

# 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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INTERVIEWS



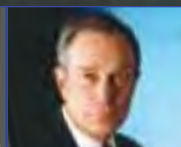
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## GUEST EDITORIAL

**CUNY's Master Plan**By CHANCELLOR MATTHEW  
GOLDSTEIN

**U**niversities are organic entities — they evolve and change, shedding and acquiring over time as they determine how best to advance students' learning and enhance their own capacity to prepare a skilled citizenry.

That process of assessment is critical to a large, complex institution like The City University of New York. Meeting the needs of a diverse student body, while contributing to the well-being of our city and state, requires constant evaluation of programs, policies, and practices. This is particularly true today, when an environment of economic volatility, advancing technologies, and globalization has provoked pressing questions about traditional models of public higher education.

For example, as public support for public higher education has declined across the country, forcing increases in tuition, how will institutions maintain access and ensure the availability of financial aid, so that students of all means can participate in the innovation economy? As global competition increases, how do colleges reinforce to citizens the importance of learning critical thinking, analytical judgment, and strong communication skills, and how can they better work with K-12 schools to ensure rigorous preparation of all students?

We need to ask whether our institutions truly have a global orientation and are enabling students to contribute to an international marketplace of ideas and services. And we need to question how we deliver that education. Technology is changing how we interact with others, how we access information, and even how we think and analyze. What does that mean to our longtime models of instruction, performance measurement, and shared learning outcomes?

Over the last several years, CUNY's process of examination and assessment has led to a number of creative initiatives, from the development of the Macaulay Honors College to the launch of online baccalaureate degrees to the inception of the Accelerated Study in Associate Programs (ASAP) model. More recently, the



adoption of a predictable tuition policy by the state — which helps families plan for college costs and ensures the availability of financial aid — is a historic change that recognizes public higher education's essential role in the future of New York State. The University's Pathways initiative to create a curricular structure that will streamline transfers and enhance the quality of general education across the University is also part of our effort to maintain academic rigor and relevancy well into the 21st century.

The work under way on CUNY's 2012-2016 Master Plan also reflects our ongoing process of self-assessment. Required by the state, the plan provides an academic blueprint for the next four years, detailing our priorities and describing the University's strategy to provide an education that offers a solid intellectual grounding within an inspired 21st-century context. Developed in consultation with the entire University community, the master plan brings to bear evaluative data, along with imaginative and forward-looking thinking, on the important questions faced by a growing and deeply engaged CUNY system. Our collective answers to those questions — whether the role of undergraduate research, the use of online technology, or the structure of a Ph.D. program — will guide not only the University's evolution but that of our students, New York's future leaders. #

*Dr. Matthew Goldstein is the chancellor of the City University of New York, comprised of 24 institutions.*

LETTERS TO  
THE EDITOR

## PORTALES, NEW MEXICO

*Bilingual Education for the 21st Century*

## To the Editor:

What a powerful article. As the country moves toward the right, it's becoming more xenophobic and English-only politically motivated. The fear of becoming cornered (in their minds) creates groups of people who fear for their own future and that is when they lash out with racial and hate crimes against the "other." This is the "other" that they created.

*Romelia Vivas*

## ALEXANDRIA, VIRGINIA

*Bilingual Education for the 21st Century*

## To the Editor:

Thanks for the great article and interesting analysis of trends in Europe and North America. Do you have information on trends worldwide? Also, what are the sources you used?

*Margaret Johnson*

## VIRGINIA BEACH, VIRGINIA

*Learning By Hand: A Case for Handwriting  
Enhancing Reading*

## To the Editor:

Outrageous. Letting cursive slip away is just another device for reducing literacy.

*Bruce Deitrick Price*

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## EDUCATION UPDATE

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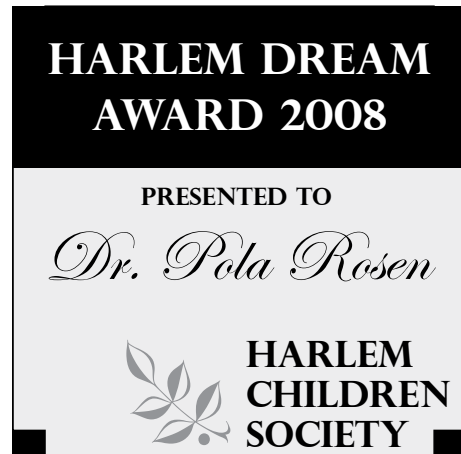
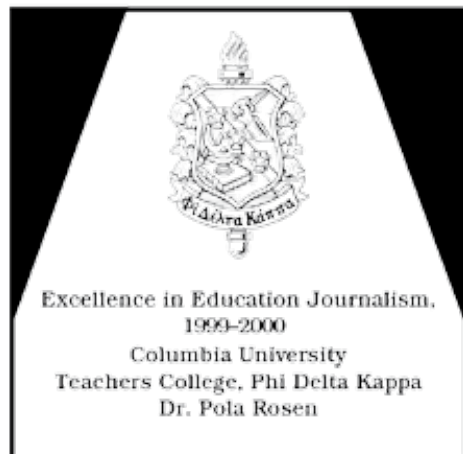
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## The Aspen Institute Holds 28th Award Dinner



(L-R) Cory Booker, Joel Klein & Kaya Henderson

The institute's 28th annual awards dinner took place at the Plaza Hotel recently, which honored former U.S. Secretary of State Madeline Albright with the Henry Crown Leadership Award. Cory Booker, mayor of Newark, N.J., Kaya Henderson, chancellor of Washington, D.C., Public School System, and Joel Klein, former chancellor of the New York City Department of Education, received



Former Sec. of State, Madeline Albright

the Aspen Institute Public Service Award for Leadership in Education. A panel discussion with the awardees preceded the ceremony.

The Aspen Institute mission is to foster values-based leadership, encouraging individuals to reflect on the ideals and ideas that define a good society, and to provide a neutral and balanced venue for discussing and acting on critical issues. #

## CEI-PEA Award Dinner Honors Tisch and Klein



Ann Tisch, Founder, YWLN

Joel Klein, former chancellor of the New York City schools, and Ann Tisch, the founder and president of the Young Women's Leadership Network, were honored recently by the Center for Educational Innovation – Public Education Association dinner for 21st-century education. Sy Fliegel, the president of CEI-PEA, presented Tisch and Klein with an award for their outstanding contributions to education over many years. Klein supervised and created dramatic changes to the 1,600 public schools and newly created charter schools that make up the largest school district in the nation. Tisch's vision was to create an education environment that allowed underprivileged girls to aspire to the best colleges in the nation by providing an enriched intellectual environment, accomplished faculty, and outstanding college guidance. Currently there are four Young Women's Leadership Schools in New



Former Schools Chancellor Joel Klein

York City.

CEI-PEA's mission is to assist public schools in New York City and other communities in improving the quality of public education. The organization's professional experience and expertise help schools to create more productive environments in which students thrive academically, socially and emotionally.

Fliegel has a long and prestigious history in public education. In 1975, he became the Director of Alternative Education for New York City's Community School District 4 and began the transformation of New York City public schools described in his book, *Miracle in East Harlem*. In 1989, having served five years as Deputy Superintendent in District 4, he became the Superintendent of District 28 in Queens. He is an advocate of creating innovative, effective schools and a system of meaningful public school choice for all children. #

## Interview with Sy Fliegel, President of CEI-PEA

Watch the online video interview with Dr. Pola Rosen at:

[EDUCATIONUPDATE.com](http://EDUCATIONUPDATE.com)

TRANSCRIBED By ELISE GRACE & MOHAMMAD IBRAR

**Dr. Pola Rosen, Education Update:** I'm honored to be here today with Mr. Seymour Fliegel. He is the president and Guild's Senior Fellow of the Center for Educational Innovation and Public Education Association (CEI-PEA). I'm interested in your own personal trajectory: from teacher, to principal, to superintendent, to CEI-PEA, and to the White House. One of the missions of CEI-PEA is fostering the support and creation of new public schools. Can you expand on that?

**Seymour Fliegel, President of CEI-PEA:** We have been fortunate enough to help some really outstanding schools get started. For example, the KIPP Academy located in New York — we made that happen with David Levin. But, of course, the system created the school. It was not a hard process. Here's the story: David Levin was in Houston, Texas. His mother called me up and said, "My son is in Houston. I'd like him to be in New York." I met David and his friend; both were teachers at elementary schools. I asked him if he'd like to go to New York. I had got him into the South Bronx school system. He was doing a great job, and ... that was about ten years ago. Now, he has about five schools in New York City.

Fredrick Douglass was another school that was created. We approached Lorraine Monroe, who was retired at the time. I had convinced her to come back and asked her to create a new school. She agreed, and that's how the Fredrick Douglass Academy came about. We were also involved with Carolyn Joeridge, when she started to work with children. So, people find us and say that we would like to create a school, and now it's mainly charter schools. We help them create the school: select staff, principal, teachers, and we give them guidance once the school is opened. But, the key always was to select a really outstanding principal. Leadership of the school is the critical factor, because the leader sets the culture of the school.

**PR:** Absolutely. So, what would you say are some of the salient ingredients of their success?

**SF:** Each leader has a dream or a vision, and it all depends where you are on the political spectrum. They all had a vision of what they wanted for a school, and they all had the ability to communicate that vision. The ability to communicate that vision is the distinction between great leaders and just a leader.

Next, high expectations are also critical. How do you communicate high expectations to teachers and students? I believe it's how you treat them. If you treat youngsters as thugs



Sy Fliegel

they'll become thugs. I can't tell you how many times I've visited a school and told students that they have a job — a job as a learner. Even for teachers — if you want teachers to act like professionals, treat them as professionals. This is critical.

**PR:** We both know that the most important ingredient to education is the teachers. How do we prepare and keep the best teachers in our schools?

**SF:** There are two ways: We have to elevate the profession of teaching so that our brightest students want to become teachers. Currently, one of the positive signs is Teach for America, because it brings many intelligent people into the field of education. In Finland, the No. 1 school system in the world, the top 10 percent of the graduating class goes into teaching. We have different values in our society, and everyone wants to be a hedge fund manager. So, we have to change how we train teachers, and schools of education have to adapt. Great teachers should be educating other new and upcoming teachers. The schools of education need to be more involved with schools. We have to upgrade the meaning of a teacher, in order to attract more people into the field.

**PR:** The last question is about special education. What kind of educational system is set up for students who require special education?

**SF:** Special education was set up to serve children, but basically it serves adults. Once you entered special ed, you seldom left special ed. So, we developed Project Mainstream, where we took a special ed teacher and a regular teacher and we asked them to mainstream these students. We placed special ed students in regular classes. We then asked teachers about students who weren't special ed, but needed extra attention and we would be happy to work with them. There have to be opportunities for special ed. students to be integrated with other children. Unfortunately, there isn't much change, so students who are in special ed. remain in special ed. and aren't given high expectations. These students are entitled to a great education and shouldn't be treated any differently. I believe they can be educated to level where they can become a productive citizens. #



# More CUNY Award Winners Than Ever!

**4 RHODES SCHOLARS**  in 6 YEARS

**8 GOLDWATER SCHOLARS**  in 3 YEARS

**7 TRUMAN SCHOLARS**  in 6 YEARS

**9 NSF GRADUATE FELLOWS**  in 2011

**Z**UJAJA TAUQEER, CUNY'S 2011 RHODES SCHOLAR, is exceptional but not the exception. CUNY students are winning more highly competitive awards and scholarships than at any time in our history. The City University of New York is attracting an ever-growing number of outstanding students. Our Macaulay Honors College is home to many of this year's winners. Assisted by a world-class faculty, they achieved their success studying at the nation's leading urban public university. They are exceptional but not the exception.



Matthew Goldstein  
Chancellor

**ABOVE, LEFT TO RIGHT:** Zujaja Tauqeer, Macaulay Honors College at Brooklyn College, Rhodes 2011; David L.V. Bauer, Macaulay Honors College at CCNY, Rhodes 2009, Truman 2008, Goldwater 2007; Eugene Shenderov, Brooklyn College, Rhodes 2005; Lev Sviridov, CCNY, Rhodes 2005, Goldwater 2004; Ayodele Oti, Macaulay Honors College at CCNY, Truman 2011; Gareth Rhodes, CUNY Baccalaureate at CCNY, Truman 2011; Anthony Pang, CCNY, NSF Fellow 2011; Jamar Whaley, Queens College, Goldwater 2009; Christine Curella, Macaulay Honors College at Hunter College, Truman 2007; Celine Joiris, Macaulay Honors College at Hunter College, Goldwater 2011; Claudio Simpkins, Macaulay Honors College at CCNY, Truman 2005; Ryan Merola, Macaulay Honors College at Brooklyn College, Truman 2006; Don Gomez, CCNY, Truman 2009; Lina Mercedes Gonzalez, Hunter College, NSF Fellow 2011.

Visit [cuny.edu/awardwinners](http://cuny.edu/awardwinners)



# Recruitment of Native-speaking English Teachers (NETs) for Primary and Secondary Schools in Hong Kong

## THE EDUCATION BUREAU OF THE HONG KONG SPECIAL ADMINISTRATIVE REGION CORDIALLY INVITES YOU TO APPLY FOR THE NET POSITIONS IN PUBLIC-SECTOR PRIMARY AND SECONDARY SCHOOLS IN HONG KONG.

### ROLE

NETs are required to teach English as a second language to Hong Kong students and assist in teacher and curriculum development in public-sector primary schools (for students aged between 6 and 12), secondary schools (for students aged between 12 and 19) and schools for students with Special Educational Needs (SEN).

### QUALIFICATIONS FOR APPOINTMENT

Applicants should be native-speakers of English or possess native-speaker English competence. <sup>Note 1</sup>

Preference will be given to applicants with experience in teaching English as a second/foreign language.

Priority will be given to applicants who possess the following:

#### (A) For secondary school NETs

A bachelor's degree in English Language or English Literature or English Studies or Linguistics\*\* or a Modern Language\*\* OR a Bachelor in Education degree (major in English or a Modern Language\*\*, but not primary education specialist) from a Hong Kong university or equivalent;

A Post-graduate Diploma in Education (PGDE) majoring in English or equivalent;

A Teaching of English as a Foreign Language or a Second Language (TEFL/TESL) qualification at least at the diploma level, or equivalent; and

At least 1 year's post-graduate experience of teaching English (**preferably** as a second or foreign language) at secondary school level or above.

#### (B) For primary school NETs

A bachelor's degree in English (i.e. majoring in English Language or English Literature or English Studies or Linguistics\*\* or a Modern

Language\*\*) from a Hong Kong university or equivalent;

A recognized teacher training qualification in primary education; and

A TEFL/TESL qualification at least at certificate level, or an equivalent course of study recognised by EDB (e.g. a Post-graduate Diploma in Education majoring in English).

Consideration will also be given to candidates not fully meeting the above requirements. Please visit the EDB's website at <http://www.edb.gov.hk/index.aspx?nodeID=262&langno=1> for the other categories of qualification requirements for appointment to the NET position.

**\*\*A degree in Linguistics or Modern Languages should be one in which English is the major language studied.**

For appointment in schools for students with SEN, preference will be given to candidates who have special education training and/or experience in teaching students with SEN.

### TERMS AND CONDITIONS OF APPOINTMENT

The appointment will be on a two-year contract basis normally from 16 August 2012 to 15 August 2014, subject to renewal after expiry.

The salary scales are:

**For secondary school NETs** – from around HK\$22,240 to HK\$51,670 (\*approx. USD2,851 to USD6,624) per month (12 months a year).

**For primary school NETs** – from around HK\$21,175 to HK\$43,010 (\*approx.

USD2,715 to USD5,514) per month (12 months a year).

An end-of-contract gratuity together with the employer's contribution to the Mandatory Provident Fund (MPF) that equals to 15% of

the total basic salary drawn during the period of the Contract may be granted subject to the employing school's recommendation.

Subject to the employing school's recommendation, a cash retention incentive equals to 5% OR 10 % of basic salary may be provided to eligible NETs for the satisfactory completion of the third and fourth year OR the fifth year of continuous service onwards in Hong Kong respectively. The incentive is not payable for the first two years' of continuous service.

Passage, baggage and medical allowances AND a special allowance of HK\$16,859 (\*approx. USD2,161) per month are provided for appointees whose normal place of residence is outside Hong Kong. (A NET will not be eligible for the special allowance if his/her spouse is currently receiving the same allowance or any housing benefit from his/her own employer.)

**The salary, the terms and conditions of service to be offered are subject to the candidate's qualifications and post-qualification teaching experience and the prevailing conditions at the time the offer of appointment is made.**

\* Based on exchange rate HK\$7.8 = USD1 (subject to fluctuation).

### APPLICATION

Applicants applying for both the primary and secondary school NET positions should complete separate standard application forms and mail/fax the completed forms with the required supporting documents to the following address **not later than 29 February 2012**. *Applications received after this date will be considered for subsequent years.*

NET Administration Team,  
Teacher Administration Section,  
Education Bureau  
Room 1321, 13<sup>th</sup> floor Wu Chung House,

213 Queen's Road East,  
Wan Chai, Hong Kong.

Fax No: (852) 2123 1239

Tel No: (852) 2892 6498 or (852) 2892 6492

Email address: [netrecruit@edb.gov.hk](mailto:netrecruit@edb.gov.hk)

Standard application forms and further information are available from the EDB's website at: <http://www.edb.gov.hk/index.aspx?nodeID=262&langno=1>

### NOTE 1:

Native speakers of English are people who acquire the language in infancy and develop the language through adolescence and adulthood within a community where English is spoken as the first language. Native-speaker English competence refers to the ability to use English fluently and spontaneously, to give grammatically accurate responses in communication and to write or speak creatively.

Non-native speakers of English, i.e. people who have not acquired the language in early childhood, are also suitable for employment as NETs if their English competence is not different from that of native-speakers in terms of fluency, accuracy and creativity in language use.

### GENERAL NOTES:

You are required to produce documentary evidence of having/not having been found guilty of criminal offence (e.g. Certificate of No Criminal Conviction (CNCC)) from the countries/cities where you have resided.

