

EDUCATION UPDATE

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GUEST EDITORIAL

Join Us As We Speak Up for Kids

By HAROLD S. KOPLEWICZ, MD

More than 20 years ago I had a patient named Jesse. He was a textbook case of adolescent depression — withdrawing from friends, failing at school, not living up to his considerable potential — but he had another answer. “I’m not depressed. I’m just tired and lazy.”

Though 15 million children in the United States have psychiatric and learning disorders, very few of them will be identified and get the help they need. Stigma, lack of awareness, and a deep anxiety about labels and diagnosis mean that kids like Jesse will continue to miss out on life-changing treatments even if, like him, they actually make it to the office of a mental health professional.

The problem is that the issue of childhood mental illness is too often a silent one, and the existence of these well-documented and researched disorders — depression, ADHD, Asperger’s — is even actively denied by some people. “That’s not real” turns into “boys will be boys” or “I am not depressed,” which too often becomes “I am just worthless.” That is why every year we take time to Speak Up for

Kids — to let the world know that silence and shame are not options.

So I invite you to stand with us this May, during National Children’s Mental Health Awareness Week, and be counted as we Speak Up for Kids. It’s easy — simply go to www.childmind.org/speakup and sign up to light up our interactive map. Our goal is to turn the globe green — the color of children’s mental health.

Also as part of Speak Up for Kids, professionals around the country are offering free talks in their communities to share helpful information about childhood disorders and issues of concern to all parents. You can find out about talks during the week of May 6-12 here, which include: When Bad Things Happen: Helping Kids Cope With Traumatic Events; Is It ADHD or Just Inattention?; Is It Depression or Teen Angst?; When to Worry About Your Child’s Worries; A Parent’s Guide to Bullying; Building Your Education Team; The Difficult Child: Dealing With Behavioral Issues; Raising Children in the Digital Age.

Before we can get every child with a psychiatric disorder the early diagnosis and interven-



tion that we know are crucial to transforming lives, we need to provide families with support, education, and a robust voice.

We need to Speak Up for Kids — and I hope you will join the Child Mind Institute and all of our wonderful partners.

It took a long time working with Jesse to help him overcome his ambivalence, but we got there. And we can get there with this country and even the world, by speaking up one voice at a time. #

Harold S. Koplewicz, M.D., is a leading child and adolescent psychiatrist and the president of the Child Mind Institute. For more information, go to childmind.org

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LETTERS TO THE EDITOR

NEW YORK, NY

Harold McGraw III & McGraw-Hill Increase Financial Literacy For Teachers & Students To the Editor:

This is a great article. It is true that “for many years our nation has treated financial literacy as an educational afterthought.” We need to teach kids about money as early as possible. See how @Enchanted Collar teaches kids about financial literacy using games and storytelling.

Vivian

MARANA, ARIZONA

Professor Dennis Dalton, Barnard College: Living an “Examined” Life

To the Editor:

I find the CD presentation by Dalton exceptional...which I purchased from online teach-

ing. The presentations on Plato’s philosophy has helped my understanding. Reality does transcend the material realm.

Don Swenson

FREEHOLD, NEW JERSEY

Profiles in Education: Nane Annan

To the Editor:

Excellent article about UN Sec. General Kofi Annan’s wife, Nane. I am amazed that she is an international court judge while being able to raise two interracial children. As an African-American, I know that it is a fact that with both parents of African descent, bi-racial children have it the worst in America even with the election of the first African-American president, Barack Obama, who happens to be biracial (African and European himself).

I hope Obama’s and Ms. Annan’s inspiration to change the world’s view of the oppressed (including girls, women and children of all races) will affect change of the status quo in America.

Kwabena Sintim-Damoa

EAGLEPASS, TEXAS

Professor Ofelia Garcia Speaks Out In Favor of Bilingual Education

To the Editor:

In my point of view professor Ofelia Garcia is correct. In EaglePass since we are on the border we have a lot of kids that don’t speak English. And to me they should be able to have bilingual education. I would like more information about this case.

Gaby Garcia

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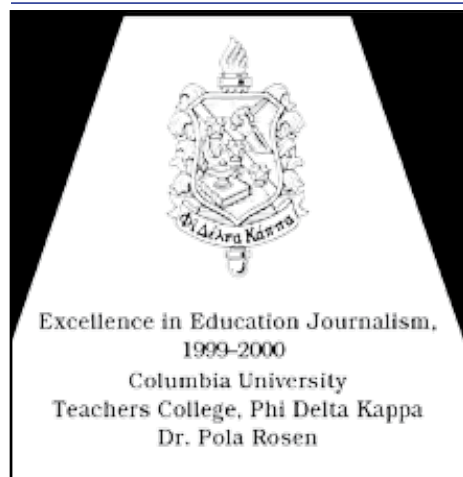
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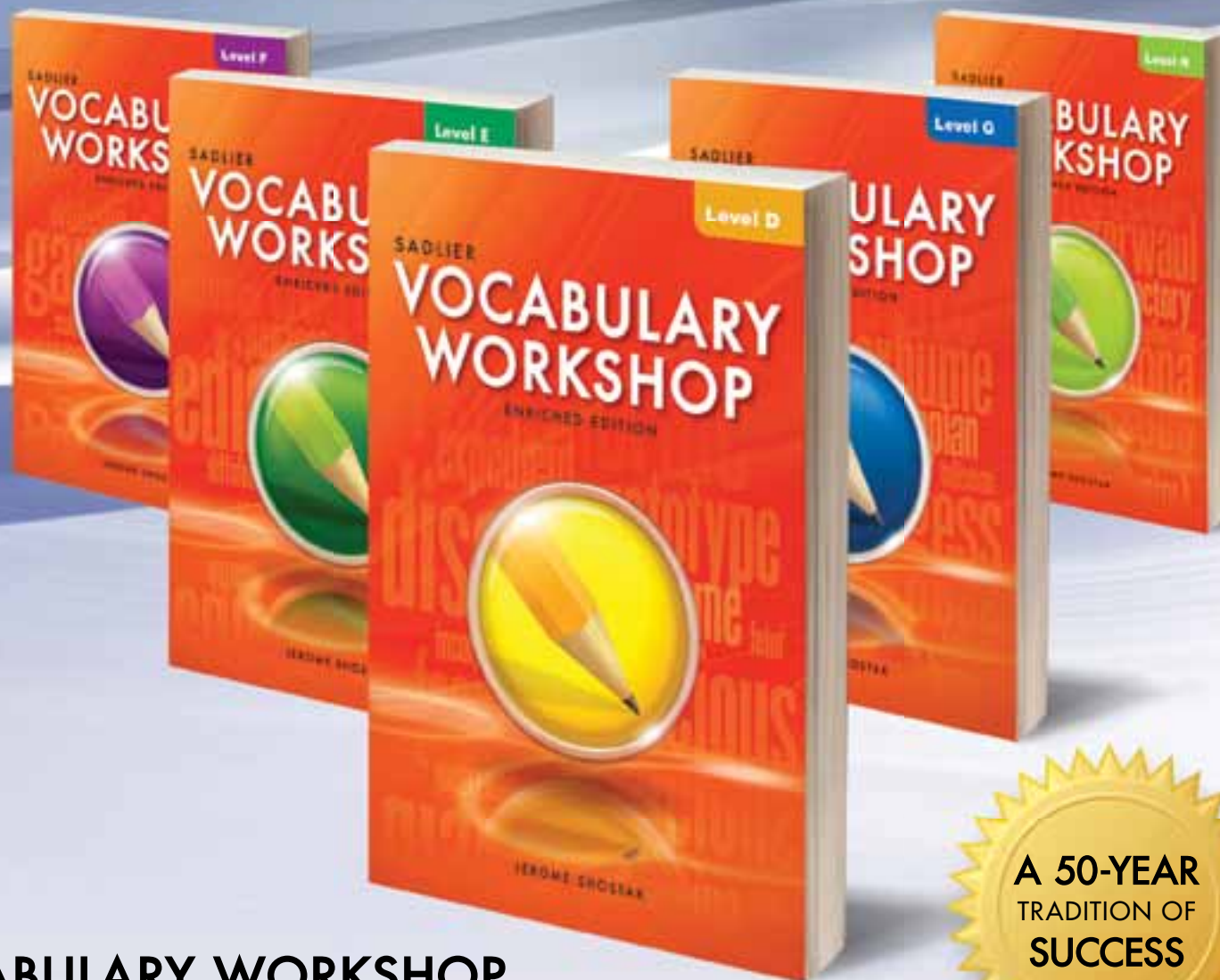
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Icicles and Polar Bears Up Close in Frozen Planet Documentary

EXCLUSIVE INTERVIEW WITH
PRODUCER VANESSA BERLOWITZ



By JOAN BAUM, Ph.D.

At times it may seem to TV watchers as if all nature shows were one — breathtaking photography of forbidding environments, striking images of animals in survival and play mode, memorable shots of human beings challenged by extreme environments. It's clear, however, from a new series that first aired in the UK in 2011 that "Frozen Planet," produced by the BBC, the Discovery Channel and The Open University, has a special claim to fame as an exploration of areas of the earth in the Arctic and Antarctic that few have seen and fewer still have stayed in this extensively to study and film.

Although Alastair Fothergill (director and producer of *The Blue Planet*, *Planet Earth*, among others) is the executive producer of *Frozen Planet*, the series owes much of its extraordinary on-the-ground and from-up-in-the-air look to Vanessa Berlowitz, an award-winning producer and director at the BBC Natural History Unit. It was a "eureka moment," she says while she was working on *Planet Earth* that set her technological course for *Frozen Planet* and that would set an industry standard world wide for nature documentaries. She had been watching a website that "showed a shot of a car that was filmed from one mile above but that was tracking perfectly." The camera, a prototype Cineflex, sent her to thinking about how it could be used "to put wildlife in the context of their environment." She was on her honeymoon, but she contacted the inventor, John Coyle, who lived in California, and with his encouragement began development and testing, and "the rest is history." Among the camera's unique properties is its ability to capture steady footage that does not disturb animals.

Vanessa Berlowitz's four-year involvement

with *Frozen Planet* was far and above discovering the Cineflex, however. It was a passion that at times was manifest in dangerous ways, such as flying to places in the Antarctic that "probably hadn't been seen by anyone since Scott." By the time she was making the episodes, she had a 10-month-old son and didn't see him for several weeks. The project took four years but it was "the highlight" of her career, and sometimes the scariest moments in her life, she said. While flying over the Greenland ice sheets, the cold downdraft almost pulled the plane into an abyss. She also co-wrote the book that accompanies the series.

It was a career that could be said to have started early. She loved cameras as a kid and took them with her wherever she went. Though she was born in Syracuse, N.Y., during the time her father had a visiting faculty appointment at the university, she grew up on the south coast of England and was always heading out to tidal areas taking "abstract-like" shots of the sea. She was educated at Oxford where she was tutored "by some of the greatest academics in the biological and social sciences." Her degree in human sciences embraced interdisciplinary study, including "visual anthropology," which she found "invaluable" as a researcher and as a filmmaker, she said.

Her first student TV project called *Human Animal* was a televised version of Desmond Morris' books on sociobiology. And of course, under mentors, she puts Sir David Attenborough in a starring role, praising him as "the best communicator of science in the world." She, in turn, has become a mentor to kids, including an 11-year-old Iranian girl being schooled in the U.K. who wrote Berlowitz a polar bear poem and declared herself ready to follow in her footsteps. She was "very inspired to know

OP-ED

LEADING FROM WITHIN

By DAVE BARGER,
PRESIDENT & CEO,
JETBLUE AIRWAYS

Day after day, we hear about the challenges confronting public education. While it might seem easier to leave the hard work of improving our schools to the scores of committed educators and other individuals working tirelessly on behalf of today's students, I choose not to. Although progress is being made, the state of our schools—and how to improve them—demands broader support. As the leader of a New York-based company, I have to get more involved—and so do my business colleagues. The facts are simple:

- There are 1.1 million students in NYC public schools
- Only 60 percent of NYC students graduate from high school in four years
- Research shows that every high school dropout costs the nation as much as \$250,000

Do the math. It adds up to a city that must develop a workforce that can thrive in the 21st century. And the path for doing that is developing an educated, informed citizenry.

The good news is we — the business community — can help. And it's not just about increased funding. I have seen firsthand through my volunteer work with NYC-based non-profit PENCIL, that by supporting our school leaders with meaningful development opportunities and innovative, new ways to connect with students, we can support our educators to help create the environment where excellence is the norm. While busy at my day job, I worked with the principal of PS 153 in Harlem for five years, and together we put in place a variety of initiatives that helped take the school's ranking from an F to an A. Now I'm working with Aviation High School — and many others are joining me.

Castle Harlan, a private equity firm, has been working with Principal Jeanette Vargas



and teachers from Young Scholars Academy, in the South Bronx, to create a "Private Equity Club" in which students use the math they are taught in the classroom to make investment decisions. Math scores have skyrocketed for more than 80 percent of the students in the program.

Linda MacDonald, of The Estee Lauder Companies, Inc., helped Principal Brenda Ward at PS 273 develop and implement a parent engagement plan. Years of research has proven that if parents are

involved in their child's education, the child is much more likely to succeed. At the end of the first year, 96 percent of parents completed the Learning Environment Survey (compared to a citywide average of 52 percent) and Principal Ward scored 9 out of 10 on the questions pertaining to parent engagement.

At Park Place Community Middle School, Mike Dimond, of MetLife, and Principal Michele Robinson partnered to provide teachers with training on data analysis and assessment. As a result, 84 percent of teachers now say they know how to navigate the school's data system and have an understanding of how to utilize data to help their students.

It's no surprise that a recent, decade-long University of Pittsburgh study found the single most important thing a principal can do to improve student achievement is to develop external relationships beyond the four walls of the school. We know that school leaders are more willing than ever to reach out, and PENCIL is proof of that—we have a waiting list of principals looking to partner with a business leader. We need more leaders from the business community in NYC to heed the call and to get involved in transforming our schools. The future of our schools, our city and our nation depends on it. #

that women could rise to the top in this kind of industry."

Six of the seven episodes of *Frozen Planet* are narrated by Alec Baldwin, the last by the now 86-year old Attenborough. Critical reception has been laudatory, especially for the time-lapse sequences, such as underwater stalactites ("brine icicles") spreading and freezing everything they touch in their descent to the ocean floor; killer whales in unison on the move; and the later episodes that show human beings at work. A couple of voices have pointed out an occasional inauthentic sequence, but the producers admitted as much up front, acknowledging that a polar bear birth, for example, was filmed at a Dutch animal park because it would have been impossible to get that close in the wild.

The series in the U.K. has had phenomenal

success, especially as an educational tool, targeting "an incredibly wide range of ages ... from 8 to 80," says Berlowitz, though she suggests that it would be "most beneficial for kids who are young teenagers." As for aspiring documentary filmmakers, she thinks that learning with a Canon 5D Mark II, which can also run video clips, for instance, is fine. She is a strong believer in the dark room as a way of learning basic principles.

For sure, no one seeing *Frozen Planet*, in particular the seventh episode, can deny that the planet is not as frozen as once it was. This past Earth Day a series-related educational webinar was broadcast online to schools around the country focusing on how the polar regions are changing. Climate change deniers beware: the evidence is beautifully, persuasively at hand in this series. #

CUNY RISING 5 IN THE FALL



1 The New Community College at CUNY, an exciting new college opens in the center of midtown Manhattan at 50 West 40th Street, overlooking Bryant Park. The first entering class will be 300 students.



2 Lehman College's 69,000 sq. ft. New Science Facility, Phase I, showcases its strength in plant science teaching and research with high-tech sustainable laboratories, science learning centers and offices.



3 The new 390,000 sq. ft. Fiterman Hall at Borough of Manhattan Community College replaces the one lost on 9/11, with new classrooms, instructional and computer labs, an art gallery and café.



4 Bronx Community College's, 98,000 sq. ft. North Instructional Building and Library, provides classrooms, a library, a café, a two-story commons, study rooms and lounges.



5 CUNY Law School moves to 2 Court Square, an environmentally green building in Long Island City with 260,000 sq. ft. of classrooms, library, law clinic, moot court, an auditorium and offices.

DESIGNED TO INSPIRE INQUIRY AND INNOVATION, five new, state-of-the-art education hubs — part of The City University of New York's capital program to upgrade and build facilities to meet record enrollments and 21st-century needs — open their doors this fall. CUNY's construction program is a job-creating economic engine for New York, responsible for nearly 20 percent of all construction in New York City.

— Matthew Goldstein, Chancellor

Visit www.cuny.edu/admissions for more info.



OUTSTANDING EDUCATORS OF THE YEAR

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DEAR PRINCIPALS, SUPERINTENDENTS & ADMINISTRATORS:

EDUCATION UPDATE has been honoring **Outstanding Educators** in the New York City public school system for the past nine years. This year we will be presenting the **2012 Distinguished Leader in Education** awards to **Jay Hershenson**, Sr. Vice Chancellor, CUNY; **Dr. Charlotte K. Frank**, Sr. VP, McGraw-Hill; **Dr. Tomás D. Morales**, President, The College of Staten Island; and **Jennifer Raab, J.D.**, President, Hunter College.

We are requesting that **Principals** nominate **Teachers** and that **Superintendents and Administrators** nominate **Principals, Assistant Principals** and **Supervisors**. Our culminating ceremony for **Outstanding Educators** will be at the **Harvard Club** in NYC.

The event provides medals and certificates to the **Outstanding Educators** and the accolades of peers, colleagues, family and education leaders. It garners the attention of local newspapers and television. Teachers and Administrators are the backbone of our educational system and they deserve the recognition that **EDUCATION UPDATE** gives them.

To nominate a Teacher or Administrator log on to www.EducationUpdate.com/awards
The deadline for nominations is May 17, 2012.

Sincerely,
Dr. Pola Rosen & Adam Sugerman
Publishers

Many thanks to Dave Barger,
President & CEO, JetBlue
Airways for contributing
a pair of tickets to two
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Commissioner John King Visits with NYS Regent Christine Cea in Staten Island

By DR. POLA ROSEN

A strong group of about 40 leaders in special education in Staten Island gathered for an intimate talk with NYS Commissioner John King and Kevin Smith, Deputy Commissioner, NYS Education Department about building stronger pathways to continuing education and vocational education early in a student's life.

King stated that the focus should be on partnerships. Several principals and superintendents expressed the need to begin transitions as soon as possible, for example, in independent living centers.

King asked the group what was working well and what resources they needed. A principal in District 79 suggested that career technical education be expanded. Another suggestion from Port Richmond High School was for programs to co-exist. Some said that programs have to be connected to jobs. King agreed: programs have to lead to careers.

Some of the programs cited as examples for inclusion were culinary, financial literacy, letter writing and how to get a job. The Hungerford School has been helping special needs students for over 40 years and according to principal, Dr. Mary McNerney "our population is aging and



Dr. Christine Cea & Dr. John King

we have to find ways to support them in their older age."

King summarized, "We must set meaningful standards and apply them across grade levels and ability levels."

Kudos to Dr. Christine Cea for bringing educators together with the Commissioners for an informed conversation about special needs students. Conversation and collaboration can only lead to crystallizing goals and implementing change together. All agreed this conversation should take place 3-4 times per year. #

President Susan Fuhrman Presents Awards to Distinguished Alums at Teachers College



(L-R) Professor Jeffrey Sachs & Dr. Matthew Pittinsky

Academic Festival at Teachers College, Columbia University provided a great opportunity to learn, interact and discover what others are doing in education around the nation.

