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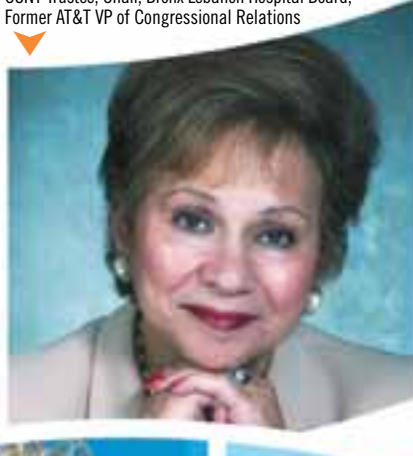
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GUEST EDITORIAL

Race, Law, Justice: Closing the School to Prison Pipeline

By CHIEF JUSTICE JUDITH KAYE



cannot imagine a more important subject than Race, Law and Justice: Strategies for Closing the School to Prison Pipeline.

Closing the school-to-prison pipeline saves lives, and it saves families. Closing the school-to-prison pipeline is the very future of our City, our State, our nation, whether viewed in the heat of emotion as a parent, grandparent or concerned citizen, or in the cold light of logic, as a lawyer, educator, researcher or government official.

Plainly we need everyone at the table, don't we? We need the statisticians and logicians—we know the importance of being "evidence based." We need the effective voice of government. And we need deeply caring human beings concerned for school safety but yet able to acknowledge the unintended disastrous consequences of zero tolerance school discipline.

Not long ago I was reminded of a song from my youth, "The House I Live In"—it's in the Paul Robeson songbook—the title of a new documentary on the subject of mass incarceration, especially its impact on young families. If you are lucky, or more accurately unlucky, I might even sing a few bars of the song for you. My point is that today's picture of young people—in particular huge numbers of young Black men, ousted from school to a life of violent crime and prison—that is distinctly NOT "the house I live in." That is NOT what America is to me—a land of opportunity that drew my own parents from their shtetl to these shores, convinced that here their children might get a good education and enjoy a better life.

What is America to me? Opportunity defines America—or at least it did. We need to restore our image, our distinction, as a land of opportunity, not a land of mass incarceration. And how does addressing the confluence of school



discipline and court involvement do this? Let me briefly share with you my own journey regarding this issue.

Shortly after leaving the bench, at my law firm we convened a program called Promoting School-Justice Partnerships: Keeping Kids in School and Out of Courts. Police Commissioner Ray Kelly, then-Chancellor Joel Klein, New York State Chancellor of the Board of Regents Merryl Tisch and several of you were there. Our goal was to kindle a conversation about practices and policies that research was telling us was all wrong for kids. We see so many suspensions and arrests, and ultimately court involvement, for incidents that often used to result in a trip to the principal's office. Today it's juvenile delinquency and criminal court judges. That led to a Task Force, which will soon be issuing its recommendations.

During this same time, growing attention has focused on the school-to-prison pipeline. The unanimous conclusion is that school-to-prison pipeline produces nothing good. Indeed, it is the most toxic of all pipelines. A groundbreaking study was released by the Center on State Governments: "Breaking Schools Rules A Statewide Study On How School Discipline Relates To Students' Success And Juvenile Justice Involvement." It's a study of 900,000 students in Texas conducted over six years, covering their middle and high school years, establishing once and for all what most of us believed to be true: suspension and expulsion from school significantly increases the likelihood of students repeating a grade, dropping out of school entirely, and becoming involved in the juvenile justice system. The report also shows that disproportionately Black students

and students receiving special education services are being suspended for offenses that do not require, but simply permit, suspension.

Similarly, at the federal level, there is growing awareness of the huge importance of this issue. In the summer of 2011, Attorney General Eric Holder and Education Secretary Arne Duncan announced the "Supportive School Discipline Initiative," a collaborative project between the Departments of Justice and Education that will address the school-to-prison pipeline and the disciplinary policies and practices that can push students out of school and into the justice system.

In March 2012, we convened the first National Leadership Summit on School Justice Partnerships: Keeping Kids in School and Out of Court. The Summit opened with top state judicial and education officials focused on current juvenile justice and school discipline trends, and it closed two days later with Marian Wright Edelman, founder of the Children's Defense Fund, reciting the devastating statistics on what is in fact not the dream but the nightmare for far too many parents and children today—children suspended, expelled, arrested, often at school. The message was clear, as it is today: we need to reroute those kids, we need to plug the pipeline, we need to rekindle the American dream. To paraphrase Frederick Douglass, "It's better to build strong children than repair broken men and women."

Happily, I can report that the Summit drew teams from across the nation. Imagine: judges and educators at the table together—all of us at the table together. Their dedication to this initiative underscores their recognition of the devastating connection between school discipline policies and the juvenile and the criminal justice systems, and the opportunity we have—working together—to effect change.

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LETTERS TO THE EDITOR

ADELAIDE, AUSTRALIA

Dr. Sally Shaywitz, Yale U School of Medicine

To the Editor:

Dr. Shaywitz leads with integrity. I find her an inspiration. She is not just an academic, but she stands up for dyslexics and their rights. She is empathetic, compassionate, consistent and sassy.

Dr. Sandra Marshall

NORTH BRANFORD, CONNECTICUT

To the Editor:

I am the proud parent of a dyslexic high school senior who struggled through a great deal of his education due to the school system's lack of support in handling such a common LD. Dr. Shaywitz's book helped so much in teaching us what dyslexia was and how to handle it. It not only has been my bible but now my

18-year-old dyslexic son has it in his room to refer to as his "bible". He will be starting college next year to work towards becoming a teacher in American History!

Denise George

Administrative Assistant, Yale University Department of Molecular, Cellular and Developmental Biology

NEW YORK, NEW YORK

Veronica Kelly, Director Special Projects, The Bowery Mission

To the Editor:

I think Kelly's story is breathtaking. I did some volunteering recently at the Bowery downtown and can say it definitely changes your views on what's important and makes you appreciate what you have and your blessings.

I would love to help again.

Jaime

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LAURIE M. TISCH: PRESIDENT, LAURIE M. TISCH ILLUMINATION FUND

Inspiration for career path:

I'm very lucky to come from a strong family tradition of philanthropy. I was brought up in a house where philanthropy was part of the fabric and where my parents were incredibly generous, both financially and with their time. I can't remember a time when I didn't think about how to use my time and resources to help others. Later on, I got involved in specific organizations and really began to dive in. That gave me the opportunity to work with nonprofits, as a Board and community leader at institutions like the Children's Museum of Manhattan, the Center for Arts Education, and Teachers College.

Those were formative experiences as I thought about philanthropy. One thing that I learned from those organizations is that sometimes traditional program boundaries are too limiting. The Children's Museum combines the arts, early childhood education and health. The Center for Arts Education, obviously, champions the arts as fundamental to learning. And TC is a leader in many cross-cutting fields, all grounded in research and learning.

When I started the Illumination Fund, I wasn't exactly sure which issues I wanted to focus on, but I knew it was about what I call "access and opportunity." Living in New York, you see massive disparities. I wanted to help



level the playing field. I didn't want to create an arts foundation, or an education foundation, or a health foundation so that who you are and what neighborhood you live in doesn't determine what you can become. I wanted to think more holistically. The foundation's interest areas are multifaceted, and many programs cross over traditional categories. For example, the NYC Green Cart Initiative advances health and economic development, and it even led to educational and cultural programs such as a photography commission and the Moveable Feast exhibit at the Museum of the City of New York.

WOMEN SHAPING HISTORY 2013

For the past fifteen years, Education Update has been honoring women who have achieved extraordinary things throughout their lives. They come from diverse backgrounds and a range of fields, but are unified in their shared value of education and the value of imparting knowledge to future generations. Their paths, careers and accomplishments are remarkable and inspirational.

We asked each of them to answer the following questions:

1. What has inspired your current career path?
2. What are some of the greatest challenges you've faced? How did you overcome them?
3. What are some of the accomplishments you are most proud of?
4. Who have been the most influential mentors in your life?
5. What would you describe as a turning point in your life?
6. What are your goals for the future?

The organizations I've been involved in are also extremely committed to measurement and impact. That, too, was a learning for me. I am most interested in action and measuring results, because strategy and impact are essential. Fundamentally, I need to understand whether our programs can actually change lives and help move the needle, regardless of which area or discipline they are in.

Challenges and resolutions:

There's no shortage of important causes and good organizations. One of the biggest challenges has been to determine out where we can have a real impact.

Every foundation faces the question of how to measure the overall impact of its work, both in terms of the success of individual grants and the cumulative effect of its grants programs and initiatives. We all want to know if our money is making a difference.

But evaluating effectiveness is not just a matter of "did it work?" It's essential to be realistic about the size of your grant relative to the size of the problem. You can't demand that City Harvest explain how your \$15,000 grant has changed hunger levels in New York City, or ask a community environmental group how the green roof you funded has changed the trajectory of global warming.

At the Illumination Fund, evaluation is part of our dialogue with the grantee or prospective grantee from the very beginning. They need to be able to explain what's important to measure, and what's realistic.

Sometimes, it's purely quantitative: How many workshops did the organization present, and how many people did they train? Other times, we want to dig into what was learned, and how it changed the participants. That's another level. Evaluation can get much more complex, and much, much more expensive, but at the very least we want some metrics that tell you what was accomplished.

For our major grants, we work with our grantees to identify metrics they will use to assess their programs.

Proudest accomplishments:

I'm especially proud of an initiative we

helped launch called the NYC Green Cart Initiative. It was one of the foundation's first big grants. When I started the foundation, I honestly didn't know a lot about issues of food access and health, and about what people now talk about as "food deserts." The research showed extreme health disparities across neighborhoods — including diabetes, heart disease, and obesity rates — and wide gaps in access to healthy foods. In 2008, the NYC Department of Health was in the process of developing a number of programs to increase access to healthy foods in underserved neighborhoods. The City came up with an idea to use street vending as a strategy to reach neighborhoods where diet-related diseases are high and there's limited availability of healthy foods, particularly fresh fruits and vegetables. No city had ever thought to use street vending as a targeted strategy like this.

The results have been extraordinary. Now there are about 500 Green Carts in neighborhoods across the City, and the program has created about 900 new jobs. Other major cities like Philadelphia, Chicago and even London have expressed interest in modeling local initiatives after the Green Carts program.

It was a great accomplishment for the Fund to be present at every step along the way, from collaborating with partnership organizations to visiting the carts to working collaboratively with the NYC Department of Health and Mental Hygiene to ensure that together we were doing the best that we can for the program.

The Green Cart Initiative was also the beginning of what is now a growing web of partnerships between the Illumination Fund and other non-profit organizations. Recently we launched an even broader, more comprehensive strategy to create access and opportunity around healthy food in New York City.

So, when I think about what I'm proudest of, it's both a program and a progression — starting with check writing, then creating the foundation, developing a strategy, seeding new initiatives, expanding and augmenting those

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JOYCE COWIN: PHILANTHROPIST

Inspiration for current career:

This is not a career, but rather a "calling" to make certain this great Country never suffers the effects of the 2008 financial debacle. In 2008, this fantastic country of ours was almost brought to its knees because of the Sub Prime Real Estate disaster!!!!!! When I read about the thousands upon thousands of good, honest, hard working people all across the country, more prominently on the West Coast, who LOST EVERYTHING that they had saved over a life time because they got SNOOKERED that absolutely infuriated me and I thought, if only they had been EDUCATED to look for the red flags and know the proper questions to ask they would not be in these dreadful straights. "The house of your dreams...the one you have struggled a lifetime to possess only 2% mortgage: \$10,000 or 20,000...no money up front... HOW CAN YOU REFUSE???? Well, they couldn't and they didn't so they did buy, and in the end lost everything. The gall is that the sellers KNEW they were selling tainted merchandise and the banks were not too upset because they would take over the property and assume that, as had been the recent real estate history, the property would increase in value, so if/when they did repossess, the properties would increase in value. Not nice.. and it had an extraordinary deleterious effect on the National economy...but most of all.... on those who just did not know the questions to ask.

Challenges and resolutions:

Being infuriated does not get you very far and it was difficult to know how and where to start!!! Today we have a Yin Yang situation: there is an overload of information available to anyone with a computer. On the other hand, there is an ocean of material through which one can wade, which is confusing, daunting and extremely time consuming. The question is where to start and put the most effort and finding out which of the myriad organizations would be the most helpful. Oddly enough as it turned out, instead of having a paucity of specialized groups interested in Financial

Literacy, there are a myriad of them. How to distinguish which are the best to put one's energies into and with whom it is profitable to set up meetings takes diligent research. This is an ongoing problem. However, I do feel that some substantial progress has been made!!! This statement could never have been made without the wisdom, contacts and knowledge of my dear, wonderful friend... POLA ROSEN!!!! She held the key to the tremendous progress we are making. We have gotten our SPECIAL financial Literacy program approved to be mandated in the Public Schools in the City of New York and in the State. There is a l-o-n-g road ahead...we are learning quickly...Our goal is to be in every State of the Union. We feel this is as important as learning English.

Proudest accomplishments:

There are three that stand out:

1st. Because I believe so strongly in education (as long as one is in relatively good HEALTH) There is NOTHING more important in this world than a good, basic education. When Arthur Levine was the President of Teachers College, Columbia University, he asked the Board of Trustees if there was anyone interested in funding/founding a school for the Arts. I was the only one who responded with a resounding YES. It was the brainchild of Judith Burton who was the head of T.C.'s Art Department. And so the HERITAGE SCHOOL was born. It is in Harlem.

2nd. Splendid Accomplishment. My husband had been on the Board of the American Museum of Folk Art for over 35 years, I had become enamored with the quality and substance of true folk art. It is in a way, the history of our great country. In colorful yo yo quilts, portraits, decoys, mourning pictures, tramp art etc. In the 1990s the Museum decided to build a new building on West 53rd Street. I wanted a log cabin, everyone else voted for a grand modern structure... which when finished...won ALL the architectural awards...but was totally too big for us and too expensive...in a word impractical as time went by. It was obvious that a "good" sale would be



a blessing...preferably to MOMA...and we could go back to the space I had always supported on the West side. Without debt, we had many suitors who would like to have our collection and use the West side space at Lincoln Center...Well, I did not like that idea at all... and so, I decided with some other minor support...to SAVE THE AMERICAN FOLK ART MUSEUM. We have a new energetic director, a faithful Board and are moving forward!!!! Amen

3rd. And probably, what I am most proud of is, with the stellar help of Pola Rosen... The Financial Literacy Project...this program under the aegis of Teachers College and Dr. Anand Marri would be nationwide and mandatory. It all started, as I stated earlier with the sub prime debacle which almost brought our financial system to a standstill...our poorer population was getting "snookered" And that just is not the American way...so I am in the process of educating the American Public...so that there will never be another 2008...and from this era on, students will have a working, practical knowledge of what to do with their money, how to preserve it and make it grow and most of all how to make intelligent financial decisions.....I am proud and happy to say...I do believe we are on the right yellow brick road.

Turning point:

Actually, I do not think that there was a turning point. My mother was absolutely brilliant...her family motto was H.C.E. standing for Health, Character and Education. She

grew up in Duluth, Minn. where her marks were never equaled then, on to Smith College where she was Phi Beta Kappa. Next, she was one of the very 1st female lawyers graduating from New York University Law School. She was a crack Bridge player and spent a year at the Sorbonne. A natural linguist. After her father died and she moved to New York City she enrolled in Hunter's Russian class (the best student they ever had according to her teachers) so that she could read the Russian novels in Russian. Throughout all those years she worked diligently at the Juvenile Court in the Bronx keeping thousands upon thousands of teenagers from going to prison. Her most favorite pastime was reading. Education was central to her life and she imbued me with that concept. She and my father insisted I choose an occupation...preferably teaching...and so I did. I went to Teachers College and will always be a strong proponent of Education and learning. It is an excellent tool to help one through the vagaries of life. I think I have proceeded to go forward ...from the very early years (late twenties, early thirties) being on and Chairman of the Board of the Child Development Center...I stayed involved for over 30 years. I served on the Board of the Youth Counseling League, The Jewish Board of Family and Children's Services, The Teachers College Board of Trustees for over 44 years, the Board of the American Folk Art Museum for over 20 years, the Steicher and Horowitz Piano Foundation and the Board of the Chamber Music Society of Lincoln Center...Out of all these various involvements...there is one more that supersedes most of these: my interest in Financial Literacy!!!! I am hoping for a major breakthrough in the next year or two.

Future goals:

I am resigning, or trying to resign from all Boards except the ones involved in music which I joined within the last five years, and devote my time to promoting the fantastic Financial Literacy Program that has received so much positive acclaim in New York City and New York State. I believe it is an invaluable lesson not only growing up, but a life long positive wealth of knowledge that will always be meaningful!!!!!! #

Laurie Tisch

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initiatives, and then using those initiatives to go deeper and broader.

Influential mentors:

My parents, Bob and Joan Tisch, and my uncle and aunt, Larry and Billie, have been hugely important influences. It's not that philanthropy formed a part of every conversation we had but from the time I can remember, they were generous financially and with their time. They played a big role in their communities, and also in Israel, which was very important in the early days, especially.

Another influence in my life is Melinda Gates. I heard Melinda speak several years ago and I was struck not only by her passion but

also by her deep understanding of key societal issues and the effectiveness of her funding in areas such as malaria prevention. Melinda had a deep knowledge of the issue areas she was giving to and emphasized the importance of measuring results.

Turning points:

Philanthropically, I think a turning point happened through my work with the Children's Museum of Manhattan and the Center for Arts Education. With these organizations, I realized you didn't need to be an iconic, big name like Ford, Rockefeller, Annenberg or Carnegie to have a foundation. I learned about many smaller foundations that were also making an impact. I also realized through this work that building a foundation effectively was actually the business I had always wanted to run and be a part of.