Information of unsuccessful candidates will normally be destroyed 12 months after service of the application result. Candidates who have been selected into EDB's central candidate pool but not ultimately appointed by schools for the 2012/13 school year may apply for remaining in the pool for one more year (i.e. the 2013/14 school year) by responding to an e-mail invitation issued by EDB in around March 2013.

Personal data provided by job applications will be used strictly in accordance with this Bureau's personal data policies, a copy of which will be provided immediately upon request. You may contact the NET Administration Team at the above address.



# EXCLUSIVE INTERVIEW: DR. TED SWARTZ, FOUNDER, THE BRONX CHARTER SCHOOL FOR BETTER LEARNING

Watch the online video interview with Dr. Pola Rosen at:

[EDUCATIONUPDATE.com](http://EducationUpdate.com)

TRANSCRIBED By MARISSA SCHAIN

**Dr. Ted Swartz, former CUNY professor and psychologist, has never allowed the press into his school. Education Update was privileged to gain insight into one of the most unique methodologies for teaching children.**

**Dr. Pola Rosen, Education Update (PR):** Tell us about the technique that is used in this school, whom it is named after and the fascinating saga on how you first came upon your teaching technique?

**Dr. Ted Swartz, (TS):** The person who first developed this approach is Dr. Caleb Gattegno, and he named the approach The Subordination of Teaching to Learning. I knew nothing about it when I started teaching. I was in my early twenties really struggling through the first couple of years as a teacher. Coursework in college didn't prepare one for the realities of being with children in inner-city neighborhoods. It was a middle school, grades five through eight. The school had only been open two to three years.

The principal of the school was a wonderful man who was determined to change the lives of these children. When I was on a break walking through the halls of the school, I happened upon a room with about a dozen children. I saw someone with gray hair and a wooden pointer and charts— this was Dr. Gattegno. I came to discover that he had a way of engaging children and what seemed to be a magical capacity to take them from wherever they were to someplace that was significant to them. These were children who didn't know they could read very much, and who found themselves discovering things that to them felt as though it was worth their time.

**PR:** And they were able to read at the end of the half hour?

**TS:** Yes, they were able to read words on the chalkboard including words that are generally considered advanced: asthma, consciences, tongue, etc. He discovered that if he could design materials and techniques that put children in touch with something they already knew and with something they thought they could do, they could learn.

**PR:** One of the compelling things about your story today is that you said you were an observer for about a half an hour in a classroom with a man that you never met before and that led to a lifetime of your dedication to this technique.

Can you tell us what do you feel is being done in this school that is making a difference in the lives of these children?

**TS:** One thing that I consider most important in the work that the teachers here are trying to do is to always look beyond what may be on the surface, in terms of the way that students are behaving or functioning, whether they're right or wrong, and to see in them deep profound intelligence. That I'd say is the core of what is happening here and can be happening much more every day.

**PR:** You think there's something in the system that's having a negative impact?

**TS:** I would say that most grownups relate to children as human beings that haven't been fully developed. What Gattegno saw was that we are all complete at every stage of development and that for children of the age of three or four to have taught themselves how to speak proves they have to be extremely smart. If I am responsible for the children of that elementary school, every one of them is extremely smart. When they seem to be slow or struggling or not interested in science there must be something about how I'm working with them that's not quite right.

**PR:** Sometimes adults will say, this child has a talent for math, but he is not so great in writing or vice versa. Is that really an untruth?

**TS:** I would say it's empirically true that the child might not be doing well in math, but I would also say if that child taught him or herself how to speak, there's a mathematician in there that we have not yet reached.

**PR:** So there's something about the teaching techniques and motivation that we have not done for that child, and we're not helping that child reach the full potential in that area. So what you're really saying is that every child can be terrific in every academic field.

**TS:** If they had all the time in the world for every area, there isn't an area of academics that I don't think a child couldn't be extremely good at.

**PR:** Is there a special teaching approach in this school that's used specifically to the academic area that you would see here and not in schools across the city?

**TS:** In this school, the lessons do not typically involve a teacher explaining, giving definitions, or telling children about things. Teachers pose very carefully crafted challenges that will enable children to discover what they need to know.

**PR:** Who crafts the challenges?

**TS:** The teachers craft the challenges as part of a group decision. There are some criteria that we use in order to make sure it's a challenge that will really grab the children, hold their interest and result in the academic knowledge we all want them to have. #



## Education's Quiet Revolution Starts to Make Some Noise

Get Your Copy Now at [amazon.com](http://amazon.com)

Renowned scientist and leading educator Dr. Caleb Gattegno would have turned 100 this year. *The Gattegno Effect* is an anthology of stories from around the world written by front-line educators celebrating the revolution he began five decades ago.

"He [Caleb Gattegno] does not therefore challenge American Education on some point of methodology; he challenges it in the way Copernicus challenged the belief that the sun revolved around the earth — that is, at the heart of its most fundamental and honored assumptions."

— McCandlish Phillips, *The New York Times* [1970]



## CAREERS

## On being a Chef and Chocolatier

By LISA K. WINKLER

Chocolate pasta? Sounds like something out of Candyland or Willy Wonka's world.

Healthy eating and chocolate? Now that really sounds like an oxymoron.

Not for Casey Granieri and Jerry Comi, professional chefs who make tossing together ingredients look as easy as opening a box of cake mix.

The two friends and business partners shared their secrets on how chocolate can enhance a meal at a demonstration at the Robert Wood Johnson Wellness Center recently.

Chocolate pasta was paired with Thai chicken. Chocolate and raspberry sauce, combined with oil and vinegar became a tangy salad dressing. And of course, the desserts: ganache truffles and chocolate crepes, complete with a

dash of Grand Marnier and Crème Anglaise.

In between cooking, the two traded barbs like knives slicing beef, and talked a bit about their paths to careers in food.

Both New Jersey natives, they grew up not far from each other. Both have grandparents from Calabria, Italy; they each learned to cook from their grandmothers and savor those recipes: calamari, smelts, tomatoes, and fresh pastas.

Granieri first trained to be a forest ranger. Realizing he liked to eat more than study trees, he enrolled in culinary school. He's worked in every aspect of food service: waiting tables, washing dishes, preparing salads, catering. He's the food manager for a hospital and is waiting for bank loans to fulfill his dream: a 175-seat restaurant offering Continental cuisine

and live jazz entertainment.

"I'm not a picky eater," he said. "If you make it for me, I'll eat it," he said. He loves preparing entrees the most and enjoys making people happy with food.

Comi, who cooks for his town's volunteer fire department, also has held every job related to food. He began at 12, assisting his uncle to deliver fresh pies to restaurants and hospitals. After high school, he entered engineering school but left after a year to follow his palate. Unable to afford professional cooking school, he attended the "school of hard knocks, going from restaurant to restaurant, spending about six months at each, learning as much as I could," he said.

For both, the learning never ends. "I learn something new every day," Granieri said.



(L-R) Jerry Comi and Casey Granieri

"There's nothing like hands-on experience," added Comi, who has tried foods he never ate before, like sushi, thanks to his friendship with Granieri.

Chocolate, while not really healthy — once sugar is added to cocoa the health benefits diminish rapidly — makes people feel good. In moderation, like most things in life,

they attest, it's fine. They use healthy oils, like coconut and olive oil, and insist on butter over any substitutes.

Advice for anyone considering a career in food?

Both men laughed.

"Be prepared to work long hours. Get a summer job at a restaurant. When everyone has off for holidays, you're working. But if you love food, it's worth it," they said. #

## Ray Fisher: Actor

By LISA K. WINKLER

Ray Fisher's best friend bet him he'd get into acting school. The stakes? The loser would have to shave his head. Sure enough, Fisher's head was bald shortly after receiving his acceptance letter to the American Musical & Dramatic Academy in New York City.

Fisher, 24, recently completed acting the role of Tom Robinson in the Shakespeare Theatre of New Jersey's production of "To Kill A Mockingbird." He talked with Education Update about his career path, his aspirations, and his reflections on Harper Lee's famous 1960 novel.

He credits a high school English teacher for encouraging him to audition for the school musical his sophomore year. Reluctantly, Fisher tried out, saying how he envisioned himself as a "tough guy," not the song-and-dance sort. To his surprise, he landed the narrator and Wolf roles in "Into the Woods," launching his high school musical career and igniting a spark for theater. He received lead roles the next two years and also sang in the school's choir, something he had formerly done only in church.

After graduating from his large, diverse high school in south New Jersey, Fisher said he didn't know what he wanted to do. He knew he wasn't ready for college and didn't want to waste money or time pursuing something he wouldn't appreciate.

He spent a year working all sorts of jobs: at the local movie theater's box office, in a retail clothing store, and in a fast-food restaurant. As he worked, he'd think about acting, recalling how much he enjoyed learning lines and being on stage with other actors.

The Academy, or AMDA, with campuses in New York City and Los Angeles, which offers an 18-month conservatory program, seemed the best fit for him. Finding it harder to return to school than he anticipated, he acknowledges his teachers for helping him focus and succeed. When he completed the program, he joined



the fate of many actors — looking for work wherever and whenever it appeared. In between auditioning and roles in small plays, he tended bars at Broadway theaters.

In 2008, Fisher landed roles in the Shakespeare Theatre of New Jersey's "Shakespeare Live," a program that brings professional theater performances to schools throughout the tri-state region. His contacts led him to the Tom Robinson role. He read "To Kill a Mockingbird" in high school, saying he remembers it "just as a book on the reading list that he underappreciated."

To play Tom Robinson, a poor black man accused of raping the young, lonely white Mayella Ewell in 1930s Alabama, required Fisher to put himself in "that position of being less than."

Growing up in a racially diverse community, he's never experienced the overt bigotry expressed in the story. Instead, Fisher focused on the frustration Robinson must feel as he continues to tell the truth, knowing he could never be acquitted in that time period.

"I tried to show his compassion. Here's a guy who's been in jail for seven months for a crime he didn't commit. He's had everything taken away from him. He can't feed his wife. He can't feed his kids. Yet he doesn't badmouth anyone for what's happened to him. Partly it's because he can't. But I think that even when he's alone, he doesn't have bad thoughts about these people other than he's sorry for them,"

Fisher said. "That's admirable. It's a quality I wish I could say I had. I know if this happened today, I'd have a lot to say."

Headed to Oregon soon to begin a contract with the Oregon Shakespeare Festival, Fisher once again invoked his high school teachers for exposing him to Shakespeare. "As a high

school kid, I just wanted to get to lunch. But my teacher insisted we read the plays aloud. I loved it, even if I didn't understand everything, I felt the power behind the words," he said.

Fisher reads plays and is writing his own. His advice to young people: "Don't be what everyone else wants you to be." #

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## The Artful Teacher: A Series Of Teaching Tips

As educators are forced more and more to compete with all kinds of media for their students' attention, it might be worthwhile for them to consider what media developers do to make things like video games so addictive.

What these developers are striving for most of all is an irresistible challenge.

A challenge is a much more superior cognitive activity than memorization or drilling. So effective are well-crafted challenges that people will generally accept them without even asking how they work. For instance, how many people spend a lot of time studying or memorizing how a video game works? They generally launch right into the game and figure it out for themselves.

Luckily, a lot has been done in the area of developing and executing well-crafted educational challenges designed to acquire knowledge. In fact, learning by challenges has the same exciting and exhilarating effects as actually creating or discovering an idea or a piece of knowledge for the very first time.

The most basic premise of any effective learning challenge is to start with

something some one knows and then to increase its difficulty in stages in order to teach them something they don't know.

Try this challenge for increasing your students' awareness of vocabulary.

Get them to write a reverse "S" on a piece of paper. On that S have them write as many synonyms for the word "big" as they can think of. Then have each read what they have written out loud and list all the original words on an S on a flipchart or the blackboard. Have each student create a sentence using three of the words from the general list and read it out loud. Repeat by having each student use three different words in a sentence and read it out loud. Repeat again by having the students use three different words, only this time get them to make their sentences into a question and have them read it aloud. In the next level of challenge, have them come up with three antonyms for the word big and read them aloud and add them to the class list. Finally, have the students create a sentence using three antonyms and three synonyms.

A key to executing an effective educational challenge is to resist critiquing or offering any sort of praise or judgment on the quality of the work being presented. Instead, feedback to students could simply be: "I understand what you are saying. I'm not sure what you are saying."

Some probable outcomes from this particular challenge could include: Awareness of how vocabulary can be efficiently acquired and integrated into writing and everyday speech as well as getting a taste of actually using the tools and methods of language arts such as word-smithing, personal editing and how to verify one's own work.

Any subject can be introduced as a challenge using the same basic premises outlined here. Success comes with practice. However, students will always appreciate your efforts because doing a challenge appeals to their inherent love of discovering new things for themselves.

Series presented by Educational Solutions Worldwide Inc. [www.educationalsolutions.com/#](http://www.educationalsolutions.com/#)

## Bay Shore Middle School Student Recognized as Upstander of the Month

The Holocaust Memorial and Tolerance Center of Nassau County is pleased to announce George Rettaliata as the January "Upstander of the Month" for being an advocate for students with special needs, both within his own school and throughout his community.

A 7th-grade student at Bay Shore Middle School, Rettaliata volunteers one day each week in a special-needs classroom and in a neighboring elementary school. He not

only provides academic support, but extends his friendship and in so doing models respect and acceptance to students and adults alike. Rettaliata implements the mission of the Center by advocating respect for all people.



George Rettaliata

Each month the Center accepts nominations from teachers, civic leaders, family and friends of a Long Island youth who has implemented the mission of the Center by advocating "Respect for All People." The nominee will have shown her/himself to be an Upstander against intolerance in any of its forms. The student's action as an Upstander could be one of intervention or prevention.

As Rettaliata has expressed, "Seeing how we each cope with challenges in different ways makes me realize that we all have unique gifts."

"We are in the third month of program, and we are very excited to see how Long Island's youth exemplify the meaning of being an Upstander," said Dr. Sarah Cushman, the director of youth education at the Center.

To nominate a student for the "Upstander of the Month Award," or to learn more, e-mail Dr. Cushman at [sarahcushman@holocaust-nassau.org](mailto:sarahcushman@holocaust-nassau.org), or call 516-571-8040 ext. 106.

The Holocaust Memorial and Tolerance Center is on the forefront of the discussion and education of tolerance. Founded in 1992, the Center builds a bridge from history to the contemporary issues of prejudice and discrimination that many experience today, a primary concern of its passionate chairman Howard Maier. #



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### DR. PAMELA S. FALK

Professor of American Foreign Policy and International Relations and Law at Hunter College, Pamela Falk holds several other titles on her impressive resume. Falk received her Ph.D. from New York University and works as a CBS foreign affairs analyst. She's the former staff director of a U.S. Congressional Subcommittee of the House of Representatives International Relations Committee. Falk has written and edited six books on international relations. She is the Team Faculty Advisor of the Hunter College Model UN Team which was launched in 2007. It consists of Hunter's top students, diverse and hard working, many first-generation college students, whose families hail from six continents. The team has won awards at national competitions in New York and Washington, D.C. as well as at international competitions in England, South Korea, the Czech Republic and Malaysia, and students from the team have gone on to law school, White House internships, and professional and academic careers. Inhae Song, a junior from South Korea who is in the College's Chinese Flagship program and was an Intern at the Asia Society, said, "One of the great benefits of the Hunter Team is our access to U.N. Headquarters and diplomats, and the fact that, at Hunter, the Model U.N. Team is a class, so we have the time to write in-depth research papers."

### DR. GARY KRASILOVSKY

Dr. Gary Krasilovsky is an associate professor at Hunter College and director of the Physical Therapy program at the City University of New York Graduate Center. Krasilovsky received his bachelor's degree in education at the University of Missouri in 1971 before receiving his Ph.D.

in pathokinesiology from New York University.

The Doctorate of Physical Therapy (DPT) program is a collaboration between the Graduate Center of CUNY and Hunter College. Hunter has offered Continuing Education courses in physical therapy and other health sciences since the founding of the School of Health Sciences in the late 1960s. The school remains the only one of its kind in the City University of New York system. The DPT is the preferred entry-level degree for all physical therapists. It is a clinical degree, like those awarded to podiatrists and dentists.

The Program is full time program, with courses offered during the day, and three calendar years in duration. The curriculum provides students with a strong foundation covering all aspects of Physical Therapy practice, followed by the attainment of advanced skills.

### PROFESSOR DARA MEYERS-KINGSLEY

Hunter College is raising the visibility of its renowned arts programs during this academic year through two new initiatives: The Arts Across the Curriculum Initiative and the Muse Scholars Program. Dara Meyers-Kingsley, a curator of contemporary art and media who teaches in the Macaulay Honors College at Hunter and previously taught at Parsons The New School of Design, directs these programs.

This past summer 2011, Hunter College received a planning grant from the Andrew W. Mellon Foundation. During this planning year, the Arts Across the Curriculum Initiative is piloting a variety of approaches will introduce the arts throughout the curriculum and expose more Hunter undergraduates to the rich cultural resources of New York City.

## High School Prepares Students for Careers in TV and Film

By JENNIFER MACGREGOR

Minutes away from Silvercup Studios in Long Island City, Queens, is a new high school that will graduate its first class this May. At The Academy for Careers in Television and Film, students are not only learning the traditional high school curriculum, but have the chance to write, produce, direct and edit their own films. At the end of the year, the students see what their peers have created in film festivals that take place in the school.

Mark Dunetz, the principal of ACTvF, stands in the doorway to the high school at 9 a.m., greeting students with a handshake as they walk in the building. The students here show pride in their work, and are engaged by the unique chance to work on film projects and often obtain high-profile internships while still in high school.

The school is nonselective, meaning any student who applies in the eighth grade and lives in New York City is eligible for admission. Students travel far distances to attend ACTvF, and their commitment shows. The Academy for Television and Film outperforms other nonselective schools in its peer group and is one of the most popular schools in the area. The school is on track to have a 95 percent graduation rate for the class of 2012.