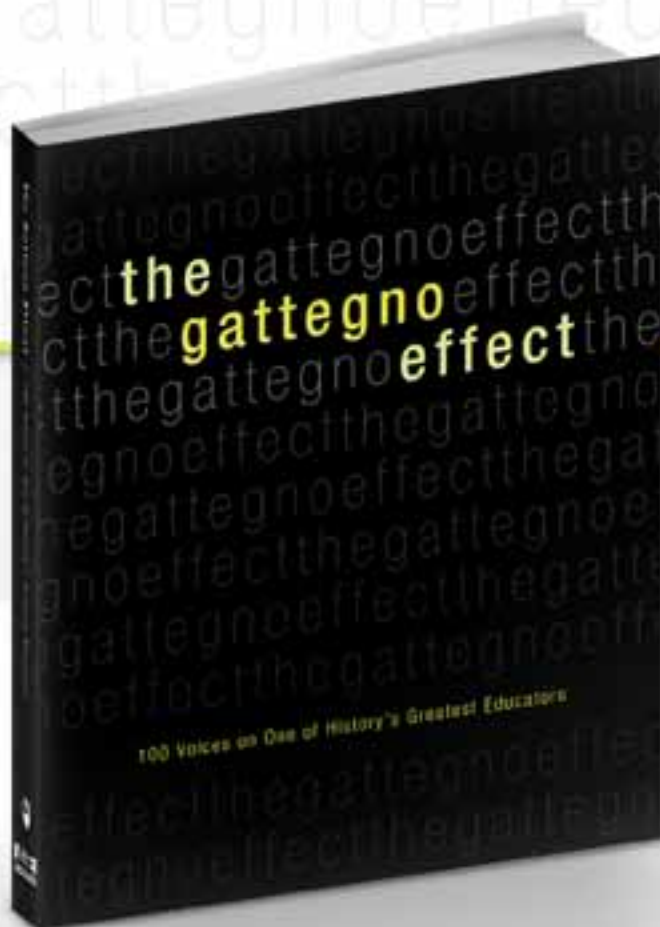
The keynote speaker was Professor Jeffrey Sachs, head of the Earth Institute at Columbia University; Dr. Matthew Pittinsky, founder of Blackboard received the President's Medal of Excellence and Dr. Pola Rosen, founder of Education Update received the President's



(L-R) TC President Susan Fuhrman & Dr. Pola Rosen

Award of High Distinction. Pittinsky and Rosen are graduates of Teachers College. The day was filled with seminars and panels on topics such as financial literacy and technology in the 21st century, technology in the classroom, connecting communities online.

Among the alumni honored was Commissioner John King. Trustee Dawn Duques held a sumptuous feast in her 35th-floor penthouse preceding the awards and attended by trustee Joyce Cowin. #



Education's Quiet Revolution Starts to Make Some Noise

Get Your Copy Now at 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 INTUITIVE TEACHER': A Series Based on the Works of Dr. Caleb Gattegno

HOW ANSWERING QUESTIONS COULD BE DETRIMENTAL TO LEARNING

Getting a lot of questions from students is usually a sign of interest in a topic. But as a teacher, should you be jumping at every opportunity to answer these questions?

First let's consider a question worth asking yourself- 'what is my ultimate goal as a teacher: Is it to dispense information or is it to be a cause of learning?'

Getting at the heart of how we truly learn was the lifetime pursuit of Dr. Caleb Gattegno, whose world-famous pedagogies are summarized as the "subordination of teaching to learning." Gattegno believed that learning is the same as self-learning, and ideally the teacher facilitates self-learning which is different than just the telling or giving of facts and information.

In the classroom, this entails that the teacher create the conditions or "challenges" that inspire students to seek their own answers to questions. Only under these conditions does learning actually have a chance to take place.

Dr. Cecilia Bartoli, who for years trained other teachers in the Gattegno approaches, characterized her own shift in teaching as relying on

"responsibility as a technique".

In this context, she did not attempt to answer questions nor offer judgment about "right" or "wrong" answers. Instead, she strove to ensure problems were presented in a way where both her and her students could mutually explore all avenues in seeking solutions and "responding" adequately.

In applying this approach, Bartoli came to believe that answering a student's question a breach of "boundaries" necessary to promote self-learning. "I realized the first thing I had to do was clearly distinguish my tasks from theirs. In other words, I had a place, they had theirs; and attention had to be paid not to trespass on each other's ground."

In doing so, she realized that: "if I helped them with an answer, I was in fact taking their place; and taking someone's place is also a lack of respect for, and trust in, the intelligence and capacity of that person to untangle a problem."

With this guiding philosophy something akin to the "shock and awe" of military doctrine is brought to the classroom, except the enemy here is a student's own deeply rooted prejudices about what they can and cannot learn.

"How many times have I heard a student say: 'I can't learn a foreign language, I'm hopeless?'" queries Bartoli. "The challenge in this case is to surprise your students by working in ways they

are not used to."

Therefore, by not answering questions, you bring to the classroom something new and unfamiliar that challenges a student to begin to discover and rely upon their inherent faculties to learn, the greatest of these being the development of intuition, which is the undisputed champion of every great new idea in history.

Precise techniques or actions for beginning this process can include, for instance, calling on other students to answer questions instead of doing it yourself, when it is appropriate; or encouraging multiple responses to a single ques-

tion. When correct answers are put forth, you can have the student or students describe how they arrived at the correct response and vice-versa for how they reached an incorrect conclusion.

Ultimately, this process begins to build the inner criterion in every student that can lead him or her to becoming highly effective and confident learners who are capable of creating and expanding their knowledge at will.

You can learn more about Dr. Gattegno and his approaches to learning by going to www.calebgattegno.org and www.educationalsolutions.com.

MIDDLE SCHOOL IS 62, BKLYN TRAINS STUDENT LEADERS



Student Ross Navarro of IS 62 in Brooklyn

By DR. ROSE CHERIE REISSMAN

A newscaster reports on the closing of a Kensington Pizza shop. Another newscaster stands in front of a local branch of the public library which has been closed. Students with teen students from IVDU a special needs parochial school to survey views on financial literacy. The educators from Muslim, Russian and Brooklyn backgrounds learn about Jewish culture. A team of students brainstorm questions for Daily News journalist Denis Hamill. Student designers design poster boards that will be used in a 2012 student expo. Students design model personal memoir boxes. Students practice reading aloud poems using a microphone for the Bowery Poets Club open mike reading. Student web designers analyze author sites to create fan sites. A young writer works on a chapter in an upcoming book on literacy and technology for a national society.

These are snapshots from the lives of IS 62 middle school students making a difference in their neighborhood. The school's leader, Barry Kevorkian, ensures that the curriculum includes rigorous academic, arts, sports and law courses providing students with leadership opportunities.

Ditmas learners (ELL, Newcomers, enrichment, CTT, special education) learn to voice perspectives. They meet journalists, Holocaust survivors, and diverse residents. They work to produce the Ditmas News Network an ongoing local news around school broadcast. The stu-

dents have recorded two podcasts for Teaching Financial Literacy, produced by Mark Gura.

In partnership with educators Carideo, Downes, and Liotta, students have the opportunity of meeting working journalists including: Clem Richardson, Denis Hamill and Filip Bondy of the Daily News. Student journalists mirror the hometown news style of the Daily News. Reissman's Writing Institute program makes writing come alive as students work on digital and published books. They assume publishing roles, including editors, graphic artists, photographers, writers, illustrators, publicists and marketers.

Students learned from author Andrea Pinkney at Scholastic books. Students ran Literacy Expo with over 400 parents and guests. Writing Institute students went to the Bowery Poetry Club in Manhattan to read aloud original poetry (composed in Ms. Xavier and Ms. Rodriguez's classes). On May 5th, over 20 student leaders went to York College for their annual presentation of leadership.

At Ditmas IS 62, civic and literacy leadership integrate rigorous Common Core learning. Middle school can be the place where students take on leadership roles and expand literacy.#

For further information about Ditmas Student leadership opportunities, contact:

Barry Kevorkian, Principal bkevork@schools.nyc.gov; Dr. Rose Cherie Reissman (cherie.reissman@yahoo.com)

Russell

continued from page 14

ing time when they take high-stakes examinations, such as the SAT, GRE, or LSAT. The end results are that otherwise qualified disabled students are being rejected from colleges and universities based on test scores that do not reflect their true abilities.

At the state level, pressure is being placed on state lawmakers to reduce the costs that public school districts face. For example, advocates for districts across the state are urging cuts to transportation budgets. This would be an unfair burden for thousands of families of disabled students across New York State.

There are, however, a few bright spots in the struggle to preserve the rights of disabled stu-

dents including the work of Rep. Bill Cassidy, M.D. (R-LA) and Rep. Pete Stark (D-CA) who have proposed a bipartisan dyslexia congressional caucus to raise awareness of the challenges dyslexic students face on a daily basis. Representatives Cassidy and Stark, both parents of dyslexic children, plan to pursue policies that will permit dyslexic students to reach their full potential.

To deny disabled students the access to the programs and accommodations that they are rightfully entitled to under the law further exacerbates the considerable challenges that these students face every day in schools. America cannot afford to waste human capital or squander the talents of any of its students. #

John J. Russell, Ed.D. is the Head of The Windward School in White Plains, N.Y.

Carole Hankin

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friends, but they don't provide much occasion for developing closeness. Inviting a friend for dinner or a sleepover can be a wonderful way for your child to get to know his or her companion better. When appropriate, allowing children to include a friend or two in other family activities and traditions can also go a long way toward helping them discover that differences can be as valuable as similarities in building friendships.

If your child is shy, or seems to have difficulty making new friends, remember to be supportive. Anxiety about new situations, including meeting new people, is not unusual

in children. Children who are reticent may not develop friendships quickly, but do often have relationships once they are established. Talking to your child's teacher is a good idea; teachers see children in the group setting and may be able to help by pairing your child with a compatible peer during a classroom activity. Another way to help children make new friends is by encouraging participation in extracurricular activities that appeal to their special interests. Discovering others who share their enthusiasm for a particular activity can open the door to great relationships.

Whether your child is shy or outgoing, taking the time to make sure he or she develops good friendships is well worth the effort, and the benefits are certain to last a lifetime. #



Philanthropist Tina Flaherty Helps Churchill's Words Cross the Atlantic to Hunter College & the Morgan Library



Allen Packwood & Tina Flaherty

By LISA K. WINKLER

"A little mouse of thought appears in the room, and even the mightiest potentates are thrown into panic," British Prime Minister Winston Churchill said in his "Defence of Freedom and Peace" speech, a radio broadcast October, 16, 1938 to the American public, calling for support in the early days of World War II.

Soldier, statesman, Prime Minister, war leader, orator and writer: Churchill's life and words are well documented in countless biographies, movies, and exhibits. His writings — ranging from letters to his parents to his speeches and books — are collected in vast archives, more than 3,000 boxes holding about one million pieces of his work. Some of these archives will be the focus of the Morgan Library & Museum's exhibit, "The Power of Words," opening June 8 and running through September 23 in New York City.

Education Update recently visited with Allen Packwood, director of the Churchill Archives Centre based at Cambridge University; the

exhibit celebrates Churchill's relationship with New York and will introduce the statesman, who died at 90 in 1965, to younger generations.

People will see what Packwood calls the "raw material of history." Documents will transport viewers to the actual events, allowing visitors to see the correspondence Churchill had with other world leaders, including President Franklin Roosevelt, Joseph Stalin, and generals during the war. Special listening pods will allow visitors to hear his speeches and read the words on the screen.

Why study Churchill? For Packwood, that's easy. "He's fun. He had an amazing life, charging with the British cavalry, writing for newspapers. His political career allowed him to engage in the most important episodes of the 20th century — two World Wars and the Cold War," Packwood said. "To understand the world today, students need to understand how the world evolved."

Additionally there's the power of Churchill's words. Showing how words can engage and

mobilize others to act empowers others, said Packwood, who is organizing the New York exhibit. Always passionate about history, having visited castles and battlefields as a young child, Packwood majored in history at Nottingham University and then became interested in medieval history, which led him to archives.

The Tina Santi Flaherty — Winston Churchill Literary Series will also be held at Hunter College under the aegis of President Jennifer Raab.

The exhibit will include artifacts from Churchill's home, including the honorary passport granted him by President John F. Kennedy in 1963. Resources for educators and school tours are being planned in addition to a lecture series funded by philanthropist Tina Santi Flaherty.

Winston's connection with New York City is legendary: his mother Jennie was born in

Brooklyn; he was run over by a car on Fifth Avenue as a young adult and had to be taken to Lenox Hill Hospital. #



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LEARNING LEADERS HOLDS DEBATE: RANDI WEINGARTEN AND STEVEN BRILL

By RACHEL GELLERT

Learning Leaders, a nonprofit volunteer program in New York City, recently held its annual Education Forum at the Kimmel Center at New York University. The forum featured a panel discussion about reforming public school education between Randi Weingarten, president of the American Federation of Teachers, and Steven

Brill, author of "Class Warfare: Inside the Fight to Save America's Schools." Joyce Purnick, a journalist at the New York Times and political analyst on WNYC, moderated the conversation.

Learning Leaders, founded in 1956 with 20 volun-

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MIDDLE SCHOOL HAPPENINGS

PARENTS, COUNCIL MEMBERS DEBATE BEST MIDDLE SCHOOL FOR UPPER EAST SIDE

By YURIDIA PEÑA

Upper East Side parents came in droves to a Community Education Council District 2 (CECD2) meeting recently to advocate for one of two resolutions that would decide what type of middle school will open when space at P.S. 158 becomes available: a school for general education students or for the gifted.

After listening to the public outcry, CECD2 members voted for the creation of a district middle school in the top floors of the P.S. 158 building and opposed the introduction of a satellite campus of The New York City Lower Laboratory School for Gifted Education, or Lower Lab.

P.S. 158, located on York Avenue and East 77th St., is situated in an area where a middle school is in high demand. "District 2 is a tremendously sprawling district that almost covers all of Manhattan," said Alan Cohen, the Lower Lab PTA co-president. Cohen advocated for the opening of Lower Lab Middle School. "There are not enough middle schools in the Upper East Side," he added.

P.S. 158 parents strongly opposed the Lower Lab expansion. "The middle school should be open to all District 2 students," said Alison Bower, a parent who called the resolution an "elitist and self-serving proposal."

Ann Lindenbaum, another P.S. 158 parent, clamored for a freestanding school. "It is imperative that all children in District 2 have equal access to these new seats," she said.

The meeting got heated when Lower Lab parents spoke to the audience. "I will not tolerate potshots at our kids," said Lower Lab parent

David Cohen.

During their deliberation, CECD2 members openly expressed their reluctance to the Lower Lab expansion. "The resolution, as it stands, I will not support," said Tamara Rowe. Another member, Sarah Chu, said, "Because we were hit with all this data today that we don't understand, I think that we can't definitely say yet what we need in this community."

CECD2 members also raised the question of how the principal would administer the Lower Lab Middle School if it were housed in P.S. 158 — nearly 20 blocks away from the elementary school.

Demetri Ganiaris, a CECD2 member, suggested a special session to specifically express the logistics of the resolution to expand the gifted and talented school. However, the other members did not uphold his request and the majority voted against the proposed expansion.

Parents also expressed their dissent to housing a charter school in P.S. 158 or anywhere else in their district. Earlier that week, a Daily News article announced Eva Moskowitz's plans to expand her dynasty — Success Academy charter schools — into high-performing neighborhoods. "We definitely do not want a charter school in our building," said Cynthia Wong, a P.S. 158 parent.

At the meeting, CECD2 First Vice President Simon Miller said there have been talks percolating in the Department of Education about opening charter schools in affluent neighborhoods like the Upper East Side for some time. He then said: "You really have to remain vigilant." #

Beating the Odds: Lesson from Turnaround Middle Schools

By ADRIANA VILLAVICENCIO

In New York City and around the nation, there is intense interest in trying to answer the question, what does it take to turn around a struggling school? Current turnaround strategies outlined in federal and state policy include school closures, conversion to a charter school, dismissal of the principal and a substantial proportion of teachers, and the reassignment of students to other schools.

This study conducted by The Research Alliance for New York City Schools (RANYCS), was motivated by a desire to learn more about how a group of middle schools substantially improved without dramatic reform strategies. The report, "Learning from Turnaround Middle Schools: Strategies for Success" documents the strategies by which a set of turnaround schools improved student performance by drawing on existing resources and developing internal capacity to educate students effectively.

The study focused on two groups of initially low-performing schools with comparable levels of high-need students. One group exhibited significant growth in academic performance between 2006 and 2010, while the other saw minimal growth or remained stagnant during the same period. While the study is limited to six schools, the rich data we collected draws insight directly from principals and teachers, which allowed our team to better understand how these schools improved. This type of qualitative research can inform the work of educators and the districts that support them by providing school-level descriptions of the practices that played a role in school improvement.

A primary lesson from our study was the importance of leadership. Three essential

leadership-driven conditions emerged as the foundation for the schools' success:

Aligning needs, goals, and actions: Principals displayed a similarly strategic placement of resources and energy toward specific areas most in need of improvement. They

also shared an ability to communicate their vision to school staff.

Creating a positive work environment for teachers: Positive principal-teacher relationships—established through professional and personal support—helped ensure alignment between schoolwide goals and teacher work.

Addressing safety and discipline: Principals and teachers also cited the importance of establishing order in their school buildings as essential for improvement. Minimizing discipline issues freed teachers to direct more time, energy, and resources towards instruction.

According to principals and teachers, these conditions established a school context in which they could implement specific strategies to improve teaching and learning. The most common strategies included: 1) developing teachers internally, 2) creating small learning communities, 3) targeting student sub-populations, and 4) using data to inform instruction.*

The findings from this study highlight the importance of cultivating strong leaders for struggling schools. School districts might consider offering incentives to successful principals to take positions in persistently low-performing middle grade schools or providing sustained mentorship between these successful principals and principals in low-performing schools. Second, leaders should be trained in both strategic goal setting and addressing disciplinary issues as the first order of business. Schools with high suspension rates and a large number of incident reports may particularly benefit from such training. Finally, this study highlights the importance of providing regular and ongoing opportunities to develop teacher capacity within the building.

Although this kind of improvement may not be possible for all low-performing schools, the experiences recounted in this report suggest important lessons for educators and policymakers, both here in New York and around the country.#

*For more details on each of these, see the full report.

Adriana Villavicencio is a research associate, NYU Steinhardt Research Alliance for NYC Schools.

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HIGHER EDUCATION IN AND AFTER PRISON

By BARBARA MARTINSONS

Counting all the people in jail and on probation or parole you get over 7.2 million people under the supervision of Corrections. This is one in every 31 U.S. adults [as of March 2009]. Almost all current inmates will be released in time, and will re-enter their communities. Of these, roughly 2/3 will end up “recidivated,” re-arrested, and some 40 percent to 60 percent will be re-incarcerated, within three years after their release (Langan and Levin, 2002). For many, the prison exit is a revolving door.

Education for those in and those in transition from prison is part of the solution to recidivism. The US Department of Justice released a study in 1994 that is often cited. It showed that of 275,000 prisoners released from prison in the early 90s, 67.5 percent had been rearrested within three years after release, and 51.8 percent were back in prison. There are also many studies of

the impact of education in general and college in particular on recidivism. Each comes to the same conclusion: recidivism is reduced when inmates attend school/college while in prison, and that this reduction correlates to the amount of schooling completed.

Perhaps the work on recidivism and college is best summed up by Professor Michelle Fine, Distinguished Professor of Psychology, Urban Education, and Women’s Studies at the Graduate Center of the City University of New York in a report called *Changing Minds*, written in collaboration with incarcerated women at the Bedford Hills Correctional Facility (BHCF). The study



found that college programs for those in prison radically reduced recidivism rates from 30 percent for women who did not attend college while in prison to 7 percent for women who did. “College in prison is a powerful intervention and relatively cost effective,” according to Professor Fine.

I would argue that dollar for dollar, education is a more effective crime-fighting strategy than re-incarceration. As the study mentioned above demonstrates, providing

inmates access to higher education is fiscally far more efficient than incurring the high rates of re-incarceration and diminished employability. Specifically, the report estimates savings of about \$9 million for every 100 prisoners over a period of four years. The Hudson Link college program

servicing the men at the Sing Sing Correctional Facility, for example, has been in place for 13 years with almost zero percent recidivism.

Higher education during the transition from prison is equally crucial in preventing recidivism. College and Community Fellowship, an organization that helps women returning from prison to make the transition and complete college and graduate school degrees, guides students through school while promoting their leadership, self-advocacy, artistic expression, civic participation and long term economic security. The recidivism rate of these women, over 13 years, is less than 2 percent.

Barbara Martinsons has taught college classes in sociology and American history at the CUNY Graduate School, at Marymount Manhattan College and at Bedford Hills Correctional Facility, Sing Sing Correctional Facility and at Sullivan County Correctional Facility. She serves on the Boards of Hudson Link for Higher Education and College and Community Fellowship.

High School Students Gather at the United Nations to Discuss Human Exploitation

By ZARA JAMSHED

At the 36th annual UNIS-UN conference, high school students from the United Nations International School and 300 students from around the world congregated at the General Assembly Hall of the United Nations to discuss a topic of global relevance.

