opportunities and New Careers

CUNY campuses are celebrating in November!
Visit cuny.edu/cunymonth





An Interview with Acting Dean Robert Greenberg, Hunter College

Transcribed By **MARISSA SCHAIN**

Dr. Robert Greenberg is Dean of the School of Arts and Sciences at Hunter College. He is one of the most unusual deans in the nation. At the age of 13, he suffered retinitis pigmentosa, which rendered him legally blind. By the time he got to college, he couldn't read very well and in graduate school he needed to get readers. Nevertheless, he got a Fulbright Scholarship, studied in Yugoslavia, majored in Slavic languages, and ultimately obtained a Ph.D. from Yale University. His life is a triumph of the human spirit.

Dr. Robert Greenberg (RG): I was diagnosed with retinitis pigmentosa when I was 13. The first symptom is night blindness. For the first 13 years until the diagnosis I was able to read. The night blindness was kind of a nuisance, but I managed. The prognosis was not very good. I was told by my 30's I would lose most of my sight. I got through most of middle school and high school. By the time I got to college, it was getting harder and harder for me to handle reading materials. I was considered legally blind by age 18. The universities and colleges said the state of New York did provide services and help. I could have readers, I could get mobility training, I could get any other independent living skills when I became legally blind at the age of 17. Then I graduated from Sarah Lawrence College in 1983 and I got accepted to Yale for a Ph.D. in Yugoslav languages. I began Yale in fall of '83 I remember this day pretty clearly. I was trying to write a paper, it was 1984, and suddenly the document on the screen didn't look right. There was hole in the middle of the word. Say you were reading the word "history" you would see "h and y" but nothing in between. So I went to the ophthalmologist, he said it's just the retinal degen-

eration that reached the center. It was only in one eye at the time but it was definitely making that eye unusable for reading. This was the first year of grad school. I took a few semesters off. It became much more apparent that I would have to not use my eye at all. Very soon after the other eye did the same thing. So I came to Yale in '83 kind of able to read normal text pretty well. By the time I came to finish my course work in spring of 1986, I came back without the ability to read and then I had readers, and I had cassettes, I had hundreds of cassettes. Most of my work was in other languages, like Russian, Serbian, Croatian, Czech, many Slavic languages. I had to find those readers.

But I kept on schedule. I became a teaching fellow. Nothing was easy those days. First of all they saw me as having gone through that transition. My professors at Yale weren't sure I could handle it. If you come in blind, they saw it as if you had proven yourself. Here I am becoming blind while there, it's a lot harder for them to swallow that. But luckily they gave me a chance and I became a teaching fellow in 1986-87. I kept to my schedule. I did my exams on time. I didn't lose anytime. They accommodated me. They made some exams oral that were not oral.

PR: What were some of the other accommodations they made?

RG: They just started having scanners. The state of New York was still sponsoring me. I was doing a residence in New York. They bought a computer for me with a speech synthesizer. That helped me a lot. I had a computer; it wasn't called JAWS. It



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EDUCATION UPDATE
Live Video Interview
with Acting Dean
Robert Greenberg
online at
EDUCATIONUPDATE.COM

was called Vert Plus. It was cumbersome.

PR: What do you use now besides the reader?

RG: I use a note taker called Pac Mate. I use a little camera scanner. I can take a picture of this page and it will read it back to me. I use a scanner so we can scan a lot of things. It scans and reads it to me. Back then we didn't have that technology. I remember also in 1988 I applied for the Fulbright Scholarship for my dissertation research in Yugoslavia and I was accepted. I was about to go and I needed to get a physical done. The doctor at the Yale clinic didn't want to approve me because of the blindness; he thought I would be in danger. There were still lots of obstacles to overcome. But I challenged that doctor and complained. It was discriminatory what he was trying to do. But I did go and I had a great time. I went to Yugoslavia before it broke apart. It changed my career because my career all focused on Yugoslavia. I went back repeatedly and became an expert on language and ethnicity of Yugoslavia. That was important to do. If I had not been standing up to that attitude and try to change it, I wouldn't be where I am today.

PR: Where did you derive the strength and the tenacity to advocate for yourself?

RG: There was one organization that was very helpful called the National Federation of the Blind. In 1986 I won a scholarship with the National Federation of the Blind. The New York State commissioner sent me something to apply to this scholarship. But they don't just ask you to give you a check, they ask you to come to their week long convention in Kansas City, Missouri, Kansas City, July 1986. The reason they do this they want you to get something more than a check. That's where I derived a lot of strength. I met a lot of people who were going through the same thing I was going through and were not sitting at home. The truth of the matter is that 75% of blind people are still unemployed.

PR: What do you attribute that to?

RG: I think there are many reasons. I think part of it is how we're educating people today. Part of educating blind people should be some form of empowerment, yes you can strive for the top, yes you can ambitious, no you can't settle for less. Sometimes what happens is that some very well meaning schools where people want to help don't take this extra step. It's not just "let's teach this person basic things, reading, writing, cooking, sewing, get around. It should be much more. I think it's the attitude. What I noticed when going to this convention was this can do attitude. It's an attitude that hasn't yet occurred in the sighted world.

PR: Do you think that was a crucial point? What about the other organizations of the blind?

RG: The difference between all of these organizations that have wonderful programs for the blind, is that the one that I went to is an organization OF the blind. We are the blind speaking for ourselves. We went to these places and benefited from them. But we feel strongly that we can do more. We want to be fully incorporated into society and we're working towards that so that in the future we can have a much higher percentage of blind people working and getting college degrees. We have a lot of goals

PR: To what extent should parents and families be trained as well to provide the proper support system?

RG: A lot of it is about attitude. When a parent fears that a child is going blind, they become quite protective and quite worried, understandingly so. There's a lot of fear among sighted people what it must feel like to be blind. There's a loss of control and a sense of what to expect when you go outside. Many people fear and they become hopeless. They want to stay home and be protected and have everything done for them. We're trying to explain to people that that's a normal human reaction,

and it's not that there's a magic pill to change your attitude. But if you want to live your life that way, it's not going to be particularly happy.

I'll give you an example, there was somebody who was losing her sight and she wouldn't use a cane. That's because she didn't want to be stigmatized with the cane. Blindness doesn't mean everything is black in front of your eyes. I told her to use the cane. You'll have a way of extracting yourself from some place you shouldn't be going. I was in that situation where I fell into an open manhole in 1985 before I used my cane. It's hard to let go.

PR: What were your greatest obstacles?

RG: One of the biggest obstacles was probably getting my first job, it was at a prestigious university, Georgetown, I just finished my Ph.D. You would think that was the big obstacle, but I had the help, I was doing ok. I went into my job interview. They were well meaning people asking me how would I direct homework. It wasn't about me or whether I knew the subject. I guess I answered ok, because I did get the job, but that was an obstacle. Once I had that on my resume that was my first full time teaching job, it became much easier.

PR: How did you manage in Yugoslavia? Were there any specific obstacles there that you didn't find in the United States?

RG: Yes, people park on the sidewalk. I had two Fulbrights, one in Yugoslavia in 1989-90 and one in Mexico in the Yugoslav Republic in 2001. I think that speaking the language disarmed everybody. I was able to communicate and that really helped. They were very accepting. It was very uncommon. You would meet someone on the street and see the Union of the Blind of Croatia or Serbia. Blindness is a worldwide issue. In some respects, I was a foreigner anyway so the blindness was just an extra thing. No one made a fuss about it. The fact that I spoke their language made them very accepting me no matter what.

PR: If you were giving a recommendation to Arnie Duncan, Mayor Bloomberg, or Joel Klein about how to make life easier about blind people, what would you suggest?

RG: Right now accessibility is important for electronic resources. When books are submitted to the Library of Congress electronically, they should be made available for blind people. We have access to the Library for the Blind, it's a new electronic form. But those are types that are read by professionals. When a book comes out, it might not be read for another six months. If we can download things on our computer, and have the copyright allow people to read books electronically, it would be a big plus.

One of the issues in NYC is if you're going to require hybrid taxis, there should be a way of knowing when a hybrid taxi is idling. If you're in a hybrid car, and it's waiting at the red light, you don't hear it, it's silent. If a blind person thinks it is clear to cross the street, they might be wrong. In trucks and other cars, you can hear the gas. There must be a way to tackle that issue.

Another issue is the new MTA subway platforms when they announce when the next subway is coming. Some buses do talk which is very convenient. Not just for blind people, for tourists too. That is where Europe is ahead. It's all very clear. #

Marissa Schain is an intern at Education Update and a senior at Brooklyn College.

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Exclusive Interview with Dr. Harold Koplewicz, CEO, Child Mind Institute

Transcribed BY MARISSA SCHAIN

Education Update caught up with Dr. Harold Koplewicz, president of the Child Mind Institute, to discuss the latest issues in children's mental health care and what makes the Institute an unusual center.

Dr. Pola Rosen (PR): What is the mission of The Child Mind Institute?

Dr. Harold Koplewicz (HK): We're a relatively young organization. We just celebrated our first anniversary. We have a very big mission. Our mission is transform mental health care for the world's children to fulfill their full potential. In this country alone we have 50 million children who have a real psychiatric disorder and less than half of them get help. We want to change the way we deliver the care, how we identify these kids who have these problems, and we want to improve the treatments. We want to improve the treatments that are out there and also find new treatments so that kids can really do well at work, which is school, at love, which is most of the time with their family, and at play which is hobbies or sports, or activities with their friends. What every parent wants for their child is to have full lives.

PR: How do you plan to do identification?

HK: Diagnosis in child mental health is still being done the old fashioned way, which is taking a history. In medicine, history taking is clearly the most important instrument we have. If you're speaking to a man in his 50s who has pain in his chest that is radiating down his left arm, you are concerned it might be some heart attack, some kind of myocardial infarction; the muscle of the heart is not getting the right blood supply. There are many ways we can test the hypothesis because we have instruments that can take pictures of the heart. We have ways of look-



ing inside the heart. We are getting there with the brain and what we are looking for is a new way of making these diagnoses.

We started the Healthy Grain Network. It's the idea of taking 10,000 kids and putting them into a functional MRI, which is different than a structural MRI. It is an imaging machine that can tell you how the brain is functioning. We have figured out that if you let a child stay at rest, the brains of kids who have ADHD [attention deficit hyperactivity disorder], or have autism or have anxiety, the brain talks to itself differently than a typical child. When the brain is at rest, we can see some

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Live Video Interview
with the Child Mind
Institute CEO, Dr. Harold
Koplewicz online at
EDUCATIONUPDATE.com

real differences. If we can get thousands of kids across the world, to lie in a machine and get these kinds of pictures, this would be the equivalent of what the growth charts are like when you go to a pediatrician. We need to do that to the brain. Then we have to find a group of kids who have disorders and see how their brain development is different in the development than typical kids.

PR: Will this change the face of mental health care?

HK: This is truly going to be a game changer in many ways. We are trying to encourage our scientists to break down asylums. Traditionally you would have a scientist at Columbia, or someone from Harvard who wouldn't share their data until they had published it. We want a group of scientists who are part of our scientific research council from ten different institutions with expertise from many different areas to be able to collaborate with each other and to be able to put their data online even before they use it, so we can speed up the process.

In many ways child psychiatric disorders is the last frontier. If you think about heart disease, 30 years ago people, who had a heart attack, became cardio cripples. If they survived they were never the same. Today with stents, with new medication, with bi-pass surgery, we can really change the world.

We haven't been able to do that yet with psychiatry. We also know that 75 percent of serious psychiatric illness occurs before the age of 24, 50 percent before the age of 14.

The biggest bang for the buck that we can get is finding treatments that will work on kids early.

PR: Will there be financial benefits for the nation if you treat symptoms and illness early?

HK: I think truly while child psychiatric illness is misunderstood; there are many myths about it. It doesn't really make a difference what your political affiliation is. This is good for our nation.

Whether you are a liberal who cares desperately about the good of children's lives, mental health is good for our children. They'll do better in school, more likely to graduate, less likely to drop out and get involved in illegal activities.

If you're a fiscal conservative, it is good for us to find more solutions for good mental health for our kids. Because if you do stay in school and you do graduate your chances of paying taxes and becoming a contributor to society are much greater than if you find school so frustrating because you can't sit still in school, or you're too anxious to attend, and frankly becoming someone who takes from society than someone who is able to contribute.

PR: In re MRIs: Will that research and those tools be able to tell us that a child has ADHD or has autistic tendencies? Will those MRI's be able to differentiate between some of the diagnoses we have out there now?

KH: The Holy Grail has always been the blood tests. If you have a cough and you are hacking away and it bothers you tremendously and you go to the doctor, before he even takes a chest x-ray, if you have a fever and a cough and he takes a blood test, we can tell whether or not you have a virus or a bacterial infection. If you have a virus, we can tell the patient, "drink plenty of fluids and stay in bed, you will live longer than the virus." If it's a bacterial infection, there are specific antibiotics you can take and have to take to make sure it doesn't get worse.

You're not going to be able to get that specific

blood test. But what we will be able to get are biomarkers. If we can be able to tell the difference between the brain of a child who is typical versus the brain of a child with autism tendencies on the Asperger and Autism spectrum versus the brain of a child with ADHD, that becomes the confirmation of a diagnoses. That in itself would be very reassuring for parents. One of the hardest things that parents have is A) accepting their child has one of these disorder and B) the treatment.

Very rarely has there been more controversy than the idea of medication for psychiatric disorders. Instead of embracing them and saying that we have a wonderful group of medications that can help children sit and focus...many people in the public think that's cheating or that's teaching children to use drugs. The facts on this are completely against that. In fact they say we know that kids that are adequately medicated for ADHD early are less likely to use drugs later. Kids that are properly medicated for depression are less likely to self-medicate later.

The truth is that psychiatric illness in children is not only common but it's quite treatable and children who have these disorders can go on to live normal lives if they get the treatment they deserve.

PR: Are you planning outreach programs in schools?

HK: More importantly than local schools, like Willy Sutton said, the reason he robbed banks is that's where the money is, and the reason we work in schools, is simply that's where the kids are. Teachers know children better than anybody else. If you talk to a group of parents who have three children, their sample size is three. If a good teacher has 25 kids in her class every year of third grade and she has been teaching for ten years, she knows 250 eight-year-olds; she's going to tell you a lot.

More importantly today because of all the budget cuts, many schools are eliminating special education or exclusion programs so teachers more than ever really have to have skills in classroom behavior and classroom management. And if they can't do that, they end up spending so much time on the child who's making the most amount of noise and the other kids end up suffering. School is supposed to be a place of learning, not a place of psychiatric treatment. Teachers have to have these kinds of skills.

We're now working on a pilot program for Teach for America. We're working on a program with the Board of Education here in New York City to see if we can establish programs that can be replicated across the nation. One of them, which I think is most interesting, is a program called Parent Child Interaction Therapy. We work with kids who are disruptive and are off task. That program was started by a group of people at the University of Florida. We are becoming the largest training site in PCIT. We train parents about what behaviors they should ignore, what behaviors they should actually stop, and what behaviors they should praise. If your kid is doing lots of things that you don't like, when they do something that you do like, you tend not to praise it and you tend to ignore it and that's not good. And we train parents about these skills, we evaluate the child by observation, sometimes we go to school and observe then, and then we give the parents a receiver they put in their ear. Either through a one-way mirror or through a camera, we are able to tell parents when they should ignore things, what they should praise, and if they're not praising enough and to stop behavior that is really disruptive. It works fast in 6 to 10 sessions.

Now we are transforming that teacher interaction therapy. We ask them to take the most difficult child they're having difficulty managing out of the class and to work with that child in front of us. We give them skills to work with the most difficult child in praising them, in ignoring certain behaviors and stopping certain behaviors, [and] they can generalize those skills for the whole class.

A good example of that would be if one child is constantly raising their hand and the other children in the class don't raise their hand. If you con-

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Dr. Harold Koplewicz

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stantly call on the child who raises their hand, the other children won't answer. They will give up. If you ignore the child who is raising their hand, then that child will stop raising his hand also. What's a young teacher to do? We teach that teacher to slap that hand and say "That's a good hand! I like that hand, can you show me some other hands?"

And so it's not the question or the answer we're looking for, it's the behavior of raising your hand. We're trying to teach teachers that just by changing some of their behaviors, they can get more of their kids to raise their hands and then figure out if the kids are giving the right answer or not.

If you think about the traditional way of psychotherapy, we used to play with children on the floor and hope we would get a better understanding of what the child is thinking or feeling. Unfortunately many times the child would behave very well on the one-to-one and you wouldn't be able to generalize in the outside world. What we're planning is we're wiring our new center. It's going to consist of over 23,000 square feet of space. If you treat a child intensely, if the child has terrible OCD, they can fly to New York, they can stay in a hotel with their parents, the can get 3 to 5 hours of intensive exposure and response prevention and medication. And they go home, and how do we see them? We use Skype and they get a booster session a week later so they don't have to come 100,000 miles. That's what I mean by transforming the mental health care of our children. How do we change the delivery and how do we train you? Most importantly parents need to know more. Our Web site, which will launch in November, will be the destination of noncommercial interaction that will give scientific sound information about mental health. Not only from the Child Mind Institute personnel and faculty, but from Columbia [University], Harvard, UCLA, the experts in the world on our Web site.

PR: What would you say is the prevalent mental illness among children today in this country?

HK: There are two, I think it depends on the age. In very young children, it's disruptive disorders. About 5 percent of the population has ADHD. We can show you differences on MRIs versus a group of typical kids. These are children who are clearly more inattentive, more impulsive, and more hyperactive than a child their age. Unfortunately it's a lifetime illness. It doesn't mean you can't pay attention, it means you lose your attention span very quickly when it becomes boring for you.

