

# EDUCATION UPDATE

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## WOMEN SHAPING HISTORY 2012

### MICHELLE OBAMA CHAMPION OF CHILDREN'S HEALTH



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## GUEST EDITORIALS

## Teachers College President Speaks Out Against Release of Teacher Rankings



By SUSAN H. FUHRMAN, Ph.D.

**T**here is no evidence that evaluating teachers solely on the basis of their students' performance on standardized tests improves schools, and releasing the yearly "rankings" of individual teachers is demeaning and demoralizing.

Yes, teachers should be judged on their students' progress and achievement. However, as a 2010 compilation of research by the National Research Council and the National Academy of Education demonstrated, "value-added" methodologies can't control for many factors that affect students' performance on standardized tests.

For example, if administrators routinely assign struggling students either to the "best" teachers (as one might hope) or to inexperienced teachers (as too often is the case), those teachers' measured gains in student achievement typically suffer in comparison to those of their colleagues.

Value-added measures also fail to capture or to take into account a multitude of other factors that drive student performance, such as the effect of prior-year teachers on students' test scores, or the different content of many tests from one grade to the next. Nor do these measures account either for classrooms with high turnover, which frequently have an adverse impact on students' test scores, or for small classes in which a few students' scores can distort the size of overall gains.

Until we can evaluate teachers with better measures of their actual classroom work, it simply is bad policy to rely too heavily on the blunt instrument of standardized test results to assess a teacher's effectiveness, particularly when individual reputations and livelihoods are so clearly at stake. #

*Susan H. Fuhrman is the president of Teachers College, Columbia University*

## Young Women's Leadership Network Provides Beacon for Girls' Education

By ANN R. TISCH  
& KATHLEEN PONZE

**A**s an organization that has dedicated the last 15 years to developing the next generation of women leaders from the population of inner city minority girls we serve, we salute Education Update's special March issue.

We believe that all girls' education is a rich soil for training and motivating girls to take up the torch of community, government and world leadership, and we were thrilled by the response our recent national conference engendered.

Young Women's Leadership Network co-hosted the inaugural National Conference on Girls' Education (NCGE), the first conference of its kind, which brought together public, independent, and religiously affiliated girls' schools along with several girl-focused nonprofits to Washington, D.C.

Over 400 educators representing over 25 states and six countries including the United States, Canada, Australia, the United Kingdom, South Africa, and India came together to advance the field of educating girls globally. The conference themes of competence, confidence, courage and community attracted top-notch leaders in the girl-serving sector. Keynote speakers included Senator Kirsten Gillibrand, U.S. Department of Education Deputy Chief of Staff Tyra Mariani, author Rachel Simmons, scholar Joshua Aronson, psychologist and author JoAnn Deak, author Sally Helgesen, author Irshad Manji, Dove Global Self-Esteem Ambassador Jess Weiner, President of the National Council on Women's Health Dr. Gayatri Devi, Senior Research Scientist Dr. Cornelia Brunner, national expert on single gender schools Dr. Rosemary Salomone, and prominent UCLA professor Linda Sax. Keynote speakers referred to this event as the "Who's Who" in educating girls.

Conference attendees called this "the single, most effective conference ever attended on girls' education" while others suggested that it offered "utilizable practices grounded in solid research." The conference aimed to connect and bridge both in- and out-of-schooltime organizations, public and private, so that all could maximize the impact of our work toward the healthy development of girls. The conference achieved this goal, connecting professionals with other girls' educators in thoughtful and meaningful ways. NCGS Board President Ann Pollina closed the conference by emphasizing to attendees that, "Our network is our strength. Your work is vital," and in the words of Irshad Manji, "You will never be a footnote in the life of a girl you have transformed."

Ann Tisch used her closing remarks to rally public practitioners to greater and greater heights in the quest to rival the best practices of the finest private and independent girls' schools



in the country.

YWLN and NCGS are doing a thorough analysis to determine the best way to stay connected with attendees, further the field of educating girls, and capitalize on useful feedback to deliver a future encore.

With so many concerns across the landscape of public education, we are heartened to support a model of whole-child education that works and to support the inspired and dedicated teachers who go above and beyond daily for their students.

If you are interested in this work or want more information about how to support the initiatives of Young Women's Leadership Network, please contact us at [www.ywln.org](http://www.ywln.org).

*Ann R. Tisch is the founder and president of The Young Women's Leadership Network and Kathleen Ponze is the director of New Initiatives, Young Women's Leadership Network*

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#### MAILING ADDRESS:

695 Park Avenue, Ste. E1509, NY, NY 10065

Email: [ednews1@aol.com](mailto:ednews1@aol.com) [www.EducationUpdate.com](http://www.EducationUpdate.com)

Tel: 212-650-3552 Fax: 212-410-0591

#### PUBLISHERS:

Pola Rosen, Ed.D., Adam Sugerman, M.A.

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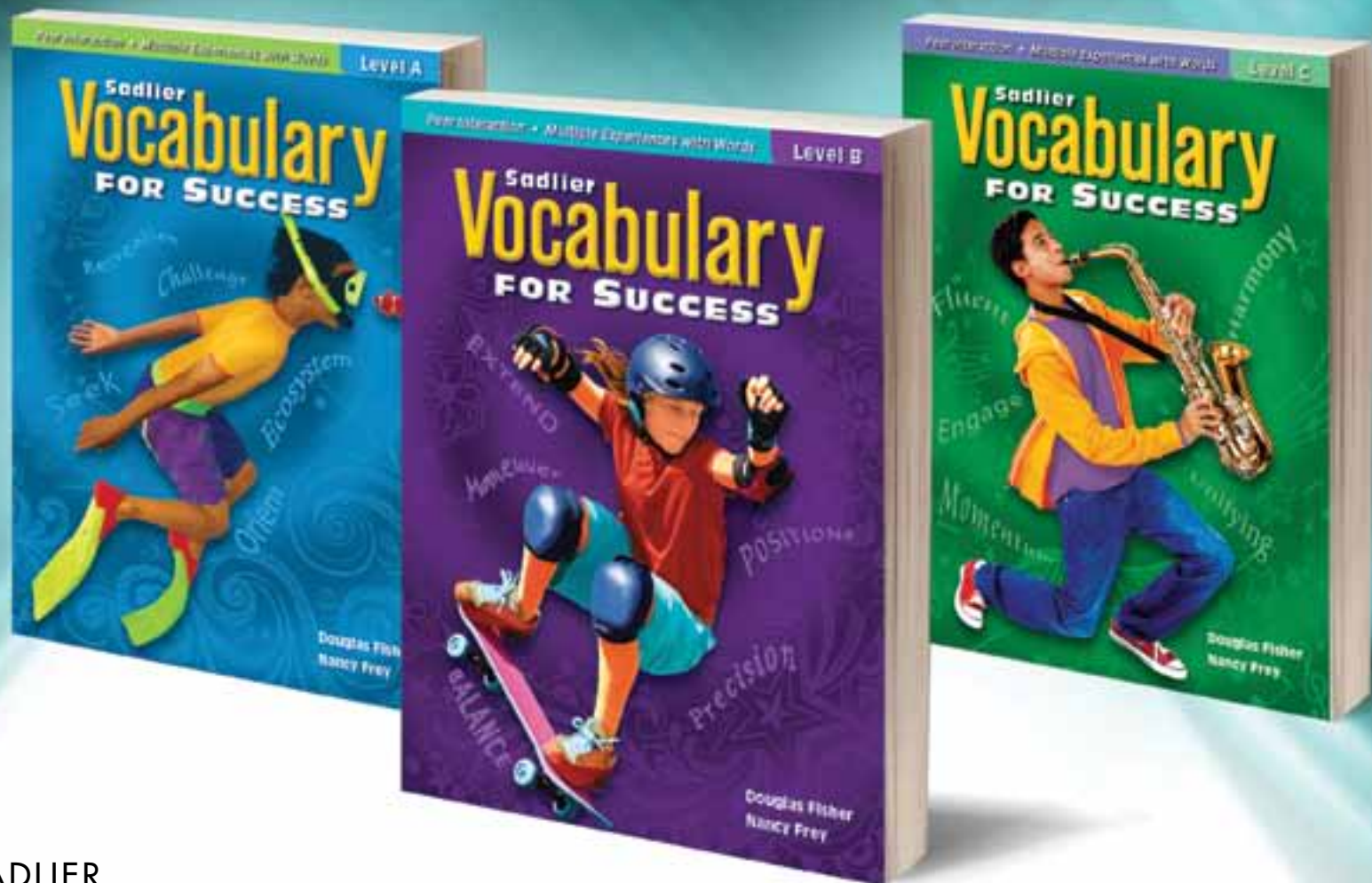
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## Michelle Obama's Legacy: A Healthier Generation



By ADAM SUGERMAN

Diet and exercise. To lose weight, we need to burn more calories than we consume. If we eat 2,500 calories, but only burn 2,400, we're going to get heavier. Simple math, right? The people of our nation, and of the Western world for that matter, are increasingly becoming heavier.

Empowering people to get healthier is the premise behind the Let's Move campaign, an initiative first lady Michelle Obama helped to launch two years ago. While President Barack Obama has led the way in health-care reform to provide insurance for most residents of the U.S. by 2014, the health of the American people is in their own hands regardless of universal access to health care.

As part of the campaign, Michelle Obama has visited schools, partnered with professional athletes and worked with community and business leaders to help children and their families develop lifelong habits of eating healthy foods and incorporating exercise into their daily routines. From planting gardens to participating in sports events, the first lady is leading the way toward people eating healthier foods and getting children to exercise at least 60 minutes per day to help people avoid the future consequences of obesity, including heart disease and diabetes. Obama has helped mobilize teachers, doctors, nurses and parents to attempt to eradicate childhood obesity within

a generation.

The mission of improving the nation's health isn't an abstract idea for Obama. For example, she incorporates exercise into her morning routine before she embarks on her hectic schedule.

Brawn and brains. As a graduate of the Chicago public school system and with an undergraduate degree from Princeton and a law degree from Harvard in 1988, she became an attorney in Chicago. She never abandoned her desire to work in the community. She served as assistant commissioner of planning and development in City Hall, and became the founding executive director of the Chicago chapter of Public Allies, an AmeriCorps program that prepares youth for public service. In 1996 she conceptualized and launched the University of Chicago Community Service Center to assist UC students to serve the community. This service center today has over 2,000 students serving annually at over 150 Chicago area nonprofit organizations. In 2002, She joined the UC Medical Center as executive director of community affairs, and then was promoted to assume the position of vice president for community and external relations.

Today she considers her career as a mother to her two children to be her most important obligation. But perhaps, we should consider her our nation's mother as she reminds us to eat healthy foods and to exercise regularly. And to exercise the mind, of course. #

## PRESIDENT OBAMA RECOGNIZES HUNTER GRAD MILDRED DRESSELHAUS WITH AWARD FOR SCIENTIFIC ACHIEVEMENT

By DEVIN CALLAHAN

President Obama has named Dr. Mildred S. Dresselhaus as one of two recipients of the Enrico Fermi Award, a prestigious award for scientific achievement. The award, honoring the memory of Nobel Laureate Enrico Fermi, is administered on behalf of the White House by the U.S. Department of Energy. Dresselhaus shares the honor



highly original research."

Born and raised in New York City, Dresselhaus was inspired at Hunter College by future Nobel Laureate Rosalyn Yalow, who recognized her talent and encouraged her to pursue science. Dresselhaus graduated summa cum laude from Hunter College in 1951 and received a Ph.D. from the University of Chicago in 1958. Her extensive portfolio

of research accomplishments includes many discoveries leading to fundamental understanding in various condensed matter systems.

U.S. Secretary of Energy Steven Chu congratulated Dresselhaus and Richter, noting "their achievements as pioneers in innovative research." Dresselhaus was selected for her "scientific leadership, her major contributions to science and energy policy, her selfless work in science education and the advancement of diversity in the scientific workplace, and her

of research accomplishments includes many discoveries leading to fundamental understanding in various condensed matter systems.

A professor of physics and electrical engineering at the Massachusetts Institute of Technology, Dresselhaus has served in many scientific roles, including President of the American Physical Society and the American Association for the Advancement of Science. #

## CAMPS

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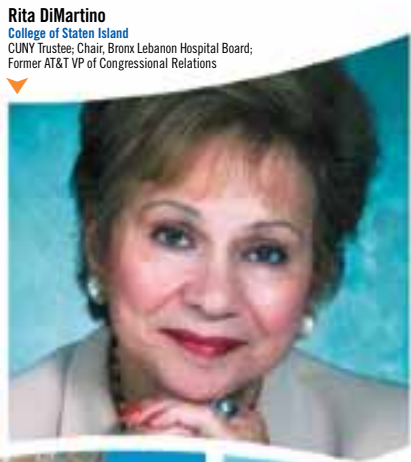
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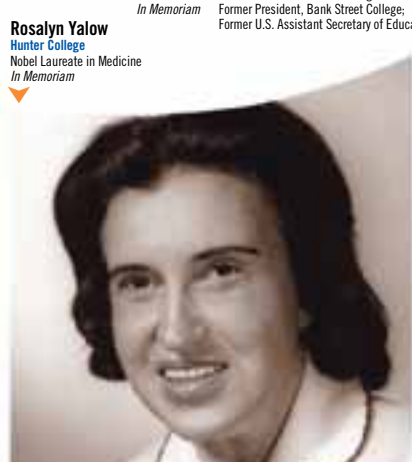
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The City University of New York celebrates Women's History Month

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# An Open Letter to New York City Parents

## New York City is losing its teachers.

More than 66,000 have either resigned or retired since Mayor Bloomberg took control of the schools.

Teachers leave one of the toughest jobs in New York City for a variety of personal and professional reasons, but the most common single reason is a lack of support from supervisors and the Department of Education.

Teaching is a craft that is acquired over time, and teachers desperately want to improve their skills. That is why the United Federation of Teachers led the campaign to create a better teacher evaluation system, one that put a priority on helping all teachers do their job better. The UFT's role was critical in creating the new system, and in going to Washington, D.C. to help get federal funds for it through the Race to the Top program. Starting last spring, many of our members with expertise in evaluation worked for months on the state subcommittees designing the new system.

We have been trying to work with the Bloomberg administration to iron out the final details of the new system, but the administration has refused to engage in meaningful talks about teacher and principal improvement. Instead it has focused on ensuring that administrators have unlimited power over their employees. If we agree, it will mean that supervisors' decisions can never be properly reviewed, much less overturned. This would be true even if their negative rating of a teacher or a principal can be proven to be the result of their refusal to inappropriately change a student's grade or to give students credit for courses they have not properly completed.

Make no mistake about it. The administration has put tremendous pressure on principals to make their schools *appear* to be successful. But any claims of success ring hollow in the light of national tests that show very limited student progress for the system as a whole, and state measures that show that while the high school graduation rate is increasing, the number of graduates ready for college is only about one in five.

**The sad truth is that Mayor Bloomberg's "reform" agenda — raising class size across the system; closing schools and "warehousing" the neediest students; pushing art and music out of the schools to make room for more test prep; turning a deaf ear to parents' concerns; and appointing a completely unqualified publishing executive to be Chancellor — hasn't made our schools better.**

A real teacher evaluation system that helps all teachers improve while providing checks and balances is a critical step toward stopping the hemorrhaging of our teaching force and making our schools more effective. At the same time it would help ensure that teachers who cannot succeed in the classroom leave the profession.

We have an open offer to the administration to continue our negotiations on this issue, or even to take it to binding arbitration. It's time the administration sat down with teachers and principals to come up with an agenda that will actually help our children learn.

Sincerely,



Michael Mulgrew  
President  
United Federation of Teachers



United Federation of Teachers  
A Union of Professionals



## Hunter College Audience Enthralled

By DR. POLA ROSEN

Before a large and enthusiastic audience recently, cultural icons Steven Pinker and Rebecca Goldstein appeared as the first speakers in the Hunter College Writing Center's 2012 "Great Thinkers Of Our Time" series.

Pinker, who is married to Goldstein, led off by speaking about the evolution of his career and his latest work, in which he suggests that there is less violence in the world today than in the past 2,000 years. Goldstein then briefly talked about how the two had met and about her own evolution as a writer from mathematician, to philosopher, to novelist. Goldstein is the author of many books, the most recent of which is "36 Arguments for the Existence of God ... A Work of Fiction."

Last year in the series' debut at Hunter, the Writing Center and its director, Lewis Burke Frumkes, had showcased the likes of physicist/futurist Freeman Dyson, Harvard's renowned Howard Gardner, feminist pioneer Carol Gilligan, and Nobel Prize in physics winner Frank Wilczek, establishing the series as one of the premiere intellectual venues anywhere.

Pinker and Goldstein will be followed by John Donoghue, the head of Brown University's Institute for Brain Research, Seth Lloyd the Quantum Computer Engineer and author of "Programming the Universe" from MIT, and Harvard physicist and theorist Lisa Randall who is also an expert on the Great Hadron Collider. #

# 'THE INTUITIVE TEACHER': A SERIES BASED ON THE WORKS OF DR. CALEB GATTEGNO

What Students Need Are More Questions Than Answers.