Future goals:

On February 14th, the Illumination Fund made a commitment of \$15 million over next five years to healthy food initiatives that aim to inspire healthier communities through partnership and community engagement. The new Healthy Food and Community Change initiative will support novel strategies in New York City to increase access to healthy foods and promote healthy choices. It's the largest program commitment my foundation has made, and my goal is to have a significant impact on one of the greatest needs in New York City. There are tremendous health disparities between wealthy and low-income communities. Healthy food is part of the picture, and my goal is to use healthy food as a catalyst for individual, family and community improvement. #

UNsung HERO AWARD

Do you know someone special who has done some wonderful things? Nominate them for an Unsung Hero Award. Send their name, email, photo and a paragraph as to what they did that was special to ednews1@aol.com. If your nominee is chosen for the Unsung Hero Award, they will appear on the Unsung Hero Wall for many years.

JEANNE SHAHEEN: U.S. SENATOR, NH

Inspiration for career path:

I was inspired to pursue a career in public service because I had a desire to make a difference. Growing up in the 1960's, during the heart of the civil rights movement, I saw firsthand the opportunity to effect meaningful change. One of my first jobs was as a teacher at a newly integrated school in Mississippi, and I saw how difficult and transformational change could be. I wanted to be engaged in the fight for equality and opportunity for all Americans.

Challenges and resolutions:

One of the greatest challenges I have faced is balancing my work as a Governor and Senator with the work of being a mother. Raising three daughters and serving as an elected official are both full-time jobs. Balancing work and family was not always easy, but I think the challenge gave me an invaluable perspective on a number of critical issues, like childcare and early childhood education, that are so important to families in our state.

Proudest accomplishments:

Helping to make public kindergarten a reality for over 31,500 additional children in New Hampshire is something that I will always be proud of. When I became Governor, New Hampshire was one of the only states in the country that did not offer universal kindergarten. Early education is critical to our long-term economic growth. That is why I was so pleased to hear President Obama include a call for universal pre-K in his State of the Union address this year and I look forward to fighting for that in the Senate.

Influential mentors:

My mother was an enormous influence in my life. Like me, she was a working mother who also raised three daughters. She taught me the lessons of hard-work, respect for others and the importance of family values. Throughout my time in politics, I have worked to incorporate these values into my work to maintain positive, respectful relationships. Even when we as elected officials don't see eye to eye, it is critical that we do not allow political divisiveness to obstruct our job of representing the



American people.

Turning points:

When I was a graduate student in Mississippi, I was moved by Jimmy Carter, then the Governor of Georgia, and his first inaugural address calling for the end of segregation in the South. I was teaching in a newly integrated school at the time, and Carter's vision was very different from what I was hearing from elected officials in Mississippi. I admired his courage and his leadership and eventually, I ended up working on his Presidential campaign after I moved to New Hampshire. That was my first experience working on a campaign, and it inspired me to remain involved in the political process.

Future goals:

It is my goal to work together with people in New Hampshire and Washington to find bipartisan, common-sense solutions to address the challenges facing our country. We have an opportunity to put aside partisan differences and find common ground to strengthen our economy and make life better for middle-class American families. I am hopeful that we can come together to stand up for the ideals that make our country great - opportunity, equality and freedom - because that is what the public sent us here to do. #

encourage the development of safe, respectful, supportive learning environments while holding students accountable for their behavior and reserving the use of punitive measures—including school suspension and arrest—for the most egregious cases. We want to address the over-representation of suspensions among Black students and students receiving special education services. We want New York leaders to promote and help adopt policies and practices to help children succeed in school and prevent their involvement in the justice system in the first instance and re-engage those children who do get involved. It is time for New York to take action.

We know that as a nation, a state, a community, we can't afford to make court involvement the default and send so many thousands of

JUDITH S. KAYE: FORMER CHIEF JUDGE OF THE STATE OF NEW YORK

Inspiration for career path:

Maybe it's what has driven me throughout my life: attaining the unattainable, not being negative, fierce determination to use my time and talents meaningfully.

What else would explain coming from rural Sullivan County, age 15, to Barnard College in the wilds of New York City, convinced that in the shadow of the Columbia School of Journalism I would become a great journalist, a maker and shaper of world opinion. When, upon graduation from Barnard, all I could get was a job as a social reporter, I tried a side door to news reporting — law school. Ultimately, on law school graduation I succeeded in gaining entry into the world of "white shoe" law firms, also pretty much closed to women back in 1962.

Challenges and resolutions:

After 21 years as a practicing lawyer, the Judiciary was for me the next irresistible, but impossible, hurdle. But thank you, Mario Cuomo. His courageous appointment led to my quarter-century on New York State's highest court (1983-2009) (the Court's first woman judge), 15 of those years as Chief Judge of the State of New York. With mandatory retirement at age 70, I found a welcoming return to law practice with a terrific firm, Skadden Arps, where I now am.

What conclusions do you draw about me from this description of my professional life? Plainly, I enjoy facing, and overcoming, challenges to achieve objectives that are important to me.

So what are the important objectives in my life today?

Fortunately, when I reached the Court of Appeals my interests began more and more to focus on children, families, family justice. In 1988 while on the bench, I took on leadership of the Permanent Judicial Commission on Justice for Children, a position I continue to hold to this day.

Proudest accomplishments:

Among the accomplishments that make me most proud are justice system reforms in the area of families and children, promoting stability, permanency and problem-solving justice. Education is of course a centerpiece. As I learned from my immigrant parents, education is the key to opportunity.

In recent years, my attention has directed toward keeping kids in school and out of courts,

young people on the express lane to prison and oblivion. Surely we can do better, and each of us has a role, and a responsibility, to change these grim outcomes.

For too long, we've been presented with a false choice between accountability and compassion when it comes to adolescents. We can have both. We must have both. Education is not simply a function of schools, and schools cannot function in a vacuum. Families and communities are integral in promoting education and



closing the "school-to-prison pipeline". That is a devastating pipeline that condemns thousands upon thousands of our children to lives of violent crime and prison. Ours in effect a "last clear chance" initiative — a last chance to send our next generation on to productive, constructive lives that are the future of our nation.

Influential mentors:

Having grown up in Monticello, I have to credit a great part of my drive first to my family and then to Eleanor Roosevelt, whose example continues to inspire me. No one succeeds alone, and there are many many wonderful people along the way to thank for bringing me to this moment.

Future goals:

My wonderful "after-life" at Skadden Arps enables me to pursue a wide range of objectives, including a life in international arbitration. But way at the top I place my school-justice initiatives, keeping kids in school and out of courts, ending mass incarceration that destroys so many young families and diminishes our nation's future.

Last year we brought together educators and judges from around the nation to collaborate on ways to close the pipeline, and we will be convening a New York State group April 11-13 at Hofstra University. Together we can do this!

The challenges are huge, and surely far outrank any I faced in my own life. But one message that still resounds for me—remembering my own early days of dismay and dejection — is that the only way to overcome challenges is to be persistent, never lose faith, stay in the game. The only way to assure failure is to stop trying. #

dealing with issues as they arise. Yes, children do push the limit. They write on desks, they fight with each other, and they talk back. Yes, children too often experience chaos, disaffiliation, disconnection. They have mental health needs. They act out.

But it's how the rest of us deal with these behaviors that sets the tone for their educational future. We need to provide them the opportunity to rebound from the mistakes they make

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Prison Pipeline

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Since the Summit, nearly two-thirds of the State Teams have indicated an interest in either themselves conducting a State Summit or convening a Task Force as a strategy to move forward. Additionally, nearly half of the Teams spoke about the need to provide increased accessibility to mental health services—another strategy we have heard much about in recent months. And in April we will be convening our own Leadership Summit on School-Partnerships at Hofstra University, bringing together leaders from across the New York State to focus on statutory and policy changes to achieve our objectives. We want to

KATE HATHAWAY: BROADWAY PRODUCER

Inspiration for career path:

While I loved my time as an actor, most recently in *Steel Magnolias* with Karen Ziemba, I felt that I wanted to get involved in theater in a broader way – to bring new projects to the stage. The best way to do that is to become a producer.

Challenges and resolutions:

First, while I had the desire to become a producer, I had to learn how to go about it. Fortunately, I was introduced to the Commercial Theater Institute, which each year has a 16-week program to educate people who are in exactly the position I was. I learned a lot from them. Second, there is the interesting task of raising money. To produce, you have to identify persons who are qualified to invest, and then you have to ask them for money. I was uncomfortable at first asking people I know, as well as strangers, for an investment. I got over that by doing it, and my comfort zone expanded as I did it. Now, if I THINK you might be a qualified investor, watch out – I'm reaching for your wallet. For a good cause, of course, and I hope to get your money back, and then some.

Proudest accomplishments:

On ANN, the Ann Richards play coming to Broadway at Lincoln Center, my objective was to raise enough money to become an associate producer. I exceeded that target, so that now I am at the co-producer level, which is very exciting for me. I love participating in the producer meetings and sharing observations.

Apart from my involvement with ANN, I am proud to be in a 32-year marriage, and having raised three wonderful children.

Mentors:

I had a wonderful voice teacher in high school, Sister Mary Donald, of the teaching order, the Sisters of Saint Joseph. She set and kept the performing bar pretty high for me. I also had a wonderful college professor, Dan Rodden, who ran a short-lived theater program at my college. He taught us what professional production values were, and so I always had the highest standards to look to. Most recently, Harriet Leve Newman has taken me under her wing to show me around the world of producing on Broadway. She introduced me to ANN. Harriet is teaching me so much, and she is



very generous with her time – and she is patient, which for me, where I am right now, is important.

Turning points:

I cannot really say that there was a turning point. As I look back at the path I have travelled, it seems pretty straight to me. I started acting professionally when I was six years old. As an adult, I acted in national tours, in regional theaters, and Off-Broadway. I put it all aside for a long time as I raised my children, and then one of them became an actress herself. She kept me pretty busy when she was starting out. She quickly became established, and I was able to help her select her professional team (manager, agent, business manager, etc.). As she went off on her own, with a solid team supporting her, and my youngest graduated from college, I went back to acting, and then moved over to producing.

Future goals:

Right now, my goal is to soak up like a sponge all I can from this wonderful experience with ANN. And then get involved with new projects for the stage. I am happily pursuing my passion for theater, and I am in a position to make choices about what I want to get involved with in the future. I am looking at projects now. Ultimately, I would like to be a lead producer on Broadway. #

Kate Hathaway's stage name is Kate McCauley. Her daughter is Oscar award-winner Anne Hathaway.

and provides a quality education that prepares them to compete in today's world.

To say it is the right time to focus on education is an understatement. There is no time to wait. Let's build on the good work that has already begun and find ways to improve our school culture and learning environment – teaching civics, applying restorative justice practices, using positive behavioral interventions that are shown to work.

So let's show the nation the future—let's step out front with genuine solutions. Let's leave the courts with only those kids whose actions justify extreme intervention, so that they can receive the attention they need. Let's focus on building strong children. Let's return to

DR. CHRISTINA PAXSON: PRESIDENT, BROWN UNIVERSITY

Inspiration for career path:

Like many people, I drew inspiration from my family members. My grandfather was an agronomy professor at the University of Tennessee, who did research on soil quality, soybeans and cowpeas. One of my uncles was an early computer scientist and director of Penn's school of engineering. And, my mother went back to graduate school after having children. This doesn't mean I set out to become a university professor from a young age: that decision came much later. The inspiration my relatives offered was more subtle. Their examples reinforced the value of higher education and research so that, when it came time for me to choose a career path, an academic career seemed natural.

Challenges and resolutions:

Leading a university has many rewarding challenges. There are numerous constituencies – students, faculty, staff and alumni – and, even within these groups, different individuals have distinct and sometimes contrasting motivations and goals. The biggest challenge is to work across groups to forge consensus about the direction the university should take or, in the absence of consensus, to create an understanding of how and why decisions are made. At Brown University, we are in the midst of developing a strategic plan that will guide our growth over the next decade. This has required the engagement and participation of many members of our community, and the development of a responsive communications strategy so that the process is transparent. Although we still have work ahead of us, I am confident that we can develop and implement plans that support our desire for continued academic excellence and build on Brown's innovative approach to education and scholarship in the service of society.

Proudest accomplishments:

I am proud of the research I have done with my collaborator Anne Case on the effects of early life experiences on educational attainment and earnings in adulthood. One lesson I take from this work is that the ability of young adults to thrive in college hinges on their health and cognitive development at much younger ages – and that, as a society, we ignore early childhood development at our peril. I am also proud of the students I have taught, mentored and who have benefited from programs I helped to create. Nothing makes me happier than to hear from a former student that I made a difference in his or her life.

Influential mentors:

My most influential mentors in my adult life our leadership in juvenile justice, not juvenile incarceration. Let's invest in and support our children's education, their hopes and aspirations. Let's focus on building strong children. It's a far better investment. When we reach this goal, and we can, we reach a fair and just opportunity for all. That's the house I live in. That's America to me. #



have been several marvelous women who are or have been university presidents. Nan Keohane, President Emerita of Wellesley and Duke, has a deep understanding of how to lead an institution effectively and ethically. She has been a source of exceptionally sound advice. Shirley Tilghman has also been a wonderful mentor. I learned so much simply by observing how she approached the Princeton presidency. I admire her brilliance as a scientist and an educator, as well as her down-to-earth and collaborative leadership style.

Turning points:

My career path has had a number of important junctures. When I first went to graduate school in economics, I planned to work for an international organization or business. However, I discovered that I loved the freedom and creativity of research and the joy of teaching students about economics and statistics. So, I changed course and followed an academic career. Over time, I realized that I could have an even larger impact on education and scholarship by growing and leading academic programs. And, I learned that I drew a great deal of satisfaction from the work itself, which involves working with others to set and achieve ambitious goals. In some ways, I have come full circle: 30 years after I entered graduate school, I find myself leading what is essentially an international institution that educates students from all over the world and advances globally relevant knowledge and discovery.

Future goals:

Brown is distinguished for its commitment to intellectual independence, innovation and the application of research and education to issues of local, national and global significance. In the coming years, my goal is to grow Brown's capacity in education and scholarship by building on those strengths. This means expanding financial aid so that we attract an even more talented, diverse and global student body; fostering faculty excellence; advancing Brown's innovative approach to education to prepare students for the demands of the 21st century; and developing signature academic initiatives that build on Brown's distinctive multidisciplinary culture and commitment to integrating education and scholarship. #

Prison Pipeline

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along their developmental years, save the harshest penalties for the worst offenses, and keep our children from entering a criminal justice system where the existing off-ramps too often lead right back in.

We must ensure our schools are safe – for our students to learn and our teachers effectively to teach. We must focus our efforts on providing an education that allows the full development of each student, protects them from discrimination, uses discipline opportunities to teach students about their rights and the rights of others,

ELIZABETH SHWAL: WAVES '44, BARNARD '51

TRANSCRIBED BY
VALENTINA CORDERO

How did you become a WAVE?

I went to Barnard on the GI Bill because I was out of the Navy after WWII. My rank was aviation machinist mate, AMM, 2C (second class). I was in for 33 months. I went in as soon as I was 20 - I had to be 20 to get in - and I came out when the president said it was time for the volunteers to get out. WAVES stands for Women Accepted for Volunteer Emergency Service, that's what we did.

Everyone was excited about the war. Hitler was doing terrible things, and so was Mussolini. And this was an opportunity for young people to get involved. And they paid us \$52 a month. But we weren't sent overseas because they were afraid of putting women on the boats, so the women had their own barracks, separate from the men. We worked with the men, we ate with the men, and we shot with the men, and we went on liberty with the men, but we didn't sleep in the same buildings.

What did you do as part of WAVES?

My first assignment was boot camp at Hunter College in the Bronx where they taught us to be Navy people, and we were there for several weeks. And then they sent us to different training schools. I went to the training school in Memphis TN for six weeks to learn how to be what they called a machinist's mate. I remember one job I had to do was take something apart and put it back together again. I never saw one like it again but I did it, that once, and I put it together and I didn't have any pieces left over, so I guess I did it right.

I worked on machinery that made planes fly. I was in the aviation part. I was in Pensacola for my regular job for 27 months after I was through with the regular training. My main job was to put the oil and gas in and wave them in and out. They just told us where to put it and how to do it, it wasn't very difficult, but somebody had to do it, and if the girls did it then the boys could be free to do something else, in theory.

Then I went to Barnard, met a fellow, liked him and went to meet his family. He took me for a walk in the woods and I fell down and broke an arm and a leg. I was in the hospital for 10 days and had to leave school for a while. That's why I didn't graduate until '51. Now I'm still here. I was 90 last month.

What were your experiences after Barnard?

Well, it's a little hard to remember, it's all a long time ago. I married for four years, and then finally realized it was a mistake so I went to Reno and got a divorce - that was the way you did it back then. My parents didn't want me to go to college because I had two younger brothers that had to go to Yale, they were very important. As a girl, I didn't count. That's how it was then. When I got out of the service, I was entitled to a college degree on the GI bill so I



finished Barnard and took a Master's degree at NYU. The only Master's degree they would give in one year was elementary education so that meant I should be a school teacher. Well, I did teach school one year {she laughs} and I got fired at the end of it, and that was the end of that.

So then I went to Europe. I stayed in England a year, and then went to Germany because my brother was part of the Foreign Service and he was stationed in Munich.

Career Goals:

I taught English in Munich for a while because they had a Berlitz school where I could get paid. After four years I came back, stayed with a girlfriend in Boston and met my second husband. While there I had secretarial jobs.

When he opened a law office, I became the secretary. And then he died. I had a job at Boston University for a little while, for a professor there, taking his dictation and typing it up.

