

EDUCATION UPDATE

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DISTINGUISHED LEADERS IN EDUCATION 2013



**NYU STEINHARDT SCHOOL DEAN
DR. MARY M. BRABECK**



**CITY COLLEGE OF NY PRESIDENT
DR. LISA S. COICO**

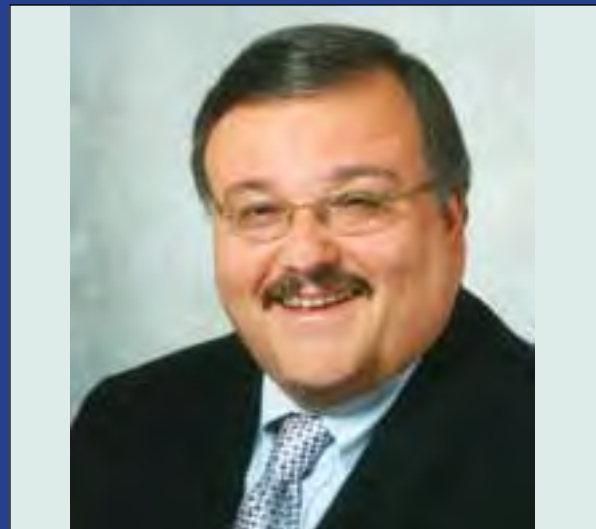


**TEACHERS COLLEGE PRESIDENT
DR. SUSAN H. FUHRMAN**

PRESENTED BY



**PHILANTHROPIST
MICHAEL H. STEINHARDT**



**CUNY SR. VICE-CHANCELLOR
JAY HERSHENSON**



**HUNTER COLLEGE PRESIDENT
JENNIFER RAAB**

GUEST EDITORIALS

Promoting Financial Literacy in NYC Schools

By ANAND R. MARRI, Ph.D.

In these increasingly complex and uncertain economic times, many of us have tested our own financial literacy and gained a humbling respect for luck. We have tested what, in 2008, the President's Advisory Council called "the ability to ... manage financial resources effectively for a lifetime of financial well-being." While there will always be forces beyond their control as well, for young people, financial literacy increases their chances of being self-reliant and fully independent, even under the duress of straightened circumstances and a difficult economy. They also need financial literacy in recognition of their interdependence. They need financial literacy so that, when they go to the polls, they go with an understanding that their own financial well-being is deeply connected to the well-being of the nation as a whole.

Like other forms of literacy, financial literacy can be developed in young people with practical, hands-on learning that draws on their current life experiences. Just as importantly, financial literacy must give young people the tools to imagine their future, to dream about it and to plan for it.

To strengthen and expand personal finance instruction in New York City classrooms, Teachers College, Columbia University (TC), through the generosity of Trustee Joyce Cowin, has developed a financial literacy program that will strengthen personal finance learning where it is most needed: in urban high school classrooms that serve students from immigrant and working-class families — families which, under economic duress themselves, are least able to model financial literacy.

Developed especially for social studies teachers, and in partnership with Working in Support

of Education (W!se), our initiative combines intensive professional development with the opportunity to create lessons that can be easily integrated into history and economics classes. Much of any existing curriculum is set by state and local requirements. Teachers will learn how to work inside these existing course contexts by using self-contained lessons — lessons that can be dropped into these courses at multiple points.

Scholars have found that improving the financial education of teachers remains the best way to reach students, particularly those from at-risk backgrounds. Simply put, teachers need to understand the concepts of personal finance to effectively convey financial concepts and practical applications to their students.

The project's curriculum and professional development program will focus on helping

continued on page 28

Technology Should Support the Science of Learning – Not the Other Way Around

By TED HASSELBRING, Ed.D.

Microcomputer technology was just evolving in the early 1980s when my colleague, Laura Goin, and I started to experiment with computer-based teaching environments at Vanderbilt University. This was 20 years before Facebook, fifteen years before Google, and no one carried cell phones — especially not students. This was a time when there were almost no computers in schools, and we were creating long forgotten "videodiscs" and using "HyperCard" to access the desired video clip as we engaged struggling readers and helped them build the necessary background knowledge needed to comprehend what they were reading.

But despite how ancient it sounds, what we were doing was working. High school

students who struggled to read were showing vast improvement using this technology-supported pedagogy. The technological tools we developed were helping us with tasks that we humans struggle with: providing instant and corrective feedback, mastery learning, repetitive practice and data collection, those things that lead to expertise in learners.

The technology we experimented with back then became the foundation of a reading intervention program used now by more than 1 million students across the country every day — READ 180. And at a time when companies and developers are struggling to make their technology tools stick in schools and prove that they work, READ 180 is one of the educational technology field's greatest success stories. I believe it can teach us a lot about why and how

technology can work in schools, including how to take programs to scale and how to balance the technology with the science of learning.

Through years of experimentation, we learned that applying the right technology in the right ways could help teachers do their jobs better and students learn better. From the beginning, the work we did was about finding new ways to support the needs of students who struggled and needed to catch up, and the teachers who teach them. We started with what we knew about students' deficiencies, and looked at ways that technology could help teachers do a better job at meeting those challenges.

The technological advances the world has made since then are staggering. In the age of the iPad, we are easily mesmerized by new

continued on page 28

LETTERS TO THE EDITOR

NEW YORK, NEW YORK

Education Update Holds Outstanding Special Ed Conference

To the Editor:

Congratulations on presenting such an inspirational conference. The speakers were all so engaging and it was good to hear about the "cutting edge" of research and thoughts going on in the field of special education. I also appreciated the opportunity to present the first annual award to someone like Dr. Chris Rosa. It was a great day and I know the other Kennedy staff enjoyed it as well.

Thanks again,

Jeanne Alter, Executive Director, Kennedy Child Study Center

NEW YORK, NEW YORK

Women Shaping History 2013

To the Editor:

Your "Women Shaping History 2013" issue is terrific. You offer us a global selection of women helping others and contributing to society. Chief Justice Judith Kaye's guest editorial on "closing the school-to-prison pipeline" is right on. The in-depth interviews with Laurie Tisch, Joyce Cowin, Dr. Christina Paxson, Ellen Futter, Sylvia Montero and others are insightful and inspiring. Thank you for providing so many exemplary role models.

Dr. Susan Gitelson, Author, "Giving Is Not Just For The Very Rich: A How-to Guide for Giving and Philanthropy;"

President, International Consultants, Inc.

IN THIS ISSUE

Editorial	2
Letters to the Editor	2
Outstanding Educators	5-6
Careers	7, 30
Colleges	8-9, 16-19
Special Education	10-12
Music, Art & Dance	13-14
Medical Update	15
Dean's Column	19
Spotlight on Schools ..	21, 26-27, 29
Camps	22
Books	23
Young Writers	25
Profiles	26
Museums	28

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At CUNY, The Legacy Continues...

Like CUNY alumni whose research resulted in 12 Nobel Prizes, today's CUNY students are conducting ground-breaking research, coached by our world-class faculty, in such critical fields as genetics, astrophysics, neurodegenerative diseases, bioinformatics, fluororganic chemistry, macromolecular structures, and much more. The National Science Foundation has awarded 24 of its 2013 Graduate Research Fellowships of \$126,000 to students who chose CUNY for an outstanding education. **No other University system in the Northeast won more NSF graduate awards.**



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OUTSTANDING EDUCATORS OF THE YEAR 2013

DR. LISA S. COICO

PRESIDENT, THE CITY COLLEGE OF NY

Dr. Lisa S. Coico, a nationally prominent educator and researcher in microbiology and immunology and former Provost and Executive Vice President of Academic Affairs and Professor of Surgery at Temple University, is the 12th President of The City College of New York. A native of Brooklyn, President S. Coico earned a B.S. with honors in biology from Brooklyn College of the City University of New York in 1976, and is the first CUNY alumna to serve as president of City College, founded in 1847 as New York City's first public institution of higher education, The Free Academy.

President S. Coico served as executive director of the Tri-Institutional Research Program, a \$160-million research consortium of Cornell University, Memorial Sloan-Kettering Cancer Center and Rockefeller University. She has also held senior academic and administrative leadership positions at Cornell's Joan and Sanford I. Weill Medical College in New York City, including vice provost for medical and external affairs, senior associate dean for research, division chief of surgical research, and professorships in microbiology in surgery, microbiology in dermatology, and public health.

As Temple's provost, President S. Coico was responsible for 17 schools and colleges, including campuses in Tokyo and Rome; its undergraduate, graduate and professional programs, and a budget of more than \$600 million. After an 18-month collaborative process, she launched an academic strategic plan for the university and initiated an innovative general education curriculum that was hailed by "The Chronicle of Higher Education."

Before joining Temple University, President S. Coico was the Rebecca Q. and James C. Morgan Dean of the College of Human Ecology at Cornell University, a college with a \$70-million budget, more than 1,400 students, and a \$23-million annual research program. She successfully planned and secured \$39 million for the design and construction of a state-of-the-art



laboratory building for the College, established interdisciplinary programs in areas such as psychology and law, and global health and nutrition.

Her recent professional appointments have included service as a member of the NIH's National Advisory General Medical Sciences Council, as well as a chair of the NIH's National Institute of General Medical Sciences Special Emphasis Panel on trauma training and the Special Emphasis Panel of the NIH's National Center for Complementary and Alternative Medicine. President S. Coico also was a member of the Association of American Medical Colleges' Task Force on Research Institutes and Centers, and she is past president of the International Society for Analytical Cytology. She is currently a Health Research Advisory Committee Member for the Commonwealth of Pennsylvania, as appointed by the Governor of Pennsylvania. She is also a member of the Board of Managers of The Philadelphia Foundation.

President S. Coico currently researches alcohol and drug abuse prevention among traditional college-aged students. Recent publications include "Impact of an Online Alcohol Education Course on Behavior and Harm for Incoming First-Year College Students: Short-Term Evaluation of a Randomized Trial" in the *Journal of American College Health*. #

DR. MARY M. BRABECK

DEAN, NYU STEINHARDT SCHOOL

Mary M. Brabeck, Ph.D., is the Gale and Ira Drukier Dean of the Steinhardt School of Culture, Education, and Human Development and Professor of Applied Psychology. A leader in the field of applied psychology, Dr. Brabeck's awards and recognitions include a Doctor of Humane Letters from St. Joseph's University, Outstanding Alumni Achievement Award from the University of Minnesota, Alumni Award from the University of Minnesota School of Education and Human Development, APA Distinguished Leader of Women in Psychology

Award, APA Corann Okorodudu Distinguished International Women's Advocacy Award, the Kuhmerker Award from the Association for Moral Education and Distinguished Alumni Award from St. Cloud University.