The other common illness which I think is minimized by the public is anxiety disorders. Anxiety is something we all experience. But in anxiety disorder...it lasts longer than two weeks. It's a set of illogical worries that we can't shake and affects our behavior. It happens between 6 percent of the population between the ages of 7 and 16 at any time. That's a conservative estimate. Very often these kids don't come to see a child psychologist or a mental health professional and they end up in a pediatrician's office because they have headaches or stomach aches. We can't find the organic cause but their stomach ache and their headache is still real because it's caused by their anxiety or this misfiring of the amygdale. Unfortunately this often is mislabeled or minimized with the hope that children will outgrow it but unfortunately kids will either treat it themselves or they will limit their lives.

The good news is that there are so many psychosocial interventions that work. Children who are selectively mute who have a form of social anxiety will not speak to strangers. They will only talk to mom and dad. With intensive behavioral therapy, within 5 days, you can get those children to relax and [speak well]. We call it the brain buddies program to do it in a fun way and to make parents feel less shameful or guilty that they've done something.

PR: Is there a national program that you

admire that would serve as a paradigm for the nation?

HK: I think one of the reasons we decided to start the Child Mind Institute, after spending 12 years at NYU...is that typically what happens is that these programs are always a "PS" [post script]. At Child's Hospital, they were always terrific at taking care of childhood cancer, at diabetes or seizures, but it's always a post script. When you think about mental health and when you think about psychiatry, child psychiatry is always the afterthought. It became clear to us that the same way St. Jude's truly tackled childhood leukemia, we needed to create an institution that is exclusively dedicated to transforming child mental health care. If we don't have that, then unfortunately whenever there is a cutback, or whenever there are financial problems, there is

always something that may appear to be more life threatening or more important.

Since this is in many ways the last frontier, the brain is, in my opinion, the most exciting way to do exploration. But if you think about the bang for the buck... there is just a tremendous amount of potential. And clearly everyone realizes that if you turn around a child that was going to drop out and stays in school, or a child that was literally so unable to focus or was unable to calm themselves down to attend school, you could really make a difference. Kids who have separation anxiety or school phobia are significantly more likely to have panic attacks.

Unfortunately we're the only place that clearly cares about child mental health in a way that's exclusive. Not to say that other things aren't important but we think this is the most important thing we have to offer the nation. #



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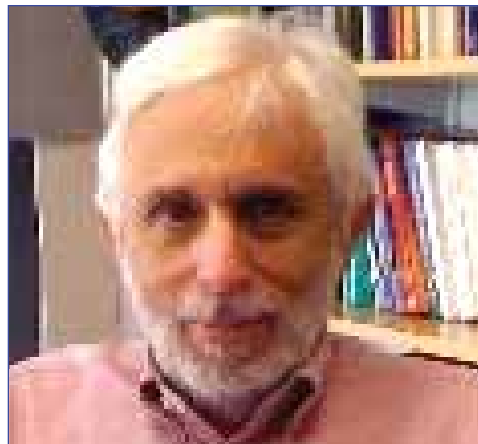




SISYPHUS & THE PROBLEMS IN SPECIAL EDUCATION



Mark Alter, Ph.D.



Jay Gottlieb, Ph.D.

By MARK ALTER, Ph.D.
& JAY GOTTLIEB, Ph.D.

Sisyphus was compelled to roll a huge rock up a steep hill, but before he could reach the top of the hill, the rock would always roll back down, forcing him to begin again. Special education seems to suffer from the maddening nature of the punishment reserved for Sisyphus, binding it to an eternity of reform and frustration.

Under the weight of diminished revenue and tight budgets, the Board of Regents has once again enacted mandate relief, cost-containment actions affecting students with special needs. At the same time the New York City Department of Education is implementing Phase 1 of its reform of special education. Presumably, the cost-containment measures would not diminish a district's responsibility to provide a federally mandated free appropriate public education to all students with disabilities, and the reform efforts would enhance the quality and effectiveness of special education services. As with previous special education reforms and mandate relief efforts, the state and city are concerned with the quality, compliance and ever-increasing costs of providing special education, and parents, administrators and teachers are fearful that removing or reducing services would harm students. The Board of Regents and the city are being asked to render Solomon-like decisions that reduce costs and do no harm.

On their face, the proposals may appear to be harmful: class sizes of students with disabilities would increase; small group instruction/therapy for speech and language services would become large group instruction; and teachers may never know and/or use students' IEPs (Individualized Education Programs) to inform instruction. The simple fact is, we do not know the likely impact of the proposed actions. What we do know is that when instructional group size in resource rooms was increased from five to eight in New York City public schools, special needs students' scores declined. That study was done specifically to evaluate the impact on student academic performance of the mandate that allowed New York City schools to increase instructional group size. Despite the demonstrated negative effects that were documented, the mandate was never rescinded.

Thirty-five years after the passage of comprehensive landmark federal legislation designed to protect the rights of students with disabilities, and ten years after the passage of federal legislation requiring that students be taught using "evidence-based" approaches and that progress for sub-groups, i.e., students with disabilities, be reported separately, we still know very little about the effects of special education services on the everyday lives of students with disabilities. In the years since the passage of the Education For All Handicapped Act (1975) and its reauthorization as IDEA (1990, 1997, 2004), neither parents, nor school boards, nor the Board of Regents have routinely pushed to create a climate in which basic instructional evidence is collected to monitor and evaluate the efficacy of special education implementation and special education

reform. When school officials implement a new program, in special or general education, they automatically assume that the new program is needed and it is effective. Evidence of effectiveness, when it is collected, is too often confined to compliance and standardized-test performance. Critically important areas identified on special needs students' IEPs, such as physical development, learning in social/emotional development, classroom behavior, effectiveness of related service, and the quality of a student's transition plan are seldom, if ever, used as a metric of special education's effectiveness.

Critics of special education maintain that students with disabilities can be accommodated in general education classes, and many of the students do not need costly special education services. If that were true, the vast majority would not have been referred, evaluated, found eligible, and placed in special education in the first place. Dissatisfaction with special education — and there are indeed many legitimate grounds for dissatisfaction — in no way implies that the general education systems can successfully absorb all the students with disabilities. Those students who failed in general education and are placed back in general education are likely to fail there again unless there is adequate and sustained support for the student and the general education teacher. Consciously or otherwise, New York City's special education system continues to struggle with general education's fallout. Too many students are identified as disabled because the classroom teacher cannot meet their needs, not because they have a disability as defined by state regulation. If a student does not have a disability, he or she should not be receiving costly special education services. When the student does have a disability, the expectation must be that the special education he or she receives is helpful and that there is documentation to demonstrate that it helps. When a student remains in special education beyond a finite term, perhaps one year, without improvement in skills that warrant movement to a less restrictive environment, it is an admission that special education is ineffective for that student and that new strategies must be developed. But these strategies must be based on empirical evidence, something that currently is in very short supply.

There continues to be a tendency to view special education as a problem. Administrators lament that too many students are placed in special education; however, both the source of the problem and its solution lie in general education. It is unrealistic to expect that the severe needs of inner-city students can be met in large classes with inexperienced teachers, inexperienced principals and insufficient support personnel. Students with legitimate disabilities have serious needs and require intensive services. Principals and classroom teachers who are responsible for the instruction of all students in their schools and classes already know this; it is time that policy makers learned this as well. #

Mark Alter & Jay Gottlieb are Professors of Educational Psychology at NYU in the Special Education Programs.


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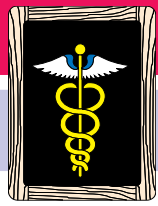
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The NYU College of Nursing has been awarded a \$ 2.9 million, five (5) year, Federal Health Resources and Administration (HRSA) grant to fund its Mobile Health Van Program (MHVP), “Feeling Good in Your Neighborhood” announced Dr. Terry Fulmer, Dean, NYU College of Nursing.

“Feeling Good in Your Neighborhood” is a community outreach program offering school-based primary health care services to underserved and recent immigrant adolescents at Brooklyn International High School, Prospect Heights International High School, Brooklyn School for Music and Theatre, and Urban Assembly School of Music and Art. The new, fully equipped Mobile Health Van is staffed by highly qualified nurse practitioners, registered nurses and other professionals who provide health care services in a friendly, safe environment.

“The goal of the Mobile Health Van Program is to promote positive health outcomes and self-efficacy for adolescents whose student population is underserved and who have no school-based health services,” says Dr. Judith Haber, Principal Investigator, Associate Dean of Graduate Programs, NYU College of Nursing. “The grant will enable the MHVP to continue

to strengthen the overall health capacity of these teens, their families and communities.”

“With HRSA’s generous contribution, the Mobile Health Van Program over time will have established itself as a financially self-sufficient, replicable model of nurse managed community-based primary care,” says Terry Fulmer, Dean, NYU College of Nursing. “The tenacity and dedication of our faculty has led to the continued success of the Program.”

The Mobile Health Van Program will implement the “Set-Up, Catch-Up, Hook-Up” model of nurse managed primary care coordination which seeks to address primary care services with a three-fold approach: “Set-up” involves an assessment including completion of health history, practices, and care needs; “Catch-up” is the intervention phase when outstanding health needs and priorities are dealt with through primary care clinical services and health literacy education; and finally, “Hook-up” refers to the process of linking the student with insurance carrier/enroller, community based primary care provider and primary care medical home specialist service for follow up of specific health concerns and/or linkages/referrals to community resources.#

CANCER RESEARCH FUND HONORS DR. CHARLOTTE FRANK

The Israel Cancer Research Fund held an evening of breast cancer awareness at the home of Acting Consul General of Israel in New York, Ido Aharoni. ICRF is the largest single source of private funds for cancer research in Israel. The organization has awarded more than 1700 grants to exceptional scientists at all of Israel’s leading institutions. These scientists include the first Israelis ever to win the Nobel Prize in chemistry.



Acting Consul General of Israel in New York, Ido Aharoni, and Dr. Charlotte Frank, who was honored at the 2009 ICRF Women of Action benefit

Dr. Eve Kurtin Honored in Los Angeles

Eve Kurtin Steinberg was honored recently at Friends of Sheba Medical Center’s annual Women of Achievement Luncheon at the Beverly Hills Hotel in California.

Since 1987, the Women of Achievement Awards have recognized women who distinguish themselves by their professional accomplishments, outstanding humanitarianism, or heartfelt commitment to making a difference in the lives of others. Friends of Sheba presents the Women of Achievement Awards to those who embody the spirit of compassion, selflessness and giving on which Sheba Medical Center was founded. The recipients’ leadership and creativity, along

with their boundless spirit and goodwill, inspire hope and peace for the future.

Dr. Eve Kurtin Steinberg is passionate about investing in people, whether they are patients and health care providers, members of her community, or in Israel. Her life’s work is dedicated to inspiring innovation that will improve the quality of lives around the world.

For more than 30 years, Eve has been a leading health care executive and investor. She currently serves on the boards of Vantage Point Venture Partners and associated companies: Centerre Healthcare, Asteres, SafeLife, Allocade, and Phreesia. She joined Vantage Point from Pacific

Venture Group, where she was managing director. Prior to that, she was the founder and CEO of Physician Venture Management and was a vice president with American Medical International. She currently serves on the board of the American Physician Foundation and is a founding member of the RAND Health Board of Advisors.

Eve received a Doctorate of Pharmacy from the University of the Pacific and an MBA from the University of California, Los Angeles.#



Dr. Bertrand Bell: Champion of Graduate Medical Education Revisits The Bell Commission

By JACOB APPEL, M.D., J.D.

Most medical educators are interested in what their students know. Dr. Bertrand M. Bell, a leading professor at the Albert Einstein College of Medicine, is just as interested in what they don’t know. “What is the greatest challenge facing medical students and house officers?” he asks. “Knowing that you have to ask when you don’t know the answer.” He adds that “medical culture still says the opposite—and that’s dangerous. Arrogance [among physicians-in-training] is still a major problem. If you don’t admit what you don’t know, that’s how you get into trouble.”

Dr. Bell knows a lot about what junior physicians do and do not know. Studying and improving the training of medical interns and residents—he calls them “graduate medical students”—has been a central focus of a medical career that has spanned more than half a century. He is most famous for giving his eponym to the 1987 final report of New York State’s Ad Hoc Advisory Committee on Emergency Services, which he chaired. “Using the formal name of the committee was too long so the press decided to call it the Bell Commission. There were some very prominent people on the committee,” reflects Bell. These included Thomas Morris, the President of Columbia-Presbyterian Hospital, and Robert Friedlander, the Dean of Albany Medical College. “But I was the chairman, so it’s named after me.” The committee was authorized by Governor Mario Cuomo following the publicity surrounding the controversial death of eighteen-year-old Libby Zion at The New York Hospital in 1984. Among its best-known recommendations was an eighty-hour work week for medical residents.

Bell is clearly pleased that, over time, the Bell Commission’s hour recommendations have gained traction nationally. However, he remains concerned that many of the Commission’s recommendations regarding supervision have gone unheeded. “Our findings...emphasized the issue of supervision,” he wrote in a follow-up article, “but it is the hour issue that has always been the focus of the profession and the public.” Twenty-three years after his initial report, he still views better supervision as crucial to improving medical care. “Graduate medical students need to be walked through the process [of delivering care] step-by-step,” he notes. He derides the dictum of “see one, do one, teach one,” which has

been a guiding philosophy in American medical education for many decades. “I like to say ‘see one, do one, teach one, kill one,’” he observes, emphasizing that doing a procedure one time is clearly not enough experience to perform it unsupervised in the future.

Needless to say, many in the medical profession resisted Bell’s efforts, particularly those relating to duty hours restrictions, on the grounds that transferring patients between residents more frequently would lead to increased medical errors. Dr. Bell has one word for those critics: “Palaver.” He adds that there is no empirical evidence to support their claims, but much to support his own. “All they have is the Fiddler on the Roof argument. Do you know what that is? Tradition! It dates all the way back to the first residency program at Johns Hopkins.” Bell notes pointedly that the Fiddler on the Roof model kills patients.

Even before his service on the Bell Commission, Dr. Bell was no stranger to controversy. “I was always doing controversial things,” recalls Bell. “I write letters to people. Lots of letters. You know those window guards in hospitals and housing projects? That’s me. I got the ire of Ed Koch when I insisted they would save lives, but he agreed to make it happen—if I stopped writing him letters. I think we saved a lot of lives that way.” Bell is also regarded by many as the father of emergency medicine, as he was one of the first practitioners to approach emergency care as a separate discipline from general internal medicine. Bell faced reprisals after his Commission’s recommendations and was ultimately replaced as Director of Ambulatory Care Services as Einstein, likely as a result of his efforts. Yet he has no regrets. “I’ve never believed in tenure,” he observes with relish, “but I have tenure...I still had a wonderful job that nobody could take away from me. They pay me every day to do a mitzvah.”

At age eighty-one, Bell still enjoys his calling. “Many of my patients have died, but I still go into work four days a week,” he says. “And I still try to find out what I don’t know. I discuss ‘the case of the week’ with my daughter [who practices medicine in Minnesota]. I love going to work. I work with a wonderful bunch of people and everyone knows my name.” Indeed, it may be the only medical eponym many physicians-in-training ever remember.#



Young Ambassador Student Exchange Program

By MAYA TADMOR-ANDERMAN

As part of a month long exchange program sponsored by the America-Israel Friendship League (AIFL), forty Israeli high school students traveled to the United States recently on the Youth Ambassador Student Exchange Program (YASE). Beginning with a week of home hospitality in cities across the US, the Israeli students joined youth from New York, Arizona, Oklahoma and Virginia for a week of workshops on cultural understanding and tolerance in the nation's Capitol. Dr. Charlotte Frank, senior vice-president of McGraw-Hill, has played an instrumental role in developing and nurturing YASE, ensuring that, what began as a fledgling operation in New York City in 1980 when she was Executive Director of Curriculum and Instruction at the Department of Education, extended to other cities across the United States.

The unforgettable week of activities included team and leadership workshops, tours of the United States Capitol, a visit to the national mall and US Holocaust museum to hear from a survivor and a formal dinner featuring Youth Ambassador student alumni and AIFL board members.

The next step on the journey took the students to New York City visiting the world renowned sites, seeing a Broadway show and getting an in depth look at diplomacy with a tour of the United Nations. Students also spent a day at Lehman



High School in the Bronx to share their experiences with local students. The week of activities culminated with a celebration held in their honor before the delegation headed to Israel, where American Youth Ambassadors will live with Israeli host families and experience Israeli life and culture first hand.

The goal of YASE is to enable students from different backgrounds and cultures to build a bridge of cross-cultural understanding and long lasting friendships. When you see them gathered together they all look alike, sing together and the emphasis is always that we are more similar than we are different. The Youth Ambassadors return energized and excited to maintain their friendships and share their experiences with their respective surrounding communities through participation in the many AIFL follow up activities.#

MARYMOUNT SCHOOL NEWS

Youth and Philanthropy Initiative

Last year Marymount School of New York was the first U.S. school to take part in the Youth and Philanthropy Initiative (YPI), an international program that includes participants from over 250 schools in Canada and the United Kingdom. According to Sabra McKenzie-Hamilton, a Marymount School religious studies teacher and Class X advisor, "We adopted YPI because it supplemented Marymount's pre-existing social justice curriculum, augmenting what was already in place." In the past, Marymount students studied local social service agencies to develop ideas for service projects and created action plans to participate. YPI added a financial literacy component to this model.