One reason for this is that Dunetz pays close attention to absenteeism among the 425 students enrolled, and says he has seen a drastic drop from the chronic absenteeism seen in the eighth grade to the attendance rate seen in the ninth grade. He attributes this to streamlining the process of administration to allow more time for the staff to concentrate on the important work of designing curriculum, mentoring students and focusing on teaching. Dunetz devised a simple method of keeping track of attendance using the free Google Docs Web tool, which gave every staff member with an Internet connection access to grade reports, attendance records and teacher logs. All of the Google apps are cost-free for the school. The results speak for themselves: ACTvF had a higher daily attendance rate than students at any other nonselective school in the city,

according to statistics available for the 2009-10 academic year.

The school is unique in its focus of "below-the-line" work, which consists of the production-side of putting together a movie or TV show. In the three years since the school has been open, professionals in the field have shown incredible good will to the school and its students, offering their time to come into the classrooms to talk about what they do. The speakers "come in from careers no one knows exist," but they garner "rapt attention from students," he says.

Winnie Ng, a full-time illustrator, teaches title illustration one day a week at ACTvF. In a classroom filled with Mac Pros, students are learning to use AfterEffects, the software used by professionals for title design, special effects and animation. A group of sophomores were working on creating a snow effect in the program.

"None of the snow you see in movies is real," Ng says. "It's all done using AfterEffects." Ng works one-on-one with the small class of less than 10 students, answering their questions and helping them master the software.

One of Dunetz's strengths is being able to harness the knowledge and know-how of his staff to garner impressive results. A large locker room in the school had been boarded up for years, and the faculty decided to transform that space into a sound stage and carpentry shop. The students design, build and decorate their own sets in this space. The school even boasts its own production company, Next Step Pictures, which Dunetz hopes will eventually be able to bring revenue to the program. By the time students at ACTvF are in the 10th grade, they are using professional equipment, and building sets in the 11th grade.

The hope is that these students will be able to get real jobs in the field once they graduate, or go on to college. New York is second only to Hollywood in the movie and television industry, bringing in \$5 billion annually to the city's economy, according to the mayor's office of Film, Theater and Broadcast. #



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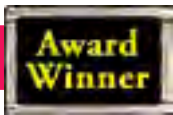
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# Time To Know

By DR. YOSI BEN-DOV

January is typically the time to reflect on the previous year and make resolutions for the New Year. While many of us may aim to eat better and exercise more often, as educators we should also take this opportunity to review our professional goals. Considering our planning typically revolves around the school calendar, an ideal resolution is to begin planning for the next school year, especially in the context of preparing for anticipated changes.

With implementation happening next year, schools need to gear up for the Common Core Standards. If you haven't already, set a goal to begin discussing the impact on curriculum and pedagogy with your staff. Focus on upgrading your instructional resources to align to the Common Core. Collaborate with teacher groups to review and update favorite lessons plans to meet the new standards, and showcase best practices at the next in-service. If you're ready when the Common Core takes effect, your school will be prepared for a smooth transition with fewer disruptions.

Make sure that you have technology programs to support the Common Core given that the tests will be electronically delivered. Take the time to consider what partners you want to work with and what programs you plan to implement when school begins in September.

The next step is to secure funding for the project(s) you're planning. Set a goal of identifying three potential avenues to gain the funding

you need. There are plenty of resources for finding grants that apply to your project, from foundations and private grants to federal grants. Some of this information can be found on our Web site. There are also a number of grant databases you can search, plus a list of potential foundations that can support your program.

As you develop implementation plans, begin working with parents in your community to gain their support. While many new initiatives require additional resources, remember that parents have a strong incentive to help make sure their children succeed in the classroom. Get them involved in the school — increase the frequency of your outreach, and work to mobilize them to support your initiatives.

Consider that some parents' companies may offer funding options they can apply for, or, for those in leadership positions, shepherd requests through the approval process. Others may be willing to help with fund drives and events. While a bake sale at a school technology showcase or science fair may not net a lot of cash

for your new initiative, visibility in the school community can lead to securing a new funding source. A group is more likely to succeed than an individual, so start building your community.

As the old saw goes, change is a constant. While we have seen significant transformation in the education world and can expect much more in the coming year, preparing for the Common Core Standards will help you and your

colleagues accept the changes more easily, get up to speed sooner, and make needed adjustments faster. As we're accustomed to hearing from our favorite sports team or perhaps even our competitive students, bring it on! #

*Dr. Yosi Ben-Dov is the CEO of Time To Know, an online platform that improves teaching quality and engages students, leading to better test scores and a deeper understanding of concepts.*

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## CHESS AT THE CLOISTERS

Students from 54 New York City high schools recently competed in an all-day chess tournament at The Cloisters Museum and Gardens,

the branch of The Metropolitan Museum of Art for medieval art and architecture, located in Fort Tryon Park in northern Manhattan.

The top 10 students played using replicas of the world-famous Lewis Chessmen, a group of 34 medieval chess pieces on loan to the Cloisters from the British Museum for the exhibition, "The Game of Kings: Medieval Ivory Chessmen from the Isle of Lewis," on view

through April 22, 2012. The tournament was organized by Chess-in-the-Schools, a nonprofit educational organization dedicated to improving academic performance and building self-esteem among inner-city public school children. #

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## Child Mind Institute Raises \$5.3 Million for Children

By HAROLD KOPLEWICZ, M.D.

Recently, we shared an extraordinary evening with several hundred friends and supporters who came together to raise \$5.3 million to keep building the Child Mind Institute. The second annual Child Advocacy Award Dinner was an amazing vote of confidence for our young organization. And as if being in the room with so many people committed to helping kids wasn't already enough to make you feel wonderful, Jimmy Buffett played "Song for the Little Children" and "Volcano" and brought the house down.

Co-founder of the Child Mind Institute Brooke Neidich and I are immeasurably grateful to all of you who believe in our mission and show your support so generously. And we are delighted that we were able to honor Jane and Jimmy with the Child Advocacy Award. Not only are they long-term supporters of getting help to kids who are struggling, they were the first to raise their hands to help the Child Mind Institute move from dream to reality.

We screened a fantastic new video of some of our parents and children, directed by Academy Award-winner Ross Kauffman and Raeshem Nijhon of Imagine Health. It was a moving



(L-R) Board member Michael Fascitelli, Chair Brooke Garber Neidich, Jane Buffett, Jimmy Buffett, and Matt Lauer

reminder of how care can change the lives of kids and their families, and, of course, why we must do this work.

We gave the 2012 Child Mind Institute Distinguished Scientist Award to Dr. Eric Kandel, whose pioneering work in the biological, chemical, and physiological bases of brain functions like learning and memory were recognized with the Nobel Prize in 2000. Dr. Kandel will return in the fall to have a conversation as a part of On the Shoulders of Giants. #

*Harold S. Koplewicz is the president of the Child Mind Institute.*

## NY Disabilities Film Festival Comes to Town

COMPILED By MOHAMMAD IBRAR

The 4th Annual ReelAbilities: N.Y. Disabilities Film festival will be coming to New York from February 9th through February 14th, 2012. The festival, the largest of its kind, will be promoting awareness and supporting narratives and film presentations of people with disabilities. The festival will debut international films, movies and documentaries from the U.S. to the U.K., Norway to France, and Iran to China.

The festival partners with over 50 community, arts, government, disability, and educational organizations making it the only film festival to bring stories of disabilities to such a wide-

reaching audience.

On the opening night, the festival will premiere "Ocean Heaven," a 96-minute film starring Jet Li in the role of a father who is trying to instill independence in his autistic son. Other movies include "Princess" (Prinsessa), a film from Finland based on the real-life events of Anna Lappalainen, who spent 50 years of her life as a patient at a psychiatric hospital. Her lovable personality healed and brought joy to those around her. ReelAbilities motive is to create a more interconnected community, and to appreciate and celebrate the diversity of the shared human experience. #

*Learn more at [www.reelabilities.org](http://www.reelabilities.org).*

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## Guild Awards College Scholarships to 12 College Bound Students

The Jewish Guild for the Blind recently announced that scholarships of \$10,000 will be awarded to 12 college-bound high school seniors who are legally blind. These GuildScholars will be starting their freshman year in September 2012.

A teacher of one of the winners is being acknowledged for his role in encouraging and bringing out the best in his students. Each applicant was asked to write an essay about a teacher whose encouragement made a great difference in their lives. The teacher chosen from among the applicants' essays will receive

a prize of \$5,000.

"We're mindful of the often unexpectedly large sums of money needed to accomplish a successful transition from high school to a college or university and we think that this scholarship money can be put to excellent use during this phase," said Alan R. Morse, J.D., Ph.D., president and CEO of The Guild.

In his nominating essay, GuildScholar Thomas Kozlowski wrote that the teacher who helped him the most in high school was Robert M. Fenster, who has been selected as the GuildScholar Program's Teacher of the Year,

and who will receive a prize of \$5,000. Mr. Fenster, who teaches history at Hillsborough High School (N.J.), impressed Mr. Kozlowski an honors student, from his sophomore year through his senior year as, "more of a Renaissance man than history teacher". A teacher, who introduced his student to extracurricular activities, including a highly successful mock trial team and the school's debate team, in order to perfect rhetorical argument and oratory.



**Daniel Gillen**



**Siobhan Rigby**

The 12 recipients were chosen after a rigorous application process that included criteria calling for academic excellence, community involvement, legal blindness, financial need, and U.S. citizenship. The 2012 GuildScholar Program scholarship winners are:

Tomas R. Cacicedo of Coral Gables, Fla. – Belen Jesuit Preparatory School  
 Reid Robert Creviston of Brentwood, Tenn. – Ravenwood HS  
 Joseph Andrew Esposito of Armonk, N.Y. – Byram Hills HS  
 Daniel Gillen of New York, N.Y. – The Beacon School  
 Thomas Kozlowski of Hillsborough, N.J. – Hillsborough HS  
 Zachary Robert McCormick of Tulsa, Okla.

– Bishop Kelly HS  
 Mary Margaret McLaughlin of Plymouth Meeting, Pa. – Mount Saint Joseph Academy  
 Chelsea Marks of Seaford, N.Y. – Seaford HS  
 Christina Murdoch of North Wales, Pa. – North Penn HS  
 Emily Pennington of Cincinnati, Ohio – Turpin HS  
 Siobhan Rigby of Richmond, Va. – Maggie Walker Governor's School  
 Daniel James Solomon of Belle Harbor, N.Y. – Stuyvesant HS  
 For information on the GuildScholar Program's scholarships for the 2013 academic year, contact Gordon Rovins at 212-769-7801 or e-mail [guildscholar@jgb.org](mailto:guildscholar@jgb.org). #



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## FROM THE SUPERINTENDENT'S DESK

*Your Child's Future: Now is the Time For Exploring*

By DR. CAROLE HANKIN

Preparing children for success in the 21st century is a challenge, not only for educators, but for parents as well. With rapid advances in technology and an increase in highly specialized jobs, it is more important than perhaps ever before that students develop their interests and pursue prospects for the future while they are still in a position to explore a wide variety of options. These are some suggestions for a few simple guidelines you can follow to ensure that your son or daughter has the greatest opportunities to excel in college and career.

Expose younger children to a variety of different potential areas of interest. Take them to museums, art galleries and events, and watch to see what appeals to them. Talk to them about what they enjoy, and what careers they think they might be interested in. Read books and watch educational programs with them on a wide range of topics.

When children show ability in any particular academic area, encourage them. Help them look for experiences that will develop their understanding and skills. If they are enthusiastic about a topic, help them to look for clubs and competitions in which they might participate.

If you think you have a child who may be interested in a national competition, such as the Intel Science Talent Search, encourage him or her to start getting involved with organizations that foster development in this area. Hospitals and other science organizations are great places to start. Help your older child find a mentor

who can offer guidance now, while he or she is preparing for future competitions.

Preparing for any competition is a long process — not a one-year experience. Students will need to start laying groundwork, building relationships with mentors and looking for possible internships well ahead of entering a competition.

Having experience in art or dance, as well as athletics, can be an advantage to your child, not only for gaining entrance into competitions, but also when he or she is applying for colleges.

Parents can take an active role in helping their children develop strengths and experience the satisfaction of accomplishment by getting to know what interests them and what endeavors they are most likely to find appealing. It is also important to work with the child's school to plan the supports and services that will lead to his or her success.

Yes, it is a challenge to help today's young people prepare for their futures — especially when the world around us is undergoing constant change. We can, however, encourage them to discover their unique talents, provide opportunities for them to get involved in activities of interest, and support them by being available when they have questions or concerns. By doing these things, parents can give their children a tremendous edge on their individual paths to success. #

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

*Marymount School Celebrates Distinguished Athletic Director*

By DAVID BELTRAN

Monika Anderson, an athletic teacher and director at Marymount School New York City, recently retired after twenty-five years at the school. She was honored at an All-School Mass at Saint Ignatius Loyola Church at Park Avenue and 84<sup>th</sup> street, attended by the entire school, faculty, and parents. A chorus of students sang *Awake, Awake*, a composition by Haugen. Headmistress, Concepcion R. Alvar, gave the welcoming remarks and underscored the character and integrity of Anderson, which, "have touched all of us." Alvar continued, "Anderson was the first to congratulate, the first to console,



Concepcion R. Alvar



Monika Anderson

she is beloved, compassionate, and kind, with an outstanding sense of humor and dry wit."

There was a luncheon following the service at the new campus at 116 East 97<sup>th</sup> street. #

LEARNING THROUGH THE  
CREATION OF GAMES

By ADAM SUGERMAN

Last year, Florida third grader João struggled in math and, in turn, scored poorly on the math portion of the FCAT, the state's standardized test. This year, though, he is performing much better. What makes the difference? Extra tutoring? Perhaps. But a more likely scenario was connecting the subject matter with his interest in sports and games, and transferring these skills to formal math instruction. João needed a more interactive approach to bring math alive.

When I started hitting the books with him, I kept thinking about soccer and Brazil. What makes the Brazilian national soccer team consistently outstanding year and year? Each decade, there is an influx of raw talent. Children don't necessarily play the sport organized into leagues as is common in the U.S. They play impromptu on the streets, improvising and experimenting, fiercely competitive as they play. I wanted to help João build his math skills, and I wanted to incorporate game creation into the activities we did together.

To prepare, I attended a game design workshop entitled "Are You Game?" It was co-hosted by E-Line Media, a leading educational game publisher, and BrainPOP, a New York-based company that creates animated, cross-curricular content. BrainPOP's movies and related interactive features are used by thousands of students in class, at home, and on mobile devices, and their free professional community, BrainPOP Educators, is over 165,000 members strong.

The week after the workshop, João and I started developing skills that work across platforms by playing games. But his intuition, creativity, and problem-solving skills sprouted when he took on inventing his own games. We started by coming up with simple games based on the ones he already knew how to play. João

created a paper-and-pencil game involving a random number generator (in this case, nine 6-sided dice) and he invented a set of rules, coming up with conditions that players might encounter during the game. Once this game was established, we played it countless times. João also asked his brothers to play.

Over the last several weeks, the game was played hundreds of times, with players' input on the game's strategies as well as its flaws. But for João, the idea of alpha and beta testing increased his appetite to lead a team, to learn about how a product is developed, and of course, to hone his own basic multiplication skills, allowing him to come up with his own strategies to expand to multiples of tens, hundreds, thousands, and millions.

To create a game, there are certain elements that must be addressed. One, of course, is the objective. What is the game's goal? Are there winners and losers? Do players compete against themselves or against other players? Do players play against a "host" or "dealer"? What are the game's mechanics, or rules? What is the sequence of events that take place during the game? Finally, what tools are needed to play the game? For students who struggle with basic multiplication facts, they could use a calculator, but João designed the game so that it could be played without a computer. During the alpha testing, we found that João's game included too many parts to be played easily, so he simplified the steps. Instructional goals were now met more easily.

So where can we get help in encouraging students to develop their own games? Contact the professionals at [brainpop.com](http://brainpop.com). Also the National STEM video game challenge is ongoing. More information is available at <http://www.stemchallenge.org>. #

*P.S. 32 and the ASD Nest Program*

By CHRISTINA STEEL

Nestled throughout the boroughs of New York City are a handful of schools with inclusion programs that attempt to educate students labeled learning disabled and those considered neurotypical together in classrooms with two educators. My foundation as a teacher comes mostly from the belief that human diversity — intellectual diversity included — can be the basis for great education and better teaching.

A few of these schools are a part of the Department of Education's Autism Spectrum Disorder Nest Program. Beginning in 2003 within PS 32 in Carroll Gardens, Brooklyn, the ASD Nest began as a "Collaborative Team Teaching (CTT) program for higher functioning children with autism spectrum disorders (ASDs)," according to the program brochure. It has since grown to be a part of schools in all five boroughs. The program focuses on providing social skills support that will assist the child labeled with ASD in being successful. My classroom works on this alongside many other goals.



My co-teacher had been leading a lesson for a few minutes when "James," a student classified as autistic, got up and silently moved behind his classmates. I followed, and it crossed my mind to scold him, but that inclination

was dismissed. James announced that he "did not want to sit on that dirty rug." Some might say James is a disrespectful student or is trying to get out of the lesson. For me, it became a moment for both teacher and student to learn.

After I investigated what James was feeling, it turned out that he had misinterpreted the emotion of my co-teacher. I had received the opportunity to understand his perspective and explain her actions. James left the situation with a little more understanding of the social

*continued on page 26*

## INTERNATIONAL EDUCATION: ON LOCATION IN ISRAEL

*American Israel Friendship League Fosters Global Understanding*

## US EDUCATORS LEARN LESSONS ON LOCATION IN ISRAEL

By VICKI COBB

If the ability to work globally is an essential 21<sup>st</sup> century skill, we must give educators as well as young people international experiences. This is exactly what the America-Israel Friendship League (AIFL) has been doing in its Young Ambassador Student Exchange (YASE) program for more than thirty years. Israeli and U.S. high-school students, of all religions and ethnicities from both countries, visit each other's homes and home countries. Instead of *telling* students in classrooms about struggles for peace, democracy, survival, and prosperity, the young ambassadors *see it all for themselves*. The different perspectives on the challenges facing both countries are an extraordinary learning experience for both Israeli and U.S. students.