Dr. Brabeck is serving on the Council for the Accreditation of Educator Preparation's Commission on Standards and Performance Reporting, and she is chair of its Quality and Selectivity Working Group. She has served on boards and councils for organizations that include the National Society for the Study of

DR. SUSAN H. FUHRMAN

PRESIDENT, TEACHERS COLLEGE

Dr. Susan H. Fuhrman is the President of Teachers College, Columbia University, founding Director and Chair of the Management Committee of the Consortium for Policy Research in Education (CPRE), and President of the National Academy of Education.

Fuhrman's substantial leadership record includes her term as Dean of the University of Pennsylvania's Graduate School of Education from 1995-2006, where she was also the school's George and Diane Weiss Professor of Education. While at the University of Pennsylvania, Fuhrman was influential in creating a new community school as a partnership between the University and the city of Philadelphia. She is a former Vice President of the American Educational Research Association as well as a former Trustee Board member of the Carnegie Foundation for the Advancement of Teaching and a current non-executive Director of Pearson plc, the international education and publishing company.

Fuhrman received bachelors and masters' degrees in history from Northwestern University and a Ph.D. in political science and education from Teachers College and Columbia University. Her research interests include accountability in education, intergovernmental relationships, and standards-based reform, and she has written widely on education policy and finance.

At TC, Fuhrman created a new cross-sector policy field through the department of Education Policy and Social Analysis, established TC as a home for the study and application of new knowledge about learning – from cognitive psychology to learning analytics, and oversaw the opening of the first university-supported public k-8 school in Manhattan – the Teachers College Community School. She has also instituted multi-year financial planning, strengthened research funding,



enhanced and given new strategic focus to international activities, and revitalized development and alumni relations efforts. She has increased financial aid, starting a new program for fully funding doctoral study.

Fuhrman's work has been recognized by a wide variety of international, national, state, and local organizations. In March 2008, Fuhrman was one of five women honored by New York City Comptroller William Thompson at an event co-sponsored by the Women's City Club of New York and the League of Women Voters as part of Women's History Month. Fuhrman has also received the 2007 Hunter College High School alumni award, the 2008 Distinguished Leaders in Education Award from the Rutgers Graduate School of Education, and the 2008 Northwestern University Alumni Merit Award. In 2007, Crain's New York Business named Fuhrman one of the 100 most influential women in business in New York City.

Fuhrman lives in New Jersey with her husband, Dr. Robert Fuhrman; they have three sons and two grandchildren. #



Directorate. From 2008-2011, she was an elected member of the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP). Dr. Brabeck is a fellow of the American Educational Research Association and a fellow of APA, Divisions 7 (Developmental), 17 (Counseling Psychology), 35 (Psychology of Women) and 52 (International Psychology).

Dr. Brabeck's research interests include intellectual and ethical development, evidence based teacher education, values and conceptions of the moral self, professional and feminist ethics, and interprofessional collaboration through schools. She has published more than 100 journal articles and book chapters, and her most recent edited works are "Practicing Feminist Ethics in Psychology" (APA Press) and "Meeting at the Hyphen: Schools-Universities-Professions in Collaboration for Student Achievement and Well Being", 102nd Yearbook of the National Society for Study in Education (University of Chicago Press). #

Education, the Holmes Partnership and the Carnegie Corporation's Teachers for a New Era Research Review Committee. From 2004-2005, she was chair of the American Association of Colleges of Teacher Education, and from 2005-2007 was an elected member of the Board of Directors of the APA Education

PRESENTERS AT THE OUTSTANDING EDUCATORS OF THE YEAR 2013

JAY HERSHENSON SR. VICE-CHANCELLOR FOR UNIVERSITY RELATIONS & SECRETARY OF THE BOARD OF TRUSTEES, CUNY

Jay Hershenson is Senior Vice Chancellor for University Relations and Secretary of the Board of Trustees of The City University of New York. He has served as Vice Chancellor since 1984 and has worked in senior level administrative positions for six CUNY Chancellors and with over 100 CUNY trustees since the mid-1970's.

Prior local, national and state-wide public service includes appointment by former President Jimmy Carter to the National Advisory Committee on Education; appointment by former Governor Hugh L. Carey as one of five Commissioners on the Temporary State Commission on the Future of Postsecondary Education and the Task Force on State Aid to Education.

He received an M.A. in Urban Studies and a B.A. in Communications, Arts and Sciences and University Administration from Queens College, CUNY, after transferring from Queensborough Community College, CUNY. He was an adjunct faculty member in the Hunter College and Queens College Departments of Political Science. In 1974, he was elected and re-elected in 1975 to serve as the Chairperson of the University Student Senate of CUNY and became the first elected student trustee on the University's Board of Trustees.

Senior Vice Chancellor Hershenson has pioneered major public service partnerships between CUNY, media organizations, and corporate leaders. Together with former New York Daily News Editor-in-Chief Martin Dunn, he proposed and supervised eight "Citizenship Now!" call-ins over the last seven years, assisting close to 85,000



immigrants. He initiated the "Voting Rights and Citizenship" calendar and curricula project, partnering CUNY with The New York Times, JPMorgan Chase, TIAA-CREF and The LaGuardia and Wagner Archives. He is the Senior Project Director for "Women's Leadership," "A Nation of Immigrants," "Let Freedom Ring," "City Life," "Investing in Futures: Public Higher Education in America," "Health in America," and "The Unforgiving Economy" calendars and curricula, again with the Times, corporate and archival partners.

He is the Executive Producer of the Emmy Award winning television shows "Nueva York," the CUNY-TV magazine program about Hispanic communities in New York City, "Study with the Best," and the Emmy-nominated "Science & U!" His continuing collaborations with education colleagues, governmental officials, journalists, community leaders, and the business and labor communities are a "work in progress." #

MICHAEL H. STEINHARDT PHILANTHROPIST

Michael H. Steinhardt is a legendary money manager turned philanthropist who is dedicated to creating a renaissance in American Jewish life. After he graduated from the Wharton School of Business in 1960, Mr. Steinhardt began his financial career as a research associate, staff writer and securities analyst. In 1967 he formed his own hedge fund company, Steinhardt Partners L.P., where he made his fortune in one of the most spectacular careers in the history of Wall Street. Mr. Steinhardt has always believed that wealth and financial achievement

alone are not sufficient to give full value and meaning to life. At the same time, he has felt growing alarm over the erosion of Jewish life in the Diaspora. In 1995, Michael Steinhardt stunned the financial world by announcing that he would close his lucrative hedge fund to devote his time and fortune to the causes of the Jewish world. Mr. Steinhardt directs his Jewish philanthropic activities through The Steinhardt Foundation for Jewish Life, which he chairs. Mr. Steinhardt was the co-founder of Birthright Israel and continues to be a major

JENNIFER RAAB, J.D. PRESIDENT, HUNTER COLLEGE

Jennifer J. Raab is the 13th President of Hunter College, the largest college of the City University of New York. Her role includes championing professors and students who have to overcome hardships to achieve success. Cases in point: Professor Robert Greenberg, Senior Associate Dean of The School of Arts and Sciences who is blind and Patrick Anderson, a music major who is a paralympic star.

Since assuming the presidency in 2001, she has led a successful effort to enlarge the faculty and recruit distinguished professors and artists. Hunter has won new levels of government awards, private grants and philanthropic contributions and launched the first capital campaign in its history. Major changes include the renovation and reopening of the historic Franklin and Eleanor Roosevelt House, which is now the Public Policy Institute at Hunter College. The reforms and improvements are reflected in Hunter's rising national standing. The Princeton Review has ranked it among the Top 10 "Best Value" public colleges in the nation for three consecutive years, and 7th among the Top 10 public regional universities in the North by U.S. News & World Report's in 2012.

President Raab's role as an educational leader continues her long career in public service, from lawyer to political campaigner adviser to government official. Her career in government began in 1979 when she became special projects manager for the South Bronx Development Organization, an agency that played a critical role in the renewal of one of the city's most distressed areas, and she was later named director of public affairs for the New York City Planning Commission.

President Raab went on to become a litigator at two of the nation's most prestigious law firms where she quickly earned a reputation as a strong but fair advocate and was subsequently appointed Chairman of the New York City Landmarks Preservation Commission. She was known for her effective and innovative leadership of the agency that protects and preserves the city's historic structures and

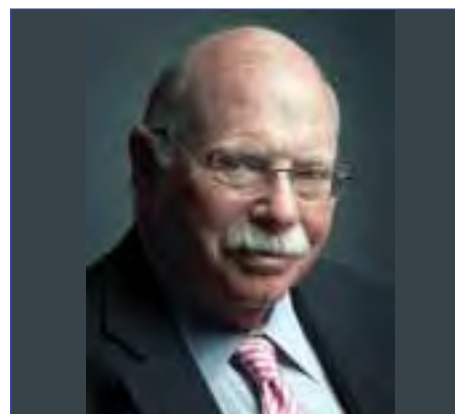


architectural heritage. She has been honored by many New York and national organizations, including United Way and the League of Women Voters of New York. She was also named one of the "50 Most Powerful Women in New York" in 2009 and 2011 Crain's New York Business Arroyo Foundation and the Bella Abzug Leadership Institute.

Long active in civic and national affairs, President Raab is a member of the Council on Foreign Relations and serves on the Board of Directors of The After School Corporation and on the Steering Committee of the Association for a Better New York. She was appointed a member of the 2004-05 New York City Charter Revision Commission by Mayor Michael Bloomberg.

A graduate of Hunter College High School, President Raab is a Phi Beta Kappa graduate of Cornell University, holds a Master in Public Affairs from the Woodrow Wilson School of Public and International Affairs at Princeton and received her law degree cum laude from Harvard Law School.

President Raab is the 2012 recipient of Albany Law School's Miriam M. Netter Award, which is awarded annually to the School's Kate Stoneman Day keynote speaker, in honor of Stoneman's lifelong commitment to actively seeking change and expanding opportunities for women. #



supporter to this day. Mr. Steinhardt also serves as Co-Chair of the Arevim Philanthropic Group. In addition, Mr. Steinhardt supports The Jewish Early Childhood Education Initiative, New York University's Steinhardt School of Culture, Education, and Human Development, the University of Pennsylvania, Brandeis University, Tel Aviv University, and the Israel Museum. In 2001, Mr. Steinhardt published his memoirs, No Bull: My Life In and Out of the Markets (John Wiley & Sons, 2001). He and his wife, Judy, are the proud parents of David, Daniel and Sara, and the grandparents of Jacob, Joshua, Kira, Talia, Nathaniel, Theodore, Lila, Aetien, Infinity and Ben Zion. #

CAREERS FOR THE FUTURE

Emma Callie Frank: Future Teacher

What is your major and what school do you attend?