We've often heard the expression: "There are no bad questions." But could this be true?

World-leading educator Dr. Caleb Gattegno spent a great deal of time pondering just this question, and he saw within the answer the key to obtaining new and higher levels of knowledge in easier and more efficient ways.

Questions mobilize learning: "Good questions should loosen and remove the grip of familiarity on our perception of the realities we are involved with, and it put us in an attentive and alert state."

In other words, the key to accessing new and worthwhile knowledge lies in being able to question what may seem obvious and familiar to us. That is how we gain access to our own intuitive thinking processes where the most complex of problems are solved.

History is littered with great thinkers and inventors who began their knowledge quest with what seemed like an obvious question that led to creating a unique piece of knowledge or truth, such as Archimedes who one day is said to have asked: "Why is it that we can float in the tub?" Or Newton who looked at

the moon and then at an apple, and wondered: "Why doesn't the moon fall from the sky the way an apple falls from a tree?"

It was a "why question" that contributed to Gattegno's own understanding of how we learn, when he asked: "Why is it that the young can learn so much, such as a whole language, yet the general belief remains that babies have no intellectual powers at their disposal?"

The "why" question is truly a probing one. It's the one as children that we asked the most as we explored how the world works and our place in it. According to Gattegno, a "why" question leads to "self-examination, which in turn, generates further questions, all of which have the potential to help us overcome our insensitivity to the reality around us, as well as our inner capacity to notice much more of it."

However, the best questions are not necessarily "why" questions but could be any question that generates further questions and frees us up to think intuitively, which is at one with our sense of what we know internally to be true or right. Hence, good questions are what drive our personal evolution and, in some cases, the world's as well, when they lead to new knowledge and ideas.

This is opposed to questions that "cancel themselves out" upon getting an initial answer. "What is your name?," "What time is it?" or "Is it raining?" are obviously legitimate questions but ones that really don't go behind any awareness of the immediate needs that generate them.

Therefore, while there may not be any "bad" questions per se, there is a hierarchy of questions; and, as a rule of thumb for educators, "a good question is one that generates fifty new ones," according to Gattegno.

In the classroom, generating 50 new questions without providing the answers requires some practice and understanding of how to create challenges that deeply engage students. However, it begins with a teacher's own awareness of how questioning the obvious and familiar can soon lead to understanding complex topics and even the creation of new knowledge, if "good" questions are asked. #

You can learn more about this topic and how it relates to crafting challenges and other Intuitive Teacher approaches and topics by going to [www.calebgattegnoo.com](http://www.calebgattegnoo.com). This series provided by Educational Solutions Worldwide Inc., [www.educationalsolutions.com](http://www.educationalsolutions.com).

## 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]



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## THE MET PROJECT: MEASURES OF EFFECTIVE TEACHING

### TEACHER EVALUATION SYSTEMS UNDER SCRUTINY

By MOHAMMAD IBRAR

In the fall of 2009, the Bill & Melinda Gates Foundation initiated the two-year long Measures of Effective Teaching (MET) project, which is a research project designed to help determine what teaching and classroom management methods, skills, and techniques can be measured and how they affect a teacher's effectiveness. The project was launched in Charlotte, Dallas, Denver, Memphis, Tampa, Pittsburgh, and New York City. The long range goal of the MET project



is to support teachers and provide them with information to do their jobs more efficiently. The 2012 MET study employed 5 different measurement systems that observed and rated teachers and also assessed student progress, student classroom feedback, classroom recordings, evaluations of teachers' pedagogical knowledge, and teachers' feedback on support services provided at their schools. It involved 7,491 videos of 1,332 teachers who each taught between four and eight lessons. The videos were rated by 900 trained volunteers using five teacher observation measures. After the research is concluded, MET Project and its affiliates will have "pinpointed" what effective teaching "looks like in practice" and share their conclusive findings with policy makers and practitioners in the summer or fall of 2012.

In January of 2012, the foundation released its recent findings in a report, "Gathering

Feedback for Teaching: Combining High-Quality Observations with Student Survey and Achievement Gains." The report outlined guidelines for researchers to conduct a comprehensive and accurate analysis of effective teaching measures. The report indexed data found in initial assessments. A value-added system was used to assess the impact of teacher competencies in targeted fields such as, intellectual engagement, teacher-student interactions, usage of teaching strategies on achievement in different subjects. The report detailed challenges, questions, and possible solutions that emerged as the research progressed.

Current teacher evaluation systems fail to provide educational institutes and professionals with accurate information on educators' instructional performance. Additionally, the systems do not provide insight into what needs to be done to close the achievement gap, which differs among school districts. Nor can the current systems conclude why student achievement differs from teacher to teacher.

The MET project is a study of the observation tools available (reliability and validity) and uses them to study factors that predict effective teaching. #

### NEW STUDY EVALUATED BY NYU DEAN

By DEAN MARY BRABECK

Teaching is a complex and challenging task, so it is not surprising that finding good measures of teaching is just as complicated. Consider an observation tool to measure the effectiveness of doctors, dentists, or lawyers, and you can begin to see the complexities. The authors of Measures of Effective Teaching (<http://www.metproject.org/>) have done an enormous service by critically examining the five current observational tools that are most used to assess what effective teachers do. The MET study is the first of its kind: researchers used 7,491 videos of 1,332 teachers who each taught between four and eight lessons, and those videos were rated by 900 trained raters using the five teacher observation measures.



Dean Mary Brabek

Using a value-added model of standardized test scores in mathematics and literacy, all five measures were associated with student achievement gains. Teachers performed better on tasks like classroom and time management than on higher-order skills like questioning, analysis, and problem solving. This information is useful for those who prepare teachers, and suggest where we should put our efforts. However, subjects like science, history and the arts were not studied, and only teachers in grades 4 through 8 were included.

Researchers reported that a combination of scores on the observation measures, student feedback, and student achievement gains (value-added) are better in predicting student performance than graduate degrees or years of teaching experience. These findings contradict other research and beg for programmatic study of the kinds of graduate experience that promote student achievement and schools that promote ongoing teacher development.

The authors do caution, however, that reliable ratings of teacher practices require multiple observations and suggest that any high-stakes decisions should combine observations

of teachers with student achievement data and student feedback. They emphasize training in the proper use of the observation tool, including impartial second raters for at least some data, and ensuring checks on the accuracy of those who are using the measure.

Perhaps if New York City had followed this advice before releasing data based on value-added modeling of student standardized tests, the public would have more trust in the results, and many teachers would not have been undeservedly shamed.

There is agreement that "teachers matter," as President Obama proclaimed during his 2012 State of the Union. In the same speech, the president noted that we still lack data on what it is that effective teachers do that matters. We are closer to answering that question because of the MET study on the reliability and validity of the five teacher observation measures. #

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

## GUEST EDITORIAL

### WHILE NO ONE WAS LOOKING, CONGRESS ELIMINATED AN ALTERNATIVE ROUTE TO COLLEGE

By DR. VINTON THOMPSON

In a December action that has gone largely unnoticed in the education community, Congress eliminated an important route to higher education for non-traditional students. Presently, students without a high school diploma or GED can demonstrate college-ready proficiency by passing a federally designated test and win eligibility for Title IV federal aid programs like Pell Grants and student loans. This route to college is designated "Ability to Benefit" or ATB. As of July 1, 2012, students without high school credentials will no longer qualify for Title IV federal aid, effectively closing this alternative route to college.

It may surprise some in the educational community that we have admitted uncredentialed students to college and supported them with



federal grants and loans. Superficially, it appears to call into question our societal commitment to promoting high school completion. But, understood in a larger context, this alternative route to college for older students is a manifestation of America's unique commitment to educational second chances.

Students who don't go the conventional route — out of high school and into college at age 18 — have multiple re-entry points to education. In consequence, even though we have lost a little ground to other advanced post-industrial countries in rate of college completion by traditional-age students, we still surpass all other countries in bachelor's degree completion among adults over 35 years of age. This flexibility of educational opportunity has served us particularly well in light of our pronounced and well-documented disparities in family wealth and K-12 educational outcomes.

Metropolitan College of New York has not actively recruited ATB students, but we accept older students who successfully complete the test and meet our other entrance requirements. In 2011 almost half of our freshmen entered with non-conventional high school credentials. Most of these students earned GEDs, but 12 percent entered through the ATB route. Even then, less than one third of our ATB applicants pass the test. It is a screen for the able — not a backdoor to college for the unskilled.

There is still a window of opportunity for students to take advantage of ATB. To do so they must pass an ATB test and enroll in college before July 1. If they don't, they will have to earn a high school diploma or a GED to qualify for federal student aid. Time is short. #

*Dr. Vinton Thompson is the president of Metropolitan College of New York*





## THE LAW &amp; EDUCATION

## WHO IS YOUR LAWYER?

By ARTHUR KATZ, J.D.

(A lesson for Educators arising out of the recent Penn State tragedy)

A parent, a student or your school lodges a complaint against you, and you are asked to attend a hearing or meeting in connection with the complaint. Since the complaint relates to your duties in a school-related activity, you report the request to the school and ask for assistance at the hearing. Subsequently, the school's lawyer meets with you and during your hearing sits at the table with you.

Is the lawyer really representing you? The simple answer, surprisingly, is probably not. A good rule of thumb is that a lawyer normally represents the entity or person who pays for the lawyer. There are, of course, exceptions such as when the lawyer is furnished by an educator's union (if this is a service the union supplies), but if you think about it, a union is financed by union dues and union dues are paid by the union's members.

It is common for an educator who needs to consult with a lawyer concerning a school related incident to ask the school for representation and, if a lawyer is furnished, the lawyer may not always clearly explain who is being represented. And, even when explained, and under the pressures of the moment, it is not unusual for the educator to not fully understand distinctions that the lawyer may draw. And, even when the educator believes that he or she fully understands all of the implications of the lawyer's explanation, the educator may believe that the limited representation being provided (at the school's expense) will be adequate since the educator may believe that he or she is innocent of any wrongdoing or that the matter is not serious.

If the interests of the educator and the school do not diverge, it may not make a practical difference. However, it is not unusual in a problematic setting for interests to diverge at some point, in which case (and assuming that the different potential interests are recognized early enough) separate counsel should be used.

A lawyer made available by the school has an ethical duty under his or her respective state's rules of professional conduct to advise



the educator that he or she represents the school, not the educator, that anything the educator reveals to the lawyer may be used to support the school's position, and in the event of a conflict which may develop the educator will not be receiving the

full (if any) benefit of counsel. Moreover, the lawyer should advise the educator that there is no duty of confidentiality between the educator and the lawyer, since the lawyer's primary duty is to the school, and it is the school (and not the educator) who has the right to waive the privilege, if any, with respect to statements made by the educator to the lawyer if the school believes that doing so is in the school's best interests.

If the lawyer is an "in-house lawyer" for an educational institution, the lawyer always will be representing the interests of the institution, if there is a conflict between the institution's interests and the educator's. When outside or special counsel is retained by the institution, the lawyer's primary duty will be to the institution, unless the institution specifically hires the lawyer to represent the educator, in which case, the educator should request that the lawyer enter into a retention agreement directly with the educator so that there will not be any confusion when the institution's and the educator's interests diverge.

An issue was recently reported in the Penn State / Jerry Sandusky investigation, when Penn State's athletic director, Tim Curry, and Penn State's interim senior vice president for finance and business, Gary Schultz, testified before a Grand Jury last year and said that they were being represented by Penn State's then general counsel, who sat at the table with them. And, according to the Patriot-News reporter who wrote the story, such statement was not corrected by counsel at the time although counsel is reported to have earlier told Messrs. Curry and Schultz (both of whom were subsequently charged criminally) that "You know, I

represent the university. You can get your own lawyer." A mistake like this is easy to understand, since Penn State's lawyer actually took Messrs. Curry and Schultz to the hearing, and sat at the table with them when they were being questioned.

As a result of an educational institutions' understandable zero tolerance policies towards sexual harassment, physical abuse and bullying, etc., an educator who is caught up in an alleged incident should immediately understand that the institution's interests may divulge from the educator's, and that, at a minimum, anything said to the lawyer furnished by the institution will not be withheld from repetition to the institution, itself, and that the institution may, in its best self-interest (and, depending on the circumstances, may be required to), reveal some or all of such information to appropriate authorities, all to the detriment

of the educator. #

Arthur Katz is a member of the law firm of Otterbourg, Steindler, Houston & Rosen, P.C.



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## Education Update Intern Wins Prestigious Award

Dominique Carson, a journalism and Italian major at Brooklyn College and intern at Education Update, was recently inducted into the Brooklyn College Wall of Fame. She was the only student selected for

the prestigious honor this semester.

Students selected for the Wall of Fame have shown leadership, significant academic progress, or have overcome adversity of one kind or another. #





## LETTERS TO THE EDITOR



Cornell University

David J. Skorton  
President

January 26, 2012

Dr. Pola Rosen  
695 Park Avenue  
Suite E1509  
New York, NY 10128

Dear Pola:

It is an honor and a pleasure to see our tech campus proposal on the cover of *Education Update* and to read the articles inside. Thank you for covering the story so prominently, and thanks also for sending us copies of the issue.

I appreciate your interest, and I send all good wishes for the new year.

Best regards,

David J. Skorton

300 Day Hall, Ithaca, NY 14853-2801 Telephone: (607) 255-3201 Fax: (607) 255-9924 E-mail: presdoot@cornell.edu

## NEW YORK

*The Road to Schools Renaissance***To the Editor:**

Thanks for sharing such an inspiring story. Eager children are a joy to teach, especially for volunteer teachers. It was encouraging to hear that the government is putting such effort into education.

Jessy

## NEW YORK CITY, NEW YORK

*Closing the Achievement Gap by Empowering Black and Latino Boys***To the Editor:**

I love your story on calling for smart phones to be used for learning. I too teach in low SES and Latino majority school and we only have one computer lab (40 computers) for the entire 1,200 plus students to share. I would love to introduce more mobile or smart phone lessons with my class. The challenge is only half of my students own a smart phone. Perhaps, someone knows of applications or exercises in which pairs of students share a phone.

Joe Tedesco

## AVENTURA, FLORIDA

*Why Don't Schools Improve?***To the Editor:**

Prof. S. Grant: Your note is useful. I decided to do my share in education and help implement the few changes needed, while monitoring the whole system. I am finishing the integrated platform for education/research/development/service that could be a basis. I can't endure to see that 636 classrooms full of students drop out of high school every week! And do nothing.

Adolfo T. Jurado, Ph.D.

## PUT-IN-BAY, OHIO

*Kurt Landgraf, ETS Pres. & CEO Refocuses Premier Testing Organization***To the Editor:**

I was shocked when watching Sixty Minutes New Year's Day concerning SAT cheating. I can't believe that the other parties, the students who benefited were not affected. Informing the schools that students cheated

on applications to get in should be of importance to everyone, and they should have to repay any grant money they received. This would also go a long way to deterring future cheating. Shame on ETS and any school that turns a blind eye to this misrepresentation. We owe it to the honest majority of students.

Kelly Mohn

## BROOKLYN, NEW YORK

*Learning Through the Creation of Games***To the Editor:**

Wow, so inspired to read this, Adam. Thank you so much for sharing your experiences!

Allysin

## MOUNT VERNON, NEW YORK

*The Bard College Prison Initiative***To the Editor:**

Dear Mr. Kenner: I'm a corrections officer in Westchester County, and I'm very interested in starting a college program at our facility. It is my passion to see inmates given a chance to re-enter the community as positive and successful individuals. Please help me get started down the right roads to start this program.

S. Moore

## WALNUT CREEK, CALIFORNIA

*Mary Lu Christie: Journey to Afghanistan***To the Editor:**

I worked with Mary Lu at a small labor law firm in California. She's dynamite! So happy to read she is turning her considerable talents to help educate girls and women in Afghanistan.

Melanie Hopkins

## GRANVILLE, NEW YORK

*A Glimpse into the Imprisonment of Jean Harris***To the Editor:**

This woman is a positive influence in our lives.

Lois Anne Jasek

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## Interview with David Rhodes, President, School of Visual Arts



Transcribed BY MOHAMMAD IBRAR  
PART ONE OF A TWO PART SERIES

Watch the video interview on  
Youtube and at:

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

David Rhodes, President of the School of Visual Arts since 1978, has increased the student enrollment, course offerings, faculty and campus to an amazing 18 buildings! The curriculum has changed with the innovative technological advancements occurring in the fields of photography, film, art, and design.

