

# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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CUTTING EDGE NEWS FOR ALL THE PEOPLE

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## BACK TO SCHOOL 2012



## GUEST EDITORIALS

## The Tale of Two Tails

By CHANCELLOR  
MATTHEW GOLDSTEIN

**I**n this difficult economy, it's imperative that we help more students earn the degrees and skills they need to advance themselves. But it's worth reminding ourselves that education is not a one-size-fits-all enterprise. Today The City University of New York serves 270,000 degree-seeking students. Each one begins their college experience with different expectations. It's a story that I call "The Tale of Two Tails." CUNY is now enrolling more and more high-achieving students. That's a tail at one end of the preparedness spectrum. We're also enrolling a growing number of underprepared students—a tail at the other end. That means that our students don't begin at the same starting line. Nonetheless, our goal is to help each of them finish. This requires relentless innovation. We must develop targeted ways to challenge and support each student and maximize their ability to succeed, both in college and in life.

For example, community colleges are an outstanding resource for many students. They enroll almost half of all undergraduates nationwide. But the three-year graduation rate for urban community colleges is just 16 percent.

That's why CUNY, in partnership with the city, created the ASAP initiative: Accelerated Study in Associate Programs. ASAP is designed to create clear pathways to a degree. It requires full-time study in small classes and offers comprehensive advising, tuition waivers for eligible students, and free use of textbooks and a monthly MetroCard.

The program has yielded remarkable results. The 2,500 participants in ASAP to date have a combined three-year graduation rate of 56 percent, compared to a 23 percent three-year graduation rate for a similar group of non-ASAP students. CUNY is expanding ASAP over the next two years. And CUNY's New Community College, which opened this fall, incorporates several ASAP principles in its design.

At the same time, we know that many highly prepared students are looking for a challenging, eye-opening college experience in the city—one that won't break the bank. That's why we created the Macaulay Honors College in 2001. The college is tuition free. Students get a laptop and a New York City cultural passport that offers free



or low-cost access to cultural venues, along with research assistantships, study-abroad options, and internship opportunities. Sixty percent of Macaulay students are immigrants or the children of immigrants, and the current class has a high school average of 93 percent and average SAT scores over 1400. The result has been some truly exceptional Macaulay graduates, including two Rhodes scholars and numerous Truman, Goldwater, Fulbright, and National Science Foundation scholars, as well as a rapidly expanding pool of applicants.

We're proud of our commitment to helping all students enhance their learning through innovative programming. But as the Tale of Two Tails demonstrates, there is much work to do. First, we must be creative. There are no shortcuts. Specific challenges must be targeted with thoughtful interventions.

Second, CUNY's work with the city's public schools must remain a priority. Success in college depends on early planning and rigorous K-12 preparation. And third, the need for public support of public higher education has never been greater. A college education is still the best investment that society can make. It's time that we all invested in futures: our students' and our city's. #

*Matthew Goldstein is chancellor of The City University of New York.*

## Educating the Educator

By DR. PETER EDEN  
& DR. MANJU BANERJEE

**T**eaching and learning environments today — at all educational grades and levels — involve students who come from diverse backgrounds and who possess a wide range of abilities, experiences, strengths and needs. The prevalence of students who learn differently, such as students with learning disabilities (LDs) including dyslexia, ADHD, and ASD, has increased noticeably in the past 20 years. The growing diversity of students in the classroom has often outpaced educators' current toolkit and skillset of pedagogical practices; therefore, these students (and the educators serving them) encounter many challenges each day that make learning very difficult in traditional settings.

As educational institutions in the U.S. face a surge in students with diverse needs and face increased pressure to improve access, retention, and true measurement of successful learning, it is essential that we prepare our educators with the right strategies and practices for educating a new profile of learners. Despite the growing number of students with LDs currently challenging our best instructors and adding to the heterogeneity of classroom learner populations, precious few institutions dedicate their systems, philosophies and pedagogical approaches to this deserving population of our society. However, among those focused on changing the lives of students with LDs is Landmark College.

To provide such opportunities and to meet the

needs of today's education professionals as well as instructors-in-training, Landmark College now offers a graduate level certificate program in Universal Design (UD) and Assistive Technology (AT). This certificate program distinguishes itself from others because it combines two critical components of education — universal design and technology, and is offered in a "blended" format that combines the convenience of online learning and access to direct interaction with faculty and students on the Landmark campus.

To fulfill our mission, which is to transform the way students learn, teachers teach, and the public thinks about education, Landmark College — now a four-year institution — is offering technology and innovation-driven undergraduate and graduate programs that educate the educator, while also serving a moral imperative which is to provide an optimal environment for those who learn differently. Of course, we cannot do this alone. We seek to form strategic alliances with other educators and institutions, in an effort to change many more lives and modernize our educational models on a national if not global scale. #

*Dr. Peter Eden is the president of Landmark College; Dr. Manj Banerjee is the VP of the Institute for Research and Training (LCIRT). For more information about Landmark's new graduate certificate program, please visit [www.landmark.edu](http://www.landmark.edu) or call LCIRT at 802-387-1662.*



## LETTERS TO THE EDITOR

### NEW YORK, NEW YORK

*Churchill: The Power of Words at Morgan Library*

#### To the Editor:

I was able to recently view Churchill: The Power of Words at the Pierpont Morgan Library. It was amazing to see his personal artifacts, even more amazing to hear that voice and be able to see his words projected.

*Austin Scott Brooks*

**See additional Letters to the Editor on page 29**

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## Two Great Institutions Team to Create New Health Complex: Hunter College & Memorial Sloan-Kettering



President Craig Thompson



Mayor Michael Bloomberg



(L-R) Dr. Charlotte Frank, President Jennifer Raab & Mark S. Weiss, VP, Newmark Realty

By ERICA ANDERSON  
& VALENTINA CORDERO

Mayor Michael Bloomberg, in conjunction with Hunter College President Jennifer Raab and Memorial Sloan-Kettering Cancer Center (MSKCC) President and CEO Craig Thompson announced a new healthcare facility and nursing school, representing continued advancement in science and health research and teaching. The plan includes construction of two new science and health professions buildings on the Upper East Side of Manhattan.

“Our coming together is a testament to our history of fruitful collaboration and amazing science happening at both our institutions,” Hunter College President Jennifer Raab said.

The new 750,000-square-foot cancer care facility will allow MSKCC to develop innovative outpatient treatment programs.

“This is an extraordinary opportunity for patients,” said Thompson.

CUNY Hunter College will build a 336,000-square-foot science and health professions building. The goal is to upgrade the college’s nursing and science facilities in support of its strong academic programs. “More than ever, Hunter is a science powerhouse,” Raab said.

The New York City Economic Development Corporation, headed by Seth Pinsky, predicts that the projects will create 3,200 construction jobs and 830 permanent jobs. “For CUNY this project is not just about a new building; it’s also about economic development and creating new jobs in the science and health professions field,” said Vice Chancellor for Facilities Planning, Construction & Management Iris Weinshall.

The projected cost for the new CUNY facility is \$450 million, and is expected to open its

doors by 2018.

The city will sell the lot on East 73rd Street and FDR Drive to MSKCC for \$215 million, making it “easily one of the largest real estate transactions the city has ever been involved in,” according to Bloomberg. The sanitation garage that used to occupy that space was demolished in 2008, and its replacement will be erected in place of Hunter’s current School of Nursing on East 25th Street and First Avenue.

Raab, who provided the leadership and creativity to engineer the “swap” of real estate parcels, called the new endeavor a “transformative project” which will help to make the “Decade of Science” a reality. “At its core, this project is about creating the ability to expand the health and science partnerships between two extraordinary institutions,” Raab said.

Representatives from both institutions com-

mented on the benefits of the proximity of the new site to their main centers of operation. Hunter students will no longer have to commute between the two campuses. For MSKCC, patient care can be increasingly streamlined and made more widely available while lowering costs.

Mayor Bloomberg said that this initiative represents not only an ambitious project, but also a move forward for the City of New York. “Thanks to our innovative approach to economic development, today’s announcement is yet another step towards making New York City home to the world’s most talented workforce,” Bloomberg said. “Not only will these two great institutions play a critical role in creating great jobs in one of the city’s growing industries, but they usher in the innovative and medical advancements of tomorrow.” #

### DR. MARGARET I. CUOMO WRITES BOOK ABOUT CANCER

## Review of ‘A World Without Cancer: The Making of a New Cure and the Real Promise of Prevention’

**A World Without Cancer: The Making of a New Cure and the Real Promise of Prevention**

By Margaret I. Cuomo, MD  
Published by Rodale, October 2012, New York: 304 pp.

By MERRI ROSENBERG

Cancer is one of the scariest words in the English language. Hearing it applied to oneself can lead to immediate onset deafness, with the inability to process anything that a doctor might be saying.

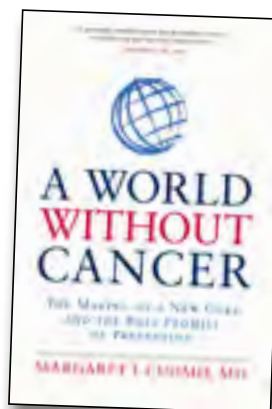
Does anyone even remember that in 1971 President Richard Nixon signed the National Cancer Act to “conquer cancer?” Dr. Margaret I. Cuomo, author of this passionate, eloquent and powerful attack on cancer, certainly does.

As a board-certified radiologist who has spent

much of her career diagnosing cancer and AIDS, Cuomo — daughter and sister of two New York governors — is outraged by the discouraging lack of real progress in conquering cancer.

She writes: “Why have we settled for a medical system that allows cancer to be recast as a chronic and tolerable disease rather than one we should try to prevent? Why do so many scientists at the nation’s drug companies and universities turn their backs on the possibility of prevention? How can we transform the agenda?”

Cuomo has plenty of ideas to achieve that goal. For starters, she’d jettison the misleading para-



dig of waging war on cancer, which Cuomo suspects has led both physicians and patients to be comfortable with accepting the current stalemate. She concedes that targeted treatments have prolonged patients’ lives and enabled them to live with cancer as a chronic condition, but Cuomo doesn’t think that’s good enough.


She’s a big advocate of prevention, urging that resources be committed to exploring ways that diet, exercise, environmental exposure and supplements can affect a person’s likelihood of developing cancer. Cuomo is also frustrated that the medical and scientific community hasn’t done enough to

use vaccines and other preventive therapies, and that proven, effective public health strategies and messages haven’t reached a wider audience.

While Cuomo emphasizes how important it is to find cancer early, before it’s had a chance to spread and metastasize, she cautions that screening isn’t necessarily the panacea that people believe. As she writes: “The problem is that many of our current tools for identifying cancer early aren’t ideal. ... Patients and their doctors are understandably confused about who should be screened, for what and when.”

Cuomo is such a clear, beautiful writer that complex scientific concepts are accessible even to the non-scientific. She explains why there is debate within the medical community about the risks and benefits of many screenings and treatments. One of her major points is that “one of

*continued on page 6*



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## NJ School District Successfully Implements School Choice Program

By MARY ROBINSON COHEN, M.A., J.D.

In New Jersey, parents can send their children to another school district through the Inter-district Choice Program ("Choice"), enacted by Governor Christie in September 2010. Approved school districts use a lottery to select students and the State reimburses education costs. This article reviews how a receiving district can ensure successful implementation of Choice so that all of the children — local residents and Choice participants — are poised to achieve academically.

Our county superintendent encouraged our school superintendent to apply to become a receiving choice district as we are a small, one-school rural district. Like many districts, we faced budgetary woes as our tax base was capped. In the middle on socioeconomic indices, academically we have been spotlighted by New Jersey Monthly as one of the top 75 schools in the state. Students in grades 7 through 12 come from three elementary schools and consistently number about 375 students; our capacity is 450.

After receiving strong support from our board



of education, our superintendent and I, as Choice coordinator, wrote the application. The N.J. DOE Choice office was extremely helpful as were the pilot districts; we were approved to accept almost 30 students. Our administrative team knew that successful implementation lay in careful design. Together we visualized every detail and built in a plan for continuous reflection and refinement.

We anticipated concerns of constituent groups: teachers reluctant to own the scores of new students, parents and students impacted by growing class and athletic team sizes and the community, homogeneous and rooted in history. We thought about new students who were entering from as near as a mile away, some legacies, some desiring an alternative to the large high school in the neighboring district, some with a keen interest in our agricultural program and the courageous spirit of students coming from urban areas up to 20 miles away for better opportunities. Our

list was lengthy. We had a short time between approval and implementation. Our three-member team was fortunate to have a teacher assist us as an administrative intern in the planning and implementation of the program.

We decided, quite intentionally and unequivocally, that our main objective was to integrate the new students and their families as quickly as possible. We delivered a consistent message: these are our students and must be held to the same academic expectations and student code of conduct — no exceptions. Any other message would have allowed unacceptable delineation. We asked resident families to help welcome the Choice students. Their generosity was exemplary — before school even opened, student ambassadors held a day-long "meet and greet." Students became involved in summer athletic camps and parent organizations signed up volunteers to chaperone dances and attend athletic fundraisers.

Our team continuously refined our practices and made adjustments. When lack of transportation threatened to prevent some students from

attending our school, our BOE designated some of the choice aid to pay for a bus and afterschool supervision by a teacher who helped with homework. This allowed students to be involved in extracurricular activities. Data indicated that some students needed additional academic help to fill in the gaps that they missed in their former districts; we are providing this. As coordinator, I was accessible to parents who knew that they could call me on topics ranging from academics to the whereabouts of a late bus.

The Inter-district Choice program has had a positive effect on our school. This academic year we will welcome 34 new students, along with all 21 who are returning from last year. Hardly a day passes without receiving an inquiry about applying to our school. Our success in implementing Choice is due to our team's intentional planning and reflection on how to best serve all of our students. #

*Mary Robinson Cohen, M.A., J.D. is an assistant principal and director of curriculum and instruction in the South Hunterdon Regional School District, Lambertville, N.J.*

## Cuomo

*continued from page 4*

the best opportunities we have to use screening more wisely is to consider the individual circumstance of every patient. There's a significant difference between screening all healthy people for all cancers and targeting our tests more spe-

cifically to those who are most likely to develop a disease, or are most concerned about it."

Not surprisingly, Cuomo's big idea is the creation of a National Cancer Prevention Institute. This program would be built into the National Institutes of Health, designed to coordinate the multi-faceted activities within the government and to achieve making "cancer prevention a

national priority." The focus would be on using applied epidemiology, examining how diseases are distributed across populations and how these could be better controlled.

Cuomo embraces a political and personal agenda along with a medical one. She urges people to take responsibility for their own health, by discussing screenings with their physicians,

avoiding tobacco, using sun protection, and paying attention to diet and exercise.

"We have an urgent need to focus our tremendous resources — both financial and intellectual — on a coordinated and collaborative prevention strategy," she writes. It's time to stop wasting time on this critical issue, and follow her wise advice. #

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# Education Update's Outstanding Educators Share Lessons

By DR. POLA ROSEN

The Harvard Club was the setting of the tenth annual award ceremony in which *Education Update* recognizes **Outstanding Educators of the Year**. Thirty-two teachers and administrators nominated by their supervisors and voted on by *Education Update's* Advisory Council, received a standing ovation by their peers, families, sponsors, scientists, union leaders and politicians.

Many teachers emailed the best practices and lessons below to share with our readers.

*Education Update* deeply appreciates and thanks the sponsors that made the event possible. Jet Blue Airlines provided four tickets to destinations within the US.

Sponsors were: Con Edison, The City University of New York, Ann and Andrew Tisch, The McGraw-Hill Companies, The City College of New York, Child Mind Institute, The Council of School Supervisors and Administrators, Lindamood-Bell Learning Processes, JetBlue Airways, Joyce Cowin, The Everett Foundation, The New York Times, CUNY School of Law, The Jed Foundation, Kingsborough Community College, Landmark College, Lehman College, The Leonard Family, The New Community College at CUNY, NYU Steinhardt, Sadlier, Sandra Priest Rose, Windward Teacher Training Institute, Teachers College-Columbia University, Touro College, Wagner College and York Prep.

Additional supporters included Dr. Margaret Cuomo Maier and Howard Maier, Deborah Strobin and Ilie Wacs, Mira Van Doren, Mara and Dean Landis, Tina Flaherty, Drs. Carole and Joseph Hankin and the 92 St Y.



## RASHID FERROD DAVIS

Principal, Pathways in Technology Early College High School, Brooklyn

I am the founding principal of Pathways in Technology Early College High School (P-TECH). Every student needs to feel as if he or she belongs in school and the school culture has to be one that reinforces the belief that success is possible for all. The success is possible when teachers and principals meet students where they are and help them to move forward. P-TECH is a new grade 9-14 STEM (science, technology, engineering and math) early college school in New York City. The school is in collaboration with the New York City Department of Education, the City University of New York, New York City College of Technology and IBM. The students will simultaneously earn a high school diploma and an Associate in Applied Science (AAS) in either Computer Information Systems or Electromechanical Engineering Technology. After the students earn the AAS degree, they will be first in line for a job at IBM. Every student has a mentor from IBM. The school is open admissions: they are not academically screened and they do not need to pass a test to gain admission. We opened our doors in

September 2011 with 102 students and what has worked well is how we use time.

Our 102 students have 20,000 more minutes in their school year than a traditional high school. Additionally, the students attend a six-week summer program for an additional 6,400 minutes. The first instructional period begins at 8:35 a.m. and the 10th period ends at 4:06 p.m. The students have 90-minute classes and they have the opportunity to spend more time on task. The more time on task has yielded some tremendous results in year one: 98 percent of students were promoted from grade 9 to 10 and 75 percent have passed the state Regents in both English and integrated algebra. In addition, 15 percent of the students took the college-level course Logic and Problem Solving and received grades of C or better this summer. Finally, the public/private partnerships with our school are instrumental in helping prepare students to be both college and career ready. #

*Buffie Simmons, Acting Superintendent; School District 17*



## STARR SACKSTEIN

World Journalism Preparatory:  
A College Board School,  
Queens

Puzzled by the enormity of research, students of all ages and levels are overwhelmed by the idea of it, not understanding that they do it all the time. In my 12th grade English class, I scaffold a final research project that taps into all the skills we work on for the year. The topic is of their choosing, so long as it is based on literature read within the school year. Benchmarks are presented to take the scariest out of the experience. They are: topic selection and planned literature choices as well as a critical theory lens through which to express their research (before trip to college library), annotated bibliography, tentative thesis statement, plan of action, outline, permanent thesis statement, first draft without any cited material, peer conference, teacher conference, second draft with the addition of textual evidence, peer conference, final bibliography, and final research paper with metacognitive reflection. Students are given time in class to work/research/write/read/peer review and at least three trips to the college library are planned.