I'm an anthropology major and education minor at the College of Wooster in Wooster, Ohio.

What are your career aspirations?

I am studying to be an elementary and pre-school teacher. But one day I hope to have an administrative position at a therapeutic pre-school.

What experiences (internships, volunteer work, etc.) have been helpful?

My school's teacher training program is amazing: students have been doing hands on fieldwork since their first semester. I have been able to work in five different schools, and learn from a variety of teachers.

What are some of the challenges you have faced and how did you resolve them?



My high school experience did not prepare me for academic challenges at college. But with the help of Wooster's learning center, the American's with Disabilities Act, and flash cards I have been able to improve my grades and become a good student.

Who have been the most influential mentors in your life?

In high school I worked at a community center. I would spend hours with my boss bouncing ideas off one another, trying to think of new ways to improve the lives of the children we worked with. She taught me how to take an idea, and grow it into a successful program. It is because of her I know how far hard work and good intentions can take me and that I should never limit myself. #

Ariana Salvatore: Future Businesswoman

What is your major and what school do you attend?

Right now, I attend Marymount School of New York, an independent private school for girls. I'm a junior in high school, but I plan to pursue a major in business.

What are your career aspirations?

I hope to have a career in finance. It's a competitive, intense world and I can't wait to get involved.

What experiences (internships, volunteer work, etc.) have been helpful?



I'm excited for my internship this summer at JP Morgan Bank, during which I'll be doing projects and shadowing analysts. Additionally, I've served as treasurer for my school's Student Government. I've also worked at various thrift shops, which were my first jobs. They helped me develop a real sense of responsibility, dedication, and obligation to my employer. They're

been helpful experiences and I've learned so much from them. #

Lauren Jagielski: Environmental Education Park Ranger

What kind of work do you do?

I am an Environmental Education Park Ranger at Everglades National Park. I lead curriculum-based programs for school groups. I take 4th and 5th grade students from Miami on adventures to show them all the birds, alligators, plants and habitats of the Everglades! I also lead the students during 3-day, 2-night camping trips in the Everglades!

What are the steps that led you to this career?

I had a strong interest in history in elementary school. So I started out after high school interning and volunteering at the Milwaukee Public



Museum in the Anthropology Department to get real-life, hands-on experience. During my four-years as an undergraduate student at the University of Wisconsin-La Crosse, I studied Archaeology and Anthropology. I volunteered as often as I could in the Archaeology Lab on campus, and took every opportunity I could in gaining field experience, including the comple-

tion a 6-week field school and serving as a teacher's assistant for a field school. I also continued volunteering at the Milwaukee Public Museum during my winter and summer breaks
continued on page 30

Matt Stern: Private Equity Investor

What kind of work do you do now?

I am a private equity investor focused on global industrials businesses. I spend my time researching businesses that provide basic products and services that are generally taken for granted — e.g. the chemical company that supplied the ingredients to make your coffee cup, or the technology company that made the machine that treats

your drinking water. The objective of my work is to find a promising company that we believe we can improve. After a rigorous vetting process, we buy this company and improve it.

What are the steps that led you to this career? What other jobs have you had along the way?

In college, I spent a lot of time thinking



and reading about the pros and cons of the capitalist system. And I ultimately decided that while imperfect in many ways, capitalism does a great job providing basic products and services. So I sought jobs that put me in a position to learn as much as possible about how businesses operate so that I could maximize my contribution. I worked as a management consultant and then at a water

efficiency technology startup before becoming a private equity investor.

What are some of the challenges you have faced and how did you resolve them?

I've always had a broad set of interests, and have therefore found it difficult to narrow my search and focus on a single career path. At dif-

continued on page 30

Sarah Shapiro: Bilingual Speech Language Pathologist

What kind of work do you do?

I am a Speech Language Pathologist (SLP). I work full time in a Department of Education High School and part time with the 0-3 population, also known as Early Intervention. At the high school, I help Special Education students better understand what they are learning in school by giving them supports, modifications, and compensatory strategies. The goal is to make them more independent, to know what they need to learn better, and to be their own advocate.



As an SLP working with the 0-3 population, I work with children who have feeding, language, and articulation disorders. I work very closely with the parents, giving them the tools they need to help their children succeed in communicating and feeding. During my summers, I also work per diem at nursing homes and hospitals.

What are the steps that led you to this career?

I was not sure what I wanted to be when I
continued on page 30

Wagner Mendoza: Future Author/Journalist

What school do you attend?

I am a junior at The Renaissance Charter School in Jackson Heights, New York. I have been attending this school since I was five years old. I am, what most Renaissance alumni call, a "lifer."

What are your career aspirations?

After completing my thirteenth year at the Renaissance, I hope to be the second person in my family to attend college. I have been reading and writing rigorously since I began middle school. I've also been writing my own short stories since elementary. My love for short stories grew after



discovering Chuck Palahniuk. He is a transgressional fiction novelist who writes entertaining, hilarious and stomach churning novels. His stories have helped me keep my interest in writing short stories: some fictitious and others based on my daily encounters with my family, schoolmates and friends. I write most days after soccer, baseball, or basketball practice. I sit

with my laptop and plot myself on my bed and a notebook and pen. I think about an interesting encounter I have had that day and put the pen or pencil to the paper of my marble notebook. I
continued on page 30

A Party of Historic Proportions: Teachers College Celebrates 125 Years

Teachers College, Columbia University — the nation's oldest and largest graduate school of education — is celebrating the 125th anniversary of its founding throughout 2013.

TC, as it is known, has been home to some of the biggest names in education and a host of related fields, from the philosophers John Dewey and Maxine Greene, to the historian Lawrence Cremin, to the psychologists Edward Lee Thorndike and Edmund Gordon, to the former Clinton administration cabinet member Donna Shalala to the nutrition educator Joan Dye Gussow. Its alumni have included the education commentator Diane Ravitch, former New Jersey Governor and 9/11 Commission Chair Thomas Kean, the late Congresswoman Shirley Chisholm (the first black candidate to seek major party nomination for the U.S. Presidency), the psychologists Carl Rogers and Albert Ellis, and many others. The College is widely known for its legacy of firsts — the fields of inquiry, ranging from comparative and international education and nursing education to conflict resolution and spirituality in psychology, launched within its walls — and TC faculty members also composed the song that became “Happy Birthday to You” and played a lead role in the creation of the now-ubiquitous yellow school bus. As Cremin — the College's seventh president — wrote in 1952, “the history of Teachers College... is the history of American teacher education writ small ... the College has

been at the forefront of every major movement, issue and conflict in American education.”

Yet the institution that would become TC began as the humble Kitchen Garden Institution, founded in the early 1880s by the philanthropist Grace Hoadley Dodge to educate the many immigrant families entering New York City in “the domestic arts.”

That purpose changed quickly as Dodge realized that the well-intentioned society women who were volunteering as teachers needed extensive preparation, both in the art of teaching itself and to bridge the cultural divide with their students. By 1887, ensconced in new quarters on Morningside Heights, the organization had changed its name to the New York College for the Training of Teachers, and Dodge had persuaded Columbia University faculty member Nicholas Murray Butler to serve as president.

All of that history and much more has been reflected in the many events and displays orchestrated by the College since January 1 of this year.

On January 25 — 1/25 — the College raised the curtain on a special anniversary website (www.tc.edu/125) and a new weekly series, “Mini Moments with Big Thinkers.” The series features excerpts from videotaped interviews with leading TC alumni, current faculty, faculty emeriti and friends. (Those spotlighted have included Greene, Gordon, Shalala, Gussow and many others.)

In March, Teachers College was the focus of a month-long exhibition at the New-York Historical Society titled “Teachers College: Pioneering Education through Innovation,” curated by Judith Burton, TC Professor of Art and Art Education, and prodigiously researched by TC doctoral Research Fellow Jennifer Mitnick. On opening night, TC President Susan Fuhrman (Ph.D. '77) told a gathering of top leaders in philanthropy, business, education, government and the arts, as well as many faculty members, trustees and others in the extended TC family, that she is “awed by the brilliance and insight of our founders and early leaders. Long before the concept of ‘teaching the whole child’ came into vogue, these education visionaries were building a remarkable institution that would address the intellectual, physical and psychological development of all learners. I know they would be proud to see TC standing tall as the oldest and largest school of education in the country, consistently ranked as one of the top education research institutions in the world.”

Keynote speaker Kenneth T. Jackson, Columbia University's Jacques Barzun Professor of History, spoke about the Gilded Age in New York City as the birth-period of modern-day American philanthropy, when a group of leading families created a remarkable assortment of institutions that continue to drive the civic and cultural life of New York City. In addition to Teachers College, that list includes the New York Public Library, the New York Botanical Garden, the Metropolitan Museum of Art, the American Museum of Natural History, Grand Central Station, the Brooklyn Bridge, Barnard College and Union Theological Seminary. Representatives from all of those institutions were on hand, as were modern-day members of five of the families that founded many of those institutions, includ-

ing Teachers College. Current-day Vanderbilts, Macys, Milbanks, Rockefellers and Dodges ascended the stage of the Historical Society's theater to loud applause, accompanied by members of the Teachers College Student Senate.

Fuhrman paid particular tribute to Dodge scion and TC Board of Trustees Co-Chair William Dodge Rueckert. Fuhrman described Rueckert's great aunt Grace Dodge as “the College's guiding spirit through its formative years.” She then turned to Rueckert and his wife, Fleur, and thanked them for carrying on “the Dodge family tradition of unwavering support, guidance and leadership. “Bill and Fleur,” she said, amid boisterous cheers, “we hope there will always be a member of the Dodge family to serve as a guiding light for Teachers College.”

Also in March, TC posted a series of history-themed ads in bus shelters on New York City's Upper West Side featuring eminent figures who either taught at or attended the College.

Then in April, the first in an ongoing series of banners celebrating the College's many academic strengths and the power of its alumni appeared along Broadway, between 110th and 114th Streets and again between 118th and 120th Streets, and on 120th between Broadway and Amsterdam Avenue.

If the New-York Historical Society exhibit shone a spotlight on TC's past, the College's fifth annual Academic Festival — its signature homecoming event, held in late mid-April drew connections to the future. Themed “Celebrating Our Traditions for Tomorrow” — which is also the tagline for the College's entire 125th anniversary year — featured the presentation of TC's President's Medal to alumna Ellen Condliffe Lagemann, former Dean of the Harvard Graduate School of Education and now a faculty member at Bard College, a keynote

continued on page 9

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Hear stories about New York.
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Teachers College

continued from page 8

address by Lagemann on the legacy of Cremin, who was her adviser and mentor; panel discussions and presentations led by faculty, alumni and students, which ranged from the College's ongoing work in other nations to its enduring presence in the arts; and the honoring of several other distinguished alumni.