This year’s topic was “Human Exploitation — Exposing the Unseen.” Many esteemed guests from various fields of study delivered speeches at the conference concerning themes of labor and sex trafficking, child soldiers and prostitution. Katherine Chon, cofounder of the Polaris Project, explained how she had first become aware of human trafficking and how she became inspired to try and combat this type of crime. Daniel Persico, vice president of KEMET, talked about how the large manufacturing company was able to extract necessary minerals and remain 100 percent conflict free. Rachel Lloyd, Executive Director and Founder of GEMS, was once a victim of sex trafficking, but used her experience after she escaped to create an organization in New York dedicated to helping young women reintegrate into society.

One remarkable feature about the conference is the active participation of the students. During the student panel, five students from various countries — Turkey, Argentina, Japan, India and the United States — gathered to discuss how human exploitation affects that student’s country and society as well as how governments handle these problems. Every panelist took a different angle to the wide problem of human exploitation. A student from the United States focused on the repercussions of the enslavement of African Americans on his society while the student

from India focused on labor exploitation as well as mail-order brides. Other students referred to the status of prostitution in his or her home country or the popularity of pornography. This panel, followed by a question and answer session with the entire population of students allowed for great student involvement.

The student debate was conducted under the resolution statement, “RESOLVED, adult prostitution is a violation of the individual’s human rights and should be deemed illegal by governments internationally.” The affirmative team from Japan argued how sexual encounters for profit are often nonconsensual and therefore violate an individual’s human rights. However, the American students on the negative side claimed that restricting the occupation of a person is in itself deprivation of rights as well as that it was impossible for governments internationally to completely abolish prostitution. After a lengthy discussion, the students voted the affirmative team as the side that had presented most convincingly. The student film competition allowed different schools to present their perspectives in an engaging way. All of the films took different perspectives on the theme of exploitation unique to their particular lifestyle.

This year’s UNIS UN conference brought to light an issue that students were not necessarily aware about and gave them a plethora of viewpoints and experiences to take back home. Hopefully this type of awareness will decrease ignorance and inspire youth to have an impact. #

Zara Jamshed is a junior at the United Nations International School and an intern at Education Update.

Hershenson

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Although CUNY is not one of the two main partners of the high-tech graduate science campus to be built on Roosevelt Island, the university has ties to Cornell and Israel’s Technion, and will be involved in various collaborative efforts (the president of City College is a Cornell graduate, and many science faculty nationwide are CUNY graduates).

It’s not all science, of course. Hershenson speaks of the “renaissance” at CUNY in all disciplines — new professional schools in the humanities and social sciences, the Macaulay

Honors College and New Community College (NCC), (Scott Evenbeck, president) across from Bryant Park, scheduled to open this September. “Our community college population is over 100,000; we’re bursting at the seams,” he said. NCC will be based on a full-time credit model called ASAP, which the Chancellor instituted five years ago to improve community college graduation rates. Where “this reform engine” has already been in place, the change has been dramatic, rising from 25 percent graduation in three years to 60 percent. Hershenson would go on ... without notes ... but even Mr. CUNY has to get back to business. #

Morales

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When Education Update caught up with Dr. Morales, he had just returned from the college’s 11th annual Undergraduate Conference on Research, Scholarship and Performance and was filled with admiration for what he saw and heard: over 170 poster presentations and performances by more than 300 undergraduates who were doing work more commonly associated with doctoral-level projects. Morales was quick to point out the “hard work and dedication of the college’s faculty who mentor our students,” adding that the “faculty play a central role in mentoring and guiding student research.”

He was especially taken with posters describing research regarding the resurgence of turtle populations at the former Fresh Kills Landfill (which will soon be transformed into New York City’s largest parkland), anti-Semitism and its relation to attitudes toward Israel, and breast cancer. Underscoring the president’s commitment to inclusion was the presentation by the Little Fe Supercomputer Team, comprised of some of CSI’s best students, technical staff and an exceptionally talented high school student. The diverse, interdisciplinary team has

expertise in a broad range of computational science, mathematics and engineering and includes members with physical and developmental challenges. The team built a high performance, parallel processing supercomputer and is currently developing the software to power CUNY’s first autonomous vehicle.

President Morales has a B.A. in history (secondary education) from SUNY and a Master’s and a Ph.D. in Education Administration and Policy Studies from SUNY Albany. His over 32 years in higher education were in senior executive positions at SUNY, CUNY and the California State system. For sure, he knows the large urban university scene. In fact, he represents CUNY on many national boards and coalitions that focus on urban colleges and universities. He serves on the Executive Committees of AASCU and HACU, and CUMU, and further keeps the University on the national stage by participating on task forces that concern themselves with college readiness and reducing the number of students entering college who need remediation — constant questions for colleges and universities around the country.

He soon paused in the recital of data to note — a heartfelt expression — that he also truly loves Staten Island. #



Harvard Expert Dr. Louisa Moats Introduces Educators to the Reading Rope at the Windward School

By RICH MONETTI

The Windward School under the expert leadership of Dr. Jay Russell recently held its annual conference. Dr. Louisa Moats spoke at the Windward School in White Plains, N.Y. and presented "Reading like a Detective: The Essence of Comprehension." The new Common Core Standards for Reading and Language are not likely far removed from a collective anxiety over upcoming September lesson plans, Dr. Moats said to the audience of approximately 500 educators and parents.

The deep understanding the Common Core is aiming for means students must be able to analyze and synthesize complex texts and summarize the central ideas fluently. "A lofty expectation," she said, "but how do you get there by high school?" She referred the audience to Scarborough's Reading Rope as a primer. "It scientifically analyzes measurable areas of deficiency and allows teachers to develop strategies to address them," she said.

In this, the Vanderbilt and Harvard educated teacher, psychologist and author elevated the importance of being able to fill in the gaps between the actual words and the ideas the writer expects the reader to infer. She used a Stuart Little passage to demonstrate the deficiency



Dr. Jay Russell and Dr. Louisa Moats

poor readers have in distinguishing between what's referred to as the "surface code" and the "text base."

The troublesome mouse "laces up his skates" after a long indoor bound bout of "bronchitis" and hits the sidewalk but "doesn't get far" before being faced down by an "Irish Terrier." He then must "shinny" up for his life, landing in a garbage

can using a "celery grove" as cover. A weak reader might not know what Bronchitis is — thus missing the eager abandonment Stuart has for setting his sights on a nearby pond. She then may misinterpret "not getting far" as a measure of distance rather than the obvious threat an "Irish terrier" presents and the urgency demonstrated in a "shinny." Finally, not catching how a leafy "celery grove" suits the mealy mouse as camouflage paints the full picture of Stuart's desperate situation. "How much meaning

would be lost if you don't get reference from the text base," she asked.

The same question arises when a child's background knowledge is taken into account. "The

less you bring to a text, the less you get out of it," she said. Conversely, knowledge serves as a framework in which new information can be slotted in among the old. As a result, she says, "A mental web of facts and ideas are constructed as we read."

Nonetheless, common core recommends that time shouldn't be wasted on background. "Don't listen to that," said Dr. Moats.

Making time, as might be expected, means that your lesson plan must read like a detective. In other words, lose the workbook and be an active reading guide by providing an ongoing Q&A with students. "I get it, we're supposed to understand what we teach before we teach it," was the epiphany Dr. Moats recalled from a 35 year teaching veteran upon getting with the Reading Ropes program.

In the end, being able to construct the mental image required to become an engaged reader becomes a skill that emerges from repetition. "It's a habit of a reflective, purposeful approach to each word, sentence, paragraph and chapter," she concluded. #

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Teachers College Conference: New Hope on Rights for the Disabled



David Morrissey, Executive Director of the US International Council on Disabilities



The conference was organized under the aegis of Dr. Linda Hickson, Professor of Education & Director, Center for Opportunities and Outcomes for People with Disabilities



Professor Emeritus Leonard Blackman and his sons Gary and Mark Blackman participated in the conference

By SYBIL MAIMIN

Coming in a motorized chair via subway to speak at the Teachers College Conference “When Worlds Collide 2012: Ongoing Challenges of Special Education,” David Morrissey brought optimism and hope. Executive Director of the United States International Council on Disabilities, an NGO in Washington, DC, Morrissey is a leading advocate for the 2006 UN Convention on the Rights of Persons with Disabilities (CRPD). Explaining that the treaty has led to the disabilities rights movement “exploding around the planet” with 153 countries signing and 110 countries ratifying it so far, he is campaigning vigorously for US ratification. To “sign” the document means to show support, to “ratify” means to commit to making it legally binding.

Barack Obama signed the Convention in 2009, making it the first UN treaty to be signed by a US president, but getting it ratified is more of a challenge as this country is traditionally wary of accepting laws made outside our country. (For example, the US has not signed the UN Treaty on the Rights of Women or the Kyoto Protocol on global warming.) The US does have the Americans With Disabilities Act (1990), but some say ratifying the UN treaty would give broader protections and demonstrate American leadership in the area.

Morrissey is hopeful of eventual Senate approval because “disability knows no party, no religion, no race,” and it is possible to attach “reservations” and “understandings” to a treaty before signing that protect a nation’s laws and

interests. Morrissey suggested all politicians need to make some gestures toward bipartisanship and, “Because it is so universal, disabilities become a convenient bipartisan space. . . . Unanimous consent would be a tremendous affirmation and message to people with disabilities.”

The Convention, which was drafted with full participation of people with many types and stages of disability, covers all aspects of life and sets a benchmark standard of general human rights, not new or special rights. Article 24, which covers Education, mandates a universal right to education without discrimination and lifelong learning with full development of human potential. It calls for changes on the ground for children with disabilities and individualized support and use of mechanical aids to achieve potential. Access to tertiary and vocational education must be assured, and skills recognized and opportunities offered. Reasonable accommodations must be made for people with disabilities.

There are 93 to 150 million disabled children in the world and, depending on their culture, many are unlikely to start or stay in school leading to poverty and dependency as adults. The treaty has been embraced by many developing nations that see it as an aspirational part of their development.

Despite increased awareness of the needs and rights of the disabled around the world, Morrissey admits that changing attitudes is slow and meaningful progress takes time. Employment rates for the disabled in this

THE ETHICS COLUMN

Resetting the Artificial Biological Clock

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

Since the birth of the first “test tube” baby, Louise Brown in 1978, in-vitro fertilization has become increasingly widespread. More than four million children have now been created as a result of the process. In New York City, IVF is a staple of the reproductive arsenal for many couples, both gay and straight, and for a sizeable number of single professional women. Unfortunately, despite these technological advances that could liberate women from their proverbial “biological clocks,” prospective mothers continue to face gender-based age discrimination at fertility clinics.

No laws in the United States place any upper age limit on IVF treatments — unlike in Western Europe, where several nations limit IVF to women under 50. In practice, however, many American reproductive medicine specialists and clinics unilaterally impose their own age limits on prospective female patients. If these specialists imposed their caps for purely medical reasons — for example, because they feared pregnancy in one’s 50s was inherently much more dangerous than pregnancy in one’s 40s — that would pose a challenging ethical dilemma.

How much risk, society might ask, should we allow an older woman to assume in order to achieve motherhood? And is that a decision for her or for her doctors? Similarly, if the concern were for the baby’s health, these specialists might have a plausible concern. Alas, since older women usually use donor eggs from younger females, the risks of genetic defects in such babies are actually lower than in the gener-

al population. The real reason that many physicians and clinics impose these limits is that they simply believe 55 is “too old” for motherhood.

Note that I wrote “motherhood” — not parenthood. To my knowledge, few — if any — of these specialists or clinics place similar limits on the age of prospective fathers. In fact, these same clinics often use the sperm of older male partners to inseminate younger women, even though older paternal age has been associated with diseases such as schizophrenia and autism in offspring. In other words, a 55-year-old woman with a 40-year-old husband will frequently be refused IVF, while a 49-year-old woman with a 75-year-old husband will not.

Although the American Society for Reproductive Medicine issued a statement in 1996 finding “no medical or ethical reason” to object to post-menopausal IVF in all cases, many OBGYNs impose their own moral standards with impunity. Ironically, some specialists even defend this distinction on the grounds that it is “unnatural” for women to give birth beyond a certain age.

The reality is that discrimination against older would-be mothers reflects a much broader and pernicious double standard: The same critics who find motherhood past 55 morally objectionable are merely amused when Strom Thurmond fathers a child at 75 or Tony Randall enters parenthood at 78.

At its best, IVF should be used as a tool to increase reproductive equality — not to diminish it. If society wishes to limit IVF to younger parents, the rules should apply to both fathers and mothers. #

Rule of Law

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when the example set by one of our largest and better-managed public companies is something less than what is right? Even though Wal-Mart may not be able to be prosecuted on some of its actions because the statute of limitations on some of the offenses may have run out, its actions were wrong and a violation of law. By secretly coding its receipts and not properly accounting for its expenditures, it would appear that Wal-Mart knew that its actions were wrong at the time engaged in. We are a society that follows the rule of law. Excusing Wal-Mart for its actions, no matter how rationalized, is just plain wrong.

country have not improved in twenty years, even though new technologies support people in the workplace as well as children in school. Morrissey reports that about 1 billion people in the world (15 percent) are disabled, and the number is growing due to better report-

We try to teach our children that laws are not made to be broken by the mighty. That the same laws apply to all of us. Merely because no one is physically injured does not excuse a wrongdoer. White-collar commercial bribery is not just wrong, it is illegal, and when it is undertaken by a corporation like Wal-Mart, it only encourages smaller and less successful entities to do the same. This is not an instance where we need to set an example, but one in which Wal-Mart should be treated like any other offender and be properly penalized under our existing laws which are enforced by the U.S. Securities and Exchange Commission and Department of Justice. #

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

ing, aging, and more chronic, rather than fatal, diseases. He believes an international protocol like the CRPD gives an important message to the world: the disabled must not be invisible, and they have needs and rights that must be met. #



Disabled Students Under Siege

By JOHN J. RUSSELL, Ed.D.

Since the Individuals with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) were originally enacted, the rights that these laws grant students have frequently been denied by schools. The case that Tom Freston brought against New York City is a prime example of the constant struggle that parents of disabled students face. In 1997, Mr. Freston's son, then 8 years old, was having difficulty with reading. After educational consultants, hired by Mr. Freston, determined that the educational options offered by the New York City public schools were inappropriate, Mr. Freston placed his son in a private school that specialized in learning disabilities. He then sought tuition reimbursement from the City under the provisions of ADA that entitled his son to a "free and appropriate education". The City refused to pay claiming that a child must first fail in a public school before a parent can place the child in a private school and receive tuition reimbursement.

Mr. Freston filed a lawsuit in which he stated that he wanted to make sure that families with disabled children receive appropriate services from public schools. If the public schools cannot provide these appropriate services, then parents are entitled to tuition reimbursement. In October 2007, ten years after the initial suit, the United States Supreme Court affirmed a lower court ruling that New York City had to reimburse the Frestons for their tuition payments. Mr. Freston donated the reimbursed funds to establish a tutorial program for struggling public school students.

Tom Freston's lawsuit established that the nation's principal special education law guarantees every student a free appropriate public education and requires school systems to pay for



private placements when their own programs or classrooms are not suitable. While this was a landmark victory for all students with disabilities, it is just one chapter in a continuing battle to ensure the rights of disabled students.

Here is the very troubling reality that far too many students face: 8 million American students in grades 4 to 12 are not fluent readers (U.S. Department of Education, 2001) and 3,000 students drop out of high school every day because of poor reading and writing skills (Partnership for Reading, 2003). The National Assessment of Educational Progress consistently finds that about 36 percent of all fourth graders read at a level described as "below basic." According to the International Dyslexia Association's new Knowledge and Practice Standards for Teachers of Reading (IDA, 2010), between 30 and 50 percent of students are at risk for inadequate reading and writing development. The report posits that most of these at-risk students are not being identified as eligible for special education services. As a result, they are not receiving the type of instruction that they require; instead they are dependent on the instruction given in mainstream classrooms.

As these appalling results clearly indicate, there are far too many teachers and administrators who are woefully ignorant of the research-based strategies that have been proven to help all students read proficiently and to reach their true academic potential.

At the federal level, the Government Accounting Office (GAO) released a report showing that many students with learning and other disabilities, including dyslexia, are being denied accommodations, such as extended test-

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Kennedy Child Study Center Celebrates Peter Gorham & Elizabeth Schmeelk



(L-R) Executive Director Peter Gorham, Board Chair Michael O'Shaughnessy, His Eminence Edward Cardinal Egan & Board Member Marty Keating

Founded by Rose and Joseph Kennedy in 1958 in memory of their son, Joseph P. Kennedy Jr., the Center, located in Manhattan and the Bronx, has been providing outstanding services to preschool children with developmental disabilities.

Funded in part by the archdiocese, government money and private donations, the Kennedy Child Study Center (KCSC) honored Peter Gorham, executive director of the Kennedy Center and Elizabeth Schmeelk, philanthropist. Over 500 attendees gave a standing ovation to several young graduates of KCSC who sang and swayed to music and to the performance of Daniel Trush, a young man who suffered

a brain aneurysm at the age of 12, recovered and now at the age of 27 helps others compose and sing. Some of his lilting lyrics were:

For the people that helped me heal
For their love and keeping it real
Who know when I'm good or need to rest
Whose care and affection are the best.

Marty Keating, a member of the Board of Directors, organized the benefit. His Eminence Edward Cardinal Egan, Archbishop Emeritus of New York gave the awards; and Monsignor Sullivan gave his unwavering support. Magee Hickey, a Channel 11 reporter, and daughter of the late Board Chair, Lawrence Hickey, was a fabulous Emcee. #

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MORAL INTEGRITY AND THE RULE OF LAW

By ARTHUR KATZ, JD

The New York Times recently published a lengthy article entitled “Vast Mexico Bribery Case Hushed Up by Wal-Mart After Top-Level Struggle.”

Although it ultimately may be shown that The New York Times got some of its facts wrong and that some of the anticipated legal ramifications are incorrect, what appears to have happened is that payments were made in Mexico on a number of occasions in connection with expediting the granting of various building and other permits that Wal-Mart’s Mexican affiliate needed in order to build its various stores.

The article, among other disclosures, said that an aggregate of at least \$24 million was paid, that the issued receipts were coded to reflect the true nature of the services rendered, that such payments were known by senior management not just in Mexico but also in the U.S., that prompt actions were not taken to fully investigate or to terminate the activity and, indeed, actions apparently were taken which may have fostered the continuation of the illegal activity and a continued culture of commercial bribery in the right circumstances.

Some of the actions taken by Wal-Mart and its Mexican affiliate violated the law.



Wal-Mart apparently did not properly account for the payments made on its books, which was and is a violation of law. Moreover, and despite what those of us who work in the field would say were “best practices” at the time the acts were committed and reported up to senior management, senior management instead of fully investigating the activities and causing Wal-Mart to take aggressive actions to make sure that the illegal activity was discontinued, apparently made an effort to minimize and even cover up what occurred. The attitude exhibited by senior Wal-Mart management obviously was not the proper tone from the top that regulators and lawyers encouraged at the time that the events occurred or at the present time.

It now appears that, before the story was released and after Wal-Mart learned that an investigation was being pursued by The New York Times, Wal-Mart took the affirmative action it should have taken more than six years earlier and started to treat the matter with the seriousness it deserved.

What does this episode show us? How can we teach our children and students to be honest, to have a sense of integrity and to obey the law

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FROM THE SUPERINTENDENT’S DESK

Making New Friends and Staying in Touch With Old Ones

By DR. CAROLE HANKIN
WITH DEBORAH FRENCH



Most parents and teachers recognize that children’s lives need to be balanced with a healthy mix of learning and socialization. In this age when children are so often plugged in to iPads, iPods, iPhones and other devices, it’s all too easy for them to become so absorbed that they’re distracted from engaging in meaningful relationships with their peers. The importance of peer relationships in children’s development is well-researched — and those of us who have remained close to a friend or two from our own school days can attest to the lasting value of childhood friendships.

Friendships provide the opportunity for children to learn important social skills, as well as to develop self-esteem and a sense of companionship and belonging. Early childhood friendships begin as essentially self-centered experiences based on pleasure. Very young children seek out others who have similar interests, but they typically do not engage in much conversation outside of these shared experiences. As children grow and mature, their friendships go beyond sharing toys and taking turns to

mutual consideration and respect for differences, as well as appreciation for the similarities that brought them together.

Good friendships made during childhood and adolescence have a lasting positive impact and can lead to rewarding, intimate relationships

later in life. As friendships mature, they continue across time and distance. Having an ongoing relationship with one or more special friends can be a tremendous source of emotional strength and encouragement for your child as he or she grows into young adulthood and progresses through the various stages of maturation. In times of joy (graduation from college, weddings, the birth of a child) and times of distress (illness or injury, the death of a loved one), a close, lifelong friend is a mainstay.