It's ironic, when students are told in September they will be writing a 12- to 15-page research paper, they dread it all year. What they

don't realize is that every assignment they work on in class all year leads up to the big one. We start out small: a two- to three-page poetry analysis paper, then a three- to five-page literary analysis paper, then a five-page paper that can either be academic or creative, then an eight- to 10-page one-act play. There are other projects assigned that address a variety of skills needed to meet the common core standards, but each assignment builds stamina that mentally prepares them for the last research paper. Ultimately, this project is the one that current and former students say prepared them for college most, despite their initial resistance to it.

Research is the most essential tool we can teach students, particularly in today's age of so much information being accessible so readily. Students need to learn to be avid consumers of that information. They need to know how to sift through it and find reliable sources while trying to support their own critical thoughts. As teachers, we must demystify research, engaging students in a dialogue with their own learning. Giving them these tools will not only prepare them for college, but for life. #

*Cynthia Schneider, Principal; Juan Mendez, Superintendent; School District 25*

## GEORGE KENNEDY

Stuyvesant High School, Manhattan

I respond to student interests in the classroom with additional information. This involves bringing in research materials about the subject matter. Interesting materials about the lesson involving personalities or human behavior is included. This is especially true of

the American History program. I'm always attentive to students that may have additional information about a topic. I try to share my enthusiasm and joy for learning new things.

In the finance class I include as much up-to-date information as possible and include reading for their project assignments from current readings in finance. We frequently use the computer room for students to conduct independent research and use the Wall Street Journal daily. I have included a lesson on preliminary stock research using sectors. #

*Stanley Teitel, Principal; Tamika Matheson, Superintendent; School District 9*



## JERRY FRANCE

The Young Women's Leadership School,  
Queens

In order to maximize class time with my students I have flipped my math classes. I have created online courses using a Wiki. This allows my students to preview the next day's lesson at home and work on homework during class. This offers me the opportunity to conference with individual students.

At the beginning of every class I teach a mini-lesson based on the previous night's lesson. Those students that need extra help follow the mini-lesson while those that understood the lesson are able to move ahead. After the mini-lesson I then conference with individual students to check for understanding and answer any questions. Students become active

*continued on page 12*

# TAKING STOCK

A Progress Report on  
Public Education in New York State

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## Cold Spring Harbor Laboratory: A Mecca for Science Research in NY

The Education Update team recently visited Cold Spring Harbor Laboratory, a place where distinguished scientists work in their labs, nestled amidst the tall trees, shrubs and flowers, while swans swim placidly in the clear waters surrounding the 100-plus acres of land. A glimpse into several classrooms showed intermediate and high school students toiling

diligently at lab tables, experiencing science hands-on.

Over 100 years old, boasting eight Nobelists, holding conferences for thousands of scientists from around the globe, Cold Spring Harbor Laboratory near Syosset, Long Island is a Mecca for learning. Students can attend workshops during the school year as well as sessions of one or

more weeks throughout the summer. Doctoral and post-doctoral study is free, supported by grants and endowments. One of the earliest women to win a Nobel Prize was Barbara McClintock, who did her research at Cold Spring Harbor Lab in corn genomes in 1944.

The first public presentation of Watson and Crick's discovery of the structure of DNA, for which they won the Nobel Prize, happened at this lab. The Education Update team met with

co-directors of the undergraduate research program, Dr. Anne Churchland and Dr. Michael Schatz, on the porch of the house originally occupied by Dr. Watson, and were privileged to interview Dr. Bruce Stillman, president of Cold Spring Harbor Laboratory, as well as Dr. David Micklos, director of the DNA Learning Center, and Dr. Gregory Hannon, professor at the Watson School of Biological Sciences and HHMI investigator. #

### EDUCATION UPDATE

## 3rd Special Education Conference

Distinguished Leaders in  
Special Education 2012-2013 are:  
Harold Koplewicz, M.D., President, Child Mind Institute  
Christine Cea, Ph.D. – NYS Regent  
Nanci Bell, President, Lindamood-Bell

Topics covered will be:

- Best Practices in ADHD Education
- Best Technology Tools in Special Education
- Latest Research on Autism
- Panel of parents sharing their experiences
- Panel of students sharing their experiences

Conference will be held in December 2012  
For further details email [EdNews1@aol.com](mailto:EdNews1@aol.com)

## Dr. David Micklos, Executive Dir. of the DNA Learning Center

Watch the online video  
interview at:

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

TRANSCRIBED By  
VALENTINA CORDERO

**Dr. Pola Rosen (PR):** Would you tell us about some of the education programs that you have won awards for here at Cold Spring Harbor Lab?

**Dr. David Micklos, Executive Director of the DNA Learning Center (DM):** We provide enrichment for about 30,000 students per year who come here to do experiments or we do experiments in their classes with them [in their schools]. That's one element of what we do here.

**PR:** What is the age range of the students?

**DM:** The students who come to us or who we visit in their school range from fifth grade up through 12th grade.

**PR:** If a school is interested in getting involved in this program what steps can they take?

**DM:** They can look at our Web site, see the things that we offer and request a visit. All school visits are arranged by classroom teachers at the elementary, middle or high school level.

**PR:** What kind of projects do the students actually do? What can a middle-schooler actually do in terms of a project? What would they learn?

**DM:** Middle school students really need to learn that there's variation between living things and that the variation is inherited to a great extent, and there's a common heredity for things. And this is pretty much agreed across the United States in syllabi from fourth through the sixth grades. For the younger kids, we introduce them to variability between living things and between human beings and how that relates to inheritance, genetic programs or instructions that an organism inherits.

**PR:** What about at the high school level?

**DM:** At the high school level there is a broad agreement across the United States that kids have to learn a few key concepts. They have to do with inheritance, the hereditary mecha-



nisms, how exactly genes are passed from parents to offspring. And particularly across the United States, curricula have an emphasis on biotechnology, whatever that means to various people, but clearly that means using living things to make products and to run businesses, and do new things in the world. That tends to be taught in a paper-and-pen and textbook sort of way. What we try to do is provide experiments that show how the hereditary mechanism works, and how biotechnology works. How would you go about putting a new gene into a plant or animal? How conceptually would you find a drought gene and put it into a corn plant to help us to deal with global warming, for example? How would you look at some of your genes and determine that you might be at risk for a disease, or that one drug might work better for you than for me? These are all concepts that can be gotten at by doing experiments. #

For more information about getting your school involved with the DNA Learning Center, visit [www.dnalc.org](http://www.dnalc.org).

To see the video interview & read the entire transcript, go to [www.educationupdate.com](http://www.educationupdate.com).



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## Dr. Bruce Stillman, President of Cold Spring Harbor Laboratory

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TRANSCRIBED By  
VALENTINA CORDERO

Dr. Bruce Stillman came to Cold Spring Harbor Laboratory in 1979 from Australia. He assumed the presidency in 2003.

**Dr. Pola Rosen (PR):** Please tell us about the important and seminal work that you are doing here at the laboratory.

**Dr. Bruce Stillman, President of Cold Spring Harbor Laboratory (BS):** Cold Spring Harbor Laboratory focuses on four areas of science: cancer, neuroscience, plant biology, and quantitative biology, which is the integration of mathematics and computer science in analyzing large data. Our main area of research is cancer; we're a National Cancer Institute designated cancer center. And we've got some very exciting programs on cancer therapeutics: discovering new targets for cancer therapy, and then taking that into the clinic.

**PR:** Are we making progress in battling cancer?

**BS:** The biggest problem with cancer is that it's not just one disease; it's many, many different diseases even in one tissue organ, such as breast cancer. There are many different types of breast cancer. Pathologists have known this for a long time, but with the sequencing of the human genome we now know the underlying genetics of cancer, and we can identify different subtypes. So the name of the game now is to identify precision therapies that are linked to the different genetics. And that is working very well. Cancer death rates have come down very, very significantly, not in all cancers, but in many cancers.

**PR:** Which particular ones?



**BS:** Well the best cancers are leukemia, but also breast cancer, the death rates are coming down in that, and also colon cancer. In part that's due to early diagnosis. The worst cancers are pancreas cancer, malignant melanoma, and other cancers such as ovarian cancer that can't be detected very early. Patients come in with cancer at a late stage, and they're very difficult to treat. However, the new targeting of drugs to specific drug targets that are linked to the genetics of cancer is having a big impact. I think that it will have a big impact in the next 10 years.

**PR:** So we know the tragic diagnosis of pancreatic and ovarian cancer, and as you said, they're silent killers. Have we made any progress in the area of pancreatic cancer, for example?

**BS:** Unfortunately not much. Pancreas cancer is one of the most difficult, mainly because it is very difficult to do early diagnosis. We are working on developing what are called biomarkers, that is, molecular signatures of cancer that might be circulating in the blood. We are also working on new therapeutics for pancreas cancer, but it is still one of the most untreatable cancers that one can get. And unfortunately it is increasing in numbers.

**PR:** Why? Is there any particular reason?

**BS:** We don't know why. I think it is partially because the U.S. population is aging significantly. That and other

gastro-intestinal cancers, such as esophageal cancer, are increasing, not dramatically, but in significant numbers that it's of concern. So there is a major effort here on pancreas cancer in collaboration with a Long Island foundation called the Lustgarten Foundation, which was established specifically to address pancreas cancer.

Continue reading this interview and watch the video at [educationupdate.com](http://educationupdate.com)

## Visit With Distinguished Scientists at Cold Spring Harbor Laboratory

Watch the video interview & read the full article online at:

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TRANSCRIBED By ERICA ANDERSON

**Dr. Pola Rosen, Education Update (PR):** What would you like to tell us about your research?

**Dr. Gregory Hannon, Professor, Watson School of Biological Sciences (GH):** I run a large research lab with a diversity of interests, which grow out of the biology of small regulatory RNAs. We look at the roles of non-coding RNAs in a variety of cancers, and then we build tools based on this regulatory system that allow us to look for potentially novel targets for cancer therapy.

**PR:** What is the hope on the horizon, for some of the solutions to cancer?

**GH:** I think that as we learn more and more about their genetic complexities, about the various genes upon which they depend for survival, the prospects for turning these into manageable chronic conditions improves. I don't see that this is a problem that we're going to solve in the next few years — it's a challenge that because of the complex-



ity is going to persist for some time.

**PR:** Can you tell us something about the graduate school and how many students come through the program? And I know it's one of the premier programs and a most unusual one for a place like this to offer.

**GH:** This is an unusual graduate program. It's really founded upon the conviction — really Jim Watson's conviction — that if we

designed an innovative program that was really a curriculum designed to graduate students in four years, and accelerate their progress toward scientific independence, then we can not only apply this training to the most talented group of students to create the leaders of science for the future, but also produce students that exited the program with this tremendous upward trajectory and energy and were able to maintain through this short but really intense graduate school. #

*RNA, or ribonucleic acid, is a genetic molecule that stores and expresses information and plays a role in translating DNA code into proteins.— adapted from CSHL's DNA Learning Center site "DNA From the Beginning:" [dnaftb.org](http://dnaftb.org).*

Read the full interview and watch the video at [educationupdate.com](http://educationupdate.com).



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## An Interview with Opera Singer Laurie Rubin

By JOAN BAUM, Ph.D.

Here's how internationally celebrated mezzo-soprano Laurie Rubin's memoir begins: "It was 10:15 on Sunday morning, and I was making good time. I had forty-five minutes to get from my apartment ... to Merkin Concert Hall. ... My bag, with makeup for touch-ups, a snack to eat between the dress rehearsal and the concert, and two bottles of water was already packed." And she's off, saying goodbye to her partner and her dog, then hailing a cab and telling the driver to keep the change. The title of the memoir is "Do You Dream in Color?" but the subtitle is more telling: "Insights From a Girl Without Sight." Now add that 33-year-old Rubin, who's been blind since birth, is also a jewelry designer (The LR Look) and a skier. The memoir (Seven Stories Press) is out this October in conjunction with another major tour Rubin is making in the states — The Kennedy Center on Oct. 22, Bargemusic on Oct. 25 and the American Jewish University in Los Angeles on Nov. 6. For the last three years, Hawaii has been her home — it's where her partner Jenny comes from and where Rubin feels wonderfully comfortable, a place that's open and relaxed.

Hers is a remarkable story and would be even if she did not have a disability, though it was her sense of being perceived as a blind person that prompted her to write the memoir a few years ago. She was living then on the Upper West Side, not far from Lincoln Center (she grew up in Encino, CA) and when she went out she felt that she was being treated like a "delicate flower," even though she had a guide dog and was obviously making her way around pretty well. "People addressed me in the third person," she says. And at auditions, many seemed unable to see past her blindness. They would say things like "I so admire you ... for getting out of bed." She felt there was a strong need to address such perceptions. And to signal the Cinderella theme of her own life, as she moved from isolation as a student in middle school to joy, doing what she wanted in music. Not incidentally, Rossini's "La Cenerentola" ("Cinderella") became a favorite to perform.

She knew early on that music would be her calling, though she thanks her parents for playing classical music on their stereo and her grandparents who introduced her to opera. In elementary school, in a special school for the blind, she had a beloved teacher who would give children instruments to hold and listen to. She fell in love with winds and brass (the oboe, the clarinet and Oh! that primal French horn.) She was, she confesses with a laugh, a "bad piano student." It was seeing "Phantom of the Opera," however, which she found mesmerizing, that confirmed for her true instrument — voice. At Oberlin, where she went to college, she had the good fortune to study with Richard Miller, a fantastic vocal teacher, and then at Yale, in the opera program. Her voice, rich and luxuriant, has been described as "darkly complex and mysteriously soulful," by, among



others, *The New York Times*.

Of course, Rubin is more than a role model. She's a marvelously feisty enthusiast. When asked about a challenging experience she doesn't miss a beat: it was performing Francis Poulenc's "La Vois Humaine" ("The Human Voice"), a one-act, 45-minute, one-person opera about a woman on the telephone with her lover, who's blowing her off to marry someone else. Doing this, imagining a phone conversation, was extremely difficult. But obviously she loved the challenge. And rose to the occasion.

In Hawaii with her partner, who is a musician, she's working on a Tanglewood- or Interlochen-type project to bring the performing arts to a greater number of young people, especially those who live in depressed areas. Called "Ohana Arts" — and now in its third season, the project brings New York City talent to Hawaii. She's especially interested as well in shoring up the financially insecure symphony orchestra. And she's working on a curriculum for students at all grade levels and for human resource personnel on how better to engage with the blind.

"Do You Dream in Color?" takes its title from Bruce Adolphe's composition of the same name for which she wrote the lyrics. The text appears at the end of the memoir. Here are some of the closing words: "You imagine my world/a dark place./You are afraid to know/that I walk the streets of New York with purpose./That I come home to a family I have cultivated./that my life is full of dreams./and my dreams are full of colors./and my dreams are real./because they come true every day." Dr. Pola Rosen, publisher of *Education Update*, says that Rubin's memoir "should be required reading" ... that it will "enlighten teachers to the sensitivity needed for students who are 'different.'" Students are often "so preoccupied with themselves," Dr. Rosen says, "with fitting in," that they never stop to think about what they can do to help other students fit in." Rubin's determination "should prove inspiring for all readers and remind us of how we unintentionally may discount or dismiss those who are different." #

*Laurie Rubin, a graduate of Yale, is the author of 'Do You Dream in Color? Insights From a Girl Without Sight' published by Seven Stories Press, 2012: 400 pp.*

## The Flawless Foundation Celebrates Fourth Anniversary With Tipper Gore

The Flawless Foundation recently celebrated its fourth anniversary at the annual Perfection Party. The event recognized former second lady of the United States, author and mental health advocate Tipper Gore, who served as Honorary Chair. Fashion model, philanthropic activist and author Sarah DeAnna also attended the festivities.

Funds raised at the annual dinner will benefit the Flawless Foundation's work both nationally and in New York City. Part of the funds will provide training in Collaborative Problem Solving at Bank Street College of Education, which can impact thousands of children for every one professional who is trained. Proceeds will also go towards an awareness campaign and yoga and meditation programs in New York City public schools and juvenile detention programs.

"There is a wealth of research that demonstrates how genetic, social and environmental factors all contribute to mental illness. For the 15 million children living with these challenges, a holistic approach is the best medicine," said Tipper Gore. "The Flawless Foundation provides such services, and their efforts will



Tipper Gore poses with her daughters

give more children hope for a brighter future."

In attendance with Tipper Gore were her four children Karenna, Sarah, Kristin, and Albert. Other guests included Pierre Hauser, Rachel Goldstein, photographer Rick Guidotti, and jewelry designer Landon Slane, among others. Linea and Cinda Johnson donated copies of their new book "Perfect Chaos" for the guests. The book chronicles a daughter's journey to survive bipolar disorder and her mother's struggle to save her.

Visit [www.flawlessfoundation.org](http://www.flawlessfoundation.org) for more information. #

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## 'Dialog in the Dark' A Lesson of Life Where Dark Becomes Visible



By VALENTINA CORDERO

An experience, a way of life to discover the invisible that surrounds us, and learn about New York in another way through a tour that has a ring of challenge and mystery. Dialog in the Dark is a special exhibit that represents the opportunity to re-discover the city as a blind person does. After watching a video about how to use the white cane, visitors enter a pitch-black room so dark that they cannot even see their hands in front of their eyes.

Visitors swing a cane in their hand to "see" the ground in front of them. In a small or big group, they follow the voice of Stephanie Foxworth, a blind guide. They are led through a series of rooms simulating different New York City environments. Sounds, scents, and temperature are the only way they can experience the city in the absence of sight. Their journey begins in Central Park, where people can hear birds tweeting as they cross a bridge in the park. They go through Times Square, and onto the subway with all the sounds, the voices they would hear as if were in a real subway car.

"Don't be afraid, just follow my voice. We are going to take the subway now," said Foxworth, while underscoring that for a blind person the subway is a safe place because there are a lot of signals for blind people.

Foxworth, who was born and raised in New York, was shot in the face when she was 17 years old during a robbery. After undergoing different surgeries, she became blind. Her dream was to fly a MiG fighter jet like in "Top Gun." Nonetheless, she is married with two children. "When people arrive at the end of the tour, they usually tell me that this was an amazing experience that broke the mystery."

According to Foxworth, a lot of visitors are very scared. At the beginning of the tour, once the light starts disappearing little by little, they start crying. Nothing can happen because all the participants are under surveillance during the tour and are monitored by closed-circuit infrared cameras.

"People think we are different, but we are like everybody." Foxworth said. "We are self-sufficient, and we can raise children without help." This experience helps people to understand the



Visitors with Canes

blind world, but in particular to understand that those people can still enjoy life as everybody else. So it is a way to learn how to have more solidarity, and more respect for those who live in a different world. A world where the dark, that usually scares people, can also be an instrument of communication.