**Dr. Pola Rosen (PR):** We last visited you in 2007. What's new since then?

**President David Rhodes (DR):** We now have 18 buildings including a dormitory on Ludlow Street, academic space at West 21st street and West 16th street, and a theatre at West 23rd street. It seats 750 and we host, in part, the Tribeca Film Festival in addition to our own film festivals. This March we'll be hosting a BBC film festival on films on design. One of the things we hope to accomplish is to have a real world-class theater with world-class projection and sound. There's actually a studio that wants to use one of the theaters to help mix sound on actual feature length films. They come in, bring in their sound editing equipment, project the film on the screen and make sure it sounds right. So, we'll be doing that which will open up internships and opportunities for students.

**PR:** Is the theater primarily designed for students to showcase their work or is it to collaborate with outside organizations?

**DR:** It's supposed to be a cultural destination for Chelsea, so it's primarily for collaboration. Currently, there is no central focus in Chelsea; we would like it to become that over time. In becoming a growing attraction to the neighbor-

hood, we will be doing the neighborhood a public service.

There are certain times when we reserve the theater for student use, film department, animation, MFA thesis defenses, design or interaction design are all held there. We expect in the fall to be hosting the Documentary Film Festival. And we're looking into doing the only professional animation festival, in the world.

**PR:** Do you have a major in professional animation?

**DR:** There are three different programs. One is an undergraduate program in animation. Another is part of the computer art/computer animation and special effects program. And third, is the graduate level in the computer art program, which is very successful in garnering student academy awards. The program seems to win about one a year. The undergraduate and graduate programs dominate a festival called Metrocafe, which is a festival for animation programs for the Northeast area, and at the last one, 14 of the 25 films chosen were from SVA.

**PR:** One of our team members, Mohammad Ibrar, posed the following question: Your graduate programs are expanding in all fields of visual art and design; what about your undergraduate programs?

**DR:** The latest undergraduate program created is visual and critical studies. They are expanding slowly and in a controlled manner; growing at a rate of 1 or 2 percent a year. It's not clear that we will be adding any additional programs at the undergraduate level in the immediate future.

Program expansion is more likely to occur at the graduate level. There are things we'd like to do in design management or an interesting architecture program but at the moment after having grown so quickly at the graduate level we think for the next five years our emphasis will be to consolidate and ensure that all programs are functioning in the way we want

*continued on page 21*



At a recent Writing Center event hosted by director Lewis Frumkes under the aegis of Hunter College. President Jennifer Raab of Hunter College and author Tina Santi Flaherty discussed literature, writers and the world of books at Doubles, in the Sherry Netherland Hotel. Among those present were Christopher Lehman-Haupt, Malachy McCourt, Bel Kaufman, Erica Jong, Charlyne Goins, Edith Everett, Joannie and Nick Danielides and a host of literati. Flaherty has supported the Irish Writers series and will now be supporting the Churchill Lectures. #

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Bronx music teacher Caroline Duggan introduces an afterschool Irish dance program that has performed at the White House. Read more about her story.

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“ I want my students to know they have the ability to do anything they put their minds to. ”

— Caroline Duggan





## Reelabilities Film Festival Generates 'Reel' Awareness

By KAREN KRASKOW

The Reelabilities Film Festival features individuals who faced enormous hurdles and came out winning. Those hurdles can be anything from learning to speak again (after a stroke), being the sibling of a person with a disability, facing love as a blind individual, and the numerous others that life can hand us, either temporarily, in old age, or during the greater part of our life.

The following films were screened recently at the Reelabilities Film Festival at the Jewish Community Center, one of the Festival's 23 nearby locations.

"Mabul" (Israel) depicted the troubled relationship of a young boy to his older autistic brother whose behavior — his obsessions with insects — embarrassed and startled him. Tenderly it shows how he became his warmest support. The devotion of his mother, under a variety of stressors, is also movingly depicted.

"Aphasia" (United States) introduced us to Carl McIntyre, who, after a successful career in acting, suffered a massive stroke. The stroke caused aphasia, which required him to re-learn to speak, read and write, and affected his ability to understand what others were saying. The documentary shows him working with a speech therapist to regain his skills, but more significantly the trial of ordering a "Frozee" from a drive-in concession. Repeatedly he goes back,

listens to their sing-song advertisement and is unable to respond. Though he can drive, and his cognition is not impaired, he never knows when the response he wants to call up will require a sound (like the "f" as in "Frozee") he cannot articulate yet. As he struggles to make the sound come out, cars are honking behind him.

The film makes clear the situations a person with aphasia is likely to encounter during his or her time recovering. Fortunately it provides us with hope as the waitress eventually learns to ask for the patience of the patrons behind him in the drive-in line, as he gets closer and closer to articulating his choice.

There was a standing ovation when McIntyre himself walked on to the stage after the film (as is customary during this festival) and tells us, in not-yet smooth language, that yes, he is frustrated and angry, but that "every day is good, too" — every day has possibilities. "I need hope every day." "Hope is everything." "No good insulate yourself," he said. McIntyre left the audience with this message: "Aphasia still sucks, and I win every day — you can too." He gardens and paints, makes movies, and reminds us that "what happens to one happens to two," speaking of his devoted wife, and of course his three children.

The themes of these films can apply to us all in whatever level of struggle we face in our

daily lives. Seeing films like these humanizes us — to be more patient with ourselves, and understanding of others. #

*Karen Kraskow, M.A., M.S.W., is a learning specialist in private practice in New York City who has seen the issue of "acceptance" of a learning disability play out in many ways, with eventual overcoming and success in reading and writing by students of all ages.*

### EDUCATION UPDATE

is planning its third New York Citywide Special Education Conference in May 2012. Some of the great minds from universities in the tri-state area will be presenting the latest research and developments. In addition, there will be a parent panel and a student panel. For further information, e-mail [ednews1@aol.com](mailto:ednews1@aol.com). Place "Special Education" in the subject line.

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## BEYOND THE CLASSROOM: SEARCHING FOR SUCCESS

By DR. JAMES A. MCDANIEL

Environmental factors are overlooked in managing and changing behaviors of children with ADHD, LD and NVLD. Class time and curricula are getting the focus of the scientists and those charged with improving our teaching methods for this group that has slipped through the cracks of our traditional educational platform for generations. Considering that most school days consist of no more than seven periods of 45 minutes, or 5 hours and 15 minutes of direct instruction, or 26 hours and 15 minutes over the course of a five-day week. There are 168 hours in a week.

So, how are we doing with our children during the almost 142 hours that exist around these academic time periods? What kind of consistency exists during the many hours that habits are being learned? For that matter, is there consistency in the academic model of our middle and high schools that promote the transference of novel learning experiences to long term memory storage by means of repetition and positive reinforcement?

Children need to feel connected. For young people, who we become as adults is actually a compilation of the experiences that we encounter. Certainly, genes play a major role in pre-

dispositions to learning skills, social behaviors, and general mental and emotional wellness. However, the power of environment, around the clock and over the course of calendar years can truly neutralize just about any flaw that our predisposed genetics suggest.

Keeping children connected with their educational and after school/weekend environments is as impactful as a sharp, responsive, tailor-made educational experience. "Does what I think or do matter? Am I valued and needed in my community? Do adults and peers expect the best from me?"

Once we understand the deep and powerful impact of a consistent, supportive and thoughtful environment on positive developmental growth of our children, then we will truly have solved the riddle of how to best educate and inculcate positive values into our children, making them healthy and productive citizens not only of our country, but of our global community. Twenty-six hours of classes is only 15 percent of the hours that our children live weekly.

It is in this 85 percent of time spent living and learning where I have experienced that boarding school environments have a large advantage in restoring positive life habits and self-image of our middle school boys who have experienced the damaging mismatch between their learning style and traditional education practices and environments. How to translate



Dr. James A. McDaniel

some of this consistency and control over these fragmented, inconsistent, and fast-paced lives of our children lead is a pressing issue that demands our attention in the discourse of how we best raise and educate our children to keep them, and ultimately our country, competitive and healthy. #

Dr. James A. McDaniel is the headmaster of the Linden Hill School.

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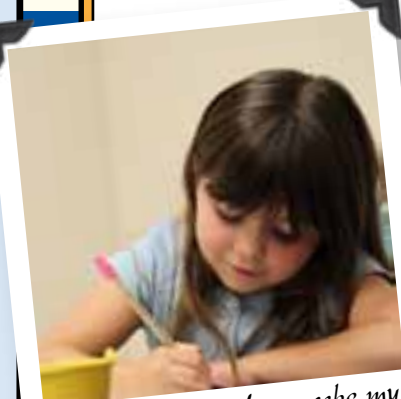
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## Enabling the Blind to See: Visit to the MoMA

By MOHAMMAD IBRAR

Imagine walking into an art museum and not having the ability to see the art on display. Because of a program called Art inSight at the Museum of Modern Art, the visually impaired and legally blind do not have to miss out on experiencing the art of the museum. The program was designed for individuals who are blind or partially sighted, and specially trained tour guides provide extensive and detailed visual descriptions of artwork while engaging participants in discussions about a variety of themes, artists and exhibitions.

The group, consisting of sighted, partially sighted and blind art lovers, toured the architecture and design galleries. Visitors and volunteers walked along as sight-seeing dogs and the tour guide led the way to the first display. Exhibited on the third floor was a Smart Car, parked amid other artwork.

"Why is there a car in the museum?" asked Myra, one of the visually impaired visitors. The car's aesthetic qualities, functionality and design marked the German and French automobile as an exceptional work of art. The group walked around the car to allow individuals to comprehend the actual size of the car. Myra discussed the Smart Car's noise level; most smart cars are quieter than the average gas-guzzler. She said quieter cars



pose a problem for blind pedestrians who rely on their hearing to cross roads safely. Other visitors nodded their heads in agreement, and criticized the new wave of "smart cars" that are silent but deadly for the visually impaired.

Another work of art that raised more than an eyebrow was a piece by French artists Ronan and Erwan Bouroullec, called "Nuages (Cloud) Bookcase." The bookcase is made from a white opaque plastic. Similar to a cloud, which carries water, the shelf-like sculpture can hold household items. Some of the visitors questioned its practicality and others, its functionality.



"It would make a good room divider, instead of a bookcase," said Gordon, a visitor at the exhibition, who admired its pellucidity. "Looks like a gigantic wine rack," said Spider, an avid monthly visitor of many New York City museums that offer services to the blind. One of the blind visitors inquired whether it could hold plants or home décor, but after the group described the piece's honeycomb design to her, she had a better understanding of the cloud's physical qualities and usage.

After the tour, many of the visitors took part in lively conversations, expressing their opinions and reflections of the galleries and the tour as a whole. One of the visitors, an art aficionado who is partially blind, visits different museums each month and participates in programs for the blind. She and other participants believe that being involved in these programs allow them to see.

The MoMA and many other museums have developed and are continuing to develop accessible programs and train tour guides for

people with special needs. Many museums are also widening their accessibility through other programs.

The Philadelphia Museum of Art has created a series of accessible programs such as Art Talk, where 10 to 15 participants discuss works of art in the museum with a facilitator over the telephone. This is a great option for individuals who are unable to visit the museum. Other museums collaborate with the surrounding community to foster awareness and involvement.

The Detroit Institute of Art is one museum that works with local schools and universities to provide art-making and art appreciation experiences. Another unique program there is called Minds on Art, which is especially designed for individuals with Alzheimer's and dementia. These accessible programs continue to grow across the nation, evincing the importance of art in society. #

*David Beltran, an intern at Education Update, contributed reporting for this story.*

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## REVIEW OF *'The Politics of Latino Education'*

### THE POLITICS OF LATINO EDUCATION

By David L. Leal and Kenneth J. Meier, Editors  
Published by Teachers College Press: 2011, New York and London: 230 pp.

By MERRI ROSENBERG

The growth in America's Latino population has been undeniably significant in recent years. According to recent data, Latino students account for two-thirds of the increase in public school enrollments between 1993 and 2005. Schools throughout the nation — not only in states such as California, Texas, Florida, and New Mexico that have traditionally attracted Hispanic immigrants — have confronted the challenges of educating a student population that is often quite different from other student groups.

At the same time, the ongoing, often ugly political debate about immigration, along with the concomitant controversy about such issues as bilingual education, allocation of district resources, high-stakes testing results, and the achievement gap between Latino and other students, has made it extremely difficult to frame the discussion in a productive way.

This volume of essays seeks to explore the issues surrounding Latino education in a thoughtful, measured and non-polemical way. There's no denying that, for many of the authors, high-stakes testing is counter-productive — but no fear, these essays aren't soap boxes.

Instead, what's impressive is the nuanced approach that prevails. No one makes excuses for the reality that Latino student achievement is low, indeed lower than other racial

and ethnic groups, or that dropout rates are disturbingly high. In the essays that deal with these issues (including social promotion), the authors unpack some of the complex reasons that hinder Latino progress and make suggestions for improvement. One of the most intriguing essays looks at the issue of Latinos in higher education, a subject that all too often gets little attention.

The overall collection of essays has been carefully selected and edited to offer substantive, significant topics.

Consider that the proportion of Latino teachers in the nation is declining. Non-Latino teachers, who have worked with other immigrant groups, may have more of a learning curve when it comes to Latino students. The diversity of where Latino students come from means that a monolithic approach to their specific educational challenges may not, in fact, work.

On the local level, Latino participation in school boards also affects resource allocation and policy decisions. In David Leal and Frederick Hess's essay on "The Politics of Bilingual Education Expenditures in Urban School Districts," they note that "the percentage of school-board members who are Latino has a statistically and substantively significant impact on bilingual spending."

For the editors, and contributors, the reality is that politics matters. As Kenneth Meier writes, "Politics, even in education, cannot be divorced from policy or from the implementation of policy. Politics can also be the vehicle for addressing education problems as Latinos gain greater access to the political system and make their preferences felt throughout the education system." #

## REVIEW OF *'Taking Charge: Leading With Passion and Purpose in the Principalship'*

### TAKING CHARGE: LEADING WITH PASSION AND PURPOSE IN THE PRINCIPALSHIP

By Paul L. Shaw  
Published by Teachers College Press: 2011, New York and London: 228pp

By MERRI ROSENBERG

Pity the school principal. Buffeted by pressures from politicians, parents and teachers, and confronted by unyielding, highly public expectations to improve student performance, principals have a demanding, almost impossible role to fulfill in many school communities. The grind of administrative responsibilities can blunt principals' enthusiasm for whatever big-picture vision they once entertained for their school.

Rekindling that spark, for the good of students and teachers, is one of the goals of this book. Paul L. Shaw, the author, is a former principal who knows exactly what it's like to walk the halls of a school, observe teachers in a classroom and engage with students. For him, leadership starts with identifying a higher moral purpose that suffuses whatever practices are put in place to improve what he calls "life chances" for students: ultimately leading to success in work, relationships and their respective communities.

As a researcher and educational consultant, Shaw draws upon a variety of school settings and leadership examples to build his practical, eminently useful book. It's not about offering one style or strategy; rather, he urges principals

to focus on specific aspects of leadership that can be embraced and adopted no matter what particular challenges they face.

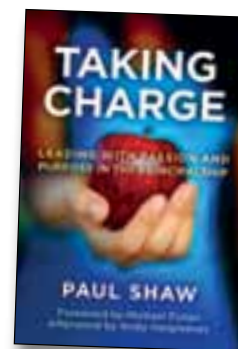
He advocates strong, take-charge leadership, where successful principals develop a school that actively encourages leadership learning for all, where collaboration defines the culture, and where principals are unafraid to take action.

Shaw acknowledges that the relentless barrage of mandates and new standards can undermine teachers' willingness to embrace change (or, conversely, can lead to teachers who innovate new programs merely for the sake of novelty). When school leaders can effectively communicate why programs need to be implemented or adopted, there's a greater likelihood that stakeholders will join in.

Some of the strategies Shaw suggests include: knowing students well, developing a culture of inquiry, working with data from many sources, supporting teachers as they continue their own lifelong learning, encouraging participation and — as the principal — modeling these values. Principals shouldn't try to be "head teachers" as much as "head learners."

As Shaw writes, "In today's climate, educational leaders can easily become overwhelmed in a veritable tsunami of agendas and pressures and fall back on a 'management' stance that will safely see them through the day but, in doing so, diminish the opportunity of improving the learning experiences and life chances of students and teachers in the future."

So, be brave. Cultivate your own passions, fearlessness, risk-taking and tenacity, for the good of your school. #



## THE ETHICS COLUMN

**NEW! WE WELCOME DR. JACOB APPEL TO EDUCATION UPDATE AS OUR REGULAR COLUMNIST ON ETHICS AND MEDICINE.** Dr. Appel has a BA from Brown University, a JD from Harvard and an MD from the College of Physicians and Surgeons at Columbia University. He has taught Ethics at Brown University.

## *Unvaccinated Children & the Duty to Warn*

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

Despite a strong scientific consensus favoring the health benefits of childhood immunization against serious infectious diseases, approximately 1 in 10 American children remains entirely unvaccinated. In New York State, for example, 89.3 percent of children had received the recommended Measles-Mumps-Rubella inoculation at the appropriate age in 2010—slightly below the national average. Although New York State requires such shots to attend the public schools, exemptions exist for parents who claim "genuine and sincere religious beliefs" against them. While New York does not compel these individuals to vaccinate their children, the choice of so many parents to opt

out of well-established public health measures creates an ethical dilemma for physicians.