With YPI, Class X students are expected to prepare an in-depth study of a local social issue and find a grassroots agency that raises and uses funds to tackle that issue. Once the agency is identified, students must analyze the nuts and bolts of the agency's budget, just as any informed donor would do. Ultimately the students are determining what it is about a particular agency that attracts people to fund it. As part of the program, students integrate all of their research on the social issue, the agency, and its finances to

create a multimedia presentation promoting their "adopted" agency. Just as agencies must do in the "real world," student teams must compete for funding with other worthy agencies by revealing their passion, telling the most compelling story, and representing an informed position, complete with compassion and creativity.

Approximately 14 groups are distilled into 4 groups that participate in a final round of judging by an independent panel. The best presentation wins a \$5,000 grant to the "winning" agency. The process weaves together multiple disciplines including economics, performing arts (public speaking), and religious studies. The program teaches students "to be advocates as they use their voices creatively, bring attention to an issue, and encourage others to join," reflected Ms. McKenzie-Hamilton.

Marymount has been guided in its implementation of the program by the vision and generous funding of a parent, who seized upon the potential career opportunities that it offers to women. YPI promotes the Marymount mission by presenting students with the occasion to practice ethical decision-making as they deal with global issues at the local level. #

MOVIE REVIEW

RACE TO NOWHERE Exposes Destructive Impact of Academic Pressure

By GILLIAN GRANOFF

In her documentary "Race To Nowhere," Vicky Abeles takes a courageous look at the destructive impact of today's excessively rigorous academic climate on our children. Through profiles of several high school students, the film relays the amount of stress that today's students feel as a result of homework, extracurricular activities,

sports, tutors, home chores and other responsibilities. Faced with these crippling demands — and the pressures associated with them — many of these children turn to very adult and destructive behaviors. Considering the strain and, often, the damage that students experience as a result of this academic lifestyle, Abeles' film asks: Where is this path leading us, and is it worth it?

FROM THE SUPERINTENDENT'S DESK

Make Time For Your Kids, Especially When It's Tough



By DR. CAROLE G. HANKIN
With BRIAN SUTCH

One of the most significant challenges modern families face is finding the time to actually be together as a family. While technology continues to draw people closer together through mobile messaging and social media applications such as Facebook, the demands of our modern world continually make it more difficult for parents and children to spend as much time together as they would like to.

We have come a long way from the "idyllic" 1950s image of a traditional family: the hard-working dad, the stay-at-home mom, two kids and a dog, who meet at the table every morning and evening for family meals. Today's economy often requires both parents to work, often for long hours and on nights and weekends, and sometimes even to travel frequently. Couple those circumstances with kids' afterschool and weekend activities, and you have very little time to have everyone together in one place.

The onus is on us, the parents, to maintain the family structure. Above all, we need to stay in touch with our kids. No matter how hard a father or mother has to work, no matter the stress and the long hours, a parent has to make the time to be there. All it takes is a simple time commitment: a standing appointment to spend time with your children. If you can't always be there in person, take advantage of the technology at our fingertips and make a phone call or send a text

message to let your kids know you're there and you care. Write down on the household calendar specific times you'll connect with your kids, or mark the time in your planner or smart phone just as you would with a business meeting. This will show your child that you take these appointments seriously and are intent on keeping them. Kids are usually more understanding of our job demands than we may think, but they also need to know that they can always reach out to us, and that we, in turn, will always make the time and effort to reach out to them as well.

One helpful way to encourage deeper conversation is to ask your child to jot down the things he or she wants to tell you about. Kids can do this by keeping a list on their computers or cell phones, or by writing them down the old fashioned way, on paper. This way, even if they have to wait until late at night or the next day to spend time with you, their thoughts can still be fresh in their mind. Parents can do the same!

Above all, be creative. Even if you are limited to a few minutes, make the most out of your time with your kids. Instead of limiting the conversation to what they did in school, try sharing fun stories or coming up with games that can carry over from one conversation time to the next. Your children will appreciate the effort, and you can both look forward to spending time together again. #

Dr. Carole Hankin is the superintendent of Syosset Schools, Long Island, N.Y.

80TH BIRTHDAY CELEBRATION

Dr. David Globus celebrated his 80th birthday surrounded by family, friends and colleagues of more than 50 years at the Harmonie Club in New York City. Dr. Globus practices internal medicine at the New York-Presbyterian/Weill Cornell Medical Center. He was born in Kansas City, Missouri. He graduated from Washington School of Medicine in St. Louis in 1954. Dr. Globus and his wife, Suellen, have a family of 7 children and 12 grandchildren. Mrs. Globus is pursuing a bachelor's degree in psychology and sociology through the Hunter BA Program, which she described as a "life changing" experience. #



Abeles uses profiles of individual students to illustrate the rigors of today's educational climate. One particularly heartbreaking story was of a young woman; she was a straight-A student and talented musician, endowed with beautiful blond hair and sparkling eyes — a portrait of perfection in her parents' and society's eyes. But her story takes a shocking turn when, without any warning to family, friends or teachers, she takes her own life in order to escape her feelings of inadequacy after failing a test. In subsequent interviews, the parents' claims to have seen no signs of their child's distress are mystifying.

Another story documents the steady decline of a student whose grades begin to suffer as she struggles to cope with pressure. Overwhelmed by her imperfections, the young woman trades in the demands of school for the structure and safety of a treatment center to recover from the debilitating anxiety she feels.

Sadly, these stories are all too common. Students today face pressures to excel not only in the classroom, but also in sports, in music, and in a host of other spheres, all at a frantic pace. Our children's external achievements have become a blanket disguising the subtle yet serious symptoms of our children's deteriorating emotional health.

If the creation of this destructive environment were a crime, then the culprit, according to the film, is the policies of No Child Left Behind and Race to the Top, which consider test scores the primary barometer of successful learning. The emphasis on standardized tests to define student success has sac-

rificed lifelong learning in exchange for immediate gratification for education bureaucrats and politicians. The film cites experts at Stanford University who challenge the philosophy that more homework and increased standardized tests are a substitute for deeper, more personal learning. Today's students are taught to value memorization and regurgitation, and the associated pressures lead them to shortcuts, medical stimulants, and even cheating as means to pass tests and get good grades.

Students sprint their way through the academic race to succeed, but this race, as the film's title suggests, is a race to nowhere. The race to get good grades, excel on tests, and become successful students, community leaders, and star athletes compromises both the emotional and physical well-being of today's children. The film exposes the need for today's educators, parents, administrators and teachers to step back and re-evaluate the direction and philosophies of our educational system.

As a first-time filmmaker, and motivated by her own concerns as a parent, Vicky Abeles delivers her message with compassion and honesty. By sharing her personal experience as a parent, she allows her message to touch not only the teachers and students who confront these conflicts but parents as well. The film conveys a powerful message to today's educators and will resonate with both a national and international audience. #

For more information and upcoming screenings please go to www.RaceToNowhere.com



The Missing Voices



By VICKI ABELES &
SARA TRUEBRIDGE, Ed. D.

Discussions about quality education and adequately preparing students for the future have become deafening. Yet the voices from those on the front lines - teachers, students and parents - are often missing. What would they be saying if we could hear them?

In the documentary *Race To Nowhere*, those in the forefront shed light on how the current dialogue on education reform. Its narrow definition of achievement and myopic one-dimensional focus on test scores and competition is holding up a one-size-fits all approach to reform that is having crushing, unintended consequences. Kids everywhere, regardless of their background, are under a new kind of pressure to perform, the kind of pressure that impacts physical and emotional health and hampers their development.

High-stakes testing has taken the place of meaningful teaching and learning. The tests satisfy the desire for a simple, quantifiable way to measure our schools, teachers and students. But the scores tend to reflect parental income and zip codes rather than how our schools are doing, and the tests have the effect of narrowing the curriculum and the way it is taught. Testing encourages a type of thinking that trains students to seek quick results and only a superficial knowledge of the material. It ignores those subjects not tested and creates students who have been trained to look for the right answer instead of developing problem solvers.

Teachers are pressured to teach to a script rather than to teach for engagement and understanding. They are forced to cover a broad range of material quickly and without regard to what they know as professionals about education and the developmental needs of the children. Many are feeling unsupported and leaving the profession.

Testing also ignores the importance of active and engaged participation of students in the learning process. Motivation to learn for pleasure or even to continue in school at all is also impacted. As our classrooms have been turned into test prep centers, an increasing number of students are becoming disengaged, checking out and dropping out.

And this environment promotes fear within young people preventing them from taking risks and from involving themselves with learning. Today's students need room to make mistakes—mistakes provide important opportunities for growth.

A toll is also exacted on the health and well-being of our youth. There's an epidemic of young people who are anxious, depressed and sleep deprived, exhibiting psychosomatic symptoms, abusing performance medications, and compromising values because of the pressure to get the grade or simply to get through the quantity of material.

Accustomed to a regime of memorizing, cramming and regurgitating information, many enter college lacking effective problem-solving or thinking skills. Over 40 percent of college freshmen have to take remedial courses. And mental health offices on campuses are overflowing.

Business leaders tell of young people who lack the skills needed most to thrive in the adult world - working together cooperatively, communicating and solving complex problems. Having been trained, instead of educated, in such a narrow manner, young people are afraid to take risks needed for innovation and they also lack the creativity of previous generations. Industry is spending billions retraining these graduates.

Much of the attention given to improving schools has focused on raising standardized test scores and promoting the latest program, keeping students in school for longer hours and increasing time devoted to homework and studying. Rather than doing more of what we've always done, improving educational success must be grounded in a deeper understanding of how schools can be restructured to make learning more relevant and engaging, to provide access to quality education for all children, to provide opportunities for experiential learning, to allow time for meaningful relationships between educators and

students, and to better prepare young people for their future.

A paradigm shift is needed. It requires that we radically transform the way we think about childhood, education, human capacity, learning and even standardized testing.

We must begin by working in partnership - teachers, parents, administrators - students themselves - to make school a place that emphasizes the whole child. A place that offers physical

education, showcases the arts, fosters talents, develops citizen skills, develops lifelong learners and encourages individual growth of students and teachers and a respect for both. #

Vicki Abeles is a New York attorney turned documentary filmmaker whose film, Race to Nowhere, is screening in theaters, schools and community venues nationwide. Race to Nowhere will play at the 92nd Street Y, Saturday, Nov. 13 at 7PM and will be followed by a facilitated dialogue with Abeles.

Good schools are the cornerstone of a strong community

In times like these, we need to build up our communities by investing in public education, rejecting shortsighted gimmicks that hurt students and challenging naysayers who lack the facts.

A recent poll showed what we already knew: New Yorkers overwhelmingly support their schools. Working together, we can face the challenges ahead, give our kids a brighter future and build stronger communities.

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McGraw-Hill Holds First Education Summit

By JUDITH AQUINO

In a nod to the rising demand for school reform, the McGraw-Hill Research Foundation recently held its first Innovation in Education Summit, which emphasized the need for ideas to help drive student achievement.

Held at the McGraw-Hill headquarters in New York City, educators and intellectual leaders discussed ways to save failing schools, the purpose of high school, the role of technology in higher education and other issues.

Approximately only 70 percent of American students receive a high school diploma, reported the EPE Research Center, a division of the non-profit organization Editorial Projects in Education.

"I'm absolutely convinced our nation is in peril because of what's happening in our public schools," said keynote speaker Geoffrey Canada, president and CEO of Harlem Children's Zone. "We can no longer accept the status quo of the last 30 years. The situation today demands increased accountability for the success of our students." Canada shared with the audience his experiences as an education reformer and how his organization used social innovation and a data-driven educational approach to transform one of New York City's most troubled neighborhood schools. Canada, whose Harlem Children's Zone serves as a national model for educational reform, is featured in the documentary about the state of the American education system, "Waiting for Superman."

The summit consisted of a series of panel discussions and breakout sessions focused on the role of leadership in school turnarounds and the purpose of high school, as well as K-12 instruction and assessment, the adoption of Common Core State Standards, and the use of teaching and learning technology in higher education.

The panelists included Carol Carter, national and international student success author and speaker; Christopher Cerf, a key creator of Sesame Street; Yvonne Chan, principal of the Vaughn Next Century Learning Center charter school in California and James P. Comer, professor of child psychiatry at the Yale University School of Medicine's Child Study Center. Also on the panel were Jordan Goldman, founder and CEO of Unigo, a Web site that allows students to rate and review colleges; N. Gerry House, president and CEO of the Institute for



**Geoffrey Canada, CEO,
Harlem Children's Zone**

Student Achievement, and Larry Rosenstock, CEO and founding principal of High Tech High, a network of charter schools.

"Meeting student needs, providing training and precise teacher evaluations as well as involving parents and the community is what helped us to be successful," said Chan who converted a public school into a successful charter school that serves 2,500 pre-school through 10th grade students living in poverty. "Think of it as the wheels on a car. If you take away any of the wheels, the car won't run."

Arthur Griffin, Jr., who served as the moderator for the panel discussion on turning around underperforming schools, noted the increasing need for improvements to the U.S. school system. "We all recognize that the situation involving America's most challenged schools is quickly approaching a crisis," said Griffin, who is senior vice president of the Urban Advisory Resource for McGraw-Hill Education and co-director of the new Center for Comprehensive School Improvement. "We also appreciate the federal government's commitment to turn around 5,000 of the nation's lowest performing schools within five years and to lead the world with the most college graduates by 2020. That said, we need to turn our attention to innovative solutions that begin and end with strong district-wide leadership and involve clear goal-setting, a rigorous curriculum, the use of digital and data-driven instruction and the implementation of measurable outcomes." #

THE PERILS AND POSSIBILITIES OF TEACHER EVALUATION

By AARON PALLAS, Ph.D.

In the film *Waiting for Superman*, Harlem Children's Zone founder Geoffrey Canada talks about his experiences as a beginning teacher in Boston. After completing a master's degree at Harvard's Graduate School of Education, Canada taught at a private alternative high school for troubled youth. His naïve bravado—expecting that it might take him a year or two to "straighten out" education in the U.S.—invariably draws an appreciative chuckle from the audience, as does his admission that he was a terrible teacher during his first few years of teaching.

Canada is so charismatic, and obviously cares so deeply about the children in his charge, that

it seems ungracious to point out that he was only his word that he became a good teacher. It's not hard to imagine that even someone as intelligent and motivated as Canada might have struggled at the outset; the term "rookie mistake" is commonly used to describe the learning curve of novices in many occupations. But what evidence do we have that he became a skilled teacher?

Until recently, judgments about whether a teacher is "good" or "bad" have rested on vague criteria and evidence. In many school districts, nearly all of the teachers who have chosen to stick it out for three years or more have been rated satisfactory, which is the key step in achieving the due process protections of tenure.

TESTING OBSESSION SHOULD END NOW

By MICHAEL MULGREW

The instructional strategy of the New York City public school system — prepping children for a now-discredited series of state tests — has failed. Particularly now that the state has won nearly \$700 million in new federal funds in the Race to the Top competition, we need to be honest about that failure so that we can finally focus on strategies that will make a difference for our kids.

This summer, the state Department of Education, responding to widespread suspicion that state test standards were too low and that the test had become too predictable, redefined "proficiency." The result was a dramatic plunge in scores. Under the new scoring regimen, fewer than half of the city's 3rd- through 8th-graders are considered proficient in reading, down from two-thirds last year, and just over half are proficient in mathematics, down from 82 percent last year.

This should not have been a surprise. While the city's 8th-grade reading scores on the state test were soaring, the National Assessment of Educational Progress, the gold standard for such tests, showed that 8th-grade reading scores for New York City fell from 2003 to 2007 and have only now recovered to their 2003 level. Meanwhile, out of approximately 500 "scale score" National Assessment points, New York City's 4th-grade math scores have gone up 11 points, and two other categories have gone up 7 points each. Many other big cities have done at least as well overall, and some — particularly Atlanta, L.A. and Boston — have done substantially better.

New York has to take some important lessons from this debacle.

First: Test prep isn't instruction. In virtually every school I have gone into in recent years, teachers complained about instructional time lost to prepping students for tests. Art and music fell by the wayside years ago in most schools, but many schools were also shortchanging key subjects like history and science because reading and math tests were the only ones that counted. New state tests are going to be designed to be less vulnerable to this kind of "gaming." To the extent possible, test prep should be strictly limited.

Second: The racial achievement gap still looms large. Boasts by the administration that its strategies were closing the proficiency gap between white/Asian students and black/Hispanic youngsters turned out to be baseless. Under the new scoring regimen, the math proficiency gap between white and black students doubled



overnight, to 34 points from 17. Meanwhile, the administration's insistence on a standardized test for entrance into gifted programs has meant that the percentage of minority children in such enriched programs has declined.

Third: Thousands of youngsters now in high school are in real danger of not graduating. The promotion gate established by the Department of Education for 8th-graders was so wide that almost everyone got through it. Only students in the lowest achievement category (Level 1) were denied promotion, and because of the score inflation on the state tests, only about 3 percent of 8th-graders fell into this category. The result was that thousands of children got into high school who were unprepared for high school work.

Fourth: Live by the scores, die by the scores. Mayor Bloomberg once said, "In God we trust. Everyone else, bring data." The school system vastly expanded its testing and monitoring operations and pressured principals and teachers to focus all attention on state tests that produced reams of data. Because the tests were so flawed, most of it is now useless.