"Dialog in the Dark" was founded 22 years ago by Andreas Heinecke and has been presented in more than 31 countries and 127 cities throughout Asia, Europe, Africa, the Middle East and the Americas.

"Dialog in the Dark" is open every day of the week. Visit [dialognyc.com](http://dialognyc.com) for more information. #

## A PERSONAL JOURNEY

# THE JOB MARKET FOR PEOPLE WITH DISABILITIES

By STEVE MCEVOY

The unemployment rate of people with disabilities has far outpaced that of people without disabilities. In order for people with disabilities to transition to employment, they need an awareness of how their disability affects them, a support network, knowledge of their strengths and practice in disability disclosure.

While IDEA has done much to integrate students with disabilities into education and society as a whole, IDEA is an entitlement law based, with no need for students to disclose their disability or self advocate to receive services, the majority of students with disabilities, have little idea what their disability is how, it affects them, or will affect them as they move from education to employment. So when they graduate from high school, or reach age 22, and must self-disclose to receive services under Section 504, they are completely unprepared and all too often end up living in poverty.

Children with disabilities must be taught as early as possible: What their disability is, how it affects them, have their personal strengths fostered, and be given the tools to create an effective support network, so that they can disclose it.

What proof do I have that my proposal works?  
I was born with mild-to moderate spastic

diplegia, cerebral palsy and non-verbal learning disability. My parents made sure I knew what cp (cerebral palsy) was, how it affected me, and encouraged me to ask for what I needed, to accommodate for my disability, surrounded me with people who cared about me and focused on growing my talents in music, reading, historical study, teaching others, and traveling.

Thirty five years later, I have: completed an MA in secondary social studies from Teachers College, Columbia University, hold NY dual certification in teaching 7-12 social studies for students with and without disabilities, a BA in history from St. Michael's College, spent a year abroad at the National University of Ireland Cork, played Irish fiddle round the USA, and Ireland, learned to speak Spanish almost fluently, and have performed the National Anthem for Minor League, Major League and NBA franchises since 2002.

My life has not been all sunshine and roses. I have experienced discrimination and more setbacks than I care to mention. However, if my life with cp has shown me anything, it has shown me that the four hallmarks mentioned above hold the best chance of improving the wretched unemployment rate that people with disabilities face.#

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# Education Update's Outstanding Educators Share Lessons

*continued from page 7*

participants in class by peer tutoring those that are struggling. #

*Laura Mitchell, Principal; Juan Mendez, Superintendent; School District 30*



## **RAINA MENTER** P.S. 50Q, Queens

This year I focused on making my lessons more student-centered and investigative. So with this in mind, I got ready to teach the math concept of

using place value to compare and order three-digit numbers.

I had the students work in heterogeneous groups of five or six students because I felt that by listening to each other and being forced to talk about their own thinking, each student would get more out of the activity.

I gave each group a tray with base-10 blocks, paper, pencils, and index cards as tools but explained that they could use all or none of these items. Then I put 10 different three-digit numbers on the Smartboard and gave the students these instructions: "Put these numbers in order from greatest to least, and explain using place value how you know your answer is correct."

As the groups worked I tried to circulate, observe and listen, without talking to the students. Some groups immediately copied the numbers onto the index cards and started playing around with them. Other groups were less organized and some students in the group were making lists of the numbers on paper, while others took cards, and others talked. One group decided to make the numbers with base-10 blocks but soon realized this wasn't helping them. After a few minutes I stopped all the groups and pointed out what each group was doing, and then let them work again. Most groups together got the numbers into the correct order but then explaining their thinking was the hard part.

This is where it got very hard for me to not help, but I tried to really listen and it was amazing. In one group a child was explaining how he looked at the number in the 100s place first and put those in order from greatest to least and then went to the 10s place. I leaned in to the group and asked why and the child looked at me stumped. Another child in the same group chimed in that the 100s place is the biggest place so we start there and the rest of the group nodded.

Now there were a few minutes when this activity first started that I got nervous. If you looked at my classroom right then you would have seen what looked like controlled chaos, but I waited it out, and the students got where I wanted them to go. Most importantly they got there together. It is thinking and talking about math like this, using the correct vocabulary, building off each other's ideas, and coming to these conclusions on their own that has made the greatest impact on my teaching and my student's learning this year. #

*Rina Manjarrez, Principal; Beverly Folkes-*

*Bryant, Superintendent; School District 28*



## **ADAM CHADWICK** Renaissance High School for Musical Theater & Technology, Bronx

My philosophy on teaching is rooted in motivating student growth, however minute

or intangible that growth may initially seem to be. In order for sustained growth to occur, students must be praised for their accomplishments, but immediately challenged by something new. I am a firm believer in never being completely satisfied and, while always celebrating student success, relentlessly pushing students further through rigorous leadership and instruction.

I try to complement the rigor in my classroom with an authentically passionate and animated temperament. If students can feel the energy and excitement I exude about the material being taught, that genuine enthusiasm will be absorbed by the students as well. I believe that to inspire students, they must know that I am fighting for them and that my sole purpose in the classroom is to make them stronger. If it is abundantly evident that we are fighting together, then we can grow together and enact major changes in the students' social and academic lives. #

*Maria Herrera, Principal; Carron Staple, Superintendent; School District 8*



## **DR. OCTAVIA ANNE MELIAN** Manhattan Theatre Lab School, Manhattan

In order to assist my students with the acquisition of skills that facilitate the

comprehension of content-based materials, I employ a method known as cue identification and cue association supported by the employment of the 5Ws and the historical analysis lens. During an interactive lecture or "directed reading thinking activity," the students must identify the relevant cues (i.e., lexicon), and the association of these cues in a cue flow diagram. The cues are sequenced in a structure that provides an understanding of the relevant historical events and the social, economic, and political factors that relate to the event or historical theme. The cue flow provides a visual understanding of the topic and sequence of events, supports critical thinking, logical-analytical skills, and a focus on the domain-specific lexicon to increase comprehension.

The student analyzes the cue flows and is able to predict, question the author and summarize that which they have read and how it is represented in a cue flow. The cue flow is a most efficacious skills-building exercise for many of my students who enter high school with one and two reading levels. The cue flow technique fosters deep processing of the textual reading and analysis by allowing the student to transform and compartmentalize the text to

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gain a deeper and substantive understanding. It is one of many literacy-based acquisition skills employed in my curriculum modification and adaptation process. The following is an example of a cue flow:

Civil War 1861-1865 Slavery States Rights Powers of the Legislative Branch Preservation

of the Union Abraham Lincoln (Political Lens) Southern Economy Plantation System (Economic Lens) Preservation of Democratic Principles Abolitionist Forces Moral Imperative (Social Lens) #

*Evelyn Collins, Principal; Tamika Matheson, Superintendent; School District 3*





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## The Robert F. Kennedy School: A Haven for Different Learners

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TRANSCRIBED BY  
VALENTINA CORDERO

Dr. Pola Rosen interviewed Marsha Steinberg, Assistant Principal at Robert Kennedy School P.S. 169M; Joan Abbott, who works with students on the autism spectrum; and Dwain Newell, who works with emotionally handicapped students.

**PR:** Would you give us an overview of some of the work that you do?

**MS:** We are located on 88th Street between Lexington and Park Ave, but we have five other sites that are within range of our school here. We have an inpatient program at Metropolitan Hospital as well as a high school inclusion program at Manhattan Center, and two other programs ranging from K to 2nd grade. Connected to Queens Children's Psychiatric Center, they are housed in our building here. We also have an inpatient site that has about 18 to 20 kids at any given time.

**PR:** Why are they at Metropolitan Hospital?

**MS:** Depending on their emotional needs. Sometimes it's for adjusting medication, seeing if that student needs medication, setting up outside services for that student, counseling.

**PR:** Does this school focus on students unable to make it in other NYC schools?

**MS:** Our entire school is for special ed students, who were not successful at various other schools, community schools usually, and have been referred to come here.

**PR:** What are the issues you deal with?

**MS:** ADD, Attention Deficit Disorder, ADHD, Attention Deficit Disorder with Hyperactivity, we have students that are cognitively challenged as well, students who are in and out of shelters, which present problems, and also students with parents who are challenged themselves and have difficulty.

**PR:** Dwain, would you tell us about your work with your students?

**DN:** Most of my students are 8, 9, 10, 11 years old. Some of them have experienced difficulties in the past for which they've been held over. Some have ADD, ADHD, conduct disorders, learning disabilities, and speech impediments.

**PR:** What are the special services the school provides?

**DN:** We provide speech services to our students, and also counseling and related ser-



vices, and that is based on their Individualized Education Program. They receive counseling three times a week in a group of three or they receive counseling three times a week individually.

**PR:** What are the success stories that stick out in your mind?

**JA:** My classroom used to run a coffee shop. A father brought his son in for the first day. The boy took the whole pitcher of orange juice and threw it on the floor. Later, he learned to work in the coffee shop and sort of became the star of the school. He stayed with me for several years. His father wrote me a very beautiful letter when he left. The student had really made tremendous progress.

**MS:** This year we have three students from our Manhattan Center program that have been accepted to state colleges on scholarship.

**DN:** A student in my class was living in foster care. He did not have any understanding of why he was in the situation he was in because he had never met his parents. This older lady had been taking care of him. One day, he told me secretly that this person had adopted him. He was so excited about this change in his family; he went from feeling like no one wanted him to having a family forever.

**PS:** What is one thing you would change about your program?

**DN:** I would get more people interested in what we're doing. If our students saw outside influences interested in what they're doing, that would really inspire them to do better.

**MS:** I'd like to see more vocational schools for our kids who are not going to college but will have to be independent in life. Not everyone is able to go to college.

**PR:** Ms. Steinberg can you share some of the sadder stories?

**MS:** One student on a Friday said goodbye. Later, I was watching the news and I saw that he was shot. A very positive story is that we had a student, Achilles Baskin. He was one of the students who in the shopping cart incident was encouraging the students not to do that.

**PR:** Have any of your students committed crimes? What happens to them?

**MS:** Yes. They go through the juvenile system. They might spend some time in Spofford, or they go to some other correctional facilities. #



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The event will be held on Friday, September 21, 2012 in New York City and will celebrate the success of The Young Women's Leadership Schools (YWLS), our impressive students, and our remarkable honorees. We encourage you to reserve your table and tickets early as the event will likely sell out in early September.

YWLS students, who are predominately low-income and first-generation-to-college, are thriving through our programs and earning four year college degrees at nearly triple the rate of their peers. Their dreams of achieving higher education are made possible in great part to the supporters of the (Em)Power Breakfast. In the 2012-2013 school year, YWLN will serve more than 1,900 low-income girls in 5 single-sex public schools across New York

City: East Harlem, Queens (Jamaica), Astoria, Brooklyn, and our newest school in the Bronx.

Each year we reach more students and change more lives thanks to the success of our event. YWLN has also helped to build a network of affiliate schools across the country and is widely recognized as the national leader in all-girls public education.

The theme of the 2012 event is "Letters to Our Daughters". We promise that the morning will be inspirational, uplifting and unforgettable. Your support will make a powerful difference and will help thousands of low-income students receive a first-rate public education and achieve their college-going dreams. We hope to see you in September!





## LAW &amp; EDUCATION

**BULLYING:  
IS IT ABOUT TO DISAPPEAR?**

By ARTHUR KATZ, ESQ.

Although not among my fondest memories, when I was growing up, being occasionally bullied was a way of life until high school, and we were required to learn to deal with it — which each of us did in our own way and without school intervention.

Since then, the federal government has enacted a number of civil rights laws, enforced by the U.S. Department of Education's Office for Civil Rights, which prohibit certain types of discrimination.

Then, in 1980, New York State passed the "Project SAVE, Safe Schools Against Violence in Education Act," which became fully effective in 2001. It focused on acts of violence and required New York State public schools to instruct students on the principles of "honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community".

However, it was not until September 2010 that New York State finally adopted the "Dignity for All Students Act" (commonly known as the "Dignity Act"), which became effective July 1, 2012 and declared that it is "the policy of the state to afford all students in public schools an environment free of discrimination and harassment."

The Dignity Act provides that "no student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at a school function."

The Dignity Act not only reflects New York



State's policy, but it also charges each school district with the obligation to create pro-active policies and guidelines to create a proper school environment and train school employees to implement such policies and guidelines. To ensure that school districts had time to effect such policies and guidelines, the Dignity Act intentionally deferred its effectiveness until now. Lastly, and as an aid to

its enforcement, the Dignity Act gives "whistle-blower" protection to any student or school employee who, in good faith, reports an incident of harassment or initiates remedial action.

An act of discrimination that violates the Federal law (and violations may have a Federal reporting requirement) will violate the Dignity Act, but the Dignity Act is broader, and is intended to not only terminate harassing activities at school but to educate students to eliminate such behavior.

The Dignity Act only pertains to acts on school property, in a school bus or at a school function, and does not regulate activities without an appropriate school nexus. However, with education and increased awareness, it is expected that verbal and physical intimidation of children by their peers will continue to decrease

Will the Dignity Act accomplish its broad goals? Hopefully it will, but only time will tell. Unfortunately, the Dignity Act only pertains only to public schools, so that parochial and other private New York schools are exempt from its provisions. The hope is that community and parental pressures will have such schools voluntarily adopt dignity and anti-harassment guidelines and policies similar to those now required of the public schools. #

Arthur Katz, Esq., member of the firm Otterbourg, Steindler, Houston & Rosen, P.C.

## FROM THE SUPERINTENDENT'S DESK

**Parenting a 'Performing' Child:  
Coping With Challenges**Dr. CAROLE G. HANKIN  
With MICHAEL CONTE

Most of us have witnessed the parents of a child beaming with pride as their 11-year-old progeny shoots baskets like the next NBA all-star. But what happens when your child is passed the ball and can only dribble off his foot? Or when the school musical showcases the extraordinary vocal talents of the Broadway-bound senior, while your daughter sings off-key in the chorus?

The age and temperament of your child, as well as an honest assessment of your own emotions and responsibilities, provides a prescription for how you can successfully address the difficult reality of a child's performance skill levels that are simply not well developed, or won't ever be. As a society, we have been inculcated with the notion that participation is superior to performance, especially for children of a young age, and that legitimate performance talents may only develop as the child matures. But at the same time, our society has also placed increasing emphasis on early identification of these talents and specialized training and competition at the earliest possible age. It is, in sum, a mixed message for many parents.

Most of us want to believe that our children can be the best at everything they do, but an inappropriate response from the parent can be detrimental to the child's approach to new challenges. One of our roles as parents is to provide assurance, support and honesty, while imparting lessons of perseverance, commitment and the value of a work ethic, which is demanded by performance-based endeavors. Being fully present as a parent in this respect is critical.

Some children will naturally excel at particular sports or performance-based endeavors, while others may struggle. Each young child should have the opportunity to explore a diverse offering of activities in order to find what really speaks to him or her. No matter the apparent talent level, young children should be



encouraged, but never forced to participate.

Critical self-assessments by young students ought to be refocused into communicating a sense of larger, more important life lessons. Extracurricular activities, including sports and the arts, enable children to develop vital skills and abilities that enrich their development as individuals. Emphasizing friendships and camaraderie is most important at this age (elementary), and certainly takes primacy over skill level.

Middle school develops into a very self-critical time for many students of this age, and as a result, parenting often becomes more difficult as children grow into young adults. But this is where, as parents, your honesty and continued support can be of great value.

Does your child really love this activity? If so, are there steps that can be taken to improve performance that only a parent can provide? When your child isn't the best at an activity but greatly enjoys the effort, committing even further can boost his or her outlook on the activity and overall performance.

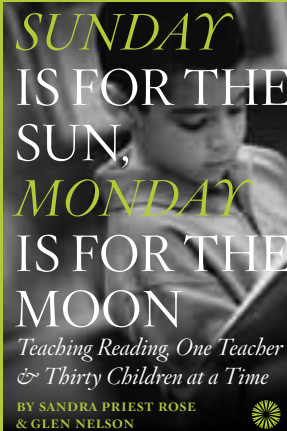
With continued parental support and motivation, many children will find a strength on which to focus and excel. #

Dr. Carole Hankin has served as the Superintendent of the Syosset Central School District for 23 years.

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# FEDS PROPOSE CLOSURE OF CRUCIAL NOAA FISHERIES LAB

By JENNIFER MACGREGOR  
& LYDIA LIEBMAN

**T**he James J. Howard Marine Sciences Laboratory, strategically nestled in the Gateway National Recreation Area on Sandy Hook, N.J., and partially housed in an old Army barracks, has been conducting research for 50 years that is vital to the community at large. Despite the contributions the lab has made to the knowledge we have of the mid-Atlantic ecosystem, the lab is in danger of closing due to proposed cuts in the federal budget for 2013.

The lab's unique location at Sandy Hook, which is a barrier spit that separates Lower New York Bay from the Atlantic Ocean, is the only maritime research center that is located directly downstream from the largest population center in the U.S.

Dr. Thomas T. Noji, the director of the lab,

said that the Marine Sciences Laboratory studies five key topics: climate change, habitat mapping, marine contaminants, ocean acidification and resource assessment.

"Our contribution to fisheries science of the northeast is to look at the effects of environment on marine biota," Noji said. "We're not out there counting fish, but what we do understand better than most is how important habitat — and how important ecosystem integrity — is for everything out there in the ocean."

Lab scientists explained that the research they conduct is essential for the study of the region's marine life. The lab has done critical studies on toxicity and pollutants in the water, as well as helping commercial and sport fisherman predict where populations of fish will be.

The lab plays an integral role in the community of Sandy Hook. Students from the nearby Marine Academy of Science and Technology not only have access to scientific equipment



in the lab, but are able to perform experiments that most high school students would never have the chance to do. #

Read the rest of this story online at [educationupdate.com](http://educationupdate.com).

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

*Scout MacEachron, an intern at Education Update from Barnard College, contributed reporting for this article.*

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## SANDY HOOK HISTORICAL PERSPECTIVES: YESTERDAY, TODAY AND TOMORROW



Dr. Noji (second from left) leads the scientific team



Dr. Pola Rosen (R) leads the Education Update team

By MERRYL KAFKA, Ed.D.

The 1970s was a decade devoted to sweeping environmental legislative actions such as the Endangered Species Act, the Clean Water Act, the Clean Air Act, the Marine Mammal Protection Act, the Tidal Wetlands Act, Magnuson-Stevens Fishery Conservation and Management Act and the National Coastal Zone Management Act, among others. Federal statutes passed by Congress established maritime boundaries and management policies to both protect and sustain our ocean resources. Coastlines and oceans are our lifelines, providing most of our atmosphere oxygen, as well as providing us with food, energy, medicine, minerals, ecological services, transportation, and recreational opportunities. The Executive Office of the White House does recognize the need to protect the oceans, coastlines, and great lakes of our nation, and created a National Ocean Policy to properly protect these vital resources. NOAA is responsible for the scientific research to help establish the guidelines for the proper conservation, management, and stewardship of our national resources, along with the mission of fostering public understanding of the value of our oceans and coastal marine habitats.