Then I met and married Zachary, an Egyptian from Harvard. We were married for about 20 years and then he died.

Proudest accomplishments:

That's pretty hard to say. I'm an active member of the League of Women Voters and the Women's City Club here in New York for a long time. My mother was with the League of Women Voters while I was still in high school.

Thoughts on women's education today:

Well I think women have it a lot better today than they did when I was a kid. I've been in banks where women were big bosses and stores where women have been very important, and it wasn't like that when I was younger.

I think it's very good that we have more senators that are women than we had. And we're beginning to have more congress people who are women, both in the state legislature and in Washington. I think that's a good thing.

I think that, of course we were taught...I was brought up in Scarsdale but I had my last two years in Quaker boarding school in PA and they were interested in government too. I was always interested in government. As a matter of fact I majored in government at Barnard and I'm still concerned with it.#

DR. JUDITH HOCHMAN: AUTHOR, EDUCATOR, LECTURER

Inspiration for career path:

My son had learning disabilities and, at the time, no one knew how to effectively remediate or even diagnose them. I had been a mainstream classroom teacher but decided to go to graduate school in an attempt to master my own anxiety by finding out more about his difficulties. I enrolled in Teachers College in the 1980's and I was fortunate to have, as my first two professors, Dr. Larry Silver, child psychiatrist, and Dr. Martha Denckla, pediatric neurologist. Those classes changed the course of my professional life because I became fascinated with how children learn. After that, most of my education came from a brilliant fellow graduate student, Margaret Stanback. She became my mentor and ally for educational reform.

Greatest challenges:

Many schools of education, even the so-called "leaders" in teacher education, continue to promote methods that are effective for only a small percentage of children. We have been too easily seduced by the newest fads instead of making informed decisions about instruction. My greatest challenge is to find effective ways to help teachers implement evidence-based, basic skill instruction into their classrooms.

Resolutions:

In 1987, a small group of educators redefined the mission and curriculum of an independent school in White Plains: Windward. We implemented a curriculum grounded in evidence-based methods because we believed that direct instruction would help students with language and learning disabilities.

We knew that most children don't "discover" how to read by putting a lot of books in the classroom or by guessing at words from their shapes or the picture on the page. They need direct instruction and specific strategies to learn to decode words. They have to understand sound-symbol associations and the syllable structure of English in order to become accurate and fluent decoders. Additionally, we knew that children don't figure out how to write well by vague assignments in journals. They need explicit instruction about how to generate complex sentences, cohesive, coherent, unified paragraphs and compositions. They need systematic, sequential guidance about how to write a research paper and how to revise their work. Instead, too often, they are given assignments that result in disjointed thoughts about their own experiences. Students need to be guided to write in order to communicate, to explain and to inform.

I was Head of Windward for 11 years and, during that time, the Windward Teacher Training Institute (WTTI) was established. Its mission is to introduce teachers and other professionals to the research-supported methods we know will help all students. At Windward, we were able to demonstrate that applying



research-based instruction in the classroom is not a reversion to the "drill and kill" methods of yesteryear. Students can be engaged and enjoy lessons and meaningful activities and, at the same time, master the skills they need to have in order to move forward.

Proudest accomplishments:

It is fantastic to see the joy and pride of students who are achieving, and teachers who are successful. Perhaps the most consistently moving and inspiring experiences I have are when I observe the changes in the attitudes, thinking and knowledge of students and their teachers.

Influential mentors:

In addition to Margaret Stanback, my colleagues and students have been both inspiring and influential. I have gained so much from observing and teaching countless children over many years and learning from them. Throughout my career, I have been privileged to mentor a great number of talented and dedicated teachers and they have taught me as much, if not more, than I have taught them.

Turning point:

My turning point came when I recognized that my son was not the only child whose needs were misunderstood and unmet in school. There are still too many children who are experiencing needless frustration, shame, anxiety and failure in classrooms.

Future goals:

I want to continue to: speak out about how we should be teaching all of our students instead of relying on approaches that are failing too many of them; provide staff development to teachers and administrators about how to understand and use the links between writing, reading comprehension and thinking; train school leaders in how implement the most effective curricula in their schools; advocate that elementary school leaders move away from programs that have failed for so many years to prepare their students for middle and high school. Teachers of older students have to spend far too much time teaching fundamental skills that should have been mastered earlier; and mentor and empower teachers and administrators who have the talent, intellect and energy to accomplish the goals above. #

ELLEN FUTTER: PRESIDENT, AMERICAN MUSEUM OF NATURAL HISTORY

Inspiration for career path:

A combination of good fortune, passion for the extraordinary places I have been privileged to serve, and the great people in my life.

Greatest challenges:

What are some of the greatest challenges you've faced? How did you overcome them?

I went from being an associate at a law firm to becoming Acting President of Barnard College when I was just shy of my 30th birthday. I am an alumna of the College, and I had been on the Barnard Board for about a decade, initially as a student trustee, and therefore knew the College and its issues very well, but I still had an enormous "on the job" learning curve in terms of both the inner workings of the College and management generally.

Another challenge that stands out is the creation of the Rose Center for Earth and Space at the American Museum of Natural History. This was an intensely interdisciplinary and sensitive project. We worked with scientists, educators, and exhibition designers, as well as with Board Members and donors, architects, engineers, the City, the community, and NASA, among others, to transform a beloved, historic institution—the Hayden Planetarium—into a 21st-century center for science and education. At the same time, we were also creating a new research department in astrophysics on par with the Museum's other outstanding scientific divisions. In the end, cutting-edge designs by architect Jim Polshek and exhibit designer Ralph Appelbaum and compelling science and education from Museum experts provided an iconic space for presenting the most up-to-date science, and the new Hayden Planetarium offered an immersive and scientifically accurate experience like no other.

Proudest accomplishments:

What are some of the accomplishments you are most proud of?

Working with our Board and an outstanding team of colleagues to reinvigorate a beloved, historic institution and transform it into a Museum for the 21st century, not only as a pre-eminent scientific enterprise, which it had long been, but also one with highly topical and inspiring exhibitions and vibrant educational offerings. Each year, the Museum welcomes and engages millions of visitors onsite and online.

A central component of this new vision of the Museum is an acute understanding of the Museum's role in society – training the next generation of scientists, teachers, and citizens. This is perhaps most visible in the updated expression of our educational mission through the creation of the Richard Gilder Graduate School, which built on our longstanding relationships with universities and our role in mentoring and teaching graduate students. The creation of the Gilder Graduate School



made us the only museum in the Western Hemisphere to grant the Ph.D. In this same vein, more recently we launched a pilot for a master's degree in science teaching—also the only program of its kind at a museum in the United States. The Museum also offers extensive teacher professional development programs both onsite and online and has spearheaded the creation of Urban Advantage, a middle school science program that has had a tremendous impact on tens of thousands of students and teachers. All in, some 4,000 teachers each year participate in professional development courses and programs at the Museum.

Influential mentors:

Several family members influenced me profoundly, starting with my maternal grandmother, who was a school principal for 30 years and offered a magnificent early model of how a woman could be a professional, lead, and still be an active, devoted, and loving family member. My father provided an example of someone who had a very full professional life as an attorney as well as a robust set of extracurricular activities to which he was incredibly devoted. He too was deeply committed to family and always stressed through example the importance of conducting life with the utmost integrity.

In a completely different way, playing sports deeply informed my sense of working with a team, motivating others, "hanging-in" in difficult moments, and being competitive.

Turning point:

Attending Barnard and subsequently returning there as its president. As many alumnae before me have said, "Barnard changed my life" – not only offering me an extraordinary opportunity at a very young age, but empowering me with both the capacity and the courage to do it.

Future goals:

To continue to be challenged, to grow personally, and to keep up with – and try to stay a bit ahead of— the curve in this constantly evolving, increasingly complex and hi-tech world.#

NAN J. MORRISON: PRESIDENT & CEO, COUNCIL FOR ECONOMIC EDUCATION

Inspiration for career path:

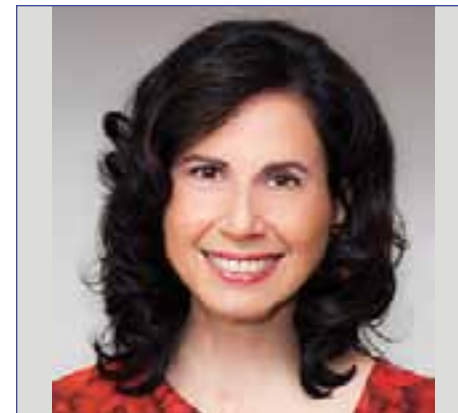
Paying attention to deeper inclinations in myself and grace, or serendipity. I was a management consultant and senior partner at Accenture when I was asked by [former] NYC Schools Chancellor Joel Klein to partner with his team on a project. It was highly unusual for Accenture to allow a senior partner to work on one project for several months. And, this is where listening to myself came into play. My family's focus had always been on both education and service. Economic and financial education was the perfect fit. We had always emphasized the importance of good husbandry – the care of your own human capital (education) and the care of financial resources in order to build a fruitful life for oneself and extended community. Now, as CEO of the Council for Economic Education (CEE), I am working to help K-12 children acquire the skills to make informed decisions, think critically about what those decisions entail, and create their own paths to fruitful lives.

Challenges and resolutions:

Throughout my career, I chose to lead organizational change. Almost every project generated change with the goal of creating stronger and more resilient organizations. I suspect that we all prefer even a suboptimal status quo to the unknown. Leading a non-profit organization from the inside, rather than advising on change from the outside, posed new challenges. I had to dig down into everything I had learned beyond management consulting. Yes, the basics hold – set clear goals, work to create buy-in around those goals, communicate honestly and openly, say what you are going to do and do what you say to build trust. But there is also something indefinable about leading an organization forward – something beyond the business school training. I found myself turning to my experiences with triathlons. It's about running your race when you are entirely spent; it eclipses the training and the preparation; it brings you to a new level of understanding in yourself and of others. It requires courage and stamina; then it comes back to building a good team, whose members you can rely upon for their best work and for whom you will always give your best.

Proudest accomplishments:

It is more about the individuals with whom I have worked than building a new marketing channel, successfully completing a merger, or turning around an organization. The people stay with you; the rest falls away. For example, I was visiting a client several months after we had developed detailed plans for reshaping some of their transportation operations. One of the people with whom I had worked closely came running down the hall, threw his arms around me, and dragged me into the operations center to show me what they were now doing and what had been accomplished. This gentle-



man had not finished high school and he was transformed. Previously, he was just doing a job, now he was leading as well as creating value for himself and his organization. It was so inspiring. I was so happy to see his sense of fulfillment. His thank you and his smile will always stay with me. Today, I want that same experience, that same sense of fulfillment and pride, for our nation's next generations. The country feels worried, unsure of the path forward. Polls show our people losing trust in key institutions from civic, to political, to financial. As the child of a family who saw and embraced American opportunity, I don't want that sense of an open vista and unlimited prospects dimmed for our children.

Influential mentors:

We rely on networks of people and those networks change over time with changing demands and needs. There are, however, two touchstones. My Dad, Herb, and his "Rules to Live By": Act with integrity, be nice, and don't forget to be happy. My second touchstone was a member of Mercer's Management Committee. It was my first presentation with him for a client. He warned me to be "serious." My personal style had tended to the humorous and playful. So, I was serious. The presentation was going over with a resounding thud. I could feel it. I switched gears back to my more normal and personally authentic style. Suddenly, dynamics in the room were transformed for the better. But what stayed with me is what my boss said to me afterwards: "I was wrong to advise you to move away from your natural style." This taught me an important lesson about humility with junior staff and about staying focused on what works, not on who wins the points. The challenge is not to just learn from your mentors and supporters but from those who are less than fans. CEOs often surround themselves with people who will mirror back what they want to hear. The most important person in your circle (or outside of it) is the one who will tell you the truth – hopefully, while following Herb's rule to be nice about it.

Turning points:

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KIMBERLY CLINE: PRESIDENT, MERCY COLLEGE

Inspiration for career path:

There have been inspiring moments, but my mother, a math teacher, encouraged my passion for learning. I have also been fortunate to have outstanding mentors and role models during my career. SUNY Chancellor John Ryan encouraged strategic thinking, accurate planning and flawless execution. His unique grasp of leadership and high expectations were critical in preparing me for my current presidential role.

Challenges and resolutions:

The majority of challenges we face in higher education can be overcome with good planning and hiring the right talent. The most difficult moments have been those we cannot change, ones when members of our community face challenges such as the ones brought about by Hurricane Sandy. These are often the strongest moments for a higher educational community, when the campus pulls together to help others.

Proudest accomplishments:

I am very lucky to have a wonderful career, while also having the privilege to be a wife and mother to three nearly grown children. My husband has always been supportive of my passion for education and does more than his share.

I am also proud of the mentoring program we launched at Mercy College, a program that is showing higher retention rates, while equalizing race and income. The Personalized Achievement Contract (PACT) has been recognized nationally as an innovative and best practice to improve retention.

Influential mentors:

I have had many strong mentors — my parents, college and university presidents, professors, CEOs and students. If we observe and listen carefully, we can learn from every-



one — what to do and what not to do. One of my earliest mentors was Mary Lai, one of the nation's first female financial officers. As a senior leader at Long Island University, Mary took the time to seek out a number of women on Long Island in financial areas, offering her guidance and help. With much thanks due her, we have all become senior leaders at higher educational institutions.

Turning points:

The fork in the road was when I decided to become an attorney instead of a physician.

Future goals:

A major goal is to be a participant in the national agenda to raise the number of college graduates in America to the highest in the world by 2020. We all need to understand the importance education plays in reducing unemployment and poverty. First generation students who receive a college degree become role models, not only for their families, but for their neighborhoods as well. #

SYLVIA MONTERO: AUTHOR, EXECUTIVE, LEADER

Inspiration for career path:

I dedicated most of my work life to the Human Resources field. I came to HR serendipitously. One big setback — losing my job in the NYC Education system because of budget cuts — opened the door to other opportunities. I walked through a few such doors and ended up in Human Resources, a career that I had never dreamed of and to which I was most suited. What continued to inspire me during 30 years was that I made a difference in people's work lives and I understood the connection with the business. As my career moved into the international arena, I was delighted to learn that people everywhere need to believe in themselves and want to be valued for their contribution.

Challenges and resolutions:

Growing up a minority in the Lower East Side of New York City, I faced discrimination and almost fell into the trap of believing that I wasn't good enough to compete. As a young teenager I consciously resisted these feelings and began the journey back to a strong sense of self and this turned out to be when I faced the second greatest challenge.

As a minority female in a predominantly white male business world, I had to be successful in spite of gender biases — from the little day-to-day reminders (being left out of a conversation about military experiences or sports) to more significant career impacting decisions (outright resistance by an all-male management training class; blocked from a specific position because it was "no place for a woman"). I had to learn to push back in constructive ways and then work harder than most to demonstrate that I could be successful when I was finally given the opportunity.

Proudest accomplishments:

I'm proud that my success — as the first and only woman in many assignments — opened doors for other Latinos and women following close behind. I'm proud of the positive impact that I had on younger professionals when as a senior executive I had the opportunity to be a mentor myself.

Mentors:

A high school teacher believed in me beyond my own expectations. He insisted that I apply to Barnard College of Columbia University and as a result I received a full scholarship and a prestigious education that I couldn't even dream of. Quite a number of executives in the pharmaceutical industry took chances on me by giving me high profile assignments where, if I had failed, their judgment would have been questioned. I benefited from many mentors, people who were more than willing to teach me about the business or help me navigate through areas where I had no previous experience.

For example, I was hired into the pharmaceutical industry in Human Resources even though I had no previous experience in the field. The director of the unit was a dedicated mentor, guiding me through a very steep learning curve.



I was the first woman to lead the HR function in the male-dominated Pfizer Animal Health business during the first global business integration that Pfizer experienced. I was fortunate that an executive who had spent his entire career in the Animal Health business took me under his wing.

I was the first woman to have HR responsibilities for Pfizer's businesses in Asia and Latin America. I was fortunate to find a mentor in an unexpected place — Japan. The local head of Human Resources took it upon himself to teach me about Japan, the Japanese and the Pfizer business in Japan.

Turning points:

1976 was the worst year of my life: I lost my job as a teacher; my marriage ended leaving me the single mom of a 6 year old son; and I finished my Master's Degree after a horrific failure in my oral exam. But, this was the year that I decided to move back to Puerto Rico because I could teach at university level with an MA and my parents were there to help me through the transition. I lost 25 pounds in 3 months but I started teaching at Inter-American University, which in turn introduced me to the pharmaceutical industry and a wonderful new career.

Future goals:

I'm a happy and very busy retiree. My entire focus is giving back for a "beyond my dreams" life. I give back to the Lower East Side of Manhattan through my work on the Board of Grand Street Settlement. I've been on the board for 12 years and in July of this past year I was appointed President of the Board. I give back to Barnard by sponsoring a Scholarship Fund for another young woman in financial need and in recognition of my parents' emphasis on education; I named the scholarship after them. I wrote my book hoping that my story will inspire other young people to never give up on themselves or their dreams and I donate all proceeds from sales of the book to Grand Street Settlement. Finally, I'm active in my parish, helping with outreach efforts to help those less fortunate in our immediate community and overseas. If my efforts contribute to changing the life of just one other person, I'm a happy camper. #

The School of Education at Mercy College is seeking national accreditation and recognition from the National Council for the Accreditation of Teacher Education (NCATE), the accrediting agency for schools of education and their related programs across the United States. As the culminating part of the process, the School is hosting an accreditation visit by the NCATE Board of Examiners' team in mid-November 2013.

Graduates, faculty members, employers of graduates or other interested persons who have worked closely with faculty or administrators in the School of Education, are invited to share their written comments with the Board of Examiners team. We ask that comments focus on substantive matters that are relevant to educational process and outcomes.