Of Cremin, Lagemann said, "He placed education in the larger social context, and educational progressivism as one branch in progressivism writ large." "He believed in alternative routes to education and versions of education," she said, including practical and vocational education. "He challenged his colleagues to study education across the entire life cycle and in all its institutions."

Among the day's other honorees were:

Jody Gottfried Arnhold (M.A. '73), Founding Director of the 92nd Street Y's Dance Education Laboratory, Chairman of the Board of Ballet Hispanico, and former co-chair of the committee to draft the New York City Department of Education Curriculum Blueprint for Teaching & Learning in Dance. "Name a dance-related initiative and chances are Arnhold is involved in it," Dance Teacher Magazine has written of Arnhold, who thanked TC for serving "as a bridge to my life's work" and to her mission to install "a quality dance educator" in every public school in New York City.

Bobby Susser (M.A. '87), composer of children's songs, including the hit anti-drug hit "Once You Understand," which sold 1.4 million records in the United States, reached the Top 5 in England and Germany, and has since been sampled by hip-hop artists such as Biz Markie, Acen, 4 Hero and De La Soul. Susser has recorded 25 albums aimed at the younger set, including "Bikewell Bear and St. Jude," an anthem for the world-renowned St. Jude Children's Hospital.

Sreyashi Jhumki Basu (Ph.D. '06), a science educator who died of breast cancer at age 31 in 2008. As an undergraduate at Stanford, Basu interviewed homeless children on the streets of Moscow and St. Petersburg for a thesis titled "Targeting Children in Crisis: The Health of Street Children in Urban, Post-Communist Russia." She presented the work, which specifically highlighted the issue of educational access, to UNICEF in Geneva. After graduating, she co-founded Discover, a summer math and science program for under-privileged teen-aged girls in Palo Alto. Through Physics on the Move, she also developed a physics curriculum for high schools in the Gauteng Province of South Africa.

Basu subsequently moved to New York City, where she earned her TC doctorate in 2006, joined the faculty of NYU, and helped found the School for Democratic Leadership, where she received a research fellowship from the Knowles Foundation to help new science teachers interpret and enact democratic science pedagogy. Her parents, who accepted Basu's award at TC's Academic Festival, have since created the Jhumki Basu Foundation, which promotes



Founding families of TC: Dodges, Vanderbilts, Macys, Milbanks, Rockefellers



President Susan Fuhrman, Professor Ellen Lagemann & Provost Thomas James



New York Historical Society exhibit



Radha & Dipak Basu, founders of the Jhumki Basu Foundation

equity in science education through grants to science teachers, awards scholarships to children in urban school districts and brings together teachers to share ideas and best practices.

A 12-month-long birthday party might seem at risk for losing steam, but TC has lots more planned for its anniversary year. At its convocation ceremonies later this month, the College will honor speakers Thomas Friedman, the author and New York Times columnist; alumna and educator Merryl Tisch, Chancellor of the New York State Board of Regents; and alumnus Lee Sing Kong, who serves as Director of Singapore National Institute of Education.

In July, alumni around the world will celebrate Global Teachers College Day.

And in November, the College will top off its anniversary year with a special 125th Gala that, fittingly, will be held on 125th Street at the fabled Apollo Theater, where TC will honor an eminent philanthropist, a leading corporate CEO, and a superstar from the world of entertainment.

An anniversary is just a number, but it's clear that at Teachers College, this celebration is about more than institutional longevity.

"There are so many fields that started here at TC — but the future is why we're here today," Susan Fuhrman said in her opening remarks at Academic Festival. "As we reflect on TC's 'legacy of firsts', we also look ahead to how TC will continue to lead in the 21st century. Our goal is to do nothing less than invent the future. Just as we helped shaped the 19th and 20th centuries, we'll do so with the 21st." #



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Windward School Rings NYSE Closing Bell to Herald New Campus in Manhattan



The New York Stock Exchange (NYSE) recently welcomed administrators and guests of The Windward School including Head of the School, Dr. John J. Russell, a group of trustees, colleagues and distinguished guests as they rang The Closing Bell to bring increased awareness about children with language-based learning disabilities and dyslexia as well as to highlight the school's plans to build an additional campus in Manhattan.

Russell spoke eloquently as he addressed the influential and committed group gathered in the magnificent, wood-paneled boardroom of the New York Stock Exchange. He said, "I stand here today, with great pride, to report on the extraordinary progress we have made in fulfilling our mission and defining the next chapter in the history of The Windward School. We look to the future with clear focus, steadfast commitment and an unwavering sense of purpose."

Michael Douglas, actor and producer as well as the father of a Windward student, also added his personal insights and perspective at the event.

Language-based learning disabilities, including dyslexia, affect 1 in every 5 students. These children are faced with serious academic challenges that present barriers to their academic and future success. As language competency is central to all aspects of academic, social and emotional growth, Windward is committed to helping students achieve their full potential. The school's proven program enables 98 percent of its students to go on to perform in the average to above-average range, when they successfully return to mainstream schools.

The new campus will provide over 350 additional children each year with the opportunity to experience the transformative power of a Windward education. It will also increase the school's recognition and reputation, firmly establishing it as the preeminent school for children with dyslexia and language-based learning disabilities. Additionally, it will provide educators from the New York metropolitan area and beyond with greater access to Windward's renowned Teacher Training Institute (WTI). The institute provides professional development in research-based instructional strategies that are essential to the remediation of



Devon Frederick, Chair of Board & Dr. John Russell, Head of School

language-based learning disabilities as well as scientifically validated research in child development, learning theory and pedagogy.

Windward is a coeducational, independent day school dedicated to providing a proven research-based instructional program to children with language-based learning disabilities. The school's multisensory curriculum is designed for students of average to superior intelligence who can benefit from the unique educational experience provided. Through direct instruction in small class settings, a highly trained staff assists students to improve their language skills. Academic success, combined with opportunities for social and emotional growth within an intentionally diverse and inclusive setting, enables students to understand their learning styles, build self-confidence, and develop self-advocacy skills. Windward is committed to helping students achieve their full potential in preparation for a successful return to a mainstream environment.

Located in White Plains, New York, Windward has two campuses: a Lower School campus for grades 1-4 and a Middle School campus serving grades 5-9. Windward is nationally recognized for developing instructional programs designed specifically to help children achieve language proficiency and is fully accredited by both the State of New York Education Department and the New York State Association of Independent Schools.

NYSE was proud to help The Windward School elevate the discussion of dyslexia and language-based learning disabilities to a national level. #

For more information on The Windward School, visit <http://www.thewindwardschool.org>. To see Windward students' stories of how they've succeeded following their time at Windward, visit <http://vimeo.com/58730659>.

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Windward Teacher Training Institute provides professional development based on scientifically validated research in child development, learning theory and pedagogy. The IMSLEC-accredited training program leads to national certification in multisensory structured language education.



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For Further Information:

(914) 949-6968 • wtti@windwardny.org

www.thewindwardschool.org • [@WindwardTTI](https://www.facebook.com/WindwardTTI)

Windward Teacher Training Institute is a division of The Windward School, an independent school for students with language-based learning disabilities, located in White Plains, NY.



BARUCH COLLEGE HOSTS CONFERENCE ON EMPLOYMENT & VISUAL IMPAIRMENT

The Computer Center for Visually Impaired People (CCVIP) and The School of Public Affairs at Baruch College recently hosted its 6th annual conference focused on employment policy and practice. This year's theme, "Living and Working in a Connected Community – Accessible Technology for All" highlighted ways in which those with vision impairment can best advance their careers and other life goals through assistive technology and community action.



Kees Kruythoff

Braille, covering the impact of technology and the role of Braille in education; a boot camp with tips on getting ready for employment; the ins and outs of starting a business; and addressing workplace laws covering accessibility.

In addition, there was a "Breaking Barriers" awards ceremony featuring Kees Kruythoff, CEO of Unilever U.S. Kruythoff spoke about why a diverse workforce matters, and how it helps busi-

ness. "I have seen and really experienced so much diversity globally – I've had the true privilege of meeting people from so many cultures and I've witnessed the powerful impact diversity has had on our business over the last two decades." Kruythoff says he views Unilever's "philosophy and strategies about managing diversity and inclusion in the workplace...[as] a truly natural extension of our business plan."

Demonstrations highlighted small Braille displays that sync up with tablet computers and smart phones. #

The conference featured ten interactive workshops, including "21 Apps We Can't Live Without," delivered by keynote speaker Dr. Judith M. Dixon, Consumer Relations and Braille Development Officer for the National Library Service for the Blind and Physically Handicapped. Other workshops included techniques for working with cable companies to make video programs accessible to the vision loss community; the present and future state of

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Adding Injury to Insult for Learning Disabled Students

By DR. JOHN J. RUSSELL

As the Head of The Windward School, which serves students with language-based learning disabilities, I am distressed, but not at all surprised, by the results of a recent survey that was conducted by The National Committee on Learning Disabilities (NCLD). The Survey of Public Perceptions of Learning Disabilities was conducted in August 2012 by Lindberg International, which collected data from a random sampling of approximately 2000 adults across the United States via an online survey. These are a few examples of the results:

- Many respondents (43 percent) wrongly think that learning disabilities are correlated with IQ.
- Nearly a quarter of respondents (22 percent) think learning disabilities can be caused by too much time spent watching television; 31 percent believe a cause is poor diet; 24 percent believe a cause is childhood vaccinations (none are factors).
- Over half of the respondents (55 percent) wrongly believe that corrective eyewear can treat certain learning disabilities.
- Over a third of respondents (34 percent) believe that students with a learning disability harm the overall classroom experience.
- Over a third of parents (36 percent) said that their child's school inadequately measured for learning disabilities.
- Over two-thirds of parents (64 percent) said that their child's school doesn't provide information on learning disabilities.

This sampling is thought to be representative of the American population. While these results are clearly cause for concern, the experiences of learning disabled students and their parents with education professionals are far more troubling.

Over just the past few years, I have encountered hundreds of cases where families were given unacceptable responses to children's learning issues from school professionals who were supposed to be assisting them. A few examples will illustrate the scope of the problem. One Windward parent had her child evaluated by her local school district. The psychologist who conducted the testing reported to the parent that her son could not be learning disabled because "his IQ scores are too high." Another parent of a bright kindergarten student confided to her daughter's teacher at a respected independent school that she was concerned because her child seemed to be struggling with the alphabet. After being told by the teacher not to worry and to give the child "the gift" of another year, the family had the girl evaluated privately and was told that she was dyslexic. The family was relieved to have identified the problem and happily shared the results with her school in expectation that the school would be able to address the girl's learning disability. Instead, the school told the family that it would be impossible for their daughter to continue there.