The proposed closing of the NOAA Fisheries James J. Howard Marine Laboratory not only impairs the President's executive order to insure that the oceans are healthy and resilient, but violates it completely. This laboratory conducts relevant research and produces thousands of scientific publications, some of

which were directly responsible for stopping ocean dumping, and changing shipping lanes to avoid collisions with whales as a result of mapping plankton populations. In addition, the Howard Lab does extensive work on fisheries, pollution, acidification of oceans, climate change, fish habitat condition, mapping the Hudson Canyon and making new discoveries of life, and studying the impact of urban encroachment on our oceans, estuaries, and coastal zones. This vital NOAA Lab was mandated by Congress over 50 years ago, and has been operating successfully in a new state-of-the-art facility, reporting on the biology and ecology of one of the nation's most populated urban waterways, and the entrance to the NY/NJ Bight. The NOAA Howard Lab is well integrated with facets of the community; collaborating with 22 colleges, community groups, cultural institutions, as well as offering internships to HS and college students in marine science, a discipline which is often not available in most school curricula. This is the only lab like this in the Northeast, and it must not be closed.

Citizens of New York and New Jersey... please write to President Obama, your Governors and Senators, and other elected officials to save the NOAA James J. Howard Laboratory in Sandy Hook, NJ. You may also write a letter to the Director of NOAA, Dr. Jane Lubcheno, 1401 Constitution Ave. Room 7316 Washington, DC 20230. The need to save this lab is urgent, and we ask that you join this noble campaign. Remember, there is no healthy economy without a healthy ecology. #



## Inaugural Class Makes History at New Community College Convocation

By JENNIFER MACGREGOR

The New Community College recently celebrated the opening of the first new community college at CUNY in 40 years — a school built on the premise of improving graduation rates and committing to student success.

Speakers at the convocation, which was held at the New York Public Library, told the class of 330 students that they were making history and encouraged them on their journey into higher education.

“The New Community College today opens its doors and aspires to create new opportunities and to strive for excellence. That will be our mission,” said New Community College President Scott Evenbeck.

Anthony Marx, the president and CEO of The New York Public Library, invited the NCC class to use the library and promised there would be librarians and space dedicated to them.

“We welcome you to the greatest library in the world,” he said to the students.

Marx, who is the former president of Amherst College, said that it was amazing to see NCC go from concept to reality, and he praised those who played an integral role in making that happen. He described the venture as an investment not just in the students, but

also in New York City and the country as a whole.

“We will succeed as a country only if the doors of education are open,” he said, stressing that community colleges are a key link between secondary and higher education for many students in the U.S.

CUNY Chancellor Matthew Goldstein said that community colleges are the least understood and least appreciated in higher education, despite the incredible impact they have on the educational landscape. He cited two statistics that he said surprised him: 48 percent of college students are studying at community colleges, and 20 percent of doctoral degrees are granted to students who started their educational careers at community colleges.

Goldstein said that Mayor Bloomberg allowed CUNY to take the lead in reimagining what a community college education could be and what results could be achieved. NCC will be “an experiment that will change the conversation nationally about how we educate community college students,” he said.

Goldstein then introduced Mayor Michael Bloomberg and awarded him the Chancellor’s Medal in recognition of his leadership on educational reform and specifically the help and support he lent in making the dream of The



**NCC students and Chancellor Matthew Goldstein, Trustee Rita DiMartino and the president of NCC, Dr. Scott E. Evenbeck**



**At the New York Public Library, Chancellor Matthew Goldstein and NCC President Dr. Scott E. Evenbeck listen to Mayor Bloomberg address the convocation.**

New Community College come to fruition.

“I think this school has the potential to be a game-changing model for community colleges across the country,” Bloomberg said about his commitment to NCC’s mission.

Addressing the students in attendance, Bloomberg told them that it takes courage to be a pioneer, and as the inaugural class that is what they are.

Philip Alfonso Berry, the vice chairperson of the CUNY Board of Trustees and a graduate of

Borough of Manhattan Community College, said that this inaugural class should think of their community college experience as a springboard to all the things they will achieve. He said his community college experience changed his life completely and opened up his world, as it will for the first NCC class.

“Suddenly the possibilities seemed much greater, the opportunities more interesting — and I learned very practical skills. That’s what community college is all about,” he said. #

## AFTER COLLEGE, HOW ABOUT A FULBRIGHT?

By VALENTINA CORDERO

Education Update caught up with two students about their after-college adventures: Sam Koplewicz, who recently went to Croatia on a Fulbright research grant, and Rachel Gellert, who is applying for a Fulbright scholarship to Malaysia.

**Dr. Pola Rosen, Publisher of Education Update:** Can you tell us something about your adventures abroad?

**Sam Koplewicz, Brown University graduate (SK):** My research was on the change in money laundering law enforcement in Croatia as they join the EU in July 2013. The Fulbright experience gives you flexibility to get involved in the community. It’s really about soft diplomacy; it’s about interacting with people that you wouldn’t necessarily interact with.

**PR:** Why did you choose that topic?

**SK:** I had been to Croatia once before my semester abroad and I had an incredible experience. The following year I was working at the Senate Subcommittee on Investigations under Carl Levin. The head lawyer mentioned that money laundering is an issue in Croatia. I spent some time working on the issue at school and it seemed to be a nice fit.

**PR:** Rachel, would you tell us about what

Watch the online video  
interview at:

**EDUCATIONUPDATE.com**

you would like to do abroad? How did you happen to pick Malaysia?

**Rachel Gellert, senior at NYU (RG):** The Fulbright program I am applying to is the English teaching assistantship, which gives you the opportunity to work with kids, be in a community, and have a lot of one-on-one interactions that you can then bring back to the US. In Malaysia, Fulbright gives the opportunity to work with elementary school students. I chose Malaysia for the travel opportunities, but also the diversity there. Malaysia is an Islamic country, but religiously and ethnically diverse. It’s also going through a lot of democratic turmoil. What I’ve studied at NYU has been politics and social policy with a focus on the development of democracy, and women’s health; issues that are being discussed in Malaysia right now. #

Watch the video and continue reading the transcript on [EducationUpdate.com](http://EducationUpdate.com).



## IT’S NEVER TOO LATE

Congratulations to Suellen Globus, who graduated from the CUNY Baccalaureate Program at Hunter College in Sociological Studies/Women’s Studies at age 70 and was on the Dean’s List!!

## Hypertension

*continued from page 19*

should be about following a treatment plan. For example, depending on the dosage and type, diuretics may cause muscle cramps, gout, or erectile dysfunction. Calcium blockers can lead to constipation or edema. Beta-blockers can cause weight gain, mental foginess, fatigue, asthma and depression. And patients on alpha-blockers may experience fainting, dizziness or edema.

But Dr. Mann’s take-away message is not avoiding medication. This is not the place to go if your concern is managing your hypertension through lifestyle adjustments, like diet and exercise. Dr. Mann doesn’t discount the benefit of lifestyle changes, but his focus remains fixed on the 50 million Americans who “can be doing better than they are doing.”

His goal is helping readers find “the drug

or drug combination that is right for you,” which “is the one whose mechanism(s) of action matches the mechanism(s) underlying your hypertension.”

One of the biggest problems, Dr. Mann suggests, is that non-specialists often don’t have enough knowledge about hypertension medications, and the various side effects or combinations of these drugs with other medications. When patients are seen by hypertension specialists, the odds are distinctly better that they’ll receive a more customized and effective treatment plan.

Ultimately, says Dr. Mann, simplifying the choices for patients and their doctors will lead to better outcomes. He writes, “the drug treatment of hypertension has become too complicated ... It needs to be simplified, so that it is teachable and understandable yet takes into account that different people need different medications.”

Dr. Mann has done just that. #





## Deborah Stobin: Author, Philanthropist

Watch the online video  
interview at:

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

TRANSCRIBED BY ERICA ANDERSON

Deborah Stobin, San Francisco philanthropist, and author and her brother Ilie Wacs, a New York City-based artist and author, have had childhood experiences that rival those in the Twilight Zone television series with Rod Serling. Born in Vienna, they had to escape in 1939 to the only place that would take them, Shanghai. Sometimes she traveled to school in a rickshaw. Finally they came to the United States where Deborah attended Julia Richman High School and Hunter College until her marriage to the man who was to become the CEO of Banana Republic. Her brother Ilie was able to study art in Paris and was very successful in the fashion and design field as well as painting. Some of his huge canvases are on display in his Central Park West apartment as well as the Hamptons.

**Dr. Pola Rosen (PR):** Tell us a little bit about your life in Shanghai and what that was like.

**Deborah Stobin (DS):** Well, if I had to sum it all up in one word, I would say hunger. I remember being hungry the entire time I lived in Shanghai — it was over 10 years — and I don't recall even having had a childhood. I just remember we were all living in one room, that's four of us in one room. The only privacy I had was my own little theater behind a curtain. The curtain was where I fantasized really, all the things I read or heard about, the United States: everybody has a pool, everybody has a home, everybody has everything. And I think I really lived through most of my childhood through the eyes of Esther Williams [movie actress who swam in pools] though I never learned to swim like her. But in my dreams I did. She was diving, I dove in with her. She was my idol. And pretty much that was what my life was about in terms of fantasy. That's really the only way I could keep alive.

**PR:** Now I think many people who think they know history don't realize that Shanghai became the home for about 18,000 Jewish people who were fleeing the Nazi regime in fear of losing their lives. And really we owe Shanghai a debt of gratitude in saving all these



Deborah Stobin

lives, including you and your family.

**DS:** Right. We also owe it, frankly, also as well to the Japanese because it was under Japanese occupation at the time. And it was the Japanese that let us in.

**PR:** Of the 18,000 expatriates, how many would you say were poor, like yourself?

**DS:** I would say maybe 17,999. Pretty much all of us. We all lived in a ghetto, which the Japanese called the "designated area," which sounded better than the word "ghetto," but we all did. We were confined, if I had to guess, approximately, maybe a mile of 18,000 people, cramped together.

**PR:** I remember that you were saying you had one doll, and that it was heartbreaking, when you had to move, to give up the friends that you had made, and I know that was a very important factor. But one of the things I found so interesting about the school, is you talk about teachers using corporal punishment. Hitting with a ruler?

**DS:** Oh yes, with a ruler. I always felt they needed a quota somehow, the amount of kids they used to hit. It was a rule — you had to put your hand out if you did something or said something..

**PR:** When you were in school, is there any teacher that stands out in your mind as a mentor?

**DS:** Yes. One of my teachers, in the second grade, was called Ms. Manessa. I was always hoping she would adopt me, that secretly I really belonged to her. On weekends, she used to pick a few children and take them home for the weekend. I wasn't one of them; I had to work hard to be noticed.#

*For the rest of this compelling interview go to [www.educationupdate.com](http://www.educationupdate.com)*

## The Feminist Press Holds Literary Event in East Hampton



(L-R) Audrey Flack  
& Rebecca Seawright

By DR. POLA ROSEN  
& JENNIFER MACGREGOR

The wide expanse of manicured green lawn replete with tent, cocktails and fine food served as the backdrop for literary women to present their latest works and thoughts. Orchestrated by attorney and Feminist Press Board Chair Rebecca Seawright and hostess Flora Schnall, literary giants who appeared were professor and scholar Blanche Wiesen Cook from John Jay College, artist Audrey Flack and Helene Aylon. B. Smith, the restaurateur and television personality, emceed and has lent her strong support to The Feminist Press.

Smith introduced Flack as an artist and pioneer of photorealism, and said her mission "is to present women not as a sex object gazing up at a general on a horse, but as a strong, intelligent, purposeful individual."

Flack then read from Zora Neale Hurston's essay, "How It Feels to Be Colored Me," which was published by the press, and related it to her personal experiences with racism in her family.

Gloria Jacobs, the executive director of the Feminist Press, talked about what the mission of the press and the rich range of books they publish.

"We publish books that are, on some level, about social justice and gender equality. It's not drum beating, it's not moralizing. We're not hitting you over the head, but we are looking for powerful writing, great stories, nuance and complexity — really, the magic of women's lives." She said the press is the "NPR of publishing" because they tell stories that don't necessarily get told anywhere else.

"I couldn't be more proud of what we're



Blanche Wiesen Cook



Flora Schnall

doing," she said.

Aylon, a visual artist, read from her book, "Whatever is Contained Must Be Released."

She read about the founding moments of her eco-feminism and the evolution her work went through.

"I would link my art to the land, as well. I was not seeking the goddess. I was not interested in substituting a female hierarchy for a male hierarchy. Instead, I left my studio in search of a mystical place that was timeless and female without any hierarchy. The spirit of my ancient foremothers still lived in the land," she said.

Cook said that she is an activist as well as a journalist and historian, and her choice of reading for the event was affected by the recent pick of Paul Ryan as vice president candidate. She read from Grace Paley's "Long Walks and Intimate Talks" about a conversation a woman had with her doctor 50 years ago concerning a miscarriage.

"As the world turns it goes into reverse, and everything is challenged and some things are destroyed — unless we regroup and reorganize to stop it," she said. #

## Review of 'Hypertension and You: Old Drugs, New Drugs and the Right Drugs for Your High Blood Pressure'

**Hypertension and You: Old Drugs, New Drugs and the Right Drugs for Your High Blood Pressure**

By Samuel J. Mann, M.D. Published by Rowman & Littlefield Publishers, Inc. Lanham, Maryland, 2012: 196 pp.

By MERRI ROSENBERG

With more than 70 million Americans diagnosed with hypertension (or high blood pressure) and about 50 million of them taking some

form of medication to manage their condition, this book does a useful service.

The author, Samuel J. Mann, M.D., is a professor of clinical medicine at New York Presbyterian Hospital/Weill-Cornell Medical College and an expert in hypertension. Clearly frustrated by the misinformation, and mismatch of medications that plague patients, this targeted volume is intended to deliver concise information to medical consumers about what

these medications do, what the side effects might be and how to work with your doctor to achieve the best results.

Untreated hypertension puts patients at risk for strokes, chronic kidney disease, aortic aneurysms, heart attacks and heart failure. Patients with hypertension (like any patient) aren't identical, which means that the medications they take shouldn't be, either. As Dr. Mann acknowledges, one of his goals in writing this book is

trying to address the reality that "Millions of people who are taking their medication regularly aren't getting the results they should be getting." For patients, he urges, "If you are going to be taking blood pressure medication for the rest of your life, it is imperative to get it right."

Not only are many side effects unpleasant, but patients may be so uncomfortable from them that they're not as compliant as they

*continued on page 18*



## New Resources for Suicide Prevention from the Jed Foundation

The **Jed Foundation**, founded in 2000, is the leading nonprofit organization working to promote emotional health and prevent suicide among college students. They have developed several new programs.

**LawLifeline.org** provides information about a wide range of emotional health issues, including anxiety, depression and stress, geared towards law students. It also offers an anonymous, confidential web-based resource center allowing students to search for information and learn how to go about seeking help if they need it.

**ULifeline Counselor Conversations** is a

new blog by Dr. Victor Schwartz about the most pressing mental health-related topics facing the counseling community today, and facilitates a discussion of these issues among college counseling professionals.

**ULifeline**, just relaunched, is an anonymous, confidential, online resource center, redesigned and updated with exclusive content that covers a wide range of emotional health topics, and a Counseling Central section that provides information, ideas and tools for supporting student health to counseling professionals.#

Find out more at [JedFoundation.org](http://JedFoundation.org).

## CHILDREN ARE THE PRESENT FOR THE FUTURE

By DR. GERTRUD LENZER

In the United States children make up almost one quarter of all citizens with close to 75 million today. They represent the largest social minority who have neither a voice nor can represent themselves in our society.

In 1991, colleagues from different disciplines founded the interdisciplinary field of Children's Studies at Brooklyn College of the City University of New York. The aim and mission of Children's Studies was to promote a unified and comprehensive approach to the study of children from 0 to 18 years of age from the perspectives of the arts, humanities, natural and social sciences, medicine and law. Children's studies rests on the ontological claim that children must be viewed in their fullness as human beings, as a generational and social class in all their civil, political, social, economic and cultural dimensions. In this way, we aim at representing children through integrated knowledge and research in the teaching of our students as citizens, parents, and professionals in the many and varied professional domains they will occupy in the future.

Children's Studies at Brooklyn College was the first organized effort of its kind. Hailed as "pioneering" by The New York Times, we find today both Children's Studies and Childhood Studies programs at numerous academic institutions across the United States and worldwide. From its inception, the human rights of children provided a major framework for the new and interdisciplinary field.

More students than we had anticipated are keenly interested in the study of children and have completed degrees in Children's Studies. We have learned that many of our students are genuine child advocates when they come into our program. Every semester, enrollments are large in our own courses and in departments that participate in the Children's Studies program. Our career exploration internship attracts



numerous students, who find placements in chambers of judges, district attorneys, New York child protective offices and nonprofit advocacy agencies, UNICEF, children's and historical museums and in publishing companies. And our students have been admitted to major graduate and professional programs.

In November 2011, the Center, with a grant from the Carnegie Corporation of New York, held a national consultation on "Social Justice for Children: To End Child Abuse and Violence against Children." In June 2012, the Children's Studies Center submitted an Alternative Report to the U.N. Committee on the Rights of the Child in Geneva under the "Protocol on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography."

The U.S. Periodic Report described said: "The work of the Center, along with other non-governmental advocates, has been crucial in the adoption of new laws in the state of New York." #

*Dr. Gertrud Lenzer is a professor of sociology and children's studies at Brooklyn College and a professor of sociology at the CUNY Graduate Center. She is the founding director of the Children and Youth Studies Program and the Children's Studies Center for Research, Policy and Public Service at Brooklyn College.*

## Dr. Peter Eden, President of Landmark College Sits Down with Education Update

Watch the online video interview at:

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

TRANSCRIBED By  
MOHAMMAD IBRAR

**Dr. Pola Rosen (PR):** I am here today with the President of Landmark College, Dr. Peter Eden. For 26 years, the college has been ministering to and educating students with learning differences in a very successful way. Can you tell us about the mission of the college and what's happening there?

**Dr. Peter Eden, President of Landmark College (PE):** Landmark College is only 26 or 27 years old. It is a fledgling institution. It serves students who learn differently; students with learning disabilities, such as dyslexia, ADHD, social pragmatics issues as well. We achieve success with our students through very small class sizes, the use of assistive technology in the classroom and Universal Design for Learning Approaches to Pedagogy.