Shirley Wang of the Wall Street Journal recently reported on the growing trend of pediatricians refusing to treat patients opposed to childhood immunizations. According to Wang, this trend is growing: For example, 30 percent of Connecticut pediatricians surveyed have asked a family to leave care over vaccine refusal. The motivations of these pediatricians include the belief that vaccine refusers are likely to prove incompatible patients and the desire to take a stand on a matter of public welfare. Inevitably, this approach makes it more difficult for vaccine refusers to find pediatric care at all. While physicians generally have a right

to choose their patients, when a large number of doctors decline to perform a particular procedure or treat a particular group of patients, the discretion of practitioners is sometimes curtailed. In theory, if a family proves unable to find a new healthcare provider for unvaccinated children, the current pediatrician may have an ethical duty to continue care to avoid charges of abandonment.

What is rarely discussed with regard to this conflict—but should be—is the duty that pediatricians who treat non-vaccinators have to their other patients. Some children are too young to receive certain vaccines and a small number cannot receive vaccines for legitimate medical reasons. Other children are vaccinated, but the vaccines fail to "take"—leaving them susceptible to infection. If these innocent third parties share waiting rooms with unvaccinated children, they face an increased risk of contracting

disease. (Unlike the general risk of exposure upon the streets or even in schools, the risk is likely higher at the doctor's office—because people, including non-vaccinators, go to a doctor's office specifically when they become sick.) Unfortunately, the average parent visiting a pediatrician rarely thinks: "I might be sitting next to an unvaccinated patient who will endanger my children." And there lies the problem.

While parents have every right to endure these "waiting room risks"—which are indeed small—they are also entitled to know what risks they are accepting. Physicians who treat non-vaccinators have an ethical duty to inform all of their patients that they do so. A simple sign in the waiting room reading, "Both vaccinated and unvaccinated children are treated here," might well suffice. Such a warning would enable all parents to make reasonable and informed decisions about risks and exposures. #

## TISA CHANG: FOUNDER, PAN ASIAN REPERTORY THEATER



### Career Choice:

After many years as a dancer and aspiring actress I became a creator and director at LaMama ETC in the early 70's when I asked Ellen Stewart to direct an adaptation of a famous Chinese Peking opera, Return of the Phoenix, into a 5 character, intimate comedy with music using both English and Chinese. This work was a tribute to my mother, whose untimely death so traumatized me and this was my way of saying thank you and goodbye to her.

### Challenges and resolutions:

Founding a non-profit ethnic company, Pan Asian Repertory Theatre, on a shoestring budget in the early years without a financial base was really scary and I had to make sacrifices in order to keep the work going; challenges help to define values, e.g. what is of real worth vs. what is temporary celebrity.

### Accomplishments you're proudest of:

Pan Asian's international tours as cultural bridge building representing the United States in Cairo and Johannesburg Theatre Festivals in 1995 and to Havana in 2003.

### Most influential mentors:

James Lipton as personal friend in my early years and Ellen Stewart who was my mother on



earth and whose La Mama ETC gave my AA artists and me a home.

### Turning points:

Seeing Martha Graham dance as CLYTEMNESTRA in 1959 - that was the perfect fusion of theatre, music and dance and shaped my directing work and my choice of projects for Pan Asian Rep.

### Future goals:

We are celebrating our 35th anniversary this year with a Gala on March 19 and my goal is

*continued on page 30*

## JOAN KRETSCHMER, PH.D.: MUSICIAN, CONDUCTOR, CREATOR



### Career Choice:

My love of music has been the driving force of every aspect of what I would call a variegated career in music. As a musicologist, critic, performer, teacher, interviewer, as well as the founder and artistic director of the Lyric Chamber Music Society of New York, I have had a life-long passion for — and interest in — music of all kinds.

### Challenges and resolutions:

In every aspect of my work, there have been challenges, of course, but I simply push ahead and try to overcome whatever the obstacle. Colleagues and friends tease me, saying that I won't take "No" for an answer and that I am willing to speak to anyone who can be helpful in resolving an issue. Those are handy, useful 'tools,' but they are just a part of accomplishing goals.

For example, I wanted to help musicians to be 'heard,' and was encouraged by my son, Elliot Thomson, to create a concert series. Good intentions were followed by an enormous learning curve, with inviting artists, fundraising, promoting concerts, developing mailing lists, creating a website, developing boards, and much, much more suddenly becoming



daunting, daily activities in my life. Learning on the job by taking everything step by step has been coupled with finding sympathetic, caring, supportive music lovers—an ongoing search to support excellence, showcase talent, and enlarge the audience for great music.

As a young girl, I was programmed to be a wife and mother, to have no career. Piano lessons were part of my education, but I was certainly not to even think about performing. When my children were off to college, and I

*continued on page 30*

## DORA B. SCHRIRO: COMMISSIONER, NYC DEPT. OF CORRECTION



### Career Choice:

My inspiration to go into the field of corrections goes back to my grandparents. From the earliest age, they exposed me to ideas and experiences that opened my eyes to the urban landscape and rural America, and to see firsthand the struggles of good people everywhere. I continued to think about those people and places throughout my childhood, and as a teen, I followed the news with a keen interest in social issues, especially social justice. One day in high school AP history, the discussion turned to corrections, and that was it, everything gelled. It was my 'ah-ha' moment. I was a goner.

### Challenges and resolutions:

Early on, and right after that ah-ha moment in high school history class, and I knew generally what I was going to do, the next question was how I was going to go about it. At the time, there were very few criminal justice programs and they were largely fledgling efforts. You could view that as a challenge. But most challenges are opportunities to find your own way. I opted for an urban campus with a strong sociology department with several phenomenal criminologists. It may have been largely luck, but it was a really lucky break. Throughout most of my career, my focus has been on



systems reform—largely criminal justice and more recently, civil justice—reform and there was no better place to master those principles than in a sociology department. Another early challenge was coming out of school with no real world experience in the field; none of us had any. Who would have thought that years of retail-store sales and management experience as I worked my way through both bachelor's and master's degrees would help me to get my first break in corrections?

Truth be told, I have been very fortunate. The

*continued on page 30*

## DR. MARIA MITCHELL: PRESIDENT, AMDeC



### Inspiration:

When I had the good fortune to witness first hand the depth and breadth of the research resources available in the medical research institutions in New York, I realized that so much more could be accomplished through a better coordinated, collaborative effort. Working with AMDeC offered a unique opportunity to work closely with these world-class medical research institutions, creating an environment designed to accelerate research and discovery. I love New York City and really welcomed the idea of creating something that would leverage many of its brightest stars and make it a better place.

### Challenges:

Starting a new organization always poses challenges, and the early days of AMDeC were no different. In addition to the more typical challenges of starting a new organization, such as defining a mission, there was the challenge of encouraging collaboration among institutions that were not accustomed to working together.

I understood that many of the challenges required political skills—skills that I had acquired during my years in government—to get so many different organizations focused on some key issues in the same way. I worked



hard to understand the needs and culture of each of our constituent organizations, and these efforts paid off.

### Accomplishments:

AMDeC has been able to accomplish much in its 14 year history, and there is much to be proud of, including the fact that we have raised more than \$100 million for research and have taken on—and completed projects—that many experts said couldn't be done. An early example of this is the New York Cancer Project, a groundbreaking initiative that created a DNA

*continued on page 30*



## WOMEN SHAPING HISTORY 2012

Women Shaping History is a time to reflect on the achievements of women in the past. It is also a time to recognize the achievements of contemporary women who have made outstanding contributions in various fields. EDUCATION UPDATE interviewed a number of multi-faceted, fascinating, dynamic, intellectual women who have improved the lives of people all over the world. Here are their responses to the following questions: What inspired you to pursue your current career? What are some of the challenges you have faced and how did you resolve them? What are some of the accomplishments you're proudest of? Who have been the most influential mentors in your life? What would you describe as a turning point in your life? What are your future goals?

### SHELIA EVANS-TRANUMN: CHAIR, BOARD OF TRUSTEES, CASEY FAMILY PROGRAMS FOUNDATION

#### **I**nspiration:

Where I am today is definitely not where I thought I would be even 10 years ago. So where am I today? I retired from the New York State Education Department after 16 years of service as the Associate Commissioner of Education. My long-term plan in 1993 was to work for the Department for three to five years (the term of office of my two predecessors Dr. Lester Young and Dr. Irving Hamer). My goal was to then teach on the university level and live happily ever after.

So, where am I today? I am the Chair of the Board of Trustees of the Casey Family Programs (Foundation) based in Seattle, Wash. I am the first African American to serve as chair of this prestigious foundation started by Jim Casey, the founder of UPS. Casey is the



largest operating foundation in America serving children and the 11th largest foundation in

*continued on page 29*

### CAROLE BEROTTE JOSEPH: PRESIDENT, BRONX COMM. COLLEGE

#### **I**nspiration:

My father who was a teacher, principal and entrepreneur inspired me to become an educator and take leadership positions. Since childhood, I knew that I wanted to be a teacher. Today, as I lead, I teach.

#### **Challenges:**

I have faced many challenges during my career and the way that I resolve them is to question and reflect upon the directions that I have taken to make sure that I am making good and objective decisions that are in the best interests of the majority. As an educator, my guide has always been what is best for the student and so that is my compass. I try to resolve specific challenges through honest conversation and dialogue, then by documenting the processes of a particular discussion and making sure that the message is clearly communicated via my allies.

#### **Accomplishments:**



I am most proud of the following accomplishments: the turnaround that occurred at my previous institution. We methodically worked on reorganizing the academic departments, hiring stellar faculty, developing and recom-

*continued on page 25*

### CARLA MARKELL: FIRST LADY, DELAWARE

#### **I**nspiration:

My "career" as First Lady found me, more than I found it. I wasn't sure how active of a role I wanted to play when Jack first got elected. I heard Michelle Obama speak on her own transition and she said she was getting started by going around visiting various federal agencies to let folks know they were cared about and appreciated. I decided to do the same thing in our own state. Something I knew I sincerely felt and was interested in doing. I started with Ferris School, a Level 5 high security detention center for adolescent boys. I ended up organizing a book drive for the kids which ended up in a series of good will, volunteerism efforts which ultimately created a small library, classrooms and a voice for the children to share their art and writing. The evolution of that process continues to give me my inspiration....knowing the difference a person of influence can make in a positive way.

#### **Challenges:**

My biggest challenges continue to be my schedule and balance of family life and trying to do all I can while in this position of First Lady of Delaware. My husband has a two term limit, four years each term, so I know



our time of being able to make a big impact while we're each in our roles is finite. I have two teenagers and an aging mother with health issues and want to be here for them as much as possible. Probably no different than most working mothers.

#### **Pride in Accomplishments:**

I'm very proud of the work we are achieving around increased levels of volunteerism and mentoring. I really believe each child deserves and needs one on one interaction with a caring

*continued on page 25*

### CHRISTINE QUINN: CITY COUNCIL SPEAKER

#### **I**nspiration:

Growing up, I was only interested in one thing –government and politics – my father always said it was my curse. At the library, I would only check out biographies of important leaders or important women. This gave me, from a very young age, a real sense of the potential that government has to make people's lives better.

#### **Challenges:**

I've encountered many challenges but if I have learned anything from my experience as Speaker thus far, I have learned that any woman has the opportunity and ability to create her own standing in this world.

#### **Accomplishments:**

From my position as Speaker of the City Council I am right in the middle of the challenges that the rapid acceleration of development brings along with it. There are many things that I can say that I'm proud that the Council has worked on but some that come to mind are passing legislation requiring pregnancy centers to disclose their services in order to better inform women of what they're being offered. We've worked with non-profit groups in helping provide free mammograms for underinsured or non-insured women. We are currently working with Public/Private part-



nerships in order to effect positive change for New Yorkers, especially in our schools where last summer we reopened a playground in the Bronx and repaired a school tennis court in Brooklyn. We are also proud to have worked with Governor Cuomo in getting same sex marriage legislation passed last year. These are some of the many things we've been able to achieve by the collaborative efforts of legislative leaders and the community.

#### **Mentors:**

My parents, influential female leaders

*continued on page 25*

## ALICE WEISS: TEACHER, LAWYER, POET



### Career Choice:

Since I have had at least three of what are usually considered careers, I have had to think through what was consistent throughout the 50 years it took me to make my way through them. Teacher of English and American literature (my last teaching job ending in 1974 was at Colgate University), Louisiana civil rights attorney and public defender, and, poet; I was 10 years at the teaching, 21 years in Louisiana, and 14 years relearning the language so I am able to write poems and not arguments. Does a river run through them? Of course.

Probably two streams meet sometime in my early twenties: independence of mind (then called oppositional defiant disorder) and a strong sense of justice (then called rejecting my role as a woman). Despite the fact that I loved the freedom of the classroom, the institution of the university was not going to hold me, so I went to law school, not to work for a big law firm but because I knew I could set up my own practice, operate, so to speak, outside the establishment (a term we used a lot in those days, you don't hear it much now, not even at Occupy encampments).

Throughout, I was a social activist. My first gig was teaching in a school in Englewood, N.J., which at the time was a segregated school, called, I think, Liberty. The 60s and 70s were made for me. Civil Rights, Anti-War, Feminism.

### Highlights:

My organizing and directing a little group of my Rutgers students into a Kazoo Brigade to entertain up and down the sides of anti-war marches, establishing a woman's studies course at Colgate and, as well, working among the students and the women teachers so we could resist the male-dominated institutions at the school (I haven't used that phrase for years). We even got the Deke fraternity kicked off campus for two years.

And then Louisiana, I went down to work for the ACLU, a job which lasted seven months (remember that authority problem) but which connected me with other attorney activists, thus, two decades challenging conditions in jails as cruel and unusual punishment; voting-rights cases, integrating municipal and county governments, integrating the managerial ranks of Quality Assurance Agency, an agency of the Department of Defense, and representing the beautiful and doomed mis-



creant children of the city of New Orleans.

Now I write poems. I write about my Louisiana encounters, generation, aging, language and dust. What any poet writes about. On good days I think I might have 20 more years to do it (I am 70) but I am working toward being a really good poet and a recognized poet.

### Inspiration:

That would have been the Holocaust. I knew about it when I was very young, and it troubled me. I love being Jewish so it made me feel endangered, of course. After years of mulling (I started very young), I decided the following:

The only way for Jews to feel safe is to make sure everyone feels safe.

The only way for Jews to be safe is to make sure everyone is safe.

Hence my activism, hence my voting rights, employment cases, because the corollary to the first assertion is that everyone needs to feel equally empowered.

And this: When I was about 13, my family had a black woman housekeeper named Inspiration. She was a follower of Father Divine, hence the name. Nonetheless, I was this snotty, narcissistic beginning teenager and I made some kind of remark (thankfully I can't remember exactly what I said) implying that blacks were not smart, or that they didn't organize their lives very well or that they were all criminals or some horrible thing and she said, "If you tie a chicken by its foot to a little tree for a long time, when you untie it, it will limp around in circles. It will not be able to walk straight." I am to this day thankful that I was able at that point to apologize to this valiant lady. I never forgot what she said. #

## DEBORAH STROBIN: AN UNCOMMON PHILANTHROPIST

By JOAN BAUM, Ph.D.



Sounds cinematic: immediate departure, Vienna overrun by Nazis, comfort gone, friends gone, borders closed, last boat out, but to where? Italy it was rumored. But the destination was a city in eastern China. Between 1938 and 1945 Shanghai was haven, the sole haven, for Europe's Jews, 18,000 of whom would constitute the only transplanted Jewish community to survive, even though the Jews were placed in the filthiest, poorest, more overcrowded district in the city, and under Japanese occupation and American bombing lived in constant fear (by 1945, 1,500 Shanghai Jews had died of hunger and disease). Film producer Mike Medavoy who was born in Shanghai, is working on a movie and a mini series on the Jewish ghetto in Hongkou, but no need to wait for a movie version of this incredible and still little-known story. A recently published memoir by brother and sister Ilie Wacs and Deborah Strobin, "An Uncommon Journey," recalls that traumatic time and life in the U.S. afterwards with pointed humor and unforgettable bold detail, while also showing that exemplary lives can emerge from horrific events. It's Deborah's story, however, that claims attention for Women's History Month.

When they finally were settled in the U.S. after a good deal of relocation, Ilie became a well known clothing designer who would renew his interest in visual art, much of it turning on the imagery of exile. Deborah worked first in interior design, but with the death of her husband Ed Strobin (COO of Banana Republic and a founder of Discovery Channel stores), she found her stride as a philanthropist. She wants to do more than raise funds, she writes in "An Uncommon Journey, she wants "to heart-raise and ambition-raise." She always wanted to help, even as a 10-year-old in Shanghai, when she saw war injuries: "If someone had told me to bandage a man's leg back to his body, I would have done it..."