When writing, please identify your relationship to the program. The School of Education extends its appreciation for this important contribution.

Please submit your written testimony to:

Board of Examiners
NCATE

2010 Massachusetts Avenue
Washington, DC 20036-1023

Or by e-mail to: callforcomments@ncate.org

WU MAN: MUSICIAN EXTRAORDINAIRE

By JOAN BAUM, Ph.D.

It seems fitting that an interview with world-renowned Asian-American virtuoso Wu Man should take place during the celebration of the Year of the Snake because it is said that this sixth Chinese zodiac animal sign represents those who are intuitive, introspective and refined, as is the Wu Man's playing of the pipa [pea-pah], an instrument with over an over 2,000-year-old history. The sign particularly describes Wu Man's playing in the Pudong style (pipa styles are defined by geographical region). Vis-à-vis a percussive or martial, military style, Pudong is said to be lyrically refined and intricately detailed in the Chinese classical repertoire.

A complicated, pear-shaped, four-string, lute-like wooden instrument, suitable for both solo and ensemble work, the pipa is plucked with the right hand like a guitar (chords are not frequent in Asian music). It demands great skill to generate vibrato and other musical effects by way of frets (anywhere from 12 to 26). Wu Man has been hailed as its "premier" player and critical reviews would indicate that the designation is well founded. A recent concert at the Asia Society in New York, "Wu Man and The Knights" (a dynamic Brooklyn-based collective that plays play folk, jazz, klezmer and rock), featured Wu Man playing her own composition Blue and Green and met with great acclaim. Why blue and green? They are her favorite colors, she laughs, blue invoking the sky and ocean, green springtime. Color, she notes, is "very important in Chinese culture."

Talk about her desire to bring together East and West, both The Lost Angeles Times and The New York Times laud her playing and call her "the future" of classical contemporary music. In singling out a pipa Concerto composed by the late Lou Harrison, the NYT noted that it is "a delightful piece that traverses musical worlds spanning Chinese folk songs and Vivaldi. For Ms. Wu it provides an opportunity to show off the polyglot range of her instrument, which can produce translucent beads of sound as well as sustained singing phrases." She has played with major ensembles, most recently the Kronos Quartet, and she points out that Philip Glass wrote a percussion ensemble piece for her, "percussion" being understood not as drums but as a hand instrument. The music is such that at several concerts, Wu Man can also be seen acting or dancing along with playing.

Although her name is not as familiar as that of her famous colleague Yo Yo Ma, Wu Man tours with Yo Yo Ma's Silk Road Project as both soloist and instrumentalist in chamber and orchestra groups. Honors follow honors. This past December she was named by Musical America, "the web's leading business source for the performing arts," 2013 Instrumentalist of the Year. American movie goers may also know of her by way of her listing as music consultant to director Ang Lee for Wedding Banquet (1993) and Eat Drink Man Women (1994).



Wu Man began playing the pipa when she was nine. Her parents (father an artist, mother a teacher) encouraged her, proud that she was taking up an instrument with such a long cultural history — and not just in music. Chinese poets have written about the pipa, Wu Man notes. In addition, its relatively small size makes it attractive to women. She studied in her home town of Hangzhou (south of Shanghai), and at the age of 13 was selected to attend the celebrated Central Conservatory of Music in Beijing, where she became the first recipient of a masters degree in pipa. Curiosity about how musicians lived outside China, however, prompted her interest in coming to the U.S. — especially when she heard musicians such as Isaac Stern, with whom she performed in an open master class, and Seiji Ozawa and the Boston Symphony who came to China in the 1980s. She arrived in America when she was 22, alone and without knowing the language, "a turning point" in her life. She had only briefly studied English in China, but once she came to the U.S. she learned English by "talking with musicians during rehearsals." She has been a U.S. citizen for ten years.

She is thrilled to be performing frequently, though the "challenges" of also being a wife and mother can sometimes cause difficulties. But her family (her husband is a chemist, her 14-year old son plays piano) is supportive, and she particularly appreciates the opportunity not only to acquaint new audiences with the pipa but with Chinese culture. Her audiences at the Asia Society Rockefeller University and Carnegie Hall, as well as at university campuses around the country are typically a mix of East and West, such coming together, of course, the mission of The Silk Road Project. She delights in making appearances in her native country (the recently released DVD, Discovering a Musical Heartland: Wu Man's Return to China exemplifies her passion) and also in new venues, such as outdoors in Australia, where 5,000 people gathered "under the moon, in nature" to hear her solo. #

This coming spring Wu Man will continue performing and playing her own compositions. Readers should go to www.wumanpipa.org for a touring schedule and to check out videos of her remarkable concerts.

NTOZAKE SHANGE: OBIE-AWARDED PLAYWRIGHT

Watch the online video
interview at:

EDUCATIONUPDATE.com

TRANSCRIBED BY
VALENTINA CORDERO

Pola Rosen (PR): It is a pleasure to be here today. Can you describe a turning point in your life and describe how you became a writer?

Ntozake Shange (NS): The turning point was when I discovered that I was a writer. I was sitting at Millbank Hall [Barnard College campus] and someone from the literary magazine at Barnard came to me and said "Will your story be ready? Will your poem be ready because we have the deadline tomorrow?" I looked at her and I said "I will have it done. There is no problem about that". I decided to write a poem, and give it to her under my real name which was Paulette Williams. So, it was a turning point when I discovered writing, and I decided to become a writer as a professional. My compromise at that time was to teach part time in a college for the rest of my life and dedicate my real life to write poems, which I did successfully for a number of years.

PR: Did you receive any compensation for the poems that you published in the literary magazine?

NS: I don't think so.

PR: Were you an English major?

NS: American studies.

PR: I remember reading that you went to the West Coast to get a masters degree at the University of Southern California. How do you compare that with your studies here on the East Coast? Did you have a preference?

NS: It was difficult for me to work in California, first of all because I didn't have a car and I didn't know how to drive. So, I couldn't drive in California. I understand Manhattan, the Bronx, but I don't understand Brooklyn even though I lived there. I knew how to get around and where the institutions were.

PR: Of all the works that you wrote, do you have a favorite one?

NS: "Liliane" is my favorite because it is the most interesting to me, and I worked very hard on it. And it still surprises me.

PR: If you have to rewrite it, would you have the character make different decisions?

NS: I don't think so. I think I will write more of it. It would have been longer.

PR: You mentioned that you wrote your first work here at Barnard College under another name. Why the name change?

NS: I didn't want a slave name.



A journalist from Columbia Spectator (CS): I was wondering how involved you were at Barnard College since you graduated in the 60s? Has your relationship with Barnard changed or is it the same?

NS: I used to be very good attending class reunion every year and that kind of tapered off when I left New York. It tapered off again when I had my daughter. I haven't been terribly active. I keep myself involved through making calls and through talking to the dean's office.

PR: Can you tell us a little bit about some of the mentors in your life?

NS: I have to start with my parents, who were very artistic people and who exposed me to arts at a very early age. My mother would go around reciting poems. My father introduced me to black music of all kinds because he was interested in that. Here at Barnard there was Christine Royer, Annette Baxter and John Kouwenhoven, who were instrumental in my intellectual evolution. Christine was the stalwart of my spirit.

PR: If you look back at those times and reflect on Barnard and Columbia today in 2013, what is different?

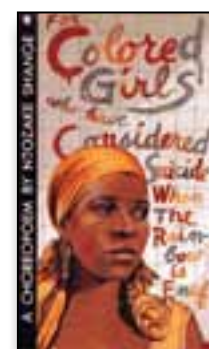
NS: Barnard has evolved, it has become a much more open place for everybody. We have more science labs, more space for students to congregate, we have mentoring systems that we never had, we have more students of color.

CS: What are you working on now?

NS: What I am working on now is to rehabilitate my body because I was taken by something called CIDP (Chronic Inflammatory Demyelinating Polyneuropathy) which means that my nerves are left wild in my limbs and arms. I don't have control of my arms and my legs anymore. I am on physical therapy where most of my attention goes now. My focus is on getting my body to work.

PR: Can you talk about the book you wrote with your sister?

NS: I will never write with somebody else again. #



WE REMEMBER:

Nobel Laureate Rita Levi-Montalcini: 1909-2012

By VALENTINA CORDERO

Rita Levi-Montalcini became a leading neurobiologist in Italy, winning the 1986 Nobel Prize, and was awarded the title of “Senator for life” in 2001 (this title is awarded to an illustrious person who has made a major contribution to society). She died on December 30th of 2012 in her house in Rome at the age of 103, and according to Gianni Alemanno, the mayor of Rome, her death was a great loss “for all humanity.”

As a 1936 medical school graduate of the University of Turin, her academic and professional career were blocked by Mussolini’s “Manifesto per la difesa della razza”, not permitting professional careers to non-Aryan citizens. As a result, in order to continue her work she had to convert her bedroom into a laboratory, where she studied the growth of nerves fibers in chickens.

In 1946, she went to Washington University in Saint Louis, Missouri, where she stayed for 30 years. After diligent study, she made her most important discovery: the nerve growth factor (NGF), a small secreted protein that led to a new understanding of the development of the nervous system. The result of her work was the Nobel Prize that she shared with Dr. Stanley Cohen, a biochemist also at Washington University. In addition to that, she received many other awards, including, in 1983, the Louise Gross Horwitz Prize from Columbia University, and, in 1987, the National Medal of Science, the highest American scientific honor.

Unlike the Victorian customs of her time, Levi Montalcini knew that the domestic role was not for her. So, she never married and had no children, but instead became a doctor. She faced adversity and prejudice. Her father, a mathematician, believed that women should not study, but, against his wishes, she decided to enroll in a medical school. She was a charismatic person who fought for the value that she believed in throughout all her life: she was a



strong supporter of the women’s movement in Italy. A woman who honored Italy, she was the first woman to be admitted to the “Pontificia Accademia delle Scienze”.

She never retired because, when she was old, she continued to work as a guest professor and wrote several books to popularize science. Moreover, in 1992, she created — with her sister Paola — the Rita Levi-Montalcini Foundation Onlus with the motto “The Future for youth” in order to promote education for young women all over the world, but particularly, in Africa. In the last eight years — through the award of scholarships for admission to primary and secondary school, and university — the Foundation provided economic support for 10,000 African girls and women.

“I am not a scientist, I feel like an artist. I didn’t face life as a scientist, but as an artist. We should never forget that in life the important thing is acting with maximum coherence, helping other human beings. Life does not end with death because the message that you transmit to others is immortality,” she said in 2011. #

CORETTA SCOTT KING & BETTY SHABAZZ

By DOMINIQUE CARSON

Recently, Lifetime premiered the TV movie, *Betty & Coretta*, starring Grammy award winning singer, Mary J. Blige and Academy Award nominee, Angela Bassett. The overall theme of the film was to let viewers know that these women stayed strong after their husbands were assassinated during the late 1960s. Coretta and Betty developed a long lasting friendship throughout the years. Their children developed a lifelong relationship with each other because they recognized their mothers’ friendship. Betty Shabazz was married to the late Malcolm X, the black nationalist who was in the Nation of Islam. Coretta Scott King was married to the Nobel Peace Prize Reverend Dr. Martin Luther King, Jr. He was known for writing his pivotal speech, “I Have a Dream,” and fighting for equal rights among African Americans.

But Coretta and Betty’s lives changed once their husbands died. Betty and Coretta had to raise their families by themselves and pick up the pieces in their lives. It was hard for them because their husbands were their rock. The assassination of Malcolm X was hard for Betty because her husband was viewed harshly as a Muslim pastor who promoted violence. And Coretta realized that her husband wasn’t a saint because he had intimate affairs with other women. But through it all, Coretta and Betty loved their husbands and respected their legacies. In the movie, Coretta told Betty, “they” may have killed Martin and Malcolm but “they” did not kill their ideas. And Coretta was right because they expressed change, dignity, character, education, equality and empowerment in people’s lives especially minorities.

Betty and Coretta in an effort to keep their husbands’ legacy alive, started participating in various projects that would impact the lives of many, including African American women.



(L-R) Coretta Scott King and Dr. Betty Shabazz

Coretta made sure the United States paid tribute to her husband by making his birthday a national holiday, participated in numerous protests for the apartheid in South Africa, an advocate for world peace, demanded equality for the LGBT (lesbian, gay, bi-sexual, and transgender) community, and build the King Center which promoted the legacy of Dr. Martin Luther King, Jr.

Betty Shabazz was an educator, a member of the day care center parents’ organization in New York and a civil rights advocate. She had to raise six daughters so she went back to finish her nursing degree and her masters’ in health administration. Shabazz was an associate professor at Medgar Evers College, teaching health sciences. But her personal life started to crumble a little bit when her daughter, Quilah Shabazz hired an assassin to kill Louis Farrakhan. Shabazz died in the most brutal way! Her grandson, Malcolm lit a fire in her apartment burning 80 percent of her body. Shabazz died on June 23, 1997. Her grandson, Malcolm was in juvenile prison for 18 months for manslaughter. Coretta Scott King died seven years later from ovarian cancer.

Veteran actress, Ruby Dee, the narrator in the film, expressed the strong resolve and successful mission of King and Shabazz to be strong role models for their children. #

Dominique Carson is a graduate student at Brooklyn College.



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DISCOVERING ABILITY IN DISABILITY: EDUCATION UPDATE HOLDS OUTSTANDING SPECIAL ED CONFERENCE



Dr. Pola Rosen



Dr. David Steiner

By GILLIAN GRANOFF

Recently, over 200 leaders, policy makers, students and teachers came together for the third New York citywide Education Update's Special Education Conference at Hunter College. The keynote speakers covered a range of topics addressing the continuum of emotional, cognitive and neurological challenges faced by students with special needs.

While the focus was mainly on the experiences of young adults with Autism Spectrum Disorders and Dyslexia the lessons learned were universal. The conference gave parents, students and experts a forum to share their knowledge and experiences.

The day opened with remarks by Dr. David Steiner, dean of Hunter College who introduced the three keynote speakers addressing the latest research, technologies and developments in dyslexia, autism and technology in special education.

Chancellor Meryl Tisch presented the first of Education Update's Distinguished Leader in Special Education 2013 award to Dr. Christine Cea, Regent of New York State to acknowledge her incredible contribution to the field.

Dr. Sally Shaywitz presented the second award to Dr. Harold Koplewicz, founder and director of the Child Mind Institute in New York. Koplewicz spoke eloquently about the recent school shootings in Newton, Connecticut and how its negative reverberations echoed through school hallways, escalating parental fears and raising intolerance to students of special needs. He cautioned parents against rushing to judgment under the pressure of irrational fears that reinforce stigmas of other children struggling with special needs; he argued that these stereotypes have constructed distorted perceptions of the true characters of these students; and has served to further marginalize and alienate them.

Dr. John Russell, Head of the Windward School in New York, presented the third award to Nanci Bell, the Chief Executive Officer for Lindamood-Bell Learning Processes, an organization dedicated to helping children and adults learn to their potential. Bell flew in from her offices in California for the award and conference. Nanci Bell and Patricia Lindamood founded Lindamood-Bell in 1986; today there are 50 Lindamood-Bell Learning Centers across the US,

UK, and Australia. The organization is involved in research collaborations with MIT, UAB, Wake Forest, and Georgetown University. Several of the speakers, including Koplewicz, attributed the success of their own children to Lindamood-Bell's programs.

A unique feature of the conference was the creation of a new award called "Unsung Hero Award," given to Dr. Chris Rosa, a university assistant dean for student affairs at the City University of New York (CUNY). Rosa was a Phi Beta Kappa graduate of the CUNY Graduate Center earning a double major in sociology and philosophy. He has been a tireless champion of disabled students at 24 campuses at CUNY as well as teaching courses. Rosa has Becker muscular dystrophy, a slowly progressing neuromuscular disease, since the age of 9. He is in a wheelchair. Education Update will have a Wall for Unsung Heroes on the web where each honoree will be represented.

The conference featured an erudite panel of speakers including Dr. Sally Shaywitz and Dr. Bennett Shaywitz from the Yale University Center for Dyslexia and Creativity, who helped the audience students, teachers, administrators and parents of special needs students, to see dyslexia through the lens of those with the disorder.

Dr. Cecelia McCarton, Founder and Executive Director of the McCarton Center gave an engaging presentation on Autism Spectrum Disorders and provided information on the latest research and treatments used to diagnose and treat the illness. She introduced two schools of thought in the ongoing debate between biological and environmental factors and how they each influence theories about the likelihood that a child will develop learning delays or emotional disorders later in life.

McCarton's presentation offered a unbiased account of the latest research, diagnostic tests, MRI's and assessments used to diagnose and treat disability and their role in developing new treatments to help teachers help students to manage the challenges they face.

Professor Liza Burns, of Landmark College in Putney, Vermont presented the latest breakthrough in assisted technologies including the Kurzweil computer software designed to give teachers tools to help students with dyslexia engage with reading comprehension and writing

Dwight School Rejuvenates East Harlem Athletic Facility



Rendering of Dwight School Athletic Center gym



(L-R) President William Dames and Dwight School Chancellor Stephen Spahn

By late spring this year, the East Harlem community and students at Dwight School will have a newly rejuvenated state-of-the-art sports facility, thanks to the school's renovations and its new partnership with 1199 Housing Corporation.

Dwight School, a leading independent school located on Manhattan's Upper West Side, entered into a 20-year lease with 1199 Housing Corporation, the owner of the East River Landing housing cooperative, for a recreational facility located at 108th Street and First Avenue in East Harlem. Dwight's upgrades will benefit both its students and the residents of the East River Landing cooperative.