The ongoing success of the YASE program is due, in large part, to the vision and determination of former NYC math teacher, NYS Regent and present-day McGraw-Hill Sr. Vice President Dr. Charlotte Frank, who serves on the

AIFL board. "Most people think of Israel as a place of conflict and danger from bombs," she says. "They need to go there and experience it. Israel has some remarkable achievements against almost impossible odds that can only be truly appreciated on a personal level." In order to promote a deeper understanding of American-Israeli education, Dr. Frank arranges a tour every year for delegations of U.S. school superintendents or school board presidents. According to Dr. Frank, "Leaders of American education also need to see Israel and this program for themselves. Then they can return to their districts and tell others the lessons they've learned."

This year's delegation included superintendents and educators from Arkansas, Michigan, Montana, Massachusetts, and Nevada. In addition to touring the sites of Judaism, Christianity, and Islam, they visited schools, universities, and municipal centers and met with Israeli professors, journalists and educators. One of the primary items on their agenda at home is bullying. Israel's struggle for existence among hostile neighbors was not lost on them. After a visit to the holocaust memorial, Yad Vashem, Darrell Rud, Executive Director of School Administrators of Montana, reflected on an incident that occurred about twenty years ago in Billings, Montana. There had been a series of hate crimes that culminated with a stone being thrown through the window of the bedroom of the five-year-old son of a Jewish doctor. "I was principal then and this boy attended kindergarten at my school and

I felt personal about it. We helped make the [school's] parents aware of what had happened. It was a very close-knit school community and they were enraged because these were their next-door neighbors, these were their friends. The local newspaper published [pictures of] menorahs and everybody put them in their windows and suddenly the town made a stand that said, 'This can happen somewhere else but it doesn't happen in our town.' And the stand that the community took against this violence seemed to cause it to move elsewhere because we had very few other events in a city of 100,000 after the local newspaper did what it did."

*"There is no magic to good education. You have to care, roll up your sleeves, and do the work."*

-KAREN TAL  
FORMER PRINCIPAL,  
BIALIK-ROGOZIN SCHOOL  
TEL AVIV

At the end of their trip, the superintendents met with the U.S. students in the YASE program and shared some of what they had learned. The students were most impressed with the fact that the Israeli students went directly from high school into the army. A student from Arizona commented "In looking at colleges, I think I want to go to this school because they have great parties or a nice dorm. I'm a junior and going to be making a college decision soon and because I've met the Israelis, I'll be making my decision about college in a much more serious way. Israelis are much more serious about their futures because of the army coming when it does."

Kay Johnson, Superintendent of the Greenwood School District in Arkansas observed, "Seeing young people coming out of high school, eighteen, nineteen years old in army uniforms and being ready to serve their country is impressive. We need something like that. And even though I've read about it, seeing them in person brings about a whole new reality." When the group was asked if the United States should have some kind of compulsory national service after high school, more than half of the students raised their hands.

But the lesson rediscovered by both stu-

Recently, a delegation of seven U.S. school superintendents visited Israel. It was an intense look at the geography, history, religious importance, struggle for survival, education systems and contemporary life of this tiny nation—approximately the size of New Jersey and home to about 8 million people. The trip was organized by the America-Israel Friendship League (AIFL) to promote some of the hard-earned lessons learned by the Israeli people that could benefit others.

The group was given an overview of Israel's



(L-R) Rob Slaby, Storey County School District, Virginia City, N.V.; Darrell Rud, Exec. Director, School Administrators of Montana; Vicki Cobb, Education Update correspondent; Margaret Frieswyk, Avon Public Schools, Avon, Mass.; Kimberly Hart, Whitmore Lake Public Schools, MI; Kay Johnson, Greenwood School District, AR; Jimmy Cunningham, Hampton Public Schools, AR; Dr. Charlotte Frank; Benny Gooden, Fort Smith Schools AR.

dents and education leaders was the common humanity of all people no matter how different from themselves. One YASE student observed, "The old city is impressive because people get along even though there are separate sections. People move from one quarter to the other and they are making things work. We're all humans, wherever we are." Another student noted that when the rain poured and his group ran for shelter, a group of Arab kids did the same. "They are just like us!" he said, still marveling at the discovery. Superintendent Kimberly Hart, from Whitmore Lake Public Schools in Michigan said, "I enjoyed seeing all the children in schools. They were thrilled that we were taking pictures and they wanted to be in the pictures. It reinforced for me how much all children are alike and that children are children no matter what country we're in."

And there was much, in Israel, to be admired. Benny Gooden, Superintendent of Schools in the Fort Smith Public Schools in Arkansas and president-elect of the American Association of School Administrators said, "I was most impressed with the [Bialik-Rogozin] school in Tel Aviv that takes all the students from all over the world regardless of their family status, their political status, national status or their needs—a very diverse school—one I can relate to in an American city. I heard their formula

for success from the Academy Award-winning principal Karen Tal—you set high goals, you have a clear vision and you accept no excuses." Jimmy Cunningham, Superintendent of Hampton Public Schools in Arkansas, said, "I found it disturbing yet comforting to know the plight of the immigrant students and their parents and yet be able to find a country that would embrace their status and find freedom from persecution. We could all learn from these experiences." Rob Slaby, Superintendent of the Storey County School District in Virginia City, Nevada observed, "There is a family atmosphere in Israel although they are so multicultural. They exchanged a thousand [Palestinian] prisoners for just one [Israeli] soldier. Why did they do it? Because they are a family and that's what impressed me." And Superintendent Margaret Frieswyk from Avon, Massachusetts summed up her experience, "I read somewhere that the Masada is a symbol of courage against a fierce enemy. Not that we in education have fierce enemies but there are obstacles and things that work against us. And the Masada for me represented incredible courage and fortitude and a dynamic that only a group can accomplish. It happened hundreds of years ago and here we are still trying to accomplish that kind of community where we can address the issues that face us."#

See the video and read the complete article online at:

EDUCATIONUPDATE.com

truly impressive accomplishments since the 1948 War of Independence by journalist Amotz Asa-El, who writes for both the Jerusalem Post and the Wall Street Journal. He cited that most Israelis agree, this land is the home for all Israelis, including but not

limited to secular Jews, Arab Muslims, Arab Christians, Bedouins, Druze, orthodox Jews, and ultra-orthodox Jews.

The remembrance of the *Shoah*, or Holocaust, has seared Jewish memory. So war, peace, and hatred are studied in the Truman Research Institute for the Advancement of Peace, a part of the Hebrew University of Jerusalem. The group heard speakers discuss their work at the Institute. Dr. Dalia Gavrieli said that the horrors of war are not a part of normal Israeli life.

# CORNELL & TECHNION COLLABORATE ON THE PROMISE OF NEW JOBS, STAFF



By JOAN BAUM, Ph.D.

When this past December Mayor Michael Bloomberg held a news conference to announce the winners of a competition to inaugurate a graduate center for applied science on Roosevelt Island, the applause, he felt, could be heard in Ithaca and Haifa. The response was enthusiastic and prolonged, the occasion demonstrably joyous, especially for the presidents of The Technion-Israel Institute and Cornell University, Peretz Lavie and David Skorton, respectively, and for “visionary” staff in New York City (particularly Deputy Mayor Robert Steel and Economic Development Corporation head Seth Pinsky).

The ultimate beneficiary of the collaboration, the Mayor predicted, would be New York City, as the best students will be attracted to study here, new and permanent jobs will be created for graduates and lasting partnerships will be forged between business and technology in imaginative ways.

“A defining moment,” a “watershed moment,” a “game-changing time,” the beaming Mayor declared of the alliance, acknowledging with a laugh a suggestion that he apply for a faculty position, once his mayoral tenure ends.

Called The Technion Cornell Institute of Innovation, TCII will serve as a “magnet for scientific talent and economic growth,” Bloomberg said, bringing together academia and industry in entrepreneurial and interdisciplinary ways. The 11-acre main campus will open on the site of the old Goldwater Hospital, probably in 2017, but classes are slated to begin around town in any of several buildings owned by Cornell. As for faculty — Lavie said that immediately following the news conference, he was overwhelmed by e-mails, calls and CVs from top researchers in industry and higher education. He also expects to be inundated with requests from professionals to mentor city high school students as part of TCII’s outreach pro-

gram for grades K-12, going into the schools until the Roosevelt Island campus is ready.

His model, however, is ready: approximately 10,000 students pass through the Technion to use its labs, some as part of a daily intensive, others coming once a week — some of them drop-outs, many minorities who need special attention. Success? More than two thirds are accepted by the Technion. “No affirmative action” here, the president adds; everyone is admitted on merit.

It would appear that the announcement of TCII could not have come at a more serendipitous time for both institutions: 2012 marks the 150th anniversary of the founding of Cornell and the 100th for the Technion. That adds up to a lot of experience. Over a period of 30 years, Technion graduates, President Lavie points out, transformed Jaffa (about 40 miles from Haifa, Israel) “from an orange economy to a semiconductor economy,” thus changing Israeli life. How? By being a “demanding school” with a “pioneering mission” and an instilled “sense of entrepreneurship” that attract the country’s top students, a sizable number of whom come from underprivileged backgrounds.

Arab Israelis, for example, make up 20 percent of Technion’s student population and serve in key administrative posts, including the dean of undergraduate instruction. They are also part of the Technion’s extraordinary job-placement record: 70 percent of Technion’s graduates work in high-tech industries, including exports, and half of these hold managerial positions. Of 121 Israeli companies on NASDAQ, over half are headed by Technion graduates — a \$5 billion tech economy in a country of only seven million), making Israel second only to Silicon Valley. And, Lavie notes, of the country’s over 4,000 startups, most will be around 10 or 15 years from now. Indeed, within a 10-minute drive from the Technion, research and development centers of major American technol-



*Technion-Israel Institute  
President Peretz Lavie*

ogy corporations continue to proliferate, with Apple about to join the list. Technion’s curriculum promotes not just tough standards but a can-do attitude: students serve in the army, and requirements embrace humanities as well as scientific disciplines. In fact, this premier engineering and tech-oriented business management institution also boasts its own orchestra and choir.

Lavie hopes, with Cornell, to create a transformative research institution that will dramatically affect the city’s economy. And he’s not talking about a vague future. He means starting now. Already underway are curricular plans for TCII, beginning with the design of academic

“hubs” that will function alongside traditionally structured faculties. The first three hubs, selected, coincidentally, by both Cornell and The Technion (“great minds think alike”) are: Healthy Life, Connecting Media and Built Environment, three interdisciplinary areas that both institutions concluded “would matter most to modern urban society in the next 20 years.” Built Environment, for example, will educate students in architecture, sociology, city planning, graphic design and civil engineering.

President Lavie is confident that Technion success will play out in the city. Only graduate programs will be offered, however: dual-degree applied science and entrepreneurship masters and doctoral degrees — but these will be in traditional discipline form as well as in innovative interdisciplinary programs, the heart of the new collaboration. A director, appointed by a board of directors, will head up TCII and report to the presidents of both the Technion and Cornell.

As part of his administrative expertise, President Lavie brings to TCII significant data on the achievement of Technion’s chip engineers that should prove valuable in New York. When asked on a 15-item survey to prioritize reasons leading to success, these Technion graduates cited as number one: “resilience.” Next in line was “willing to cope with failure,” then, “having role models” and fourth, “a desire to change the world.” The president points out, “the desire to make money came in, in 10th place.”

Lavie, a Sabra, who has been president of the Technion since 2009, graduated from the University of Florida with a doctorate in Physiology and Psychology. He went on to do post-doctoral work at the University of California at San Diego, moved constantly by “the need to change the world.” An award-winning specialist on sleep disorders, he sees TCII as a dream come true. #



# NEW COLLEGE AT ROOSEVELT ISLAND ART-UPS & COURSES FROM K-PHD

By DR. JOAN BAUM

It's wonderfully apt that David J. Skorton, the president of Cornell University, says he's "heartened" by the outpouring of support he's been getting ever since Mayor Michael Bloomberg announced the establishment of The Technion-Cornell Institute of Innovation (TCII) this recently. "Heartened" indeed because Dr. Skorton is a board-certified cardiologist. The interdisciplinary nature of TCII would also appear to be a natural fit for Cornell's 12th president.

Dr. Skorton not only holds professorial appointments in the Department of Medicine and Pediatrics at Weill Cornell Medical College in New York City and in Biomedical Engineering at the College of Engineering on Cornell's Ithaca campus, but has an extensive resume as a university administrator; a leading researcher in congenital heart disease among the young, and in cardiac imaging and image processing; a national leader in research ethics; a founder and co-director of the University of Iowa's Adolescent and Adult Congenital Heart Disease Clinic (he served as president of UI before coming to Cornell in 2006); an active member of several significant business and industry higher education forums; and a writer of major medical texts and articles.

The president also plays the flute and saxophone, modestly noting more alto these days than tenor sax (he once played tenor in an R & B group). After praising Joseph Perloff, Emeritus

Professor of Medicine and Pediatrics at UCLA who mentored him while Skorton was a cardiology fellow at UCLA, President Skorton cites a saxophone teacher as another important mentor for him, teaching "discipline," "humility" and the importance of knowing "limitations." And he is continually mentored, the president adds, by "student activists."

On the afternoon Education Update caught up with him, President Skorton had returned just the day before from a visit with Cornell's Asian partners. The university boasts 220,000 alumni in its worldwide community, attracting students from 120 countries. Approximately 10,000 alums live in the city, many of whom signed letters support of Cornell in the competition. Since Mayor Bloomberg's recent announcement, support has only "strengthened." The plan is to "move with all due haste" but in a "thoughtful" manner, he says.

"We're ready to roll up our sleeves in New York," the president says. The city, of course, is where Cornell already has substantial presence — downtown, midtown and uptown. The goal is "to benefit the city." Winning the competition to be The Technion's partner is not so much a triumph for Cornell, the president insists, as it is "for the people of New York." What makes TCII unique is its distinctive association with the city's Economic Development Corporation and its robust heritage of entrepreneurship, particularly in regard to drawing on technology as an applied science in many fields, including



Cornell President David J. Skorton

finance, real estate, fashion, medical technology. We're not out to rival Silicon Valley, the president emphasizes of the new collaboration, but "to do our own thing."

The timeline is "very ambitious" but will be met. Formal applications to TCII will begin

early in 2013, but this fall, Ithaca students in the city "will be given meaningful experiences" that will advance the TCII mission, either in current Cornell venues or in additional space to be provided. In the fall discussions will also begin with other graduate institutions in the city, such as The City College of New York's School of Engineering, to see how they, too, may be involved in the initiative.

Though it is still too early to speak about program specifics, the president says, there is no doubt that Cornell, with its prominent record in articulation (one fourth of Cornell's transfer students come from community colleges) and its status as a land-grant university for the State of New York (though Cornell is a private university, its four statutory colleges are supported by the State of New York, thus fulfilling its land-grant mission) will be doing outreach in the state's 57 upstate counties and in the city's five boroughs. The commitment is "in our DNA," he says.

Cornell has always been in the top five in getting National Science Foundation grants to pursue scientific research and teacher training in the sciences. And there will be a lot of "listening to and learning from" the New York City Department of Education regarding K-12 curricula, President Skorton adds. Will there be jobs for TCII graduates? "The idea is not to produce jobs for tomorrow but to prepare graduates to invent the jobs for tomorrow," to be, truly, entrepreneurial. #

## CHARLES FEENEY: THE EPITOME OF PHILANTHROPY

By MOHAMMAD IBRAR

Cornell University and Technion Israel Institute of Technology have both been selected to build and run a new campus on Roosevelt Island. The newly proposed Technion-Cornell Institute of Innovation received a large donation from an anonymous billionaire, but he recently came forward. The secretive philanthropist, Charles Feeney, donated \$350 million to help construct the world-class campus. But this is just one of many charitable efforts Feeney has endeavored.

Feeney, the founder of the world's largest private organization Atlantic Philanthropies, had remained in the shadows until 1997 and continued to donate large sums of money to universities, research associations and community programs. He founded the organization in 1982 and continues to play an active role. As of 2010, Atlantic has made donations and grants totaling over \$5.5 billion. Atlantic is dedicated to "bringing about lasting changes in the lives of disadvantaged and vulnerable people," according to their Web site.

Feeney forged himself through the furnaces

of the Great Depression. He was born and raised modestly in Elizabeth, N.J. From an early age, he had a knack for making a dollar. Feeney would shovel snow and mow lawns for his neighbors. He would later go on to join the Air Force, and used a military grant to fund his education at Cornell University. He became the first to attend college in his family. His entrepreneurialism sprang in Europe, where he began creating his own business and soon launched a chain of stores known as Duty Free Shoppes, where he and his partners sold high-end commodities to tourists and the public. At one point, his company was making a million dollars per day. Yet, he remained humble and began the life of a philanthropic billionaire.

He's known as an Irish American because of his initial dedicated philanthropy in Ireland, where he donated over \$1.2 billion to educational organizations. Atlantic's first donations began with rebuilding of Ireland's university infrastructure. Feeney, the single biggest philanthropist in Ireland, gave large donations on the stipulation that he would remain anonymous. Ultimately, that changed and he was inducted

into the Irish American Hall of Fame. His grants are geared towards programs in areas such as aging, children and youth, population health, reconciliation and human rights.

Feeney's donations stretch farther than just Ireland. According to Atlantic Philanthropies, the organization stretches across the globe to Australia, Bermuda, Northern Ireland, South Africa and Vietnam. Some of his many contributions include Cornell University, his alma mater where he donated more than \$600 million over 25 years. In Vietnam, he continues to support and build the healthcare and public health system. In 2002, Atlantic made almost a \$1.2 million contribution to Alliance for Safe Children, which is a major organization in Vietnam that helps reduce the amount of preventable child deaths.

In South Africa, he helped create a state-of-the-art research facility for the University of the Western Cape, which is considered one of the best in all of Africa. According to Atlantic, in Bermuda their objective "is to help build a vibrant social justice sector, with strong, effective organizations that have the ability and nec-

essary support to influence social change." One of the many organizations Atlantic has assisted in Bermuda is The Centre on Philanthropy, which has received over \$1.5 million in contributions. These are just a handful of benevolent deeds done through Feeney's organization; Atlantic's list of philanthropic ventures is too long to enumerate.