Far too frequently learning disabled students directly suffer significant negative consequences due to misconceptions that poorly informed teachers have about learning disabilities. One Windward student wrote: "At my former school, if I didn't answer a question correctly, the other students would laugh at me and I would feel very stupid and embarrassed. Being different felt awful." Another student wrote: "Imagine going to school everyday and praying that you won't be called up to read. ... imagine knowing that you try your best in school every day but still have report cards that say you are failing, not trying and need to start making an effort in school." No child should ever have these horrible memories of school!

Unfortunately these are not isolated cases and the damage is not limited to emotional scars. Between 10 to 20 percent of all students are learning disabled and dyslexia is the most common of the language-based learning disabilities. Countless studies confirm that there is a wide gap between the instructional programs that these students currently receive in public and private schools and the research-based program that they need to be successful. Abysmal results on standardized tests of reading provide stark evidence of the lack of effective instruction for all disabled students including those with language-based disabilities such as dyslexia. On the 2011 administration of the National Assessment of Educational Progress (NAEP) 68 percent of disabled 4th graders and 65 percent of disabled students in grade 8 scored below the basic level. According to NAEP, "fourth-grade students performing at the Basic level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion." NAEP reports that "eighth-grade students performing at the Basic level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts." More simply put, basic level reading skills are the minimum skills necessary to be successful in secondary school. Results on the New York State English Language Arts (ELA) exams are equally dismal. On the 2011 version of the ELA 84 percent of all disabled students in grades 3-8 were found to be below proficient in their reading skills.

The scope of the problem is enormous. In schools across the country, bright, capable, learning disabled students face plummeting self-confidence simply because there is a lack of understanding about their true capabilities. They are threatened with academic frustration and outright failure simply because they are not receiving appropriate research-based instruction. At Windward we have clear, unequivocal evidence that students with language-based learning disabilities can succeed. Windward is committed to making research-based instruction

continued on page 31

NYC MISSES CHANCE TO FIX SPEC ED

By MARK ALTER, PhD

A cornerstone of special education in the United States is the determination of the Least Restrictive Environment (LRE) — that is, the classroom conditions that enable the delivery of an appropriate education. What evidence do parents or schools rely on to make an LRE decision? The research is quite clear: effective programming and a variety of steps schools can take benefit students with disabilities and increase their chances for success. But here's where the issue gets messy. In New York City and in many other urban settings there are barriers to making an appropriate LRE. Here's why:

- First, federal, state and city regulations do not require in-depth study of a school's educational environments into which the student with a disability is placed. Given the importance of teachers and peers on the academic and social performance of students with disabilities, this omission is significant. How can we decide whether a placement is appropriate or is not restrictive if we know virtually nothing about that environment?

- Second, in many urban districts a substantial portion of students who are referred for special education evaluation, and who are subsequently found eligible and placed in special education programs, are referred for behavioral reasons. Naturally, students who have "behavior problems" are the least desirable candidates for inclusion in general education.

- Third, students with disabilities are frequently placed in general education classes. Yet children who fail in general education and are nonetheless placed back in general education are likely to fail there again unless there is adequate and sustained support for the student and the general education teacher.

- Fourth, the overt purpose of special education is to provide a sound basic education to students with disabilities. The covert purpose is often to provide relief to the classroom teacher or help schools meet standards. The two purposes co-exist — though they do not benefit children in special education classes. Many students are referred because teachers

cannot control them or cannot provide adequate instruction. Teachers want these students out of their classes. Sending students to special education often allows general education teachers to educate the remaining children who are perceived as wanting or able to learn.

New York City's special education system — and those across the country — continues to struggle with the fallout from general education. Teachers, principals and school staff must be knowledgeable and involved in implementing a range of academic, social and emotional instructional strategies and interventions as well as behavior plans — or the student's placement will be inappropriate whether he or she is placed in general education or in special education.

If a student is not disabled, he or she should not be receiving costly special education services before far more effort has been expended developing appropriate educational alternatives in general education. If legitimate general education alternatives have been exhausted and the student requires special education, then he or she should receive it, including education in special classes or private settings, for a finite time. It is unconscionable to send a student to special education on a one-way ticket. When a student remains in special education beyond a finite term, perhaps one year, without improvement in skills that warrant movement to a less restrictive environment, it is an admission that special education is ineffective for that student and that additional alternatives must be developed.

We must remember that critics of segregated special education argue convincingly and correctly that students with disabilities can be educated in the general education classroom. However, if that were true the vast majority would not have been referred, evaluated, found eligible and placed in special education.

continued on page 31

Teenz in the City

Teenz in the City is an organization committed to helping teens transition into self-confident, social and self-reliant young adults. It organizes individual and group excursions for teenagers, ages 12-18, designed to help refine social skills and foster independence. Teenz in the City offers a self-paced program that enables adolescents to practice everyday life skills in a supportive environment with trained counselors and social workers who have extensive experience in special education. Through weekday and weekend sessions, teens attend groups that aid them in travel training, reciprocal conversations, independence and money management. These sessions occur in the heart of New York City, where teens use the organization's travel-training curriculum to navigate themselves to local museums, restau-

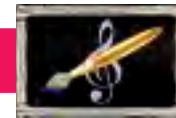
continued on page 18

Teenz in the City



A social skills group for teenagers with special needs and learning differences designed to refine social skills, foster independence, and practice life skills through community based outings.

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Exclusive Interview: Russell Granet, Executive Director, Lincoln Center Institute

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INTERVIEWED By DR. POLA ROSEN
TRANSCRIBED By
VALENTINA CORDERO

Dr. Pola Rosen (PR): What is the mission of the Lincoln Center Institute today?

Russell Granet (RG): The institute has been around for over 35 years; our focus is to provide the highest quality performing arts to students, teachers, administrators and families in New York City, nationally and around the world.

PR: Many of us know Lincoln Center as a Mecca for music, education and performance. Which direction would you like to take the Institute in the next 5 years?

RG: What is unique about the Institute is that we offer all forms of the arts; therefore, we can work with schools, families and community members in dance, music, theater and visual arts. And I think it is fair to say one of the major challenges facing public education today is the issue around the access. Our hope at Lincoln Center is to include in our audience families, students, teachers who wouldn't otherwise



work for a family that could not otherwise come. So, the idea is for us to create a program that will be on a tablet, an iPad and similar devices. We are living in the cultural capital of the world and some students in our city will not have a single day of art education. The fact that this is even possible, that you can live across the street or in front of a museum and not know that you are welcome there, is something that we all have to work on. We want to bridge that gap between young people and arts and culture. More than anything, our work here is about the learning that takes place in an arts classroom. It is not about creating an artist, but about creating young people to think like artists.

PR: Do you deal primarily with teachers?

RG: Yes, and also with principals. We have a program called Lincoln Center Kids where we are engaging families. We know from research that every successful young person has had at least one adult at their side: either a parent or a teacher. The arts are a great way to involve parents. As your kid gets older you need to increase your parent involvement.

PR: What do you think are the greatest benefits of the arts in a student's life?

RG: I remember my first Broadway show. That moment of sitting in the audience, nothing will take its place. So, we have to make a case that arts are important. The artist's mind is one that could benefit all of us.

get here. So, when we look at the five-year plan, one of the things we are most interested in is trying to reach families and communities who really cannot get here. We want to help those families to come here and, if that is not possible, we will take our program and go to their community.

PR: I think it's wonderful and egalitarian that you will be going to their community. Does technology play a role, perhaps in enabling people to pay a virtual visit to Lincoln Center? How do you plan to get the music out to those children?

RG: The digital is something that we have to look at, and the idea of a digital field trip might

PR: Can you tell us about your own music education?

RG: I have more theater background. In school I did well in the arts; I loved music, I liked seeing dance. Theater was the place where I felt home. I did theater in high school, and after college I went to conservatory. I attended the London Academy of Music and Dramatic Art, where I studied classical theater. I don't know who I would be today or what I would be doing if I did not have that conservatory background. The skills I mastered in the conservatory are still with me and led to my successful life.

PR: Who are some of your mentors?

RG: I have many amazing teachers. When I think about my mentors they include mainly educators and artistic directors.

PR: What are some of the challenges that you have faced?

RG: I think we have to be careful not to walk into communities thinking that we have the answers. We have to be much more sensitive to the community we are working with.

PR: What are some of the accomplishments that you are proudest of?

RG: In addition to my perfect four-year-old daughter? I have spent an entire career with students with disabilities. When I started as a teaching artist, my first class was a group of 11

continued on page 31



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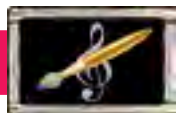
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TOBY PERLMAN HAS A DREAM MUSIC CAMP

By JOAN BAUM, Ph.D.

“Toby’s Dream,” her vision to establish and sustain a top-notch summer music school for gifted youngsters from around the world, with a healthy contingent from the metropolitan area, is about to have its 19th realization, when once again, about 40 kids, mostly string players, aged 12-18, many returning from the previous year, converge on Shelter Island for a full seven weeks as part of the Perlman Music Program (PMP), which also includes chamber music master classes for those 18 and up and guest lectures and related orchestral and choral events. Toby, of course, is Toby Perlman, the indefatigable, super enthusiastic,

fiercely optimistic founder and director of PMP, and the wife of Maestro Itzhak Perlman, who teaches at the school six afternoons a week — along with welcoming youngsters with a home-made chicken barbecue and some dusted off old jokes. A violinist who attended The H.S. of Music and Art and then Juilliard, studying with the legendary artists Ivan Galamian and Dorothy DeLay, Toby always wanted to nurture gifted youngsters in a way that would demonstrate the significance of a rigorous but noncompetitive professional environment that takes into account “the development of the whole person.” Parents tend to see their talented children as stars, but the Perlman family knows that, typically, shining goes on in constellations, in chamber music groups, orchestras and classrooms, and that performance can be affected by — as the old expression has it — the ability to “work and play well with others.”

Originally, Toby called her dream a music “camp,” in order to remind applicants that in addition to their busy rehearsal and performance schedules, they would be encouraged, if not expected, to participate in various social activities, such as swimming sailing, ping pong, dance parties, field trips or just hanging out. Not to mention sharing the responsibilities of “the dreaded Kitchen Patrol” and doing morning dorm room chores. But “camp” yielded to “program” as the enterprise widened beyond the school. Young adults 18 years and older attend for PMP’s highly competitive two-week intensive of master classes and concerts.