Never having lived alone and thus not having had to determine new directions by herself, she discovered when her husband died a "strength inside" she never knew existed. And she came to understand that the tragedies she experienced in exile with Ilie and her parents forged her character and fueled her to reach out — to help others by raising money for causes that at the time were overlooked. Her early work for HIV/AIDS, the first such benefit to be held at Davies Symphony Hall in San Francisco in the '80s, and her subsequent work to raise funds for stem-cell research, the largest such fundraiser then in U.S. history, were far sighted. She was coming into her "quietly assertive" own, serving in 1994 as Deputy Chief of Protocol for the City of San Francisco, but she was still not ready to "claim her heritage" as a refugee.

It was shocking, of course, when in 1998



she and Ilie went to the Holocaust Museum in Washington, D.C., she a bit reluctantly, and Ilie cried out on seeing an old Japanese propaganda photo — "My God, that's my sister!" She remembers staring at the image, not seeing herself in it, only the "sad eyes" of the youngsters. She recognized the look, not the subjects. And that was the start of a new beginning. Freed of trying to avoid or bury a hurtful past, Deborah Strobin honed her philanthropic talents and skills, most of them intuitive ("nobody taught me about philanthropy").

She chooses her causes carefully. She has to "believe in" what she sets out to do. She is, she says, neither a fund-raising machine on automatic pilot nor a socialite craving media attention, though she has come to appreciate the need for "fun" in the philanthropy business and for fundraising committees to enjoy themselves. Still, she doesn't disguise her purpose when she goes looking for support. She tells prospective donors up front what she needs and how much will go to administrative overhead. This is not a typical M.O. for a fundraiser but it is Deborah Strobin's way and it's what, among other features, distinguishes her efforts. She likes a challenge and meets it with grace, aplomb and strength.

Years ago, when HIV awareness was still in its infancy, she recalls being "threatened" by those who feared her fundraising activities for research would attract an influx of gay agitators to San Francisco. Prospective donors boycotted her events, they would not meet with infected victims, they would not go to hospitals. She did. She is particularly proud of being a volunteer and of her determination to support causes not yet fully appreciated. Her latest endeavor is assisting the International Medical Corps (IMC), a global operation that began in Santa Monica 25 years ago and that tends to be confused with the Geneva-based Doctors Without Borders. IMC stays the course, no matter the difficulties in the country being served.

Deborah Strobin's is an uncommon philanthropy, a continuation of her "uncommon journey." The writing of the memoir proved cathartic, but it speaks to everyone. As does her work. #

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## LIU HOLDS OFF BRYANT'S UPSET BID, 75-70

By RICHARD KAGAN

When the season is completed and hopefully the team has met some of its goals, the Long Island University Blackbirds can look back at the Bryant University game as a victory LIU will certainly take.

LIU's win over Bryant wasn't easy. The Bryant Bulldogs were dogged in playing LIU tight and smart, and never let the Blackbirds build up a big lead.

This game came down to the final minute when Julian Boyd hit a turn-around jumper to give LIU a 70-66 lead with about 35 ticks on the game clock. LIU held on in the end, and breathed a sigh of relief.

Sophomore point guard Jason Brickman hit some key 3-point shots to give the Blackbirds some breathing room. He led the team with 15 points. Junior forward Julian Boyd had 12 points and his basket in the closing minute was huge. Jamal Olasewere scored 11 points and grabbed seven rebounds. Olasewere held Alex Francis to 6 points in the second half. Francis scored a game high 20 points for the Bulldogs.

"We were grinding it out," Jim Ferry, head coach of LIU said. "We didn't do a very good job of setting a tone in the game. And we allowed a team to get some life in them."

Bryant carried a seven-game losing streak into the Wellness and Recreation Center on LIU's Brooklyn campus. But they played tough. "I give them credit," Ferry said. They played very hard."

LIU is the defending Northeast Conference Champs and went to the NCAA Tournament last March. The Blackbirds currently lead the conference and hope to have a strong finish to get there again. "Everybody is going to be play-



Jason Brickman, guard for the LIU Blackbirds

ing us hard," Ferry said. We are the reigning champs." Every time LIU made a move to take a lead, the Bulldogs answered and it was a slim LIU lead at halftime, 37-36.

In the second half, the Blackbirds hit 55 percent of the shots, Jason Brickman made some key treys, and Boyd's basket with about 35 seconds on the clock sealed the win.

"I think Jason Brickman is the best point guard in the league," Ferry claimed. "He makes shots, he makes us roll." In the Bryant game, it was Brickman who was the difference. He calmly made big shots and his on-court presence makes you think he is an upperclassman. He's only a sophomore, and the accounting major should have some great games in the future. For now, Brickman is balancing his coursework and court work and the team is ready to defend its title. #

## St. John's U.: Red Storm Women's Basketball Team Rises Up



Coach Kim Barnes Arico coaches the St. John's women's basketball team to victory

By RICHARD KAGAN

It may be that the St. John's men's basketball team often gets the headlines; however, as the regular season winds down and the post-season tournaments beckon, it's the women's basketball team that is generating real positive buzz. The women's hoops squad (21-8, 13-3) beat the Georgetown University Hoyas, a nationally ranked team, 54-45 recently, behind balanced scoring. Three Red Storm players scored 12 points as St. John's put on a defensive clinic in stopping the Hoyas on the road.

This has been a season of firsts for the women's team: the first time they defeated the No. 2 UConn Huskies since 1993. It was the first time they beat Rutgers on the road since 2007. After beating UConn, the Red Storm were ranked 20th in the AP poll — two more Big East wins lifted SJU to No. 18 in the AP poll.

Coach Kim Barnes Arico is pushing the right buttons as the Red Storm is rising, literally, in the women's college game. SJU is gathering some serious momentum as the Red Storm gets set to play in the Big East Tournament, in Hartford, CT. "(It's been) a great run," Coach Barnes Arico said.

SJU beat the Huskies on their home court, which put the Red Storm on the map. "It was a great accomplishment," said Arico. The team punctured UConn's streak against non-ranked teams that lasted for almost 20 years.

Junior Shenneika Smith buried a three pointer to give the Red Storm a 57-56 lead with just seconds left and she was mobbed by her teammates — an athlete who seizes the moment takes that shot. So far, it's been the biggest basket of the Red Storm season.

The Red Storm's win over Georgetown closed out the regular season and the win made it eight straight wins.

"We're playing at an all-time high," Coach Barnes Arico said, after securing victories over three nationally ranked teams in the past two weeks. The Red Storm is doing it with a great defensive effort.

The Red Storm trailed the Hoyas 27-25, then came out and in the second half put the clamps down to hold them to 22 percent shooting from the floor. The Red Storm is rebounding the ball and hitting their free-throws. Those are the markers of a good team. This year, SJU is better than good. In four games, four Red Storm players scored in double figures, and St. John's won all four games.

Da' Shena Stevens is All Big East Senior. Junior Nadira McKenith, Barnes Arico claims, is one of the top point guards in the country. She can pass the ball, hit a shot when she needs to, and has a great floor game. Recently, she was named Big East Player of the Week.

Competing in the tough Big East conference is like playing in an NCAA Tournament game. In defeating some of the top teams in the country, the Red Storm has become battle tested.

Barnes Arico thinks there is more to come for this team come tournament time. "They know they've had a great year," said the coach. "They're not satisfied."

The streak goes on. St. John's won its ninth straight game beating No. 17 Louisville 68-61 in overtime behind Shenneika Smith's six points in the extra session. SJU advances to its first Big East Semi-finals matchup since 1988. #

## National Advocacy Group Organizes Screen-Free Week 2012

By JOSH GOLIN

*"It's amazing how much free time you have when you're not in front of a screen ... I never realized how much fun I missed by using screens instead of playing outside."*

—Mackenzie Rothfuss, 7th grader, Bay City, Michigan

On April 30 through May 6, 2012, children around the world will celebrate Screen-Free Week by turning off television, video and computer games, and handheld devices — and turning on life. Imagine what children and their families could do with an extra 20, 30 or even 50 hours a week!

We all know that children spend far too much time with screens: an astonishing average of 32 hours a week for preschoolers and even more for older children. Excessive screen time is harmful for children — it's linked to poor school performance, childhood obesity, attention problems, and the erosion of creative play.

Screen-Free Week (formerly TV-Turnoff) is a wonderful way to help children lead healthier, happier lives by reducing dependence on entertainment screen media. By encouraging children and families to unplug, Screen-Free Week provides time to play, connect with nature, read, daydream, create, explore, and spend more time with family and friends.

Organizing a Screen-Free Week in your classroom, school, library, or home has never been easier. This year, for the first time, the Screen-Free Week Organizer's Kit — which includes everything you need to plan a fun-filled week — is free! Not only does the 68-page guide walk you through the organizing process, it's also packed with fact sheets, suggestions for screen-free activities, pledge cards and other handouts. Download yours today at [www.screenfree.org](http://www.screenfree.org)

Of course, Screen-Free Week isn't just about snubbing screens for seven days; it's a spring-

board for important lifestyle changes that will improve well-being and quality of life all year round. For example, after completing a successful week without screens, students in the South Orange/Maplewood, N.J. school district decided they wanted to keep going. So school librarians designed the yearlong Ultimate Screen-Free Challenge. The program is now in its 12th year and every elementary school in the district participates — as do a majority of students.

Screen-Free Week is a program of the

Campaign for a Commercial-Free Childhood (CCFC), a national advocacy organization dedicated to reducing the impact of commercialism on children. In addition to providing resources for parents and educators to reduce children's screen time, CCFC holds corporations accountable for their harmful marketing practices and advocates for commercial-free time and space (especially schools) for children. #

Josh Golin is the associate director of the Campaign for a Commercial-Free Childhood.





## School of Visual Arts

continued from page 11

them to function. Meaning, they at least have five applicants or more for each place available in each program. We need to grow the applicant base by allowing the programs to mature without having to divert our resources to promote new programs. We'll eventually have a graduate population between 700-750. We are opening multiple programs with a certain number of applicants for each, such as: Design and Social Innovation that'll have 50, Products of Design that'll have 36, Critical Theory in the Arts that'll have 14 and a Visual Narrative program that'll have 50 over 3 years.

**PR:** We are now in 21st century—the age of technology. Many colleges and universities have embraced online learning and have done so very successfully and lucratively. What are some of the efforts SVA is attempting in that sphere?

**DR:** Well, our efforts are much more modest in comparison. We will have three programs that have online components. The first one is our Digital Photography program. Two semesters completed online following a nine-week on-site residency. The second program, Art Practice, an MFA program where the theoretical and historical portion of the program is done online and the remaining on-site. The third program, Visual Narrative is the same. We are looking to do some hybrid coursework, but we are not looking to port entire degree programs to the web. We are concerned that it is very difficult to do studio work, painting and drawing effectively at a distance. We only tried photography because it is already in digital form and displayed on a monitor. It is difficult to conceptualize most of the other things we teach onto the internet. I think we'll find some solutions to these problems, but I don't think we'll move away from the fact that we're a 'brick-and-mortar' place and hands-on. We'd rather have our students here and not at a distance. #

## THE DEAN'S COLUMN: MERCY COLLEGE

# Enriching Mathematics Instruction, Rather than Teaching to the Test

By DEAN ALFRED POSAMENTIER

With the impasse about teacher evaluation dominating our thinking about education, and the controversy over using test results to determine a good teacher, it might be time to take a step back and consider another way that one of America's most tested subjects — mathematics — can be more effectively taught.

Let's take just one example that demonstrates how the subject can be enlivened.

Imagine, as you begin to collect your tax information for 2011, if we still used only Roman numerals. For starters it wouldn't be 2011. It would be MMXI.

Looks strange, right? Our Hindu-Arabic number system must have looked just as strange 810 years ago when it was first introduced to the Western world by an Italian named Leonardo of Pisa, who was later known as Fibonacci. In 1202, he wrote *Liber Abaci*, a book of calculations, which introduced the numbers 9, 8, 7, 6, 5, 4, 3, 2, and 1. "With these nine figures," Fibonacci wrote, "and with the sign 0, which the Arabs call zephyr, any number whatsoever is written."

Europeans didn't embrace this strange new idea right away. It took nearly 50 years before other parts of Italy began to accept the base-ten number system. Merchants were suspicious of those who used these clever numbers instead of the more familiar Roman numerals. It wasn't until more than two centuries later that the use of numerals caught on across Western Europe, about the time the Leaning Tower of Pisa was completed.

This was not Fibonacci's only — or even most famous — contribution to the world's body of mathematical knowledge. In chapter



12 of that very same book, he considered the procreation of rabbits. Fibonacci sought to find the number of pairs of rabbits that would result over the course of a year, if a pair required one month to mature and to produce an offspring pair. His calculations of rabbit pairs produced month-by-month led to the sequence: 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89, and 144.

This sequence of numbers became known as the Fibonacci numbers — the most ubiquitous numbers in all of mathematics and beyond. We find these numbers in nature — for example the numbers of the three types of spirals on a pineapple are 5, 8 and 13 (Fibonacci numbers). The Fibonacci numbers are also found in the proportions of famous architecture — including the Parthenon, the United Nations building, and the doors of the Cathedral of Chartres. They provide a direct connection to the golden ratio that in itself has a plethora of applications. They even have some practical features: They allow an instant (approximate) conversion of miles into kilometers and the reverse.

Fibonacci explored mathematics at a time when it was not at all a subject to be considered on its own but merely as a tool. We need to infuse his creative and playful spirit into our teaching of mathematics. With children

as young as 7, there are puzzles, games, and astonishing relationships that can be brought into the classroom and made an integral part of our teaching of mathematics — taking this important subject out of the realm of "a strange language that must be memorized but not necessarily embraced." The Fibonacci numbers about which many books have been written (including one by this writer) have boundless applications to enrich mathematics (and beyond) at all academic levels.

All too often, we hear the lament that our children are growing up disliking mathematics — and then, as adults, boasting about how bad they were in the subject all through school. Perhaps our teachers are so often obsessed with preparing students for tests they lose sight of the pleasures and applications that help students to learn about mathematics in different ways. If teachers were to expand their knowledge to the more creative aspects of mathematics, we may instill a more inquisitive spirit into the classroom and enrich our students' experience with mathematics.

At age 810, the Fibonacci numbers still provide many topics for the creative teaching of mathematics. Who knows what strange, new, and groundbreaking insights might result. #

*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).*



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## INTERNATIONAL EDUCATION: INDIA

*Up Close and Personal: Schools in India*

By ANDREW GARDNER

The magazine advertisement made a bold claim: India needs 20,000 new schools each year for the next 10 years. Wow! Ask yourself, how would you build them? How would they be funded? How would you find the teachers? How would you control quality? In light of a newly enacted law asserting all children the right to education, this challenge is reality for the largest democracy in the world.

In January and February this year, I observed this educational challenge first hand. My father, stepmother, wife and I spent three weeks touring the cities of Delhi, Agra, Bangaluru, Chennai, Mumbai, Ahmedabad and Hyderabad. We visited schools, talked with teachers, met professors of education and encountered a wide range of perspectives from government officials, members of nongovernmental organizations, union representatives and private-sector education reformers. Despite a lot of finger pointing and handwringing we did see successful and effective education ventures put forth by various players in this national game of future building. Did this experience lead to the silver bullet for success? Of course not, but it did prove there are many dedicated people, working hard to do the right thing for the children of this rapidly developing country. Let me share three examples.

In Mumbai, the “maximum city” that makes New York seem small, I visited an inspirational government school run in conjunction with a community-based project called Muktangan. Working with children from a low socioeconomic bracket, the teachers at this school employed many of the progressive approaches that I see in the best schools in the US. Each classroom emphasized developmentally appropriate play. In the kindergarten room I saw 5-year-olds wearing colorful costumes and “cooking” in the dramatic play area, while gleeful yelps of excitement came from the young drummers sitting beside.

As the teachers transitioned the children from choice time to circle, the 40 students began putting away their materials like a well trained army! They were seated and talking quietly together in no time. In the third-grade room, students were seated on the floor in small groups preparing different re-tellings of the “ugly duckling” story through music, pantomime and writing. Clearly the pedagogical approach at Muktangan valued various expressions of understanding.

Interestingly, as a community project, Muktangan is a teacher training center, too. Within the school walls, pre-service teachers take classes, observe students, work to develop best practice and connect theory and practice like better schools that I’ve seen in the United States. In this school, the teachers carried themselves as real professionals, treating the students, the curriculum and their peers respectfully and with integrity. Needless to say, between the pedagogy, the curriculum



**Andrew and his father Howard Gardner at Gandhi’s ashram in Ahmedabad, India**

and the teacher training, I was impressed with this approach to reforming the system. Note, however, Muktangan works with seven schools. Remember the numbers I mentioned above?

In Ahmedabad, a city famous for Gandhi’s Ashram, we visited Riverside, an independent school known for its charismatic leader, Kiran Sethi and for spearheading “Design for Change,” an international design competition for students. The program was founded only 11 years ago, in Sethi’s living room. Since then, she has worked tirelessly to create a learning community aligned closely with her personal values.