The United Federation of Teachers worked with the state on its Race to the Top application because we believe that a rich curriculum for every student — not test prep — is the only way to bring real progress to our schools. Now that we have won these new funds, the state must deliver on that promise. It must develop, based on that curriculum, a more reliable assessment of the success of both students and teachers than any standardized test. #

Michael Mulgrew is president of the United Federation of Teachers.

Reprinted from The New York Daily News.

Some critics wonder how the vast majority of teachers can be rated wholly satisfactory when many students are not meeting their state's standards for academic proficiency.

The answer lies in our uncertainty about how to measure good teaching. Clearly, it's inadequate to judge good teaching based on what a principal might see upon dropping by a classroom for a few minutes a few times a year. But how are we to judge who is a good teacher? Currently, there are two main thrusts. The first focuses on the idea that a good teacher is one who contributes to her students' learning.

This idea is more challenging than it sounds, for two reasons. First, Americans expect and



demand a great deal from our schools and teachers; and although the learning of school subjects such as reading and mathematics is a central goal, it's not the only one that we think is important. New York City Schools Chancellor Joel Klein, commenting on his most memorable teacher, science teacher Sidney Harris at Bryant High School, once said, "Mr. Harris's expertise was in physics but what he taught me went far beyond science. He pushed me. He shaped

the way I thought about my future. And he set expectations for me that were, before then, unimaginable." Chancellor Klein, like many of us, valued the way in which a teacher might

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EXCLUSIVE INTERVIEW WITH GEOFFREY CANADA



Paul Mobley



By JOAN BAUM, Ph.D.

Given the sensational response to David Guggenheim's film, "Waiting for Superman," which the New Yorker called a "hot-under-the-dollar documentary about the failings of the American school system," and given, as well, the subsequent media blitz visited on the New York City-based educator and social activist Geoffrey Canada, who is featured in the film as a kind of miracle worker, Education Update was fortunate to have been able to catch up with Canada. In "Waiting for Superman," he is shown as one of the country's education heroes, a leader who turned around low expectations for the young urban poor in his district, mostly minorities, especially boys, and became for them a kind of Superman, the mythical savior of Canada's own childhood fantasies.

The 58-year-old Canada was born in the South Bronx and was raised by his mother in an area he described in his recently revised book "Fist Stick Knife Gun: A Personal History of Violence in America" as full of crime, decay, chaos and disorder. His second book is also significantly titled — "Reaching Up For Manhood: Transforming the Lives of Boys in America." He made it, getting a B.A. from Bowdoin College and a master's in education from the Harvard Graduate School of Education. And then he was on the move, eventually conceiving of and implementing an academic charter school mission that would encourage poor youngsters to make it also — through high school and college.

Since 1990 Geoffrey Canada has been the president and CEO of the now-famed Harlem Children's Zone (HCZ). Originally an area covering 24 blocks, it now includes 97 blocks and serves close to 10,000 kids in and out of the zone. The data and testimony have been so impressive that President Obama late last year declared that HCZ should be a model for 20 other cities. Indeed, to extend the Superman metaphor,

Canada's hope for the next decade is that HCZ will fly — if not yet in every state, at least, as in Race to the Top, in enough states to show that its innovative ideas and strategies can be replicated. In ten years, enough HCZ youngsters will have moved through the pipeline, data will prove the success of the "experiment" and HCZ will be considered the "grandfather of the field."

Canada has heard the nay-sayers on charter schools (and related social services), and he responds, "I can't accept that." Imagine, he says, if the world's first heart transplant in 1967 had been dismissed as an experiment that could not be duplicated. The charter school says let us try. Not a day passes, he adds, that he does not get calls from individuals who have seen the film and want

to get involved. What can be done and how can it be done, they ask. Canada interprets the challenge this way: what must be done differently?

Contrary to some impressions, HCZ is not solely a charter school operator. It also supports seven public schools in the zone by supplying teacher assistants during the day and for after-school programs that work with traditional public school kids. Failing schools tend to continue to do the same old thing, he observes. Individuals must become educated about their schools and become politically connected to organizations dedicated to change — not just in the schools but in the communities. "It's our responsibility to go into the schools and say, 'I expect my child to become an A student,' not a passing student, but an excellent one. What can schools working with communities do better?"

Canada is pleased that "Waiting for Superman" has attracted so much attention because it is "elevating the discussion on education from the local level to the national" and because it suggests that "there are solutions." People tend to regard education from the narrow perspective of their own communities; indeed, some question, that if their local schools are doing well, why they should care about those that are failing. His answer is that education in the United States is a "national crisis" that affects "the health of the entire country." He is, for example, an advocate of longer hours and more days, pointing out that The United States is woefully behind every other industrialized country in the world in providing sufficient school time that also allows for arts, sports and addressing medical and societal issues such as obesity. The film has awakened the nation's conscience in dramatic ways. "It was designed to be entertaining in an educational way, it has plot, drama, humor." As for those who cannot afford to see it, Canada points out that organizations, such as the Robin Hood Foundation, have already worked out ways of ensuring that families get tickets. #

DON'T BLAME ME

By GEOFFREY CANADA

The girls mother said, "Don't blame me.
Her father left when she was three.
I know she don't know her ABCs, her 1,2,3s,
But I am poor and work hard you see."
You know the story, it's don't blame me.

The teacher shook her head and said,
"Don't blame me, I know it's sad.
He's ten, but if the truth be told,
He reads like he was six years old.
And math, don't ask.
It's said you see.
Wish I could do more, but it's after three.
Blame the mom, blame society,
blame the system.
Just don't blame me."

The judge was angry, his expression cold.
He scowled and said, "Son you've been told.
Break the law again and you'll do time.
You've robbed with a gun.
Have you lost your mind?
The young man opened his mouth to beg.
"Save your breath," he heard instead.
"Your daddy left when you were two.

Your momma couldn't take care of you.
Your school prepared you for this fall.
Can't read, can't write, can't spell at all.
But you did the crime for all to see.
You're going to jail, son.
Don't blame me."

If there is a God or a person supreme,
A final reckoning, for the kind and the mean,
And judgment is rendering on who passed the buck,
Who blamed the victim or proudly stood up,
You'll say to the world, "While I couldn't save all.

I did not let these children fall.
By the thousands I helped all I could see.
No excuses, I took full responsibility.
No matter if they were black or white,
Were cursed, ignored, were wrong or right,
Were shunned, pre-judged, were short or tall,
I did my best to save them all."
That you can state proudly,
"Don't blame me."

Marcy Syms Among Honorees at Manhattan Chamber of Commerce Awards

By DR. POLA ROSEN

The Manhattan Chamber of Commerce, headed by President Nancy Ploeger, held its annual distinguished Business Awards Breakfast celebrating excellent entrepreneurs. Among the high profile New Yorkers to receive accolades from the sold-out breakfast were composer Stephen Sondheim, restaurateur Jean-Georges Vongerichten, radio personality Joan Hamburg and Marcy Syms, CEO of the Syms discount stores, whose mantra has reverberated since her father founded the stores in 1959: "An educated consumer is our best customer."

Marcy Syms is a stylish, attractive brunette who took the time to sit with me after the awards ceremony despite her busy schedule shepherding



50 stores, which now include Filene's Basement.

A graduate of Finch College and Boston College, Marcy keeps up with changes in clothing brands, customers' needs, and even changes in health care by reading 15 newspapers daily. Currently, she is combining distribution centers for greater economy in operations since taking over the bankrupt Filene's in 2009.

The "educated consumer" slogan was first televised in 1974 and has been a hit ever

since. Marcy's advice to young women is to give serious sacrifice to your job, have a work ethic that includes working seven days a week, set goals, have a passion for what you do, and have a five-year plan.

Marcy Syms is a true New York success story! #

RUTH MESSINGER, PRESIDENT OF AHWS IS HONORED

Recently, a gala was held by the venerable American Jewish World Service (AJWS), a faith-based international human rights organization that works to alleviate poverty, hunger and disease in the developing world. Among the attendees was Carolyn Everett, a philanthropist and activist.

In addition to its grantmaking to over 400 grassroots projects around the world, AJWS works to promote global citizenship and social justice through activism, volunteer service and education. Ruth Messinger, assumed the role of president in 1998 following a 20-year career in public service in New York City, where she served for 12 years on the New York City Council and eight as Manhattan borough president. Messinger is continuing her lifelong pursuit of social justice at AJWS, helping people around the world improve the quality of their lives and their communities.#



(L-R) Carolyn Everett & Ruth Messinger

NYS Regents Chancellor Merryl Tisch Announces Plans for Education Funds

By JUDITH AQUINO

New York State Regents Chancellor Merryl Tisch shed light on plans to improve the state's public education system, including how it will spend the nearly \$770 million allotted to the state by the "Race to the Top" federal school-improvement competition.

Hosted by the Women's City Club, Tisch explained to members and guests of the civic organization what changes lie in store for current state education standards and tests. She also spoke about the effect that the federal Race to the Top funds are expected to have on New York's public schools.

"I hate to use the word reform, because every chancellor has a new reform that falls by the way-side," Tisch said. "I'd like to postulate for you that what we're going to do is take the \$770 million and we're going to spend it on a few expensive things that will yield results in this state for generations to come."

In accordance with the requirements of the \$4 billion federal grant competition, New York will open more charter schools, said Tisch, as well as set up an evaluation system that ties teachers to students' test scores.

"I will tell you that the teachers union came through for us in a very big way to help us design an evaluation system that will ultimately allow school districts to base 40 percent of the teachers' yearly evaluation on student achievement," Tisch said.

Tisch expressed her support for charter schools, although she acknowledged they were only an "option" and not a "panacea" for improving public schools.

The Regents Chancellor also said the state plans to build a statewide data system that will strengthen the accountability educational institutions have toward its students.

"We are going to allow the entire network - city universities, state universities, schools of higher education in the private sector - to talk to each other about the teachers they're turning out and the quality of the students that their teachers are turning out," Tisch said.

Another area where the state will spend money, Tisch said, will be on turning around low performing schools.

"If you are a schools superintendent and you come to us with a plan that says, 'I would like to tell you how I'm going to improve these 20 schools over the course of three years,'... each one of those schools will get \$2 million a year from the federal government for 3 years," Tisch said. "The big difference here is they're going to have to get approval for the type of work they're going to do and I can sure assure you neither David Steiner or myself are going to sign off on mediocrity." #



(L-R) Dorothy Wilner, Eleanor Stier, Co-Chairs of the Education Committee & Merryl Tisch



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Personal Genomics for Maine High School Students



Chris Smith, Supervisor of MDIBL's DNA Sequencing Center, shows high school students Dacie Manion and Margaret Ho how to load DNA into an agarose gel

By SHANNARA GILMAN, MDIBL

Fifteen high school students from across Maine learned how to analyze human DNA samples during the new, one-week "Summer Academy of Genomics" at the Mount Desert Island Biological Laboratory (MDIBL). In addition to learning advanced research techniques, students had the opportunity to live in an active scientific community. They interacted daily with scientists and students who come to MDIBL from around the world and had unparalleled opportunities to discuss education and careers in science.

Charles Wray, Ph.D., director of scientific resources at MDIBL, designed and led the course. "The course was quite a whirlwind and a huge

success," he says. "I was energized by working with extremely curious and capable high school students, covering everything from bioinformatics and ethics to fluorescent PCR genotyping."

The course was designed for students who had an interest in science or medicine but little or no laboratory experience. Students tested samples for mutations in a gene that affects how patients respond to common medications such as Plavix and Nexium and utilized bioinformatics, or computational analysis tools, to interpret their results. A bioethicist from the Harvard Medical School led a workshop for the students on the ethical, legal, and social issues involved with personal genetics.

One of the benefits of the course was bringing students with a common interest in science together. Susan Rundell, a student at Scarborough High School, said that, for her, "the personal experience was fantastic, connecting me to other Maine high schoolers with similar interests as well as professionals whom none of us would normally get a chance to learn with, let alone socialize with. I found that in my short time here, everyone began to feel like a family away from home, and that made the experience very enjoyable."

MDIBL intends to offer the course annually. It is free to all participants and funded by the Maine IDEa Network of Biomedical Research Excellence, a network of Maine research institutions, colleges, and universities led by MDIBL with the common goal of enhancing biomedical

research and research training in the state of Maine. The network is funded by the National Center for Research Resources, part of the National Institutes of Health.

MDIBL is an independent, nonprofit marine laboratory located in Bar Harbor, Maine. The lab's twelve resident research groups and 60 visiting scientists study marine and other simple organisms to learn about the basic biology of life, with a particular focus on development and regeneration and how organisms interact with their environment. MDIBL offers hands-on educational programs at all levels, from high school to medical school and for professionals. At every level, MDIBL students learn in real laboratories where they experience the challenges and rewards of scientific research. For more information, see <http://www.mdibl.org>. #

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Wallace Foundation Finds Out-of-School Programs Are a Success

By ADAM BLOCH

Over the past several years, the Wallace Foundation has undertaken major projects in five American cities to improve and monitor out-of-school time (OST) activities. In October, the first results and reactions were revealed in a three-volume, 255-page study by the RAND Corporation, titled "Hours of Opportunity."

The goal of the project was to figure out how all municipal and community resources could best be organized and administered to provide children with high-quality after-school, weekend and summer programs. The RAND report provides an affirming evaluation, concluding that Wallace's efforts were successful and that cities can effectively marshal their myriad OST activities to provide better and more enriching services.

"The RAND study found improvements in access to programs and in program quality because of the citywide changes implemented," said Edward Pauly, director of research and evaluation at the Wallace Foundation, a private charitable foundation that promotes educational and cultural programs. "We take particular pleasure in the RAND finding that all five cities made important progress. They did it in different ways and in very different contexts, but all five cities were able to build a citywide level of support for out of school programs, and other cities can do the same."

The five cities in question were Providence, New York (which both joined the study in 2003), Chicago, Boston and Washington, D.C. (which joined in 2005). Each city offered different challenges and frameworks. The population range, Pauly pointed out, from roughly a couple of hundred thousand in Providence to eight million in New York, offers usable examples for other cities across the country to follow. Each city was awarded grant money ranging from \$5 million to \$12 million.

Among the major findings was that there is no single best method of improving OST programs. Rather, different approaches work better in each city because of local conditions. Providence, for example, focused on expanding and improving existing activities while adding transportation and coordination. New York, on the other hand, emphasized improving programs in high-need areas, increasing data collection and adding better staff training. Outcomes were measured in different ways in each city: for example, Chicago used school records, while New York relied on participant evaluations. The RAND study also found that "management information systems" were essential in organizing programs more effectively, monitoring outcomes and directing funds in an efficient manner.



Edward Pauly, Wallace Foundation

"In New York, attendance and participation data were used to trigger check-ins by city agencies for quality control purposes," Pauly said. "Having the first clear reliable data sources on the number of kids enrolled, their attendance, which programs they attended, and how long they were in those programs was essential in allocating funding. Data doesn't cause more money to be allocated, but if you don't have the data the people who do the allocating are going to be more skeptical."

Support from school and city leaders, especially from mayors, was also an essential characteristic of successful programs. "Support from mayors was sustained throughout the study," Pauly said. "One of the findings was the central role that mayors play on this issue."

Challenges remain for the five cities in Wallace's project and others around the country that would implement similar programs. Pauly acknowledged that logistical difficulties like transportation, safety and liability are still barriers. And the seed money provided by the foundation is not something easily replicated on a wide scale, especially in a time of budget cutbacks.

But RAND's report affirms the study's success and offers other cities a path to achieve similar results. #

Teacher Evaluation

continued from page 14

incite a sense of curiosity about a subject, instill a sense of purpose and direction to one's life, and spark creativity and commitment. There's little reason to think that these important types of learning would be picked up by a standardized test of mastery of physics, or of any other school subject. Without doubt, it might be difficult to determine how to assess how teachers contribute to these kinds of longer-term outcomes; but that's not a reason to ignore them.

Second, the notion that a teacher contributes to her students' learning of school subjects implies that we have some sense of what those students knew before they came into contact with that teacher. In recent years, a statistical technique called value-added measurement has sought to isolate the impact of a particular teacher on student achievement, using the standardized tests which students in the elementary and middle school grades take annually. But such measures, which are the basis for the con-

troversial Teacher Data Reports in New York City, are an imprecise method for identifying good teachers, and in any event are only applicable to teachers who teach subjects which are tested each year. Moreover, they tell us nothing about the nature of good teaching. Experts agree that value-added measures of teacher effectiveness should not be used as the primary basis for evaluating teachers, especially for high-stakes decisions like tenure.

The second approach to identifying good teachers is focusing on their practices. Teaching is an extraordinarily complex activity, and because classrooms and students differ in so many unpredictable ways, no two instances of teaching are ever identical. There is, nevertheless, a growing consensus about the teaching practices associated with planning, instruction and assessment which maximize the likelihood that students will learn. Observing and rating classroom practice is thus another strategy for identifying good teachers. With proper training, school principals and teachers can observe classroom teaching and

STUDENTS SHINE AT VOYAGES PREP H.S.

By RICHARD KAGAN

To fully appreciate Voyages Preparatory High School in Elmhurst, Queens you need to talk to the students.

One student said, "It's a fun school. It makes you want to come here. If you don't want to get up, they call you." Another student, Diane Lopez, of Ozone Park, Queens, noted, "We know everybody. We're small, we are on one floor." Lopez is also enthusiastic about going to school. "They make it fun", she said. "It's not, oh my God, I hate school. We just wake up and come here."

These are statements from students who had trouble getting to school and who put their education in jeopardy. But they found the 3-year-old Voyages High School, transferred in, and became engaged in the learning process.