**PR:** You have a background as a scientist. How do you plan to utilize your background to help the students at Landmark?

**PE:** My training is in Molecular Biology. I worked in the Biotechnology industry for years before I moved to higher education as a professor, dean, and now, president. I love science and discovery. I have studied some cell biology and a bit about the cellular basis of neurodiversity, but I also know that the science world is broad, and many students want to find a career somewhere under the broad science, technology, engineering, and mathematics umbrella. So, we've incorporated two new STEM academic programs. We now have a program in life sciences and a program in computer science gaming, which is interactive computing technology—think mobile apps and sensor technologies—ubiquitous computing.

**PR:** Will this help students get a job in the tough job market?

**PE:** Absolutely! Landmark College is a liberal arts and comprehensive college, but we now have pre-professional programs as well. These in particular, along with our business major, prepare students for emerging industries, but our students are attracted to Landmark College, not simply because of these new programs, but because they know that this is the best place to learn how to learn. They know that here, everyone understands them and the challenges they face in learning and life. I now learned through savvy and pragmatic parents and students, they want to know that their studies will lead to a career and to employment.

**PR:** Not only are you building new programs, but you are also building new buildings?

**PE:** Yes, we have plans to create a Science



and Technology Innovation Center. This important physical and intellectual environment will provide a home, not only for our STEM programs, but also for Landmark College Institute for Research and Training (LCIRT), which conducts research on best practices in higher education for students with a learning disability. We need this environment to better test and empirically determine what works best for students with a learning difference in a learning environment.

**PR:** How do you teach others around the nation about these special techniques for the students?

**PE:** We don't have this innovation center yet. When we do, we are going to hold a greater number of symposia and conferences to bring education leaders onto campus. But LCIRT's major thrust has always been to move out into the field and provide professional development to educators at all grade levels. So, we offer many workshops and professional development opportunities off-campus as well.

**PR:** What about high school students who have learning difficulties? Can they come to Landmark and study?

**PE:** Yes! We have a number of summer programs. The high school program brings in a great number of students. I think we had about 150 high school students last summer. These students come in and gain confidence in their skills, and they learn to understand their learning abilities and disabilities. As always, the students are evolving, their learning profiles are evolving, and we have to stay abreast of that. #

Continue reading this interview and watch the video at [educationupdate.com](http://educationupdate.com).





## THE ETHICS COLUMN

# Mohel Madness: Religion Tradition vs. Infant Welfare

By JACOB M. APPEL, MD, JD

The city that tackled indoor smoking appears poised to combat a less visible challenge to the public health: metzitzah b'peh. This circumcision ritual, practiced by segments of New York's ultra-Orthodox Jewish community, entails sucking blood by mouth from the boy's penis during a bris. Unfortunately, the practice appears to spread life-threatening herpes infections to these infants; the New York City Department of Health attributes 11 cases and two deaths to the ritual since 2000. As a result, many Orthodox Jews have replaced mouth-to-penis contact with the use of sterilized pipettes. For those who still prefer metzitzah b'peh, the Health Department has proposed that parents be required to sign a consent waiver prior to circumcision. The Board of Health approved this plan in September. In light of the threat to pediatric health, one might reasonably ask: Why permit the practice to continue at all?

Competent adults are generally permitted to risk their own lives to fulfill religious obligations. However, our laws usually afford parents less latitude where vulnerable minors are concerned. Supreme Court Justice Wiley Rutledge wrote memorably in the case of *Prince v. Massachusetts* that "parents may be free to become martyrs themselves. But it does not follow they are free ... to make martyrs of their children." So while we allow adult Jehovah's Witnesses to reject blood transfusions and adult Christian Scientists to refuse antibiotics, we impose medically accepted care on their offspring, under the theory that children should be kept alive until they can make informed, mature decisions of their own.

An alternative approach is possible. Former



Nuremberg prosecutor and Justice Robert Jackson argued that religious minorities should be able to subject their children to risks — as long as the consequences affect only their own coreligionists. Under this theory, a Jehovah's

Witness parent may reject a transfusion for a child because the choice is an internal community matter; in contrast, a parent cannot reject childhood vaccinations or pediatric tuberculosis therapy on religious grounds, as these decisions affect the public at large. The advantage of this course is that it protects the freedom of religious minorities from the majority's notions of morality. Although this second approach has merits, it has largely been rejected by American legislatures and courts.

A few physicians argue that no direct link exists between herpes and metzitzah b'peh. These dissenters deserve a fair hearing. But if the evidence bears out Health Commissioner Thomas Farley's conclusion that the procedure cannot be done safely, the city should either prohibit it outright or offer a compelling argument for not doing so. After all, we don't afford Jehovah's Witnesses the right to sign consent waivers and then deny transfusions to their kids. One senses that the difference between these cases is that the authorities fear banning an ancient ritual of the ultra-Orthodox Jewish community. In light of the history of prejudice against Jewish practices, this sensitivity is understandable. At the same time, the public health authorities ought to ask themselves whether respect for religious tradition justifies placing the lives of infants in jeopardy. #

## Touro College of Pharmacy in Harlem Receives Full Accreditation

Touro College of Pharmacy has been granted full accreditation for its Doctor of Pharmacy program by the Accreditation Council for Pharmacy Education (ACPE). The ACPE is recognized by the United States Department of Education as the national agency for the accreditation of professional degree programs in pharmacy.

"Achieving this prestigious national accreditation is a demanding and intense process, and a tremendous accomplishment for the school, its leadership and the entire college community," said Dr. Alan Kadish, President of Touro. "I commend Touro College of Pharmacy, which now is poised to become a national leader in the profession as it continues to fulfill its mission of improving the public's health through educating

a diverse student body to serve underrepresented communities and minimize health disparities."

The accreditation marks the culmination of a four-year process that began in the fall of 2008, when the college enrolled its first class after receiving New York State Education Department approval and pre-candidate status from ACPE. Candidate status was awarded in 2009 and remained in place through graduation of the first class of 63 students in May.

The school's location in Harlem provides the framework for the cornerstone of its mission of service, and the college was commended by ACPE for its community engagement, which encompasses significant public health rotations as well as pharmacy practice experience. #

## PLASTIC SURGERY INNOVATIONS: AN INTERVIEW WITH DR. THEODORE DIKTABAN

Dr. Theodore Diktaban credits his tenth-grade biology teacher at Westbury High School with inspiring him to go into medicine, but it was actually his own health issue that helped him choose his specialty. "He was one of the most influential teachers I ever had and biology really captured my interest." After getting his undergraduate degree from Colgate University, Diktaban went on to New York Medical College. It was there, when he needed surgery to fix a deviated septum, that his future as a surgeon decided. Although the plan was to have the deviated septum fixed, the surgeon asked Diktaban if he wanted him to "fix the outside of his nose as well." Diktaban agreed.

A highly specialized plastic surgeon, researcher and pioneer of minimally-invasive surgical techniques with nearly 30 years of experience, Diktaban has the distinction of being one of only 180 surgeons in the U.S. certified by both the American Board of Plastic Surgery and the American Board of Otolaryngology. For eight consecutive years, he has been listed in the prestigious Castle Connolly "New York's Top Doctors" Directory as one of the "Best Plastic Surgeons in New York."

**Education Update (EU):** What are the most common procedures you perform?

**Dr. Diktaban (Dr. D):** "Lasers, fillers, Botox are all very popular," the doctor says. "When people age now, there are so many choices." Breast augmentation, liposuction (traditional and Smartlipo), Cellulaze and rhinoplasty.

**EU:** What has been the most challenging surgery you've performed?

**Dr. D:** Microsurgeries are the most challenging that I've experienced.

**EU:** What exactly is cellulite?

**Dr. D:** Connective tissue bands beneath the skin, called fibrous septae, are arranged in a



Dr. Theodore Diktaban

crisscross manner in normal skin. When they are oriented in a parallel manner from birth, they allow the fat to bulge up against the skin's thinner surface, creating a rippling, lumpy look. Some septae also harden and contract as women age, which causes more bulging and dimpling by pulling the skin surface inward.

**EU:** What causes cellulite and is it preventable?

**Dr. D:** We're not sure of the exact causes, but they're believed to be genetic and hormonal. Cellulite can't be prevented, but staying thin makes it look less pronounced. The fat cells get larger or increase in number with grossly overweight people, which cause them to push up against the thin skin. The skin cannot contain their force. When you lose weight, they shrink, but don't disappear.

**EU:** Where is cellulite most likely to appear?

**Dr. D:** The lower buttocks and back of the thighs are definitely the most common areas. The abdomen, inner thighs, front of the thighs, and even the upper, outer arm can be affected. #

*Theodore Diktaban, M.D., F.A.C.S. can be reached at 635 Madison Avenue, 4th Floor, New York, NY 10022. (212) 988-5656 | www.drtdiktaban.com*

## ROCHESTER INSTITUTE OF TECHNOLOGY STUDENTS AWARDED PRESTIGIOUS FELLOWSHIPS

Three microsystems engineering doctoral students from Rochester Institute of Technology have received national fellowships for research work in the areas of nanotechnology and nanolithography.

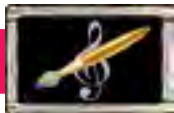
The Semiconductor Research Corp. Doctoral Fellowship was awarded to Burak Baylav, whose current research is focused on assessing the ability of scaling-interference lithography for large-field integrated-circuit applications. Originally from Antalya, in southwestern Turkey, Baylav expects to graduate in 2013.

Michael Slocum, who is from Williamsport, Pa, received a three-year NASA Space Technology Research Fellowship. Slocum's work involves the development of quantum dot nano-structures for high-efficiency, space solar

applications including radiation-tolerance.

Stephen Polly is the recipient of a U.S. Department of Education Graduate Assistance in the Areas of National Need Fellowship. His work is in the area of nano-materials and technologies and might enable researchers to maximize the effectiveness of the solar cell. Polly is from Jamesville, N.Y. He expects to graduate in 2014.

Rochester Institute of Technology is internationally recognized for academic leadership in computing, engineering, imaging science, sustainability, and fine and applied arts, in addition to unparalleled support services for deaf and hard-of-hearing students. Its cooperative education program is one of the oldest and largest in the nation. #



## Montclair Art Museum Forges Ahead Under Leader Lora Urbanelli

By SYBIL MAIMIN

How does a suburban art museum that sits in the shadows of Manhattan's prestigious cultural institutions compete with its larger, glamorous neighbor? By recognizing "who we are, and who we are not," explains Lora Urbanelli, the smart, dynamic director of the Montclair Art Museum (MAM) in New Jersey. "We make it clear we don't intend to compete with Manhattan, which is a treasure as well as a challenge. We can serve the local community and satisfy many needs right here." An important regional art center with an international reputation, the museum has been redefining its mission to be about making art as well as exhibiting it and to include a greater focus on contemporary art (it just hired its first curator of contemporary art).

To further the goal of making art, MAM's Yard School of Art has been brought to greater prominence with an impressive array of courses and workshops. Organized around four semesters that include a very popular eight-week Summer Art Camp (enrollment this year, 701 students), courses range from ceramics, painting and illustration to digital media (music production, animation, photography, video game design), fashion creation and comic book making. Instructors include artists from the community as well as the museum's art school faculty.

Urbanelli believes that making art, which stimulates both sides of the brain, is an important aspect of "whole child education." She



explains, "Kids who learn to dance do better in business. ... Those who learn to express themselves visually are better people." She believes developing the patience and pacing skills needed to read visual clues is more important than ever in this age of rapid stimulus and instant response. Children should be introduced to museums with short visits

that focus on one piece of art that has special appeal or a particular connection to everyday life, advises Urbanelli.

MAM's new focus on contemporary work is part of an effort to "link art to contemporary life in a global context" and to tap into the worldwide network of art. Urbanelli wants her museum to "appeal to everyone in some way," whether toddlers or seniors, sophisticated museum-goers or newcomers to art. "I'm very keen to visitors in that sense. They come in to learn, be stimulated, be transported," she said. Visitors will always see the permanent collection, which is particularly strong on 18th and 19th century American art. The collection includes paintings by Montclair native George Inness, a large collection of traditional and contemporary American-Indian art, and modern and contemporary works.

Opening on September 28 are "Georgia O' Keeffe in New Mexico: Architecture, Katsinam, and the Land" and "Saya Woolfalk: The Empathics," a multimedia exhibit that is part of MAM's New Directions in American Art series. #

## BEHIND THE SCENES: AUDITIONS & ACTING

By LISA K. WINKLER

Getting off the elevator and entering the rehearsal studio — a maze of small, pastel-painted, mirrored rooms, complete with ballet barres — and seeing the young actors primping and pacing, perusing scripts and listening to music on their iPods, I was happy to be a guest, invited to observe auditions.

The casting director and play director were auditioning for "Oliver Twist" to be performed in September. The play, adapted by Neil Bartlett, combines Dickens' language, 12 actors playing many roles and music representative of Victorian England. Each actor had a 10-minute slot to audition, sort of speed dating with a script. Two company members assisted as readers, assuming various roles as the script demanded.

The casting director assured me that after seeing a few, I'd recognize differences, and he was right. I could tell who had studied accents,

had dressed for the role, who acted but wasn't melodramatic, who understood the role and scene. There has to be a balance between equity and non-equity actors. The company has to fit together; everything is balanced, including height, weight and appearance.

In the morning I watched about 20 auditions; two actors were asked to return for a callback the next day. One of the readers told me: "On average we go on 10 auditions a week. Success is great — failure is expected."

I'd heard this sentiment expressed a week earlier when I interviewed the cast of Athol Fugard's 1989 "My Children! My Africa!" at the Signature Theatre.

For James A. Williams, the role as Mr. M wasn't too far a stretch from what he does off-stage. Directing a theater program for incarcerated youth in Minneapolis, he hopes to impart to others what his high school counselor did for him decades ago in St. Louis. "She told me,

## Interview with Violinist Rachel Barton Pine

By JOAN BAUM, Ph.D.

What's incredible about the 38-year-old award-winning, world-renowned violinist Rachel Barton Pine is how relaxed she is. She talks easily — long smooth sentences that never lose a beat — and with warmth and humor about the life she leads which, on musical ground alone, would prove daunting — a touring schedule that keeps her hopping week after week all over the globe and country, performing with top orchestras, writing, blogging, serving on boards and giving master classes. She's also working on a publishing project to put out new editions of etudes, with companion DVDs, that reflect her preferences for dynamics, fingering, bowing, phrasing. And she advocates everywhere and seemingly all the time for greater appreciation of all kinds of music, especially on behalf of the minority youngsters served by her charitable Rachel Elizabeth Barton Foundation.

Although she was clearly tired, she was eager to talk about a recent music marathon that she compares to an Olympic decathlon — playing all 24 of the Paganini Caprices. "A huge technical challenge" as well as a test of physical stamina for which she prepared by watching her diet and sleep and training her muscles, the Paganinis are not, she concedes, a feat for everyone. But no surprise to learn that she's readying up to do them again at the Phillips Collection in Washington, D.C. "right in front of the portrait of Paganini [by Delacroix]." And she'll be going on tour to do all five Mozart's violin concertos — in a single evening. She will have not only memorized her solo parts, of course, but also, like Mozart, be conducting — cueing and playing with the string section. The idea is to gain insight into individual pieces by playing them all together. Need it be said that Rachel Barton Pine also writes program notes and, as time and occasion permit, talks to audiences and suggests what they should listen for?

Add to her daunting list of commitments the constant and joyous time she spends with her husband and 11-month old daughter, and the total far exceeds 100 percent. How does she do it? And how did she do it, coming as she did from a poor family (her father was unemployed for most of her "precarious" childhood), and they often had no phone or electricity). She helped support the family from the age of 14, traveling to jobs all alone. Talk about overcoming difficulty and meeting challenge!

A clue might lie in her daughter's name, "Sylvia." It's from Latin, meaning "of the woods" and the wooden instrument Rachel Barton Pine



Andrew Eccles

plays is, like her child, an extension of her soul. She would like to instill in the youngsters who benefit from the charity she founded in 2001 that same drive, along with "an awareness of and appreciation of classical music."

Many of them, blacks and Latinos, are poor as she was, and so her foundation provides for instrument loans, grants for career education and for a role model supplemental curriculum, String Students' Library of Music by Black Composers.

The youngsters she talks to often ask what she "sacrificed" to achieve. Her answer is not surprising — nothing. One reason is that she was home schooled in a way that gave her more, not less, practice time. She knows that "home schooling" (also known as "unschooling" because it does not follow grade or semester order) puts some people off because they associate it with a hippie lifestyle or a religiously motivated replication of the classroom at home. Ironically, however, it was the principal of the Lutheran school she was attending when she was eight and in the third grade, who suggested to her parents that home schooling might be "the most practical way" for her to pursue her passion for music. The experience, which she stayed with her until the age of 16, was terrific, giving her more violin time since the academic schooling was more diffuse, "inner directed" and going on 24/7 every day of the year. One summer, she recalled, she went on a "math binge."

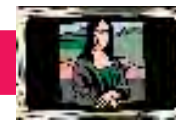
Whence the extraordinary energy? Well, she did start young — a child prodigy who knew by the age of three that music "spoke" to her. "I am a violin," she recalls saying. By age five she was deeply committed to playing and at age seven made her debut playing in all manner of styles — classical, blues, rock, folk. The violin she points out is "many instruments." Clearly, however, her marriage helps sustain her. Her husband, 100 percent supportive, is on the road with her 100 percent of the time, consulting with his computer clients by way of Skype and cell. She laughs when she notes how they met — in church. Had they tried online, they would have passed each other by — he was a minor league baseball pitcher and she liked heavy metal. But they both loved music and history.

There were also mentors along the way who gave her professional advice, including making CDs, and an "ethical perspective" about honoring concert dates, even if a more lucrative opportunity came along. Her Master Plan, she says, is to go on playing until she's well into her seventies, then "retire gracefully." Gracefully? No doubt. Retire? Inconceivable.

"I'm not going to give up on you even though you've given up on yourself." She handed me a stack of college applications and told me to sign them. College wasn't a world I grew up in. People I knew got a job. They drove cabs. They worked for the steel mill, or Anheuser-Busch or McDonnell Douglas," Williams said.

Allie Gallerani, who played the character Isabel Dyson, grew up in North Carolina watching musicals on television and participating in local children's theater groups. She did her thesis at Northwestern on Athol Fugard, who met the actors during rehearsal of "My Children! My Africa!" #





## 'John Cage: The Sight of Silence'



John Cage



A quill pen & brush that Cage used

By VALENTINA CORDERO

John Cage was not only a composer, writer and music theorist; he was also a passionate visual artist. The National Academy Museum of New York presents "John Cage: The Sight of Silence", a special exhibit that provides insight into the mind of an artist who critics consider one of the most influential American composers of the 20th Century. Cage was a man that profoundly impacted the evolution of music, crossing new frontiers and shaping the work of future generations of artists and musicians.