Admission to PMP remains as it was — highly selective, with enrollment kept constant to ensure a 2-1 student-faculty ratio. Prospective students send in videotapes and their teachers send recommendations. PMP has a “needs-blind admissions process” and students who require a scholarship in order to attend receive financial assistance. Admission to the Shelter Island grounds remains as it was as well — free, with many folks coming early with picnic suppers. This year, however, Toby signals a major calendar change in order to address problems that adversely affected the American students — school day requirements, including Regents,



Students rehearsing at the camp

graduation and college orientation. And so, this year PMP “has flipped the calendar,” and the school for 12-18 year olds will take place June 29-August 18, and the intensive for the older students June 1-17. The PMP Family Concert has also been moved to July 14th at 11:30 a.m., making it possible for more folks to attend. This annual event, an instrument “petting zoo,” enabling youngsters to hear, touch and try out instruments, has always been a popular feature of PMP, and this year is sure to continue to be influential as well, at least to judge from the kids who come back and say they’re now playing an instrument.

It’s fun but there are rules, the most important one being that “everyone has to be here all the time,” says Toby. “May I be excused because I have a date to play with the Philharmonic?” No, you may not. Excuses can be infectious and multiply. But what consolation! — The fabulous PMP faculty, recruited by Toby and her board, including her famous husband who teaches but still finds time to prepare a welcoming barbecue and freshen up his notorious jokes. Indeed, at PMP it’s high-caliber music, but it’s not music all the time.

Central to Toby’s Dream since its inception is what its original name, Perlman Music Camp, implied — a mix of athletic and social offerings along with professional guidance — swimming, boating, ping pong, hanging out. The day begins with breakfast, followed by four 50-minute hours of practice, six days a week. She pauses, and with a playful sense of the dramatic, as though she is conveying an intimacy, points out that the kids get four — not three — meals a day (something to factor into the “hidden expenses” of running PMP, along with lifeguards, nurses, cooks and food). At lunch, they get their iPhones back (“do we want parents listening in on practice sessions?”) And then they’re free to do what they want — get more coaching, join rehearsals, read chamber music, go to the beach, visit town with a chaperone. At 5:00, everyone assembles for chorus. PMP honors voice as an instrument, and toward the end of the summer, everyone sings, faculty, staff, students, under the inspired direction of Choral Master Patrick

Juilliard Goes Online

By SYBIL MAIMIN

The Juilliard School is now offering its first online music courses — Juilliard eLearning. Working in collaboration with Connections Education, a leading provider of virtual education programs, the world-famous conservatory has developed a set of four innovative music courses for grades K-12 which can be accessed anywhere by students with a computer and a keyboard. Discussing the incentive behind the initiative, Juilliard president, Dr. Joseph W. Polisi explains that music education has diminished significantly in the United States. School choruses, classroom instruction, and school orchestras, that were the norm in the 1950s, were cut back during the recession in the 1970’s, and never returned. With the help of modern technology, he sees an opportunity to help fill the void by bringing his institution’s famous pedagogy to broad audiences and reestablishing the importance of arts education. Similar to Juilliard’s in-house offerings, eLearning is aligned with national music education standards that require singing, performing on an instrument, and composing, and is based on the “repertoire” (the music) that is presented as one integrated system. For a relatively modest fee, students have access to high quality content, instruction, and feedback, as well as on-line tools, including virtual instruments. The youngest students receive a virtual Xylophone; older learners choose from a wide variety of virtual instruments including piano, percussion, and brass. A virtual metronome and a notation tool are available. A sampler allows students to record and use any sounds they choose—for example, pots, pans, and spoons. Pre-loaded tools include a variety of auditory materials such as rain and bubbles, which can be used in compositions. Students have the opportunity to record and hear themselves perform, and can layer or collage music tracks. Demonstrations, recordings, and video performances by Juilliard faculty, students, and alum help explain music concepts and techniques.

The four initial courses are: Experiencing Music, Discovering Music, Exploring Music, and Living Music. Experiencing Music (grades K-2) focuses on basic components. Students use their voices to create beats, rhythms, and melodies and participate in interactive experiences. Discovering Music (grades 3-5) teaches fundamental musicianship from a Western classical perspective. Students learn how to read, listen to, analyze, perform, compose, and improvise music. Audio, visual, and interactive technologies are



Dr. Joseph Polisi, President, Juilliard

provided. Exploring Music (grades 6-8) creates hands-on activities to enhance appreciation and strengthen skills. Students learn about the families of the orchestra and use interactive instruments and tools to compose. Living Music (high school) is a wide-ranging, more advanced study of rhythm, beats, notation, and music history. Students arrange their own music with sophisticated interactive tools. They gain a fundamental understanding of music concepts in the Western classical tradition.

Referring to the focus on the Western classical tradition, Polisi explains he sees music as “an environment, a vast number of flavors.” His goal is to “make the environment as welcoming as possible. If you can engage a student with pop music, he will eventually learn about other styles, such as classical,” he says. The Juilliard president does not suggest on-line courses will replace classroom instruction. He sees the two modes of learning as complementary, with on-line having the advantage of being available to all and offering an opportunity for virtual experimentation. “The best world is one in which a student has both,” he advises. #

Individual students (including lifelong learners) with access to the internet can enroll and pay for individual courses. The cost is \$249 for K-2 and 3-5 courses, and \$299 for 6-8 and 9-12 courses. School districts and schools can also buy courses for classroom use. They are advised to call 888-440-2890 for information. Students in Connections Academy, the 24 virtual public schools operating in 22 states and serving 40,000 pupils operated by Juilliard partner Connections Education, can access the courses free of charge.

Romano, whose very presence evokes cries of joy. It’s all about community, being with others as much as it is about excellence.

The Hamptons are a social place, every weekend so many events taking place, but “we’re not the social scene,” Toby says, “we’re a school,” and that means that we may be “last on the list of things to do.” Admittedly, for those who don’t live on Shelter Island, getting to PMP is a “schlep” but ... The “but” starts her eyes flashing, her hands conducting her enthusiasm, “where else could, say, grandparents take their

9 or 10 year olds where it’s free and where they can listen in as long (or as briefly) as they want? Not to mention the wider adventure — taking a ferry to an island, packing a picnic sunset supper and wandering the grounds listening to song. #

Public concerts are held every Friday and Saturday evening at 7:30 pm from June-August. Concerts are also scheduled throughout The East End during the summer. For details and a full calendar of events, visit: www.perlmanmusicprogram.org, or call (212) 877-5045.



Health Threats to Nutrition

By ARTEMIS P. SIMOPOULOS, M.D.

The Center for Genetics, Nutrition and Health is a non-profit, educational, and scientific organization in Washington, D.C. The Center's programs have focused on Nutrition and Fitness, Omega-3 Fatty Acids, and Genetics. The program on Omega-3 Fatty Acids led to the establishment of the International Society for the Study of Fatty Acids and Lipids and the program of Genetics led to the establishment of the International Society of Nutrigenetics/Nutrigenomics. Over the past three years the Center has focused on Healthy Agriculture, Healthy Nutrition, Healthy People in order to improve nutrition and health worldwide taking into consideration the genetic variation of the population, nutrient intake, and physical activity. This is a major new initiative for the Center, which will lead to the establishment of Regional Centers worldwide on Genetics, Nutrition and Fitness for Health. Food consumption patterns vary around the globe as a result of food availability, cultural determinants, and economic circumstances. It is only through the establishment of such Centers that focus on the genetic variation of the population, and the expansion of local foods, along with physical activity that will lead to the prevention of obesity and chronic non-communicable diseases.

It is important that the public understands key

aspects of nutrition. Sugar consumption, especially in the form of high energy fructose in soft drinks, poses a major and insidious health threat, especially to children; The health threat is comparable to that from cigarette smoking; Most diets, although with regional differences, are deficient in omega-3 fatty acids and too high in omega-6 fatty acids; A concerted effort is needed to decrease the ratio of omega-6 to omega-3 fatty acids in the diet. Most experts believe that poor nutrition is now the single most important obstacle to better health worldwide; Access to a healthy diet should be considered a human right; Place the lead responsibility for nutrition in ministries of health rather than agriculture so that the health requirements drive agricultural priorities not vice versa; Nutritional security should be given the same priority as food security.

It is evident that the way to move forward in improving health, governments must elevate as a matter of urgency nutrition as a national priority and should place a higher emphasis on the health of population over market interests. Good Nutrition is a human right, but it is impossible to achieve for whole populations without good policies for food, health, nutrition, agriculture, ecology, economy and commerce. #

Dr. Artemis P. Simopoulos is the President of the Center for Genetics Nutrition and Health since 1989.

Success in Saying 'It's OK to Fail'



(L-R) Dr. Pola Rosen, Julia Qian, Dr. Artemis Simopoulos & Daphne Pinkerson

By JULIA QIAN

Sitting on the grass in front of the newly built Diana Center, with a major declaration form in my hand, I look at the magnolia blooming in the sun and think about all the alumnae who might have sat at the exact same spot and dreamed about how their lives would blossom.

Two weeks ago, I was lucky to meet three Barnard alumnae. My mentor Dr. Pola Rosen, a Barnard alumna, invited me to a ceremony that honored Dr. Artemis P. Simopoulos by The Hellenic Medical Society of New York for her lifelong contributions in the fields of endocrinology, genetics, nutrition and health. Dr. Simopoulos graduated from Barnard in 1952 as a foreign student from Greece. She went to Medical School and specialized in Pediatrics and then Endocrinology. After spending a number of years coordinating nutrition research in

the federal government, she became president of the Center for Genetics Nutrition and Health, a non-profit educational research organization. Her daughter Daphne Pinkerson is a Barnard graduate of class 1982. She currently works as a documentary filmmaker with a focus on social and political subjects. My mentor Dr. Rosen graduated from Barnard in 1963 with a major in English literature. She pursued a law degree and founded an education newspaper "Education Update" 16 years ago. It was inspiring to see these successful women pursuing their dreams in different fields. It was more encouraging that we bonded quickly as proud Barnard women.

In a follow-up interview, I asked them about what they remembered from their Barnard presidents. A president, as the head and the face of a school, largely influences the stu-

THE ETHICS COLUMN

THE JUST SOCIETY VS. THE PREJUDICED PATIENT

By JACOB M. APPEL, MD, JD



Last October, veteran nurse Tonya Battle received two successive shocks while working in the neonatal intensive care unit at Hurley Medical Center in Flint, Michigan. First, the father of a newborn under Battle's charge asked for a different nurse because he did not want his child cared for by an African-American. Then, to Battle's horror, the hospital reportedly honored the demand — going so far as to post the warning, "No African American nurse to take care of baby," on an assignment clipboard. Battle is now suing. While the patient's request is deeply disturbing, and the hospital's accommodation may well prove illegal under the Civil Rights Act of 1964, the case raises challenging questions regarding the degree to which a bigoted patient may impose his prejudices upon the healthcare system.