The 40,000-square-foot Dwight School Athletic Center features a regulation-size high school gym, a 25-yard swimming pool, exercise rooms, locker rooms, saunas and a rooftop space with two tennis courts. The Center is slated for operation in late spring 2013.

"This is an exciting opportunity to create shared value for our neighbors in the East Harlem community and for the students

and faculty of Dwight," said Dwight School Chancellor Stephen Spahn.

"We believe that [the athletic center] will bring a significant economic benefit to the East River Landing cooperative, and a personal benefit to our residents," said William Dames, President of 1199 Housing Corporation.

Dwight will use the center on weekdays for physical education classes, team practices and games and after-school and summer day camp programs. Joint student-resident programs such as Saturday sports clinics may be developed and the enhancements made to the facilities will bring fitness, learning and greater quality of life for residents of all ages.

Dwight will also offer scholarships to qualified residents in need and introduce them to Dwight's unique educational philosophy, which fosters the development of every child's individual talents or passions including sports. Race Imboden '11 pursued his passion for fencing while a Dwight student and competed in the London 2012 Games. He is the #1-ranked fencer in the USA Men's Foil Division. #

curriculums in a meaningful way. In a power point presentation she showed how the Kurzweil Software provides adaptive curricula to meet the idiosyncratic learning styles of the students using a variety of visual, auditory and sensory modules.

The conference closed with moving first hand accounts of students and parents who have personally weathered the turbulent tides of life with disability. Among those speakers was Dylan Redford, grandson of Robert Redford who spoke with candor and eloquence on his brave battle living with dyslexia; Steve McEvoy living with spastic diplegia, (a type of cerebral palsy) and Vivian Fridas who braves the world without sight. Each has thrived not simply survived their disability.

McEvoy completed an MA in secondary social studies from Teacher's College, Columbia University, holds a NY dual certification in teaching 7th through 12th grader and a BA in history from St. Michael's College. In addition to achieving fluency in Spanish and cultivating a talent for playing Irish music on the violin, McEvoy has started a service to provide support, counseling and resume writing skills to others who struggle with disabilities.

Dylan shared his psychological and academic journey to define and defy the limits of his

diagnosis. Dylan, now a student at Middlebury College, bravely shared his experiences living with dyslexia in high school in an HBO documentary produced by his father James Redford called "Big Picture: Rethinking Dyslexia."

As the speakers candidly shared their personal experiences they have offered advice to other parents of youth with special needs and urged them to help their children to become their own advocates by making them informed about agencies available to them. Maria Fridas, who struggles with the stigma of blindness, as a parent of a child with special needs and emphasized the vital role in memorizing the Individualized Education Program (IEP) and the New York State laws that exist to ensure students disabilities have equal access to educational opportunities. She urged them to inform themselves of their rights and to take advantage of the provisions guaranteed to allotment of extra time.

The conference helped to create a community of support and build a dialogue to help parents, educators and students with special needs network; and to help them access and use resources to meet the challenge of their lives to become successful and productive participants in their community, and to confront discrimination with dignity and turn stigma into strength. #



Living With Dyslexia: Dylan Redford

By SYBIL MAIMIN

Aspiring writers are often advised to draw upon their own life experiences for subject matter. Filmmaker Jamie Redford has followed that path to great effect in his documentary for HBO, "The Big Picture: Rethinking Dyslexia," which recounts the challenging journey of his son Dylan who has a severe form of the disability. The father "felt very isolated and alone" when his son was in third and fourth grades and says that the "evidence of something going on kept mounting."

The diagnosis of dyslexia left a "great mystery" about Dylan's future and "how he would survive the education system." The documentary is meant to educate the public and dispel myths about the disorder. "It was very easy to put myself in the shoes of someone dealing with this," explains Redford. The film also includes the experiences of other individuals with dyslexia. Successful leaders who reflect on coping with the disability in the documentary include Lt. Governor of California and former mayor of San Francisco Gavin Newsom, high profile lawyer (Bush v. Gore, 2004) David Bois, founder of Virgin Records and Virgin Atlantic Airlines Sir Richard Branson, and founder and CEO of the first U.S. discount brokerage firm Charles Schwab.

Dyslexia involves difficulty learning to read and may also include problems with spelling, writing and math. It is a mechanical disability,

not a disorder of thought. With proper remediation and accommodations, people with dyslexia can perform very well. In the film, Dr. Bennett Shaywitz of Yale School of Medicine explains that a Functional MRI shows a neurobiological signature for dyslexia, a finding that supports intervention and accommodations.

Kyle Redford, Dylan's mom and a determined advocate (she is education editor of Yale Center for Dyslexia & Creativity), writes in the Center's journal, "brain researchers now know that early intervention is essential to transformative remediation and developing alternative pathways," but admits that parents usually retreat into denial when early signs of the disability appear. The Redfords support appropriate use of the label "dyslexic," saying avoidance of the term will invite other labels, such as "stupid."

Dylan Redford's story (he is now a junior at Middlebury College in Vermont) offers a model of successful approaches to dealing with dyslexia. Open, articulate and interesting, Dylan is markedly honest. He attended Marin Country Day School in Corte Madera, California through eighth grade (his mother was a fifth grade teacher there) and praises the school for being extremely supportive, flexible and creative. "Team Dylan," as he describes it, included teachers, tutors and his parents, who worked together for him. "Whatever my learning style was," he explains, "the school was



Dylan Redford



James Redford

willing to meet me there." At one point, he was allowed to substitute one-on-one tutoring in math for attending regular math class. In fourth grade, when he left school for part of each day to attend an outside reading program, he prevented suspicions, denigrations, or bullying by other students by preemptively sitting down with his peers and explaining his learning problem and what he was doing to remediate it. He "set a standard of openness and self-advocacy" that continues today.

He also credits the school with keeping a close watch on student interactions. Dylan urges teachers to try to learn about, understand and accommodate dyslexic students rather than attempt to "fix" or "change" them. "It cannot be fixed. Do not take our struggles personally," he cautions. "Embrace our differences and then

try to accommodate our learning style in your classrooms." He also advises parents of the importance of finding nonacademic supplemental programs where a student struggling academically can find easier fulfillment. In his case, it was art — after school and during the summer. The self-advocacy and learning tools Dylan honed at Marin served him well at Drake, a local public high school. He did not receive the same close attention as at the lower school, but he explained his needs, found a counselor advocate and was given support and accommodations such as extra time for tests.

Getting into a good college was a challenge. He applied to twelve competitive schools and was only accepted at one. "Dyslexics don't look right on paper," he explains. "SAT

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USDAN CENTER NYC PUBLIC ART EXHIBIT: DUALITY

"Duality," a show of paintings and mixed-media works by students of Usdan Center for the Creative and Performing Arts' Portfolio Preparation Track program, will be exhibited through March 8, 2013 at the Lobby Gallery, on the ground floor of 430 Park Avenue in Manhattan.

The theme of Duality stems from the concept of human existence as a struggle between good and evil, emotion and intellect, and how the tension of balancing these forces has affected each artist. The artists are: Lauren Bertocci, 12th grade, Wantagh, NY; Denise Losee, 12th grade, North Bellmore, NY; Chaz Scala, 11th grade, Merrick NY; Noelle Velez, 11th grade, Riverdale, NY; and Joshua Toor, 12th grade, Huntington, NY.

The program's lead teacher, Derek Mainhart, is an art teacher at Long Island colleges including Molloy, Hofstra, and Boricua. He has been a member of Usdan Center's art faculty for seven years. Rochelle Morgan, Chair of Usdan's Visual



Denise Losee in 2012 at the Usdan exhibit at The Lobby Gallery on Park Avenue in Manhattan. The young artist will be in the new show, too.

Arts Department, worked with Mainhart to develop the Portfolio Preparation Track program.

Usdan Center is the nationally acclaimed summer arts day camp now entering its 46th season. Usdan is situated on a 200-acre woodland campus in the Huntington area of Long Island. Featuring more than 40 programs in music, dance, theater, visual arts, creative writing, nature and ecology and chess, Usdan Center has introduced the arts to more than 60,000 children, ages 6-18. Most programs are open to all, with no audition required, and children attend from Long Island, New York City and throughout the Tri-State Area, many on scholarship. Usdan alumni include Natalie Portman, Jackie Hoffman, Mariah Carey, Jane Monheit and members of Broadway casts and of major music and dance ensembles.

More than 1500 students annually attend Usdan Center, transported by air-conditioned buses. The Center, at 185 Colonial Springs Road in Wheatley Heights (Huntington), is open to all young people from age 6 to 18. Although the mission of the Center is for every child to establish a relationship with the arts, the unique stimulation of the Center has caused many to go on to arts careers. Usdan is an agency of the UJA-Federation of New York. #

The Center is currently hosting several Open Houses for its 2013 season, on Sundays March 17, April 21 and May 19, 2013. For appointments on other days or for weekend and weekday tours, call (212) 772-6060 or Gail London at (631) 643-7900, write to openhouse@usdan.com, or visit www.usdan.com.

Camps in 2013: What's Trending

Camp has been an American tradition for more than 150 years. Some things at camp — forming friendships, having fun, practicing new skills, and summer learning gains — will never change. But what are the camp trends today?

Who goes to camp?

The American Camp Association (ACA) estimates that there are 12,000 traditional, organized camps in the U.S. Each year more than 11.5 million children, youth, and adults attend camp. Today we see a wide range of ages participating in the camp experience: from children as young as three participating in day camp programs to senior adults, participating in family camps and senior camps. ACA has a vision that by the year 2020, over 20 million children and youth will have a camp experience each year.

What types of camps are most popular?

Traditional camps are still very popular — maybe more popular today than even a decade ago, as young people are very concerned about the environment, global awareness, mentorship, and getting along with one another. The camp community embraces those values.

There has also been a rise in the popularity of specialty camps, day camps, and family camps, as camps constantly adapt to meet changing needs of families. Many young people like to use the camp experience to sharpen a special skill or develop new ones. Even traditional camps are offering year-round camp experi-

ences, as well as any number of specialty programs. This exciting diversification is an example of how the camp community is meeting the needs of today's families.

What activities are popular?

The most popular activities at camps today are swimming, arts/crafts, challenge/ropes course, archery, and aquatic activities. In addition, ACA research shows 52 percent of day camps and 50 percent of resident camps offered one or more academic / science and technology programs. More than four in five ACA-accredited residential camps offer at least one environmental education program for campers.

Whatever the activity, camp gets kids moving! While at camp, campers are typically active three to five hours per day. This exceeds the recommended daily amount of physical activity from the CDC (one hour per day).

With so many options, how do I find the right camp?

There is a camp for every child, every interest, and every budget! The American Camp Association's Find a Camp database helps families find the perfect camp experience — whether it's a traditional, day, specialty, family, or even trip or travel camp. Visit CampParents.org to start your search, and be sure to check out the expert advice, packing tips, and more. #

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Concussion in Sports

By CYNTHIA STEIN, M.D.

Sport-related concussion is a growing concern among athletes and those who care for them. As we become better able to identify the signs and symptoms of concussion, we also learn more about the short- and long-term effects.

What is a concussion?

A concussion is a type of brain injury that interferes with normal brain function. A concussion is a complex process caused by a direct hit to the head, or an injury to the body that leads to rotation of the head. Most concussions occur without a loss of consciousness.

The most common symptom of concussion is headache. Other very common symptoms include: dizziness, nausea, fatigue, visual changes, feeling dazed, as well as difficulty with sleep, concentration, memory and balance. Some people also experience emotional changes. For most athletes, symptoms resolve on their own within a few days or weeks. Unfortunately, for some, the symptoms can persist and interfere with daily life.

Who is at risk of getting a sport-related concussion?

Concussions can occur in any sport. However, certain sports, such as football, ice hockey and lacrosse, have higher rates of concussion. Even in non-contact activities like track and dance, concussions do occur. Those athletes who have had a prior concussion are at higher risk than those who have never had one. Research also suggests that in sports played by males and females, like ice hockey and soccer, female athletes may be at higher risk. The reasons for this increased risk are not clear and are being studied.

How do we treat concussions?

For the most part, the body knows how to heal from a concussion, and the main treatment for concussion is rest. Depending on how severe the symptoms are, athletes may need varying degrees of physical and cognitive rest.

Physical activities, like running or jumping, and even walking, may exacerbate symptoms and may need to be limited until the athlete is feeling better. Activities that are cognitively challenging, like playing video games, working on a computer and reading, may also have to be restricted. Academic accommodations are needed in some cases, especially if the symptoms persist.

No athlete should return to play until the symptoms of concussion have resolved. Before returning to sports, each athlete should go through stages of increased activity to ensure that symptoms do not return. Trainers, coaches, nurses and doctors use a variety of tests to look for signs that an athlete is still suffering from a concussion, even after the athlete feels better. A number of computer-based neurocognitive tests are also available to evaluate for problems with memory and reaction time that might otherwise be missed.

For some, symptoms can last for months or even years. Specialists in concussion care can work with each athlete individually to discuss additional options like physical therapy, medications and other available treatments.

How can we prevent concussions?

There is no proven way to prevent concussions. Helmets and mouth guards are important because they do prevent other types of injury, like fractures and cuts, but they have not been proven to protect against concussion. It is crucial to follow the rules, use proper technique and be aware of the ongoing action of the game to avoid injury. Any athlete with a suspected concussion should be removed from play immediately and evaluated.

For additional information on concussions, talk to your doctor and check out the CDC's website: <http://www.cdc.gov/concussion/HeadsUp/youth.html> #

Cynthia Stein M.D., M.P.H. is a sports medicine physician at Boston Children's Hospital.

THE ETHICS COLUMN

Church of the Cave Man

By JACOB M. APPEL, MD, JD



Ever since Dolly the Cloned Sheep baa-ed her way into national headlines seventeen years ago, biologists have fantasized about using similar technology to bring extinct species back to life. Success has so far been limited. Although scientists did manage to resurrect the Pyrenean ibex in 2003, three years after its official demise, hopes to use recovered DNA to incubate a mastodon inside an elephant womb have so far failed to produce results. Despite some nay-saying from conservatives, these efforts have largely been applauded by the scientific community. Cloning lower-order mammals poses minimal risk to humanity, raises no distinctive ethical dilemmas, and — quite frankly — taking one's children to see a mammoth at the zoo sounds like fun. In contrast, a recent proposal by Harvard University geneticist George Church raises red flags.

Church recently put out a call in the German weekly, *Der Spiegel*, for an "adventurous human woman" willing to serve as a surrogate for a hybrid embryo intended to develop into a Neanderthal. The Neanderthals, relatives of modern-day homo sapiens who lived in Europe until roughly 30,000 years ago, have long fascinated anthropologists. Church hopes that by bringing to life a Neanderthal clone, scientists will be able to answer questions about the primate's capabilities. He also predicted to *Der Spiegel* that the creatures "could even be more intelligent than us" and "when the time comes to deal with an epidemic or getting off the planet, it's conceivable that their way of thinking could be beneficial." Maybe so.

The primary ethical problem with Church's proposal is that Neanderthals may prove to be intelligent beings with moral value compatible to that of existing humans. When cloning a

mastodon — beyond the desideratum of avoiding pain — we really do not have to concern ourselves with the beast's emotional wellbeing. In contrast, a Neanderthal in modern-day society would face enormous social and emotional stresses. At its best, the process

seems akin to creating intentionally a child afflicted with a severe disease or disability for the purpose of studying that condition. Surely, where our own children are concerned, we would never tolerate such experimentation.

The spawning of a Neanderthal also raises challenging questions that our legal and political systems would need to address prior to any such effort. Would this being have the same prerogatives as modern-day humans? Would he be entitled to vote? To marry? Would he have a right to refuse to be studied? Could Church be prosecuted for child abuse after creating such an entity?

I have written elsewhere that concerns over reproductive human cloning are excessive, because if the technology ever were perfected, clones — like test-tube babies before them — would simply be ordinary human beings with the same rights, duties and opportunities as everyone else. The same is not true of any prehistoric men that Dr. Church and his adventurous female partner may parent. Embarking on such a venture unilaterally, without a strong societal and scientific consensus, would be a grave mistake. Even at Harvard, it appears, every 'brilliant' idea is not a particularly wise one. #

Jacob Appel is a physician, attorney, author and playwright. He is a graduate of Brown, Harvard Law School and Columbia University Medical School. He has been writing for Education Update for the past 13 years.

ColumbiaDoctors in the Heart of Midtown

By MOHAMMAD IBRAR

Late January marked the official opening of ColumbiaDoctors Midtown, a state-of-the-art medical facility with more than 80 medical specialties and subspecialties ranging from Neurology and Dentistry to Cardiology and Orthopedics.

The Columbia University Medical Center worked in collaboration with NewYork-Presbyterian to open the new 125,000-square-foot facility, providing comprehensive patient care. Nestled in the midst of midtown, the opening was marked with congratulatory remarks as well as a ceremonious ribbon cutting by head doctors, directors, trustees and board members.

"We were looking to provide the first-class practice New Yorkers expect to have and that they deserve," said Dr. Lee Goldman, executive vice president and dean of Columbia University Medical Center. ColumbiaDoctors Midtown



(L-R) Philip Milstein, Dr. Robert Kelly, Dr. Steven J. Corwin, Dr. Louis Bigliani, Dr. Robyn Gmyrek, Dr. Lee Goldman, Dr. Kenneth Forde and Mark McDougle.

occupies multiple floors with majority of its practices available on one large floor of 51 West 51st St., featuring warm and inviting waiting rooms as well as a sleek contemporary interior. Additionally, its strategic location is accessible via mass transit.

"The facility was designed with accessibility and functionality in mind. That's why it's on one big floor — it all flows," emphasized Patrick J. Burke III, assistant vice president of Capital Project Management at Columbia University Medical Center. "Patients need to feel comfortable and welcomed when visiting their doctor."