The school is divided into three “stages,” and our tour of the school was led completely by students from the respective stages. During our tour, our student tour guides not only explained what was happening in every space, but also explained why. A second grader told us, “we are learning about our school community because it is important for us to understand how to work together. If we work together in school, we can work together as a world.”

Most unique was the school’s approach to helping children build empathy. To learn about forced child labor, the sixth-grade students sat silently in a ramshackle tent rolling incense sticks for the entire afternoon. We saw a video depicting the same students going through their “normal” class day with one arm literally tied behind their back for the afternoon. These classroom experiences made me think about my own attempts as a teacher to help students build empathy. These effective and immersive experiences would endure far longer than reading *The Giving Tree* and following up with a discussion!

As we walked through the “third stage” upper school buildings, the students pointed out the individual tiles they had laid as they worked with builders to construct the building. They drew our attention to how seamlessly integrated the indoor and outdoor area were designed to



**Students practice their math skills at the Naandi afterschool remedial math program in Hyderabad, India**

make comfortable and effective learning spaces. These students had worked with the architects and builders to make their own school! No wonder they run the contest called “Design for Change!” Embodying the Gandhian spirit, this school was a place where desire for social change and formation of ethical values were at the forefront of the mission. Riverside was a clear example of how an independent school with great leadership can innovate pedagogical approaches. However, Riverside, though it seemed to be a “world-class” school, is literally one in a million.

Unlike the well-funded and independent Riverside, many government schools are overcrowded and underfunded, with upwards of 70 students in a single class, so it’s not surprising that many students are unsuccessful and leave school barely literate. Naandi, an NGO that focuses on education and children’s health, is doing its best to fix this problem. Based in Hyderabad, and led by a strong and thoughtful leader, Manoj Kumar, this organization is addressing a wider scope of educational reform: pedagogy, curriculum, teacher training, health and scale. However, because NGOs cannot run

schools directly, they have set up afterschool remedial math and literacy programs.

In the class that we observed, polite and neatly dressed students worked in small groups, with a “community activist” (not an accredited teacher) trained very specifically in the Naandi approach — the class uses a standardized textbook curriculum. Interestingly, the students were seated on the floor in mixed-ability groups, given various manipulatives, (one group was even given unlit matches) and encouraged to illustrate multiplication facts with the objects. The “community activists” helped guide the stronger students who in turn helped guide the struggling students. This approach recognizes that heterogeneous peer interaction can be effective for raising the performance level of the most struggling students. This approach also gives the more successful students opportunity to lead and express understanding to help their peers.

Finally, and most subversively, the afterschool Naandi initiative is intended to “trickle down” into the normal class day. Impressive was the documentation by the community activist who clearly noted the daily progress for each student. This Indian-style individualized education program informed the classroom teacher about which groups work well and how to help students advance and build skills.

Though I’m sharing the specifics of three different reform models, there are countless more developing even as I type. One of the most notable consistencies of the trip was the visibility of colorful school signs with hot ticket phrases like “Montessori,” “Waldorf” and “Arts Based Learning” adorning the thoroughfares of every city. Some of these schools are government run, some for profit, some non-profit: the only common thread is that they are all new.

Clearly people are planting seeds and trying out every conceivable method. The question is — will there be a way of identifying and distributing best practices, once the thousand flowers have had a chance to bloom? Will best practice from one region work in another? Is there any government oversight? More generally, in a democratic market society, how can we encourage experimentation without constantly reinventing the wheel? This is a question we are struggling with in this country, too. The three models I’ve described here seem to work with the quite different populations for which they were devised. But with 200,000 schools to build in the next decades — or even 100,000 — the possibilities for chaos are real.

For pictures and more commentary, and an opportunity to pose questions, please visit my Voice Thread at <https://voicethread.com/share/2756150/>. A special thank you goes to the leadership of iDiscoveri, the Delhi-based educational social enterprise, who sponsored this life-changing experience. #

*Andrew Gardner is a senior manager at BrainPOP.*





## Queens College Program Helps Abused Start Anew

By RICHARD KAGAN

Dr. Carmella Marrone is the founder and executive director of Women and Work, a 15-week course taught under the auspices of Queens College, that serves disadvantaged women and gives them a new start. Education Update spent some time at the offices of Women and Work and interviewed Dr. Marrone and her daughter, Tinamarie Nylund, who works at the program. Several students who were about to graduate and enter the shorter “reentry to life”

course praised the program.

Women and Work is an innovative program that helps women who have been victims of domestic violence, those who have been forgotten by society, women who have given up, to find a safe haven, a place where each can learn to gain increased self-esteem. This program includes practical courses in learning and maintaining good office skills, and offers a person a chance to explore their own interests in a concerted effort to re-build or establish a

stronger sense of self.

“If you save the life of a woman, you also save the life of a family,” Dr. Marrone said. Dr. Marrone has taken a remarkable journey in her own life to lead a program that has the support of President James Muyskens at Queens College, and an impressive lineup of corporate sponsors, like the Helena Rubenstein company.

Dr. Marrone was in a corporate position with a major airline and had a big house in

a nice suburb with her husband and daughter. After a major illness, she retreated to the Blue Ridge Mountains in Georgia to die, but instead found a renewed sense of purpose and meaning to her life.

Marrone, earned a BA, MA & PhD at Queens College. She found office space at Fort Totten in Queens where



Nancy Barnes, Queens College

**Carmella T. M. Marrone,**  
executive director and founder  
of Women and Work

she had seven students and six computers. Today, her program has more than 50 students per 15-week course and a lengthy waiting list.

Women in her course work on improving critical thinking skills, take classes on Women in Media to better understand the way society perceives women and their changing roles in the workplace and in raising children. There is work on discovering one’s vision and creating a plan to achieve one’s goals. At the end of the course, graduation is held on the campus of Queens College, where President Muyskens and Senior Vice President Sue Henderson regularly attend.

“She’s remarkable,” Henderson said of Marrone. #

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*Michael Mulgrew*

Michael Mulgrew  
President  
United Federation of Teachers



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## GREEK GAMES AT BARNARD COLLEGE

By KIRSTYN CRAWFORD

We are approaching the second year of the revival of the Barnard College Greek Games, a long-standing tradition that brings pride to our students. The Barnard College Greek Games is an historic tradition that celebrated the spirit and energy of the Barnard classes of 1906 to 1968. First held in 1903, and inspired by the athletic competitions of heroic Greece, the Greek Games celebrated the liberal scholarship on which Barnard College was founded. These Games continued to be held each spring until the 1960s, when they took a 50-year hiatus, until the revival in 2011.

The Greek Games began when the class of 1905, then sophomores, challenged the first-year class to a friendly competition. The students prepared choreographed Grecian dances and perfected their form for discuss throwing and hurdle jumping competitions. The games became the event of the year, every year, often with months of preparation. However, with the aggravated political atmosphere of the 1960s, protests and activism took precedence over preparing for Greek

Games, as Barnard students began playing a more active role in the events of world at that time.

Decades later however, the rich history of the Greek Games maintains a special place within the larger history of our college. By reviving this beloved tradition, while translating the events into a more modern context, we hope to attempt to remember and celebrate the inspirational women of Barnard’s past. The Greek Games were an integral part of campus life for many of our alumnae and we hope that they will become an integral part of campus life today as well.

“The photos of women from Barnard’s past participating in the games have always been a constant reminder that as a student at a women’s institution I’m part of something bigger. I’m really excited that the return of the Greek Games will give us the chance to remember and honor the amazing Barnard women of the past,” one junior said about the revival. We hope to continue the legacy of the past for many years. #

*Kirstyn Crawford is a student at Barnard College in New York.*



## NEW WRITERS

## A Different Path to Success

By ETHAN ARBERMAN



My name is Ethan Arberman. I am 21 years old and I was born and raised in New York City. I am also dyslexic. My story begins when I was in first grade and was having difficulty acquiring reading and writing skills. By second grade, not only did I start to see that I was not like everyone else but so did the other kids. There was some teasing although I don't remember all that much. For all I know I may have blocked it out. When my mom realized what was going on she immediately set up a plan for what she was going to do in order to help me. Instead of just finding a school that may have been able to help me she started a school just for dyslexic kids, named The Sterling School for my grandmother. She opened the school with five students and started to grow from there. At the time of this article the school is in its 12th year. The school is very small and because of that, all of the students get a lot of one-on-one time with all the teachers. In this learning environment I was able to thrive and grow, and ultimately learn to read and write with the help of a computer. Graduating from Sterling School was one of the scariest things I have ever done; it had been a safe haven for me for almost three years. The next part of my journey was to find a school for seventh grade and then in high school. After some research and networking, my mom found Bay Ridge Prep (BRP). It had seventh grade all the way up through high school. Being at BRP I was able to continue my growth, getting help in those subjects I still needed support and challenging myself in subjects like microbiology and psychology.

I began to think about future careers. In high school, I realized that I was pretty good at computers; fixing them, helping people with them. As this hobby grew I realized that I might want to do this as a career, so I started looking at col-

leges with computer programs. I found Johnson and Wales (JWU). It has a network engineering program and I got accepted and enrolled. I am now graduating from JWU in May 2012 and have a part time job that I hope will become a full time job after I graduate.

Besides network engineering I have many other interests that coincide with technology as well as some other fields. One of the big ones right now is technology and how it is being used in schools. I think that for people with learning disabilities using some form of computer assistance can be very helpful whether they are using a program to help them spell or one that allows them to type by talking. I think that as we go forward we will see lots of new ways that technology and computers can help people with learning disabilities learn and thrive. There are also a lot of free tools that people can use in order to help them. For example, in order to help myself stay organized, I use a free calendar from Google which then syncs to my phone so I always know where I'm supposed to be and when. I also use my phone to help me keep track of assignments that I'm working on as well as doing just about everything I need to do in a given day; like check my email when I'm on the go so that I don't walk all the way to class only to find out that the professor called in sick and sent me an email saying so.

My personal philosophy is that everyone that wants to use technology should, but everyone's going to do it differently. The trick is finding out what you want to do and then using technology to make it easier. I am lucky to have found a field in which I am genuinely interested and in which my strengths outweigh my deficits. Hopefully if you are dyslexic you too can gain the basic skills you need so that you can also pursue your area of talent. #

*Ethan Arberman is a senior at Johnson and Wales University.*

## DIANE RAVITCH SPEAKS AT BARNARD COLLEGE

### Only a concerned public voice will save our schools

By LEAH METCALF

Diane Ravitch, professor of education history and policy at New York University's Steinhardt School of Culture, Education and Human Development delivered a speech entitled "Is Education a Public Good or a Shoestore?" to a full auditorium at Barnard College. Ravitch's talk focused on the adverse effects of the privatization of public education. Ravitch, who formerly worked for the Hoover Institute, a conservative think-tank, argued that the privatization of public schools by turning them into charter schools, and high-stakes testing are both

part of a larger "raid on the public sector," which weakens our national social fabric.

Ravitch argued that the testing of students under No Child Left Behind and Race to the Top make public schools akin to shoe stores, where test scores could be seen as profit. A failure to produce high enough test scores, causes schools to be shut down, just like a shoe-store that does not make a profit is forced to shut down. Ravitch argued that this type of reform does not translate into a viable model. It assumes that the



## COLLEGE STUDENTS SHARE WRITING TALENTS: Editing a College Newspaper

By SCOUT MACEACHRON



Running a college newspaper is a difficult job. Running a college newspaper at a school for students with ADHD, dyslexia and other learning disabilities is even harder.

I attend Landmark College, a school specifically for college students with learning disabilities, in Putney, Vt. When I first saw Landmark's newspaper, "The Independent," I was unimpressed. A thin, magazine-like booklet — it looked more like a pamphlet than a newspaper. Worse, no one read it.

Despite this, I signed up for the class that produces the newspaper, "Journalism in the Digital Age." Within weeks I was selected to be the first-ever student Executive Editor, a role previously held by a professor.

With the help of my professor and editorial team, I began to establish systems for writing, editing and laying out the paper. I learned as I progressed and constantly adjusted my methods. The newspaper became better with every issue. Now, its release is highly anticipated on campus.

One of the most challenging parts of my job is dealing with fellow students. I find myself frequently disappointed when they fail to turn in articles, ignore my emails or forget to attend the event they are covering (as one student infamously did).

I've had to slowly learn that not everyone's brain is like mine. I am quick, highly verbal and organized, for the most part. I found myself expecting the same of those I worked with. When I eventually came to realize how unreal-

istic that was, I became a better leader.

I learned to play to other's strengths: getting those who dreaded writing to work on layout design or allowing shy students to write articles that didn't require interviewing people.

ple.

One particular instance has stuck with me. I kept assigning articles to a staff member, David, who has *Asperger's* syndrome, which he failed to turn in. If I tried to talk to him, he avoided me. The only thing I knew about David was that he liked video games. Finally, I came up with the idea of asking him to review video games.

Days after giving him the assignment, he handed me a three-page article — one of the best I received all semester. I featured his article on the cover of our next issue. He went on to eagerly write video-game reviews for each subsequent issue. Additionally, he got the chance to be proud of his work. Inherently shy, he now greets me with a smile around campus.

As the editor of my school newspaper, I have become a better writer and leader, but it has also taught me how to bring out the best in my peers. In my role as editor, I've not only made a place for myself on campus, I've helped other's fit in, too. #

*Scout Maceachron is a sophomore at Landmark College in Putney, Vt., and is editor-in-chief of the college newspaper. She will be interning at Education Update this summer.*

only thing that matters for a child's education is his or her test scores, since schools that receive low test scores lose the privilege to teach: there have been 150 schools closed in New York City alone. This creates a "near apartheid-like situation" in districts where schools push low scoring students into other schools, and charter schools fight for resources with unprivatized public schools.

Ravitch argues that democracy is failing in our public schools. She argues that schools in California that have been taken over by parents (under the new "Parent Trigger" law) are unjustly taken from their proper caretakers: the public. It is the public, not a small group of individuals, that schools have been entrusted to because the public can make the best long-term decisions for schools.

"You can't sell Central Park", Ravitch said, as a way of highlighting how we value and treasure things that we share in ownership. Ravitch argued that too many "billionaires" who seem to have an anti-government agenda have taken

that battle to schools, by pushing state governments to create more charter schools. Even in schools where private parties do not have decision making in schools, public schools are not set up to succeed, since it is nearly impossible to get 100 percent proficiency on tests. Schools have become undemocratic, with teachers losing most of their autonomy, and students' interests losing to an increasingly narrow curriculum. Ravitch noted that no school that is taken over by the state has been successfully turned around, and that many charter schools perform poorly.

Ravitch concluded her talk by analyzing the new turn to value added measures. She said that Tennessee has been using value-added scores to measure teacher performance for years, and that they are not a highly ranked state in terms of education. Ravitch's ultimate message was that only the unified and firm voice of a concerned public will make our policies less adversarial, more thoughtful policy for our schools. #

*Leah Metcalf is a student at Barnard College.*



## Alice Weiss

*continued from page 18*

years). We even got the Deke fraternity kicked off campus for two years.

And then Louisiana, I went down to work for the ACLU, a job which lasted seven months (remember that authority problem) but which connected me with other attorney activists, thus, two decades challenging conditions in jails as cruel and unusual punishment; voting-rights cases, integrating municipal and county governments, integrating the managerial ranks of Quality Assurance Agency, an agency of the Department of Defense, and representing the beautiful and doomed miscreant children of the city of New Orleans.

Now I write poems. I write about my Louisiana encounters, generation, aging, language and dust. What any poet writes about. On a good day I think I might have twenty more years to do it (I am seventy) but I am working toward being a really good poet and a recognized poet.

**My inspiration.** That would have been the holocaust. I knew about it when I was very young, and it troubled me. I love being Jewish

so it made me feel endangered, of course. After years of mulling (I started very young), I decided the following:

The only way for Jews to feel safe is to make sure everyone feels safe.

The only way for Jews to be safe is to make sure everyone is safe.

Hence my activism, hence my voting rights, employment cases, because the corollary to the first assertion is that everyone needs to feel equally empowered.

And this: When I was about 13, my family had a black woman housekeeper named Inspiration. She was a follower of Father Divine, hence the name. Nonetheless, I was this snotty, narcissistic beginning teenager and I made some kind of remark (thankfully I can't remember exactly what I said) implying that blacks were not smart, or that they didn't organize their lives very well or that they were all criminals or some horrible thing and she said, "If you tie a chicken by its foot to a little tree for a long time, when you untie it, it will limp around in circles. It will not be able to walk straight." I am to this day thankful that I was able at that point to apologize to this valiant lady. I never forgot what she said. #

## Carla Markell

*continued from page 17*

adult in order to overcome difficult societal and familial challenges. We are working very hard to build public and private partnerships with our local Boys and Girls Clubs to try and keep their facilities and staffs strong to provide the services needed in our community.