Encourage your child early on to develop a few close friendships by making sure he or she has the opportunity to spend one-on-one time, as well as time with friends in small groups. Large-group activities are excellent for fostering team-building and cooperation skills, as well as introducing your child to potential new

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DR. CHARLOTTE FRANK, SR. VP, MCGRAW-HILL EDUCATION

By JOAN BAUM, Ph.D.

Dr. Charlotte Frank, former just-about-everything in education, who has been for the last several years Senior Vice President of McGraw-Hill Education of The McGraw-Hill Companies, shows absolutely no indication of slowing down in her efforts to address “critical issues of education and their importance for business,” the theme of many of her articles and lectures. Honors continue to mount — just this past April she was given a “salute” by The Bank Street College of Education for a lifetime of achievement in education that included a celebration of her smooth, mid-life change of career, from being the head of curriculum instruction in New York City, where she introduced curriculum bulletins for all New York City teachers in all subject areas, which included Essential Learning Outcomes before the concept of national standards was in place. She embraced at McGraw-Hill new challenges of national and international significance. There she also coordinates the Harold W. McGraw Jr. Prize in Education and co-chairs with Peter (of Peter, Paul and Mary) Yarrow the innovative, much-admired and successful program, Operation Respect: Don’t Laugh at Me.

Indeed, each month, awards come her way. In March she received the East Meadow, L.I. Tikun Olam “Repairing the World” Award for her work in Combating Bullying and around the same time a Proclamation from the Nassau County Legislative Assembly of the State of New York. In June she will be a recipient of a Distinguished Leader in Education 2012 plaque, given by Education Update at The Harvard Club. And May? She’ll in effect be working toward what will probably be another award in recognition of ideas she’ll present at an international forum on politics and peace in Istanbul, Turkey. Her panel is entitled “A Better Education, A Better Future,” and she’s thinking of focusing on “the digital world,” “student performance and closing the achievement gap,” as well as on “the importance of real-life learning” — the concern of countries around the world. The conference will bring together professionals from the world of politics, finance and education, three areas Dr. Frank can readily lay claim to.

Dr. Charlotte Frank, a former Regent of the University of the State of New York, doesn’t move on, she moves out, widening and deepening her involvements in education but keeping close to the center — curricular development. She is driven by the belief that we can accomplish whatever we want to; it depends on how much we care. Her trajectory was — and is — the more remarkable because she started out in a predominantly man’s world at the time. She was the first woman in her physics class in high school and then decided to go into the school of engineering at City College. She decided to major in statistics and economics, getting a BBA. After working in various teaching and supervisory positions, she was appointed Executive Director of the Division



of Curriculum and Instruction for The New York City Board of Education. Receiving the tribute at Bank Street, she recalled how, when she graduated from high school, her father was not too keen on her going to college. It was her mother who strongly encouraged her to go on, to achieve, to be independent. Her determination to keep learning continued to play out when she earned a Masters in education from Hunter College and a doctorate in Education Administration from the Steinhardt School at NYU in 2000.

She also established The Frank Aerospace Study Center in Arad, Israel, to advance science and technology education and continues to be active in the American-Israel Friendship League that sponsors high school exchange programs whereby students stay with host families in both countries. In addition, she leads a mission of U.S. school superintendents and other educators for a six-day visit to Israel. Her involvements focus not just on content areas but on “character building,” an interest that began during the Koch administration when she was asked by the mayor, in response to concerns of the police, fire and sanitation departments, to develop materials she called “Citizenship in New York City.” The common idea is to turn out educated students who feel themselves to be “citizens” — of their cities, of their country, of the world. Toward that end, she has been a generous supporter of various endeavors for high school students in all subject areas but with a particular emphasis on the STEM disciplines, identified as crucial to American and global economic well being: science, technology, engineering, mathematics. At CCNY she established The Dr. Charlotte K. Frank Center for Mathematics Education; and at Hunter, where she was inducted into the Hall of Fame, she has endowed The Charlotte Frank (smart) Classroom. The NYU Science Center also bears her name. Clearly, her future will be one of continuing service, success and awards. #

PRESIDENT TOMÁS MORALES, THE COLLEGE OF STATEN ISLAND

By JOAN BAUM, Ph.D.

Now in his fifth year as the third president of the College of Staten Island (CSI), Dr. Tomás D. Morales expresses delight at hearing that an early April preliminary report from the Middle States evaluation team indicated “a very positive outcome” for CSI. Out of 14 assessment areas for “standards of higher education excellence,” the president notes that 12 received “commendations.” “Commendations in 12 out of 14 assessment areas doesn’t just happen,” reflects Morales, “it comes about due to the hard work and dedication of our faculty and their invaluable contributions to the process.” He is especially pleased, he adds, because his “philosophy” about assessment is that it should not be just about what an institution does but also about how it is “transforming itself into a learning organization,” not just for students, but for faculty, administration and staff. The president notes with pride how all college divisions and committees worked together toward meeting the evaluation challenge and how the prospect of evaluation under the new Strategic Plan, “Many Voices, One Vision,” prompted CSI to revise its mission, vision and values statements.

And, of course, he was delighted to note CSI’s importance in the grand CUNY scheme as the home of the university’s Interdisciplinary High Performance Computing Center, the largest academic HPC center in the New York metropolitan area, currently serving 400 users. The consulting firm of Hendrickson, Durham & Richardson was recently selected for professional design and construction-related services for a new 175,000 gross square foot, \$210 million academic computational science research building that will house the CUNY IHPCC on the CSI campus.

What would President Morales say to parents and prospective students about what makes CSI stand out? He pauses for just a second to catch an enthusiastic breath: “CSI is all about transforming lives. We embrace hands-on undergraduate research and scholarship with world-class faculty mentorships in a global classroom, are home to over 300 international students, offer the only student teaching opportunity in the Galapagos as well as many other study abroad opportunities, and recently inducted our second class of faculty, staff and students into the Phi Beta Delta honor society for international scholars. As the only public institution on Staten Island, we are dedicated to our community by offering students a full spectrum of services, whether they are in our two-year programs, opportunity programs, or working towards a graduate degree. Our campus is also home to more than 130 full-time Ph.D. students, and our faculty and staff continue to earn prestigious national awards.”

Reflecting the history of CSI, which grew out of a merger between Staten Island Community College and Richmond College, the college is



particularly focused on ensuring that A.A. students “transition successfully” to baccalaureate degree programs. Additionally, since 2007, the school has seen a 66.5 percent increase in baccalaureate freshmen, an 84 percent increase in the total number of baccalaureate students on campus, a doubling of the baccalaureate-to-associate’s freshmen ratio, a tripling of the baccalaureate-to-associate’s total student ration, and a 22.5 percent increase in the number of baccalaureate degrees awarded. So far, President Morales says, these accomplishments have raised expectations of excellence, and the college is currently enjoying record enrollment. Data also show a greater overall baccalaureate graduation rate. As for direct entrants from high school, the president points out that during the five years he has been at the helm, SAT scores have risen considerably.

Articulation — the smooth transition from associate’s to baccalaureate — is certainly one reason for greater admissions and retention at CSI, but the college’s various and diverse mentoring programs for all students have certainly made a difference. A two-day mandatory orientation-advisement session for entering students that was piloted last summer has been extremely effective, the president reports. At the end of the program, all students leave with their schedules complete, and thus, no registration anxieties. New academic offerings — “what students want” — have also played a major role in strengthening efforts to attract and retain students. From 2006-2007 and from 2010-2011, the number of CSI students studying abroad increased 110 percent. The president also points out that on his watch, there has been a 38 percent increase in CSI students participating in the Macaulay Honors College, and his scholarship program has record numbers of valedictorians and salutatorians from high schools in Brooklyn and Staten Island enrolling.

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PRESIDENT JENNIFER RAAB, HUNTER COLLEGE

BY JOAN BAUM, Ph.D.



“**I**nterdisciplinary learning” and “collaboration” are terms you repeatedly hear when talking to Jennifer Raab about Hunter College’s strategic plan initiatives currently underway and the new facilities being completed that will help to realize those initiatives in dramatic ways. Now in her 11th year as President, Raab sees her position as continuing to get more challenging and more rewarding. “College” hardly describes Hunter’s presence and role in New York City. It seems more like a university, boasting the largest undergraduate and graduate arts and sciences school in the CUNY system, which consists of four freestanding professional schools, and buildings all over Manhattan.

A new complex in East Harlem, opened in 2011, brings together for the first time the School of Social Work and the School of Public Health and unites them in one of the city’s most underserved neighborhoods. “We broke the silos down,” says President Raab. People in academia tend to get insular and not see or act on the benefits of talking to people in other disciplines. AIDS research, for example, is often viewed either as belonging to science or social science, but in the new East Harlem complex, faculty — and students — will be working beyond “boundaries” and thus more effectively. The president expects that in 15 years it will be apparent that Hunter will have made a difference in East Harlem — that people in the community will be healthier, more socially secure and better educated.

She attributes the changes that will occur in East Harlem to what she terms GIS — geographical information system. GIS will enable researchers to map data in a way analogous to how GPS works in a car. Scientists and social scientists will be able to integrate census and health data, for example, showing block-by-block concentrations of people with asthma or diabetes, and respond — and educate. Political and civic association leaders in the community are supportive of this initiative, President Raab notes, because of Hunter’s intention to study and stay. “Don’t just come to do research on us and leave,” they said. “The college listened,” and extended itself. As part of the East Harlem complex initiative, Hunter has partnered with P.S. 7 and the “I Have a Dream Foundation” to bring health care into the schools.

Another segment of the strategic plan involves strengthening the bond between Hunter and Weill Cornell Medical College. A \$50 million federal grant given to Cornell, called a “translational research grant,” links Hunter College faculty with doctors and with the community — enhancing research and internship opportunities. Other grants given directly to Hunter will bring together doctors and nurses and social workers. Hunter will

also be moving onto a floor of a Weill Cornell building at 69th Street and York Avenue. Hunter gets bigger, it gets better, but it’s not all science.

The thriving Roosevelt House’s Public Policy Institute certificate programs, located in the historic space on East 65th Street, continues to host a prestigious group of leaders from government and the private sector.

Hunter is also creating a “21st century arts school” in Tribeca that is arguably among the more dazzling of strategic plan initiatives. Already a highly competitive program, the MFA in Studio Art gets 600 applications for 50 spots and has global outreach. The new building, scheduled to open January 2013, will include a street-level gallery, more performance and exhibition space and will be able to offer teaching artists in all disciplines greater opportunity to train future artists, while the future artists, the students, will be able to afford shows, museums and performances.

Jobs of course are extremely important, but, as the president points out, 80 percent of Hunter students, an overwhelming number of them immigrants, already have jobs. The academic goal is “to give them aspiration to build a career,” to undertake options their parents didn’t think of. She mentions the pre-law student from Russia, whose parents wanted her to be a doctor, and a Filipino woman who found she did not want to study nursing, as she had been urged, but music, and it was only a full music scholarship from Hunter that allowed her pursue her dream.

A solid liberal arts education, the president believes, with Hunter’s broadening emphasis on interdisciplinary study, and an academic program that collaboratively links classroom to internships and the professional world in new and imaginative ways, will allow all Hunter students to fulfill their dreams. #

SR. VICE-CHANCELLOR JAY HERSHENSON, THE CITY UNIVERSITY OF NEW YORK

BY JOAN BAUM, Ph.D.



Coming up soon on 30 years as vice chancellor under six chancellors and over 100 trustees, Senior Vice Chancellor for University Relations and Secretary of the Board of Trustees Jay Hershenson, easily — and joyously — wears the nickname recently given to him by Board Chairman Benno Schmidt: “Mr. CUNY.” It’s not just that Hershenson is probably the longest-serving top administrator in CUNY’s expanding environment (24 schools, a half million students and 270,000 in credit-bearing degree programs), but that he brings to the position a long and diverse history as a CUNY insider: a community and senior college student, a student political leader, an adjunct teacher, a publicist, a government liaison and an activist in promoting academic and community relations.

“Been there, done that” would describe his record were it not for the fact that he’s still there ... and doing still more. He is, arguably, one of the rare few at the university who can with sincere passion and passionate conviction say that CUNY student accomplishments, such as those recently winning so many major national awards, “make my heart sing!”

The first in his family to go to college, Hershenson started out as a student at Queensborough Community College, went on to Queens College where he earned an undergraduate degree in Communication Arts and Sciences and University Administration, and then an M.A. from Queens in Urban Studies. He has the distinction of being the first elected student trustee to the Board (1974). He’s been an evening student, a day student, a part-time faculty member at Hunter and Queens colleges, and he’s done doctoral work at Teachers College. He has deep regard for working students, recalling how a visit to a morning class at Borough of Manhattan Community College “brought tears to my eyes,” hearing how many students had just come off a night shift.

Given the fact that over half of the university’s students transfer from community colleges (true, nation wide) — many of them working students, immigrants, first-generation, students with disabilities — he gives these populations special consideration in the framing of “signature programs,” he conceived such as Citizenship Now. In partnership with The New York Daily News and with the assistance of approximately 450 volunteers from law schools, law associations and local media, who speak over 50 languages, the program has, since its inception ten years ago, fielded over 100,000 calls. “The phones never stopped,” he said. This is CUNY at its best, he remarks, “a large urban university performing public service as part of its mission,” and is certainly part of its history, which was to welcome immigrants.



Well aware that graduates are concerned about jobs, jobs, jobs, the Sr. VC moderates the program at every annual Big Apple Jobs Fair at the Javits Center. This past April once again saw a “great turnout” of employers and agencies, and how serendipitous that CUNY had a room overlooking the Hudson River, and lo! The space shuttle went by, reminding people of the Challenger and Enterprise. “Challenge,” in the form of “leveraging social media in a job search” was certainly one of three themes the Sr. VC took note of. Another “enterprising” workshop was how to convert an internship into a full-time job, an initiative from an organization called New York Needs You. The third was on international careers (“overseas jobs”). In his day “the person next to you in class was not likely to be from China or India.” Now, with “the smartest and most diverse students” in the country, CUNY is eager to provide resources that will enable graduates to compete here and abroad. To that end, the Sr.VC’s work at CUNY TV, notably the 30-minute multiple award-winning show on Latino culture, “Nueva York,” stands out. But there is more, lots more.

Given Chancellor Matthew Goldstein’s declaration that 2005-15 would be the CUNY Decade of Science (including continuing partnerships with public schools in STEM disciplines), Hershenson has signed on as Executive Producer of the CUNY-TV series, “Science & U!,” which highlights the work of science educators around the country — “many of the best scientists work with universities.” This year, he proudly states, 16 CUNY students won National Science Foundation Research Fellowships. No one else in the Northeast exceeded that,” he said.

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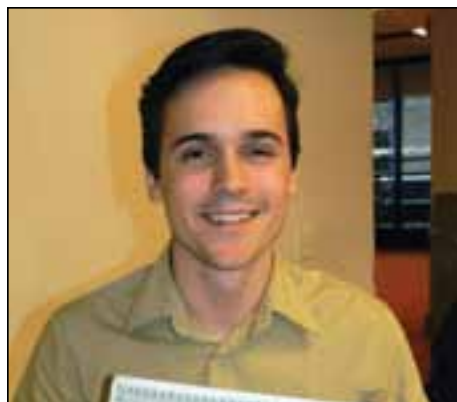
MIMI LEVITT SPONSORS ESSAY CONTEST AT HUNTER COLLEGE: \$2500 FIRST PRIZE

By DR. POLA ROSEN

Spring, sports, balmy weather and the bustle of the college cafeteria did not distract the many students who crowded into the Faculty Dining Room to read, share thoughts and collect prizes along with award-winning writers Francine Prose, Carol Higgins Clark and Lewis Burke Frumkes, head of the Hunter Writing Center. Sponsor and benefactor Mimi Levitt was on hand to applaud and enjoy the young Hunter students who were finally being given recognition, many for the first time.

Francine Prose gave important advice to the budding writers: take a passage of jargon and translate it into plain English. Write as if you were actually talking to someone. Read all the time and as much as you can. She admitted that she learned to write by reading, not taking classes. She concluded with “have faith in what you’re doing.”

The title of the essay contest was the same for all the writers: “The Most Important Lesson I Ever Learned.” The top winner of the \$2500 prize was Jonathan Mezelaar who wrote of



Jonathan Mezelaar

depression and good people who are kind to you.

Lorianna Roman won \$1000 and dedicated her essay to her grandmother, who recently died. She concluded, “Family is my life.”

This memorable day will be indelibly etched in the minds of the faculty, students, friends and family who attended. #

Learning Leaders

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as the New York City School Volunteer Program, now has almost 10,000 school volunteers. These mentors work with over 230,000 students within 450 schools across the New York City. The volunteers provide individual instruction and support in reading, writing, math and ESL for elementary to high school students.

Weingarten expressed the desperate need for collaboration within schools and between schools and their communities. She mentioned the importance of an “efficient and effective way” to ensure teacher and administrative quality, while pushing the necessity of parental involvement and “wraparound services” that provide support for students and their families outside of the classroom. Weingarten praised programs like Learning Leaders that involve local parents, residents and small businesses in making schools centers of the community.

Brill disputed Weingarten’s answer, saying that her “idea of collaboration is suing every time a charter school decides to expand, [and] is making sure that the workplace of all the K-12 teachers in the United States does not ever judge people by their performance.” However, both agreed on the necessity of pushing ineffective teachers out of schools.

Weingarten then described the current state of

public schools as a “toxic environment” where leaders “default to a fight” instead of collaborating to fulfill the obligation of helping students at a time of economic crisis.

Purnick suggested that if you asked the Bloomberg administration, they would argue that it is the teachers’ unions, like the AFT, that are bringing that fight. Weingarten contested that it “takes two” in these discussions, while Steven Brill added that this toxic environment comes from “challenging interests who are used to getting their way.”

Brill argued that most educators don’t want to rely on testing, but principals and other judges are too subjective and we do not want that either — therefore “since we can’t do it perfectly, we do nothing” and teaching remains the only professional field where, instead of being paid based on performance, teachers are “paid according to how long you can keep breathing,” he said.

Weingarten posited, “How do we stop the polarization and get people to work together?” She addressed the need to have “good leaders who are trained in terms of how to move an instructional agenda.”

Brill added, “Principals are crucially important.” He said that there are outstanding principals who can achieve the collaboration Weingarten discussed. These leaders, against the odds, are truly able to help teachers and students succeed. However, he argues, there is a need for accountability “up and down the chain.” #

STUDENTS’ WRITINGS



SUMMERTIME, BUT THE LIVING ISN’T EASY

By ARIANA SALVATORE

A beach towel. The newest Ray-Ban sunglasses. Lightly sun-kissed skin. For many teenagers, nothing more is required for a perfect summer. But according to some New York City kids, a check at the end of each month will substitute for the fashion magazine, and a cheery “camp counselor” t-shirt complete with a feigned smile will replace the bikini top.

For many students, summer is a time to escape the stress a nine-month long, demanding schedule can evoke. However, a few exceptional girls won’t have surfing the waves or tanning for hours on the top of their summer to-do lists this year. They only have a few summers before college, and want to make the most of their three months.

Marymount School is a private, all-girls high school in New York City. When its students were asked about their summer plans, a shockingly low percentage of them claimed they chose to simply enjoy their time under the rays and wait until the forever-ambiguous “next year” to start working. Paula Assou and Caitlin Vanderberg are two girls who aren’t the minority and won’t be lounging on the beach this summer.

Paula Assou is going to be a junior next year and has already determined her passion in life: ice-skating. She will attend a sleep-away camp, Lake Placid, for the third consecutive summer.

She describes Lake Placid as a place where anyone can go to improve their ice skating skills as well as make friends and countless memories. Most days she will take classes that help her enhance specific skills for ice-skating, but she recounted her favorite memory as seeing “Despicable Me” and eating Chinese food with her friends one day after practice, due to the freedom that Lake Placid allows the campers to enjoy. Paula also mentioned the tangible sense of camaraderie the camp creates, which is one of the reasons why she’s counting down the days until she can start packing.

Unlike Paula, Caitlin Vanderberg won’t be going to camp this summer; rather, she will be working at one. This year will classify her as a second-year counselor at Marymount Summer, her school’s day-care program from June through August. Caitlin emphasized her love for the job because last year she worked with all the children in gym class, which allowed her to do everything she loved: playing sports and bonding with campers!