Dr. Goldman stated that they

already service 900 patients a day, and he expects that number to increase to 1,500 soon. The new location has much-needed space for physicians and specialists to provide medical services, compared to the previous 60th Street location, which was due for a renovation. Moreover, Dr. Robyn Gmyrek, a dermatologist and chairwoman of the Board of Directors of ColumbiaDoctors Midtown, expressed her delight with the new spacious quarters at the Midtown facility.

With more than 225 physicians, dentists, and nurse practitioners, the facility is equipped to handle the vast, ever-moving population of New York City. Mark McDougle, senior vice president and chief operating officer of Columbia University Medical Center, and Dr. Kenneth A. Forde, a Columbia University and NewYork-Presbyterian trustee, conveyed their satisfaction with the new location and lauded the one-stop ambulatory medical facility. Burke commented that ColumbiaDoctors Midtown was designed to be "timeless" and "will be around for a long time." #

The Public Health Forum Wrestles with Obesity on a City Level



Panel Speaks

By MOHAMMAD IBRAR

Obesity is a growing epidemic in the United States. Alarming statistics indicate that a third of U.S. children are obese or overweight, which is almost triple the rate reported in 1963, according to the American Heart Association. For U.S. adults, more than a third are suffering from obesity. In New York City, city and health officials are trying to curb the public's appetite with graphic ad campaigns seen on NYC subways, calorie counts on menus, and attempts to increase taxes on sugary drinks. Recently, The Joan H. Tisch Public Health Forum held a panel discussion on how city policies can help reduce obesity and other health disparities through city food policies.

The forum convened at Hunter College's Roosevelt House with introductions by Hunter College President Jennifer Raab as well as philanthropist Laurie Tisch, Joan Tisch's daughter. Sue Atkinson, former director of public health for London and health advisor to mayor and Greater London Authority, set the framework of why obesity is a serious issue. "Obesity is a very important risk factor for early death... leading to severe chronic diseases: diabetes, heart attack, high-blood pressure, stroke, stomach cancers." She also drew parallels between

New York City and London. "New York City and London are similar in terms of diversity, populations, ethnicities, and juxtaposition of rich and poor." Despite more than 50 percent of adults in both cities are suffering from obesity, diseases of obesity are prevalent in lower socioeconomic classes. The disparity may be related to access to healthcare, lack of access to healthier food, poor diet and lifestyle, or genetics. She stressed that the disparity can be addressed more effectively at a city level.

In the Big Apple, city and health officials believe they are already moving forward. "We put in place policies that will be promoting health through improved diet — citywide that will affect everybody, but will have a disproportionate benefit to those suffering the most," said Thomas Farley, commissioner of New York City Department of Health and Mental Hygiene. Majority of city food programs have three focal points: increase access to healthier food, reduce the excess of unhealthy food, and counteract the promotion of calorie-dense food. He enumerated some New York City programs in place with those priorities, such as the Green Cart program, Health Bucks, Fresh, and Shop Healthy. The city is also implementing healthier food options in city buildings, such as hospitals.



Philanthropist Laurie Tisch

Although the city's legislation to increase taxes on sugary drinks failed to pass — an increase of one cent per ounce, the battle against sugary drinks continues. The city has stepped up ads that oppose sugary drinks and high-caloric snacks by recently proposing to change food stamp policy to prohibit the purchase of sugary drinks, in order to sway people in lower socioeconomic classes to have healthier diets. And now, health officials are moving forward to minimizing overall portion sizes. Farley stated food portion sizes have increased "three to fourfold," which corresponds to why health issues have increased as well as the average waist size.

Derek Yach, senior vice President of the Vitality Group, emphasized the need for political willpower to execute policy change, through his own experiences in South Africa, where policy changes are geared toward displacing the availability of unhealthy foods with healthy foods. Studies have shown that consumption of healthier foods increased, but the average body mass index of people in the study



Hunter President Jennifer Raab

remained unchanged, leading the question to portion sizes. "Obesity is about calorie imbalance, that's all...too much in, too little out," Yach said, driving the panel to highlight active lifestyles and the negligence surrounding controlled calorie intake without exercise.

Professor of Food Studies and Public Health at New York University Marion Nestle also followed Yach's lead, and emphasized the importance of reducing calorie intake, but coupled it with the negative impact it would have on food corporations. Many healthy food initiatives designed toward regulating food choices to direct people to choose healthier food options are besieged by commercial entities as threats. She discussed the SNAP program as well as the Soda Cap initiative, which were maligned by companies as programs that inhibit people's choice. Nestle advised that city officials and health advocates need to work together and solve the ethical conundrum, of controlling the general public's choice and serve more as an invisible hand that continues to offer healthier solutions. #

Dylan Redford

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scores are an issue. I should have applied to schools that don't require SATs." He advises, "Interviews are important. Get out there and explain where you're coming from." Wait-listed at Middlebury, a college he chose for its intellectual atmosphere, he was eventually admitted after his high school counselor gave assurances that he could do the work and be happy without his accustomed support system. Because of his diagnosis, the college ADA (Americans with Disabilities Act) office sends a letter to his teachers explaining requirements for accommodations such as untimed tests. After two years struggling as a history major, he is switching to his real passion, art and, like his father, is interested in filmmaking.

Jamie Redford, whose films focus on issues of social awareness, is especially proud of "The

Molly Roberts

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includes an enormous variety of beaded bracelets, which Molly makes herself, as well as necklaces, rings and earrings. Her jewelry is sold online through her website at www.jewelrybymollyroberts.com, at New York City boutiques and at various charitable events in New York and Connecticut. Through these efforts, Molly has been able to raise over \$18,000 for two Crohn's-related charities. #

Big Picture: Rethinking Dyslexia." He explains, "We all need to connect and be affirmed by a story. There are a lot of stories out there. A graph or statistics doesn't get the job done. The job is done with personal stories. They provide hope, which is dearly needed these days." Famed actor and director Robert Redford can be proud of his son and grandson. #

Nan J. Morrison

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About three years after business school, my group was reorganized at the firm where I was working. I decided that I needed a better perspective on my life — and that half way around the world and two miles up in Nepal should give me the bird's eye view. I took a two-month leave of absence. No one in my firm had done this before, but I knew it was the right thing. When I returned, I told the CEO what I intended to accomplish, including making partner in two years. No one was more surprised than he was when I did just that. The big lesson for me is that nothing is worth unhappiness; whatever the risk, at some point you must take up the reins of your own destiny.

Future goals:

The CEE is exactly where I want to be right now at this critical juncture for our nation

and our nation's children. Restoring optimism for our people and opportunity for our children requires new skills, a keen appreciation for both the challenges and the opportunity of globalization and undimmed faith in our potential to meet those challenges. There is so much work to do to bring economic and financial literacy to young people. We need to get requirements and standards passed in every state, and CEE's local affiliates across the country are working hard at it. We need to provide a framework in every school district to successfully integrate these lessons into the everyday life of the classroom. We need to raise the bar on financial and economic literacy. There is strong bipartisan support for this, and it is our intention to keep that alive and push it forward.

Along the way, I hope to learn to bake a flakier piecrust, see more of my friends, savor more sunsets and maybe complete another triathlon or two. #

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Presenters:

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*Adjunct Professor
Department of Nutrition,
Food Studies and Public Health
NYU Steinhardt School of Culture,
Education and Human Development*

Niyati Parekh, PhD, RD, MS
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An Artist with a Flair for Sass, Helen Goldberg

By STARR SACKSTEIN, NBCT

Regaling stories of lavish parties or her relationship with the Japanese art, I listened eagerly as I helped clear out of the memories of her life from her attic. Helen Goldberg, eccentric artist and photographer redefined the way I see older people.

Where we find inspiration doesn't often follow any rules. Little did I know when I signed up for "Reach out to Seniors" (a volunteer project to fulfill my requirements of "Participation in Government") in my senior year of high school, that I would be meeting a lifelong mentor and friend, a woman who lives the way she wants to this day at the age of 91.

Amid the affluence of the block, the modest house quietly stood out. It didn't scream "look at me," but rather invited me in. The door opened that first day with a delicate, dark haired woman standing behind it. Like the environment she lived in, calm emanated from her presence and washed over me. Upon entering her home, I saw the collection of Buddhas from all over the world and a majestic rock garden that enticed my gaze. Immediately I recognized I was supposed to be there. Helen gave me a knowing nod as if to say the universe had brought us together.

We climbed the stairs to her studio as she showed me around the low-lit house full of natural light and a plethora of art in a multitude of mediums. Her own pieces intermingling with those Rembrandt and Calder, like friends and contemporaries. Through a small, unused office, a portal to the past existed and that's where our journey began.

Around the corner from that space, lay the studio, an open expanse with tons of natural light and color. Machines of many sizes and the infusion of cultural influence that worked its way into all of Helen's creations. I was filled with hundreds of questions, some that she answered intuitively and others that she let me experience on my own. In recent years, Helen has entertained my seven year old in this wonderland pulling elements of this and that for him to create.

Over the years, Helen has taken an active interest in my life as an educator and writer. She has inspired me to persevere and transcend the boundaries that tradition creates. I suppose that's why we are such easy friends. We ascribe to the same values and beliefs despite the gap in our ages.

One story I remember in particular comes from one of our first meetings together. Digging around a musky attic in spring, moving boxes and discarding parts of a life well lived, Helen noticed me lingering over a wardrobe. Inside were lovely silk gowns like I had never seen. "I'll let you have it, if you listen to the story behind," she said. "Why not," I replied.

"When I was younger, I visited Vienna with my husband and we were invited to attend the opera with the president of that country. I had not come prepared to attend such a formal



event so they had a dressmaker make this for me," Helen told the story with pride. I don't remember all the details now almost 20 years later, but I recall being astonished by the ease in her storytelling skill and how nonchalant the whole thing sounded. I ended up wearing that very special dress to my prom. That was just the beginning of the stories I would come to know of her interesting life.

So often, adolescents ignore the experience of the elderly assuming that what they have to say will be of no interest. But it was my relationship with Helen that has helped me pursue and hone my creative outlets and I would have never met her had I not put myself out there at 17. Programs like "Reach Out to Seniors" should be fostered in high school settings because they have such a positive influence on both people involved. Knowing Helen has changed my life.

Whether helping out in her studio, photographing her art or discussing politics, Helen's perspective on the world fascinates me. What she has lived through, endured and traversed paints a delicate framework for a life well lived. Hardships and loss don't set her back, but are merely challenges put forth to create new opportunities. And each one of these experiences, surfaces in her art and evolves with her. Following her example, I strive to fill my students with the passion I feel for literature and art.

Richness, color and vitality characterize the journey we have traveled together. Recently, Helen moved to California to be closer to family. We talk on the phone regularly where she eagerly asks me about family and my career, cheerleading and encouraging me to make time for imagination. Where once I may have shirked my creative identity off as a hobby to be done when there was time, Helen reminds me it needs to be what drives me and not an afterthought.

Influential women like Helen Goldberg exist in every community, but we may not know they are there. They are our neighbors and teachers and grandmothers and they are ready to share enthusiastically the lessons they've learned. We can't discount the elderly as boring or useless, we need to embrace what they have come to know and pay it forward. #

MERCY COLLEGE – THE DEAN'S COLUMN

Math Teachers Need Flexibility to Motivate Students

By ALFRED S. POSAMENTIER

As President Barack Obama contemplates his second term, he should consider how the agenda for our schools should change. Mathematics continues to be increasingly important, but perhaps for the wrong reason: It's one of the subjects used for the assessment of teachers, principals and schools.

Student achievement on standardized tests is a main criterion for assessing teacher effectiveness, and many teachers feel they must teach to the test. But motivating students requires a great deal of creativity from teachers, taking into account a variety of psychological, environmental and cultural factors.

When I was a new high school mathematics teacher in the mid-1960s in New York City, I taught a course in general mathematics intended for students who were oftentimes truant and largely aimless.

The first topic was arithmetic with fractions, which the students immediately resisted. On the second day, I told students to leave their textbooks home and instead bring in a pair of dice and a deck of playing cards. To my surprise, the class was in full attendance the following day, appropriately equipped.

In those days, the big game on the streets was craps, a game based on probability — your chances of rolling a winning number, such as 1 out of 6, which can be represented as a fraction. I asked one of the boys sitting in the back to explain the game, and he reluctantly marched to the front of the room with his dice and explained the rules in heavy street language.

As the class became more comfortable with these simple probabilities, we applied them not only to craps but to other dice and card games, which all required adding and multiplying fractions. Since there were no calculators available then, I did these calculations for the class. Over several days, the class had perfect attendance — up from its expected 50 percent. A different relationship with math had begun.

One day, some students complained they felt handicapped with my performing the calculations to arrive at the answer. I knew then that I'd won; they now really wanted to learn the topic they had shoved aside. The class mastered these procedures and the others that followed, since they were finally genuinely motivated to learn mathematics.

Nowadays there is often talk of making mathematics relevant to students. As I experienced back in the Bronx, it must relate to the interests of the students, not necessarily those of the teacher. An outstanding current math teacher who manages a mathematics support website,



success-in-math.com, Steven Brunlehrman, has experienced a similar phenomenon.

He writes on his blog about his own "trial by fire" at a very large, inner-city high school. "One of his earliest successes wouldn't be possible in an environment where teachers must adhere rigidly to a set curriculum. A student was testing him by bouncing a basketball during class. "I took the ball, bounced it a few times, and then guided the students through the calculations to find the volume of air within the ball," he writes. "For that moment the students were mesmerized by a real-life application of math, even though the computations themselves were for two grade-levels above them."

The major change affecting many states, including New York, is the adoption of the Common Core standards that U.S. Secretary of Education Arne Duncan describes as "an important step toward the improvement of quality education nationwide." The Common Core State Standards Initiative cautions, however, that the "standards do not tell teachers how to teach ... so that teachers can build the best lessons and environments for their classrooms." I hope today's math teachers and the principals evaluating them will take that to heart.

The Common Core State Standards Initiative may well recognize that the most difficult part of any math lesson is how to implant within students a desire to learn the material.

Let's revisit how we teach mathematics. Enrich the curriculum and find the best ways to motivate our students to enjoy this critical subject. They will learn math better — and, ironically, ultimately perform better on tests — than they will if we merely "teach to the test." #

Alfred Posamentier is the dean of Mercy College's School of Education and the author, most recently, of "The Secrets of Triangles."



LAW & EDUCATION

Soiled Merchandise

By ARTHUR KATZ, ESQ.

Richard L. Murphy died on Thursday, Feb. 14, 2013 at the age of 68 of complications arising from stomach cancer.

I did not know Mr. Murphy. His obituary in The New York Times on Feb. 15, 2013 characterized Mr. Murphy as a “social policy innovator” with “a track record of building grass-roots community organizations and coalitions”. Mr. Murphy, who was appointed New York City Commissioner of Youth Services, apparently, was responsible for keeping “dozens of schools open for tutoring, exercise classes and other activities beyond the usual 8 a.m.- 3 p.m. hours. Thirty-seven schools, at least one in each district, participated as part of [NYC Mayor David] Dinkins’s (sic) Safe Streets, Safe City program.” Among other activities, Mr. Murphy started the Rheedlen Foundation (which later became the Harlem Children’s Zone) to help truants finish school and “which now provides after-school and other educational services to 12,000 young people and their families in 97 blocks of Harlem. The effort has been copied in other cities.”

However, Mr. Murphy had another claim to fame. In May 1994, according to a Feb. 20, 2013 article in The New York Times,

aides to Rudolf Giuliani, then mayor of New York City, announced that, during 1993, “Mr. Murphy had overspent his budget by tens of millions of dollars, awarding contracts to dubious community groups. ... And there were signs of a cover-up: A burglar had broken into a city office and destroyed a computer disk with agency records. Electronic gear was stolen. ... The city’s Department of Investigation opened an inquiry.”

“A year after the charges were made, the investigation was concluded. Every word in the charges was untrue. Mr. Murphy had underspent his budget and not used it to ladle out political gravy. The office that was supposedly broken into turned out to not have been locked, and to not actually be missing anything. The “destroyed” floppy disk actually worked fine, as long as it was inserted the right direction into the computer drive.”

Mr. Giuliani later said that “this happens all the time ... and you write about those things all the time. Sometimes they turn out to be true. And sometimes they turn out to be wrong.”

But, Mr. Murphy’s professional life was in shambles. As he commented in connection with an article in The New York Times on Jan. 22, 2008, “I was soiled merchandise — the



taint just lingers.”

Fortunately for all of us, Mr. Murphy continued his social efforts and thereafter helped create the Food and Finance High School in Manhattan. However, how much more good work might have been accomplished if Mr. Murphy had not been tainted?

There is no good way to overcome false public accusations. The accusations, when made, are usually front-page news. However, when proven incorrect, the retractions (if ever made) never receive the same publicity.

And, in many cases, the accused never regains his or her good name and his or her reputation is sullied forever. Moreover, the accusations can be devastating in which case the wrongly accused is punished and with little, if any, opportunity to rectify the situation.

In the United States, the First Amendment to the Constitution protects a person’s freedom of speech and expression. However, this freedom is not a license to wrongly defame another, except when the defamed person is a public figure. When a public figure, like Mr. Murphy, is wrongly accused, actual malice must be shown in order for the wrongly accused to be awarded damages by the Court. And, even when actual malice can be shown,

the monetary cost and aggravation arising from attempting to pursue a legal remedy usually just isn’t worth it.

As a result, too many able and capable people shun a public calling. Thus, the rare example shown by Mr. Murphy’s continuing to assist the public good is notable and should be remembered. #

Arthur Katz, a corporate attorney, is a member of the New York City law firm Otterbourg, Steindler, Houston & Rosen, P.C.