Andy Mikhail graduated last June and now plays basketball at Hudson Valley Community College in Albany, New York. Mikhail played varsity basketball on the new basketball team at Voyages, got bitten by the basketball bug, and dreams of playing in a Division 1 program, the highest competitive level of college basketball. He said of Voyages, "It's a very good school. It benefits a lot of people."

Voyages stands for Viable Options for Young Adults to Grow, Excel and Succeed and is led by the passionate and dedicated principal, Dr. Joan Klingsberg. Dr. Klingsberg has more than 25 years of experience as a teacher, teacher trainer, and specialist in professional development in the New York City Department of Education. She received her Doctor of Education degree from Columbia University's Teachers College. She wanted to lead a school that served students who were overage and under-credited. She developed a proposal and pitched it to the Board of Education and her idea was approved. Space was found in a refurbished building which houses other schools. Voyages occupies the entire second floor of a large building on 94th Street in Elmhurst.

For many students, it is a place that helps them get back on track after years of failure and frustration. Voyages reaches those who were the outcasts, the ones who flunked courses, or who simply didn't show up for class. They accept the student who had given up on school and didn't imagine having a future, much less going to college.

"They have been on their own a really, really long time and perfected bad habits," Dr. Klingsberg said. "We're about undoing those habits."

This is being done with a concerted effort by teachers, parents, merchants in the community and non-profit groups who assist with personnel or funds.

Teachers come to the school and because of the peer support and the general positive attitude from Dr. Klingsberg, they grow and become better teachers. In three years, only one teacher had left the school after deciding not to continue teaching. The faculty consists of the same core group, including the principal. New teachers are asked to give a demonstration class, which is critiqued by students. A new teacher must also present a letter of recommendation from an adolescent.

What helps attract teachers to Voyages is the intense professional development that they frequently receive. When the school breaks for lunch, 225 kids leave the building, and the teachers are involved in learning how they can improve as an educator. "Quite honestly, it's the highlight of everybody's day," said Dr. Klingsberg.

Teachers look forward to helping each other



Dr. Joan Klingsberg

become better communicators, to assessing each other's lesson plans, and looking for strategies to reach out to their students.

Voyages makes an effort to communicate with parents and keep them in the loop.

A parent-teacher conference is planned for the entire school in late October. Parents can come to school and learn what their child is doing in class and meet their teachers.

A day is also being planned to have parents sit in with their child in class. The students are aware of this, and some feel anxious, but overall, the feeling is that they want their parents to see how well they are doing academically and that they like being in school.

Dr. Klingsberg and the staff have created an atmosphere of openness, trust and self-responsibility. Once a student has been accepted into the program, they may feel wary and defensive. "You have to prove to them that you genuinely care," said Dr. Klingsberg.

"Once they know that someone genuinely cares, they will do whatever you ask to levels that you never thought possible."

Students took this reporter on a tour of classrooms and proudly showed the art room, which looked like an artist's studio, and their weight room, which had brand new equipment.

Voyages also has a Learning to Work program, which funds 90 students to intern at an hourly rate. The Queens Community House, a local non-profit group, has been instrumental in providing professional support and funds to make this a viable program.

Dr. Klingsberg made it clear that students must pass five Regents Exams to earn their diploma. Students do their assigned homework and meet their goals, and get rewarded with a "star student" award. She notes the school is big on celebrations and acknowledging achieved goals.

Denea Fleary, a student who plans to graduate after the November trimester, hopes to work with animals. Earning a high school diploma will bring her dream closer to reality. "You get a diploma and get to go on with your life," she said. #

agree on what they see and what it means.

Both approaches to identifying good teachers are in their infancy, although there is good reason to think that we can get better at both of them. Neither approach is likely to be satisfactory in isolation from the other. If we are willing to invest in the development of better measures of

student learning and of good teaching practice, we can do much better than simply asserting, with a minimum of evidence, that a particular teacher is either good or bad at his job. #

Aaron Pallas, Ph.D. is Professor of Sociology and Education at Teachers College, Columbia University.

Teachers College Calls Attention to Nutrition Education



President Susan Fuhrman

By **JUDITH AQUINO**

This year's Dewey Circle Reception — a ceremony honoring donors to Teachers College, Columbia University — shined a spotlight on healthy eating and the value of nutrition awareness.

"Teachers College invented nutrition education a century ago," said Susan Fuhrman, president of Teachers College. "In the 1970s and '80s, long before the current food movement came to global consciousness, TC faculty members were sounding the cry for a sustainable food system that supported human health and local environments."

Childhood obesity (a body mass index

above the 95th percentile) has more than tripled in the past 30 years, according to the Centers for Disease Control and Prevention. The prevalence of obesity among children aged 6 to 11 increased from 6.5 percent in 1980 to 19.6 percent in 2008. The prevalence of obesity among adolescents aged 12 to 19 increased from 5 percent to 18.1 percent.

Surrounded by edible displays of carrots, celery, peppers and other vegetables, guests at the Dewey Circle Reception mingled on the rooftop garden of Tishman Speyer headquarters at Rockefeller Plaza. The event was hosted by Tishman Speyer Senior Managing

Director, Steven Wechsler.

Guest speakers and Teachers College graduates Dr. Isobel Contento and Dr. Pamela Koch spoke about their efforts to encourage healthy eating during the evening's program, "Eating Well: From Personal Health to Global Sustainability."

Koch and Contento recently received a \$1.5 million grant from the U.S. Department of Agriculture to develop a science education and nutrition curriculum and evaluate its effectiveness in preventing obesity in about 2,000 fifth-graders at 20 New York City public schools. #



Steven Wechsler



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Treasures in the Pythagorean Theorem

By ALFRED POSAMENTIER, Ph.D.

When the Pythagorean theorem is mentioned, one immediately recalls the famous relationship: $a^2 + b^2 = c^2$. Yet, how many adults can remember what this equations means? This question motivated me to write a book on this most famous theorem (*The Pythagorean Theorem, the Story of its Power and Glory* – Prometheus Books, 2010) to show off the many aspects of this relationship in a wide variety of contexts and applications. However, for the classroom, teachers should not be limited to merely show its geometric application and then in the most trivial fashion. To much “good stuff” is lost that way.

After introducing the Pythagorean theorem, teachers often suggest that students recognize (and memorize) certain common ordered triples that can represent the lengths of the sides of a right triangle. Some of these ordered sets of three numbers, known as Pythagorean triples, are: (3, 4, 5), (5, 12, 13), (8, 15, 17), (7, 24, 25). The student is asked to discover these Pythagorean triples as they come up in selected exercises. How can one generate more triples without a guess and test method? This question, often asked by students, will be answered here and, in the process, will show some really nice mathematics, all too often not presented to students. This is an unfortunate neglect that ought to be rectified.

Ask your students to supply the number(s) that will make each a Pythagorean triple:

- (3, 4,)
- (7, , 25)
- (11, ,)

The first two triples can be easily determined using the Pythagorean theorem. However, this method will not work with the third triple. At this point, your students will be quite receptive to learning about a method to discover the missing triple. So, with properly motivated students as your audience, you can embark on the adventure of developing a method for establishing Pythagorean triples.

However, before beginning to develop formulas, we must consider a few simple “lemmas” (these are “helper” theorems).

Lemma 1: When 8 divides the square of an odd number, the remainder is 1.

Proof: We can represent an odd number by $2k + 1$, where k is an integer.

The square of this number is $(2k + 1)^2 = 4k^2 + 4k + 1 = 4k(k + 1) + 1$

Since k and $k + 1$ are consecutive, one of them must be even. Therefore $4k(k + 1)$ must be divisible by 8. Thus $(2k + 1)^2$, when divided by 8, leaves a remainder of 1.

The next lemmas follow directly.

Lemma 2: When 8 divides the sum of two odd square numbers, the remainder is 2.

Lemma 3: The sum of two odd square numbers cannot be a square number.

Proof: Since the sum of two odd square numbers, when divided by 8, leaves a remainder of 2, the sum is even, but not divisible by 4. It therefore cannot be a square number.

We are now ready to begin our development of formulas for Pythagorean triples. Let us assume that (a, b, c) is a primitive Pythagorean triple. This implies that a and b are relatively prime.* Therefore they cannot both be even. Can they both be odd?

If a and b are both odd, then by Lemma 3: $a^2 + b^2 \neq c^2$. This contradicts our assumption that (a, b, c) is a Pythagorean triple; therefore a and b cannot both be odd. Therefore one must be odd and one even.

Let us suppose that a is odd and b is even. This implies that c is also odd. We can rewrite $a^2 + b^2 = c^2$ as

$$b^2 = c^2 - a^2$$

$$b^2 = (c + a)(c - a)$$

Since the sum and difference of two odd numbers is even, $c + a = 2p$ and $c - a = 2q$ (p and q

are natural numbers).

By solving for a and c we get:

$$c = p + q \text{ and } a = p - q$$

We can now show that p and q must be relatively prime. Suppose p and q were not relatively prime; say $g > 1$ was a common factor. Then g would also be a common factor of a and c . Similarly, g would also be a common factor of $c + a$ and $c - a$. This would make g^2 a factor of b^2 , since $b^2 = (c + a)(c - a)$. It follows that g would then have to be a factor of b . Now if g is a factor of b and also a common factor of a and c , then a , b , and c are not relatively prime. This contradicts our assumption that (a, b, c) is a primitive Pythagorean triple. Thus p and q must be relatively prime.

Since b is even, we may represent b as

$$b = 2r$$

$$\text{But } b^2 = (c + a)(c - a).$$

$$\text{Therefore } b^2 = (2p)(2q) = 4r^2, \text{ or } pq = r^2$$

If the product of two relatively prime natural numbers (p and q) is the square of a natural number (r), then each of them must be the square of a natural number.

Therefore we let $p = m^2$ and $q = n^2$, where m and n are natural numbers. Since they are factors of relatively prime numbers (p and q), they (m and n) are also relatively prime.

Since $a = p - q$ and $c = p + q$, it follows that $a = m^2 - n^2$ and $c = m^2 + n^2$

Also, since $b = 2r$ and $b^2 = 4r^2 = 4pq = 4m^2n^2$, $b = 2mn$

To summarize, we now have formulas for generating Pythagorean triples:

$$a = m^2 - n^2 \quad b = 2mn \quad c = m^2 + n^2$$

The numbers m and n cannot both be even, since they are relatively prime. They cannot both be odd, for this would make $c = m^2 + n^2$ an even number, which we established earlier as impossible. Since this indicates that one must be even and the other odd, $b = 2mn$ must be divisible by 4. Therefore no Pythagorean triple can be composed of three prime numbers. This does not mean that the other members of the Pythagorean triple may not be prime.

Let us reverse the process for a moment. Consider relatively prime numbers m and n (where $m > n$), where one is even and the other odd.

We will now show that (a, b, c) is a primitive Pythagorean triple where $a = m^2 - n^2$, $b = 2mn$ and $c = m^2 + n^2$.

It is simple to verify algebraically that $(m^2 - n^2)^2 + (2mn)^2 = (m^2 + n^2)^2$, thereby making it a Pythagorean triple. What remains is to prove that (a, b, c) is a primitive Pythagorean triple.

Suppose a and b have a common factor $h > 1$. Since a is odd, h must also be odd. Because $a^2 + b^2 = c^2$, h would also be a factor of c . We also have h a factor of $m^2 - n^2$ and $m^2 + n^2$ as well as of their sum, $2m^2$, and their difference, $2n^2$.

Since h is odd, it is a common factor of m^2 and n^2 . However, m and n (and as a result, m^2 and n^2) are relatively prime. Therefore, h cannot be a common factor of m and n . This contradiction establishes that a and b are relatively prime.

Having finally established a method for generating primitive Pythagorean triples, students should be eager to put it to use. The table below gives some of the smaller primitive Pythagorean triples.

PYTHAGOREAN TRIPLES

m	n	a	b	c
2	1	3	4	5
3	2	5	12	13
4	1	15	8	17
4	3	7	24	25
5	2	21	20	29

MENS SANA EN CORPORE SANO

Physical Fitness and Academic Success



Before

After

By BROOKS O'BRIEN

When was the first time you heard praise for the concept of “a sound mind in a sound body”? Like me, however, maybe you listened more to the drumbeat of media advertising for junk food while reclining in the couch potato position. I’m the guy in the before and after picture and, no, this is not trick photography. The elapsed time between “before” and “after” was just over a year. “No way,” you say; but I’m here to tell you that I did it and that you can do it too. And, although you can’t see it in the picture, the best part of my story is that there is now a sound mind in that Arnold-like physique.

Last year I said to myself, “no more time, it is now or never.” Mr. Before was 28 and had finished Landmark College several years before with an Associate of Arts degree, a momentous achievement for me at the time; but this job market was screaming at me: “got to have a full, four year degree or you are not in the game.” So, I applied and was accepted at Marymount College in McLean, Virginia with a major in graphic design. Knowing how difficult school had always been for me, I made the crucial decision of working on my body at the same time. I became an experienced master of the art of bodybuilding, and

5	4	9	40	41
6	1	35	12	37
6	5	11	60	61
7	2	45	28	53
7	4	33	56	65
7	6	13	84	85

A fast inspection of the above table indicates that certain primitive Pythagorean triples (a, b, c) have $c = b + 1$. Have students discover the relationship between m and n for these triples.

They should notice that for these triples $m = n + 1$. To prove this will be true for other primitive Pythagorean triples (not in the table), let $m = n + 1$ and generate the Pythagorean triples.

$$a = m^2 - n^2 = (n + 1)^2 - n^2 = 2n + 1$$

$$b = 2mn = 2n(n + 1) = 2n^2 + 2n$$

$$c = m^2 + n^2 = (n + 1)^2 + n^2 = 2n^2 + 2n + 1$$

$$\text{Clearly } c = b + 1, \text{ which was to be shown!}$$

A natural question to ask your students is to find all primitive Pythagorean triples which are consecutive natural numbers. In a method similar to that used above, they ought to find that the only triple satisfying that condition is (3, 4, 5).

Students should have a far better appreciation for Pythagorean triples and elementary number theory after completing this unit. Other inves-

I embarked on a journey toward physical fitness.

Here is what I learned: discipline from within is the only kind that works for me. Self-discipline and countless hours of gym work led me down a path that found me last summer as a competitor for the title “Mr. Maryland.” I didn’t win, but watch out for me next time.

Here is the best part: all of this self-discipline and the self-esteem that smiled back at me from my mirror translated directly into my performance as a student. At last I understood what so many people had told me for so long: I can do this stuff just like the other kids. Feeling good and doing well are now in an endless feedback loop. If you think that this can’t happen to you, then just take another look at that picture. If I can do it, so can you. Set an objective, be tough on yourself, and develop a taste for ground turkey. Good luck! #

Brooks O'Brien is a senior at Marymount College where he majors in graphic design. Prior to returning to college in 2009, he spent three years in the founding group of Cyren Call Communications, a start-up based in Tysons Corner, Va. He is training for next summer's bodybuilding competition in his home state of Maryland.

tigations that students may wish to explore are presented below. Yet, bear in mind the applications of this most ubiquitous relationship has practically endless applications!

- Find six primitive Pythagorean triples which are not included in the above table.
- Find a way to generate primitive Pythagorean triples of the form (a, b, c) where $b = a + 1$.
- Prove that every primitive Pythagorean triple has one member which is divisible by 3.
- Prove that every primitive Pythagorean triple has one member which is divisible by 5.
- Prove that for every primitive Pythagorean triple the product of its members is a multiple of 60.
- Find a Pythagorean triple (a, b, c) , where $b^2 = a + 2$.

* Relatively prime means that they do not have any common factors aside from 1.

Dr. Alfred Posamentier is dean of the School of Education and professor of mathematics education at Mercy College. He is also author of over 45 Mathematics books, including: Mathematical Amazements and Surprises (Prometheus, 2009) Math Wonders to Inspire Teachers and Students (ASCD, 2003), and The Fabulous Fibonacci Numbers (Prometheus, 2007), and member of the New York State Mathematics Standards Committee.



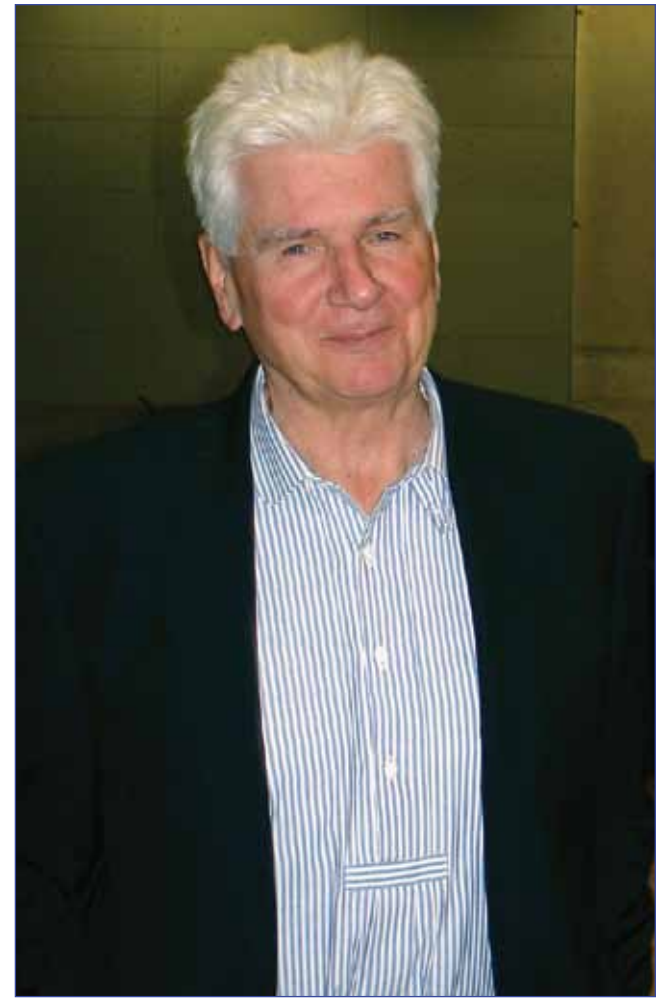
City Tech Marks Kristallnacht, End of WWII Anniversaries



Sala Kirschner & Dr. Ann Kirschner



Jerry Jacobs



Dr. Gunter Blobel

New York City College of Technology marked the 72nd anniversary of Kristallnacht and the 65th anniversary of the end of World War II recently with Ann Kirschner, Ph.D., author of “Sala’s Gift: My Mother’s Holocaust Story,” and the presentation of humanitarian awards to Nobel Prize winner Günter Blobel, M.D., Ph.D., and Interfaith Committee of Remembrance founder and chairman Jerry Jacobs. The event took place in the college’s Atrium Amphitheater in Downtown Brooklyn.