Although girls like Paula and Caitlin won’t be lounging around the beach during the summer, their plans will help them grow and gain independence. And when they look back on their memories in the sun, it’s experiences like those they will never forget. #

Ariana Salvatore is a rising junior at the Marymount School in New York City.

GALACTIC PART 1

By JAMIE LANDIS

In Los Angeles, Tom Fisher was getting ready to attend his new school called Burbank High School, on the planet Galactic. Tom had been in trouble in many of the schools in Los Angeles. His dad suggested Burbank because it is great for kids who needed more help learning.

Galactic is located between the Earth’s moon and Saturn and is famous for all its celebrities. Tom was excited in so many ways, but most importantly, for a chance to see Galactic in person!

Tom met a few kids who were also heading to Burbank High in Tom’s class. Isaac Anderson, Hope Quincy, Zadak Moby, Ron Tweesley, and Johnny DeMaggio boarded the rocket ship. The trip was exactly one minute long! The kids blinked, and when they opened their eyes, they saw the planet of Galactic. They then boarded a Cadillac Escalade to Burbank High School. Behind the wheel of the car was Jay Leno.

The car suddenly ran out of gas! Tom was bummed that he was missing the first few minutes of school, but also secretly excited at the same time. All of the kids shouted, “Come on, Leno!” Jay sped into the nearest 7eleven to fill up the tank. They finally arrived, and the kids went to the auditorium to watch the presentation. Standing on the stage was principal, Sir Richard Branston. Tom was shocked to see such a famous guy.

When Principal Branston was finished, he sent the 11th graders to their homerooms. Zadak, Hope, Isaac, Johnny and Tom all went to room

137 where they met their teacher, Tim from BrainPop. The kids were pretty excited to have such a well-known guy as their teacher. Hiding in the corner was his assistant, Moby. Tim and Moby handed the kids their class schedules. Tom noticed that physics was next. His teacher was Albert Einstein! Tom knew that this was going to be a great school. “DROID,” the loudspeaker said. “Time for next period,” Tim said.

Tom headed to physics, where he was greeted by Mr. Einstein. Everyone in the room was wearing an Einstein wig. Tom passed on the offer, as he knew his mom would not want lice coming home! As he looked around the classroom, he saw Einstein quotes all over the walls. His favorite quote stuck out to him: Imagination involves everyone. Within the thirty-minute period, Tom learned so much about physics. He couldn’t believe how much he learned in just one day! This sure beats being home-schooled, which he used to do.

The next period was study hall. Dr. Seuss was his study hall teacher! In order to get into the classroom, Tom had to say, “A person is a person no matter how small!” In study hall Tom met Annie from BrainPop! Then Tom heard, “DROID!” and he was off to his next class, gym. #

Jamie Landis is a fourth grade student at Churchill School in NYC.
Part 2 will be continued online at www.educationupdate.com.





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CASTLE CONNOLLY HONORS TOP PHYSICIANS AT SEVENTH ANNUAL AWARDS

The seventh annual Castle Connolly Medical Ltd. National Physician of the Year Awards took place recently at The Pierre Hotel in New York City. The Awards recognized and honored five exemplary physicians, as well as the many thousands of other excellent physicians practicing in communities throughout the United States. Awards are given to physicians who are nationally recognized leaders and contributors in their specialties.

The Lifetime Achievement Award is awarded to physicians for their lifetime of dedication to research and practice in their respective fields. This year, the award was presented to: Robert L. Brent, M.D., Ph.D., D.Sc., Distinguished Professor of Pediatrics, Radiology and Pathology, Jefferson Medical College and John G. Clarkon, M.D., Dean Emeritus and Professor of Ophthalmology, Anne Bates Leach Eye Hospital/Bascom Palmer Eye Institute, Department of Ophthalmology - Miller School of Medicine at the University of Miami.

The Clinical Excellence Award, recognizing physicians who exemplify excellence in clinical medical practice, was presented to: Richard L. Edelson, M.D., Chairman, Department of Dermatology - Yale School of Medicine, and Susan Mackinnon, M.D., Division Chief of Plastic and Reconstructive Surgery - Washington University School of Medicine and John M. Morton, M.D., M.P.H., F.A.C.S., Director, Bariatric Surgery & Surgical Quality Stanford School of Medicine - Stanford University Medical Center.



(L-R) Dr. John J. Connolly, Marlo Thomas & John K. Castle

The National Health Leadership Award is awarded to a non-physician whose outstanding dedication and work with an organization has heightened the awareness for the need of support and research for that specific cause. Marlo Thomas, National Outreach Director of St. Jude Children's Research Hospital received this year's National Health Leadership Award.

John K. Castle, Chairman, and John J. Connolly, Ed.D., President and CEO, of Castle Connolly Medical Ltd. William Liss-Levinson, Ph.D., Vice President, Chief Strategy & Operations Officer, Castle Connolly Medical Ltd. and Jean Morgan, M.D., Vice President, Chief Medical & Research Officer, Castle Connolly Medical Ltd. were among the Awards Presenters for the evening. Dr. Steve Salvatore, host of "Dr. Steve," Tribune's nationally syndicated TV show, was the Master of Ceremonies for the evening. #

Explorations in Science: Horseshoe Crab Conservation

By DR. MERRYL KAFKA

The Hudson River Foundation (HRF) is dedicated to scientific research and education that expands the history, culture and ecology of the mighty, majestic river that runs through 314 miles of New York State.

The HRF offers free monthly seminars to the public to instill both a respect and understanding of this complex waterway. This month's guest speaker, Dr. John Tanacredi, chairman of the Earth and Marine Science department at Dowling College, and director of the Center for Estuarine, Environmental and Coastal Oceans Monitoring (C.E.E.C.O.M) gave us a peek into the adaptations of this ancient creature and current perils that threaten its survival.

Over 450 million years of evolution rendered the horseshoe crab a master of survival, including five mass animal extinctions. Equipped with a hard shell, compound eyes that form a mosaic image, and at least 12 simple eyes that



are light sensors, the "crab" also has valuable blue blood that coagulates in the presence of toxins. Hence the hunt for this body fluid, which is used as a diagnostic tool for medical and pharmaceutical industries. The blue blood is able to detect spinal meningitis, hepatitis,



Arthur Caplan: The Education of a Bioethicist

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

Arthur Caplan did not set out to become the nation's foremost bioethicist.

"When I became interested in the field, there wasn't any field yet," reflects Professor Caplan, who is currently the director of the Center for Bioethics at the University of Pennsylvania and will soon take over a new bioethics division at New York University. That was in the 1970s, when the interdisciplinary study of medicine, ethics and technology was just emerging as a domain of inquiry, and when its pioneering institutions, including the Hastings Center and Georgetown's Kennedy Institute of Ethics, were still in their infancies. Caplan, then a Ph.D. candidate in the philosophy of science at Columbia University, saw an advertisement for a scholar to teach a class in medical ethics at Columbia's College of Physicians and Surgeons — and he thought, "I can do that." He confesses his motives weren't entirely "lofty": He needed a job.

The course "didn't go well," Caplan concedes; in hindsight, he notes that he relied too heavily on theory, rather than on applied cases. Yet he impressed the medical school's associate dean for academic affairs, the noted psychoanalyst Bernard Schoenberg, who allowed Caplan to spend a full year on campus in the role of a medical student. "I viewed the hospital as an ethical or moral lab," Caplan says. Armed with these experiences, he was able to bring hands-on knowledge into his own classroom.

Caplan touts the mentors who supported him early in his career. "I had several mentors,"

he recalls. "They didn't always understand what I was doing, but they put up with me." In addition to Dr. Schoenberg, these included the Czech-American philosopher of science Ernest Nagel at Columbia, and later Willard Gaylin and Daniel Callahan, two of the most prominent early bioethicists, at the Hastings Center. Caplan now strives to mentor his own students with equal commitment. Although he is an internationally renowned figure who writes a regular column for MSNBC and does frequent media appearances in addition to his academic writing, Caplan stresses the importance of prioritizing the needs of his students at Penn.

"I make sure to leave enough time for them," he explains. "It's important not to let [other commitments] get in the way." He even answers email messages from young men and women around the country who request help with their homework — attempting to steer them toward helpful ideas or resources. "I don't spend an hour on it," he says, "but I do try to help."

What advice does Professor Caplan have for college students hoping to follow in his footsteps? "Master a discipline," he urges. Although there are numerous paths to a career in bioethics — medicine, nursing, law, social work, and many others — Caplan stresses that to succeed in an interdisciplinary field, it is essential first to have a grounding in one specific discipline. "You can't cross disciplines if you're not part of one," he says. It also doesn't hurt to have enthusiasm for what you do, which Professor Caplan clearly has in abundance. #

toxins and other impurities.

Dr. Herman Rosen, a medical doctor among the audience of civic leaders, educators and scientists, provided personal testimony mandating the application of horseshoe blood to verify pure toxin-free conditions during kidney treatments. Historically, Native Americans have used horseshoe crabs as fertilizer; the tails were used as fishing spears and the shells were used to bail water from canoes. Today, threats to horseshoe crabs include capture for bleeding (they are supposed to be released and returned after limited blood letting), habitat loss, pollution, wastewater discharge, commercial bottom draggers, and bait for eels, conchs and whelks. There is also some pressure from human consumption, although there is almost nothing to eat on this animal, unlike other true crabs.

Horseshoe crabs have a wide distribution on the Atlantic coast, from Maine to Mexico, and are absent on the West Coast in the U.S. Delaware Bay is the hot spot where the population density is the highest. Plum Beach, along the Belt Parkway in Brooklyn, is the major breeding ground in New York. During the months of May and June, precisely synchronized with the new and full moon at high tides, thousands of horseshoe crabs form orgies on the beach to breed. This is also the time for

millions of coastal birds to feast on the crabs' little green eggs that abound just beneath the sand. For curriculum material, fact sheets, and scheduled teachers' workshops up and down the Atlantic seaboard, Google "green eggs and sand."

Although accurate data is lacking as to the number of horseshoe crabs, possibly 4-10 million exist along the Atlantic coast. Dr. Tanacredi has focused his population inventories from the tip of Brooklyn to the tip of Montauk, indicating that populations have had peaks and falls, but have experienced a net 10 percent decline over a 10-year period. They are not on the endangered species list, but perhaps they warrant a species of concern status. New York State does not have any ban on the taking of horseshoe crabs as yet, and regulations are relaxed except in protected areas, such as the Jamaica Bay Wildlife Sanctuary. Should you see a horseshoe crab in trouble, please "flip it" carefully, turning it right side up. It just may save your life someday.

For information about the Hudson River Foundation and the schedule of seminars, research projects, and grants, please visit www.hudsonriver.org. The HRF is under the superb supervision of Executive Director Mr. Clay Hiles.



ARTHUR LEVINE ATTENDS ISA EVENT IN NYC

By JENNIFER MACGREGOR

According to Dr. Gerry House, president of the Institute for Student Achievement (ISA), “the organization’s mission is to help transform public high schools so that students who are traditionally underserved and underperforming, graduate prepared for success in college.”

Among the honorees this year were Dr. Arthur Levine, president of the Woodrow Wilson Foundation and president emeritus of Teachers College, Columbia University who enabled inner city young people to have increased access to higher education. His own

roots in the Bronx, New York prompted him to revisit his original apartment and write a book about the occupants and the community. He arranged for one young man in the predominantly Latino community to get a job at Teachers College (TC) in the admissions office. Now five years later, that student is still working successfully at TC.

Other honorees were Kathryn Chenault, Esq.; Lutricia Edward, VP of Citi Community Development; Daniel Leeds, president of The National Public Education Support Fund; and Phyllis Slater, president of The Hill Slater Group. #

BROWN UNIVERSITY

Interview with Prof. Kenneth Wong PART II

By GILLIAN GRANOFF

The Obama administration established innovation grants and improvement grants to affect change on state and local levels. The administration has also focused on selecting a new crop of teachers and providing new research and data to evaluate charter school performance.

The allocation of education resources, the intrinsic bias in standardized tests, and inefficient resource allocation to poorer communities have contributed to widening these achievement gaps. But the system is adapting. Programs like Teach for America, and its local offspring, the New York Teaching Programs [inaugurated by Former School Chancellor Joel Klein], have been influential in helping to bridge these gaps. The goal of these programs has been to empower underperforming schools with the teachers and the tools to deliver a higher quality of education. These programs place newly graduated teachers in failing schools located in disadvantaged neighborhoods and provide them with mentors, who can train them over a two-year period, and challenge them to reach a higher level.

Wong sees a correlative relationship between the improvement of test scores and higher rates of high school graduation and college graduation. As the director of the Masters program in Urban Policy, Wong strives to cultivate a community of leaders who will go on to play a meaningful role in shaping school reform and creating school policy.

Wong’s goal has been to graduate a community of leaders who will become policy experts, consultants and leading researchers in the field. Recent graduates of the program have gone on to work in think tanks throughout the country, create charter schools and as policy experts in education non-profits throughout the world.

Wong is trying to develop more global exchange opportunities among teachers in different countries. He developed an international exchange program with China, hoping to broad-

en their understanding of how to integrate principles of diversity and democratic principles in their curricula. The exchange program teaches the history of Brown v. Board of Education and gives them the knowledge and skills to integrate these lessons in their curricula when they return to China. He hopes to instill these democratic values and multicultural strategies of education in foreign teachers to motivate them to use techniques in their home country. “I want to create global and state agents who have the skill sets to analyze data and use social science data, manage and design schools and work to recruit talented teachers more effectively.”

Wong and other professors have collaborated on research for the Annenberg Institute at Brown to provide consulting services to schools throughout the country on issues of school choice, reform, and the role of charter schools.

The Choices for the 21st Century Education Program is a national education initiative developed at Brown University’s Watson Institute for International Studies. The Choices Program provides teaching resources on historical and current international issues, offers professional development for classroom teachers, and sponsors programs that engage students beyond the classroom.

Wong explains that the challenge school reformers face today is creating change in a climate where tenured, unionized teachers and administrators are reluctant to embrace innovative teaching methods and new school policies that may threaten their job security. To meet this challenge, mediators are needed to help bridge the dialogue between traditionalists and reformers.

Programs like Teach for America and the New York City Teaching Fellows program have provided a tool to train new teachers to go into the most underperforming school in the poorest neighborhoods to help raise the standards and challenge the low expectations of student achievement in these communities. #

THE ASSOCIATION OF GOVERNING BOARDS STRESSES EDUCATIONAL QUALITY

CUNY Chancellor Matthew Goldstein on panel



(L-R) CUNY Chancellor Matthew Goldstein, Tori Haring-Smith & Mark Epstein

By MOHAMMAD IBRAR

The Association of Governing Boards (AGB) of Universities and Colleges held their New York Regional Meeting recently, addressing the board’s responsibility for the oversight of educational quality. Panelists discussed how boards can take on issues affecting academic quality without overstepping the rights of faculty and academic administrators.

The AGB responded to multiple factors currently affecting educational quality at higher education institutes. Peter Eckel, vice president of governance and leadership programs at the AGB, initiated the meeting by providing educators, chairmen, college presidents and guests with numerous statistics that illustrated the problems and changes plaguing higher education.

A majority of the data presented stressed the amount of federal support colleges and universities are receiving. In the last decade, federal support for colleges and universities has increased by \$125 billion, according to the American Council on Education. Despite the increase in funding, recent college graduates are earning a lot less than they expected or they are working outside their area of interest. When asked about the current job market, Chancellor Goldstein indicated that a study was currently being conducted by CUNY indicating where the greatest demand for jobs are today. Additionally, studies conducted by the Organization for Economic Cooperation and Development (OECD) depicted that the percentage of adults aged 25-34 with a graduate degree in the United States is less than the percentage in Canada, Korea and Japan, instilling the message that American education has fallen behind the rest of the world. All of the information presented bolstered pressure for governing boards’ accountability for ensuring

educational quality.

The panelists introduced relevant topics such as productivity and efficiency, student learning outcomes assessment and effective relations with faculty and academic administrators. The panelists included Matthew Goldstein, chancellor of the City University of New York; Mark Epstein, chairman of the Board at Cooper Union; Tori Haring-Smith, president of Washington and Jefferson College and Peter Eckel as the moderator.

They discussed how members of boards at their meetings spoke at greater length on fiduciary matters than academic issues. All three panelists agreed that one of the difficulties of talking about academic quality was due to the questionable validity and accuracy of current measures of student learning outcomes. President Smith said, “It becomes difficult to measure student quality. It makes the board and faculty uncomfortable, because how do you measure quality?” Epstein believes the solution to the boards’ distance and disability to communicate effectively on academic issues is due to the boards’ composition. “It needs to be comprised of more academic-based individuals who will push and focus on the educational sector and educational quality,” Epstein said.

Based on the two recent works by the AGB, the board has ultimate responsibility for the worth of the institution’s product, i.e., its education, and not only the financial health and fiscal integrity of the institution. The quality of teaching and learning is a responsibility that is delegated to the board; it is the faculty and administration’s job to implement it. Board members, college and university presidents and faculty realize that effective board engagement in academic aspects is imperative for any institution to succeed. #



THE DEAN'S COLUMN: MERCY COLLEGE

Providing Mathematics Entertainment as Enrichment: A Most Unusual Number



By DEAN ALFRED POSAMENTIER,
MERCY COLLEGE

In our classrooms we are not concerned about a number's mystical connections; our interest in numbers is purely mathematical. Yet, in some societies for curious reasons some numbers symbolize good luck and others bad luck. For example, an inordinate number of children were born in China on August 8, 2008, and over 17,000 couples were married in Beijing on that date. It was also the date on which the 29th Summer Olympics opened in Beijing at 8:08:08 PM. Why that date? For the Chinese, 8 is a lucky number and that date can be written as 08-08-08. What makes 8 so special is open for interpretation. Mathematically speaking, 8 is a perfect cube: $8=2^3$; 8 is the only cube that is one less than a perfect square, 9. Also, 8, the sixth Fibonacci number, is the only Fibonacci number (other than 1) that is a perfect cube.

On the other hand, the number 666, popularly known through its biblical association, is often referred to as the "number of the beast," and signifies bad luck omens. Yet, again, we are only concerned about this number's mathematical properties, many of which are quite amazing. To begin with, the number 666 is obviously a palindrome – that is, it is a number that reads the same in both directions. Yet, if we were to write this number in Roman numerals – 666 = DCLXVI¹ – we find that all the numerals less than 1,000 are used and in descending order!

The number 666 just happens to be the sum of the first 36 numbers:

$$1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+\dots+30+31+32+33+34+35+36=666$$

Not only is the sum 666, but, since the sum of initial consecutive natural numbers² always yields a triangular number³, 666 is a triangular number. Surely, we know that 36 is a square number (that is, 6^2). Therefore, for 666, we can say that a square number of initial natural numbers has given us a triangular number.

To further demonstrate the uniqueness of the number 666, consider the first seven prime numbers⁴:

2, 3, 5, 7, 11, 13, 17. If we take the square of each of them and then find their sum, yes, we arrive at 666.

$$2^2 + 3^2 + 5^2 + 7^2 + 11^2 + 13^2 + 17^2 = 4 + 9 + 25 + 49 + 121 + 169 + 289 = 666.$$

Another amazing fact about this strange number, 666, is that the sum of its digits ($6 + 6 + 6$) is equal to the sum of the digits of its prime factors. That is, since we have in prime factored form, $666 = 2 \cdot 3 \cdot 3 \cdot 37$, the sum of the digits, $2 + 3 + 3 + 3 + 7 = 6 + 6 + 6$.

It is also curious that the sum of two consecutive palindromic⁵ prime numbers, 313 + 353, is equal to 666.

The number 666 is equal to the sum of the digits of its 47th power, and is also equal to the sum of the digits of its 51st power. That is,

$$66647=5049969684420796753173148798405564772941516295265408188117632668936540446616033068653028889892718859670297563286219594665904733945856$$

$$66651=993540757591385940334263511341295980723858637469431008997120691313460713282967582530234558214918480960748972838900637634215694097683599029436416$$

You can check this by finding that the sum of the digits of each of the above large numbers is equal to 666.