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YOUNG WRITERS

Letter to Alexander Hamilton

By JAMIE LANDIS

Dear Mr. Hamilton,

My name is Jamie. I want to thank you for a wonderful time at your elegant house last weekend. It was huge! There were so many cool things there. Your house has been turned into a museum. Your original belongings are now all replicas, except for your daughter's original piano. Also, you might not be able to find your house anymore as it was moved a few times. Now it's in Harlem in New York City, and it's called the Hamilton Grange National Memorial. The pictures of the move are amazing, and they put your whole house on a truck to move it!

Thank you for opening your house to the public and sharing your personal life. Before I visited I only knew of you because you are on the \$10 bill — now I know you were one of the Founding Fathers, fought in the Revolutionary War and were the first Secretary of the Treasury.

I have so many questions for you, and I wish you were alive to answer them. First of all, happy belated birthday! I know I'm a little late since your birthday was on January 11 (1755). Congrats on being 258 years old!!

What was it like growing up in Nevis, British West Indies? I know that the Caribbean is very hot. Was it? Despite the fact that you had a tough



childhood, (your dad left you, then your mom died and you were raised by your cousin, who later committed suicide) you accomplished so many things when you grew up. I admire you for that.

I want to thank you for your service in the army when you fought during the American Revolution against the British. It's partly because of you that we are an independent and free country. Since you've been gone, the U.S. has 50 states instead of 13 colonies, and we've made a lot of other improvements, too. What was it like working with George Washington? Was he bossy?

When I went to your house, I learned other details about your life. You were a Congressman from New York and went to the Continental Congress. I know you were a Federalist, but there is no group called the Federalist Party anymore. Most people today see you on the \$10 bill, but they don't know you were the first Secretary of the Treasury. You were appointed by President George Washington, and had that job from 1789 to 1795. During that time, you helped create the US Navy and the national bank. That was when you and Thomas Jefferson began your disagreement. He didn't want to have a national bank, but you won and got the bank that you wanted. Since you and Jefferson didn't really get along, why do

YOUNG WOMEN LEADERS

MOLLY ROBERTS WINS RISING STAR AWARD FOR FIGHTING CROHN'S DISEASE

The Crohn's and Colitis Foundation of America will honor fourteen-year-old Molly Roberts, President and Founder of Jewelry by Molly Roberts, a jewelry company that was created to raise money to help find a cure for Crohn's Disease. Molly will receive the Rising Star Award at this year's 20th annual Women of Distinction Luncheon at the Waldorf Hotel in Manhattan on April 23rd in recognition of her dedication to fundraising for Crohn's-related research by designing and



creating a line of jewelry for teenage girls and women.

Molly Roberts was diagnosed with Crohn's Disease at age 11. Crohn's is an autoimmune disorder that affects 1.4 million Americans, 20% of them children. The diagnosis was the result

of numerous trips to the doctor for symptoms of weight loss, debilitating fatigue and a low-grade fever that persisted for months. With no complaints of stomach pain and no family history, Crohn's was at the very bottom of a long list of possibilities. After a year of figuring out which medicines work best and which foods to avoid, Molly is feeling great. For Molly, Crohn's Disease has been a cloud with a huge silver lining. It has given her a unique perspective on what is important and a desire to help others who encounter bumps in the road.

At fourteen years old, Molly Roberts is the designer and owner of Jewelry by Molly Roberts, a jewelry business devoted to fundraising for Crohn's research. Her collection

continued on page 19

you have Jeffersonian windows in your house?

Thank you again for your hospitality and inviting me to the Grange. I hope other people will also go and visit. It is conveniently located in Harlem next to the number 1 subway line and admission is FREE!!

Farewell, Jamie Landis #

Jamie Landis is in the 5th grade at The Churchill School and Center. He visited Hamilton Grange National Memorial on assignment as a roving reporter for Education Update.

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FROM THE SUPERINTENDENT'S DESK

Young Women and Mathematics

By DR. CAROLE G. HANKIN
with EMILY WOOD

Starting at a young age, and continuing, there

is a distinct divide between young boys' and girls' level of interest in math. Typically outgoing young women begin to withdraw from

their mathematics classes, while staying an active participant in their other subjects. Worried about possibly giving a wrong answer, many may be hesitant to participate in class; letting their nerves and anxiety about being wrong get the best of them. This can translate into their adulthood, with women representing a smaller amount of mathematics professionals than their male counterparts.

Young women, who are usually able to explain their solutions in other subject areas, might not want to participate if they are not sure of their answer. Often viewed as a complicated and daunting area of learning, mathematics-related apprehension is perpetuated by the continued worry of rejection and being incorrect. Math can be an exciting subject for both young boys and girls, but females generally seem to be more fearful of discipline and, subsequently, more young women tend to gravitate



gender divide. Educators and parents must employ resources and emphasize the importance of mathematics as a vital element within a whole education. Young women need to be taught in an encouraging environment so that they can gain the necessary poise to become leaders in the field. Providing a strong support system, both at home and in school, will develop a blossoming network of girls and women who are committed to a strong education in the subject, laying the groundwork for women to prosper in the discipline down the road.

Learning that math can be fun like other core subjects is fundamental in helping girls overcome "number fear." The Museum of Mathematics, where I am a member of the Board of Trustees, opened its doors in New York City on December 12, 2012 and provides visitors of all ages with a comprehensive, exciting and stimulating interactive experience with mathematics. Over 30 exhibits and hands-on experiments provoke a multifaceted curiosity that will resonate with all young women, showing them how math skills are applied outside of the classroom and that learning math can be a truly enjoyable experience. Captivating exhibits include the Square-Wheeled Trike, which utilizes catenary curves that keep the tricycles' wheels completely level, and Structure Studio, a unique activity where guests construct abnormal three-dimensional objects that are created on unusual geometric relationships,

towards careers that are not associated with mathematics.

Whether this is caused by cultural, social or personal influences, many young women believe they just aren't good with numbers. A lack of confidence during crucial periods of development may also have an impact on their abilities to thrive in future studies of the subject. The absence of self-assurance that some young women experience when they face mathematics, both in school and life, can do a disservice to them as they pursue future academic and career endeavors, even ones that have absolutely nothing to do with math.

Fostering confidence in all young women is key in beginning to bridge the mathematics



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REVIEW OF 'MAKE IT YOUR BUSINESS: DARE TO CLIMB THE LADDER OF LEADERSHIP'

Make It Your Business: Dare to Climb the Ladder of Leadership

By Sylvia M. Montero

Published by Front Row Press, Denver, CO: 2011. 222 pp.

By **MERRI ROSENBERG**

Leadership is one of those tropes that is tossed around so carelessly that it's almost become meaningless. Yet the need to develop leadership, whether in school communities, or in students so they can achieve their fullest potential, remains a vital one.

For Sylvia Montero, an aspiring young Latina immigrant from Puerto Rico who became the senior vice president/head of global human resources for the pharmaceutical firm, Pfizer, Inc, the lessons she imparts in this memoir are compelling.

Her beginnings were inauspicious. Raised in what she terms a "house on stilts" in rural Puerto Rico, without electricity or plumbing, she and her four siblings absorb their parents' message that education matters. Her father becomes a migrant farm worker and the family uproots to New York, somehow managing to live in a one-room apartment before obtaining a four-bedroom public housing apartment that seemed like a mansion to the young Sylvia.

Embarrassed that the family needed welfare to survive, Montero was determined to achieve and do well — and do good by giving back. A strong student, Montero earned admission to Barnard College, where, as she writes, "Barnard was my introduction to a world beyond my dreams — a

world filled with very confident women." Despite being married her freshman year, and a mother during her sophomore year, Montero persevered.

That's one of the fundamental messages of her memoir: surmounting setbacks and obstacles (poverty, divorce, being a single mother, the failure to pass her master's oral exams the first time around, being fired) and taking advantage of opportunities that arise. When a translating job led to a job offer at a local pharmaceutical company, Montero took it, which in turn led to her career at Pfizer.

As her story demonstrates, Montero consistently sought challenges that took her beyond her comfort zone, in the process learning how to thrive in a variety of corporate cultures and succeed.

Montero writes, "Somewhere in the process of learning the rules of our society, the ins and outs of being a minority in America, I realized that discrimination was not my fault. I consciously decided not to allow someone else's problem (prejudice) to keep me from getting where I wanted to go." She asserts that valuing one's identity, and not succumbing to others' perceptions, is essential in maintaining the self-confidence needed to succeed.

Montero is also a strong advocate of maintaining personal integrity, taking responsibility for one's actions, accepting and learning from feedback about one's performance, networking and always delivering one's best performance. In this me-centered world, her belief that good leaders develop and nurture those who work with and for them is indeed invaluable. #

Review of 'Generation On A Tightrope: A Portrait Of Today's College Student'

Generation On A Tightrope: A Portrait Of Today's College Student

By Arthur Levine and Diane R. Dean.

Published by Jossey-Bass, San Francisco, California: 2012. 227 pp.

By **MERRI ROSENBERG**

It's hard to escape the message that today's college students aren't like previous generations (but then again, when were any college students exactly like those that had preceded them?). Technologically connected and adept at navigating the web in ways that astonish their elders, they are often socially isolated from their peers. Comfortable with their parents in ways that shock baby boomers — with parents who are often reluctant to let them go, many of today's college students think nothing of tex-

ting or chatting with their parents as they stroll across campus — they are frequently more dependent on their families than is probably good for them.

It's a group that is more influenced by the web, and probably Facebook, than by the terrorist attacks of September 11 or even by Barack Obama's election. These students are comfortable forming digital communities, but not necessarily interested or engaged in more traditional on-campus activities.

The authors, Arthur Levine, president of the Woodrow Wilson National Fellowship Foundation and former president and professor of education at Teachers College, Columbia University, and Diane R. Dean, associate professor of higher education policy and administration at Illinois State University, have written a nuanced, thoughtful portrait of today's

Review of 'Getting to Bartlett Street: Our 25-Year Quest To Level The Playing Field In Education'

Getting to Bartlett Street: Our 25-Year Quest To Level The Playing Field In Education

By Joe and Carol Reich. Foreword by Joel Klein.

Published by February Books, 2012: 160 pp.

By **MERRI ROSENBERG**

Amidst the sometimes acrimonious and bitter debate about charter schools — and what they mean for public schools — it's useful to have this personal, impassioned work explaining precisely why Joe and Carol Reich decided to enter the charter school field 25 years ago.

As former New York City Schools Chancellor Joel Klein explains in his thoughtful introduction, the Reiches "have too much gratitude to this country, too fine a sense of equity and fairness, and too deep a belief in the power of education to transform even the most challenged life, to sit this fight out."

Joe Reich had started off in modest circumstances and by the age of 52 had made a significant fortune as a pioneer in the field of money market funds. Eager to do something more, and something meaningful (Carol had, become the first woman chair at the Lexington School for the Deaf), as well as inspired by Eugene Lang, the couple sponsored students in the "Dreamers" program.

Introduced to the plight of inner city struggling students through Lang's inspired effort to guarantee a college education to underprivileged students who graduated from high school through the "I Have a Dream" Foundation (the Reiches ultimately became sponsors of more than 60 students), the Reiches soon realized that more needed to be done.

As they write, poignantly, "The more we got to know our kids, the more we began to realize that we wanted to do more than simply pay for their eventual college tuition." So the Reiches developed a mentoring program to

help these students, as well as a program to show them places beyond their all-too-often blighted neighborhoods.

That still wasn't enough. So the Reiches embarked upon their mission to open a charter school, "Beginning with Children", in Williamsburg, Brooklyn — not the current, hipster, expensive Williamsburg, but the Williamsburg of living-below-the-poverty-line Hispanics and Satmar Hasidim during the 1980s.

What guided them was the idea that, even if they were inexperienced in the practicalities of running a charter school, "The only way forward was to keep going: to do something, even if we did it wrong." Never mind that the local school board opposed their efforts, or that they were clueless initially about how to organize bus routes or make sure that school lunches arrived when and where they were supposed to be.

On some levels, it helped their school thrive precisely because the Reiches didn't know the rules. As they write, "Our philosophy on parental involvement was wildly at odds with New York City public school tradition from the outset. Many schools had a yellow line painted on the street outside the school that parents were forbidden to cross... We took the opposite approach... Other schools worried about how to keep parents out. We worried about how to keep the parents in."

The Reiches became advocates for the charter school movement, working to help pass laws favoring charter schools, and the concept that charter schools and public schools could share space in the same building, and founding the Charter Center.

And in an arresting move, the Reiches offer each book purchaser a \$25 charitable gift code (embedded at the back of the book) to benefit the classroom of your choosing. Nice. #

undergraduates. Their research, based on 5000 students and student affairs practitioners, at 270 college campuses around the country, illuminates the attitudes, aspirations, beliefs and values that distinguish this current cohort of college students.

The reality they confront is challenging indeed. As the authors write, this is "a generation of college students who were born, grew up, and will live their lives in a nation undergoing a transformation from an analog, national, industrial society to a global, digital, information economy." The economy is unwelcoming. Change is unrelenting, and rapid; for a generation that seems to crave stability more than adventure, they will emerge into "a nation enduring unrelenting and profound change at a speed and magnitude never before experienced," with an almost certain guarantee that both the pace and scale of this change will

accelerate for them.

In the midst of sometimes agonizing conversations about the role of traditional universities, on line college education, even the purpose of higher education itself in the midst of a less-than-robust economy, having this portrait of today's college students is indeed invaluable. #

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Learning & the Brain

On April 10, Learning & the Brain will be presenting a one-day symposium for educators in New York City. The theme of this year's symposium is "Student Mindsets and Motivation: Attitudes, Stress and Performance".

This one-day symposium will bring cognitive scientists, psychologists and educators together to explore the role that mindsets, attitudes, anxiety and goals play in student success and achievement in life and school.

Educators who attend this symposium will learn about some of the latest strategies to use to make students more successful, motivated and resilient.

The opening keynote speaker will be Sian Beilock, PhD. Professor of Psychology at the University of Chicago and author of *CHOKe: What the Secrets of the Brain Reveal About Getting It Right When You Have To* (2010). She will be speaking on the topic of "Learning and Performance in School: Mindsets, Attitudes and Anxiety."

This will be followed by Heidi Grant Halvorson, PhD, who is the Associate Director of the Motivation Science Center at Columbia University and author of *Success: How We Can Reach Our Goals* (2011). She will speak on "How the Science of Mindsets and Motivation Provides the Key to Unlocking Our Children's Fullest Potential."

The final keynote of the morning will be Robert B. Brooks, PhD, who is a psychologist

on the faculty of Harvard Medical School and co-author of *Raising a Self-Disciplined Child: Help Your Child Become More Responsible, Confident, and Resilient* (2009). He will be addressing the topic of "The Power of Mindsets: Nurturing Motivation and Resilience in Students."

Afternoon speakers include Paul Tough, the author of *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* (2012) and Edward M. Hallowell, MD, author of *Shine: Using Brain Science to Get the Best from Your People* (2011) among nine other speakers.

This event is produced by Public Information Resources, Inc. and co-sponsored by the Dana Alliance for Brain Initiatives, the Motivation Science Center at Columbia University, the Program in Neuroscience and Education at Teachers College at Columbia University and both the NASSP and NAESP among other organizations. #

The symposium will be held at Alfred Lerner Hall on the campus of Columbia University. Learning & the Brain® will also be hosting a three-day educational conference in Arlington, VA from May 3 to May 5 on the topic of "Executive Skills for School Success: Self-Regulation, Reasoning and Working Memory" featuring more than 40 speakers including Howard Gardner, Martha Denckla, Daniel Willingham and Russell Barkley.

Touro Hosts Educational Gaming Workshop

The Touro College Graduate School of Technology sponsored the Winter Gaming Institute, a workshop for educators to learn to create educational games for top mobile devices and platforms. Prof. Irina Berman used Microsoft's GameSalad Creator software to demonstrate to teachers and current Touro students to develop desktop, mobile and online games that can be incorporated into their curriculum. Participants received certificates for completing six hours of professional

development applicable toward the New York state teacher certification requirements. GST hosted a gaming institute last summer and is planning others for the spring and summer. #

Touro is a system of non-profit institutions of higher and professional education and has approximately 19,000 students currently enrolled at sites in the New York, California, Nevada, Berlin, Jerusalem, Moscow, Paris and Florida. For more info, go to: <http://www.touro.edu/media/>.

Errata

In the article "A Perspective on Yet Another Reform for Special Education in New York City Schools: The Thirteenth Labor of Hercules" by NYU Professors Mark Alter and Jay Gottlieb, the following is the corrected copy:

The clearest evidence for this is that a new reform has just been implemented, and although the number of students with disabilities who participate in state assessments has increased markedly, by about 25 percent, the percentage

of students achieving state standards has only increased from about 5.7 percent to 7.2 percent between school year 2005-06 and school year 2010-2011 on the 8th grade ELA assessment. This percentage of students achieving state standards is not very different from the percentage of special education students who read at grade level in the early 1990s, before the era of high standards and accountability, when about 4 percent read on grade level.

ST. JOHN'S RED STORM WOMEN'S TEAM NEARLY TOPPLES UCONN IN THRILLER

By RICHARD KAGAN

If there was ever a "feel good" defeat, this game was it. The St. John's Red Storm women's basketball team nearly stunned the 20-1, #3 ranked Huskies of the University of Connecticut recently at Carnesecca Arena.

They had everyone in the stands holding their collective breath. But UConn made the critical plays in the closing minutes to pull away 71-65, to go to 7-1 in the Big East Conference.

The Huskies prevailed despite the absence of Junior Stefanie Golson, averaging almost 14 points per game. Golson took ill before the game and couldn't play. However, great teams find a way to get it done in adverse situations, and UConn pulled this one out of the fire.