He is best known for his 1952 composition "4'33", which is deliberately performed in the absence of sound. During his career, Cage created a very extensive body of prints, watercolors, and drawings. Sixty of the artist's works are on display and it is the only showing of his visual work in New York City during his centenary year. Most of these works were produced during the 1980s and in 1990, when Cage was artist-in-residence at the Mountain Lake Workshop in Virginia. "A lot of people know Cage as a musician, a philosopher, and a writer, but only a few people know that he was also

a painter," said Marshall N. Price, Academy Curator of Modern and Contemporary Art.

The exhibition also includes other media, such as photographs, videos of Cage painting, and recordings of his music. He is well-known because of his technique, called "chance operations": to create both his visual and musical works, sought to eliminate the personal touch of the artist by relying on indeterminacy. In contrast to traditional Western ideas of artistic process, he used Ancient Eastern philosophy to guide his aesthetic decisions.

"I use Chance Operations instead of operating according to my likes and dislikes," said Cage, a man who tried to express freedom not only in the music world and in the art, but also in his life, and a man that believed in the sound of silence. His works seem characterized by their revolutionary qualities, his graphic compositions and music honored silence along with sound. #

*John Cage: The Sight of Silence at the National Academy Museum, 1083 Fifth Avenue at 89th Street*

*Through January 13, 2013.*

## MUSEUM REVIEW

### 'Spiders Alive!' at American Museum of Natural History

By JAN AARON

"Ooh, cool," said a girl scout, peering at a live spider clinging to the hand of a staff member at the American Museum of Natural History's new exhibition, "Spiders Alive!" The exhibition is full of surprises, like museum staff handling live spiders, a climbable spider model 50 times life size, and a rare 100-million-year-old fossil of a spider in limestone.

Kids and adults come face to face with 20 species of spiders at the exhibition, which teaches them about arachnid habitats, anatomy, diversity and behavior. For instance, less than one percent of the world's 43,000 spider species have venom dangerous to humans. Spiders



are also among planet's most adaptable animals; from remote rainforests to sophisticated cities, spiders find homes everywhere on the planet but Antarctica.

## We Shall Not Fail: The Inspiring Leadership of Winston Churchill at the Morgan Library



Celia Sandys



Tina Santi Flaherty

By LINA CHERKASOVA

A compelling exhibit at The Morgan Library, "Churchill: The Power of Words," opened with a lecture by Winston Churchill's own granddaughter, Celia Sandys. The exhibition and lecture serve to illuminate our history, our struggles, and the people who shaped them.

The shadows of the World Wars in the last century are receding. The lives won and lost during those battles are fading and today's generation is too far removed to internalize the events that are now lines in a textbook, Sandys said. The exhibit invigorates an interest in history and promotes a public discussion to make sure that the past is not forgotten. Both the lecture series and the exhibition aim to connect the viewer on a personal level to one of the most influential orators of the 20th Century, Winston Churchill, who was the prime minister of the United Kingdom during the second World War.

The exhibit includes personal correspondence as well as working outlines of Churchill's most famous speeches. The display cases and frames lining the walls house notebooks and papers once belonging to Churchill. His loose handwriting, the blotches of ink, crossed-out words, and notes on the edges of time-weathered pages show the author's humanity. The viewer is able

to see the process, the laborious construction of the words that became famous during his life. No longer a phantom of history, Churchill is revealed as a man with a gift for expression.

Jennifer Raab, the president of Hunter College, stressed the importance of preserving history in order to move forward. She introduced the series of lectures on Churchill at the opening of the exhibition, which will continue at Hunter College's Roosevelt House. The series is sponsored by philanthropist Tina Santi Flaherty.

Sandys said that the words Churchill spoke to his citizens decades ago are still applicable today. During the events of 9/11, Mayor Rudolph Giuliani quoted Churchill, as did President George W. Bush and Prime Minister Tony Blair, Sandys said.

Although historical circumstances change, people everywhere face a similar obstacle of how to keep hope alive in a time of turmoil, Sandys said. Churchill's ability to construct and deliver powerful speeches made him an effective leader for inspiring hope.

The exhibition runs through September 23, 2012. #

*Lina Cherkasova is a recent graduate of Hunter College with a major in art.*

"This exhibition also gives us a chance to showcase some of our recent research, both in the field and in the lab," said Norman Platnick, curator emeritus in the Division of Invertebrate Zoology and the curator for "Spiders Alive!"

The exhibition strives to teach us not to fear spiders by explaining how crucial they are to insect populations worldwide, as well as the conservation methods researchers use to protect them. For instance, without spiders, insect populations would explode. By one estimate, spiders on one acre of woodland can consume more than 80 pounds of insects a year.

About midway into the exhibition, you can sit on a bench while watching museum experts show and explain the basic anatomy of a spider

like the hairy tarantula. Elsewhere, you can view a short video of Platnick's expedition to study goblin spiders in Ecuador. There's also a short narrated program about the dazzling variety of spiders, with segments showing spiders in action: a diving bell spider living underwater, a southern black widow spinning silk and an orb weaver constructing its intricate web.

There are many more spiders to discover at the exhibition, which runs through December 2, 2012. Go exploring, find many others, and come away less fearsome and better informed.

*The American Museum of Natural History is located at Central Park West at 79th St. Call 212-729-5200 or visit amnh.org for more information.*

## CSA Members Explore Goals, Challenges at Executive Leadership Institute

By YURIDIA PEÑA

This summer, hundreds of educators attended dozens of professional development offerings at Fordham University's Lincoln Center campus, hosted by the Executive Leadership Institute (ELI), a sub-branch of the Council of School Supervisors and Administrators, the union for New York City's public school leaders.

"The professional development provided here at ELI is tailored specifically to us as professionals and as leaders. I think the benefit of the professional development at ELI versus other places is that it's being provided by actual people who've been in the profession [as] actual school leaders," said Alejandro Rivera, the assistant principal of P.S. 127 in Queens.

ELI provided a range of sessions such as "Middle School Scheduling," "iPads for Beginners and Advanced users" and "Creating a Quality IEP." ELI coordinators who lead workshops are mostly former principals. Coordinators are equipped to deliver practical, relevant and leadership development to any school leader.

"They are experienced educators that can share their experiences ... that we could apply to our everyday work and schedule," said Yvette Padilla, an assistant principal.

ELI Executive Director Eloise Messineo said that the institute "delivered practical and relevant professional development presentations to hundreds of New York City school leaders."

During the Summer Institute, nationally recognized authors and school reformers hold lectures. From Michigan, Dr. Anthony Muhammad's lecture addressed how to transform toxic school cultures into healthy ones. During his lecture, Dr. Muhammad delved into how to assess your own school's culture and get your entire staff on the same page to help them attain their pedagogical goals.

Administrators face many challenges with the upcoming school year. Assistant Principal Sabrina Moore said: "Getting my teachers implemented to the common core standards, aligning it with their curriculum and instruction and using the new Danielson system" is what she anticipates to face as her challenges. #

## Council of School Supervisors Helps Professional Development

By YURIDIA PEÑA

Creating a school model grounded on rigor, relevance and relationships with students were the focal points Susan A. Gendron addressed during her lecture to school administrators, called "Getting Immersed in the Standards and Next Generation Assessments." The Council of School Supervisors and Administrator's professional development arm, the Executive Leadership Institute, hosted the event at their headquarters in Lower Manhattan.

Training educators how to align their school's curriculum with the national common core standards is challenging. However, Gendron's easy-to-digest presentation left many principals, assistant principals, as well as other school leaders at ease and confident about new assessments that many perceive as burdensome.

"This is good for me ... because I'm getting itsy bits of pieces from the central office," said John Tom, an education administrator who helps develop science curriculum for middle schools.

During her presentation, Gendron defined rigor as a factor that requires fluency, application and a deep understanding. This includes conceptual understanding, which she explained as solving short conceptual problems or applying math in new situations. Rigor encompasses procedural skills and requires speed as well as accuracy. She also suggested implementing real-world situations as a strategy for applying

rigor in the classroom.

Gendron adopted the rigor and relevance model from Dr. Bill Daggett, a widely known expert on creating curriculum that works for the modern-day student. His framework focuses on lessons bearing in mind college and career readiness for all students. The Daggett system for effective instruction promises to reach high levels of student achievement using its three factors — organizational leadership, instructional leadership and teaching. Many schools around the U.S. use this system as a foundation.

According to the 2009 Programme for International Student Assessment (PISA) results, the U.S. ranked 17th in the world in reading and 31 in mathematics. "We are significantly below average," Gendron said.

Gendron was stunned to see avid Principals, Assistant Principals and Education Administrators at the summer professional development event. "We are in July, in the middle of the summer and they were all engaged, they all wanted to learn, they were excited, they asked great questions," she said.

Participants received a detailed update on The Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC is the assessment consortium New York belongs to along with 21 other states and the District of Columbia. The partnership was created to help states work together to develop a set of K-12 assessments in English and math that builds a pathway to college and career readiness. #

## Former Surgeon General from the Bronx Runs for Office in Arizona

Watch the online video  
interview at:

EDUCATIONUPDATE.com



President Carole Berotte Joseph  
& Dr. Richard Carmona

Education Update had lunch with Dr. Richard Carmona, former Surgeon General of the US and Dr. Carole Berotte Joseph, the President of Bronx Community College, Carmona's alma mater. Both Carmona, Joseph and Rosen speak Spanish fluently. Carmona has come a long way indeed from his humble roots in the Bronx. A high school dropout at DeWitt Clinton High School, teacher Ed Blau believed in him so deeply that the letters flowed continuously to Carmona who was serving in the US army in Vietnam. As a result, Carmona returned, enrolled in the community college and went on to medical school at UC San Francisco. As a surgeon his career eventually transitioned into an appointment as Surgeon General. Always striving to make a contribution in our society, Carmona made his home in Arizona where he is currently running for the Democratic Senate seat. His integrity, intelligence and understanding of the difficulties of masses of students who are striving to overcome difficulties in our society are a testament to our nation. Senator Chuck Schumer, President Joseph and Dr. Pola and Dr. Herman Rosen who served under Carmona in the Katrina disaster, stand behind you Dr. Carmona. We're rooting for your victory!!

TRANSCRIBED BY ERICA ANDERSON

**Vice Admiral Dr. Richard Carmona, former U.S. Surgeon General, and senate candidate in Arizona**

I think what's interesting is that most people who see me see the successes: surgeon general, distinguished professor; the jobs I've had: police officer, registered nurse. But what they don't see is all the years it took to get there and how many times I failed to have to get there. As I often tell youngsters when I'm mentoring or counseling or am trying to inspire: I've failed more times in my life than I've succeeded, but when it's important, I got up one more time. That's really the difference between someone who succeeds and [someone who] fails. Nobody said it's going to be easy, but it's still the land of opportunity, and as long as those of us who are in positions of responsibility remember where our roots are, and when we take that elevator to the top floor we make sure we send it down for somebody else and help them make that trip as well.

Mr. Blau was one of my counselors at DeWitt Clinton High School. I did my best to fail myself out of there as a triand, and yet Mr. Blau and his partner Mr. DeGrand often saw so much potential in me. They fought me every day, trying to get me to stay in class.

When I would drop out—we didn't have a phone, so they'd send letters to my house and tell my mom to get me back in school, and I would come back. But by the time I was seventeen and I really wasn't going to school much and at that point I enlisted in the army. What's interesting is Mr. Blau never gave up on me. Through my military career, he kept sending me letters and saying: don't give up, you have a lot of potential, you can be whatever you want to be. He sent me letters when I was in Vietnam in combat, saying: don't give up, you should go to college. It was Mr. Blau who alerted me, when I had been rejected from lots of colleges, that Bronx Community College has an open enrollment program and one of the guys in charge is a guy that used to be one of your P.E. teachers at DeWitt Clinton. He affected this relationship for me, and Bronx Community College gave me an incredible opportunity as a high school dropout with a GED, and really not ready to go to college. They helped me through the first year, and gave me the opportunity to succeed, and ultimately I became an A student, which allowed me to go to college, which allowed me to work in a lot of other jobs, and eventually go to medical school and graduate at the top of my class, become a surgeon, become a trauma surgeon, and ultimately become Surgeon General of the United States. In less than one generation, from a homeless high school drop-out kid, an immigrant family, to be Surgeon General of the United States. Not because of me, but because great people, mentors, friends, colleagues, teachers recognized potential that I didn't know I had, a mom who recognized that potential, and I just kept moving forward. I think my life really represents the best that this country has to offer, as a nation of opportunity for each and every youngster.

**Dr. Carole Berotte Joseph, President of Bronx Community College**

I am really thrilled to have met Dr. Carmona. I heard a lot about him when I first came to Bronx Community College. And I think his story is an inspiring story, and an important one to tell. As a teacher/educator myself, I constantly talk about the importance of teachers in the lives of their students and the importance of counselors in the lives of their students. I am really moved by your story and really thrilled to have met you today. #





## HIGH SCHOOL STUDENTS ACHIEVE IN SCIENCE AT THE ROCKEFELLER UNIVERSITY

By ERICA ANDERSON

After spending their summer in labs at The Rockefeller University, about 75 students presented their original research at a poster session on Aug. 9. The free program immersed students in the work of the premier institution through hands-on training, working one-on-one with graduate student and post-doc mentors, as well as classes in how to think like a scientist and design experiments. As the program's director Ted Scovell described the event: "If you step back, you just watch all this beautiful science going on, and people talking excitedly about [the science] they spent their summer doing."

**Emily Harms, Associate Dean, Summer Undergraduate Research Fellowship (SURF) Program Director:** I help to oversee the Science Outreach Program. The programs last from 7 to 10 weeks. Students do hands-on research and experience science in a different way than they do in the classroom. They're asking questions that people don't know the answers to, questions you're not going to find the answers to in textbooks. It's a wonderful opportunity for them to get immersed in science over the summer and for us to mentor them, and to really nurture the younger generation of students who are getting interested in science.

**Dr. Günter Blobel, Professor and Nobel Laureate in Physiology and Medicine:** I'm very happy to be at the poster session of all of our interns today. I'm really surprised about the quality of the work and the range of the people that we have: high school teachers, to college undergraduates, to high school students. So we have from 16-year-olds to 30-year-olds, all interested in learning science at the bench. At the book, it's easier, but to do experiments is a little bit more difficult, and I think it gives people an idea of what the life of an experimental scientist is.

**Elaine Katz, Ramaz Upper School, Blobel Laboratory of Cell Biology:** I researched the nuclear pore complex, which is a complex that's embedded in the nuclear envelope and allows for the transport of macromolecules, such as mRNAs and ribosomes to go across the nuclear



**Elaine Katz**



**Chiara Heintz  
& Isabel Udo**



**Dean Emily Harms**



**Dr. Günter Blobel,  
Nobel Laureate**

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envelope between the nucleus and the cytoplasm. Specifically, we studied the two innermost layers of this complex, which are known as the transport channel layer and the adaptor layer.

**Christopher Chin, Hunter College High School, Brivanlou Laboratory of Molecular Vertebrate Embryology** on

"Generation of Fluorescent Protein-Expressing Human Stem Cell Lines."

**Daniel Pollack, Roslyn High School, entering Yale and Leah Slaten, SAR High School; Krueger Laboratory, Department of Investigative Dermatology; their mentor Dr. Dan Gareau, Clinical Scholar and mentor at The Rockefeller University** on "Biophotonics: The Interaction Between Light and Life."

**X. "Stephen" Zhang, Grinnell College, Vossall Laboratory (SURF program participant)** on "A Subset of Abd-B Neurons Are Required for Female Fly Pausing Response During Courtship."

**Chiara Heintz, Horace Mann School and Isabel Udo, Hunter College High School; Darnell Laboratory of Molecular Neuro-Oncology** on "Fragile X Syndrome: Identifying miRNAs Which Regulate Expression of FXR1 and FXR2."

**Joseph Obiajulu, Union County Magnet High School, Brady Laboratory of Genetically Encoded Small Molecules** on "Analysis of Heterologous Expression Capabilities of Streptomyces Strains via Biosynthetic Pathway Library Screening."

**Hannah Fagen, Paul D. Schreiber High School,**

**Freiwald Laboratory of Neural Systems** on "Can Rhesus Macaques or *Macaca mulatta* interpret the nature of conspecifics' relationships?"

**Faye Osgood, Staples High School, Friedman Laboratory of Molecular Genetics** on "The Cellular Depiction of a Dietary Restriction."#

Watch the video of these students explaining their projects and read the full transcript at [EducationUpdate.com](http://EducationUpdate.com).

## Students Going Global

By ERICA ANDERSON

How do you transform a ubiquitous pastime into an educational tool? The Japan Society, through its Going Global Social Networking Project seems to have figured it out. The initiative uses a secure social media networking platform to enable direct communication between elementary through high school students in the U.S., Japan and Pakistan.

In an exclusive interview, Dr. Robert A. Fish, Director of Education and Family Programs at the Japan Society, discussed the program with Education Update. "We think it's important for kids to learn how to use social networking in a professional context, responsibly," he says.

The teachers and students from these different schools collaborate to create projects to engage their students at all levels of ability using the students' interests and creativity to introduce their counterparts in different countries to their own culture, experience, and ideas. The flexible format has enabled the project to be teacher- and student-driven, using a range of activities from art portraying students' daily lives or a specific theme, to oral introductions to practice language skills, to debating capital punishment.

"A lot of [the students] created digital collages which were fascinating – it was an education for me—especially to see what the Pakistani kids put up, it was so different from what you'd expect if you just read the New York Times."

The benefits of participating in Going Global include practicing collaborative work, authentic



**Dr. Robert A. Fish**

cross-cultural learning, and tapping into students interests in a school setting. "In education it's almost become a truism that you learn best by doing, not by listening," says Fish.

Going Global began in September 2011, and in its first year its rapid growth has surprised its creators, and been a source of pride. "We did this from scratch, and to have 750 kids from 3 different countries talking to one another, that was great," says Fish.

The project is part of the extensive education and family programs produced or hosted by the Japan Society. Its programs have broadened their reach nationally and internationally to share the institution's resources with students and teachers across the country. Their website [aboutjapan.japansociety.org](http://aboutjapan.japansociety.org) makes materials available to educators everywhere, and attracts about 300,000 users per year. It also operates a 3-week study tour of Japan for junior high and high school educators from all over the U.S. and will soon launch a student exchange program.