The number 666 is equal to the sum of the cubes of the digits of its square, plus the digits of its cube. This means that if we find the square and the cube of 666:

$$666^2 = 443556$$

$$666^3 = 295408296$$

And then take the sum of the cubes of the digits of the square of 666: $4^3 + 4^3 + 3^3 + 5^3 + 5^3 + 6^3 = 621$, and add it to the sum of the digits of cube of 666: $2 + 9 + 5 + 4 + 0 + 8 + 2 + 9 + 6 = 45$

$$\text{We then get } 621 + 45 = 666.$$

Another peculiarity of 666 is that if we consider the prime factors of each of the two consecutive numbers:

20,772,199 and 20,772,200, each of the sums of their prime factors is 666. That is:

$$20,772,199 = 7 \cdot 41 \cdot 157 \cdot 461 \rightarrow 7 + 41 + 157 + 461 = 666$$

$$20,772,200 = 2 \cdot 2 \cdot 2 \cdot 5 \cdot 5 \cdot 283 \cdot 367 \rightarrow 2 + 2 + 2 + 5 + 5 + 283 + 367 = 666$$

A strange occurrence of the number 666 is when we try to insert + signs into the sequence of numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9.

Here are two ways to do it:

$$1 + 2 + 3 + 4 + 567 + 89 = 666,$$

$$\text{or } 123 + 456 + 78 + 9 = 666.$$

If we consider the reverse sequence, 9, 8, 7, 6, 5, 4, 3, 2, 1, we can do it as follows: $9 + 87 + 6 + 543 + 21 = 666$.

The value of π is known to about 1.24 trillion places, where the decimal digits follow no discernable pattern⁶. Yet, strangely enough, when you take the sum of the first 144 decimal places⁷ you find it to be 666.

$$\pi \approx 3.141592653589793238462643383279502884197169399375105820974944592307816406286208998$$

$$628034825342117067982148086513282306647093844609550582231725359.$$

The sum of the digits is: $1+4+1+5+9+2+6+5+3+5+8+9+7+9+3+2+3+8+4+6+2+6+4+3+3+8+3+2+7+9+5+0+2+8+8+4+1+9+7+1+6+9+3+9+9+3+7+5+1+0+5+8+2+0+9+7+4+9+4+4+5+9+2+3+0+7+8+1+6+4+0+6+2+8+6+2+0+8+9+9+8+6+2+8+0+3+4+8+2+5+3+4+2+1+1+7+0+6+7+9+8+2+1+4+8+0+8+6+5+1+3+2+8+2+3+0+6+6+4+7+0+9+3+8+4+4+6+0+9+5+5+0+5+8+2+2+3+1+7+2+5+3+5+9 = 666$.

This remarkable – and sometimes "unlucky" – number seems to almost have a boundless

array of number "coincidences" embedded within, such as that the sum of the numbers on a roulette wheel is 666.

Here are a few delectable number relationships, which lead to the 666:

$$666 = 1^6 - 2^6 + 3^6$$

$$666 = (6 + 6 + 6) + (6^3 + 6^3 + 6^3)$$

$$666 = (6^4 + 6^4 + 6^4) - (6^3 + 6^3 + 6^3) + (6 + 6 + 6)$$

$$666 = 5^3 + 6^3 + 7^3 - (6 + 6 + 6)$$

$$666 = 2^1 \cdot 3^2 + 2^3 \cdot 3^4$$

We can even generate 666 by representing each of its three digits in terms of 1, 2, and 3.

$$6 = 1 + 2 + 3$$

$$6 = 1 \cdot 2 \cdot 3$$

$$6 = \sqrt{1^3 + 2^3 + 3^3}$$

Therefore, $666 = (100)(1+2+3) + (10)(1 \cdot 2 \cdot 3) + (\sqrt{1^3 + 2^3 + 3^3})$

The number 666 is also related to the Fibonacci Numbers⁸ in a variety of ways. Consider the following, where F_n is the nth Fibonacci number:

$$F_1 - F_9 + F_{11} + F_{15} = 1 - 34 + 89 + 610 = 666$$

and when you inspect the subscripts, you get: $1 - 9 + 11 + 15 = 6 + 6 + 6$

Similarly for the cubes of the Fibonacci numbers:

$$F_1^3 - F_9^3 + F_{11}^3 + F_{15}^3 = 1 - 34 + 89 + 610 = 666$$

and when you inspect the subscripts, you get: $1 - 9 + 11 + 15 = 6 + 6 + 6$

$$F_1^3 + F_2^3 + F_3^3 + F_4^3 + F_5^3 + F_6^3 = 1 + 1 + 27 + 125 + 512 = 666$$

And now the subscripts give us:

$$1+2+4+5+6=6+6+6.$$

Our fascination with the number 666 is just done to exhibit the beauty that lies in much of mathematics. Considering the recreational aspect of mathematics is a nice by-product of the importance it has in all of scientific exploration and discoveries.

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)*.

$$1. D = 500, C = 100, L = 50, X = 10, V = 5, I = 1$$

2. Natural numbers are simply our counting numbers: 1, 2, 3, 4, 5, ...

3. For example:

$$1=1$$

$$1+2=3$$

$$1+2+3=6$$

$$1+2+3+4=10$$

$$1+2+3+4+5=15$$

$$1+2+3+4+5+6=21$$

which are all triangular numbers, that is, numbers that can represent the number of dots that can be arranged in the form of an equilateral triangle.

Triangular numbers will be investigated in greater detail beginning on page 000.

4. A prime number is a number (other than 0 or ± 1) that is divisible only by itself and 1. One can also say that a prime number is a number with exactly two divisors.

5. Palindromic numbers are those that can be read the same in both directions. They will be presented beginning on page 000.

6. See A. S. Posamentier, and I. Lehmann π : *A Biography of the World's Most Mysterious Number* (Prometheus, 2004).

7. We refer here to the numerals after the decimal point.

8. The Fibonacci Numbers are: 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, ..., where each succeeding term is the sum of the previous ones. See A. S. Posamentier, and I. Lehmann *The Fabulous Fibonacci Numbers* (Prometheus, 2007).

Bank Street Gala Honors Charlotte Frank and Yolanda Ferrell-Brown

President Elizabeth Dickey of Bank Street College, a leader in education, recently saluted Dr. Charlotte Frank, senior vice-president of McGraw-Hill and honored Yolanda Ferrell-Brown, president of Ferrell-Brown Design and a college trustee. Speaking at the podium and extolling the achievements of the honorees were Hunter College Dean David Steiner and Dick Parsons, formerly chair of Citigroup and Time-Warner. Among the guests that came to pay tribute were Charlyne Goins, Esq., Dr. Warren Goins, Sue Kaplan and Bank Street Dean Fern Khan. #



Yolanda Ferrell-Brown



Photography Innovator Cindy Sherman

By JAN AARON

All of us fuss about our hair, makeup, hemlines, and home décor. But few are as compelling as artist Cindy Sherman. In her 170-work retrospective at the Museum of Modern Art, she astonishes with unforgettable images. Sherman, aided by wigs, makeup techniques, props, masks, and occasionally prosthetic body parts, uses herself to express various stereotypes: B-movie queens, Palm Beach snobs: fashion victims, and old masterpieces. What is she saying about women by playing these multiple roles? She once explained her work as feminist or feminist influenced. She works alone so everything she puts on canvas is her deliberate choice.

Sherman, who was born in New Jersey in 1954 and grew up on Long Island, is rightly lauded by MoMA as “the unchallenged cornerstone of postmodern photography.” So, this retrospective is a deserved tribute to her work and shows how she has produced unique works that surprise year-after-year. In their artistry, Sherman’s photographs trick us into identifying with the character she portrays and their painstakingly recreated worlds she creates until

you make them part of your life, not hers.

Curated by Eva Respini with Lucy Gallun, the Sherman MoMA story is told in galleries devoted to individual subjects, starting with “Untitled Film Stills” and ending with the recent searing society portraits of women of a certain age. Her huge gaudy clown portraits blaze from walls in three galleries. Sherman’s most recent works at the show’s entrance are outsized murals of the artist without make-up and in badly tailored costumes.

In my favorite gallery” History Paintings” there’s Sherman as playful Bacchus as painted by Caravaggio. The very last gallery, “Doll Clothes” is charming. Created with looped animation, here paper doll Cindy, flips through various fashions until she decides on the outfit she dons. (MOMA, 11 W. 53rd St. 212-708-9400)

Also, women are in glorious fashions dancing with male companions in a beautiful, small Renoir Show at the Frick. But hurry. They waltz away May 13. (Frick 1 East 70th St. 212-288-0700)



Dr. Tamara Freeman: Teaching the Holocaust with Music

By LISA K. WINKLER

If the viola Dr. Tamara Freeman plays could speak, perhaps it would tell us the name of the original owner, a young Polish woman who perished in the Holocaust. Her gentle neighbor rescued the viola, a 1935 Joseph Bausch, from the woman’s apartment, protected it throughout the war, hoping to reunite it with its owner. When the woman never returned, this neighbor sent the instrument to the United States, to the home of the owner’s sister, who had escaped before the war.

Finding this viola on a routine visit to a bow maker to repair her violin and viola strings, Freeman knew this instrument was “her lucky break” that would help her gain the trust of the survivors she’d been trying to meet.

When New Jersey mandated that all schools include Holocaust education in their curriculums in 1994, Freeman volunteered to attend workshops to obtain materials and lessons for her school district. While she gathered information for teachers of all disciplines, she became particularly fascinated with the music and songs that pervaded the period and became symbols of survival.

“I realized this music had a lot of character education lessons that needed to be told. The sheet music and songs described a spiritual resistance. They evoke loss and longing and help us understand what was happening historically during that time,” Freeman said.

She found some resources of music, mostly folk songs, from the ghettos and the concentration camps. Yet finding no specific curriculum devoted to bringing this music into schools, Freeman decided to create one, resulting in her earning a Ph.D. in 2007 from Rutgers University’s arts conservatory, the Mason Gross School of the Arts. Her dissertation, “Using Holocaust Music to Encourage Racial Respect: An Interdisciplinary Curriculum for Grades K-12” is aligned with the state’s requirements.

Freeman interviewed 24 Holocaust survivors as part of her research. At first, many were reluctant to share their experiences until she played songs they remembered on the rescued viola. “They would sing along; their eyes would fill with tears. They were so grateful someone respected their music, knew the composers, and understood the importance of sharing this with the world,” Freeman said.

Given that only five states mandate Holocaust education — New York, New Jersey, Connecticut, Florida, and California — she believes there’s much work to be done ensuring the lessons of the Holocaust aren’t lost. #

Contact: <http://holocaustmusic.org>



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MOVIE REVIEW

WHEN THE 3 R’S FAIL TO TEACH: ‘MONSIEUR LAZHAR’

By JAN AARON

Writer-director’s Philippe Falardeau’s *Monsieur Lazhar*, the French-Canadian film that was a nominee for this year’s foreign language Oscar, belongs in the general category of teacher-student movies. But it’s not the usual uplifting tribute to the transformative power of education. It’s a thoughtful, sometimes painful examination of the possibilities and restrictions of the teacher-student relationship. The main character, Bachir Lazhar (the Algerian actor-writer Mohamed Fellag), who steps in to teach a Montreal Middle school class after their beloved teacher commits suicide, is no motivational activist, but a soft-spoken rather courtly chap, who has a problem adjusting to needs and expectations of today’s youngsters. He tries to get the kids to transcribe from Balzac, when they’re at the Jack London level; when a student acts up, he casually cuffs the side of his head.

Quickly, the dedicated, but exhausted principal (Danielle Proulx), cues Lazhar into the

customs of contemporary education: “no touching under any circumstances.” Not even a congratulatory hug. And, above all, any mention of Martine, the dead teacher, is to be avoided, except during periodic visits from the overbearingly soothing school psychologist.

Of course, it takes more sugary reassurance to handle the children’s grief and confusion, and the classroom remains haunted by Martine’s suicide, who in an startling opening scene, is discovered hanging in the schoolroom by an already-disturbed boy named Simon (Emilien Neron) and another student Alice (Sophie Nélisse), who also saw the body, repeatedly brings up the teacher’s death in the classroom.

In one of several movie moments that catch the viewer off-guard Alice’s oral presentation for the class about her school starts out pleasantly until she starts talking about her dead teacher. In another, we discover Simon secretly carries a photo of Martine with him. Then, there’s Lazhar’s story: He’s mourning his own losses, in a private but no less painful way. He finally gives way to his grief and so will you. But when you leave the film you won’t feel down. If the movie has a message it’s this: That even life’s most searing wounds sometimes heal. #



“The arts, it has been said, cannot change the world, but they may be able to change human beings who might change the world.”

—MAXINE GREENE



Roosevelt House at Hunter College Holds Presidential Leadership Conference

By SYBIL MAIMIN

At a symposium on presidential leadership at Hunter College's Roosevelt House, Randall B. Woods, professor of history at the University of Arkansas, described LBJ as "the education president." Wood explained, "Everyone claims the title," but passage of The Education Act of 1965, makes LBJ the clear winner. Confirming this assessment, LBJ's daughter, Lucy Baines Johnson, revealed that at the opening of the LBJ Presidential Library in 1971, the first document the ex-president examined was The Education Act despite expectations he would showcase the Civil Rights bill. Explaining his choice to her, he said, "If you don't get the education you deserve you won't fulfill your full potential" and that, she said, "was the core of all his dreams for The Great Society."

Lyndon Baines Johnson, thirty-sixth president of the United States (1963-69), is identified with "The Great Society" and "The War on Poverty." Groundbreaking legislation in his administration included the Civil Rights Act of 1964, Medicare and Medicaid, Head Start, School Breakfast and Lunch programs, Community Health Clinics, Voting Rights Act, Fair Housing Act, and the Elementary and Secondary Education Act. Despite these political successes, at his core, LBJ was a teacher. Born in the rolling Hill Country of Texas, he attended Southwest Texas Teachers College and, while still studying there, got his first job, instructing poor Mexican-American children in a school in Cottula, Texas.

After graduating in 1930, he taught high school in Houston before being lured to

Washington, D.C. as legislative assistant to a politician he admired. Deeply attached to Texas and the area of his birth, he never forgot the dirt-poor children he taught and the inequities they faced. At the signing of the most significant education legislation in US history, the Elementary and Secondary Education Act of 1965, which funds programs to assist low-income children and reduce achievement gaps, he said, "I never thought I would have a chance to help. Now I do. I have that chance and I'm going to use it." He was determined that equality be a "fact," not just "a right or a theory."

Are LBJ's goals being met? A distinguished panel from the field assessed the current state of education and found it wanting. Patricia Albjerg Graham, a professor of the History of American Education Emerita at Harvard, explained that the 1960s was a decade of high birth rates, overcrowded schools, shortages of teachers, and debates and fears over progressivism in a society that had oper-



Dr. James Comer



Dean David Steiner

"If you don't get the education you deserve you won't fulfill your full potential."

— LYNDON BAINES JOHNSON
That quote was the core of all his dreams for The Great Society.
Lucy Baines Johnson, Pres.
Johnson's daughter

ated under "race, religion, and rules." LBJ understood the need for reforms and used his political skills and strategy of sending money directly to needy districts to get his bill passed. Teachers today are inadequate, said Graham. "Many don't have a clear idea of what school is for." They lack the needed passion for learning, and are often poorly educated themselves; "The weakest college graduates are hired as teachers. We need to change that." Graham supports research and measurements to "inform reforms" and come up with ideas for improving education.

James P. Comer, M.D., professor of Child Psychiatry at the Yale Child Study Center, confessed that hearing Johnson give his Great Society speech changed his life. He went into child psychiatry to make a difference for poor children who, he believes, are "not ready, underdeveloped, and unprepared" for school and "teachers and administrators are unprepared to

teach underdeveloped students." The centrality of whole child development to education is not recognized, he asserts. "Today it is all about curriculum ... and kids, parents, and the community are paying the price." While acknowledging the many paths to good education, Comer emphasized the centrality of development and connections between teachers and students, a "known factor that is being ignored by reformers."

David Steiner, dean of the School of Education at Hunter College and former NY State Commissioner of Education, reported the performance gap between wealthy and poor students has increased by 40 percent since 1960, fed by an "extraordinary difference in amount of resources" spent on education in rich and poor districts. He believes you "cannot hide from these truths" and, while controversial, accountability is a vital step to improvement. The challenge is separating "the diagnosis from the cure"; accountability must not be based on fear.

He suggests bringing teachers, administrators, researchers and other concerned people together to work on changes school by school. Teamwork is essential. Steiner asserts we do know something about improving schools. Most funding goes to underperforming schools and, while it has flaws such as taking money from critical pre-K programs, the Race to the Top (recipient of LBJ's Education Act funds) is "helping to produce better schools." Education historian Graham sees "a ray of hope." If Johnson got his Education Bill through, than perhaps we, too, can come up with new ideas and necessary reforms. #

CITIGROUP'S PARSONS SPEAKS AT KOSSOFF LECTURE SERIES AT BARUCH COLLEGE

Baruch College, under the able leadership of President Mitchel Wallerstein, holds the prestigious annual Kossoff Lecture Series, named after alumnus Burton Kossoff and endowed by his wife, Phyllis L. Kossoff in 2003. Recently Citigroup Board Chairman Richard D. Parsons spoke to an overflow crowd of business leaders, students and faculty as part of the Burton Kossoff Business Leadership Lecture Series. Parsons participated in a conversation moderated by David Birdsell, Dean of the School of Public Affairs, at Baruch College.

Parsons is a Senior Advisor at Providence Equity Partners, Inc., a leading private equity investment firm specializing in media, communications and information companies. He is also Chairman of the Board of Citigroup, Inc. Prior to serving in those roles, Parsons was the Chairman of the Board and CEO of Time Warner, Inc., the world's largest media and entertainment company, from 2002 to 2008. In its January 2005 report on America's Best



Phyllis Kossoff and Richard Parsons

CEOs, Institutional Investor magazine named Parsons the top CEO in the entertainment industry. In 2008, Parsons served as a member of then President-Elect Barack Obama's Economic Transition Team. His other civic and non-profit commitments include Chairman Emeritus of the Partnership for New York City; Chairman of the Apollo Theatre Foundation and

of the Jazz Foundation of America, and service on the boards of the Museum of Modern Art and the American Museum of Natural History. Parsons is also a member of the boards of the Estee Lauder Companies, Inc. and Madison Square Garden, Inc.

Phyllis L. Kossoff created the Burton Kossoff Business Leadership Lecture Series in August 2003 in memory of her beloved husband and his commitment to his alma mater. Each year, the lecture series invites prominent business leaders to share their perspectives on the most pressing issues in business. Mr. Burton Kossoff '46, was a graduate of Baruch College and an inaugural member of the Baruch College Fund, serving as a trustee from 1970 to 1990. As a Baruch student, Mr. Kossoff was a member of the Sigma Alpha and Beta Gamma Sigma business honor society, a member of the Spanish Club, Vice president of the Veterans Club, a staff member of The Ticker college newspaper and the Lexicon yearbook.

During his tenure on the Board of Trustees, he served as secretary and as a member of the Executive and Minority Business committees. In 1946, Kossoff received Baruch's prestigious Monroe D. Franklin Award to a returning veteran, in recognition of his scholarship, integrity and heroic service to his country. Mr. Kossoff was committed to public service, also serving in leadership roles with the Young Presidents Organization and Business Men's Club of the YMCA, the American Legion, New York Athletic Club, Inner City Handball Association, Temple Emmanu-El, and Park Avenue Synagogue.

When Parsons was asked what the optimal age at which to start learning about finances was, he immediately replied, elementary school. He recalled vividly the bankbook he had as a second grader and how he had saved dimes and quarters each week until, by the end of sixth grade, he had saved the seeming fortune of ninety-six dollars. #



PRESIDENT BARACK OBAMA TO RECEIVE BARNARD COLLEGE MEDAL OF DISTINCTION

President Barack H. Obama will deliver the keynote address at Barnard College's 120th Commencement ceremony on Columbia University's South Lawn. He will address approximately 600 members of the Class of 2012 and receive the Barnard Medal of Distinction, the College's highest honor. "This is an extraordinary honor for Barnard, and we are thrilled to welcome President Obama for this important moment in the lives of our graduates and their families," said Barnard President Debora L. Spar. "His commitment to empowering women is so meaningful to our students, who aspire to lead and make their mark on the world. No doubt, the President's words will make this year's Commencement truly unforgettable."

University President Lee C. Bollinger said, "All of us can be proud that President Obama, the first Columbia graduate to serve in the nation's highest office, has chosen to honor the importance of women's leadership by returning to campus at our historic sister liberal arts college for women in New York."