St. John's played well. The team passed the ball to the open player and that player made the shot. The game was tied at halftime at 35. It wouldn't be decided until senior guard Kelly Faris hit a trey with 1:16 to play, to give UConn a 67-60 lead to avoid the upset bid.

Red Storm coach Joe Tartamella praised the team for stepping up its game. "These young ladies played so hard today," Tartamella said. "We're really happy."

St. John's (10-10, 4-4) got 21 points from guard Shenneika Smith. Aliyyah Handford, a freshman from Newark, NJ had an outstanding game, scoring 17 points and keeping the Huskies off-balance for most of the game. She has come on strong in recent games and figures to be a key contributor as the Johnnies

head down the stretch. "She has no fear," coach Tartamella noted. "She's really stepped up for us."

SJU made its shots in the first half, hitting 53.6 percent in the first half. They made big baskets and kept the Huskies on its heels for most of the game. "They made a lot of shots I didn't think they would make," said UConn coach Geno Auriemma.

Handford and guard Briana Brown kept SJU in it in the first half. Smith only had six points and starting point guard Nadira McKenith, had four points. But Smith hit a long three pointer from the corner to put SJU up just into the second half; the play seemed to say, "We are here to play today."

Tartamella told his squad at the half, "We are not going away." They didn't.

Smith found her shooting touch and scored 15 points in the second half, and at one point, the Red Storm had a 51-46 lead with 11:19 to play. But UConn has players like Faris and Kaleena Mosqueda-Lewis who also played well. Lewis scored 19 points and 10 rebounds, and Faris scored 17 points and made some big shots in the second half.

The Huskies made some adjustments and worked hard to earn a tough win. Junior guard Bria Hartley scored 10 points for UConn.

Smith, one of the top scorers in Red Storm history, seemed hopeful that St. John's may have found its game. "This right here is what we needed," Smith said. "This might be the corner that we turned right here." #

OOH LA LA! Degas & Renoir

By JAN AARON

In this Education Update issue devoted to women, a show dedicated to the artist Edgar Degas (1844-1917) especially is appropriate. Identified with ballet dancers, indeed one-half of his works depict ballet dancers, Degas also found inspiration in the circus. And if you go to the new show at The Morgan Library and Museum, you'll find exuberant evidence of his fascination with the circus in the exhibition "Degas, Miss La La, and the Cirque Fernando" (Feb. 15-May 12).

The painting was first shown in the fourth Impressionist exhibition (1879) at London's National Gallery. It depicts a woman of mixed race noted for amazing feats as shown in this picture where she is being hauled to the circus roof by a rope held between her teeth. The circus was in Montmartre, and later known as Cirque Medrano, a popular sketching venue for artists.

The Morgan show is replete with sketches depicting how Degas developed this work. His investigation of how to give importance to the main figure when not centrally placed at

the Morgan shown in sketches takes a vertical not lateral direction. His positioning the figure near the top of the canvas was necessary to call attention to the immense distance beneath.

When Degas lacked expertise, he called in specialists to help with his work, as some modern artists do. For instance, when he had trouble with the complex beams of the Cirque Fernando, he hired an architectural draftsman to do the job. Also at the Morgan, see "Marcel Proust & Swann's Way 100th Anniversary" (Feb. 15-April 28), depicted in assorted interesting memorabilia and marvelous photos.

Look forward to the movie "Renoir." Mention this artist's name and immediately the mind conjures beautiful women. Now drawing inspiration from the painter's vibrant canvasses, this gorgeous film focuses on artist's twilight years and his last luscious muse on the lovely Cote d'Azur. Opening end of March. Watch for dates and theaters in local media. #

The Morgan Library and Museum, 225 Madison Ave., 212-685-0008, "Degas, Miss La La, and the Cirque Fernando" Feb. 15-May 12

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A New Era for Women in Sports: Title IX at Year 40

By RICH MONETTI

At the after school program I work at in Westchester, six-year-old Anna Laura displays no fear while running into the corners against boys twice her size. She is participating in a make shift game of indoor hockey that we play with ping pong paddles and a rubber supermarket ball. "She doesn't get intimidated," says 11-year-old Stephen Mains, but had she grown up in an age minus Title IX, it's not just her athletic acumen that would have been in jeopardy of never reaching full development.

In a speech at Dartmouth recently, U.S. Gold Medal Soccer player Julie Foudy made an equitable comparison to Anna's corners and extrapolated the impact outside the lines. "Learning how to give a speech before hundreds of thousands of people," she says, "it's ok, I can do this, because I've already done it on the field."

A little closer to the air the rest of us breathe, the leadership skills Foudy developed over a sport's life helped create a culture of hard work, team spirit and goal setting on the U.S. national team and it's safe to say, no athlete in her own personal learning ever needs to leave such things on the field.

Otherwise, at this point, Anna Laura is mostly unencumbered by many of the trivialities of her peers and always has a smile on her face. While probably just part of her make up, it certainly doesn't hurt that she loves to get out there and give it everything she's got.

Something her two older brothers have always encouraged her to do, but for girls less lucky, the possibility that this inclination would remain uncovered was far greater in 1973 when only 300,000 girls participated in

high school sports. Now reaching 3.1 million, economist Betsy Stevenson of the Wharton School at University of Pennsylvania has done a state-by-state study to put actual numbers on what that little smile and big tenacity means.

Separating sports from a number of other factors, she found participation led to a 20 per cent increase in women's education and a 40 per cent rise in employment for women aged 25-34.

Apparently having a very good sense of how significant Title IX would be, Senator Birch Bayh of Indiana give the proposal its proper due when it was included as part of the 1972 Education Reform Bill.

Insightfully, he kept it all relatively quiet. Floating the 36 word clause as a hiring and employment measure, he made sure no one lobbied for it. "If we lobby, people will ask questions about the bill and they will find out what it would really do," Bayh revealed in the documentary, *Sporting Chance*.

Thus sneaking its way to Nixon's desk, the impact didn't become clear until the government published rules that gave colleges three years to comply with the gender equality provision of the overall act.

Of course, the establishment of law didn't necessarily create change, but luckily there were already women athletes exercising leadership that outpaced the old order. At Yale, for instance, the women's rowing team did not have showers like the men. They'd get on the bus overheated from practice, and without a shower to refresh, a cold too often awaited them.

Anna Laura, for one, has what it takes, but she'll definitely need others to take her lead while she's busy here showing the boys. #

Disabilities Under Nazism and Fascism at the Italian Academy

By VALENTINA CORDERO

"The Unfit: Disabilities under Nazism and Fascism" took place at the Italian Academy for Advanced Studies in America at Columbia University in New York recently. The event, in connection with Holocaust Remembrance Day, was organized in order to commemorate the victims of the Shoah on the date of Auschwitz liberation in 1945. The conference was organized with the collaboration of the Italian Cultural Institute of New York, Casa Italiana Zerilli Marimò, and Centro Primo Levi.

The main goal of this program was to explore people with mental and physical disabilities, like schizophrenia or other mental illnesses, that during Fascism and Nazism were judged incurably sick. They were killed by starvation, medication or in gas chambers. About "400,000 people were sterilized in Germany because they were considered unworthy of life," said Susan Bachrach, the Curator of Special Exhibitions at

the United States Holocaust Memorial Museum in Washington D.C.

During the event, David Forgacs (New York University), showed pictures about disabled people at different mental hospitals where they were kept in Germany and Italy. In fact, unlike other victims of the Holocaust — like the Jews, Roma and Sinti, gays and lesbians, — disabled were systematically murdered in state hospitals and institutions where they were staying temporarily for health reasons.

The most extreme measure was the so-called "Euthanasia Program" that was in itself a rehearsal for Nazi Germany's broader genocidal policies. The program (known also as T4) started in 1939, after Hitler promulgated a decree that empowered physicians to grant a mercy death to those patients that were considered incurable. Adults were not the only ones to be murdered; by 1941, 5,000 disabled children were killed. Bachrach described World War II as a demographic devastation. #

BARBETTA GARNERS AWARD FROM WINE SPECTATOR



Thomas Matthews, Executive Editor of Wine Spectator, has just named Barbetta, in the theater district, a classic restaurant not to be missed both in its fine cuisine and elegance. The wine list holds a Wine Spectator Best of Award of Excellence. It evokes the history of Piedmont with dishes called Risotto Piedmontese, white truffles, and incredible

gnocchi. In spring and summer, dining al fresco in the garden with murmuring fountains is an incredible experience. An antique harpsichord coveted by the Metropolitan Museum and the gracious hospitality and expansive knowledge of Laura Maioglio, daughter of the founder, are part of the unforgettable ambiance.#

School in the News



Marcia Steinberg

Susan Finn, Principal of PS 169 in Manhattan along with Marcia Steinberg, Assistant Principal started a program called P169M Has Heart. Every month they adopt a charity and raise money for that charity.

Recently a fundraising campaign was held to raise money for "Charley's Fund," to try to find a cure for Duchenne muscular dystrophy. An awareness campaign is part of the

program. The students all viewed a movie "Darius Goes West: The Roll of his Life" about a boy with Duchenne's. Students then had to write personal reflections in response. The goal is to raise \$250 to help in the fight against Duchenne muscular dystrophy in honor of Charley Seckler and his grandmother, Janet Kramer, a volunteer for 25 years at PS 169.



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Dean Mary Brabeck Leads NYU Steinhardt Policy Panel

By YURIDEA PENA

Advocates of the Common Core State Standards affirm that the new rubric for teaching and learning will raise standards, reduce achievement gaps, and increase college readiness for the 21st century student; at an NYU Steinhardt policy breakfast in February, experts addressed an anxious audience about the roadblocks school districts across the nation face with the implementation of these new standards and assessments.

The event, Common Core Challenges; Assessment, Achievement, and Outcomes was the second installment of a three-part series focusing on how the standards will be evaluated among students, teachers, and schools. Panelists included Roger Benjamin, president, Council for Aid to Education; Michael Casserly, executive director, Council of the Great City Schools; and Lucille E. Davy, senior advisor, James B. Hunt Institute for Educational Leadership and Policy.

So far, the new standards adopted by 45 states and three US territories require educators to teach the K-12 grade-specific standards in English Language Arts, Mathematics and Science with expectations that are age appropriate, and aligned to the College and Career Readiness (CCR) standards. Washington DC, New York City, Albuquerque, Boston and Long Beach are among the cities that are furthest along with the implementation process of the Common Core State Standards and will ultimately

serve as exemplars for other urban areas. According to Mr. Casserly, the vast majority of urban school districts have sufficient knowledge of the standards to begin implementation, however, people were less confident about the skills of the school-based staff as the implementation was rolling into the classrooms. "The districts staff that had more professional development and structures in place such as professional learning communities by in large were more confident," he said.

Some audience members aired their concerns about implementing the Common Core with shrinking budgets, limited resources, while others expressed problems with exposing the new standards to English Language Learners and students with special needs.

"Everyone is predicting the test scores will go down," said Renee Young, a retired principal. During the event, she asked panelists if they have considered phasing in the test incrementally because third graders will take the new exam this year without instruction within the new system. "They are going to take the test but they had not had the benefit of K, 1, and 2 instruction aligned with the Common Core," she said. Panelists said the focus for now should only be on the use of the test. "I imagine they were saying don't use it to evaluate," she said. Ms. Young served as an educator in the NYC school system for 37 years and currently mentors aspiring principals.#

Film Festival on Disability

By KAREN KRASKOW

ReelAbilities: NY Disabilities Film Festival begins March 7th and runs till March 12th; it is a collection of international films that highlight the plight and concerns of individuals who deal with disability in their own lives, their families and their communities. It is a remarkable festival, now in its 5th year, that can teach, move and impress the average viewer, which is all of us. Films touching on the lives of people who live with physical, emotional and developmental disabilities, plus a dance performance of integrated dancers, i.e. with and without impairment, make for a memorable experience. I had the chance to witness two shorts:

"Be My Brother" charms you from the start with its exquisite animation, if only introducing the title, plus equally beautiful photography following. In 8 minutes you get to understand the dilemma of a young man with Down Syndrome — his relationship to his unaffected brother, the charm he can muster with strangers, his acting talent and the loss he feels at not being able to work (or the appropriate work not being available to him). Concise and well-directed (by Genevieve Clay) it is worth every minute. (You can find it under the heading "Reel Encounters 2013.")

Coming Home," grouped under the series of

films entitled "Reel Signs" (Dir. Louis Neethling) tells of a deaf man who was adopted by hearing parents. But his story can be anybody's story — who has been adopted. It is a portrayal of one person's experience of learning one has been adopted: the reactions of the (now) man, the support that friendship engenders, and, significantly, the differing views of the husband and wife who raised him — whether and what to tell him.

Go and be moved, come away with greater understanding of issues that affect people you encounter in your daily goings on. These are real dilemmas, with universal implications. #

The film festival takes place in NYC and surrounding counties (24 venues in all) including the Guggenheim Museum, the Jacob Burns Film Center, libraries, arts centers and the JCC in Manhattan. The full schedule can be found at reelabilities.org (where you will also see the 12 other cities around the US hosting it; or by calling (646) 505-5708). 2013 is also the first year the festival will occur in New Jersey, in the week following the NYC festival.

Karen Kraskow is a Learning Specialist in private practice in Manhattan. She works with children and adults who are "reluctant to write," early readers and early mathematicians.

For more information go to www.linkedin.com/in/karenkraskow.



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Andres Reyes '13, who was offered a position with Level 3 Telecommunications based on his hands-on experience collaborating with the company while earning his M.B.A. at the Mount, was attracted to the excellent graduate programs held in a small classroom setting and the SPCS faculty's personal attention.

"At the Open House, I had a chance to speak with the professors and, in particular, Dean of the School of Professional and Continuing Studies Edward Meyer," Reyes says. "We talked about the program and what kind of attention the students would be getting...I prefer a classroom where there is a free exchange of ideas and one has to defend their views against the scrutiny of others. At the Mount, not

only was this type of learning possible, it was encouraged."

Due to the in-depth research encouraged by his Mount faculty, which he conducted on the telecom industry, the structure and finances of Level 3, and its competition, Reyes is on track to reaching his dream to be CEO of his own company.

"I gained a job in this increasingly competitive economic climate," he says. "I am truly grateful to the Mount for giving me the necessary tools to get the job. I learned a lot through the collaboration."

James Vazquez '06, '12 M.B.A. also credits the Mount with providing the tools, guidance, and support he needed to succeed. He grew up near the Mount and knew he would eventually attend one of its exceptional, affordable programs. While in graduate school, he landed a job with J.P. Morgan Chase & Co., where he is assistant vice president and senior client service professional in the bank's Government Services-Connecticut and New York Region division.

"The College created a sense of security in obtaining a degree," Vazquez says. "I knew that I could approach professors and other faculty with confidence that they would do their best to help. The College has built a reputation of producing capable students." #

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(L-R) Dr. Chris Cea & Dr. Merryl Tisch



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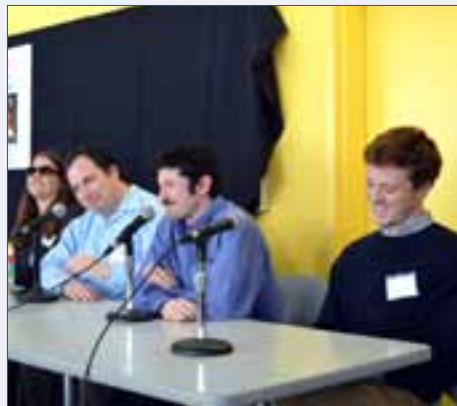
Dr. David Steiner



Dr. Cecelia McCarton



Parents Panel



Student Panel



Dr. Gary Hecht



(L-R) Bob & Dan Lewis



Attendees absorbed at the conference

Over 200 people attended and learned from the brilliance of the speakers and the candid comments of the parent and student panels. You can watch the conference video at www.EducationUpdate.com See article on page 15.



Dr. Pola Rosen

The National Academy School Provides Art to Thousands

Art is the New Smart in the National Academy School's Studio Art Intensive Program. The National Academy School started with two teachers and twenty students sketching by candlelight on a cold night in 1826. Over the years, it has attracted students such as Winslow Homer, George Inness, Arshile Gorky and Willem de Kooning.

Today almost 1,000 students find hands-on art training at the National Academy School. Some students come for artistic enrichment while others seek professional preparation. In the Studio Art Intensive program, launched in 2011, students work closely with mentors to create a practical curriculum that meets

their professional needs — whether teaching, launching a career as a professional artist or preparing for entry to competitive MFA programs.

Catherine Freudenberg Traykovski studied for three semesters at the Academy. "I learned a lot," she says. "At the end of the final semester I presented my work at an exhibition at the Academy and was immediately accepted as a 'Visiting Artist' at Barnard College. I am also working with great master printers such as Dan von Welden and Kathy Carracio. The Academy School opened doors for me."

Building a career in the arts comes with many challenges, and the Academy School is

deliberate in taking a practical approach. Studio Art Intensive students noted the value of one-on-one mentorship in creating a professional portfolio and guidance in acquiring the everyday tools for developing an art career such as building a website, marketing one's work and connecting with other artists.

Lead by Maurizio Pellegrin, Director of the Academy School, the Academy's faculty is composed of over 30 national and international professional artist-teachers.

"The artists who study with us gain important experiences," Pellegrin says, "so that when they're done with their work here, they have clarity in their artistic vision, a profession-

al portfolio and an exhibition to celebrate their work."

Through a guided process of exploration, students select a concentration from painting, sculpture, printmaking or new media and work with an artist-mentor to develop a curriculum that includes studio-based classes, art theory and philosophy. The program culminates with a solo exhibition in the Academy School's open, modern galleries. #

Scholarships are available, as is special assistance for international students. More information is available at www.nationalacademy.org or by emailing schoolinfo@nationalacademy.org.

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