The generous billionaire behind all of this lives a Spartan lifestyle. According to the Atlantic, "Mr. Feeney owns neither a home nor a car. He still travels constantly — in economy class — and is well known for wearing a \$15 watch."

Feeney is an incredible example of a well-off individual, whose philanthropic lifestyle goes hand in hand with his teachings. "I believe that people of substantial wealth potentially create problems for future generations unless they themselves accept responsibility to use their wealth during their lifetime to help worthwhile causes," Mr. Feeney wrote to the Atlantic Board of Directors. And by 2020, Feeney hopes to close Atlantic Philanthropies by giving away whatever is remaining. In his biography, "The Billionaire Who Wasn't," he said, "I had one idea that never changed in my mind — that you should use your wealth to help people." #

David Beltran contributed to the reporting.



## Dr. Maria Mitchell: Profile in Medicine

INTERVIEWED By DR. POLA ROSEN  
& ELISE GRACE

TRANSCRIBED By DAVID BELTRAN

Dr. Maria Mitchell is no stranger to innovation, government work, medicine and collaboration. As an adviser to Mayor Giuliani on health issues, Chair of the Board of the Health and Hospitals Corporation, and founder of the New York City Office of Family Violence and Abuse, Mitchell has led AMDeC since its founding in 1997. AMDeC, the Academy for Medical Development and Collaboration, provides leadership in facilitating collaboration between academia and industry in biomedical research and in creating efficiencies to help members progress toward medical breakthroughs and discoveries.

Mitchell spoke with Education Update at her offices in Rockefeller Center. She mentioned many aspects of her life that have led to the success of AMDeC, but she focused on describing a new program called AMDeC F.I.R.S.T. (Facilities, Instrumentation, Resources, Services & Technologies).

Mitchell, always involved in medicine, was a pediatric nurse at Sloan Kettering and went on to begin the New York Cancer Project, a first in the city, with an ethnically diverse population of 20,000 people. Partnering with several major New York City research institutions, Mitchell created a type of Framingham longitudinal study for cancer research. The blood samples are now housed at Rutgers University while Columbia University has the informatics.

**Dr. Maria Mitchell (MM):** The cancer project was finished in 2001. We've spent twelve years funding these kinds of projects and studies. Our member institutions were looking to enhance services and maximize resources, so we now focus on creating revenue, savings, and information sharing. We developed an online real-time registry of almost 1,000 services and technologies in core laboratories across our 19 member medical institutions. Core laboratories are shared resources that offer anything from gene sequencing to animal facilities, where the individual investigators go to the core lab in their institution for services. Because there are so many institutions providing these services, they all wanted to know who is doing what, so they could share, buy, sell from each other, and make these services available to biotech and pharma companies. Because we've been in this space for so long, we were able to collect that information from the core labs in probably three or four months, and nobody's ever been able to do that. That has proven to be a huge resource for the institutions.

**Dr. Pola Rosen, Education Update (PR):** What about Michelle Obama's initiative for obesity and diabetes? Can some of this information that has been collected now be tapped into?

**MM:** We have a study that Michelle Obama should see; it's called R.O.A.D. [Reduce Obesity and Diabetes], and that is a five-year



Dr. Maria Mitchell

study where five different institutions have gone into the middle schools in their communities and recruited kids to look at the genetic predisposition to type 2 diabetes and obesity. So they take blood and anthropometric measures.

**PR:** Is this your study?

**MM:** We've raised the money. I raised \$5 million for that study and AMDeC coordinates this study. But I was very involved in the development. The study's not complete and we have the fourth publication going to print, so there have already been findings. Also, there's an intervention component with exercise and nutrition in the schools and family nutrition education. As you know, many New York City schools no longer have gym or don't have gym every day, so they go into schools and they create an exercise program that is designed for the diverse population in the school.

**PR:** Who designs the exercise program?

**MM:** There's a team of pediatricians, nutritionists and others from five of our member institutions: Columbia, Maimonides, North Shore-LIJ, Mount Sinai, and Winthrop University hospital in Mineola.

**PR:** Did those individuals from the five institutions put together the obesity and diabetes prevention program?

**MM:** Dr. Michael Rosenbaum at Columbia and Dr. Steve Shelov at North Shore, who had programs that were looking at this. Dr. Rosenbaum did a pilot at Columbia in a school. Dr. Shelov was doing it in Brooklyn. So because of AMDeC, we were able to put these people together to design a further study of what they were doing — a much larger study that we could expand. We have nearly 1,000 kids in five middle schools. When she [Obama] first talked about this, I felt like she was talking about what we were already doing, because the unique thing about this study is that it's tailored to individuals and groups. It's not just one mass intervention. It's directly geared toward specific children and trying to understand the cause of

## Dr. Jacob Appel, Bioethicist

By SYBIL MAIMIN

Jacob Appel is a busy man: A bioethicist, fiction writer, advocate and teacher, he has amassed numerous degrees, awards and accolades. His academic achievements include a B.A. and M.A. from Brown, an M.A. and M.Phil from Columbia, an M.D. from Columbia's College of Physicians and Surgeons, a J.D. from Harvard Law, and an M.F.A. from NYU. He is a member of the bar in New York and Rhode Island. Appel has published over 100 short stories in literary journals, with several receiving prestigious awards, and has seen 10 of his plays performed in small theaters across the country. Currently, as a third year resident in psychiatry at Mt. Sinai School of Medicine, he teaches medical ethics and medical law.

Other teaching stints have included New York's Gotham Writers Workshop and Brown University. At Brown, where he won the Undergraduate Council of Students Award for Excellence in Teaching in 2003, he co-taught and then taught legendary Professor Edward Beiser's popular course, "Hard Choices," an examination of the confluence of ethics and law. He also taught "Medicine, Law, and Morality" at the college. Appel is a libertarian in matters concerning the human body and personal behavior and advocates his views in academic and professional journals as well as in the press.

Half jokingly, Appel explains that his unusually broad academic and career training allows him to do poorly in one area while finding success in another. Professor Beiser, who was a great influence, taught that if you do many things, you perform well in some endeavors and poorly in others, and can get away with the poor performances because of the "confusion you have caused." In truth, Appel explains, he is largely focused on bioethics, a field that both his medical and legal training inform. Even his fiction writing often addresses questions of ethics.

obesity in specific populations. You can't apply one intervention to everybody.

**PR:** What are some of the universities you work with? What services do you provide for them?

**MM:** Nineteen institutions from the New York region are members of AMDeC. Our Members include institutions such as Columbia University Medical Center, Mount Sinai, Memorial Sloan-Kettering, Cold Spring Harbor Laboratory, and N.Y.U. Langone Medical Center. The AMDeC F.I.R.S.T. registry is a huge help for them. They didn't know what



Dr. Jacob M. Appel

Watch the online video interview with  
Dr. Pola Rosen & Sybil Maimin at:  
**EDUCATIONUPDATE.com**

Bioethics embraces two distinct careers. One involves advocacy in the public sphere through writing and speaking to try to shift the values of others. The other is as ethics consultant in a hospital, discussing options with patients and families. Appel explains that an ethicist can provide general guidelines in public comments but must respect patient ideas and sensibilities in private contacts. In working with patients, it is important to distinguish between science and values, he advises.

"We should all be able to agree on science, but values vary," he says. Cultural differences in our society must be recognized and understood by the bioethicist. He teaches students to respect patient views, and not think of them as incompetent if their beliefs differ. Accommodations must be made. For example, Jehovah's Witnesses embrace most modern medical practices but, because of a biblical command, will not accept blood transfusions. Alternate medical and surgical techniques can be employed.

Ethicists are most effective and gain trust if they do not tell people what to do, but present options and make decision making comfortable. The professional field of bioethics is relatively new and evolving. Ethicists can be full time (one per hospital) or part time, performing the role together with other duties. The first ethicists were church related and concerned with practical everyday matters. More recently, legal aspects were emphasized.

Only in the past decade have programs to train ethicists been established. Programs are few, but Appel sees opportunities for advances in the new discipline.

"Five years is an eternity in bioethics. I have no idea what the future will look like," he muses. While ethicists may have an impact in difficult situations, "they are not remembered," Appel explains. "Their role is to do good in the world but not leave an imprint. #

was available at other institutions, and can now share information. The technology is expensive, but to support the equipment is even more expensive. For example, The American Museum of Natural History is a Ph.D.-granting institution and a member of AMDeC. They're using the information available to locate and use different equipment and services so they don't have to buy everything themselves. That's a good example of the sharing and cost efficiency. Another example, if a researcher's core lab can't run his samples, he can go on the site and find one that can. #



## CONFRONTING CYBER-BULLYING

**Confronting Cyber-Bullying: What Schools Need To Know To Control Misconduct And Avoid Legal Consequences**

By Shaheen Shariff. Published by Cambridge University Press: 2009. New York, 275 pp.

REVIEWED BY MERRI ROSENBERG

Bullying has been around as long as there have been children. There's no denying that some children, sadly, are undeniably nastier than others and take delight in tormenting their peers. What used to be physical bullying — the tackles and trips in the playground or cafeteria — or emotional bullying — teasing, taunts, mocking jokes — has in recent years gotten even nastier with the presence of cyber-bullying. And what makes cyber-bullying especially challenging for teachers and educators is that much of the bad behavior takes place outside of school, yet has lingering and unpleasant repercussions in the classrooms and corridors during the school day.

It's a dilemma that author Shaheen Shariff, a former lawyer who is on the faculty of education at McGill University, acknowledges and seeks to address in this worthwhile volume,

"Confronting Cyber-Bullying."

She writes, "As technologies evolve and advance at rapid rates and children are immersed in them at increasingly younger ages — and as adolescents become proficient and comfortable with social networking sites, blogs, chat rooms, and mobile phones — many adults, whose use of computers is limited to e-mail and word processing, find themselves incapacitated and left behind — or as some would say, technologically challenged." The power relationship is uncomfortably disrupted, as parents and teachers often can't identify, let alone regulate or supervise, exactly what happens on-line.

All too often, that turns out to be vicious cyber-bullying, made easier by the Internet's culture of anonymity. On the Web, there's more sexual and homophobic harassment, often with tragic consequences for the students who are targeted. What makes it worse is that these cyber-assaults can happen anywhere and everywhere.

Shariff advises that parents and teachers move away from punitive measures, focusing instead on developing students' understanding

*continued to page 23*

## REVIEW OF *Raising the Grade*

**Raising the Grade: How High School Reform Can Save Our Youth and Our Nation**

By Bob Wise.

Published by Jossey-Bass, a Wiley imprint: 2008, San Francisco, California. 280 pp.

REVIEWED BY MERRI ROSENBERG

Former West Virginia Governor Bob Wise, who now serves as president of the Alliance for Excellent Education, a Washington, D.C.-based nonprofit organization, takes on the challenge of how high schools need to change in order to prepare their students for the realities of the global economic workplace.

His indictment won't come as much of a surprise to classroom teachers who confront these problems daily. But his words perhaps have even more significance after the fall of the Occupy Wall Street protests, with the growing recognition of the income gap in America and the implications of that divide for the nation's future.

As Wise writes: "The truth is that the majority of America's middle and high schools are failing dismally to educate all of their students well and prepare them for the rapidly evolving challenges and opportunities that await them when they leave school .... Rather than highly engaging institutions of learning that serve as stepping stones to success, many of our secondary schools

have become warehouses of student failure."

The failures are amplified by the racial gap as well. When Wise wrote his book, 70 percent of all American high school students earned their diplomas within four years. For Hispanic students, the rate was 58 percent, while for African-American students the rate was 53 percent. Compare that to a graduation rate of 76 percent of white students.

No wonder, writes Wise, that "a critical lack of investment in secondary school education is contributing to the social, political and economic breakdown of generations of young Americans while at the same time undermining U.S. global competitiveness."

Some of the remedies Wise proposes are not necessarily new. There are familiar tropes, among them: make sure that federal intervention doesn't cause harm to those at the district level who have to carry out legislation; have additional federal funds linked to education reforms that are evidence- and best practice-based; use federal policy to scale up programs that have already been shown to work, and, above all, be sure that federal policy enables all students to receive a quality education.

The prescription has been in place. What's needed now is the political will to do something positive and meaningful for high school reform, as Wise urges. #

## Made In America: Immigrant Students In Our Public Schools

**Made In America: Immigrant Students In Our Public Schools**

by Laurie Olsen.

Published by The New Press: 1997, New York: 276 pp.

REVIEWED BY MERRI ROSENBERG

Few political issues are more compelling, or divisive, than that of America's current policy on immigration. Even more explosive, especially in states where there are substantial immigrant populations, is how to effectively educate immigrant students.

Laurie Olsen, now an independent consultant who previously served as director of California Tomorrow, a nonprofit policy research and advocacy organization, originally tackled this topic more than a decade ago, when this book was first published. She revisits the issue again in a comprehensive work that should be of interest to educators dealing with these students. Although the material is the same, Olsen has written a new preface, updating her concerns in the current political and economic landscape.

Few would argue, I imagine, that, "few immigrants get the preparation they need academically or the language development required for academic success. The reality is that they are largely precluded from access to the curriculum that their English-fluent and U.S.-born schoolmates receive."

If anything, Olsen writes, the situation has gotten even worse. In 1997, she suggested that the nation's response to its immigrant students could go in two directions. One would emphasize a "monocultural model of what it means to be an American" — the model that would ask students to relinquish their home language and identity. The other would indeed embrace a multicultural vision.

Unfortunately, Olsen now concludes, the events since 2001 have only intensified the distrust and backlash against immigrants, with immigrant students often a convenient target for xenophobic reactions. She points to the dismantling of many bilingual programs around the country, the pressures of No Child Left Behind legislation and the unending stream of high stakes testing, have further eroded innovative and flexible initiatives to welcome and support immigrant students.

"Immigrants are viewed almost wholly as 'English Learners,'" Olsen writes. "Newcomer programs, orientation programs for newly arrived immigrants, multicultural and international curriculum that incorporated study of the nations from which students have come — all have largely fallen by the wayside in the rush to teach English."

Olsen, as an activist, may be polemical in places, and her argument may not resonate with everyone. Still, she raises important questions that should, at least, be voiced and considered. #

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## New President of The College of New Rochelle, Judith Huntington

By JOAN BAUM, Ph.D.

Although Judith Huntington has been president of The College of New Rochelle (CNR) only since July, she made her mark on the institution long before that as president-elect for a year and before that as vice president for financial affairs. A certified CPA, with a long career at the well-known accounting firm of KPMG, providing financial services to various clients, among them, CNR, and also teaching and recruiting for the firm, she came to CNR as its 13th president. She's not only knowledgeable but also passionate about upholding and advancing the college's informing Ursuline heritage, which traces its origin to the Order founded by St. Angela in 1535 to educate women for teaching and nursing.

The 108-year-old institution, which comprises four schools — the undergraduate School of Arts and Sciences, for women, The School of New Resources for adults, the School of Nursing (offering a BSN and an accelerated track for students who already have an undergraduate degree) and the Graduate School (these last three are co-educational) — boasts six campuses in the greater metropolitan area, five of which are in New York City. With approximately 5,000 students in all and no drop in enrollment, despite “distressing economic times,” CNR can still lay claim to being an



affordable private institution of higher education, says the president, charging approximately \$30,000 a year. She takes particular pride in the fact that when the bubble broke in 2008, CNR was in good shape, thanks to careful, conservative investment management. No doubt, her

own financial expertise at KPMG, where she was one of the rare women who made partner, played a significant role in ensuring the college's fiscal health, though she generously credits her mentor, Stephen J. Sweeney, the former president.

How does she see her first year playing out? Advocating for new funding sources and engaging in strategic planning. She is planning a strong fund-raising campaign to offset what may be cuts in federal Pell Grants in two years when the current extension runs out. Approximately 90 percent of CNR students depend on federal and state aid. She also sees the college's new Wellness Center, completed in 2008, as critical to curricular developments, not only because of CNR's popular and well-regarded School of Nursing but also because of the marketplace. Eight to 10 new jobs are said to lie in the health professions, she says, and she is eager to serve students seeking careers in these and tech-related areas such as social and human services as well as criminal justice — interdisciplinary programs that also reflect the Ursuline mission. In addition, she says The Wellness Center exemplifies CNR's dedication to have its physical plant care for the earth. Built with local quarried stone and meeting sustainability criteria, the Center is an all-“green” facility — the pool and locker rooms

are underground and there is a rooftop garden that makes it attractive to the surrounding community. Inside, students have multipurpose classrooms — a modern-day realization of St. Angela's vision 475 years ago.

Aware that much of what she lauds about CNR could as easily be said by many college presidents, Huntington speaks with irrepressible enthusiasm about what she thinks makes CNR unique: its special Catholic intellectual mission, inspired by the Ursuline tradition. That translates for her into “academic rigor” and “a branded image” that CNR is the place to go for “caring, holistic education” of “mind, body and soul,” she says.

For example, though technology is at the forefront of strategic plans to deliver academic programs and student and administrative services, more effectively, she points out that she is committed to continue face-to-face, small-class instruction. It also means that before courses are offered online, there will have been determination by faculty as to what programs would lend themselves to an online application and what faculty training will need to be provided, but even here the instruction will likely be hybrid (half online, half in the classroom) in order to preserve the “human dimension” that she believes is at the heart of the Ursuline mission. #

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## THE DEAN'S COLUMN

### Triskaidekaphobia!

By DEAN ALFRED POSAMENTIER

Believe it or not, there are people who fear the number 13. This is called Triskaidekaphobia (from Greek tris meaning “3”, kai meaning “and”, deka meaning “10” and phobia meaning “fear”). Often this is a superstition and related to a specific fear of Friday the 13th, which is called paraskevidekatriphobia or friggatris-kaidekaphobia.

The number 13 is usually associated with being an unlucky number. Buildings with more than thirteen stories typically will omit the number 13 from the floor numbering. This is immediately noticeable in the elevator, where there is sometimes no button for 13. You might ask your students for other examples where the number 13 is associated with bad luck.

They ought to stumble on the notion that when the 13th of a month turns up on a Friday, then it is often considered a bad day. This may derive from the belief that there were thirteen people present at the Last Supper, which resulted in the crucifixion on a Friday. Yes, this month, January 13, 2012 falls on a Friday!