President Spar will preside over the Commencement ceremony, confer the Barnard Medals of Distinction, present the degree can-



didates, and address the Class of 2012, their family and friends, and faculty, staff and guests of Barnard.

The graduates will also hear from Jolyne Caruso-FitzGerald '81, chair of the Barnard Board of Trustees and CEO of the Alberleyn Group. Helene D. Gayle '76, president and CEO of CARE USA; Evan Wolfson, founder and president of Freedom to Marry; and Sally Chapman, Barnard professor of chemistry, will receive Barnard Medals of Distinction. #

Judge Judith Kaye Delivers Keynote Address At Touro College

Judge Judith Kaye, former Chief Judge of the State of New York, will be the keynote speaker at the Touro College Division of Graduate Studies commencement ceremonies to be held on June 4 at Lincoln Center's Avery Fisher Hall.

Currently Of Counsel to the prestigious New York-based law firm Skadden, Arps, Slate, Meagher & Flom, Judge Kaye served in the New York State Judiciary for more than 25 years, appointed in 1983 by Governor Mario Cuomo as Associate Judge of the Court of Appeals, the state's highest court, and then in 1993 as Chief Judge of the State of New York. She is the first woman to be appointed to either position. During her tenure, she gained a national reputation for both her groundbreaking decisions and her innovative reforms of the state's court system. She is a graduate of New York University School of Law (cum laude) and Barnard College.

Judge Kaye will address over 2,000 candidates from six of Touro's graduate schools that are part of the Division of Graduate Studies: business, Jewish Studies, education, psychology, social work, and technology.

Other highlights of commencement season include the inaugural commencement of the Touro College of Pharmacy in Harlem at the New York Academy of Medicine (NYAM).

Sixty-three Doctor of Pharmacy candidates will receive their degrees. Jo Ivey Boufford, M.D., president of the NYAM and Professor of Public Service, Health Policy and Management at the Robert F. Wagner Graduate School of Public Service will give the commencement address. Dr. Boufford formerly served at the U.S. Department of Health and Human Services and as the U.S. representative to the World Health Organization. She received her B.A. magna cum laude from the University of Michigan and received her M.D. with distinction from the University of Michigan medical school.

Also in Harlem the Touro College of Osteopathic Medicine (TouroCOM), will hold its second commencement, presenting candidates for 131 doctor of osteopathic medicine degrees at the famed Apollo Theatre in Harlem. Addressing the graduates will be Dr. Martin Levine, DO, president of the American Osteopathic Association (AOA) and a faculty member at TouroCOM. Civil rights activist Dr. Hazel N. Dukes, former president of the National Association for the Advancement of Colored People (NAACP) and currently president of the NAACP New York State Conference, will receive an honorary doctorate, following an introduction from the Rev. Al Sharpton, civil rights activist and television and radio talk show host.

Interview with SVA President David Rhodes

PART II

Watch the video interview on
Youtube and at:

EDUCATIONUPDATE.com

Transcribed By MOHAMMAD IBRAR

Dr. Pola Rosen (PR): Where are some of your successful graduates today? What kinds of jobs were they able to acquire?

David Rhodes (DR): Some of the most interesting jobs have come out of the branding program, which is our version of a Master's program in advertising. Students have been employed at 3M, Proctor and Gamble and others. They are landing jobs that are paying six figures, right out of school. They make sure that the value invested in the brand is maximized. They come up with strategies for putting the brand in front of the public so that it makes a lasting impression. They will design campaigns, what goes into the campaigns, whatever needs to be done to promote the brand.

PR: What is the most popular major?

DR: The largest major is graphic design at the undergraduate level followed closely by photography.

PR: Are there job opportunities available for these students?

DR: We have been finding that there are opportunities available, particularly in design, because it is a very robust industry as it continues to grow in the city. Photography is in an interesting period: magazines are closing down, but websites are expanding. Illustration is in flux, because it is going through a difficult period. Art directors are using more photography rather than illustration. So, students are creating their own books. We had a retrospective show for our MFA students about three years ago and approximately half of the students had their books published. So they have taken the core element of the program and taken it one step further — publishing their works commercially.

PR: What is the role of interdisciplinary studies at SVA?

DR: Here students choose a major upon entry, whether at a graduate or undergraduate level. They become immersed in a discipline, and if they would like to move out of the dis-



cipline, it can be done, but most students don't do that. They would rather fully engage themselves into their study, than rather move from one discipline to another.

PR: What about study abroad programs and international students at SVA? Does such an interchange exist?

DR: Twenty-two percent of the undergraduate students are international and thirty-two percent are graduate students. At the same time, we run a series of student exchange programs with institutions abroad; a certain number of students study abroad for a term and their counterparts study at SVA for a term, usually students in the junior year. SVA runs a series of summer programs at Barcelona, Florence, Shanghai, Puerto Rico and Nicaragua. We generally use our own faculty and also hire local faculty to conduct different study abroad programs. We collaborate with institutions abroad to use their facilities.

PR: Some of the areas you have expanded are the theater and the writing program on criticism. Can you elaborate?

DR: Yes, we have two programs with a third one coming up: an MFA program on literary criticism, a two-year program on design criticism and a one-year program on critical theory in the arts. In the fall of 2012, we will be introducing a product design program and design for social innovation. Additionally, SVA hosts the Dusty Awards for outstanding projects at SVA [named after President Rhodes' father, the founder of the school].

President Rhodes' office is filled with photographs from his travels around the world including underwater photography. A great sea turtle adorns one wall, while his encounter with a walrus that almost overturned his kayak hangs on another. #

On June 10, also at Avery Fisher Hall, Lincoln Center, approximately 700 baccalaureate and associate degree candidates will be presented at the 38th annual commencement of eight of Touro's schools dedicated to enhancing the Jewish heritage: Lander College of Arts and Sciences – Flatbush; Lander College for Men (LCM) in Queens; Lander College for Women – The Anna Ruth and Mark Hasten School (LCW) in Manhattan; the School for Lifelong Education in Brooklyn; Machon L'Parnasa-Institute for Professional Studies,

also in Brooklyn; Touro College Los Angeles and Touro College South in Miami.

By the end of the 2012 commencement season, the Touro College and University System is expected to have awarded approximately 6,000 doctor of philosophy, doctor of osteopathic medicine, doctor of pharmacy, juris doctor, master's, baccalaureate and associate degrees to students from its 32 schools and colleges located in the U.S. and around the world. #

For further information on Touro College, go to: <http://www.touro.edu/media/>.



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Borough President Diaz, Mercy College & Truman HS Form The Bronx Achievement Pact

By LAUREN GELOSO

The Bronx Achievement Pact, is an innovative new educational initiative that aims to raise high school graduation rates, enhance college readiness and maximize college enrollment. "This innovative program has the potential to change the way we prepare our students for college not just here in the Bronx, but across the entire City," said Bronx Borough President Ruben Diaz Jr. By leveraging the resources of colleges and universities and collaborating with existing public high schools, the Bronx Achievement Pact is a comprehensive and scalable solution to the education crisis. Educational indicators in the Bronx are the lowest in New York City, with just 59 percent of Bronx students graduating from high school and only 17 percent considered "college ready" by the New York State Education Department.

"A quality education is the critical factor in achieving economic success, personal satisfaction and social stability," said Mercy College President Dr. Kimberly Cline.

"The Bronx Achievement Pact will improve educational outcomes for Bronx students and secure a better and more prosperous future for generations of Bronx residents. We are excited to undertake this revolutionary initiative with our committed partners, and we look forward to further collaboration with additional partners as we move ahead." The Bronx Achievement Pact uses a comprehensive strategy that integrates successful high school and college experiences:

- **Early College Program:** Offering students 30 hours of transferable college credits during the regular high school day, with the option of completing an additional 30 credits to earn an Associate's degree during summers, weekends and school breaks,

- all at no cost to students or their parents
- **College and Career Exploration:** Building awareness about all aspects of the college process and various career pathways
- **Learning Excellence:** Facilitating focused tutoring and mentoring relationships between high school and college students
- **Summer Support:** Engaging struggling students

by sharpening skills in literacy, math and critical thinking and exposing them to college

- **Parent and Community Engagement:** Providing parents with the knowledge and skills to support their children on the path to and through college.

"Student success in school—both in achievement and aspiration—is largely a function of the dedication of the adults guiding the students: the teachers

and the parents," said Mercy College School of Education Dean Alfred S. Posamentier.

"The Mercy College School of Education is dedicated to producing first rate teachers and administrators for the Bronx Achievement Pact, as well as establishing a Parent Center at our Bronx campus that will serve the entire borough and should be a paradigm for the rest of the City."

The pilot, Bronx Achievement Pact, will launch in September 2012. It will expand to include one additional high school in September 2013, and then will continue to expand into 2-5 schools each year until all Bronx high schools with a graduation rate below 70 percent can join the Bronx Achievement Pact. "The Bronx Achievement Pact is the bridge that students need to make a successful transition from high school to college," said Harry S Truman High School Principal, Sana Q. Nasser. "Bronx students will be fortunate enough to have the support that they need to gain acceptance into college, but also to flourish as life-long scholars." #



President Kimberly Cline,
Mercy College

Rockefeller University

continued from page 27

summer but often increased for middle and upper class children, which he attributed to stimulating summer activities. Parental socialization of children, such as reading and talking to them, affect IQ. By age three, middle class youngsters have heard 30 million words while their lower class peers have been exposed to 20 million words. Some computer programs help improve memory, but most computer games have not been shown to improve intelligence.

Citing the great gap between socioeconomic classes in this country and the "toxic" and "hand-capping" affects of poor environments, Nesbitt suggested policy implications of his findings

include enriching programs for the poor and providing "the very best education for the neediest" starting from birth through ninth grade. Pre-K programs that include intellectual material and elementary school interventions have proven successful in improving skills. Involving parents in a child's education is recommended. Nesbitt said research has yet to be done on whether enrichment scales up but, he declares, "Some programs have proven to be highly effective" and, "If we don't know all the answers, it's worth trying to find out."

Dr. Nesbitt's talk was part of a free series presented by Rockefeller University's Parents & Science initiative, a program designed to help parents "understand science as it affects children's health and well-being." For more information, visit [#](http://www.rockefeller.edu/parentsandscience)



Michigan Professor Speaks at Rockefeller University on Improving Children's IQ

By SYBIL MAIMIN

An overflow crowd of eager parents and educators filled the auditorium at Rockefeller University to hear Richard E. Nesbitt, Ph.D., share his latest findings on "Intelligence and How to Get It: Why Schools and Culture Count." A psychologist and Distinguished University Professor at the University of Michigan, Dr. Nesbitt is determined to reverse the commonly held but controversial view, put forth by Charles Murray and Richard J. Herrnstein in their 1994 book "The Bell Curve," that IQ is determined by genes. Countering "heredity" with the new "environmentalism," Nesbitt presented evidence that nonhereditary factors, such as education, parenting, culture, and a range of interventions play a huge role in determining a child's IQ. Acknowledging that genetics have some influence, he explained that much can be done to modify and raise intelligence scores. Environmental factors are numerous. While a large gap exists between white- and African-American student scores, the difference is shrinking as schools do a better job of teaching. The

off-cited abilities of Asian and Jewish students can be attributed to cultures that emphasize hard work and achievement. And, studies of twins separated by adoption but exhibiting similar IQs can be linked to the general similarity of adoptive homes—affluent and stimulating.

Schools make "a massive contribution to IQ," he explained, and kindergarten and first grade are crucial. While research shows that religious and charter schools (with some exceptions) and teachers with higher degrees do not affect student outcomes, experienced teachers and the quality of their instruction and interactions, as well as class size, make a huge difference. One year of early classroom instruction equals two years of IQ growth, advised Nesbitt, casting doubt on the advisability of holding children back from starting school. Other environmental factors affecting development of intelligence include family moves, summer break, socioeconomic status, and stress. Nesbitt found that intellectual skills dropped for lower-class students during the

continued on page 26

INTERNATIONAL EDUCATION

Israeli School Superintendents & Principals Visit NYC Schools

By SMADAR ZELLER, PRINCIPAL, SHAPIRA SCI-TECH SCHOOL, ISRAEL

Our entire group of educational leaders was impressed by the educational system in New York City.

Unfortunately, we all must deal with high dropout rates in specific groups of the population. The effective measures we used in Israel were based on the perspective that a person who feels related, connected and meaningful will cling to the educational system. We must base every step on a social habit and on the understanding that children must understand what they gain and what they might lose if they quit school.

I am not sure I can give any advice to the educators of NYC. I only know that I believe showing those kids that we love them, we want them to succeed and improve their lives and that we believe in them as well as being very clear in the requirements and persistence might lead them to cling to the goal of studying and adopting other cultural behaviors.

The most popular careers that college graduates are going into in Israel and the careers that would enable them to support a family in the future according to the main statistic office of Israel are medicine, dentistry and architecture.

The careers that nowadays are the most profitable in Israel are computer engineering, science, mathematics and law. Analysts

from Bar-Ilan University claim that the following occupations are going to become the most needed and profitable ones: therapy specialists, hospital advisor, e-mail advisor and whisperer, who is a person that works in public relations and is supposed to calm down unsatisfied customers.

Another needed job is a head hunter for talented people and also the special job of a person who is responsible for the ego and satisfaction of the employees in the company.

Bioinformatics and all that has to do with genetic research is going to be very needed.

I am a principal of a very unique school in Israel since it is one of a very few schools that are purely technological. As part of the pedagogical perspective, we chose to combine two special programs. Entering the school our students study leadership. On the stage of first year in high school they learn how to become a meaningful member of our community, how to contribute to the society we are part of.

In the second year of high school (11th grade) they have a program of financial literacy education in which they study how to relate to incomes and outcomes, how to manage their own budget and the family budget and many other financial aspects that are relevant to their lives.

Both programs are experimental programs developed in Israel sci-tech schools network. #

CONGRATULATIONS TO THE GRADUATES OF 2012

BENJAMIN VAN DOREN,
White Plains HS, White Plains, NY



High school senior Benjamin Van Doren has been named a Finalist in the 2012 Intel Science Talent Search for his work in ornithology. He plans to continue his research at Cornell University.

BROOKS O'BRIEN,
Marymount University, Arlington, VA



Brooks Morgan O'Brien, graduated from Landmark College, AA degree and from Marymount U., in Arlington, VA with a BFA. Will start a job in graphic design with USA Today.

ETHAN ARBERMAN,
Johnson & Wales, Providence, RI



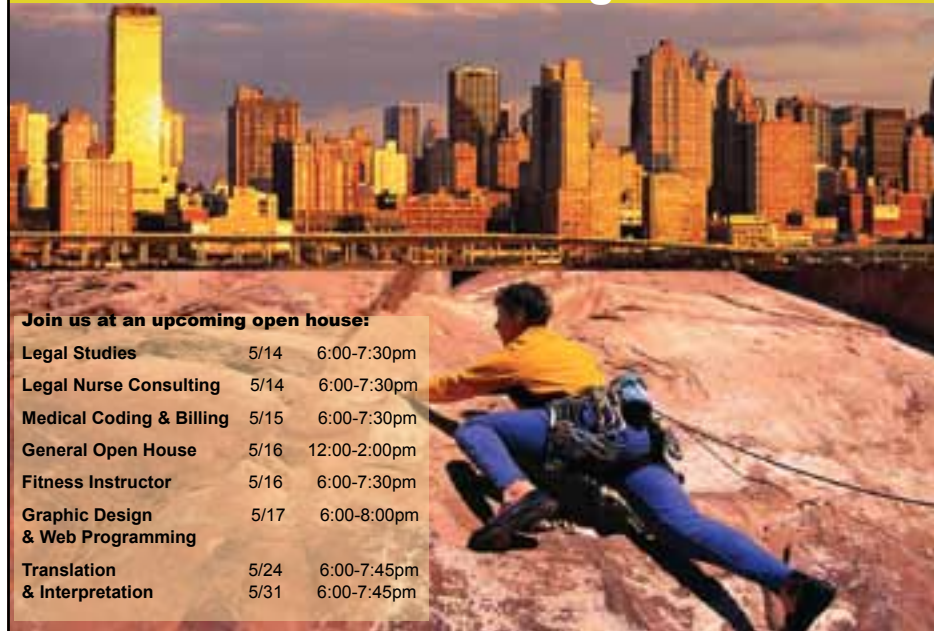
Ethan will be getting a degree in Network Engineering from Johnson & Wales University. After graduation he will be working for a small technology company in Massachusetts.

KEN HAYES,
Eastern Michigan University, MI



Ken will be getting an MS in Exercise Physiology. He will begin a job as Exercise Specialist, Strength & Conditioning Coach, and Youth Program Director.

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REVIEW OF 'PROFESSIONAL CAPITAL: TRANSFORMING TEACHING IN EVERY SCHOOL'

**Professional Capital:
Transforming Teaching In Every School**

By Andy Hargreaves and Michael Fullan
Published by Teachers College Press: 2012, New York and
Ontario Principals Council, Toronto. 220 pp.

By **MERRI ROSENBERG**

I don't think it's an accident or coincidence that I've been reading and reviewing books about teachers lately. Few conversations are as impassioned, or as compelling, as figuring out what makes a good teacher. The urgency is heightened by national concerns about maintaining America's competitive place in a global economy and how our schools need to prepare the next generation to meet whatever challenges arise.

As the authors write, "Teaching is at a crossroads, a crossroads at the top of the world. Never before have teachers, teaching and the future of teaching had such elevated importance ... But alongside the urgency, or perhaps even because of it, there is a lot of argument and more than a little aggravation about what high-quality teaching looks like

and what's the best way to get it and keep it. The crossroads are shrouded in a fog of misunderstandings about teachers and teaching, and if we take the wrong road forward, precipices are looming on many sides."

For Andy Hargreaves and Michael Fullan, proposals to cut teacher pensions, pay teachers according to how their students score on standardized test (an unfortunate consequence of the Race to the Top grants), or diminish the profession's standing by relying on prescribed curriculum, technology substituting for expert teaching, or alternative, fast-track certification programs are wrong roads indeed.

What they propose instead is the concept of "professional capital," which includes using scientific evidence when appropriate, developing a sense of collective responsibility, and taking ownership of the work within the context of a school. It's not about merely improving individual teachers. It's about having strong schools, with vibrant cultures that support and respect all teachers as professionals.

Which means that teachers, no matter how
continued on page 29

REVIEW OF 'The Gypsy Twist: A Max Royster Mystery'

The Gypsy Twist: A Max Royster Mystery

By Frank Hickey
Published by Pigtown Books: 2012. 189 pp.

By **MERRI ROSENBERG**

Go ahead. Have fun. Summer vacation definitely beckons — and this is an ideal book to tuck into your beach bag for your well-deserved break from the classroom.

I'm not normally a fan of mysteries, but Frank Hickey's assured, confident voice could make me a convert (or at least to his work). He knows his way both around the genre, and the world of detectives, suspects, low-lives and hard-boiled reporters. The result is a compelling page-turner about a serial killer who preys upon rich students, in perhaps the ultimate scary teacher revenge.

Hickey's detective, Max Royster, is an incisive and cynical observer of what he and his colleagues term the "Playpen" of the Upper East Side (will be hard for me to walk around Madison or Park Avenue again without seeing those exalted locales through Max's perspective). As he writes, "I call it the Playpen because it is so well protected. Safe enough for children to play in. You could live and die in the neighborhood without ever having to see the real, the dirty side of life. If you stagger home dead drunk, a doorman will catch you before you fall flat on the sidewalk. Politicians, bartenders, businessmen and cops all cooper-

ate to keep the Playpen safe for its wealthy inhabitants. There is no other neighborhood like it in the city. Maybe the world."

Hickey captures perfectly the world of privilege that informs elite, pricey private schools, as well as the benign disdain that its inhabitants display, often unknowingly, towards those who work for them.

Add in some detours to New Orleans and San Francisco in pursuit of a truly creepy serial killer (much better to read this on a sunny beach instead of a cobweb-infested summer cabin in the woods), with the requisite red herrings, false leads and pitch-perfect descriptions of those who live on the margins, and you have an ideal summer read.

What makes this even better is that Hickey knows the tropes well enough to play with them, from the film-noir descriptions of women, stereotypes of traditional Irish cops, and the wealthy, with just enough edge to make them contemporary and interesting. In describing a briefing to reporters, Hickey writes, "They nodded like spanked schoolchildren. Like Max, they did not earn enough to live comfortably in the Playpen. They were allowed to work here only so long as they did not upset the working relationship between their publishers and the neighborhood powers."