### Mentors:

My biggest mentor, without a doubt, is my husband, Jack. Next would probably be his sister, Judy. Jack has taught me a great deal about human decency and making a difference in the world. Judy lives those principles as well, and has also taught me a lot about parenting and family.

### Turning Point:

A turning point for me was re-meeting my husband. Jack and I grew up together, both attending a public high school in our hometown of Newark, DE. I had a lot of family challenges growing up with in a family over-

wrought with chemical dependency and mental health issues. I always wanted a better life for myself and was working toward that, but had deep insecurities and fear. My husband believed in me before I believed in myself and taught me I can do anything I set my mind to. He has a very supportive family that have been great to me and through the years. One step at a time, I've grown to be a much more confident, capable and secure person. This probably helps to explain why mentoring is so important to me.

### Future Goals:

In terms of my role as First Lady, my goal is to try and help bring focus and attention to all areas of volunteerism and bring as many high quality mentors into the lives of our children in need as possible. My personal goals are very basic. To continue to work hard to try and do good things every day I'm alive and to be the best mother, daughter and wife I know how to be. I always keep an open mind about where that leads me. #

## Christine Quinn

*continued from page 17*

### Turning Point:

Six years ago, I was elected Speaker of the New York City Council, and I consider myself extraordinarily fortunate to have this chance to help make people's lives better. And as Speaker, and as a councilwoman before that, and as a political organizer before that, I come into the office every day with the goal of improving our city for the 8.3 million people who call it home. One of the most frequent

questions I get is, "what is it like being Speaker of the City Council as a woman?" I have to confess, that I really don't dwell on it that much. My focus is on being the best leader I can, helping all New Yorkers as best I can, and installing a sound political mechanism that will guarantee responsible government, no matter who is in office, for years to come.

### Future Goals:

As Speaker of the Council, my goal is to continue the work I was elected to do and that is to serve the 8.3 million people in New York City. #

# Education Update Publisher To Receive TC President's Award of High Distinction



**NYS Commissioner John King, Jr.**



**Dr. Pola Rosen**

Teachers College President Susan Fuhrman will be awarding Education Update's publisher Dr. Pola Rosen, the Teachers College President's Award of High Distinction at the Academic Festival in April 2012.

President Fuhrman cites that Dr. Rosen has "raised the level of informed interest in New York about public education, independent education, and services for children with special needs. Education Update has become the 'paper of record' for the education community in New York and reaches every corner of the education sector."

President Fuhrman adds that Education Update has "embraced technology and evolved into a publication of the times, connecting with readers not only on the web but through social media as well." The President continues that the award is "based on your achievements and tireless support in the sharing of information in the name of education."

Academic Festival will feature keynote speaker Jeffrey Sachs, Director of the Earth Institute at Columbia University, who will be



**Professor Jeffrey Sachs**

presented with the Teachers College Medal of Distinguished Service. Additionally, TC Alumnus Matthew Pittinsky (Ph.D. '08) CEO of Parchment and founder of Blackboard, Inc. will be honored with the Teachers College President's Medal of Excellence.

Commissioner of Education Dr. John King will receive the Distinguished Alumni Award. #

## Carole B. Joseph

*continued from page 17*

staff who were hard workers and who were committed to the philosophy of "students first" and hiring new academic deans with teaching experience thus ensuring the credibility and authenticity of academic leadership at every level in the organization.

### Mentors:

The most influential mentors in my life have been my maternal grandmother and grandfather, my parents and powerful women in all walks of life.

### Turning Points:

A turning point in my life was when I along

with my board and my staff were able to celebrate getting a very positive accreditation review at one college I worked at after having had many challenges from a group of uncooperative faculty and staff. That reinforced the fact that in order to make lasting change, leaders must stay "laser-focused" on the ultimate goal if real change is to occur.

### Future Goals:

My future goals include motivating my current campus to aspire to "new beginnings" which would help us to make lasting changes as well as providing technical assistance to the Ministry of Education in Haiti so that they can make the necessary changes in the educational system of that country, the country of my birth. #

**QUOTE OF THE MONTH:** Helen Keller once said, "It is better to walk with a friend in the dark than alone in the light."



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## MEDICAL UPDATE

## Eating, Exercising and Losing Weight: Simple Math, Right?

By BERTHA DOLLY SUGERMAN,  
ARNP, BC-C, WCC

For the past decade, I have been a primary care provider with certification in wound care. When I started my career, most of my patients were older adults with chronic issues such as high cholesterol and diabetes. More recently, I have been treating a greater number of people in their 30s and 40s who are diagnosed with the same problems. My colleagues are also confirming that they see younger patients with the same chronic problems. In addition to my primary care patients, I also have been treating younger people with skin ulcers who are in danger of amputation due to infections and poor circulation.

Part of this realization of chronic problems at a younger age is due to increased health screenings. But I also notice that when I see a patient for the first time and take a thorough history, people sometimes admit that they eat a lot of unhealthy fast food and do not exercise enough (if at all). One of the things I ask patients to do is to create a food and exercise journal with detailed information on what they eat daily as well as list the activities and the amount of exercise they perform.

But better nutrition and exercise habits must become engrained when we are children. Yes, there are certain barriers we must overcome. No doubt that the streets are not as safe as they used to be. More children in urban areas, for example, experience a more sedentary lifestyle than the kids of a generation ago, with more homework and video games today and fewer spontaneous physical activities on the streets and on playgrounds. Many kids go home from school to an empty house and snack on sugary and fatty foods. And for dinner, junk food and fast food is sometimes more convenient and economic than slow cooking with quality ingredients and organic fruits and vegetables.

Although we have a poor track record in reducing the incidence of obesity, and the dangers of being overweight are just around the corner for today's children, there are efforts to

getting people healthier. One example, the Let's Move campaign, which first lady Michelle Obama helped to launch, has brought healthier lifestyles into many homes.

Regarding foods, the Web site ChooseMyPlate.gov illustrates the fruits, vegetables, grains, protein foods, and dairy items that should go on a plate, or in a cup or bowl. It also has a program to track what you eat and drink as well as provide a personalized plan for what you should eat and drink. It also has resources for weight management, graphs that show the empty calories that many foods contain, photographs of portion size dimensions, such as of corn tortillas and glasses of orange juice, and dozens of other features.

Since I work with minority and immigrant communities, the ChooseMyPlate Web site doesn't have many foods that my patients and their family members eat at home: Lychees, passion fruit, cactus pears, soursop, rambutan, mole, huancaína sauce, tamales cooked in banana leaves or corn husks, and arepas, to name a few.

Of course getting enough exercise is just as important as feeding the body nutritious foods. If we lose weight by burning more calories than we consume, how can we increase the number of calories our bodies metabolize? First of all, muscles consume more calories than fat. A person who is active and builds muscle mass burns far more calories *at rest* than a person who isn't building muscle. Of course our bodies burn even more calories during exercise. Studies have shown that building strength along with working on the cardiovascular system is most effective in losing weight. Just as important as eating "smart" foods is also to do "smart" exercise, incorporating activities in our daily routines, such as walking up stairs instead of taking an elevator or escalator, parking a car a longer distance away from a store and moving our legs and arms when we're seated are some examples. How to burn more calories while consuming "smarter" calories is the key equation we need to solve. #

## MUSIC, ART &amp; DANCE

## John Chamberlain at the Guggenheim Museum

By SYBIL MAIMIN

"Crush," "squeeze," "compress," "twist," "crumple," "fold," are words that come to mind when describing the work of John Chamberlain, the sculptor commonly associated with creating and exhibiting "car wrecks." An exciting retrospective of the artist's work, currently at the Solomon R. Guggenheim

Museum, examines the 60-year career of the man who brought abstract expressionism to contemporary three-dimensional art as he broke through boundaries and experimented with a broad range of unconventional materials, scales and techniques.

*The rest of this article is online at* www.educationupdate.com.



## FROM THE SUPERINTENDENT'S DESK

## Unrealistic Expectations Can Hinder Children from Discovering Their Greatest Talents

By DR. CAROLE HANKIN

Children develop interests and cultivate talents when they are exposed to a wide variety of opportunities over the course of their elementary, middle and high school years. Some of the activities they enjoy, and even excel at, may become long-term pursuits, while others may just be passing phases. As children grow and mature, it's important for parents to encourage them to explore many different kinds of activities, allowing them to discover their own distinctive abilities and interests.

It isn't unusual, however, for parents to draw conclusions about their children's abilities prematurely. We are all, of course, inclined to believe that our children are exceptional — and every child certainly has unique gifts. The danger is when we make judgments about a child's strengths or weaknesses that limit his or her development of other interests, or that create expectations the child may not be able to meet.

When a young child draws a beautiful picture, plays a piece of music well or kicks a soccer ball with enthusiasm, proud parents sometimes believe they have a little Rembrandt, Beethoven or Pele in the making. However, the child may just be discovering a new activity

that gives him or her pleasure. On the other hand, children who show no special talent at an early age often surprise us in the long run. The child who doesn't play sports today may become an all-star tomorrow.

It's important to give children a positive message as they grow and develop a variety of interests. Encouraging your child to feel good about small accomplishments has lasting value. Regardless of whether your child is successful in any particular endeavor, he or she will be more likely to develop the confidence that leads to success later in life.

We can unintentionally limit our children when we give them a set of expectations we would like them to fulfill. We could be depriving them of discovering "hidden" talents that may truly be the seeds of exceptional ability. Parents and educators alike must remember that children need to explore and develop many interests in order to achieve their full potential.

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



## BANK STREET CHILDREN'S BOOK AWARDS



Pat Schmatz received her award



Allan Wolf signs a copy of his book

By YURIDIA PEÑA

The Children's Book Committee at the Bank Street College of Education honored five children's book authors and an illustrator for their literary works in fiction, non-fiction and poetry.

For more than a century, the committee has helped parents, teachers and librarians select the best quality books for children. Each year, the committee reviews about 6,000 titles and chooses about 600 fiction and non-fiction books. Since the 1940's, the group has recognized children's book authors for their contribution to literature.

Albert Marrin won the Flora Stieglitz Straus Award for non-fiction. Mr. Marrin is a historian who taught social studies for 9 years in a junior high school in the Bronx. He later became a college professor; soon after writing in four scholarly journals he decided to tap into a younger demographic. "Its more fun writing for children," he said. Mr. Marrin has written more than 40 books about history for kids. His award winning book "Flesh and Blood So Cheap: The Triangle Fire and Its Legacy", gives a historical perspective about the poor working conditions endured by immigrant workers and how the Triangle Shirtwaist Factory Fire was the catalyst that infused labor reform in the U.S. Melissa Sweet also received the Flora Stieglitz Straus Award for non-fiction in her

book "Balloons Over Broadway: The True Story of the Puppeteer of Macy's Parade".

Pat Schmatz received the Josette Frank Award for fiction in Bluefish. During her acceptance speech, she recalled as a young girl reading books in the school bus and during math class. She expressed how humbled she felt to be part of such an elite group of writers.

"We need to remember that we are all in the Titanic right now... we are all sailing towards something," said Author Allan Wolf, recipient of The Claudia Lewis Award for "The Watch that Ends the Night: Voices from the Titanic". A performance poet, Mr. Wolf gave an energetic acceptance speech, which he finalized by feverishly reciting a poem. "Poetry finally gained traction and popular culture," said James Navé. Author Kristine O'Connell George was also recognized for her poetry in "Emma Dilemma: Big Sister Poems". Nancy Carpenter was presented with a certificate for her illustrations in the book.

The celebration took place at the Evelyn Rome Tabas and Daniel Tabas Auditorium at Bank Street College and was hosted by the Center's Director Lisa Von Drasek. The Center is housed in the Bank Street College Library. The Library has a circulating collection of over 68,000 children's books, the Claudia Lewis reference research collection, as well as curriculum materials for teachers. #

## Dr. Timothy F. Lisante Prepares for Changes to Juvenile Justice System

By JOAN BAUM, Ph.D.

The timing could not be better for Dr. Timothy F. Lasante, former principal of The East River Academy for incarcerated youth on Rikers Island, and newly appointed director of the city's reorganized education initiative for children in the juvenile justice system. Dr. Lasante, with 35 years in the public schools, has degrees in special education, with a focus on alternative education, including oversight for GED preparation, career and technical curricula and programs particularly tailored for those in correctional facilities.

Mayor Michael Bloomberg had just testified before the State Assembly's Ways and Means Committee and the State Senate's Committee on Governor Cuomo's Executive Budget and Reform plan. What the mayor said was crucial for the city and for Lasante's new role as Superintendent of District 79 Alternative Schools and Programs in devising and implementing education plans for youth at risk.

At his testimony, the mayor laid out for Albany a new administrative structure that would move juvenile justice responsibilities that hitherto relied on expensive, underused and ineffective state lock-ups — such as the now-closed and

notorious Spofford [Bridges] Juvenile Detention center in the Bronx — to the city.

The rate of recidivism is substantially higher for youth than for adults, the mayor noted, and the financial outlay outrageous: "keeping a youngster at a limited-secure state facility, the most common type, costs — listen to this — \$270,000 per year, per kid." Transferring planning and accountability for housing, counseling and educating those kids (those awaiting court hearings and those already adjudicated) to city jurisdictions makes sense, and acting on the new plans immediately, which legislation will effect this September, makes excellent sense, Lasante adds.

The new administrative and funding structure builds on the merger in 2010 of the city's Department of Youth and Family Justice and the city's Administration for Children's Services, which integrated juvenile justice and welfare programs, moving programs for both secure and non-secure detention services under one umbrella, and cutting delays in getting children into schooling, even as they wait for adjudication of their cases.

The goal, of course, remains what it was: to

keep kids from going back to jail (the perpetual revolving door), to help them get their lives on track and to improve public safety in the process. The challenge, of course, is how to manage the diversity of problems. So many who are awaiting court disposition have an inadequate or no family structure, and at the average age of 15 are already way behind grade level.

The revised education component will involve Passages Academy, a network of eight single-sex secure detention facilities located in the Bronx (for youth in the Bronx and Manhattan) and Brooklyn (for youth in Brooklyn, Queens and Staten Island). Central to curricular revision will be the introduction of six-week modular courses that will enable those in the juvenile justice pipeline to earn credit that will appear on their transcripts that typically reflect only semester work. Lasante will have full authority in approving and implementing all education plans for these children, including reviewing proposals from various community organizations that would be involved in housing on-site schooling facilities, along with therapy programs. Plans also

provide for an immediate return of released kids to their schools. The idea is to have a continuum of study and an integration of behavioral and educational services.

Lasante is particularly pleased that he will have jurisdiction over professional development, which was the subject of his doctoral thesis. Unlike some European countries, The United States has no pre-service certification programs for those teaching in juvenile justice systems. What to do with a cohort of kids with a wide range of skills — some years behind in literacy, others ready to go to college? And middle school students ("the toughest," Lasante says), where the differences between grades 7 and 9 are the most divergent? He is eager to see what might be adapted from existing best practices that turn on group, rather than one-on-one arrangements. He has also been looking at foster-care housing models whereby such "crossover kids" would live for a year with an approved family — parents, children, maybe even a dog. At the least, and for sure, Dr. Lasante is barking up the right tree. #



## Chinese New Year Parade By DR. POLA ROSEN

This year marks the Year of the Rabbit at the Lunar New Year celebrations in Chinatown. The spectacle features elaborate floats, marching bands, lion and dragon dances galore, musicians, magicians, acrobats and a procession of local organizations. Over 5,000 people marched in the parade. Who could resist the opportunity to shoot a confetti gun into the sky and feed a dragon New Year lettuce? #



## Thanksgiving Day Parade By DR. POLA ROSEN

The 85th Macy's Thanksgiving Day Parade in New York has been an annual event since 1924. Over 3.5 million people watch the parade in Manhattan and millions more through their televisions. It's an experience unlike any other to see the floats, enormous balloons and marching bands in person. #



## Veterans Day Parade By DR. POLA ROSEN

Nearly 25,000 participants marched in the 82nd annual Veterans Day Parade, which included officers, veterans, their families, bands and students. The parade marched up Fifth Avenue, as the veterans were cheered by crowds of pedestrians for their courage and strength in defending our nation. #



## Superintendents Receive Books from McGraw-Hill



**Dr. Charlotte Frank of McGraw-Hill, Superintendent Kay Johnson and Principal Suzy Wilson of Westwood Elementary School in Greenwood, Arkansas with students.**



**Superintendent Benny Gooden and Dr. Charlotte Frank are discussing the small size of Israel in comparison to all the countries around the world, at Cavanaugh Elementary School in Fort Smith, Ark.**



**Superintendent Kimberly Hart, Principal Krista Bethke and fourth grade teacher Tracy Carbarx of Whitmore Lake Elementary School, in Michigan. The fourth grade students enjoyed being the co-authors of "Nickels, Dimes, and Dollars."**



**Superintendent Dr. Rob Slaby and Karen Staffen, the fourth grade teacher at Hugh Gallagher Elementary, Virginia City, Nev.**

Superintendents from the United States who visited school systems in Israel a few months ago have each been given wonderful books for their fourth grade classes in appreciation.