Ask your students if they think that the 13th comes up on a Friday with equal regularity as on the other days of the week. They will be astonished that, lo and behold, the 13th comes up more frequently on Friday than on any other day of the week.

This fact was first published by B.H. Brown.\* He stated that the Gregorian calendar follows a pattern of leap years, repeating every 400 years. The number of days in one four-year cycle is  $3 \cdot 365 + 366$ . So in 400 years there are  $100(3 \cdot 365 + 366) - 3 = 146,097$  days. Note that the century year, unless divisible by 400, is not a leap year; hence the deduction of 3. This total number of days is exactly divisible by 7. Since there are 4800 months in this 400 year cycle, the 13th comes up 4800 times according to the following table. Interestingly enough, the 13th comes up on a Friday more often than on any other day of the week. Students might want to consider how this can be verified.

Day of the week	Number of 13s	Percent
Sunday	687	14.313
Monday	685	14.271
Tuesday	685	14.271
Wednesday	687	14.313
Thursday	684	14.250
Friday	688	14.333
Saturday	684	14.250

Perhaps one of the saddest examples of the bad luck of the number 13 is related to the



launch of Apollo 13, which was launched on April 11, 1970 – often written as 4-10-70. The sum  $4+10+70=85$ , then  $8+5=13$ . The launch was made from Pad 39 (which is  $3 \times 13$ ) at 13:13 local time (i.e. 1:13 PM). It was struck by an explosion on April 13th!

Famous people have also been plagued by Triskaidekaphobia. These include: Franklin Delano Roosevelt, Herbert Hoover, Mark Twain, and Napoleon. One of the most famous and revolutionary music composers of all time, Richard Wagner was also closely tied with Triskaidekaphobia. It begins with Wagner's birth year, 1813, where the sum of the digits is  $1+8+1+3=13$ . Wagner's famous festival opera house in Bayreuth, Germany was opened on August 13, 1876. He wrote 13 operas (or as they are usually referred to: music dramas). His opera, Tannhäuser was completed on April 13, 1844. Its Paris version closed with some controversy on March 13, 1861 and reopened there on May 13, 1985. Wagner was banned from Germany for political reasons for 13 years. His last day in Bayreuth was September 13, 1882. Friend and father-in-law, the music composer Franz Liszt visited Wagner for the last time on January 13, 1883 in Venice, Italy. Wagner died on February 13, 1883, which was the 13th year of German unification. Oh, and by the way, Richard Wagner has thirteen letters in his name!

So you can see students can also have fun with numbers – a very important aspect of teaching mathematics: bring some lighthearted fun into the subject matter. #

*Dr. Alfred Posamentier is dean of the School of Education and professor of mathematics education at Mercy College. He is a member of the New York State Mathematics Standards Committee, and has authored 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).*

\* “Solution to Problem E36.” *American Mathematical Monthly*, 1933, vol. 40, p. 607.



## Interview with Karen Gould, President of Brooklyn College

Watch the online video interview with Dr. Pola Rosen at:

[EDUCATIONUPDATE.com](http://EDUCATIONUPDATE.com)

TRANSCRIBED By DAVID BELTRAN

**Dr. Pola Rosen, Education Update (PR):** You became the president in 2009. You came from California State University in Long Beach, which has 38,000 students. Now you're here at Brooklyn College with approximately 17,000 students. Any differences or similarities in these two colleges?

**Dr. Karen Gould, President of Brooklyn College (KG):** There are quite a few similarities and quite a few differences. The similarities are that it was and is a very diverse campus in Long Beach and we also have a very diverse campus here. The diversities are a little bit different: more Pacific-rim diversity, many more Asian and Hispanic and Latino students. Here we have diversities that tend to be more Caribbean driven, as well as immigrant driven. One of the things that attracted me to Brooklyn College was in fact the diversity. I feel very fortunate and honored to be able to work on behalf of such a wonderfully diverse and dedicated group of students and I can say that the students here at Brooklyn College are every bit as motivated and dedicated as the students at Cal State Long Beach.

Some of the differences also are related to the disciplines and the variety of professional programs. We had, I believe, nine colleges reporting to me. Here there was only one school, of education, and everything else reported to the provost. We had over 30 departments with a wide variety of disciplines. So the provost and I began to discuss with the faculty, the need for creating more schools so that there could be some visible indications of our strengths institutionally. We have created, just in the last year, four new schools with four new deans.

**PR:** Are there any new initiatives?

**KG:** We have a very strong department of film but to this point we've only had under-



graduate programs in film. We are now building seven different degree programs, graduate programs, in cinema. Some of them will be interdisciplinary with business and certainly working with theater on the set design side of things and even with music composition. The exciting thing is that this will be the only graduate cinema school in the United States to be situated on a working film lot at Steiner Studios. In addition to that uniqueness, we will also be one of the most affordable, if not the most affordable film school in the country, certainly much more affordable than NYU or Columbia, which are the two graduate film schools in New York City. USC has a very well-known cinema school but it also is very expensive and private. UCLA would be, I suppose, the West Coast equivalent.

**PR:** What are some of the challenges that you have faced since you've been here?

**KG:** I think for any new president coming from the outside, some of the most immediate challenges are always who are the members of my leadership team and what is missing, and

what is strong about that leadership team. I very quickly observed that we needed to have a vice president for enrollment management. That was a weak link so we hired a new vice president. I can see the changes already just in the year-plus he has been here that have been very significant and helpful for the institution and helpful for students. It's also been true the communications and marketing area made a significant hire there as well. I think those are the two areas where attention needed to be paid pretty quickly. Public higher education has to deal with state budgets and legislative support, or lack thereof, of public institutions. It's not a challenge that I haven't had in other locations. But you need to learn the territory fairly quickly and you need to learn what the issues are.

You try to do more fundraising and look for other revenue streams that can in fact contribute to the academic enterprise. Some of that is also out-of-state recruitment of students and international recruitment.

**PR:** How do you recruit them? Do you send somebody to Europe?

**KG:** You don't have to. There are many organizations that work for you on the ground and in fact we are participating in several organizations that have contacts for a very nominal fee. But also, you change your marketing strategies and find out where you can market. I've joined a group of CUNY presidents and we are submitting a report to the chancellor in January on opportunities for international student recruitment for CUNY and also more opportunities to study abroad for our own CUNY students. If faculty take study abroad programs abroad, we want to foster more of that. What you want to do is develop a financial model that pays for the faculty to do that. We have not been as forward-looking in CUNY on this topic as others.

**PR:** Would you want, because of your own rich experiences that opened the door for you, to have students have this type of international experience?

**KG:** Absolutely, in fact that's one of the things I did last year. I moved a line out of the president's office and gave it to the provost so we could open a new office of international education global engagement. We are very keen on raising more funds for student scholarships so they can travel abroad. Most of our students cannot really afford the time away for a whole year. Many of them are working one or two jobs, and so a year abroad is a difficult challenge for our students and most CUNY students. In fact we have a trip to China twice a year for three weeks. You aren't going to become fluent in Chinese in three weeks but your eyes are going to be opened to another part of the world.

**PR:** The program that you've had in place with the Downstate medical center where students are automatically accepted, can you elaborate on that?

**KG:** It has been in existence for quite a few decades. The B.A.-M.D. program — we accept approximately a dozen students every fall as freshmen and it's a very competitive program. They need to be pre-med and maintain a high grade point average while they're here and they're promised entry into SUNY Downstate.

**PR:** Can you share who some of your personal mentors are?

**KG:** The first person who always comes to mind, besides my father, was the dean at Bowling Green State. One day he said to me, "you should be a dean." I looked at him, I think in horror. I just remember saying, "why would I want to do that," and he said because I was good at administrating. I did become an associate dean at Bowling Green State as a result of his encouragement. I also believe that F. King Alexander, who is president of Cal State Long Beach, was a very important mentor for me as well. He had a lot to teach me about issues of public funding for public higher education. I think everywhere along the way you can find helpful people who will give up their time and help you learn new things if you're looking for it. I've always tried to be a mentor to others who are seeking the same thing. We're learners and there are always new things to learn. #

## Bank Street College of Education Honors Dean Fern Khan

Dean Fern J. Khan, former Governor of New York David Paterson, filmmaker Spike Lee and his wife, Tonya Lewis Lee and Michelle Paige Paterson received the Leadership in Diversity award at a recent event held by Bank Street's Priscilla E. Pemberton Society. Khan, the dean of continuing education at Bank Street, was honored for leading many of the college's education programs and now serves as a special adviser to Elizabeth D. Dickey, president of Bank Street.

Paterson was honored for his reform initiatives while governor of New York and Lee for his contributions in film and for the new children's book he wrote with his wife, Tonya



(L-R) Dean Fern J. Kahn, Michelle Paige Paterson and David Paterson

Lewis Lee.

The event helped raise funds for the Pemberton Society, which hopes to build new endowed scholarship funds for African-American students to attend Bank Street College and the Bank Street School for Children. Their mission is to increase support for students of color. Another current fundraising objective is the Lucia Henley Jack Student Support Fund, which provides a writing assistance program. The

Pemberton Society has endowed diversity scholarships in the past.

The event also honored the legacy of Priscilla E. Pemberton, who was a Bank Street Graduate School alumna who helped students of all ages. Pemberton directed the Bank Street Early Childhood Center and served as special assistant to the president for minority enrollment. Pemberton also helped students at Borough of Manhattan Community College and served as president of the board of the Lexington Child Care Center. In 1997, she was among the first to receive the Distinguished Service Award, given by the Bank Street College Alumni Association. #



## Professor Alan Dershowitz Donates Papers to Brooklyn College

By SYBIL MAIMIN

Pride and joy were palpable as famed lawyer, law professor and author Alan M. Dershowitz returned to his alma mater, Brooklyn College, to formally present a treasure trove of papers to the college's archive that document his life and career. Friends, teachers from 55 years ago, judges, students he taught at Harvard Law, and family learned a bit more about Dershowitz as they heard warm tributes and reminiscences that were often punctuated by good-natured humor.

In his remarks, a clearly delighted Dershowitz thanked his mother, "who saved everything," for the beginnings of his collection. He was barely accepted to Brooklyn College, coming from a parochial high school where he was an indifferent student with poor grades. Making a remarkable transition, he graduated first in his college class, went to Yale Law, and, at 28, became the youngest ever full-time professor at Harvard Law.

He credits Brooklyn College with opening him up intellectually, teaching him to think, and preparing him "for everything," he said. Statements that could have brought suspension at his high school brought commendation at Brooklyn. "It was an incredible campus. I loved every minute there," he said, as he told stories and shared memories.

Praising the faculty, Dershowitz reminisced about a blind professor who recognized everyone by voice by the second week of classes; Benjamin Rivlin, a distinguished Mideast politics teacher (now emeritus, but present to honor his former student) who presented "all the facts, all sides, not the propaganda being taught today;" and John Hope Franklin, the first African-American professor in a non-historically black college, who refrained from pressing his own viewpoint and instead encouraged students to think for themselves.

When he looks at Brooklyn students today, Dershowitz said he sees himself and his friends. They may wear different types of clothing and be of different colors and ethnicities, he explained, but share with him a history of being first-generation Americans with teachers who understand them.

Jeffrey Toobin, the well-known writer and legal analyst for CNN and New Yorker magazine, spoke of his first day in Dershowitz's class at Harvard Law, where Dershowitz told his students that "more of you will wind up as criminal defendants than as criminal lawyers." Expressing deep affection for his former professor, Toobin declared, "Alan is first and foremost a teacher." He said that "no one has written with more rigor and intelligence than he has."

Professor Stephanie Walker, chief librarian, and Professor Anthony M. Cucchiara, college archivist and head of Distinguished Collections at the Brooklyn College Library, explained that acquisition of the papers began in 2003. For Cucchiara, "a fabulous archival journey"



Alan Dershowitz

commenced as almost 1,900 boxes of materials (with more still coming) began to arrive and over 20 archivists began laboring over "processing" the collection for public use.

"The Dershowitz collection will inspire students for decades to come," Walker said. In today's increasingly digital world, she said that the papers are important primary-source documents to students and researchers, a category of material generally not digitized.

College President Karen L. Gould described the gift as "a testament to the lifelong impact Brooklyn College has on its students."

An exhibit, "In My Own Defense: The Papers of Alan Dershowitz," is on display in the Brooklyn College Library until Jan. 3. Selected works capture his life and career and include childhood memorabilia, correspondence with significant public figures, copies of some of his over 30 books, magazine and newspaper articles, video interviews, hate mail, and views of life at Brooklyn College.#

**SJU**

*continued from page 30*

to play. But the Huskies did not fold. They battled back to up the lead by 4, 59-55 with 7:45 in the second half. Northeastern then went on a run to take a 70-55 lead to take command of the game.

"I thought we got dispirited when they pushed back," Dunlap said. Last year, St. John's lost most of their team to graduation. Now, a highly touted freshman recruiting class predominates this team. "We know that

## Celestial Ball Raises Money for College of Staten Island Students



Dr. Christine Cea, NYS Board of Regents & gala chair, CSI President Tomás Morales

College of Staten Island students were the beneficiaries of the Third Annual CSI Celestial Ball, which succeeded in raising more than \$500,000 for student scholarships and support.

A diverse group of nearly 250 people, comprising community and business leaders, students, faculty, staff, friends of the College, and honorees and their family members, attended the event at the Richmond County Country Club. Everyone at the Ball provided crucial support to CSI students, as the scholarships and support made possible by this event provide students with the opportunity to complete their degrees, and gain the confidence and tools that they need to successfully enter the job market and affect positive change in their communities and beyond.

CSI President Dr. Tomás D. Morales pre-

sented the President's Medal, with the assistance of Provost and Senior Vice President for Academic Affairs Dr. William Fritz, to the Ball honorees who were Denis Hughes, president of the New York State AFL-CIO; Dr. Mary O'Donnell, associate professor and chair of the Department of Nursing; and Rose Volpe, community activist, founder of the Friends of CSI, and widow of Dr. Edmond L. Volpe, the first president of the College of Staten Island.

Thirteen CSI scholarship recipients were on hand to show their appreciation for the support that they have received, and to serve as examples of the positive effects of scholarships at the college.

Among the distinguished guests present were Dr. Christine Cea, New York State Board of Regents member.#

that we still have a lot to learn," said freshman starter God'sgift Achiuwa. Achiuwa led Red Storm with 17 points and Nurideem Lindsey, a talented guard, added 16 points to the board.

Northeastern controlled the tempo of the second half and played zone defense. The Red Storm only hit 2 of 16 three-point attempts. "We are a north-south team," Dunlap said.

SJU has players who can move up and down the court, use the passing game to hit open players for makeable shots. That didn't happen in this contest, as the Red Storm find that each game is a learning lesson. Their next one won't be easy either. St. John's faces red-hot Kentucky, having a very good start of the season, on the road in Lexington, Ky. #

## Cyber-Bullying

*continued from page 19*

of social responsibility and the consequences of their actions.

Figuring out how to balance the rights of free expression with the need to protect those who are targeted by cyber-bullying is a definite challenge. As Shariff writes, "Schools have an obligation to monitor inflammatory student speech, but it is equally important to recognize that educators have a duty to cultivate an educational atmosphere that is consistent with the moral and political principles essential to expanding democratic values."

This is an important and valuable contribution on a topic that isn't about to be resolved anytime soon. #



## MARY BADHAM: LOOKING BACK WITH “SCOUT”

By LISA K. WINKLER

Nearly 50 years after appearing as “Scout” in the 1962 film *To Kill A Mockingbird*, Mary Badham continues to bring the movie’s messages about equality, compassion and tolerance around the world.

Badham shared her memories of making the movie, her own background, and how she became an advocate for Harper Lee’s famous 1960 novel in “Looking Back with Scout,” Nov. 7th & 8th at Drew University in Madison, NJ. The Shakespeare Theatre of New Jersey, who had produced the play for six weeks this fall, invited her.

Chosen to play Scout at age 10, with no prior acting experience, Badham grew up in a town similar to the book’s fictitious Maycomb, Alabama. Very little had changed between the book’s 1936 setting and her childhood in the 1950’s. Her British mother served as her father’s driver during World War II. A lover of literature and film, Badham remembers her mother reading a book while standing before the stove, cooking. Her mother acted in a local theater company and hearing that the directors were seeking a young girl, she brought Mary.

Like Scout, Badham says she was a tomboy, growing up in a houseful of boys. Her only brother, 13 years older, married and had several sons. She remembers playing outside all the time, until after dark, making up games. She watched very little of the family’s television, a small static-ridden black and white set, and never went to the movies. She attended church with the family’s black maid, just as Jem and Scout do with Calpurnia, the Finches’ housekeeper, in the story.

Badham left Alabama to complete high school in Arizona. She credits her English teacher for “saving her life” by encouraging her to attend college, and convincing her father to send her.

After her parents died, Gregory Peck, who played the lawyer Atticus Finch, became a surrogate father figure, calling her often to ask



about her homework and arranging for her to visit him if he was on the east coast. She refers to Peck as Atticus, calling him what she did in the film. “I was his Scout; he was my Atticus,” Badham said. She remained close to Peck until his death in 2003.

Harper Lee visited the movie set a few times during the five-month filming. Living a quiet, almost reclusive life since the 1970’s, Lee shuns interviews and publicity. Badham, however, is welcomed in Lee’s home every year when she returns to Monroeville, for the annual play production of *To Kill A Mockingbird* set in the original courthouse.

Badham acknowledged that while many areas of Alabama have progressed, “pockets of the old social structure, racism and bigotry” remain. In her visits to Alabama schools, she encourages students, black and white, to take advantage of their educations, not to make excuses for themselves, and to “move up and forward.”

As she travels worldwide promoting *To Kill a Mockingbird* and its inherent values, Badham invokes Atticus as the embodiment of personal courage because he stood up for what he believed. She enjoys seeing productions of the play, meeting young people taking on the role she originated.

The more the book is read, the more the movie is seen, the more the play is performed, the better chance to eradicate the statement that “ignorance is the route of all evil,” she said.