Over 100 years old, the Japan Society is a non-political nonprofit American organization that seeks to foster a greater understanding between the U.S. and Japan through a variety of innovative intercultural exchange programs. #

## Innovate Manhattan Charter School Opens Its Doors

BY VALENTINA CORDERO

Innovation, personalized education, learning in a different way: these are the concepts that represent the heart of a new school, the Innovate Manhattan Charter School which opened its doors for the 2012-2013 school year to 225 middle-school students in its new location on Manhattan's Lower East Side.

"It is a beautiful new building. It also happens that many people thought this was a crazy idea," said Peg Hoey, president and education director of Kunskapsskolan in the USA (KUSA), the company that operates the school. She spoke during the ribbon-cutting ceremony that took place recently, underlining that "in March we said to ourselves yes, we can do it, and build the school in four months. And I want to say that the word crazy can also be a synonym of doable. It is not crazy to show New York City that this model of school can work."

The school, located on the 3rd floor of 38 Delancey Street, is the first one in the United States that operates according to the Kunskapsskolan Education program. The key element that makes Innovative Manhattan different from other schools is that students can personalize their schedule; they become a manager of their educational road. They also have more workshops, seminars, labs and lectures.



**Gayla Thompson,  
Head of School**



**Peg Hoey**

Students feel like the school is their own and they feel comfortable. It provides a way or opportunity for students to be more motivated and empowered in what they are doing in school. In addition to that, every student meets their coaches for a 15-minute structured coaching session every week.

"I have been told by someone that birth is painful, and there is no question that we went through a lot of pain last year, when the school was born. We are here for a rebirth, for the next step," said Chris Owens, one of the parents. And, according to Matthew Gilli, the art teacher, this is an important step in everybody's lives because "you can feel that you are part of something since the beginning, and to me it seems that the school is also mine." #



## HOLOCAUST EDUCATION FOR THE 21ST CENTURY

By SYBIL MAIMIN

Sixty-seven years after the end of World War II, the need to teach the facts of the Holocaust and the lessons that can be learned from that horrific event are more pressing than ever as hate, bigotry and the killing of innocent people continues around the world. Charlotte and Jacques Wolf, Holocaust survivors, are making sure that students in the New York/Mid-Atlantic area are made aware of the Nazi atrocities with well-trained instructors. “Echoes and Reflections: Holocaust Education for 21st Century Classroom” was started by the Wolfs five years ago. Centering on a curriculum developed by the Anti-Defamation League (ADL) and presented as a week-long educators’ conference, the program has already enrolled 90 teachers who have reached thousands of students with lessons about the massacres.

At a reception at The Museum of Jewish Heritage for this year’s cohort of 13 educators as well as many conference alumni, Clifford Wolf spoke admiringly of his parents, explaining that, rather than bitterness, his parents took from the Holocaust the values of importance of family, education, faith, hard work and giving back to the community. His father’s motto is “turn hate into love.” Explaining her charitable and educational initiatives, his mother reflects, “There is a reason God kept me alive.” Describing his own community service efforts, the son remembers being struck by his mother’s telling of her family not receiving help when they were on the run in Europe: “I do not want to be that way,” he said.

Dianne Wheeler, a special education teacher from Delaware who has attended every conference and is now an Echoes and Reflections trainer, explained that the week is an emotional one for participants. “Emotions run the gamut — from joy to conflict to anger,” she said, but “mutual respect and bonds that last from year to year are formed.”

The most important and useful tool they receive as educators is meeting with and hearing from people who personally experienced the Holocaust, a core part of the program. The lessons are multi-sensory with much audio and visual input from survivors. The goal is “to absorb what is learned this week and take it and share it — not just in schools and classrooms, but everywhere,” Wheeler said.

Deborah Batiste, the project coordinator for ADL who developed the “Echoes” curriculum, explained that the program agenda changes every year but always involves talks by Holocaust survivors. This year’s program also included a speaker who experienced the genocide in Rwanda as well as an African-American concentration camp liberator.

Holocaust education is mandated in the states of New York, New Jersey, Florida, Illinois, Indiana, California, Texas, and Mississippi. ADL, Yad Vashem, and the Shoah Foundation partner in providing half or full-day Holocaust training programs for over 16,000 teachers in this country. Because of the vision and generosity of the Wolfs, the New York region is the only place in the US where ADL runs a full-week intensive learning experience for educators. #

## SUSPENSION SCHOOLS CREATE UPROAR IN PROSPECT HEIGHTS

By YURIDIA PEÑA

Prospect Heights’ residents are outraged about the opening of two Alternative Learning Centers — also known as Suspension Schools — for troubled high school students in their neighborhood.

“The program which is largely punitive, which will have police presence, which will have metal detectors, is going to have an impact on the tone of the neighborhood,” said Susan Metz, a former teacher and a longtime resident.

During a press conference on August 2 held in front of 335 Park Place where the two suspension centers will open shop — one for short-term suspensions and one for long-term suspensions, Council member Letitia James stated this was not a not-in-my-backyard issue. “This is about DOE’s lack of transparency ... and about providing a proper site for students [who] need it the most,” she said.

The building was once used for two ninth-grade classes from another district during the 2010-2011 school year. However, it was deemed inappropriate for a school.

Residents and advocates argue that the building is not outfitted for a library, cafeteria, science lab, gymnasium and classrooms. Also, regular flooding occurs during heavy rain.

“We are the most densely populated district in the entire city for social services ... this is just one more that’s getting dropped down

on this district without any input from the people of this district,” said Robert Witherwax, Community Board 8 member.

Currently, New York City has 38 alternative learning centers. Each site has a site supervisor, four core content area teachers, one special education teacher, one counselor, one paraprofessional and one school aide. Centers were created to cultivate pro-social beliefs as well as provide behavioral programs. Educators at these sites offer curriculum and intervention measures that build teens’ capacity to return to school better equipped to be productive members of their school communities.

Residents expressed their fears of teenagers feeling “oppressed” and act-out once they are outside the building where it is largely residential and filled with young families.

“Who are they going to see but us as authority agents along with the police, and that is a recipe for the kind of friction that would lead to conflict and who knows what else,” Metz said.

Benjamin Greene, chair of the Committee Education Council 13 was told by the DOE that they only expect the building to reach 60 percent of its full capacity.

“DOE hopes that these kids don’t show up, that’s what they bet on,” said Barbara Sherman, the communications director for Council member Letitia James. #

## Marymount Students on the Cutting Edge of STEM

Marymount School of New York, an independent Catholic girls’ school for students in nursery through grade 12, is celebrating the first birthday of its Fab Lab. The creation and use of the Fab Lab (short for fabrication laboratory) represents the School’s willingness to embrace the tenets of 21st-Century teaching and learning.

The genesis of the Fab Lab at Marymount grew out of bold steps the school took to provide experiential STEM (science, technology,

engineering and mathematics) education for its students throughout primary and secondary school. Headmistress Concepcion R. Alvar said, “Our commitment to STEM education helps address the alarming data regarding the under-



representation of women in professional STEM fields. We aim to cultivate a problem solving, collaboration, innovation, and entrepreneurship mindset — we want our students to be doers and makers.”

Under the guidance of Mr. Jaymes Dec, Marymount’s Fab Lab Administrator, students discover 2D and 3D computer-aided design, digital prototyping and fabrication techniques, computer programming and mechanical and electrical engineering.

The concept of a Fab Lab was born at MIT, the brainchild of Professor Neil Gershenfeld. His goal was to create a set of machines, and the software necessary to communicate those designs to the machines. Anyone is able to create products of their own design using precision tools and manufacturing processes.

Since Marymount’s Fab Lab opened at the start of the 2011-2012 school year, students have been using its tools to prototype electronic circuits and connect them to the Arduino Microcontroller, connecting digital inputs and outputs to the Arduino and writing programs to allow for simple human-computer interactions. Students have also learned to design and build their own circuit boards.

Middle school students have programmed simple animations, video games and interactive art. In addition, students have translated their two-dimensional designs to three-dimensional designs and posted those designs to TinkerCAD.

com, where they caught the attention of other designers including the CEO of TinkerCAD.

“The Fab Lab opens up infinite possibilities for learning and exploring,” Dec said. “Students are encouraged to bolster their visual-spatial modalities and think about things in new ways. It is an extraordinary resource.” Marymount alumna Carla Diana, herself an industrial and interaction designer, remarked of the Fab Lab, “The Fab Lab gives students opportunities to work with their hands and build things, while also giving them a contemporary awareness of new technologies and current prototyping techniques.”

The Fab Lab has complemented Marymount’s existing academic program by providing a space for students to explore the design process of problem solving, including the steps of discovery, interpretation, ideation, experimentation and evolution. Learning is self-directed as students are encouraged to identify challenges and then take steps to create solutions to those challenges. Headmistress Alvar remarked, “When teaching and learning follows this model, students develop new habits of mind as well as the creative confidence to tackle seemingly intractable problems.” In so many ways, the Fab Lab is preparing its students for their future. #

For more information about Marymount’s Fab Lab, contact Kimberly Field-Marvin, Director of Communications, 212-744-4486, ext. 8183.



## Mentors 'Irreplaceable' for Women in STEM

By KAREN PURCELL

The United States may be known around the world for its higher education, but compared to many other leading and steadily emerging countries we lack a strong focus on educating scientists and engineers. One significant reason that we have fallen behind is that we do not encourage our female students to pursue career paths in science, technology, engineering or math (STEM). This needs to change, as the lack of women in STEM will continue to plague our country until all students, regardless of sex, have adequate opportunities to explore math and science throughout their schooling.

While young people today have more opportunities to become exposed to STEM subjects than 20 years ago, more still needs to be done. Out-of-school programs are gaining popularity, and in order for that to continue, those of us in STEM fields have to support both local and national efforts to foster girls by functioning as a mentor.

The value of mentorship is irreplaceable. Finding a mentor early on can increase job satisfaction, thus leading to a higher retention rate. The people that we choose as mentors need to have the capacity and capability to lead us toward success. A mentor not only takes the time to teach us techniques and processes, but also takes an interest in our long-term advancement.

However, the fact remains that women in STEM careers have higher attrition rates



Karen Purcell

than do their male coworkers and women in other careers. A 2005 survey of 6,000 engineering graduates by the Society of Women Engineers showed that one in four women were either unemployed or employed in other fields compared to one in ten men. Researchers are exploring other factors that possibly overwhelm women in STEM fields,

including extreme work schedules, more frequent disciplinary actions and unclear rules about advancement.

Having people with different mindsets, capabilities and imaginations on production teams improves the creative process and helps to minimize mistakes. Products rooted in science and technology are likely to better meet the needs of both men and women if the products are designed by teams comprised of both genders.

As women become more prevalent in STEM careers, more and more young girls will begin to recognize the additional career opportunities open to them. Without being able to see this link, they will continue to have problems envisioning these possibilities for themselves, and may be less likely to use their innate aptitudes in a math- or science-oriented specialty. That will truly be a loss of gigantic proportion, for our women, our profession and our country. #

*Karen Purcell, P.E., is the founder and president of PK Electrical in Reno, Nevada. She is the author of "Unlocking Your Brilliance: Smart Strategies for Women to Thrive in Science, Technology, Engineering, and Math."*

## CAREERS

### A Chef with a Dream of Shared Table Farm



Don Pintabona

By VALENTINA CORDERO

Don Pintabona is pursuing his dreams with a project called the Shared Table Farm, an outdoor and indoor farm that will produce crops during every season and will open in Brooklyn next fall. Pintabona served as the first chef at Robert DeNiro's Tribeca Grill.

"The philosophy behind this farm is simple: solve problems, because agriculture in the U.S. changed its course and it is no longer sustainable," Pintabona said. "Water is a problem, but also energy, and it costs a lot. We spend about \$300 million to get rid of garbage. Moreover, 40 percent of New York's garbage is food waste."

The goal of this initiative is to create a system that can take all restaurants' waste in New York, and with this waste

produce energy for agriculture. The energy will be generated by a combination of a solar photovoltaic skin, a biodiesel generator and biogas-powered fuel cells. Water will come from rain harvesting, purification and storage.

Pintabona's farm can be considered a new way for New Yorkers to think about food issues and reconnect with the environment.

The project, which originally was going to be built in Queens, will cost between \$25 million to \$30 million and will be considered revolutionary. Pintabona explained that with this system, a head of lettuce will need only six or seven gallons of water instead of the 75 gallons that are traditionally used. "I believe that 30 years from now this project can be a great solution to the food and water problem in the world," he said.

The goal of this farm is not only to provide vegetables, mushrooms, herbs and seafood, but it will educate others and innovate new approaches to urban food production. The plan is to have an active program in partnership with schools in Brooklyn. "We are also planning to offer courses about cooking," Pintabona said.

Shared Table Farm is not only a dream, but also a tribute to Rudolph Valentino, an Italian actor of the 1920s. "I spent a lot of time doing research on Valentino's life and there was a time that my daughter told me, 'Dad, you are really obsessed with this actor.' He was a gardener in Central Park, he worked in restaurants, but his ambition was to have kids and a farm. This is my tribute to him." #

## Discover Marymount



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## YOUNG WRITERS

## My Experience at Girls Leadership Worldwide

By MARIANNA CUOMO MAIER

Girls Leadership Worldwide (GLW) is a nine-day, residential program for girls entering their sophomore or junior year of high school, offered through the Eleanor Roosevelt Center. Thirty-five girls are admitted internationally during two different sessions during the summer to develop leadership skills through workshops and activities and by being emerged in a diverse setting, following the powerful model of Eleanor Roosevelt.

Coming to Girls Leadership Worldwide I had some reservations. I wasn't sure if I would like the experience. Keeping an open mind, I applied for the program as a rising high school sophomore, writing several essays describing my interests and goals in life, and obtaining letters of recommendation from two teachers. Happily, I was one of 35 girls chosen internationally for the second session of the summer.

After 10 intensive days of activities and experiences, I can honestly say that I have been changed for the better. There was a broad range of activities in which we participated, extending from the visit to the United States Mission, participating in the workshop "Act Like A Lady, and Speak Up," watching the documentary "Miss Representation," and creating many special relationships with my GLW "sisters," I have gained new knowledge and new perspectives.

The day we spent at the United Nations at the United States Mission was unique because we had the opportunity to meet a panel of four women who are involved in international relations on behalf of the United States, with each woman serving a specific role in the mission.

This discussion was particularly noteworthy because the women were frank with us and we were able to understand what is accomplished at the United States Mission.

Sara Nowlin, the GLW program director, facilitated a workshop called "Act Like A Lady, and Speak Up." This workshop was impactful because we discussed our experiences as girls living in the 21st century. Each girl described struggles she endured during her life because she was a girl and we each had a chance to explore them. At the end of this workshop, I felt as if we all had developed better relationships with each other because we all had something in common; we all shared similar challenges as females. Additionally, during this workshop we created a "box." In this box, we named all the characteristics and qualities that a girl is supposed to have. Throughout out this exercise, we came to the realization that no one is perfect and no one fits perfectly in the box, nor should we strive for that. Our individualism is precious and shouldn't be altered to fit inside this "box."

We were given the opportunity to explore several careers that we may choose to pursue. I have identified a strong interest in business, and specifically, marketing and advertising. This newfound interest has motivated me to explore this field before committing to it as a career choice.

Girls Leadership Worldwide has been an eye-opening, life-transforming experience for which I am truly grateful. With the lessons I have learned, I can be a stronger, more sensitive and confident young woman in the years ahead. #Marianna Cuomo Maier is a 10<sup>th</sup> grader at the Friends Academy in NY.

## TECHNOLOGY AT TOURO COLLEGE Gaming Workshops for Teachers

Katya Hott, a producer at E-Line Media, a publisher of game-based learning products and service, talks to a participant at an educational game-design workshop hosted by the Touro College Graduate School of Technology. Approximately twenty educators attended the one-day workshop to learn how teachers can create educational games for use in their classrooms for students aged eight to 14 to foster 21st century learning skills. Participants received certificates for completing six hours of professional development applicable toward the New York state teacher certification requirement.

Touro has approximately 19,000 students currently enrolled in its various schools and divisions in the New York area, as well as



branch campuses and programs in Berlin, Jerusalem, Moscow, Paris, and Florida, California and Nevada. For further information on Touro College, please go to: <http://www.touro.edu/media/>.

## SPORTS

## COLUMBIA UNIVERSITY ALUMNUS HAS OLYMPIC DREAMS

By RICHARD KAGAN

Kyle Merber. Remember that name because in four years, he might be representing the United States at the Summer Olympics in 2016.

For now, Merber came up a bit short in his first bid at the Olympic track and field trials, held this June in Eugene, Ore. Merber, who is one of the top runners at Columbia University, burst on the scene in the spring after running a spectacular 3:35.49 in the 1,500 meters event at a track meet this past May. It was the second fastest collegiate time ever, and the second fastest U.S. time this year.

Merber graduated this spring with a bachelor's degree in philosophy from Columbia. After his historic race in the 1,500 meter event, Merber went to compete in the Ivy League Championships and the NCAA finals. He helped set an Ivy League record as part of the Lions' 4x800 meter relay with a time of 7:20:33 at the meet.

Merber had a championship season, which was the culmination of hours and miles of training, running cross-country in the fall, indoor track in the winter, and outdoor track in the spring.

Will Boylan-Pitt, Merber's track coach, said that the athlete had to sacrifice much for his career while still keeping up his grades. "I'm probably his biggest fan," Boylan-Pitt said.

Merber surged through the pack of runners in the final stretch to take the lead at the Swarthmore 1500-meter event. The coach



Kyle Merber, Columbia Grad (2012) competing for the Lions.

remembers telling Merber that he thought he broke 3:36 — a time that would enable Merber to compete in the Olympic trials.

"My jaw just about hit the ground," Merber said. He was in shock at his terrific time. His track coaches went with him to the Olympic trials. Though he did not get out of the qualifying heats, Merber says the experience was invaluable. He not only saw some of the top U.S. amateur athletes perform, but he learned what it took to win at such a high level.

The experience gave him a taste of what to expect when he attempts to earn a spot on the U.S. team in 2016.

Merber missed his junior year due to an injured foot that took him out of action for seven months. Because of this, he has one more year of eligibility, which he will use when he attends the University of Texas graduate school this coming fall. He will run track for the Longhorns and keep the competitive fire burning. #

## STEPHEN GAYNOR SCHOOL TO UNVEIL NEW MIDDLE SCHOOL SPACE FOR CHILDREN WITH LEARNING DIFFERENCES

The Stephen Gaynor School, which specializes in education for bright children with learning differences, will hold ceremonies to mark the opening of their expanded middle school into the old Claremont Stables and Carriage House on West 89th Street. The highly anticipated expansion more than doubles the 30,000 square feet the school occupies on West 90th Street, allowing it to serve more children.