Exactly. You're in excellent hands with this assured writer. Enjoy. #

REVIEW OF 'Diagnosis and Design for School Improvement'

Diagnosis and Design for School Improvement

By James P. Spillane and Amy Franz Coldren.
Published by Teachers College Press: 2011, New York: 134 pp.

By MERRI ROSENBERG

Scarcely a day goes by without another discussion in the public space, whether in the paper, on a local news program or the Internet, about improving student performance on high-stakes testing and ensuring that teachers are up to the task.

There's no going back to the era when teachers and students explored curriculum, sometimes in unconventional and creative ways, behind closed doors. Transparency and accountability demand that teachers be aligned with state-defined learning standards. A key job requirement and expectation for school leaders is providing clear direction and guidance to achieve successful results for student achievement.

Still, the authors caution, smart and strategic leaders have to recognize that there's more to improving schools than simply a focus on test score data. Schools are complex, living organisms, with various stakeholders often arriving at different conclusions from similar information.

"Combining student achievement data with



other bits of information, school leaders and teachers can construct evidence of a problem, sometimes defining a seemingly singular problem in different ways," Spillane and Franz Coldren write. It's especially critical for school leaders to be both diagnosticians and participants in the process.

Setting up appropriate organization and routines that can be embraced by teachers matters.

As the authors conclude, "For diagnosis and design work to bear fruit in terms of student achievement and educational attainment it must be anchored in the core work of schooling — classroom teaching and student learning ... While some readers may be looking for a quick fix to improve teaching and learning in their schools, we have intentionally tried to avoid offering prescriptive recipes for school leadership and management that school leaders are meant to implement intact."

The approach, with its framework of academic research bolstered by ample examples from classroom observations and teacher interviews, offers a practical guide that any principal, assistant principal or curriculum supervisor would find useful. #

REVIEW OF 'Bad Teacher! How Blaming Teachers Distorts the Bigger Picture'

Bad Teacher! How Blaming Teachers Distorts the Bigger Picture

By Kevin K. Kumashiro
Published by Teachers College Press : 2012,
New York: 104 pp.

By MERRI ROSENBERG

Sometimes it seems as if teachers are blamed for almost everything that's wrong in America. It's amazing that teachers don't pull the covers over their heads and simply stay home.

In this slim but pointed volume, Kevin Kumashiro pushes back at the attacks that teachers face as he attempts to reframe the context in which the relentless barrage of criticism occurs. As he writes, "Politicians and pundits today seem to be unable to talk about educational reform in terms other than competitions, such as being the best in the world of racing to the top, in which only some can win while all others must lose."

How did we get here? As Kumashiro explains, in recent years the focus on metrics like test scores, reporting requirements, and teacher evaluations relying solely on student performance on standardized test scores, has distorted the conversation. In turn, these measurements often prevent teachers from actually teaching in their classrooms.

"Under current reforms, the more students struggle, the less their schools are allowed to teach, and the less they are made to look like flourishing school systems in this country and to other nations," he writes. When hearing, or reading, about the crisis in education, most Americans don't perceive the problems within a system, but instead drill down to what's going on in their child's individual school or

classroom. Which, in turn, means the critical gaze falls on the individual classroom teacher.

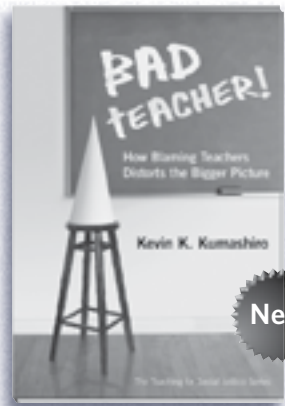
Here's how Kumashiro distills the perceptual problem. "The common sense about schools and teachers today does not call on Americans to see the bigger picture, to see a broader system of education. Rather, common sense narrows our vision to the level of the individual. Good teachers make for good schools, and since we hear repeatedly that our schools are bad, so too must be our teachers. At least, some of them." Add into that the larger landscape of standards-and-testing that No Child Left Behind exemplifies, and no wonder we end up with an MBA-driven system promoting accountability and outcomes.

Nor does it help that the underlying drum-beat of personal responsibility, free-market reform and privatization (quick, if the public school is failing, let's put in a private charter) makes the struggle even more challenging for public school teachers. Other culprits, in the author's view, include the trend to certify teachers by alternative, fast-track methods, which undermine more traditional preparation methods.

Then there's the money. Kumashiro discusses the influence of wealthy individuals who support private foundations and think tanks, many of which produce studies that further erode respect for public schools and the professionals who work in them.

You don't have to agree with all his points or arguments to admit that this is not a great time to be a teacher. There's no simple solution, either. Kumashiro's ultimate recommendation is that real reform requires "that we need to build a broader movement for educational reform." Good luck. #

STANDING UP for TEACHERS

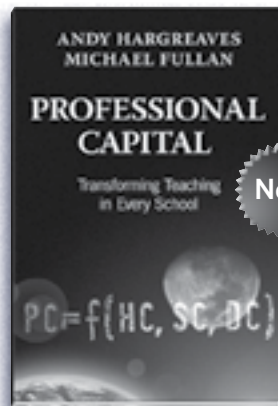


BAD TEACHER! How Blaming Teachers Distorts the Bigger Picture
Kevin K. Kumashiro

"Kumashiro explains why we should think differently about the prescriptions that are now taken for granted—and wrong."

—Diane Ravitch, New York University

Argues that scapegoating public school teachers, teacher unions, and teacher educators masks the real, systemic problems.



PROFESSIONAL CAPITAL
Transforming Teaching in Every School
Andy Hargreaves & Michael Fullan

"Andy Hargreaves and Michael Fullan's latest book shows that transforming our public school system isn't magic: It comes from supporting all educators to 'teach like a pro.'"

—Randi Weingarten,

President, American Federation of Teachers

Combats the tired arguments and stereotypes of teachers and teaching.

Professional Capital

continued from page 28

talented, gifted, or proficient, can't retreat behind the walls of their individual classrooms. As the authors explain, "The only solutions that will work on any scale are those that mobilize the teaching force as a whole — including strategies where teachers push and

support each other."

The authors recognize that working conditions have to be just as professional and supportive as the new breed of teachers this book is designed to develop.

The beneficiaries, of course, are the students — and our society. This provocative, thoughtful and challenging book is an excellent place to start a much-needed conversation. #

"A room without books is like a life without meaning."

—THOMAS JEFFERSON



REVIEW OF 'Sunday Is For The Sun, Monday Is For The Moon'

***Sunday Is For The Sun,
Monday Is For The Moon***

By Sandra Priest Rose and Glen Nelson.
Published by Reading Reform Foundation: 2012,
New York: 105 pp.

By MERRI ROSENBERG

With the relentless, dreary drill-and-kill scenario that has come to dominate too many classrooms in this high-stakes testing environment, it's a relief to come across an alternative approach that celebrates the joys of reading rather than teaching only for the test (I'd love to ask the authors what they think of the recent "talking pineapple" fracas.)

This is a most welcome antidote that should be read by classroom teachers, literacy specialists and elementary school principal. Slim and slender though this volume appears, it's packed with passion and persuasion.

The Reading Reform Foundation sends 35 mentors to schools around the city as well as Port Chester and Mt. Vernon in nearby Westchester County. Working with teachers, these specially trained mentors offer guidance on how to teach reading in an effective way to reach a wide variety of students. According to the authors, there are currently 78 teachers in 23 schools who are receiving this training, with a direct impact on 2,000 students.

It's axiomatic, as the writers observe, that "The degree to which children begin to master literacy sets up many landmarks of success in their lives. Conversely, a failure to master them creates monumental roadblocks. The complications of a child learning to read and

write spring from this simple statement: human brains are hard-wired to speak, but not to read and write."

The promise of the Reading Reform program is that, using little more than "pencils, paper, chalk and books"—and, of course, dedicated and properly trained teachers, children can become enthusiastic, competent and lifelong readers. Using a careful, precisely constructed combination of phonetics and a multisensory approach (like having beginning readers draw sounds and letters in the air before writing them down on paper), students learn what words mean as well.

The authors offer a brief history of the teaching of reading in the United States from Colonial times, including Noah Webster, Horace Mann, and John Dewey—even the classic Dick and Jane Readers so familiar to baby boomers—as well as an examination of the whole language versus phonics debate that I remember from my own children's educational experience.

As they observe, "Teaching reading continues to spark controversy. The only losers in this battle are the children, who continue to lag behind as adults bicker over what should no longer be points of debate."

After all, the ultimate goal in this program is simply to acknowledge the fundamental purpose of teaching reading. As they write, "This careful analysis of words, often as new to the teacher as to the students, is the beginning of the intellectual journey that is the birth right of every child. Let us train teachers to clarify their understanding of English so that they can transmit a rational system to their students." Isn't that what we all want? #

SUMMER READING

New Cookbook Tells Tales Of Olive Oil In Recipes & Stories

Knowledgeable, riveting, and unique are three words to describe chef Henri Lorenzi's new book, *The Golden Touch Olive Oil: A Life in Recipes and Prose*. According to Lorenzi, olive oil is not just something we use every day but something that can improve our every day lives.

A foodie, world traveler and raconteur, Lorenzi gives readers an insider's view of his love of olive oil. He digs deep into the uses, history, health benefits, techniques, and recipes to pour olive oil into. And, he recounts the details of his many journeys to find the best ingredients from the French Riviera to the Scottish countryside, from the vineyards of Italy to the olive groves in rural Greece.

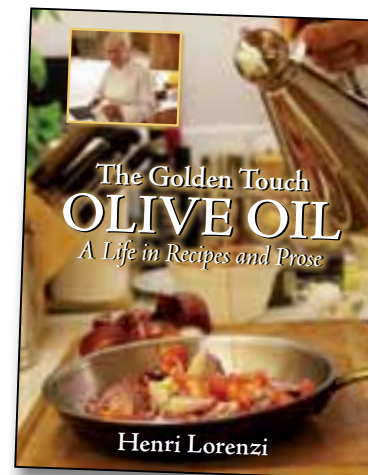
With artwork ranging from detailed modern graphic designs and artistic colophons to historical photographs and up-close photos of Lorenzi's dishes, *The Golden Touch Olive Oil: A Life in Recipes and Prose* is a visual feast as well as source of information about food history.

Illustrating in both words and pictures how to use olive oil in everything ranging from a Greek salad to a barbecue dish, Lorenzi reveals his own recipes and breaks down exactly how to prepare these dishes complemented by serving tips.

Olive oil is something in all our cabinets and it is waiting to be served. Added benefits of olive oil include reduction in cholesterol, risk of plaque obstruction, blood pressure, sugar levels, and more. Cooking with olive oil is an easy way to improve and maintain health and

well-being; Lorenzi shares his extensive knowledge about the food and hospitality business to advocate and advise readers about healthy eating.

Whether you are a vegetarian, meat eater, or love spices there are recipes for you. Lorenzi doesn't miss a beat as he makes sure to touch on every food group and every food type. And, his fascinating stories delve into the history behind his recipes. Order the book



at [#">www.henrilorenzi.net.#](http://www.henrilorenzi.net)

Henri Lorenzi is far from just a chef. He has had experience in research, hotel management, restaurant management, and as a professional painter. Alongside his professional skills Lorenzi has lived through nine decades including Europe's German occupation during WWII. Despite this directly affecting his family, Lorenzi has come out on top with more drive and love for life.

IMPROVING PRE-KINDERGARTEN — HIGH SCHOOL EDUCATION THROUGH PHILANTHROPY

By SUSAN AURELIA GITELSON, Ph.D.

Part one of a two-part series

Many private individuals and foundations are contributing in substantial ways to improve K-12 education. Let me give some examples of dedicated people who want to reform and improve education, especially for disadvantaged youth.

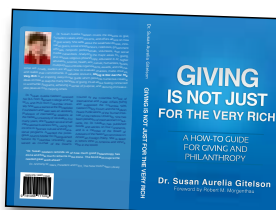
The outstanding example is Teach for America, started in 1990 by Wendy Kopp and based on a proposal she made in her Princeton undergraduate senior thesis in 1989. The goal is to enlist top students from major colleges to teach all over the country, especially in regions with the neediest schools. By 2011, there were already about 17,000 Teach for America alumni.

Richard Barth, who originally assisted Kopp and is now her husband, went on to run the Knowledge Is Power Program, or KIPP, a charter school network that improves education, especially for low-income students. KIPP was founded by two Teach for America alumni, Dave Levin and Michael Feinberg, in Houston and the Bronx. It

has grown to a national network of around 100 schools. Mr. Barth said, "In a country as great as ours, why should where you're born dictate your life outcome. ... Anyone, born anywhere, should have access to high-quality schools."

Since Bill Gates is concerned with the danger that deteriorating schools will lead to a small, educated upper class and large poorly educated underclass, the Bill and Melinda Gates Foundation has given around \$5 billion to education grants and scholarships from 2000 to 2011 and has been supporting charter schools, especially in inner-city neighborhoods. KIPP has been a major recipient. The Gates Foundation is also sponsoring studies to evaluate teacher effectiveness and many other programs.

Dedication to teaching can carry beyond an individual classroom. For example, Valerie Rowe,



a former teacher, gave \$1 million to Student Sponsor Partners, which grants scholarships to at-risk high school students at 26 schools, mostly Catholic ones, around New York. Each student receives a mentor to guide him or her through four years of high school. About 1,400 were part of the program in 2011, its 25th year.

Let's say you want to make a difference, but you can't become a teacher. You can contribute through DonorsChoose.org to your choice of classrooms. Public school teachers from all over the US post requests for what they need most: microscope slides for a biology class or musical instruments for a school recital. You can look through the project requests and give whatever amount you wish to the projects. When the funding goals for particular projects are reached, DonorsChoose will deliver the requested materials to the schools. You will get photos of your project being carried out, along with the teacher's thank-you letter and a report showing how the funds were spent. If you give over \$100, you will also get hand-written thank-you notes from

the students.

They call this "citizen philanthropy," where everyone can receive the choice, transparency and feedback usually reserved for mega-contributors. DonorsChoose.org was founded by Charles Best in 2000 when he was a social studies teacher at a Bronx high school in response to lack of educational materials at his school. He felt many people would want to help needy public school classrooms if they had some say over where their contributions were going. They could choose local schools or those in other places they were concerned about and could help in many fields.

So much has been done and so much more needs to be done to enhance education from pre-kindergarten through high school. Your contributions can be meaningful at whatever level you choose: local, national or international. #

Dr. Susan Aurelia Gitelson is the former president of International Consultants, Inc. and has been consulting for international business, educational, cultural and other institutions. She is the author of "Giving is Not Just For The Very Rich: A How-to Guide for Giving and Philanthropy."

Fifty Years of Union Celebration: CSA Dances the Night Away



(L-R) Dave Barger, JetBlue CEO,
CSA Pres. Ernest Logan
& Michael Haberman, CEO, PENCIL



(L-R) CSA President Ernest Logan
& Richard Trumka,
President, AFL-CIO

More than 780 guests celebrated the Council of School Supervisors & Administrators' (CSA) 50 years of unionism recently with a dinner and dance that included a high-profile appearance from actor and activist Susan Sarandon as well as a powerful speech from AFL-CIO president Richard Trumka. The gala took place at the Waldorf-Astoria on Park Avenue, which provided a hint of old New York elegance throughout the evening. The union, under the current leadership of Ernest Logan, has played a pivotal role in public education and has

an unswerving commitment to its members and the children they serve. Logan delivered an impassioned speech about education that received a standing ovation.

Guests included Dr. Randi Herman and Anita Gomez-Palacio, union officers, in addition to Chancellor Dennis Walcott, CEO of Jet Blue Dave Barger and Pencil Exec Director Michael Haberman. "We shouldn't wait another 50 years to do something like this," said Jim Phair, Principal PS 107 in Queens, as the educators danced the night away. #

On the Scene with Benjamin Stimson, a Rising Director

By MOHAMMAD IBRAR

An interview with Benjamin Stimson revealed that taking the unconventional path is difficult, but it can lead to success. Benjamin Stimson never received any formal training or education in filming and movie production, but he is the founder of Almost Blue, an up-and-coming production company that specializes in marketing, promoting and connecting his clientele with its targeted demographic using micro-documentaries and film.

Graduating from Green Mountain College in Vermont with a bachelor's degree in art, he knew he didn't want to be an artist, but he did know that he wanted to make documentaries. Stimson's knowledge of film production was very limited, yet with his vision, drive and a Panasonic camera, he developed a superb documentary — his first-ever about New Orleans urban music. "I'd never done any of those things before, and yet, I was able to accomplish my goal," said Stimson about his initial venture.

Stimson soon turned his talents towards a sales job at a radio station, and soon after he conducted fundraisers for Isabelpratt, a public relations firm. Strengthening his connections, interpersonal skills and professional portfolio all the while, he began to monetize his passion and developed Almost Blue.

From an early age, Stimson saw things differently — he was a visual thinker. In the sixth grade, he became immersed in an unusual learning experience at the New City School located in St. Louis. In retrospect, the incredibly progressive school altered his entire perception. "I wanted to help students in the same way that I was helped, and not criticize them, but to help them as a mentor," said Stimson. By teaming up with the Greenwood School in Vermont, Stimson runs an internship program called "Kids with Cameras" that engages students in all aspects of movie production.

"Creativity is key," emphasized Stimson. "If you want to enter the field, you need to focus, and choose one thing at a time. You may have to start working for free."

Stimson also advised nascent videographers to disperse and publish their material on the Internet, utilizing social network sites and video community sites such as YouTube, Dailymotion and especially Vimeo to the fullest extent. He



Benjamin Stimson

Magee Hickey Honors Her Father's Memory: An Unusual Channel 11 News Team Performs at Convent of the Sacred Heart



The Hickey family sings in unison



Channel 11 broadcasters perform

By DR. POLA ROSEN

What brings the news team together singing and dancing a la Frank Sinatra, Tony Bennett and Fred Astaire? Why none other than red-headed, energetic, vivacious Magee Hickey, whose mother was an actress and whose father, Lawrence Hickey, was an active parent at Convent of the Sacred Heart when his daughters were students there. He was the founder of the Astor Services for Children and Families in the Bronx and Rhinebeck, N.Y.

Raising money for developmentally delayed children was always foremost on his list as it is for his grown children today. Frank Hickey,

Magee's brother, an author (his book is reviewed in this issue) and her sister also sang and danced.

In attendance was Gabe Pressman, Mr. G and other luminaries of channel 11. What a great cause and what an innovative way to do it! Lawrence Hickey, you would have been proud of the cabaret in your honor! #



Gabe Pressman

COLLEGEBOUND INITIATIVE GRADS CELEBRATE

By DR. POLA ROSEN

Tears flowed freely among the hundreds gathered to pay homage to the victory of inner-city high school students who conquered seemingly insurmountable odds including living in shelters for years, lack of funds and single parent families, to gain full scholarships to some of the best colleges in the northeast. The triumph of the students was shared by the founder of the CollegeBound Initiative Ann Tisch, as college presidents from Gettysburg, Rochester and a provost from Cornell were awarded plaques.

How did it happen? Ann's vision was to have a full-time expert college counselor in high schools around the city. In speaking to the

also recommended using the Internet to help solve remedial problems when filming by visiting online video forums and searching the Web for solutions to technical issues.

"Studying art in college helped inform my skill set," said Stimson. He remains passionate about his profession and continues to work with local companies in Vermont. He will soon focus his lens on other states. "Filmmaking combines all of my interests: culture, arts, photography, music — that's why I love it so much." #

For more information and to view Almost Blue Productions' videos, visit almostblueproductions.com

students below about where they were heading, all from different high schools, all with dreams of different majors, they all agreed on one thing: the college counselor whom they consulted every day was the key that enabled them to succeed.

Auguri Ann and Andrew Tisch for making the dreams of young inner-city students come true! Some of the students were: Amber McComb, student at High School for International Studies, going to Marist College, English major.

Nicole Dailey, student at Global Studies High School, going to St. Bonaventure University.

Kassandra Rosales, student at Academy for Social Action, going to University of Albany, mathematics/engineering major.

Victor Allen, student at Global Studies High School, going to Daemen College, international business major.

Ledwin Martinez, student at Urban Assembly School, going to New York University, political science major.

Chad Singh, student at Urban Assembly School for Applied Math and Science, going to Syracuse University, the superb master of ceremonies. #



Chad Singh

Award
Winner

EDUCATION UPDATE ■ FOR PARENTS, EDUCATORS & STUDENTS ■ MAY/JUN 2012



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