## TIPS FOR DEALING WITH STUDENT LOANS

By CURTIS HENDERSON

Student loans are tricky, generally because they are issued to young consumers who are not yet very well versed in the areas of consumer credit or even personal finance. There are a lot of foreign words thrown around, like “deferment” or “forbearance”. These are things that even if a young consumer is somewhat familiar with how to handle a credit card, had probably not heard of or had much experience with.

What is also important to understand about student loans is that they are generally issued on a disbursement by disbursement basis, or a semester by semester basis. What that means

is that if your entire undergraduate education is going to cost \$100,000, you will not have one loan for \$100,000, you will actually end up having eight different individual loans totaling \$100,000. When a student has gone on to even more advanced levels of higher education, beyond their undergraduate degree, they may actually enter into the workforce with many different loans to stay on top of. This can be somewhat overwhelming for someone fresh out of college. Any of us that have experience with creditors know that they sometimes misappropriate payments or sometimes the check gets lost in the mail. It can be a nightmare if you have to address and manage so many dif-

## Columbia Alums Impart Wisdom During Careers in Education Panel

By JENNIFER MACGREGOR

In a lecture at Columbia University, four experts in the field of education shared their expertise in roles outside of typical classroom experience. With the dearth of positions available to all job seekers now — even the most qualified candidates — the advice given to the standing-room-only crowd of Columbia alumni and students was welcome.

Katie Embree, the associate vice provost at Teachers College, moderated the discussion.

Luyen Chou, who live-Tweeted the panel discussion from his iPad, is currently the chief product officer at Pearson K-12 Technology and has had years of experience integrating technology and education. Dr. Pola Rosen, the founder, publisher and editor-in-chief of *Education Update*, has been a classroom teacher, college professor and special education supervisor. She said that digital journalism is permeating the industry, and every new initiative the paper undertakes relates to this sea change in publishing.

Rob Maitra is currently the director of programs at Harlem RBI, but spent 12 years at The Boy’s Club of New York. He has worked as a public school teacher, a teacher education professor at Bryn Mawr College, Teachers College, and Hunter College.

In Maitra’s introduction, he said that he left his job at The Boy’s Club in June without another job lined up. He said he was due for a change, and reached out to his professional network. Shortly thereafter, he had three or four offers on the table, emphasizing that the only



(L-R) Dr. Katie Embree, Luyen Chou, Rob Maitra & Dr. Pola Rosen

way to get a job in this economy is through networking.

Chou added the importance of social media to the equation, saying that it’s important to learn those tools to help advance one’s professional persona. Rosen added that reaching out to the career services office at the job seeker’s university is often helpful for recent grads.

Chou said that education is seen as a growth sector in the economy, at least in the short term due to the stimulus package. He championed alternative models for education, namely charter schools for bringing the best practices in private and public education to the table. Globally our students “simply don’t compete,” and this is a crisis never before seen in this country. He feels game-based learning will be a big innovation in education in years to come. Technology will not only level the playing field, but also personalize and individualize education for students.

After the panel discussion, the panelists met and mingled over hors d’oeuvres, exchanging more salient knowledge about their respective paths with recent grads, students and alumni eager to soak up some of their wisdom. #

ferent accounts that are essentially for the same debt. What can make that process even more confusing is that those eight different loans may all have an account number that looks very much like your social security number, with maybe only a few digits on the end to differentiate them. So good luck if you have to get into a conversation over the phone about which loan is which.

The best thing for a consumer to do is finance all of their student loans into one loan. This will not only make it much easier for them to keep track of, but it can also lower their interest rate in a lot of cases. It is much easier to manage one account than it is to manage eight or 10.

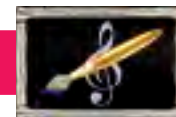
While student loans can have all of these different nuances that a student or young consumer must be aware of, they also do have things that can help, like a forbearance, which I mentioned earlier. A student that comes right out of school and looks to enter the workforce may not always be able to find a job right away,

in which case they may be faced with potentially missing payments on their loan. By applying for a forbearance, you can actually get a grace period in which you do not have to make payments. Usually the interest rate will keep accruing while you are not making payments, so the best idea is to use this option wisely.

So, while student loans can be somewhat tricky for a young consumer to manage or understand, they do also have some solutions in place for difficult times. As most of us know, this is not the case with most other loan products available to us. The main thing that must be done with a student loan is to make sure to file the appropriate paperwork on schedule, for things like deferment or forbearance and try to re-finance them into one loan once your schooling is complete. #

Curtis Henderson is President/CEO of *Qwest Credit Enhancement* in Wilmington DE, [www.qwestcredit.com](http://www.qwestcredit.com). He is an FCRA Expert, FICO Pro, and Nationally Recognized Credit Scoring and Credit Reporting Expert





## An Interview with Richard Kessler, Dean of Mannes School of Music

See the video interview  
online at:

EDUCATIONUPDATE.com

By LYDIA LIEBMAN

Education Update sat down with the newly appointed dean of The Mannes School of Music (Mannes College The New School for Music), Richard Kessler, to discuss why his school is one of the best. Kessler, an accomplished trombonist and educator, spoke to Education Update about the school's history, pedagogy and plans for the future.

The 94-year-old establishment has produced some of the biggest names in music history including jazz pianist Bill Evans, Tony Award-winner Patricia Neway and more. Kessler explains why Mannes produces such talented and accomplished musicians: "We offer the most rigorous musical training in terms of theory and ear training in the world," he says. "Mannes looks to develop the thinking artist — the musical mind. That's been our distinguishing factor from the very beginning."

Another distinguishing factor about Mannes is its connection to the New School. Kessler went on to explain how students can receive a liberal arts education as well as their conservatory training through both sects. Kessler hopes to expand this relationship by developing a Bachelor of Music/Master of Arts Administration program, which would be a partnership between Mannes and the New School for Public Engagement.

"I would like the conservatory education to truly reflect all the things that artists need to know and to be able to do today," he says in regards to future plans for the school.

He described the state of the standard conservatory education internationally as "based on



what the field was like 50 years ago" instead of now. The dean stressed the importance of recognizing teaching artists and including that into the core curriculum. Another educational point Kessler believes is that all musicians should have the ability to compose, improvise, and be acquainted with commercial music.

The last piece of the puzzle Kessler explained thoroughly: "I think it is a conundrum that the music schools are insulated from a lot of the challenges the arts fields face," he explains. "I think the arts field is being asked to look at the issue of relevance. What does it mean to be relevant for an orchestra or opera company? What does it mean to engage audiences? What does engagement mean? I think these are the kinds of fundamental questions that our graduates face. I don't think conservatories should shield that — they should admit these questions." Kessler wishes to bring more of the "real world" into the conservatory.

"There is a tremendous interest in music, more than there ever has been before," Kessler excitedly proclaimed toward the end of the interview. "It's such an exciting time." #

## Art Rocks the School in Maryland

By LISA K. WINKLER

Madeline Taylor looked at the group of students preparing to pirouette across the gym floor. Pointing to one boy, she remarked how he gets in trouble nearly every day. But on ARTS Day, not one child requires discipline, not one child ever asks to go to the nurse, complaining of a stomach ache or other school-phobic related illness. And the halls are quiet.

ARTS Day, or "Art Rocks The School," invites guest artists into school for the morning, where they share their talents with the students — about 450 third, fourth, and fifth graders. The brainstorm, created by Taylor, a 12-year Pine Crest veteran who teaches English As a Second Language (ESOL), celebrated its 4th year at Pine Crest Elementary School in Silver Spring, Md., this week.

Taylor, an artist herself — she makes jewelry

from bottle caps, creates books using collage materials, and dabbles in numerous other art projects — teaches her non-English speaking students using the arts. She's passionate about the role of arts in all education.

"Just like kids need to have good nutrition on a daily basis, they need to have a daily serving of the arts," she said.

Inspired by "The Big Draw," a community art celebration originated in the United Kingdom and spreading throughout US cities, Taylor wanted to expose students to artists and mediums they don't usually get in school. Furthermore, as school budgets continue to reduce art teaching budgets the students have less time in art class.

"Research shows that the arts improve academic performance, develop critical thinking, creative problem solving, communication,

## GAIL NOPPE-BRANDON Find Your Voice: Twenty-Five Years of Emotional Literacy

By RACHEL BARBER

Find Your Voice (FYV) hosted a benefit recently at Lincoln Center's intimate Clark Studio Theater to raise money for their emotional literacy training programs for students. The FYV workshops use playwriting and acting tools to enable participants to better express themselves and listen to others, thus leading to what FYV terms emotional literacy.

In her introductory remarks to the evening's program, Gail Noppe-Brandon, LMSW, the founding director and a social worker, described FYV's workshops as "both a philosophy and a practice" that she developed 25 years ago as assistant dean of arts and sciences at NYU. The process remains the same today as it did 25 years ago: show students a picture, have them free-write about what's happening in the picture, turn the free writes into plays involving two characters and one conflict, and have the students act out each other's plays.

Twenty-five of these workshop participants' plays are featured in the anthology entitled "One Vision, Many Voices" and four of these works were performed by program alumni at the benefit. The first play, *Intermission*, depicted a lesbian couple's divisive struggle over whether or not to come out to one of the women's parents. After the performances, Celine Valensi, the author of the play, described FYV's free-writing method as cathartic and therapeutic. At the time she wrote the play, Valensi said she "struggled with secret relationships," and in writing a fictional play about another couple's secret relationship she was unwittingly writing about and exploring her own. "I know [now] exactly who I'm writing about and I didn't know then," Valensi said.

Joel Lowy, assistant principal at the Museum School and Valensi's former teacher, took a FYV workshop in the spring of 2003 in order to teach the course to his 7th-grade class. He described the program as a "trust-building activity where everyone develops a certain comfort

teamwork, and more," she said, noting how her own students become more self-confident speaking English when engaged in an art project than if they're just trying to read or do grammar worksheets.

It took Taylor two years to convince her principal to sponsor ARTS Day. "It was a hard sell. At first, I was told it had nothing to do with teaching ESOL." With the support of the art teachers, and then the other building staff, Taylor's dream became a reality.

She attends art shows and galleries, scans the newspapers and Web sites, seeking 25 to 30 artists who agree to volunteer their time for the morning, each seeing three groups of about 15 to 20 students. Artists, representing studio and performing arts, come from the Virginia, Maryland and Washington, D.C. community and many have returned every year. Artists include jewelry makers, printers, photogra-



Alums Stacey Robinson and Tanya Butler Holder in *Intermission* by Celine Valensi

with each other." This supportive environment and the structure of the program emboldened participants to "bring to the table what they're dealing with emotionally," he said.

Testaments to the therapeutic benefits of the program were voiced by many of the FYV alumni attending the event. A video featured student alumni co-chairs Bobby Lopez, the Tony Award-winning composer and lyricist of the Book of Mormon, and Sarah Paulson, the Golden Globe-nominated actor from Studio 60, who spoke of the invaluable support and encouragement they received as students. Paulson, who was going through a rocky time at home when she was involved in the program, described FYV as providing the "kind of therapy you don't know you're having as you're having it."

Looking back on 25 years of FYV workshops, Noppe-Brandon said that "with the 20/20 hindsight that longevity and field-testing affords, I have come to understand why this seemingly simple exercise has unleashed the kinds of transformations it has: the photographic trigger serves as a kind of Rorschach inkblot, inviting articulation and exploration of whatever is pressing on the minds of those who encounter it." #

Applications for the spring are now available at [www.findyourvoice.us](http://www.findyourvoice.us), or call 212-741-9868.

phers, paper sculptors, dancers, drummers, actors, fiber workers, potters and florists.

Every student is randomly assigned to visit three artists. The grades are mixed together and students don't know who they'll see until they arrive at school the morning of ARTS Day.

"I want them to be surprised, and open to trying something new," Taylor said, adding how many of the boys at first complain about ballet and then spend the entire day talking about the positions and how weight lifting and football complement ballet.

Taylor applied for a grant the first year and subsequently received funding from the school's PTA and many parents.

Students express what ARTS Day means to them.

"Everything you draw has meaning to someone," wrote Walee, a 5th-grade student. #

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## Sandusky Affair

continued from page 30

The sports essayist and writer Rick Reilly made a striking point on ESPN's Sports Center recently, when he mentioned that the moment of silence taken before the Penn State-Nebraska game to commemorate the victims was, though fitting, quite ironic. Ironic because the problem at Penn State was silence. Reilly went on to advocate that all of us start to take the same approach to child abuse that we do toward terrorism: "When you see something, say something."

This would turn the horrible events at Penn State into a teaching moment, extending even down to the Little League level. When a parent observes a coach or another parent abusing a child from the sidelines, for example, such behavior should be immediately reported to the director of the league. If the behavior continues, a follow-up with the head of the Dept. of Recreation in one's town is indicated, and so on up the line until there is a clear stoppage of the abusive behavior.

In youth sports, and in other aspects of our children's lives, there is too much silence, and too little proactive intervention when it comes to bullying, and also when child abuse is suspected, whether verbal, physical or sexual in nature. As the authors Jeff Benedict and Don Sabo separately pointed out in the 1990s while studying NFL players who seemingly tolerated a teammate's abuse of women, "in male bonded

groups, most men are passive onlookers." That passivity, and not just in high-profile athletic programs, has to change, or more events like the Jerry Sandusky affair will continue much longer than is necessary.

Finally, what is a parent to say to his/her 10-year-old child when the topic of Jerry Sandusky comes up? It has been all over the airwaves and new allegations come forth daily. Again, this can be a teaching a moment, where parents reiterate to their children that they must never let an adult, even a coach or teacher, touch them in a private area. Additionally, a strategy should be given to empower the child so that, if an adult does cross the line, the child can immediately, loudly, yell "No!" and flee the scene as quickly as possible toward a safe place or adult.

Again, silence is the enemy; saying something is the cure. #

*Ronald L. Kamm, MD, is the director of Sport Psychiatry Associates in Oakhurst, N.J., and the past president of the International Society for Sport Psychiatry.*

## P.S. 32

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world. His peers saw that differences can be understood, discussed, and respected.

Though CTT programs can vary dramatically in their structure, the Nest program requires both a special education and general education teacher in all classrooms, and has built in supports to ensure the integration of related

## Exchange Program Helps Teens Learn From Each Other

By SYBIL MAIMIN

Over 5,000 students, teachers, and host families from over 60 cities have participated in The Youth Ambassador Student Exchange, with annual visits that are repeatedly described as "life-changing." Conducted by the American-Israel Friendship League, the program includes students from diverse religions, races, ethnicities and backgrounds, and is designed to develop friendship, leadership and identity as well as support for Israel in the United States and understanding of the United States among Israelis, with "ripple" effects in respective schools and communities.

A protocol signed in 1977 between U.S. Secretary of Health, Education and Welfare Joseph A. Califano and Israeli Minister of Education Zevulun Hammer established this unique student-exchange program between their two countries that is still going strong.

By experiencing the everyday life of peers and their families, attending school, and meeting average citizens, it is hoped that the students' eyes will be opened to reveal the common humanity and shared values of each side.

The 2011 cohort of 67 11th- and 12th-grade American and Israeli Youth Ambassadors divided up to visit Boston, Tucson, Oklahoma City or Virginia Beach and then came together for stays in Washington, D.C. and New York City, followed by two weeks for all in Israel. The students stayed with host families and attended school with their ambassador peers, all while learning about their new communities.

Elaine Goldberg, a volunteer chaperone and former New York City deputy superintendent, principal, and CEO, captured local New York flavor by taking the teens by subway to some of the city's diverse neighborhoods, the "Imagine" circle in Central Park's Strawberry Fields, St.

Patrick's Cathedral, FAO Schwartz, the 9/11 Memorial, and Zuccotti Park during the Occupy Wall Street protests in September and October.

Ten students from New York City who attend Lehman (Bronx), New Utrecht (Brooklyn) and Curtis (Staten Island) public high schools were in the group. As in previous years, the young ambassadors included Jews, Muslims, Christians and atheists.

It takes courage to travel to a new country, live with a strange family, be willing to share feelings and ideas, and "stand up and be proud of who you are," Goldberg said.

Speaking during the exchange, Thomas from Brooklyn was enthusiastic about his new Israeli friends. "You guys are normal. I didn't think you'd want to get to know us. I can't wait to visit your homes, see your culture, your daily lives." Victoria from Tucson said, "You can't tell who is American and who is Israeli anymore. I think we all appreciate our own culture more now that we see it in a new light." Israeli impressions were similar. Amir exclaimed, "I met incredible people. Each and every one of you is an entire world," he said. And Noa, "I was afraid of this journey, afraid I would not connect. I now understand wherever you are in the world, teens are the same."

Yafit Lev-Aretz, an Israeli alum from the 1998 program, credited YASE for giving her the confidence to go to law school and then continue in her current pursuit of a Ph.D. She explained she comes from Ashkelon, a poor Israeli city where education is not valued. At YASE she learned that "information and knowledge are power" and education is key.

"It literally changed my life," she said, exclaiming, "I am you thirteen years ago." She advised the young people to believe in their abilities and not to credit successes to luck. #

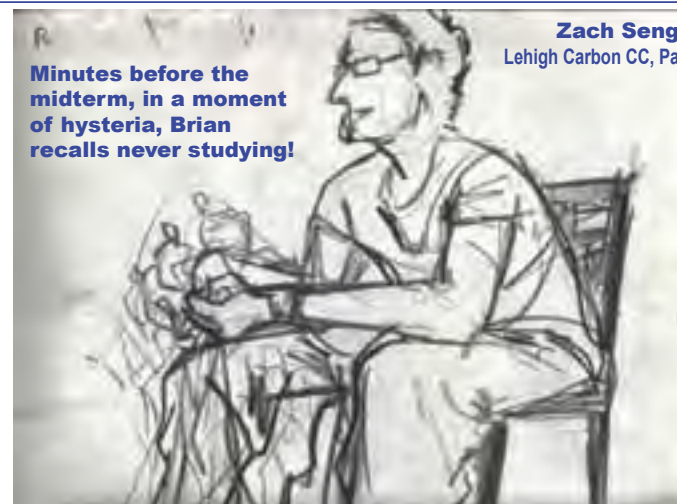
services such as occupational, physical and speech therapy.