Gary V. Ellis, M.D., co-founder and executive director of Brooklyn-based Inner Force Student Leadership Institute, introduced Dr. Kirschner. Joel Levy, director of development at the Vera Institute for Justice and former New York regional director at the Anti-Defamation League, presented the JFSA Distinguished Humanitarian Award to Dr. Blobel and Mr. Jacobs. Borough President Marty Markowitz gave greetings and presented proclamations.

Other dignitaries attending the event, which is sponsored by City Tech’s Jewish Faculty

& Staff Association, included Ewa Junczyk-Ziomecka, New York Consul General of Poland, and Dr. Horst Freitag, New York Consul General of Germany.

Günter Blobel, M.D., Ph.D., is the John D. Rockefeller, Jr. Professor and an investigator at the Howard Hughes Medical Institute (Laboratory of Cell Biology) at Rockefeller University. Dr. Blobel was the 1999 recipient of the Nobel Prize in Physiology or Medicine for his discovery that proteins have intrinsic signals that govern their transport and localization in the cell. He also received the King Faisal International Prize in 1996, the Albert Lasker Award for Basic Medical Research in 1993, the Louisa Gross Horwitz Prize in 1989 and the Gairdner Foundation International Award in 1982.

Dr. Blobel is a member of the National Academy of Sciences, the American Philosophical Society, the Pontifical Academy of Sciences and the German Order of Merit.

Born in a small Silesian village in what was

then the eastern part of Germany, Dr. Blobel founded (in 1994) Friends of Dresden, Inc., a charitable organization with the goal of raising funds to support the reconstruction of that German city decimated during World War II. He donated the entire sum of his Nobel Prize to support the rebuilding of Dresden, including the Frauenkirche (Church of Our Lady), built in the 18th century, and the building of a new synagogue in the city. The synagogue was destroyed on Kristallnacht in 1938.

Dr. Kirschner, City University of New York dean of Macaulay Honors College, says in her book, “For nearly fifty years, my mother kept a secret. After surviving five years of Nazi slave labor camps, Sala Garnarcz Kirschner came to America as a war bride and raised our family without ever speaking of her wartime experiences. I grew up in a happy and safe home, and became a scholar, writer, and a mother myself, but always wondered about the black hole in my mother’s past.”

Among the topics Dr. Kirschner covered is

the role of public education and what it has meant to her family. “New York City schools not only educated me, but my mother, too,” she explained. “And my family has a close CUNY connection.”

Dr. Kirschner began her career as a lecturer in Victorian literature at Princeton University, where she earned a Ph.D. in English. Her subsequent career as an entrepreneur in media and technology included the creation of Internet businesses for the National Football League and Columbia University. She is a frequent contributor to conferences and publications on higher education and interactive media.

Jerry Jacobs is founder and chairman of the Interfaith Committee of Remembrance and executive producer of the annual Interfaith Holocaust Remembrance Concerts at the Cathedral of St. John the Divine. The son of a violinist and assistant conductor of the pre-war Lodz Symphony who died in the Holocaust, Jacobs was a child survivor of Auschwitz and Buchenwald. #

HARVARD MAKES CASE FOR CLOSING GENDER GAP

New and compelling evidence documenting the economic benefits of gender equality took center stage at a recent two-day conference at Harvard University. “Closing the Gender Gap: The Business Case for Organizations, Politics and Society,” hosted by the Women and Public Policy Program (WAPPP) at the John F. Kennedy School of Government in collaboration with the World Economic Forum and the Council of Women World Leaders, brought together scholars and business leaders from across the globe.

“Unequal rights to work, political participation, education and health violate human rights and may also negatively affect societal development, political outcomes and corporate performance,” said Iris Bohnet, professor of public policy at Harvard Kennedy School and director of WAPPP. “WAPPP is defining a new research agenda based on the economic value of gender diversity. An efficiency lens opens a new perspective on the issue — it is no longer only about constraints but also about missed opportunities; not only about rights but also about returns; not only about sameness about

also about difference, benefitting from women’s and men’s comparative advantages that can make everyone better off.”

Conferees presented evidence on a range of topics to advance the business case for closing gender gaps. Some of the more compelling findings included:

- **Development:** The returns on investment in women can be higher than investments in men because women tend to have preferences and make choices more aligned with general development goals, such as decreasing the number of children or spending income on children’s nutrition, Mayra Buvinic of the World Bank showed. At the same time, Professor Abhijit Banerjee of MIT reminded the audience that microfinance has likely been overrated in its impact on poverty alleviation and the empowerment of women.

- **Politics:** Women politicians provide more public goods that women care about and that are also aligned with general development goals, Professor Esther Duflo of MIT argued. For example, women village leaders in India focused more on the provi-

sion of clean water than men.

- **Education:** The gender gap in education has reversed with women now being better educated than men in many countries. Thus, the opportunity cost of not hiring and retaining talented women has increased. Business has more incentives than ever to design organizational practices inclusive of women. For example, Ricardo Hausmann, professor of the practice of economic development at the Harvard Kennedy School, discussed evidence on the impacts of the reversal of the gender gap in Latin America on women’s labor force participation and other societal developments, such as marriage patterns. In particular, he highlighted the need for making work compatible with motherhood.

- **Demography:** Due to demographic change, the current fertility rates in developed countries in particular imply that the labor force is shrinking. Competition for talent is stiffer than ever, and closing gender gaps in economic opportunity is paramount to replenishing the labor force. Lara Warner of Credit Suisse and the Harvard Kennedy

School’s Women’s Leadership Board described the demographic change as a “demographic tsunami.”

- **Diversity:** There is strong evidence for a diversity premium, with diverse teams performing better than homogenous teams, research by Professor Scott Page of the University of Michigan demonstrates. However, diverse teams also “mean work,” as Associate Professor Katherine Philips of the Kellogg School of Management reminded the conference participants. Remarks offered by representatives of Carlson, Credit Suisse, Daimler, Deloitte, Deutsche Telekom, Exxon Mobil, Goldman Sachs, Heidrick & Struggles, McDonald’s, Pfizer, and Temin and Company emphasized that corporations increasingly take these benefits seriously and create organizational structures to enable diverse teams to live up to their potential. Indeed, diversity in senior management is related to organizational performance, the research by Assistant Professor David Ross of Columbia Business School showed. Gender equality nudges, a concept developed by Bohnet, help organizations become more diverse. #



Juilliard String Quartet Welcomes New First Violinist Joseph Lin



Steve J. Sherman

Juilliard President Joseph W. Polisi announced recently that 32-year-old violinist Joseph Lin, an alumnus of Harvard and The Juilliard School Pre-College, will join the Juilliard String Quartet as first violinist beginning in 2011. He also becomes a member of the Juilliard violin faculty beginning with the fall 2011 semester. Mr. Lin currently is on leave from his position as a professor at Cornell, spending time in Asia to study Chinese music. He returns to the US to complete the spring semester at Cornell before joining the other members of the Juilliard Quartet — violinist Ronald Copes (Quartet member since 1997), violist Samuel Rhodes (1969), and cellist Joel Krosnick (1974) — as a full-time member. Mr. Lin follows violinist Nick Eanet who has resigned from the Quartet because of health issues.

In announcing Mr. Lin's appointment, President Polisi stated, "The Juilliard community is delighted to continue the great tradition of the Juilliard String Quartet through the appointment of Joseph Lin. Joe brings extraordinary artistry, intellect, and a vision to his new post. We all welcome him as a member of the ensemble and of our faculty."

The Juilliard String Quartet was founded 64 years ago as the School's resident quartet by then-Juilliard President William Schuman. Since then, the JSQ has encompassed twelve different members, with changes happening singly during that time. (A complete chronological roster appears at the end of this release.) The Quartet's international career has encompassed performances throughout Europe, Asia, Australia, and North and South America.

The continuing members of the Quartet unanimously commented on the search and subsequent choice of Mr. Lin to become the ensemble's lead violin, recounting that, "During the spring, summer, and early fall of 2010, we conducted a careful search for a new colleague who could help us to continue the high artistry which the Quartet has represented for more than 60 years, and to help lead the Quartet into the future. During that time we played with a number of brilliant violinists and musicians. Out of that process, Joseph Lin, who has participated for the past several years at the Marlboro Festival, emerged as the natural choice as our next colleague."

Mr. Lin is an active solo and chamber musician who has performed in major halls through-



Joseph Lin

out the world. He is a Concert Artists Guild winner who also was a founding member of the prize-winning Formosa Quartet. His new colleagues continued comment on his versatility and accomplishments by saying, "Mr. Lin is a virtuoso violinist of the highest order, as well as a superb chamber musician. Further, he is a most serious artist with wide-ranging interests that include Chinese music and culture. We firmly believe that his deep thoughtfulness about music will add a remarkable voice, that will embrace and complement the ongoing dialogue that always has been a strong characteristic of the Juilliard Quartet."

On being selected as the first violinist of this storied quartet, Mr. Lin remarked, "I am delighted to have the opportunity to join the Juilliard String Quartet, an ensemble whose artistry and leadership has touched the lives of audiences and musicians around the world. My relationship with my new colleagues has already been marked with generosity, both musically and personally. As we continue a dialogue that has welcomed many voices over the past six decades, I look forward, with my colleagues, to building on the ensemble's venerable history, weaving our individual experiences together to carry the Juilliard String Quartet into a new and fruitful era." #

PLAYWRIGHT USES THEATER TO EDUCATE



Layon Gray

By LISA K. WINKLER

Sitting five to seven hours every day in Starbucks can be hazardous to one's health, playwright Layon Gray discovered — but it can also provide the ideal atmosphere for writing. A few weeks before he was to board a plane from Los Angeles to New York for the opening of his play "Black Angels Over Tuskegee," Gray experienced swelling in his leg. Thinking it was a sprained muscle, he applied topical ointments and took ibuprofen. A later diagnosis of a blood clot led to a regimen of blood thinners and self-injections, but didn't waylay the award-winning writer, director, and actor from his New York debut. Gray shared his story in an interview with Education Update.

Growing up in a small town in Louisiana, Gray knew he wanted to play professional football. His father had groomed him from early on, enrolling the now 30-something in peewee leagues and attending his high school games wearing his only son's football jersey. Gray attended college on a football scholarship, playing quarterback.

Seeing a touring theater company's production of the musical "Grease" changed his life. "I was like, wow. This is where I want to be." Much to his father's chagrin (he was convinced Gray wouldn't make any money as an actor), Gray changed majors at the expense of his scholarship. "I had always done acting imitations before my family," Gray said, and he began auditioning for college productions. After graduating in 1995, he wrote and produced his own shows for a few years and then moved to Los Angeles, where he acted in "sleazy vampire horror" movies, before turning to writing, and his "office" at Starbucks.

"I love watching people and listening to conversations," said Gray, adding how being in New York and riding the subways also provide excellent fodder for his writing.

Though not all his plays focus on aspects of African-American history, Gray's two productions in New York highlight topics he believes few know little if anything about. "I didn't learn about the Tuskegee Airmen until my sophomore year of college, and I went to an all black high school. Black airmen? Tell me more." Seeing America's first black military airmen receive the Medal of Honor in 2007 further inspired Gray.

"I saw these men on television, in their 80s and 90s, some in wheelchairs, and I was awed," said Gray. The play, initially intended for a limited run of a few weeks, has been extended many times. School groups have attended matinees, and Gray

has produced 30-minute versions of his plays to bring to schools. "I get e-mails from hundreds of kids, saying how much they loved the play and wish their teachers would give them more information."

The play was performed at the Airmen's national convention, and a second cast will open in Atlanta in a few weeks. For Gray, its success is more than he ever imagined. "It's a simple story about guys who wanted to do something great. The audiences seem to relate to it and the Airmen love us," he said, his Louisiana accent dragging out "love." When he knows an Airman is attending a performance, he invites him on stage to share his experiences.

The second play, "All American Girls," features the women in the Negro baseball leagues during World War II. Gray wanted to try writing a murder mystery, so the plot unfolds when the coach, a tough-love woman modeled after Gray's high school football coach, goes missing.

Gray lists playwrights August Wilson, Lorraine Hansberry, and Tennessee Williams as mentors, but insists he's developed his own style. "I use music and light as characters. And while he's adamant that he 'loves my people and loves telling our stories,' his writing takes him in different directions. 'I don't want to be labeled as a writer who only writes about educational things,'" he said, adding he's working on a play about an immigrant Irish family.

To relax, Gray takes what he calls a "Lay Day" where he sleeps late, turns off his phone, eats out, and then watches movies into the early morning hours. He plays flag football and is an avid Steelers and Saints fan.

His two sisters aren't in theater, but his young nephew thinks he wants to be like Gray. "I tell him, 'do something else.' You have to have a strong mindset for this. You're constantly out of work, constantly looking for your next job. There are times when there's no money coming in and you scrounge around looking for pennies so you can buy Ramen noodles to eat."

He attributes his own luck to his parents. His mother always told him, "You can do whatever you want to do." His father instilled in him to hustle. "He'd tell me: 'Don't wait for anybody. You go out and get it. A lot of people dream, you have to be a doer.' I relate that to everything in life." #

Layon Gray's plays are running in repertoire at the Actors Temple Theatre. For more information, visit <http://www.layongray.com>



TOWN HALL HONORS MERRYL TISCH AND ELAINE STRITCH

Marvin Leffler, CEO of Town Hall, has done a spectacular job of revitalizing this venerable venue for music performances and education programs for school children. Each year Town Hall recognizes outstanding artists and philanthropists for their contributions to the arts. There are also graduate music students who play or sing during the ceremony, underscoring the contributions of the next generation.

In recognition of her contributions to the arts, Merryl Tisch, chancellor of the New York State Board of Regents was recently awarded the Town Hall Friend of the Arts Award at the Town Hall 89th Anniversary Celebration. She has served on the Board of Regents since 2001. She became a teacher in 1977 and has since dedicated her career to education, community service and philanthropy.

Also receiving an award at the event was Elaine Stritch, a multi-talented actress who is currently starring in the Broadway revival of "A Little Night Music." She has been in show business for over 40 years. She received a Tony award for her role in "Elaine Stritch at Liberty" in 2004 and an Emmy award for her role in "30 Rock" in 2007. Stritch continues to entertain New Yorkers on film and Broadway. #



(L-R) Merryl Tisch & Marvin Leffler, Pres.



(L-R) Marvin Leffler, Pres. & Elaine Stritch



(L-R) Dr. David Steiner, NYS Education Commissioner & Dr. Charlotte Frank, Sr. VP, McGraw-Hill

TRIO CON BRIO

By JOAN BAUM, Ph.D.

Trio con Brio Copenhagen is well named: the group plays "con brio," with great vigor and enthusiasm, and the Danish capital is home base, though the three musicians met in Vienna in 1999 and achieved prominence first in Germany. Shortly after receiving highly competitive and coveted chamber music awards, including the Kalichstein-Laredo-Robinson International Trio Award in 2005, the trio set off on a concert tour in the United States. Education Update was fortunate in catching up with the group recently in New York, where they performed at Rockefeller University as part of the Peggy Rockefeller Concert Series, renowned for attracting prestigious performers and sophisticated audiences.

To judge by the sustained applause, delivered "con brio," the evening was a total success and might have occasioned an encore, were not everyone understandably almost wiped out by the group's last number, Tchaikovsky's unusually long and challenging "Piano Trio in A minor" (1882), with its slow thematic development and dramatically lush and tragic lyricism — hello future film directors looking to score another "Anna Karenina." Not that the performers were not temporarily drained by the earlier pieces on the program — "Traumlieder for Piano Trio" — a difficult partly minimalist six-part piece by contemporary composer Hans Abrahamsen (oh that last movement with its jazzy syncopations!), followed by a stirring performance of Beethoven's "Ghost" (1808) with its "explosive beginning" and daring second movement full of bass line trills.

Speaking for the trio, pianist Jens Elvekjaer talked about what it means to be in a chamber music group, about performance and about music education. The group's much-lauded "color and shape" have been described as a convergence, in part, of "family ties, cultural blending and music." Elvekjaer is married to the trio's cellist, Soo-Kyung Hong, with whom he had been playing duos for three years, and she is the sister of the group's violinist, Soo-Jin Hong. The two have been playing together since childhood. The result? "There are so many things they don't have to talk about," says Elvekjaer, which makes it "easier" and also makes it possible to take liberties, when you have bonded, "which takes a long time." Soo-Kyung Hong, incidentally, plays on a Testore cello from 1731 and Soo-Jin Hong plays on a 17th-century Guarneri. And Mr. Elvekjaer? A Steinway.