The new high-tech facility — which was designed specifically for middle school children with learning challenges — includes a new science lab, a multimedia arts room with a kiln and an updated digital photography studio providing a broader spectrum of educational programs for the students. Earlier this year, the school opened a new Early Childhood Center in the building, focused on educating children age three to six. #





THE DEAN'S COLUMN: MERCY COLLEGE

# Did You Know Napoleon Loved Mathematics? Let's Look at Napoleon's Triangle

By DEAN ALFRED POSAMENTIER,  
MERCY COLLEGE

Although the amazing geometric phenomenon we are about to present is attributed to Napoleon Bonaparte (1769-1821), some critics assert that the theorem was actually discovered by one of the many mathematicians with whom Napoleon liked to interact. Yes, Napoleon took pride in his ability in mathematics. Perhaps this aspect of his values is a good model for us all to follow.

Simply stated, we begin our exploration of this geometric novelty with a scalene triangle ( $\triangle ABC$ ) — that is, one that has all sides of different lengths. We then draw an equilateral triangle on each of the sides of this triangle. Next, we will draw line segments joining the remote vertex of each equilateral triangle with the opposite vertex of the original triangle. (See Figure 1.)

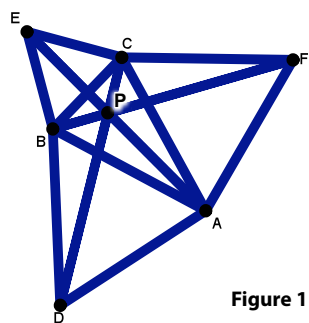


Figure 1

There are two important properties that evolve here — and not to be taken for granted — namely, the three line segments we just drew are concurrent (that is, they contain a common point P) and they are of equal length. Remember, this is true for a randomly selected triangle, which implies it is true for all triangles — that's the amazing part of this relationship.

Furthermore, of all the infinitely many points in the original scalene triangle, the point of concurrency is the point from which the sum of the distances to the three vertices of the original triangle is the shortest.<sup>1</sup> That is, in figure 1, from the point P, the sum of the distances to the vertices A, B and C (that is,  $PA + PB + PC$ ) is a minimum. Also, the angles formed by the vertices of the original triangle at point P are

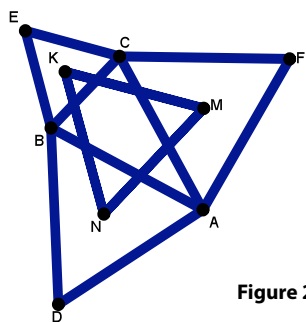


Figure 2



equal. In figure 1,  $\angle APB = \angle APC = \angle BPC$  ( $= 120^\circ$ ). This point, P, is called the *Fermat point*, named after the French mathematician, Pierre de Fermat (1607-1665).

Now to Napoleon's triangle: When we join the center points of the three equilateral triangles (i.e. the point of intersection of the medians, angle bisectors, and altitudes), we obtain another equilateral triangle — called the *outer Napoleon triangle*, in figure 2 it is  $\triangle KMN$ . Remember this is for *any* triangle ABC.

Had the three equilateral triangles — on each side of the scalene triangle — been drawn overlapping the original scalene triangle, then the center points of the three equilateral triangles would still determine an equilateral triangle. This is depicted in figure 3 as  $\triangle K'M'N'$ . It is called the *inner Napoleon triangle*.

Now something comes up that may be a

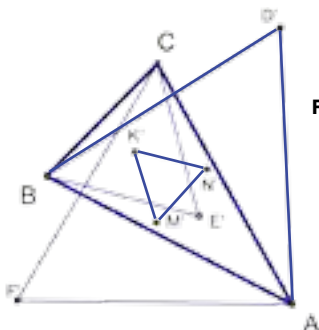


Figure 3

bit hard to picture. Let's consider the two Napoleon triangles in the same diagram, which can be more easily seen if we omit the generating side-equilateral triangles, as shown in figure 4.

Consider the areas of the three triangles in the figure 4. The difference of the areas of the two Napoleon triangles (the inner and the outer) is equal to the area of the original scalene triangle. Thus,

$$\text{Area } \triangle KMN - \text{Area } \triangle K'M'N' = \text{Area } \triangle ABC.$$

Again, we remind you, that what makes this so spectacular is that it is true for *any* shape of an original triangle, which we tried to drama-

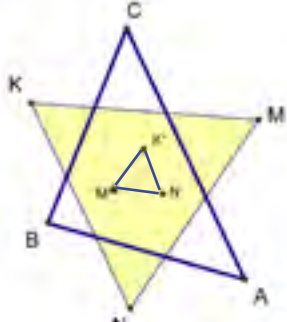


Figure 4

LETTERS TO THE EDITOR

ST. AUGUSTINE, FLORIDA

School of Visual Arts: President David Rhodes

To the Editor:

What a thrill to hear of the great progress SVA has made since I knew it! I have wonderful memories of working with David Rhodes and his father way back in the mid 70's. Congratulations and best wishes.

Beverley Webber Pattison

NEW YORK, NEW YORK

Higher Education In and After Prison

To the Editor:

I believe that if there were jobs available for convicted felons, they would not all turn to crime to put food on their tables and support their families. I am not talking about jobs cre-

ated where the felons are treated like second class citizens because of their mistakes in the past; I am speaking of jobs where the supervision treat them with respect as a human being.

Anish

MICHIGAN

The Warrior Instinct

To the Editor:

I disagree strongly with this article, as most women in uniform never see battle. It's not that I'm saying women can't make great warriors, far from it. In fact some of my greatest inspirations are Tomoe Gozen and Saint Joan of Arc, both of whom are women warriors. However there is the simple fact that not every individual is born with a warrior instinct; it just so happens that more

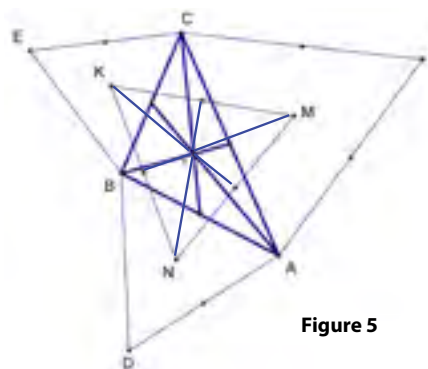


Figure 5

tize by using a scalene triangle that does not have any special properties.

When we view the original triangle and the Napoleon triangles, they share the same centroid — i.e. the point of intersection of the medians, which is also center of gravity of the triangle. (See figure 5, where we show only the outer Napoleon triangle for clarity, but it is also true for the inner Napoleon triangle.)

There are more surprising relationships that can be found on this Napoleon triangle. These were derived long after Napoleon (as he claimed) discovered the very basics of the equilateral triangle that evolved from the random triangle. Take, for example, the lines joining each vertex of the outer Napoleon triangle<sup>2</sup> to the vertex of the corresponding equilateral triangle drawn on the side of the original scalene triangle. First we can show that these three lines are concurrent. That is,  $DN$ ,  $EK$ , and  $FM$  meet at the common point O. Second, this point of concurrency, O, is the center of the circumscribed circle of the original triangle. (See Figure 6).

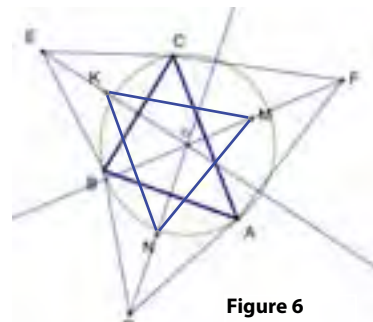


Figure 6

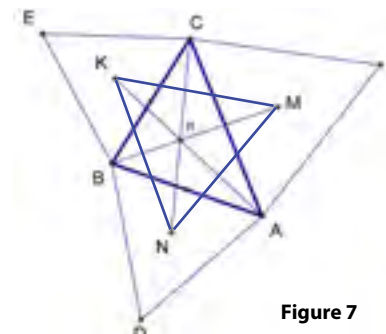


Figure 7

Believe it or not, there is even another concurrency in this figure. If we consider the lines joining a vertex of the Napoleon triangle with the remote vertex of the original triangle, we again get a concurrency of the three lines. In figure 7,  $AK$ ,  $BM$ , and  $CN$  are just such lines and are concurrent.

You may, by this point, get the feeling that just about anytime you have three "related" lines in a triangle, they must be concurrent. Well, to appreciate the concurrencies we have just presented, suffice it to say, concurrencies are not common. They may be considered exceptional when they occur. So that ought to make you really appreciate them! Read more about this and other geometric phenomena in the newly published book: *The Secrets of Triangles: A Mathematical Journey* By Alfred S. Posamentier and Ingmar Lehmann (Prometheus Books, 2012). #

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).

<sup>1</sup> This is based on a triangle that has no angle greater than  $120^\circ$ . If the triangle has an angle greater than  $120^\circ$ , then the desired point is the vertex of the obtuse angle.

<sup>2</sup> We shall use the outer one, just for clarity, but it would hold true for the inner one as well.



# Outstanding Educators of the Year

JUNE 2012 AT THE HARVARD CLUB



*(L-R) Ann Tisch, Joyce Cowin, Christine Cea, Hilary Ayala, Adam Sugerman and Pola Rosen*



*CUNY Chancellor Matthew Goldstein & Sr. VC Jay Hershenson*



*(R-L) Jennifer Raab and Heather Hanemann*



*Ann Tisch and Margarita Leonard*



*Charlotte Frank and John Merrow*



*Dr. Christine Cea, Daniel Etcheverry & Baby*



*Dr. Tomás Morales*

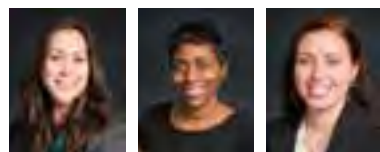
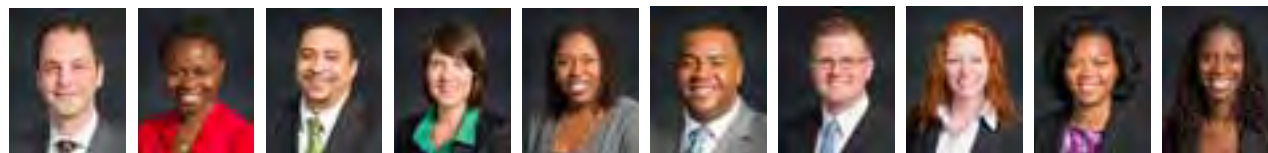


*Ernest Logan and Kenneth Baum*

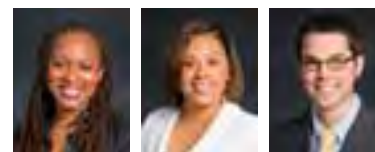




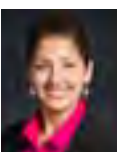
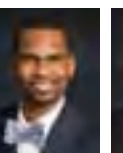
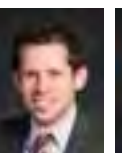
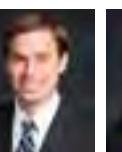
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## INTERNATIONAL EDUCATION

# MY EXPERIENCES TEACHING LITERACY IN THE CONGO

By SAMANTHA BASILE

I rolled down the window of the rickety white SUV to inhale the cool mountain air as I passed majestic verdant hills surrounding a deep sloping valley dotted with homes. It could have been Northern California had it not been for the unpaved pot-holed path along which barefoot children carried jerry cans held to their foreheads by batik tump straps, and the disgruntled chicken squawking as she tumbled about in the trunk. I was in North Kivu Province in the Democratic Republic of the Congo headed to the rural town of Kitchanga to singlehandedly pilot a literacy course for illiterate women.

I recalled how my solo field research conducted in the eastern DRC in 2010, aimed at identifying barriers and paths to socio-economic development, led me to take action. Supported by a Swahili language fellowship, I conducted personal interviews with people from vast socio-economic, religious, and ethnic spectra including nomadic Mbuti, settled villagers, refugees, domestic servants, doctors, victims of sexual violence and government authorities in North and South Kivu Provinces. Using local trans-



portation, I engaged with natives to comprehend life in the eastern DRC. Finding my niche in the rural town of Kitchanga (pop. 51,000), 40 kilometers north of Goma, I explored how quality education could rebuild society after civil war.

In 2011, I presented my Masters thesis as a proposal to construct a community center for literacy in Kitchanga. Supported by the same Swahili language fellowship, I conducted a pilot literacy course for women. Working with 130 illiterate women, the most vulnerable cohort in the region, I collected baseline literacy data while introducing women to basic literacy skills.

I will not be travelling with the researchers

## HOMESCHOOLING IS PRESENT IN NEW YORK

By DOMINIQUE CARSON

Most New Yorkers believe homeschooling is inferior to public education because they assume homeschooled students do not develop proper social skills, or they feel students should have a qualified and experienced educator inside the classroom five days a week.

"Many public school teachers believe homeschooled students are not social but this is not true. Homeschooled organizations engage students by taking them on field trips, bowling, have art classes, or take students to the museums," says Teresa Loos, a homeschool teacher from the East Hampton Homeschool Group. "Homeschooling has turned out great for some students, especially when parents have to travel in and out of the country a lot. Students may have behavioral and social needs, or parents made the decision to home-school their children."

Throughout the years, studies have shown homeschooled children outperform a large portion of public school students on standardized exams. The Home School Legal Defense Association (HSLDA) found that 20,760 homeschooled students who had been homeschooled every year have the highest achievement.

"There are many reasons why parents home school their children — because they want them to receive a better education or believe public schools don't challenge students enough," says Gail Baskerville, an assistant for New York

City Department of Education's homeschooling program. "Parents want their children to be homeschooled due to religious reasons, or their children may have special needs or accommodations."

According to the HSLDA, 74 percent of homeschooled children have gone to college after high school, compared to 44 percent of the general population. Additionally, 71 percent of homeschooled children are involved in community service. Homeschooling organizations are successful because they understand children's strengths and weaknesses.

Homeschooling instructors have to follow the New York State Home Instruction regulations. Parents have to contact the Central Office of Home Schooling to find out how their child can enroll in home school.

The parent also has to send compliance items and paperwork such as a Letter of Intent, Individualized Home Instruction plan, four quarterly reports, and an annual assessment of the student.

Carl Friedman, the director of the New York State Department of Education Home-Schooling Program, said that parents of homeschooled students have to hand in a lot of paperwork and registering in the homeschooling program is a long process. #

*Dominique Carson is a graduate student at Brooklyn College and a former intern at Education Update.*



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this summer, but I am certain that the lush countryside, smiling children, and farm animals will serve as nostalgic reminders of their roots and their important work in DRC. #

*Samantha Basile received a joint BA/MA from the University of Edinburgh in Scotland in 2008. Basile has lived and worked in Argentina, South Korea, and the UK and travelled extensively*

*throughout Europe and Southeast Asia. She graduated from Teachers College, Columbia University with her Masters in International Educational Development. Fluent in French, Spanish, and proficient in Swahili and Korean, she is currently based in Lubumbashi, DRC where she works for the International Rescue Committee.*

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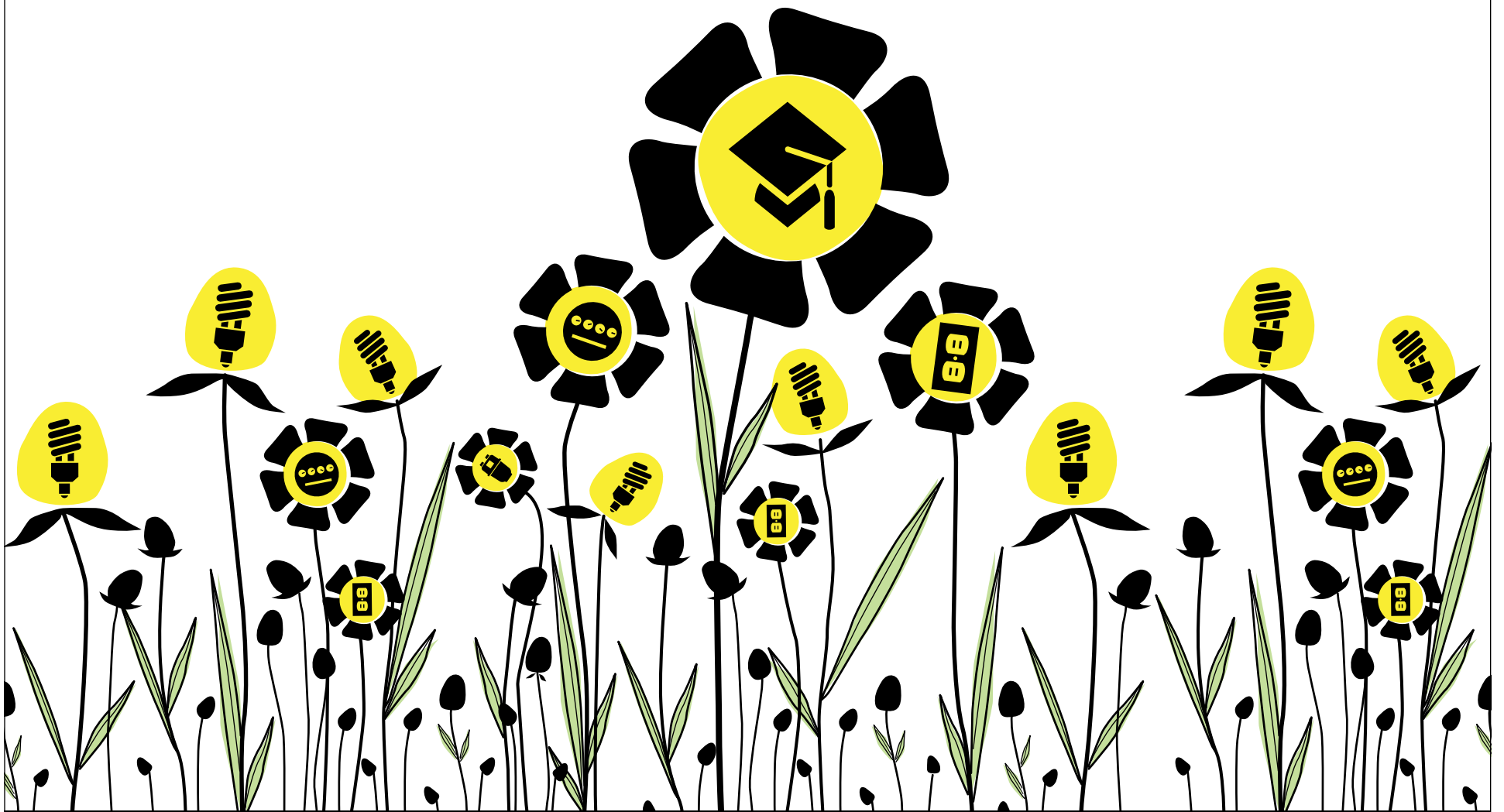
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