On a weekly basis, all professionals that work with a grade will meet to discuss progress and next steps for individual children. In situations without administratively sanctioned meeting time, individual teachers and providers rarely find the time to meet and share in such a way. This structure helps all involved to objectively review opinions in the face of different ideas and specialties.

The Nest program reminds me that we can continue to strive toward inclusion. The idea goes beyond mixing children with different labels in a class — it means honoring the diversity in our community by noting that everyone

belongs. Though it is certainly not a realized goal, programs such as this can move us that much closer to understanding each other.

*Christina Steel has worked as the Special Educator half of a teaching team in P.S. 32, Carroll Gardens, Brooklyn, for five years.*



Zach Seng  
Lehigh Carbon CC, Pa



# TRENDS AT COMMUNITY COLLEGES ANALYZED AT TEACHERS COLLEGE PANEL

By JENNIFER MACGREGOR

[See the cover article on Cornell University, an ivy-league college that has 25 percent or 600 students transferring from community colleges].

Tom Jones, the provost and dean of Teachers

College, introduced Tom Bailey, the director of the Community College Research Center (CCRC) and professor of economics and education at Teachers College.

Bailey started off his remarks on the state of community colleges by acquainting the audi-

ence with some of the basic statistics of the population, and then discussed the trends found by CCRC.

He said that 40 percent to 50 percent of the undergraduates in the country are in community colleges, and most of those students



(L-R) Tom Bailey and Tom Jones

are taking classes part time. One-third of community college students have dependents at home, and about 60 percent of students end up taking one remedial course. When tracked for six years, only 40 percent of students end up with a degree from the community college — a statistic that is troubling to many academics.

When CCRC started in 1996, there was little interest, academic or otherwise, in studying these schools, but since then, there has been a groundswell of support, partially due to President Obama's commitment of \$2 billion to community colleges in the hopes of garnering more graduates.

Bailey said the goal for community colleges will be to focus on increasing the number of graduates they produce. "The needle hasn't moved" on graduation rates in 20 years, despite efforts to increase them, Bailey said.

Generally, students who enter community colleges tend to come with weak academic skills and don't have the resources that the typical, more affluent student attending a private, four-year college might have. Most community college students work; many have dependents, Bailey

emphasized.

The students who come to community colleges, while also coming with less academic preparation, don't have the same direction as peers in four-year schools might have — they often enter the school only taking only a course or two occasionally. At a four-year school, students have the first two years to dabble in multiple subjects before declaring a major. Bailey said that the job of community colleges should be to turn students who are only "course takers into program takers," thus increasing graduation rates.

Another issue that affects community colleges disproportionately is that the nation doesn't have a national consensus on college readiness. Students who graduate high school with a B average end up needing to take remedial courses at the community college because of poor scores on placements tests. These remedial courses offer no college credit and do not end up helping the student once they are in the college-level course, according to studies the CCRC has conducted. Add to that the fact that less than 50 percent of students who start the remediation sequence ever finish it.

"Developmental education is a mess," Bailey said. There's a severe error rate in placement of students in remedial courses — over 25 percent of students were severely misplaced. Assessment tests just don't work, and it's a serious problem, he said.

Another impediment to the success of community college students who wish to complete their degrees at a four-year college is the inconsistent transfer policies in place from school to school and state to state, an issue that could be solved by streamlining the transfer process.

For the most part, community colleges are local institutions that serve the community at the local level — Bailey emphasized that most nurses were trained at community colleges.

Bailey then praised the efforts of CUNY's New Community College Initiative, which he said were based on research that has come out of the CCRC. Students will be required to attend full time and declare a major after their first year, and will take a class to help them decide on a career path.

After Bailey finished delivering his findings, the floor was open to questions. Dr. Rachelle Goldsmith, the director of the honors program at Kingsborough Community College and a TC alumna commented on honors students at community colleges, saying that this cohort often graduates and continues their education. She said that she's encountered many bright and highly motivated students in the 40 years she's been working at the college, and feels increasing honors programs will increase graduation rates.#



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## Lessons on Finland by Finnish Scholar Given at Teachers College

### Competition And Choice Should Not Be Drivers Of Reform

By JENNIFER MACGREGOR

Pasi Sahlberg started his talk on his recently published “Finnish Lessons: What Can the World Learn from Educational Change in Finland?” by saying that his book is a story about change: how Finland has been building a system of education that has repeatedly ranked the best in the world. He then said he’s not implying that every country should try to replicate exactly what Finland has done, but rather warned against it.

Sahlberg based his talk at Teachers College around answering the question of what Finland did to transform education in that nation, and what practices are relevant for American educators and reformers.

“This is a book about hope,” he said.

The story of educational reform in Finland is also about transformation, he said. The climate of the educational system in Finland was inequitable and of low quality in the 1960s, before many reforms were put in place. The goal the country set out was to make education equitable and affordable. When that goal was reached, the fact that the education was excellent as well came as a surprise.

Sahlberg’s next lesson for the American audience was to take advantage of all the great research and knowledge accumulated in this country. He said the United States is the leading country for educational research, mentioning that in Finland they really have done a lot of work with implementing cooperative education practices that originated in the U.S. and at Teachers College in particular.

“You are the only country on this planet that doesn’t need to go to the other side of the planet” to obtain this research and knowledge,

he said. He recalled a visit to the U.S. in the 1990s, when he packed an entire suitcase with books on education to bring back to Finland. The Internet has made distributing this research a lot easier — and lighter.

He said another difference between the way that the U.S. and Finland operate is the way that they deal with reforms. Sahlberg said the U.S. is too concerned with competition and choice, which he feels should not be the main driver of reform. In Finland, they concentrate on cooperation and equality of opportunity. He says education is a human right and will always be free in Finland.

The last point he made had to do with accountability, a word Sahlberg said does not even exist in Finnish. He spoke about how we are over-relying on testing, and conduct more standardized tests than the United Kingdom and China. He gave the analogy of a blood test: a doctor only needs a sample of blood to test for pathogens, as schools should only need to test a small cross-section of the student population in order to assess the system — a notion that seems foreign to educators in the U.S.

Sahlberg ended his lecture by praising the education scholars and professionals in this country, saying the U.S. has produced “the most vibrant and innovative work.”

Sahlberg is the Director General of CIMO (Centre for International Mobility and Cooperation) in Helsinki, Finland. He has global expertise in educational reforms, training teachers, coaching schools, and advising policy-makers. He has worked as an educational specialist for the World Bank in Washington, D.C., and for the European Commission in Torino, Italy. #

## BROWN UNIVERSITY:

### Exclusive Interview with Professor Kenneth Wong

(Part 1 of 2)

By GILLIAN GRANOFF

Kenneth Wong, Director of the Urban Education Policy program at Brown University, recently discussed with Education Update the impact of the No Child Left Behind on school policy, the value of state academic standards and tests, and their role in measuring aptitude and setting high expectations for student performance, and the function the federal government and politicians should play in helping to affect school policy.

According to Professor Wong, the uncertainties in the global economy have influenced the way we think about education, especially in regards to questioning the academic priorities of education. With a shrinking middle class, the education and economic priorities are threatening to weaken the value of a liberal arts education as well as our democracy because a democratic society is dependent on well-informed, well-rounded citizens to preserve our values. A liberal arts education teaches us to think and appreciate, and to develop values. Applauding institutions like MIT, which offers a world-renowned science program with a liberal arts and political science curriculum, satisfies preserving a liberal arts education while encouraging students to specialize. It is upon business leaders who must push and maintain the strength of institutions that, in the short term, yield results.

Wong also opines on the direction of education and the role that Mayor Bloomberg and local politicians should play in shaping school policy.

The mayor is in a unique position to assess the political, cultural, and economic climate in which schools struggle. A mayor’s experience in galvanizing competing interest groups on a state

level helps him to navigate the myriad of complex social, political and economic factors that influence school reform. Mayors are in a unique position to shape the direction of school policy and to mediate in an educational climate saturated by the competing interests of teachers unions and school administrators, traditionalists and reformers. Mayors provide a valuable resource to help school administrators and policymakers to galvanize the interests of teachers unions, budget directors and administrators in an environment dominated by increasing economic and political pressures.

In negotiations, the mayor provides the context for educators, politicians and principals to set school budgets, effectively allocate economic resources, and create individualized curricula that can nourish potential in students on every level. From their unique purview, mayors can help to leverage the social, political, and human capital and soften political resistance against innovative programs.

Wong also talked about the positive and negative impact that NCLB has had on current education policy and on one of its stated goals of bridging the academic achievement gap. For instance, there are more thorough assessment tools available to help raise expectations so that every school would meet the proficiency standards by 2014. Although NCLB started during the Bush administration, the Obama administration has tweaked NCLB to bridge the gap between policy and practice given that the act was enacted in 2001.

Despite its weaknesses, NCLB has succeeded in challenging the education system to raise expectations and to help policy makers to identify failing schools. #

## YOUNG WRITERS

### Denali

By NEIL RUTHEN

Awakening at the first light of dawn,  
breathless with delight  
I stare through the window,  
with unbelieving eyes,  
for through unveiling curtain of clouds,  
natures most treasured jewel  
stands for all to see,

I scramble outside,  
feeling the  
excitement build in my soul  
for here I found indescribable beauty,

A gigantic, majestic  
behemoth of rock  
two towering sky scrapers of shining ice,  
gleam with the pinkish glow of early morning light.

I gasp and

### How the Albatross Got Its Wings

By DREW KUSHNIR

A long time ago, at the very beginning of mankind, people were dumb. They lived in simple dwellings in cliffs, and were no better than animals. The great Smarn, god of life, was sad to see his creations behaving like beasts, so he asked the guardian of wisdom, Fallt, for the Water of Wisdom, a magical liquid that bestows knowledge upon whomever it touches. Fallt was selfish, however, and refused to give Smarn the Water. Smarn was so desperate for

take in a breath,  
a breath of the crisp spice of conifers,  
that warms my body.

I smile at the landscape,  
for sharing the secret of natures beauty.

Neil Ruthen is an 8th-grade student at Carlisle Public School, Carlisle Mass.

it, however, that he decided to get somebody to steal it. He chose Albatross, who then had very small wings, to retrieve it. Albatross quickly flew away, along the beach and over the ocean to Fallt’s cave. Midway through the flight, though, he became wracked with self-doubt. “What if I can’t do it,” he thought. Then he remembered Smarn’s desperate look, so he flew on to Fallt’s lair.

Fallt was a horrible beast; he had the body of a human but the head and wings of a fly. Luckily, he was asleep, so Albatross snuck into his dank, dark cave without an issue. He quickly found the Water of Wisdom, and then flew out with it. Unfortunately, on the way out, his wing scraped against a stalactite, which shattered and woke Fallt up. Albatross swiftly flew out of the cave, with Fallt right behind him.

Fallt’s heavy body and short wings made it hard to keep up with Albatross, so he gave up in the first few minutes of the chase. Albatross

didn’t know this, however, so he kept on flying at full speed. In fact, he flew so fast that his short wings stretched out and became the long, sweeping wings albatrosses have today. He got tired, but struggled bravely on. He flew over the beach to the human’s tents on the cliffs, and poured the Water of Wisdom down on them. As the water touched their heads, their intelligence soared. They looked up and saw Albatross. They decided to follow him. They trailed him until he got back to beach, where Smarn had appeared. Upon seeing Smarn, the humans fell on their knees, worshipping him as a god.

Albatross was rewarded richly by Smarn, who made him his sacred bird and messenger. In Albatross’s free time, he became father to a new species of albatross, all with large wings like their father. So, that is the tale of how albatrosses became such majestic birds, and how humans became the most intelligent of all creatures. #

Drew Kushnir is a 6th-grade student at Shore Country Day School in Beverly, Mass.



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## Reflections on the Sandusky Affair

By RONALD L. KAMM, MD

The surprise news recently was that former Penn State assistant football coach Jerry Sandusky waived his preliminary hearing on charges that he sexually assaulted 10 boys over a 15-year period. One of the witnesses at the hearing would certainly have been former Penn State quarterback, and recent assistant coach, Matt McQueary.

A question many people seem to be asking is why Matt McQueary, a strapping 6'4" man in his 30's, did not step forward and actively intervene when he allegedly saw Jerry Sandusky brutally raping a 10-year-old boy in a shower on Penn State facilities.

Recently, New York Times columnist David Brooks wrote an article describing how the human mind, when confronted with horror, rushes a "protective filter" into place to steer awareness away from what threatens. For Mike McQueary, a former quarterback who had been a player on a team coached by the revered Sandusky, the scene must have been shocking to the core, even to the point of physical (and moral) paralysis. That McQueary reported the event to Paterno was truly laudable, but, as has been reported, at some point further down the line, a blind eye was again turned by many to Sandusky's continued involvement with young children.

As David Brooks says, it is easy for us to pass judgment. However, we would be wise to take

into account the fact that in groups engaged in dangerous activities, where members are dependent on each other for their physical well-being and even their lives (military units, police units, football teams), a band of brothers mentality exists, which puts the unit, and the protection of its members, ahead of the welfare of "outsiders," even the vulnerable and weak.

Thus, in war, atrocities by soldiers against civilians may be ignored or denied by fellow soldiers. Police abuse of suspects may be swept under the carpet. Also, among NFL and elite college players, the sexual abuse of girlfriends, dates, or wives has historically been under-reported and tolerated by teammates, though this is progressively changing.

The Sandusky incident is certainly not unique. Historically, sexual abuse of children by youth sport coaches has occurred right up to the collegiate and Olympic level. It is, therefore, not a huge stretch to imagine Sandusky behaving similarly toward the young charges in his non-profit organization. In addition, the sustained success of Joe Paterno and the Penn State football program, the esteem in which they were held, and the pride that they engendered, were so integral to the identities of all who lived in State College, and even nearby Harrisburg, that it is not surprising that "a blind eye" may have also been turned by many when it came to forcibly intervening in this case.

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## Deans Speak About Education in 2012

**DEAN MARY BRABECK, NYU  
STEINHARDT SCHOOL OF EDUCATION**

As the city has reached an agreement to create an applied sciences and engineering institute on Roosevelt Island, NYU's Steinhardt School of Culture, Education and Human Development is ready to participate in transforming New York City into a hub of science and technology. To achieve its goals for innovation and job creation, the city, the state, and the country need students deeply informed by science, mathematics and technology. At the Steinhardt School, we are creating leaders who will educate the next generation of innovators. Teachers who graduate from Steinhardt will help ensure that K-12 students are ready and able to engage in problem finding and problem solving within their communities.

We are currently building a STEME Education and Research Center where faculty in science, technology, engineering, mathematics, and environmental education will research how teachers learn to teach STEME subjects and how children and youth, especially those in underserved communities, come to master these subjects. Furthermore, our master's degree program, called Culturally Rich Integrated Science Program (CRISP) is funded under New York State's Race to the Top grant. With this funding we are preparing aspiring educators to teach science in urban public schools. Finally, Steinhardt has heard the call to action to help train 100,000 effective STEM teachers in the next 10 years. With our partners such as NYU-Polytechnic Institute, the American Museum of Natural History, and the Jhumki Basu Foundation Science Education Innovators, the Steinhardt School is committed to mentoring and retaining 3,000 STEM teachers over the next five years.

We are very pleased by the latest developments, which will be important for the city's economic future, and we remain committed to

ensuring that our students are well-equipped to tackle the ever-changing landscape of education.

*Mary Brabek is the dean of the NYU Steinhardt School of Culture, Education and Human Development*

**DEAN ALFRED POSAMENTIER,  
MERCY COLLEGE**

The School of Education at Mercy College of New York is in an encouraging upward trajectory. To complement the new Roosevelt Island project recently initiated by Mayor Michael Bloomberg, we are moving ahead in the areas of mathematics and science education in a robust fashion.

In the past year and half we have grown nicely in these areas by winning a "Race to the Top" grant of \$2.4 million that will allow us to offer a clinically rich teacher training program for future mathematics teachers. In addition we have had several grants that permitted us to support New York City schools through providing enrichment to mathematics supervisors and by working with large high school math departments in general. We are committed to improving mathematics and science education at all levels.

The student body at Mercy College will also be enriched with a federal grant of \$3.7 million that we just received to provide support for undergraduates in the science, technology, engineering and math areas. Mercy College's commitment to enhancing mathematics and science through the education of our youth is consistent with the mayor's initiative to support research in the STEM areas. Mercy College's strides in STEM education is complemented by strong programs in all areas of teacher and supervisor training. We welcome further collaboration. #

*Alfred Posamentier, Ph.D. is the Dean of Education at Mercy College and the author of numerous books and articles on mathematics.*

## SJU Falls to Northeastern, 78-64

By RICHARD KAGAN

On paper, this looked like a game St. John's would win. They were playing a mid-major at Carnesecca Area, where they have close to an all-time win percentage of 85 percent. This was only their second meeting in 85 years, since the 1925-26 season with St. John's winning that game, 27-17.

However, Northeastern University had other ideas. The team has faced difficult matchups on the road in the recent season to toughen them up for the Colonial Athletic Association conference games. Teams like Virginia Commonwealth and George Mason play in it and have made a name for themselves in the NCAA Tournament. The Huskies also have a seasoned backcourt duo in juniors Jonathan Lee and Joel Smith.

Smith erupted for a career-high 29 points and tied a school record, hitting 7 three-point shots on twelve attempts and paced Northeastern to a surprise win over the


Johnnies on the Jamaica campus, 78-64. Smith came out and hit a trey seconds into the game, which set the tone that Northeastern (3-1) had come to play.

St. John's (4-2) played the game without Coach Steve Lavin on the bench. He sat this game out due to what the school called a "modified" schedule as he recovers from prostate cancer surgery in early October. Lavin had coached two recent high-profile games at Madison Square Garden, and was apparently resting.

Mike Dunlap, the assistant coach, took his place on the bench. St. John's looked sluggish in this game.

Northeastern, to their credit, was ready and outrebounded SJU 45-35 in the game. The Huskies also shot a scorching 59.3 percent in the second half, and hit 9 of 18 three pointers. St. John's did rally from a 33-31 half-time deficit to take a slim 43-42 lead, with 13:41

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