The group performs approximately 70 concerts a year, a challenging schedule which actually sparks their creativity. When you do the same piece repeatedly on tour, Elvekjaer says,



Soren Svendsen

you don't want to repeat yourself. Pause. He proffers that the highly abstract Abrahamsen "was the best performance" they had done to date. It's not a piece that's readily accessible to audiences, he points out, but it's important to attend to contemporary music — especially something from Scandinavia — along with the traditional crowd pleasers (even so, the Tchaikovsky was hardly typical). Although the group devotes only 10 percent of its programming to modern music, Elvekjaer says how delighted they are when they feel they have persuaded an audience to listen and learn. He would like to do more in the line of explaining unusual pieces. American audiences, he suggests, seem more receptive than audiences abroad to such introductions. He also likes going into schools and getting youngsters excited about music.

Elvekjaer cites Cologne's Alban Berg Quartet as a particularly important influence, encouraging the group to think about "how a performance really works on stage." By that is meant emphasizing for an audience, depending on its degree of sophistication, of course, what will make a piece truly resonate. For example, if there's something melodic in an otherwise atonal work, play out the melody. Emphasize the dynamics in the classical repertoire. And no matter what tensions emerge in rehearsal, resolve them for the performance, have an attitude that is good for the group. And stay with the announced program. Concert organizers are not exactly thrilled when players make changes.

Another important mentor Elvekjaer cites is the Hungarian pianist Ferenc Rados, who still gives master classes, an "amazing musical inspiration," whose playing was like listening to a composer at work.

For further information on Trio con Brio Copenhagen go to <http://www.trioconbrio.dk>. And be sure not to miss their next New York appearance in 2011. #

The Boston Conservatory: President Richard Ortner

BY JOAN BAUM, Ph.D.

Richard Ortner, at the helm of The Boston Conservatory for twelve years, sounds as though he's just sailed in to realize his life's passion — to be at the center of one of the most remarkable institutions in the country devoted to music, theater and dance. Articulate, energetic, upbeat, especially about TBC's next 143 years (the institution began as the Boston Conservatory of Music in 1867), the president also evinces a winning modesty about the conservatory's accomplishments, especially under his direction. He is also gracious in his acknowledgment of sister schools, though, of course, he is proud of how TBC defines and distinguishes itself, especially in the competitive Northeast corridor and the Boston area, with its embarrassment of riches in the arts and higher education.

For one, The Boston Conservatory is modern and American. It includes contemporary work, emphasizing American musical theater, while still paying respect to the classical repertoire — Sondheim along with Sibelius. Even its founding is distinctive. In the 19th century it was rare not to follow a European model, which meant having a top-down administrative ethos and a traditional curriculum. At TBC, the faculty rules. And what a faculty it is, the president notes. His years in administration at Tanglewood and on various boards and advisory committees connected him to many of the best and the brightest artist-teachers, some of whom now work at the conservatory. It was also rare in the 19th century — not to mention much of the 20th — to open educational opportunities to African-Americans and women, something TBC was among the first to do.

Another distinction of The Boston Conservatory — its main one — is its multidisciplinary environment, though each of the tripartite divisions — music, theater, dance — has a director. At other institutions that embrace these disciplines, it tends to be the case that students concentrating in one area have little chance to interact with those concentrating in another. The conservatory's relatively small student body (700) and concise geographical area (eight buildings all within a two-block radius) allow for ready and heady student encounters and conversation.

Of course, TBC students are fiercely competitive, but the close quarters are meant to encourage student interaction, a goal particularly important for the school. The multi-disciplinary environment also works to expose students in one discipline to the other disciplines. Who's to say, for instance, that a theater major will not feel his or her "inner trombone" emerge? In regard to what the Web site says about a continuing "revital-



ization" of both facilities and programs, the president notes that a new facilities building strikingly shows in its design and construction the desirability of promoting interchange among the disciplines.

Enrollments at last count show approximately 80 students in dance, 220 in theater and 380 to 400 in music, 15 to 18 percent of whom are international students. His own job, President Ortner says unassumingly, is to "set the bar" for standards. A new academic dean is on board, as part of the conservatory's enhanced vision. Coursework already includes some high-tech neuroscience courses and classes in anatomy and physiology, studies intended to show what is distinctively human about performers in the arts.

Still another distinction, says the president, is TBC's "intimate and supportive" atmosphere, which freshmen sense immediately, an important corrective to the highly competitive arts world. Connections in the TBC world run wide and deep: everyone at the conservatory "performs," by which the president means ensuring that "performance" is understood as something beyond the stage; that it embraces the classroom and the surrounding community; that professional education includes not just preparing future artists but artist citizens.

The Boston Conservatory has fully accredited graduate as well as undergraduate programs, though it's basically the music students who go on for further study, enrolling, some of them, in the conservatory's impressive music education program dedicated to training the next generation of teachers and music therapists, for example. Overall, TBC graduates become "core members of regional, national, and international theater, dance and opera companies, orchestras, and choruses.

Richard Ortner's bio reflects wide and deep educational experience and friendships (Leonard Bernstein, Leon Fleisher, Gunther Schuller among them). His resume testifies to a diverse life as a performer (piano), architecture student (Cooper Union) and, of course, a music and arts administrator. He earned a B.A. in Music from NYU, studied with Richard Faber at Juilliard and, heeding Bernstein's advice, learned about "every facet of orchestra operations, from concert production and finance to facilities management and programming." #



A Young-Adult Pirate Story That Entertains and Educates

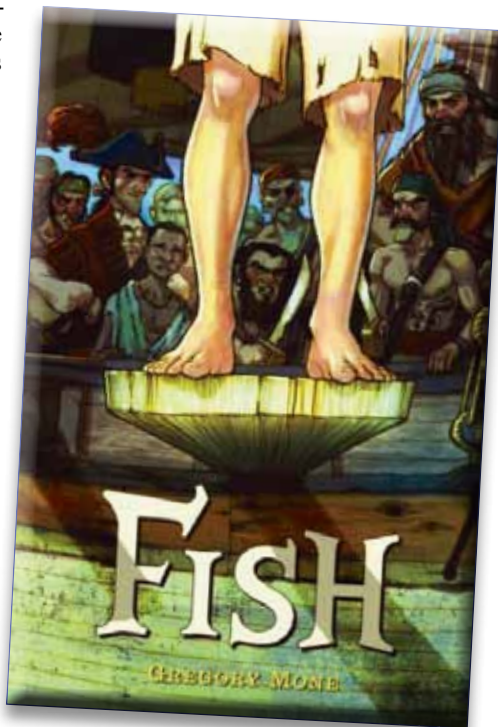
Fish

by Gregory Mone
Scholastic. 241 pp., \$16.

By JOAN BAUM, Ph.D.

Arguably, books for young adults are difficult to conceive and market because the age range 12 to 20, as defined by the American Library Association, covers such a wide period of physiological and psychological change. Writing for the young-adult set these days can also prove challenging for authors who choose not to follow the increasing tendency toward edge — the inclusion of content that is sexually explicit and typically raw (drugs, alcohol, violence), even employing rough language. Thus, what Gregory Mone has done in “Fish,” an engaging historical tale about piracy off the coast of Ireland, would seem to go against the current. It does, and it should make a number of parents and teachers happy.

Mone’s young protagonist, Maurice Reidy, who’s known as Fish because he is the only one in his family who’s learned to swim, is almost 12 when the narrative opens. The farming family is dirt poor. Their only horse has died, and Fish, who is the least agriculturally adept sibling, is sent to the city to work for his father’s brother as a messenger, delivering money. He works hard until one day, when he is about to deliver a purse of gold coins to someone at the dock, he is waylaid and robbed. In an attempt to recover the package, he finds himself in the water — trying to save the purse but also a ne’er-do-well who’s threatened him. And thus begins Fish’s adventure aboard



a pirate ship, otherwise known as a paperless privateer, until out on the high seas.

Fish’s forced stay aboard the ship allows Mone to offer nuggets of history, along with humor and inventive fun. One pirate loves to make up words such as “putrocious” (a combo for putrid and atrocious), a word game that might spur young readers to make up their own. The tale’s not just for boys. A 13-year-old orphan girl befriends Fish, and he wins the affection and admiration of the other boys on board. Mone draws on young people’s desire for buddies in a way that nicely shows the difference between allies and boon companions. By way of an intelligent and kindly pirate captain, Fish also comes to see that a good captain does not control his men but leads them, and that those who seek treasure with patience and care will be rewarded over the wild and restless of the world. Good lessons all for the pre-teen crowd.

Mone, whose Irish immigrant grandparents furnished a few of the story’s details, attributes the spark of his tale to summers spent on the North Shore of Long Island when he and cousins went roaming for sunken treasure, map and clues in hand. At one time a competitive swimmer, Mone is a contributing editor at Popular Science. This is his first young-adult book, and though it’s obvious that all’s well that ends well will be the conclusion, the story moves along at a lively pace and with an age-appropriate regard for the growing adolescent mind. A fine counterbalance to so many vicious video games. #

Logos Bookstore’s Recommendations



By H. Harris Healy, III,
President, LOGOS BOOKSTORE
1575 York Avenue
(Between 83rd and 84th Sts.)
New York, NY 10028
(212) 517-7292 Fax (212) 517-7197
www.logosbookstorenyc.com

As November and December come to pass, it becomes the time of year for holiday gift shopping, and Logos Bookstore is the place to come. Logos has attractive 2011 wall and desk calendars of New York City, the world, art, flowers, spirituality and religions as well as children’s favorites such as Peanuts, Curious George and Dr. Seuss’ zany characters. In addition Logos sells the 2011 Manhattan Diary, a most comprehensive compact fit-in-your-pocket calendar diary with store, club, restaurant, and museum listings as well as maps. For those people who observe Advent, Logos will have lovely traditional image Advent calendars.

Holiday greeting cards, boxed and individual (Christmas and Hanukah), will be available from November 5 onward. Currently there are indi-

vidual Thanksgiving cards for purchase. Books about Thanksgiving, Christmas and Hanukah are also available. Perennial Christmas favorites include *The Night Before Christmas*, *The Twelve Days of Christmas*, *The Polar Express*, *The Gift Of The Magi*, *Rudolph The Red Nose Reindeer*, *A Child’s Christmas In Wales* and *A Christmas Carol*, among others.

Logos now has “Tintin” books in both French and English, as well as “Asterix” books in English, so now one can follow up on the French-speaking young adventurer Tintin and his dog Milou as well as the last Gauls, Asterix, Obelix and their compatriots (and their secret potion), as they hold the Romans at bay through some most hilarious adventures. In addition to the regular

Parent to Parent: The College Search

By SYBIL MAIMIN

Students involved in the “craziness” of the college application process get lots of sympathy and advice. Receiving less attention and care are the parents; those cheerleading adults who share the rollercoaster ride are variously depended upon or kept out of the loop and, ultimately, are required to accept their child’s independence and college decision. Coming to the aid of anxious and frustrated moms and dads, Jennifer Delahunty, dean of admissions at Ohio’s Kenyon College, has put together an anthology of 27 personal essays by those who have been through the process, titled “I’m Going to College — Not You!” Sharing their experiences, parent to parent, the writers give the encouraging message that, in the end, “Everything will be all right.” Rather than a “how to” manual for parents, the book is about “how to survive.” The essays are wise, often witty, sometimes poignant, and delightful to read. While each story is as unique as each student, readers will recognize aspects of themselves, their children, and their families in these tales. The authors are a stellar assemblage that includes novelists, poets, playwrights, journalists, educators, and a hefty dose of admissions counselors and directors. The group boasts an Emmy- and a Pulitzer Prize-winner, a New York Times columnist, the author of an Oprah Book Club selection, and a reporter for Education Update. But, most important, they are all parents.

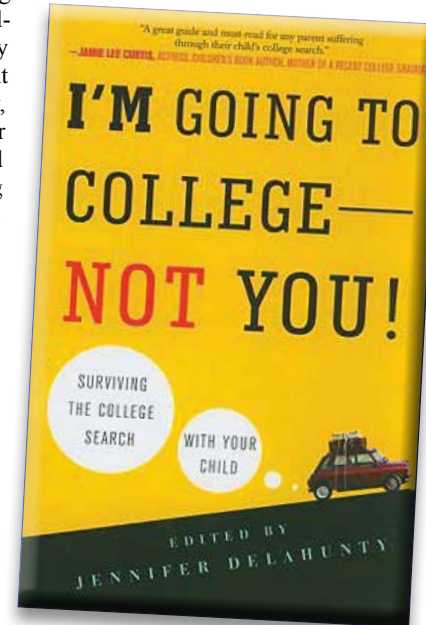
Delahunty reminds us that college choice is a big business generating billions of dollars annually. Test preparation companies (e.g., Kaplan, Princeton Review), testing agencies (College Board, ACT), and independent counselors thrive in this fiercely competitive, unpredictable reality. “A meritocracy it is not,” states Delahunty. “The mysterious nature of the process frustrates and infuriates.” Millions of dollars are available in financial aid, but a specific amount is not offered until four weeks before “a major purchasing decision must be made.” College choice coincides with the tense time in life when a child seeks independence and parents want control. “It is the last great act of parenting,” advises the Kenyon admissions director, comparing it to letting your child drive a car on his or her own even though you know you have more experience. Compiling a “list” (usually 10 to 12 schools) is the first challenge. Should it

include a parent’s beloved alma mater? How far away? What if proximity to a high school sweetheart is insisted upon? (See essay, “When Love Gets in the Way.”) College visits can be helpful,

but can also produce seemingly irrational observations and reactions. While some applicants have the advantage of being “shoo-ins” (legacies, development, top athlete or talent), most are “hopefuls” and must find an angle, or “hook.”

At a recent reading from “I’m Going to College — Not You!” at Bloomberg headquarters, 10 contributors shared insights. They described strong needs for teen independence, dissimilar experiences with different children within a family, and summers and holidays devoted to college visits. A mother of a special-needs son spoke of bringing medical records to college interviews and the

anguish of rejections. Laurie Kutchins, who accepted the role of “Application Coach and Deadline Enforcement Officer,” remarked, “It is a powerful and indelible moment when parents catch a first glimpse of mature adulthood emerging in their teenager.” Sean Callaway, the father of six home-schooled children, learned that, “quality without salesmanship is just another word for oblivion,” and took a job counseling high school students about college as a result of the search experience. Lisa K. Winkler, mother of three, noted eloquently, “The college hunt taught us that we should listen to our kids. ... We learned about each child in ways we never may have otherwise.” Anna Duke Reach admitted it wasn’t until the college search with her third child that she finally “got it” and realized her parental role was like Sancho Panza to Don Quixote: “listening hard and believing the impossible until I share a vision of each child’s dream.” In the book, Anna Quindlen, who went on to become a trustee and chair of the board of her alma mater, Barnard College, spoke of being very unhappy as a freshman, but “growing into the place.” She suggests it is not always best to feel at home immediately because comfort allows no room for growth. She advises, “College should be aspirational, designed not to reinforce who a student is but to elevate her to the point at which she dares to be the best self she can become, intellectually and personally.” The book’s underlying message to anxious parents: Be helpful, but do not interfere. The search does end.#



Tintin stories there are now books devoted to younger readers focusing on numbers, transport and simple stories about Tintin and the elephant, lion and llamas.

Holiday music at Logos includes different classical music compilations from the Metropolitan Museum of Art, lovely contemporary instrumental renditions of carols and songs, and jazz and world music versions to complement the rich collection of world, classical, jazz, religious and Gregorian music.

Gift items for the holidays include Central and South American nativities, straw angels, ornamental balls and bells, Christmas crackers with party hats and surprises, and other ornaments and decorations as well as menorahs and plush toy tie-ins to such children’s books as *Go Dog Go* and *Are You My Mother?* by P.D. Eastman, the “Five Little Monkeys” series, the “Little Quack” series, and *Knuffle Bunny* and other Mo Wilhelm characters as well as games based on Curious

George and The Cat In The Hat.

For those people who like food and possibly cooking, Logos has a well-stocked cookbook section of all kinds of cuisines. Happy Holidays!

Upcoming Events At Logos Bookstore

- Wednesday, November 3, 2010 at 7 p.m., Kill Your TV Reading Group will discuss *The Spy Who Came In From The Cold* by John Le Carre.

- Monday, December 8, 2010 at 7 p.m., the Sacred Texts Group led by literary agent Richard Curtis will discuss the book of Acts and the Talmud.

- Wednesday, December 1, 2010 at 7 p.m., KYTV Reading Group will discuss *The Lacuna* by Barbara Kingsolver.

- Every Monday at 11 a.m., is Children’s Story Time led by Lily.

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

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



NY HISTORICAL SOCIETY

Exhibit Dramatizes Insulin Discovery



"Daughter of U. S. Secretary of State Tries New Toronto Discovery," Toronto Daily Star, August 17, 1922. (From the Thomas Fisher Rare Book Library, University of Toronto.)

By JAN AARON

Since the hormone insulin was first isolated in Toronto and produced in Indianapolis, I wondered why the New-York Historical Society chose to feature an exhibit called "Breakthrough: The Dramatic Discovery of Insulin." There's a scant connection: An exhibit is devoted to Elizabeth Hughes, one of the earliest and most famous insulin patients; she was the daughter of Charles Evans Hughes, the onetime secretary of state, New York governor, and supreme court justice. Still, why should we quibble about local relevance? The show is expertly researched and handsomely presented. It is relevant to our times, and we can be proud that it's here.