In contrast to Battle v. Hurley, some requests about caregivers' backgrounds are treated as routine matters. Many hospitals, for example, will honor a preference by a female patient to be examined by a female physician — especially in supposedly more intimate fields like obstetrics and gynecology. Mental health providers often honor a plea for a male or female therapist. But what of a plea for a male surgeon? And does it matter if the patient wants a male surgeon because he doesn't feel comfortable with a woman touching his private parts, or if he wants a male surgeon because, as one patient once told a colleague of mine, "men cut straighter"?

A crucial aspect of the provider-patient relationship is subjective. Some Orthodox Jewish patients connect better with Jewish providers; some gay and lesbian patients feel they can be more open with LGBT caregivers. One

can even conceive of circumstances where a race-based request might not be intended perniciously, such as an African-American patient who requests a Black psychiatrist because "a white doctor can't understand what I've gone through." Ironically, healthcare is one of the few fields where, in practice,

consumers cannot effectuate such preferences on their own. After all, if you want an Italian-American barber or a Latino accountant, you choose the businesses you patronize accordingly. The structure of healthcare, particularly in the hospital setting, renders individuals powerless to make similar prejudiced choices without the consent of society.

But should society consent? One can make a compelling case that Ms. Battle has a right to be free from discrimination at her job that is no less a right because she delivers healthcare services. Yet one can make a similarly compelling case for the male obstetrics resident who wants equal access to female patients. A possible compromise might be to honor such requests only for truly emergent matters, when refusing care would result in imminent death or serious injury. However, as soon as a patient is stabilized, he would then be given a choice: either accept providers regardless of personal attributes or seek care elsewhere. That approach would make clear to bigoted patients that while society will not let them die for their ignorance, we will also not accept it as within the realm of reasonable accommodation. #

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.

dent body and sets the tone for the institution. Interestingly, two presidents that alumnae had, Millicent Carey McIntosh and Ellen V. Futter, both emphasized the idea of "Women can have it all." In the past 60 years, Barnard students were taught by our presidents to "have it all"; and those alumnae are definitely the living proof of that slogan. However, the current president of Barnard College, Debora L. Spar, claimed something different: "women should stop trying to be perfect." "It is ok to fail," she says. Does it mean that Barnard has lowered its expectation for students? No! President Spar believes that Barnard women will always strive for the best. She is confident that women are capable of doing everything but it doesn't mean that women have to do everything at once and alone. "It's okay to fail," she continues, "and try again." By promising that everything will be all right, she denotes a high expectation for women's achievement, a recognition of weakness in both men and women, and most importantly, she ensures an enormous support from not only herself, but also faculties, class-

mates and alumnae if students fail to achieve their goals. We are no longer in an era when women need to prove themselves as much as it was 60 years ago. We can be housewives, politicians or engineers and be equally proud of our professions. "Striving not for perfection or the ephemeral all, but for lives and loves that matter." President Spar sets another goal for Barnard women. In a time when women are treated more fairly and just, we are freed to be ourselves. We are able to aim above test scores and professions; instead, we seek to be better individuals.

It is with the confidence "women can have it all" that Dr. Simopoulos came from Greece and I from China to pursue higher education in America. It is with the support system that I was able to meet these amazing Barnard alumnae. Thus, I, as well as my fellow Barnard classmates, am able to say, "I will strive to be the best, but if I fail, like any other human possibly would, it is ok." #

Julia Qian is a sophomore at Barnard College. Her home is in Hangzhou, China.



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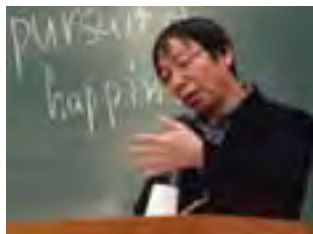


Photo: University of Tokyo

Can You Commit Suicide with Tofu? Translating American Fiction into Japanese

Motoyuki Shibata, University of Tokyo, founder of the literary magazine *Monkey Business* and winner of the 27th Suntory Prize for Social Sciences and Humanities.

MAY 2 • 8:15 AM

12th Annual Financial Reporting Conference

Policy setters from the Public Company Accounting Oversight Board, U.S. Securities and Exchange Commission and Financial Accounting Standards Board.



Photo: Joy Hanson, PCAOB

MAY 7 • NOON

Jewish Arts and Identity in the Contemporary World *Jews on stage, in music and the visual arts, featuring comedian Lenny Wolpe. Keynote by Dr. Carol Zemel on "New Jews/ New Diasporas: Re-forming Identity in the Visual Arts."*

MAY 9 • NOON

Business Ethics: Moving from Theory to the Real World *Harman A. Grossman, Assistant General Counsel for Johnson & Johnson on the ethical dilemmas faced in the global marketplace, and strategies to address them.*

MAY 31 • 8 AM



Bernard L. Schwartz Communication Institute's 13th Annual Symposium *Leaders in business and education explore tools to grow effective, confident speakers and writers within this year's two themes—literacies and storytelling.*

Touro College Students Run Health Camps in India

The women who had come to the makeshift "health camps" to see the student pharmacists from Harlem had ongoing pain in their bones. Some were so thin that their gaunt arms would not hold a blood pressure cuff. One man had collected so many medications that he stuffed them into two shopping bags and brought them to the camp to be sorted, identified and ultimately thrown away.

"He had no idea what he was taking, or the expiration dates of his drugs," said Steven Elrod, a doctor of pharmacy (Pharm.D.) candidate at the Touro College of Pharmacy in Harlem. "He had ten years of medications. Many were not needed. At the end he left with one small zip-lock bag."

Elrod was one of six Touro pharmacy students who, with three faculty members, recently ventured to the slums of India. The group spent four weeks in the poor neighborhoods of New Delhi and Agra, where most of the residents lack access to primary health care. They screened residents for hypertension, diabetes and pulmonary impairment. Residents needing treatment were referred for medical services, and attempts were made to counsel them on

how to improve their health, prevent disease and use their medications properly.

The students showed unflagging dedication, working 10 to 14-hour days under physically trying conditions, often going without lunch and falling ill themselves. Sanitation was poor and the air heavily polluted. Supplies ran short and the hurdles were many, including cultural differences and disparities, and language barriers. UHRC staff helped the group understand some of the differences, taught them Hindi and helped them educate and counsel patients about the options available to treat their conditions.

Brown wanted to go home after the first day. "It was a bit intimidating at first," she said. Reflecting back though, Brown concluded the trip was one of the best experiences of her life. "I saw how people lived and how they didn't have access to what we have. I saw the opportunity to educate patients and improve their quality of life."

Added Cate: "The whole experience embodied the potential for what pharmacists can be in the realm of public health." Cate's colleague, Morataya, said, "This is where I learned public health, and on a global level, too."#

Kossoff Lecture at Baruch College Spotlights Wall Street's 'Honest Man'

By MOHAMMAD IBRAR

For the eighth consecutive year, the Burton Kossoff Business Leadership Lecture Series took place at Baruch College. The lecture series is renowned for the CEOs and chairmen of leading, major corporations from various industries to be guest speakers and share their insights and experience with Baruch students and businessmen alike. This year's guest speaker, Jay S. Fishman, chairman and chief executive officer of the Travelers Companies, exemplifies the leadership, astuteness, and dedication to philanthropy that resembles the Kossoff family.

Thomas Birdsell, dean of public affairs at Baruch College moderated the lecture and set the stage for the Baruch community to take lessons from the CEO. Fishman briefly narrated his professional history and emphasized that he "was with the right people at the right time," allowing his steady climb to peak of the property insurance industry. When asked about the federal debt and overall economic situation of the nation, he commented on his role in the documentary "Overdraft", and explained that the U.S. is heading for a fiscal crisis as Social Security, Medicare and Medicaid costs will continue to rise beyond the grasp of the national government.

He also spoke about the qualities and strengths that are rarely found in business leaders, where the present predominant concern found among them is "What about mine?" Moreover, the exceptional characteristics are not taught in the



(L-R) Pres. Mitchel Wallerstein, Phyllis Kossoff & Jay Fishman, CEO, Traveler's Companies

best business schools; rather, they are found in conscientious citizens of humanity: "benevolence" and "the will to leave behind more than what you took," said Fishman. Additionally, he elaborated on the importance of stewardship and referenced the Posse Foundation as a prime example that provides comprehensive college access and youth development programs for high school students, where companies invest in the education and training of tomorrow's leaders. "I love Posse and we love hiring from them."

Phyllis L. Kossoff created the Burton Kossoff Business Leadership Lecture Series in honor and memory of her husband, who graduated from Baruch College and committed his life in giving back to the community as a responsible businessman and an advocate for civil liberties. #



Ike Reconsidered at Hunter College Symposium



(L-R) President Jennifer Raab, Hunter College & Anne Eisenhower, granddaughter of Pres. Eisenhower

By VALENTINA CORDERO

The Roosevelt House Policy Institute at Hunter College recently held a conference called “Ike Reconsidered: Lessons from The Eisenhower Legacy for the 21st Century”. The project, organized in collaboration with the Eisenhower Foundation, not only focused on the current policy implications, but also on the lessons that we can learn from the Eisenhower legacy for the future. Many of the speakers agreed that “Ike” was a good politician, a big strategist and one of the best presidents that the United States has ever had.

David Eisenhower and his sister Anne, Eisenhower’s grandchildren, have been keeping the image of “Ike” alive. “Speaking about him means to reconsider the 50s,” said David Eisenhower, who is also the son-in-law of Richard Nixon. In a subsequent phone interview with former Columbia University president Michael Sovern, who attended the event, “Foundations such as the Eisenhower Foundation create a support for research and American history. The important thing is to ensure that the work being done is independent of the specific interests of the board. For example, the Kennedy family just created the Edward Kennedy Prize at Columbia for the best work in theater advancing the understanding of American history.” Sovern, currently the director of Atlantic Philanthropies, added that, “Whenever resources are deployed in the aid of history I’m a happy man.”

President Jennifer Raab presided eloquently at the dinner gala, held after the panels. Among the attendees were Evan Thomas, author of “Ike’s Bluff: President Eisenhower’s Secret Battle to Save the World”, and Jim Newton, journalist and author of “Eisenhower: The White House Years”, Jean Edward Smith from Columbia University, Rita Hauser, President of The Hauser Foundation, Philip Zelikov from University of



David Eisenhower

Virginia, and Stephen Hess, Eisenhower’s White House Staff.

According to Thomas, Eisenhower’s reputation is still like a puzzle; he is still regarded by many Americans as a genius, a nice man and a war hero. Moreover, during the event, he described the former president of the United States as a person with extraordinary patience, intuition and political skill, changed by his experiences in WWII, to become a deeper and more spiritual person.