The Nickels, Dimes, And Dollars Book: A Wise Kid's Guide to Money Matters inspires children to be confident and thoughtful as

they start to make a lifetime of financial decisions about saving, spending, sharing, earning and growing their money. The Campaign for Financial Literacy is being spearheaded by The McGraw-Hill Companies and its non-profit partners and targets the general public with an emphasis on supporting kindergarten through high school teachers.

### Thank You For Your New Section For Pet Lovers!



**Pobrecita lying on Moo right after Moo was born**



**Shaggy waving to the camera**

**Sadly I recently lost my Dog Shaggy to bloat. She was the sweetest dog and I had her for over 13 fantastic years.**

**—Erin Medina, NYC**

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## Philanthropy Camp Inspires Teens to Become Leaders

By YURIDIA PEÑA

David Aldrich is shaping the next generation of altruists with Grab the Torch, a nonprofit he founded in 2007; its hallmark program, Philanthropy Camp, equips teens with the basic leadership skills necessary to lead humanitarian projects in their communities.

Aldrich said he caught the volunteer “bug” on a trip to Block Island — which is nestled on the Atlantic Ocean approximately 13 miles south of the coast of Rhode Island — where 40 percent of the land is set aside for conservation.

“Block Island was a great place to meet really cool, innovative people,” he said. Aldrich participated in projects like the Block Island Race Week, a popular sailboat race held every June. “These guys were incredibly passionate about sailing, youth sailing and community sailing,” he added.

He left Block Island inspired and went on to organize the first commercial recycling program for neighborhood kids and employees in the Village of Rye Brook in Westchester County, N.Y. He then decided to exchange his business career for his own start-up organization for teens interested in the greater good.

Aldrich created a three-part learning service curriculum heavily focused on lecture series, which he thought would serve as a marketing tool for the Philanthropy Camp. The camp was introduced as a supporting component for the lecture series. Donations from many supporters poured in and the first camp launched in 2008. However, the economic downturn turned away many of the nonprofit’s financial backers, and “everything came to a screeching halt,” he said.

He later promoted the camp as the nonprofit’s main attraction to potential partners. “I took our camp program from the back burner and put in the coal point,” he said. And it worked. “I got people to sign up to speak [at the camp] and did a lot of cold calling to people such as John Griswold, executive director, Commonfund Institute,” he added.

Presently, Philanthropy Camp is offered four



David Aldrich

times a year in Vermont, Connecticut and Colorado. The five-day leadership camp caters to career-oriented youth who aspire to become leaders in the nonprofit sector. “We take kids from every single possible demographic,” Aldrich said. From private school students to Truman High School students in the Bronx, every year, eclectic groups of teenagers come together from across the states to participate. “We give these kids an organic and true life experience,” he said.

Campers hear from nearly 40 nonprofit professionals who lead lectures and hands-on workshops. The sessions include presentations by foundation leaders, development professionals, college admission representatives, street volunteers, grant writers, corporate marketing professionals, nonprofit strategic planning professionals, and presidents of boards and foundations.

To be eligible, students need to complete an application, which includes an essay that describes who they are, what they’ve accomplished for service learning and their goals. Each camp holds a capacity of 35 students. “The demand is growing every year,” Aldrich said. His goal is to see the program replicated in every state and across Europe.

“We want to touch millions of kids,” he said. However, lack of funding continues to barricade the organization from reaching its highest potential. “The stumbling block has been raising money,” he said. #

## PASE Awards Honor Leaders in Afterschool Education



The Def Dance Jam Workshop performs

By JENNIFER MACGREGOR

The Partnership for After School Education (PASE) honored five outstanding leaders in afterschool education recently who have made a difference in their communities and the lives of children they have impacted.

The audience was treated to a moving performance by the Def Dance Jam Workshop, where students and teachers, those “conventionally able” and those “differently able,” danced and played drums throughout the venue, culminating in an exciting performance on stage. After the performance, a student said that the program was important to her because it kept her and her peers active and off the streets. Via a sign-language interpreter, an instructor who has worked with the group for 14 years said that the program is not just about dance, but how it makes people grow. He wants to support his community by working with people with disabilities, like himself. “There is a community of equality no matter what the disability,” he said. Dr. Max Gomez, medical correspondent for CBS 2 News, brought his wit and wisdom as master of ceremonies.

In her welcome, Fern Kahn, the president of the PASE board of directors and special advisor to the president for community affairs at Bank Street College, said the awards ceremony was the first and only event of its kind, and stressed the “critical importance” of PASE to the lives of the children the nonprofit serves. Often the afterschool programs supported by PASE provide services, tutoring and arts programs that public schools no longer offer.

Alison Overseth, the executive director of



Award winners

PASE, stressed that they were “all about children” and giving them a chance to find and connect to their passions.

“Afterschool is not a luxury — it’s essential,” she said.

John Shutkin was recognized as an afterschool champion for his service and dedication to PASE, including his pro bono work as general counsel as well as serving on the Board of Directors for many years.

The first PASEsetter award of the evening was presented to Deena Hellman, the program director of the Star Learning Center at the Goddard Riverside Community Center on the Upper West Side of Manhattan. Hellman stressed that in her one-on-one tutoring program, the advocacy services they provide for students is what makes the program special.

Award-winner Mi Jung You is a first-generation Korean-American who came to the Korean American Family Center seven years ago as a volunteer. She has stayed with the program since then, and now as a licensed mental health counselor has spread her compassion to reach the lives of many in the community.

Faybiene Miranda of the Ifetayo Cultural Arts Academy has been serving communities in Brooklyn for 22 years. When accepting her award, she spoke passionately about the transformative nature of arts programs and how she herself feels transformed when teaching.

Patrick Pinchinat of the Queens Community House stressed the need for afterschool education to prepare youth for leadership roles and promote positive outcomes for them. #

## Shelia Evans-Tranumn

continued from page 17

the country. The goal of Casey is to reduce the number of children in foster care by 50 percent by 2020. The foundation is well on its way of completing its goal before that time as it works with legislators, systems and youth across America.

In addition, I serve as the Chair of the Board of Directors of the National Council on Educating Black Children, an organization founded by the late Congressman Gus Hawkins of California. We are now pleased to work with Congressman Bobby Scott of Virginia. More than 25 states have adopted NCEBC’s Black Male Action Plan and the Gus Hawkins’ Literacy Centers are being opened across the country in houses of faith and in community-based organizations.

Making sure that I continue to serve children

in schools, I am the Executive Director of the UFT Charter School where work is going on to provide a quality education to children. It is great to be back on the ground, receiving big smiles and hugs from children as they go to and from class. Seeing the hopes and dreams on the faces of a thousand children and understanding their future is dependent upon your ability to execute an educational plan that will enable them to succeed remains a humbling experience.

Finally, the work I am doing in Denmark clearly was not on my radar screen 10 years ago. If someone had asked me about international consultancies I probably would have said more work in China, American Samoa or on the continent of Africa. Sweden and Denmark were not a part of my consulting vocabulary. But today, I am working with the country and its various ministries including the Minister of Education to infuse

performance-based management into government systems. Being honored by President Bush to serve as an educational adviser on accountability, the transition to other countries was easy.

So today I am free to travel the globe, working on behalf of vulnerable children and vulnerable families around the world and that to me is the greatest gift that life can provide to any one human being.

### Challenges:

I have faced the challenges that most women who find themselves on the leadership trajectory face. I continue to operate in a male-dominated arena where few African Americans are able to achieve influential status. I remember one day sitting in the office of Margaret Spellings, the Secretary of Education under George Bush. Margaret was sharp and focused on what educational advancements should look like for all chil-

dren. She had served as Bush’s domestic policy adviser before going to the U.S. Department of Education. I was a part of various types of workgroups under her leaders on various topics. One day sitting in her conference room at one of her meetings she asked me several questions. I suddenly became keenly aware that I was the only African American in the room. I also understand that my plea for the underserved and the undereducated was being heard and supported by someone in America who had the power to make a difference. I continued to attend those meetings despite what others said about the Bush administration. I did see some changes for the better. Sometimes challenges are to be faced head-on, and the belief in the power of one can ultimately add to the pages of “her story.” #

Continue reading the rest of this compelling interview on [EducationUpdate.com](http://EducationUpdate.com)

## Dora B. Schriro

*continued from page 16*

majority of people for whom I worked or who referred me for jobs, especially early on, were men. To a person, they saw things in me that I didn't see in myself yet. I didn't have the challenge many women experienced of the glass ceiling. I was just out there, crazy in love with this field, and saying, 'I want in,' and none of them dared to say 'no.'

Over the years, I've been asked quite a few times, 'Aren't you scared?' and other questions along the lines of, 'What's a nice girl like you doing in a job like that? Isn't it very hard, isn't it very scary?' You know, for me it's none of those things. For me, my greatest challenge would be not to be able to do this work at all or anymore. For me, even a bad day in 'jail' is still a good day because I'm doing the work that I love. This is work worth doing.

### **Accomplishments you're proudest of:**

Without a doubt, achieving a very successful resolution to the prison hostage situation in Arizona was a watershed moment. I can be at peace with a lot of stuff because of that. I feel grateful that I was the right person at the right time and place for that.

[Schriro was the new director of the Arizona State Department of Corrections in 2004 when there was a hostage situation at the Lewis Prison. Two violent inmates took over an armed guard's tower and kept two staff members hostage for 15 days. The incident ended without any loss of life – the only time a major prison crisis in the U.S. ended with everyone alive.]

2. I'm really proud of the work I did at Immigrations and Customs Enforcement, albeit for the short period of time I was there. I traveled the country and got my arms around a national system of sorts, the U.S. system of civil detention, a system that was not particularly well understood or operated, and I documented it, made sense of it, and proposed a comprehensive series of very practical recommendations to measurably improve it. The report and its recommendations were adopted almost immediately by the Department of Homeland Security.

3. I'm very proud of "Getting Ready" and the development of the underlying principles of this system reform, which I call "Parallel Universe." It was remarkable to see the measurable improvements in the lives of correctional staff and inmates.

["The Getting Ready: Keeping Communities Safe" program designed by Schriro is premised on the notion that life inside prison should resemble life outside prison ("parallel universe") and that inmates can acquire values, habits, and skills that will help them become productive, law-abiding citizens if they are given the chance to make progressively more difficult decisions

concerning their institutional lives. In 2008, the Arizona Department of Corrections won the Harvard University 'Innovations in American Government Award' for "Getting Ready: Keeping Communities Safe" -- the first time a correctional system was recognized in the Award's 20-year history.]

### **Most influential mentors:**

My most influential mentors were grandparents, my husband, and Secretary of Homeland Security (former Arizona Governor) Janet Napolitano. My grandparents made my little world very big at an early age. They taught me how to ask the good questions. My husband helped me to find my internal compass and to learn to trust it. Janet Napolitano is one of the smartest people I've ever met, and she's totally capable of having a great time wherever she is and regardless of the workload. And just like NYC Mayor Bloomberg, she is a leader who, when they choose you for a job, they make a commitment to see you through it so you can get your job done.

### **Turning Points:**

I came into this field dedicated to the profession, with a heartfelt commitment to doing good works, probably in a direct service capacity, I thought. In a relatively short time however, I was appointed director of the Missouri Department of Corrections. As a new director, I sought out other commissioners and directors and what I quickly learned was that the average tenure for correction chiefs was just less than two years! And I thought to myself – after watching some of my peers posturing and being careful – "There's little point in playing it safe. If all I have is two years, I'd better make the most of the time that I have." This realization has guided me ever since. It's enabled me to be fearless, true to my commitment to do as much good, to make as many changes, in the time I had. Over time, I've taken on hard issues, like privatization, sentencing reform, and capital punishment. As long as I'm informed with the facts, I don't back down. In corrections, no matter how good you are some days are just going to be messy. It doesn't matter whether you're at the city, state or federal level – someone, somewhere, doesn't like what you're doing. If you look for the undying approval of others, as we say in New York City – 'fuhgeddaboutit!'

### **Future goals:**

In the short term, I'm going to tear out and reinvent the backyard of my 100-year-old house this spring and if there's time left over, try to remember how to sail.

In the for-real future though, I'd like to see if I could fulfill one of my longtime goals. I'd like to run my own thing, my own program, unencumbered by others' rules. It could be at front end, maybe working with at-risk adolescents or at the back-end with justice-involved chronically mentally ill or female offenders. It's something I'd really like to try. #

## Joan Kretschmer

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was in my 40's, I decided to study the instrument seriously. I went to Aspen as a music student, although I had a Ph.D. in musicology already. I had sight-read as a kid, not really practiced, and there was a lot to learn. I sought great teachers, like Edward Aldwell, Lilian Kallir, and Jascha Zayde to teach me the scales and repertoire.

An inner need to make music had reared its head, and I sat every morning at the piano for 3 hours, before I did other work. Soon Joe Robinson, Principal Oboe of the New York Philharmonic, invited me to play the Mozart Piano and Wind Quintet with his colleagues and sent his Manhattan School students to teach me the piece. Other opportunities followed suit, and I was learning from and playing with great musicians, feeling very lucky.

At the same time, I began to give piano lessons. I put up a sign in my building, shortly after I moved from Connecticut to New York City: "You don't have to leave the building to take piano lessons." I had had only one student, an adult, before that time. Within a few days, I had 9 beginning students and was experimenting with various method books in order to see what was 'out there.' Musicians have often told me they learned a great deal from teaching, and that has certainly been true in my experience - - a long story.... I enjoy students of all ages but have a particular sympathy for adults who have music inside of them and want to express it.

### **Accomplishments you're proudest of:**

My sons; my development as a musician, writer, and photographer; the Lyric Chamber

Music Society of New York; and my recent writing: my novel YONA, about a little girl with magical, musical powers, as well as a memoir I have just completed.

### **Most influential mentors:**

Jascha Zayde was a great, great musician, a wonderful teacher, and a surrogate father figure. He enabled me to play the piano and encouraged my writing as well as other artistic endeavors. I was very fortunate to know him.

At Barnard, Dr. Joel Newman was the person who introduced the history of music to this very innocent, ignorant girl from Newton, Massachusetts. Growing up in the home of immigrants, I had never been inside a museum and had attended only one concert, before my basic music history class with Joel. He changed my life, inter-relating the arts, and serving as a role model, a performing, teaching musicologist.

### **Turning points:**

Moving to New York City from suburban Connecticut in 1985, about to go through a divorce, and needing to find a career beyond mother and part-time music person. The empty nest and new, exciting location required soul-searching, experimentation, and 'finding' myself as an artist.

### **Future goals:**

To ensure the continuity and flourishing of the Lyric Chamber Music Society of New York, with great music making and expanding outreach through our education programs. And to do some movie scores with our wonderful artists.

In addition, and very important to me, to publish my writing, to create more books and adventures (including animation) about YONA, to teach piano, and to do my photography. #

## Maria Mitchell

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library, with medical and lifestyle information, from more than 18,000 New Yorkers. The DNA samples, which are still being used today, have been used in numerous research studies, which have generated more than 25 scientific publications.

One of our most recent projects – the development of AMDeC F.I.R.S.T., an online registry that allows researchers to easily find services, instruments and technologies available throughout the AMDeC consortium – was thought to be equally daunting, especially because of the amount of information that we needed to gather from each of our Members. Not only did we collect the needed information about the offerings of the Core services in our Member network, but we were able to do this in a very short period of time. We were successful because of the positive relationships and trust that we had built up with our Members.

### **Mentors:**

When I think about my important mentors, Rudy Giuliani and Hank Greenberg are always top of mind. What I admire most in them – and how I try to model myself – is their determination, persistence and belief in themselves. These attributes are what enabled them to achieve so much.

### **Turning Point:**

When I started working in government, I realized that it was possible to effect change on a much larger scale than was conceivable working individually. This experience solidified my commitment to focusing on the changes that can make a big difference for a great many.

### **Future Goals:**

There is still so much for AMDeC to accomplish. Certainly, I would like to see it grow, with many more institutions taking advantage of its services and benefits and many more scientists embracing the value of AMDeC F.I.R.S.T. Most importantly, I would like to see AMDeC bringing in sufficient funds to have a surplus so that we also will be able to provide the research community we serve with an ongoing source of funding. #

## Tisa Chang

*continued from page 16*

to ensure Pan Asian Rep's future with a permanent home in New York and with ongoing partnerships to Hawaii and Asian countries that have been the source material of so many of our original plays and musicals. #

## Who are the Snarks?

The Snarks are a theater company founded in 1909 by seven imaginative and theatrically minded young women in NYC who wanted more opportunities to perform on the stage than were available to amateurs at that time.

We salute the Women Shaping History in this issue of **EDUCATION UPDATE**. Please visit us online at [www.EducationUpdate.com](http://www.EducationUpdate.com), view our video interviews on Youtube, follow us on Facebook and Twitter.





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