Combining graphics, easy-to-read text, artifacts and illustrations, it offers a clear explanation for novices to this subject: what diabetes is, how deadly it was, and who made it less so. Those with more experience (diabetics, or those with diabetic friends or family) will be mesmerized by the historical objects in the show: letters, research notes. There is a telegram telling Dr. Frederick Banting, one of the co-discoverers of insulin, that he and his colleague had won the Nobel Prize in physiology or medicine. Also riveting are objects such as syringes, ampoules, and early kits to test sugar in urine and blood.



Photograph of Elizabeth Hughes with her mother, summer, 1918. (From the Thomas Fisher Rare Book Library, University of Toronto.)

The new book "Breakthrough" by Thea Cooper and Arthur Ainsberg, which inspired this show, offers readable explanations. But the exhibits divulging personal stories bring the insulin story to life. Pages from a doctor's registry before the discovery of insulin lists patients' names, dates of diagnosis, and dates of death; post-discovery, the death rates change drastically. My favorite exhibit shows a letter from Teddy Ryder, an early insulin patient. Scrawled in pencil and clumsy capital letters, he tells Dr. Banting: "I'm a fat boy now and I feel fine. I can climb a tree." Photos adjacent juxtapose a skinny, sickly Ryder in 1922 with a plump, smiling one a year later and 23 pounds heavier.

Text reminds the viewer that insulin transformed diabetes from a fatal disease to a chronic one. The show emphasizes that insulin is not a cure; it's a treatment, and diabetics are sick. You'll also learn that in the 90 years since insulin was discovered, no further advances have been made, and, more depressingly, diabetes rates have remained steady or rising worldwide. #

The exhibit is displayed through January 31, 2011 at the New-York Historical Society, located at 2 West 77th Street. For more information, call (212) 873-3400, or visit <http://www.nyhistory.org>

BOOK REVIEW

That's Like Me!

"That's Like Me!": Stories About Amazing People with Learning Differences

by Jill Lauren, MA
Published by Star Bright Books, New York: 2009

By MERRI ROSENBERG

A trapeze artist, fire fighter, veterinarian, inventor, event producer, dancer, award-winning illustrator — there's not much that would seem to link these disparate people.

What they share, as revealed in Jill Lauren's surprisingly brave touching children's book, "That's Like Me!", is a common history of struggling with school and academic pursuits because of learning differences. Some of these learning disabilities were recognized early in the subjects' school careers, with several speaking about their positive experiences in small resource room classes, or the encouragement they received from teachers and parents. Others struggled through school, only finding their way when they received an appropriate diagnosis in college or beyond.

As illustrator Jerry Pinkney writes in his fore-

word, "My learning disability was not recognized or considered, thereby making it invisible, which caused me to find ways of keeping in unseen. I learned to excel in areas where I was strong and hide those places where there was a challenge."

One of the author's goals in writing this book and sharing these stories — which intersperse those of the adults with poignant stories from children currently in school, who define themselves as an artist, scientist, wrestler and Eagle Scout — is to offer inspiration and hope to children and their parents.

"That's Like Me!" is designed to inspire, educate and empower children with learning disabilities," writes Lauren, a teacher who specializes in the field and works with children and adults. "Finally, some of your child's connections to the stories may be emotionally based, and reading the profiles may lead to important discussions about feelings related to learning differently."

For a slender volume, this packs quite a powerful punch, one that I'm sure will resonate with special education teachers as well as parents and children who deal, daily, with the challenges of these learning differences. #

Holocaust Center Makes a Difference in Life of Community

By JOAN BAUM, Ph.D.

Coincidentally, the very day Education Update paid a visit to the Holocaust Memorial and Tolerance Center of Nassau County, a leading regional newspaper with national reach ran a front-page piece on bullying in schools. To Beth Lilach, the senior director of education at the center, the headlined feature underscored the mission of HMTC, which, despite its name and nearby Children's Memorial Garden, does not restrict itself to telling the tragic story of Jews murdered during World War II, or of state-sanctioned antisemitism in history. Indeed, the center has also taken on a broader charge — to depict, explain and prevent behavior such as bullying that all too frequently erupts as racial, homophobic and ethnic intolerance and genocide. In the words of center chairman Howard S. Maier, "the Holocaust did not begin with concentration camps and killing. It started with stereotyping, intolerance and prejudice." This theme is impressively on display in gallery rooms along with Holocaust artifacts and mixed-media testimonials, not just to the Holocaust but to those who stood up against oppressors.

Located in an elegant neo-Georgian mansion set deep in the woods of Welwyn Preserve in Glen Cove, the center, the former home of oil industrialist Harold Irving Pratt, still seems to be relatively unknown even though it has been in existence for 16 years, reopened several months ago after extensive renovation, and has been engaged for some time in significant community outreach. And not just in Nassau County. HMTC serves the greater New York City area, including Queens and Suffolk Counties, by providing free on-site programs and tours for schools, sponsoring lectures and conferences for adults, and offering traveling exhibitions.

The connection between memorializing Jews — and non-Jews, such as people with disabilities and the Roma — as well as others murdered by vicious regimes in the last century — and more recent victims of genocide in Cambodia, Burma/Myanmar, Bosnia, Sudan, Rwanda, Iraq — is at the heart of the lessons the center would teach. This theme is only one feature that differentiates — and distinguishes — the center from other museums and educational institutions with similar goals. Another is its choice of teachers: survivors and liberators come to the center to talk about their experiences and to provide, by their very existence, inspiration. As Beth Lilach points out, however, time is running out. These eyewitnesses were children when history cast them in their roles, but of course their indelible stories are

part of the center's permanent exhibit of films, photographs and written accounts.

Begun in 1994 in response to a felt need expressed by survivors and their families who lived in Nassau County, the 2,500-square foot center has the advantage of scale. It is small enough to engage children and adults in manageable time periods. HMTC is essentially an educational institution, serving public, private and parochial schools, and to that end it has assembled an impressive array of age-appropriate curriculum materials that teachers can borrow for free. It also provides classroom space for tolerance workshops that follow presentations and tours. For example, the center has two DVDs for middle school and high school students that focus on survivors discussing how they suffered



Chairman Howard Maier

intolerance in their childhoods. Their narratives are set against a background of archival footage. One DVD is 14 minutes long, the other 15. Why the one-minute difference? Because a very graphic scene has been edited out for 5th-graders, Ms. Lilach says. Even so, as she notes, when she and Howard Maier look in on presentations, they can often hear collective gasps, even crying. The point, however, is not to terrify youngsters but to educate them, to hope that being at the center will constitute "life-changing moments" for them and to encourage their continuing interest (the center sponsors literary and art competitions), an important consideration as staff members discuss program plans for K through 4.

Another unique feature of HMTC of Nassau County is its offering of professional development tolerance programs for employers, educators, law enforcement and other professionals, such as school superintendents, curriculum directors, the North Shore-LIJ Health System employees, attorneys and physicians. The center also provides full-day training to every new recruit class in the Nassau and Suffolk County Police Academies.

It is important, Ms. Lilach points out, that the last gallery all visitors go through is one that emphasizes two critical lessons: 1) that liberation of the concentration camps in 1945 did not end tyranny, racism, antisemitism or genocide; and 2) that there were, are, and can continue to be "upstanders" — those who refuse to be passive in the face of intolerance and violence. Awareness is fine, action is finer. "There is no such thing as neutrality in terms of genocide." HMTC of Nassau County is an important resource that all people should put on their must visit list. Now. # 100 Crescent Beach Road, Glen Cove. (516) 571-8040. <http://www.holocaust-nassau.org>

U.S.-Israeli Program Promotes Good Sportsmanship

The U.S.-Israel Citizenship Through Sports Exchange is a program sponsored by the America-Israel Friendship League, a non-profit organization. The program, which was founded by Drs. Cedric and June Dempsey, offers activities that promote skills in communication, conflict resolution and good sportsmanship to young American and Israeli student-athletes. Nearly 100 high schools in Israel have added the program to its extracurricular activities and efforts are being made to introduce the the Citizenship through Sports Exchange program to schools in the United States. For more information, visit <http://www.aifl.org>. #



(L-R) Rina Mosseri, AIFL representative; Tomer Israeli; Gal Geva; Dr. Charlotte Frank



Herman Rosen, MD, a New York marathon physician at the acute medical care tent near the finish line.

Juvenile red-tailed hawk found somewhat dazed on 17th Street and Second Ave in NYC. NYPD Emergency Division brought the bird to an animal rescue center.

Photo by H. Rosen, MD



EDUCATION UPDATE

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- 16 Baseballer in 1974 news
- 17 Sci-fi writer Frederik ____
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- 11 Traffic directors
- 12 Anchored
- 13 Punches in
- 19 Nocturnal insect

DIG IN

BY David J. Kahn (Kibbe3@aol.com)

David J. Kahn has been dazzling crossword puzzle fans with his creations for many years. Almost 150 of his puzzles have appeared in the *New York Times*, with many others in the *Los Angeles Times*, the *New York Sun* and other newspapers and magazines. His books include *Baseball Crosswords*, *Sit & Solve Hard Crosswords* and *Sit & Solve Movie Crosswords*.

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www.EducationUpdate.com/puzzle

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- 24 "Phooey!"
- 25 School near Windsor
- 29 Bach's Mass ____ Minor
- 32 Not too smart
- 33 Stop acting like an amateur?
- 35 Beehive State native
- 36 Polecat's relative
- 37 Gambling game
- 38 It's found in CAT scanners
- 41 Bows (to)
- 42 Most like Caspar Milquetoast
- 43 Wal-Mart rival
- 44 Not at all eager
- 45 Take turns
- 47 Golden ____
- 48 Online newsgroup system
- 49 Part of a chorus line?
- 51 Phileas Fogg portrayer, 1956
- 53 Jungle vine
- 55 Strong cleaners
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EDUCATION UPDATE
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My College Application Experience

By ANTHONY-MICHAEL HARRIS

I am a senior at Robert F. Kennedy Community High School in New York City, and for the past four years I have been working on various aspects of the college application process. The experience has been quite interesting and at times overwhelming. I have had some ups and downs but I continue to make the best of it. In retrospect I have always wanted to go to college even before I started secondary school. However I wasn't really sure of the process. I honestly believed that the college application process would not begin until my junior year in high school. However, as soon as I began high school I realized it would begin much sooner.

When I began my first year in high school, my teachers talked about the importance of school and getting a college degree. As a freshman I went on local college tours with the school and I found some of the presentations interesting. However I really didn't understand the full concept of what was happening aside from going on a school trip. As part of this initial experience, my ninth-grade writing teacher had every student in her class write a sample of a college essay. At first I looked at this experience as being similar to writing a standard essay like I had done in middle school. I wrote the essay and I turned it in to my teacher. After my teacher marked my essay, she returned it to me and told me that what I had written was not acceptable. She did give me tips on improving my essay and she told me to rewrite it, which I did. I went through the process of rewriting this one essay at least five times throughout the year. The process of revision ultimately taught me how to write on the college level.

In the beginning I felt everything I did for my teacher was wrong. I didn't quite understand the intricacies of the college process at that time. At the end of my ninth-grade year, I finally received a decent grade on the final version of my first college essay. For me it was a worthwhile process and I felt I had completed a major task. However, little did I know that at the end of my first year it was just the beginning of the college application process.

In my sophomore year I continued with my studies and assumed that it was business as usual. Go to school, take mini vacations during the school breaks and go back to school to complete the tasks assigned by my teachers. However as I soon experienced, there would be no real relaxing winter breaks because I would be visiting colleges with my mom. My first college visit with my mother was quite memorable. It was freezing cold and raining. I was not thrilled with this tour since it was self-guided and my mom didn't really know the lay out of the campus. I also felt uncomfortable with her asking random question to people who were walking on the campus.

We eventually left this particular university and we were off to another one in the freezing rain. The second tour wasn't as bad since we had a semi-tour guide but I really wasn't interested in that particular school and the weather seemed to have gotten worse.

During that break I visited five schools in two different states. By the time I got to the fourth school and I had had an opportunity to speak to some of the students, I realized at that moment that college was very different. I began to look at the college experience more seriously. I also realized that this process and the experience itself was going to be a different journey. At that point in my life I began to realize that whatever college I had planned to attend would affect me for the rest of my life. I also knew I would have to try and get into a good college and I decided to explore occupations that were of interest to me.

As my sophomore year ended, I decided to get involved in different summer programs that focused on various types of employment. I wanted to attend programs that also offered the college experience. This summer became another experience that focused on the college application process. My experiences were great and I looked forward to my junior year in high school.

I knew the pressure was on to do the best that I could do now that I was in my junior year. There were state exams, SAT preps and athletic practices, etc. One would assume there might be a little

time for a break here and there. However during the school breaks, I was off to visit colleges. The traveling wasn't bad, but it was hectic.

During this series of college tours I began to differentiate between those colleges I desired to attend and those colleges my parents preferred. "Overwhelming" is an understatement, and I began to feel as if I was running out of time. I also wanted to have an opportunity to participate in some of the programs the colleges of my choice were offering during the summer.

I was able to attend some programs, which gave me more insight into some of the schools I was interested in attending. This summer vacation was not the same as the last. I actually began the application process. At first it wasn't bad, but then I had *deja vu* when I began writing the essays. I must admit, I completed all four topics before the start of my senior year and in retrospect I appreciate my writing teacher for her tenacity in getting the freshman class to write their first college essay. I am still rewriting essays to make sure they exemplify my best.

This process has been overwhelming at times, and it is probably the same for most of my peers. Aside from participating in the college visits, informational sessions and tours, there are also the college fairs, open houses, and interviews. There is also the adjustment of a new schedule that begins each year. As a senior my schedule includes some early morning AP classes along with late afternoon varsity fencing practices and matches. There are also the weekend community service activities, additional test prep classes, and commitments to outside organizations. The senior year, which includes the final phases of the college application process, is a bit overwhelming, but I know it's worth it in the end when you get to attend the college of your choice.

Just as running in a marathon can be overwhelming and exhausting, the goal is inspiring and in the ultimate analysis, at the finish line, it becomes worthwhile. #

Intercultural Open University: Alternative Education

By SANDRA HURLONG, Ph.D.,
PRESIDENT OF THE INTERCULTURAL
OPEN UNIVERSITY FOUNDATION

I am committed to Intercultural Open University Foundation. I am a product of traditional and non-traditional higher learning in the U.S. I received my B.A. and M.A. in anthropology from the University of Pennsylvania, and I received my Ph.D. in cultural anthropology from the Union Institute and University in Cincinnati, Ohio, the first university without walls in the U.S.

I met the IOU Foundation's founders, Professor Dr. J.R. Hakemulder and Professor Dr. Fay A.C. Hakemulder, in 2005. Discovering that we shared a philosophy of education, we began a long discussion about alternative education, distance education, culturally and socially relevant education, and the role of IOU Foundation in global education.

IOU Foundation is one of a small number of alternative education institutions, which has its beginnings in the open education movement of the 1960s. This learner-centered, self-directed orientation of education emerged in the U.S. and U.K. in the mid-1960s. Roy P. Fairfield, a Harvard University professor of education, was among the founders of the movement. His book, "Person Centered Graduate Education" (1977), chronicles his pioneering efforts at the Union Graduate School to create a self-directed graduate program and explores the paths and pitfalls of alternative modes of education. Much of the non-traditional educational philosophy in the 1960s incorporated the ideas of humanistic psychology, such as those of Carl Rogers' client-centered therapy, Arnold Mindell's process-oriented psychology, and Clark Moustakis' transpersonal psychology.

The beliefs of the pioneers in non-traditional education were that study is more an attitude

than a system. That attitude puts the learner first and the institution second. It concentrates more on the learner's need than the convenience of the institution. It encourages individual opportunity rather than uniform prescriptive learning, and de-emphasizes time, space, and even course requirements in favor of competence and performance.

Among the most prominent U.S. graduate institutions founded on these principals were the Union Institute and Graduate School, Fielding Institute, Saybrook Institute, California Institute of Integral Studies, The New School in California, and Antioch University. Regional accrediting associations eventually accredited all of these institutions.

Accrediting bodies are generally capable of understanding the language of non-traditional education. Government bodies have more difficulty doing so. They prefer external evaluation, grades, and commonly accepted standards of progress. In the U.S., learners are forced to seek government grants to pay the high cost of university tuition. The need for government money has led to greater conformity among U.S. educational institutions and less emphasis on alternative education philosophy.

IOU Foundation remains one of the few global institutions still supporting self-directed, non-traditional adult graduate education. I believe the foundation is positioned to play an important role in contemporary adult education. Part of IOU Foundation's philosophy is to maintain modest tuition fees and to have tuition fees from the developed world subsidize tuition fees for the developing world. By emphasizing adult education, concentrating on specific programs and continuing appropriate accreditation, IOU Foundation will continue to consolidate its role in alternative education. #

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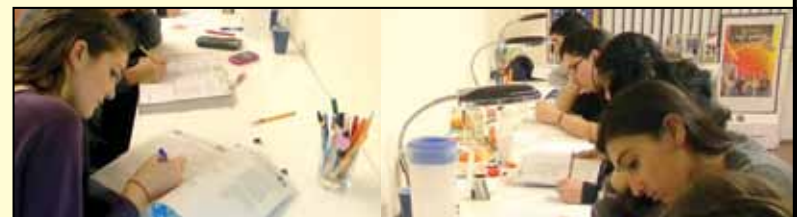
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