He was portrayed as a politician that people love. It is extremely important, as all the speakers reminded us, that people need to like their leaders, their president. He also deserves to be remembered because of the ensuing prosperity and peace: he ended the Korean War, he signed significant civil rights legislation in 1957 and in 1960, and his presidency became synonymous with economic growth. He was a person that was regarded by the public with a deep trust. #



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At the College of Mount Saint Vincent, we know that your time and money are valuable and limited. That’s why the Mount can help you reach your dreams faster with its School of Professional and Continuing Studies’ (SPCS) master’s and certificate programs for adults. Our experienced SPCS faculty teach high quality master’s programs in Business Administration, Urban and Multicultural Education, Teaching English to Speakers of Other Languages (TESOL), and Nursing. The College also offers an Accelerated Nursing program for adults who already have a bachelor’s degree.

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.” #



LAW & EDUCATION

A BLATANT INCIDENT OF UNETHICAL BEHAVIOR: IS IT TOO MUCH TO EXPECT BETTER FROM OUR EDUCATORS?

By ARTHUR KATZ, ESQ.

As a lawyer who has been involved in various corporate investigations, I was not surprised by the recent article “Ex-Atlanta Schools Chief Charged in Cheating Scandal”. Assuming that there was more to the story, I searched for and found the three volume Georgia Office of Special Investigations report (the “SI Report”) on which a portion of the article was based, which reflected an investigation conducted in a manner similar to the corporate investigations with which I am familiar. The investigation that resulted in the SI Report reviewed over 800,000 documents and conducted hundreds of interviews in order to determine whether cheating had occurred and, if so, its extent.

The SI Report is a compelling read and adds credibility to its findings, which reflected a pervasive pattern of teacher and administrator cheating in preparing for, and scoring, standardized tests in the Atlanta, GA public school system.

In 78 percent of the 56 schools examined, organized and systematic cheating by school professionals was uncovered, educators in 30 of the examined schools confessed to cheating and the evidence suggested that at least another 140 educators in these schools (including 68 percent of the schools’ principals) were involved.

The SI Report mentions three primary conditions that, in its view, led to widespread cheating – (i) the targets set by the school district were often unrealistic and the administration put unreasonable pressure on teachers and principals to achieve targets, (ii) a culture of fear, intimidation and retaliation spread throughout the district, and (iii) the district’s administrators emphasized test results and public praise to the exclusion of integrity and ethics.

According to the SI Report, “The unreasonable pressure to meet annual targets was the primary motivation for teachers and administrators to cheat. Virtually every teacher who

continued on page 27

Teenz in the City

continued from page 12

rants, parks and more.

Teenz in the City works with adolescents with a history of social challenges, language delays, ADHD, Learning Disorders/Disabilities, OCD, Anxiety, Depression or PDD Spectrum Disorders (e.g. Asperger’s Syndrome). The organization offers both individual and group sessions based on the student’s age and goals.

This summer, Teenz in the City is organizing a 3-week intensive summer program. Sessions will be offered the weeks of August 5, August 12 and August 19. The summer program will focus on fostering new friendships, travel training skills, independence and money management, while engaging in action-packed day trips and outings in the New York City area. Space is limited, so be sure to inquire soon for more details.

— “Appropriate social interaction is encouraged and supported by Teenz in the City and all those life skills our kids are going to need to learn are interwoven into that day’s activity. It is the perfect combination of fun and learning in a safe and comfortable environment. I would encourage any parent who wants their teen to increase his/her independence as well as socialization skills to give Teenz in the City a try. You won’t be disappointed!” — Parent of a Teenz in the City participant.

Teenz in the City is a social skills group for special needs and LD teenagers designed to



McCarton Ackerman, Writer & Comedian

By MOHAMMAD IBRAR

Eastville Comedy club hosts a number of comedy shows every weekend, with a plethora of comedians in every lineup including amateurs and longstanding professionals in the mix, such as Louis C.K., Aziz Ansari and Sarah Silverman.

Recently, McCarton Ackerman, former intern/reporter at Education Update, debuted at the famous club. Ackerman is a freelance journalist with verve for writing — ranging from politics to entertainment. From time to time, he swaps his keyboard for a microphone, and on those occasions no subject is spared from derision. Be sure to see him live and follow him on Facebook: [facebook.com/mccarton.ackerman](https://www.facebook.com/mccarton.ackerman). #

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The Mannes Opera Presents:
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May 10 & 11, 2013
7:30 PM

Manhattan Ballet Company Presents:
Spring Dance Concert
May 18, 2013
6:30 PM

Shuffles Presents:
Tap's Entertainment!
May 19, 2013
2:00 PM & 5:30 PM

The Shakespeare Society Presents:
Shakespeare, Love & Service
May 20, 2013
7:00 PM

Aktina Productions Presents: Greek Music Journey 2013 Featuring Greek Singing Sensation Melina Aslanidou
June 6, 2013
8:00 PM

Broadway Dance Center Presents:
Children and Teen Program Showcase 2013
June 16, 2013
10:00 AM, 2:00 PM & 7:00 PM



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The Curious Number 11

By ALFRED POSAMENTIER, Ph.D.

The number 11 is truly a curious number. According to the British King George V the armistice in 1919 occurred at the 11th hour of the 11th day of the 11th month of the year.

In the American measuring system the number 11 appears as a factor in linear measurements as follows: $11 \times 20 = 1$ furlong, and 11×160 yards = 1 mile.

It is the only palindromic prime number that has an even number of digits.

It is purportedly the smallest number which is the sum of a prime and a square in three different ways: $9 + 2 = 11$, $7 + 4 = 11$, $0 + 11 = 11$.

If we reverse the digits of any number, which is divisible by 11, the resulting number will also be divisible by 11.

Here's a nice little trick involving the number 11. Take any number when no two adjacent digits of the sum greater than 9. Then multiply the number by 11 and reverse the digits of this product. Then divide this result by 11. The resulting number will be the reverse of the original number.

For example, $235,412 \times 11 = 2,589,532$. Reversing the digits: $2,359,852 \div 11 = 214,532$, which is a number whose digits are in the reverse order of the original number.

Aside from being the fifth prime number, it is also the fifth Lucas number. (You may recall the Lucas numbers is a sequence of numbers beginning with 1 and 3 with each succeeding number being the sum of the two previous numbers, as in the following sequence: 1, 3, 4, 7, 11, 18, 29, 47, 76, 123, ...)

We also find the powers of 11 on the first few rows of the famous Pascal triangle as shown below. (see diagram below)

Up to the fifth row the powers of 11 appear directly. With the fifth power of 11 with two digit numbers begin to appear we need to carry over the tens digit to the next place to get 11^5 . To the left of the Pascal triangle you will notice that the sum of the numbers generate the powers of 2, while the oblique sums show the Fibonacci numbers, which are simi-



lar to the Lucas numbers in that they are also generated by the sum of consecutive numbers.

There is a very nifty way to multiply by 11. This one always gets a rise out of the unsuspecting mathematics-phobic person, because it is so simple that it is even easier than doing it on a calculator!

The rule is very simple:

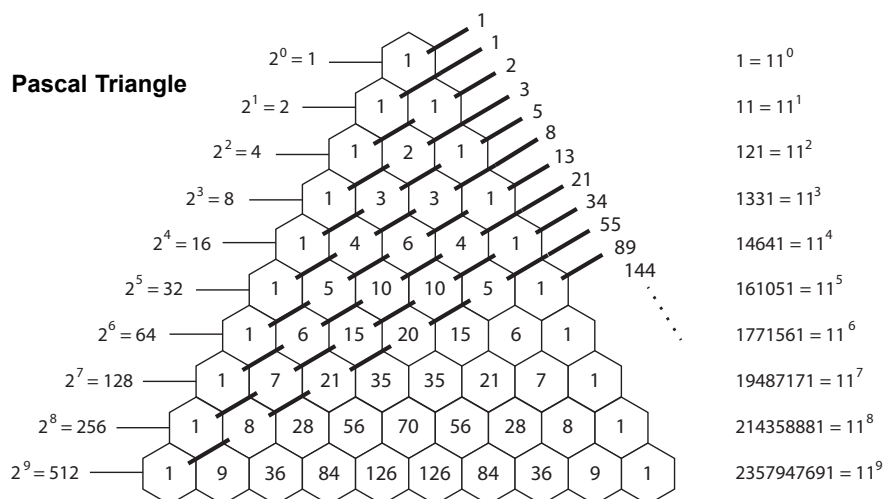
To multiply a two-digit number by 11 just add the two digits and place this sum between the two digits.

Let's try using this technique. Suppose you need to multiply 45 by 11. According to the rule, add 4 and 5 and place it between the 4 and 5 to get 495.

This can get a bit more difficult. Suppose the sum of the two digits you added results in a two-digit number. What do we do in a case like that? We no longer have a single digit to place between the two original digits. So if the sum of the two digits is greater than 9, then we place the units digit between the two digits of the number being multiplied by 11 and "carry" the tens digit to be added to the hundreds digit of the multiplicand. Let's try it with 78×11 . $7 + 8 = 15$. We place the 5 between the 7 and 8, and add the 1 to the 7, to get $[7+1][5][8]$ or 858.

You may legitimately ask if the rule also holds when 11 is multiplied by a number of

continued on page 31



University Latin Mottos

By VALENTINA CORDERO

We cannot hide the fact that we have a very strong legacy of Latin. Latin words and phrases appear in our everyday lives, a piece of history and tradition. It can be a way to reflect the origin of universities in medieval institutions, its guiding principles and a connection to a tradition of education. It is about paying tribute to a language tradition and to higher education. The Latin language is an anchor; it was the foundation of education and though no longer spoken it lives on through its use at institutions of learning, like the ones below.

University of Alaska Fairbanks: *Ad Summum* (To the top)

University of Houston: *In Tempore* (In Time)

Albright College (Pa.): *Veritas et Justitia* (Truth and Justice)

Bowdoin College (Maine): *Ut Aquila Versus Coelum* (As an eagle towards the sky)

University of California: *Fiat lux* (Let there be light)

College of Charleston: *Sapientia ipsa libertas* (Knowledge itself is liberty)

University of Chicago: *Crescat scientia; vita excolatur* (Let knowledge grow from more to more; and so be human life enriched)

University of Denver: *Pro Scientia et Religione* (For Knowledge and Religion)

Emory University: *Cor prudentis possedit scientia* (The wise heart will possess knowledge)

The Florida State: *Vires, Artes, Mores* (Strength, Skill, Character)

University of Great Falls: *In lumine Tuo, videmus lumen* (In Your Light we see the light)

Macalester College (Minn.): *Natura et Revelatio Coeli Gemini* (Nature and Revelation are twin sisters of heaven)

Massachusetts Institute of Technology: *Mens et Manus* (Mind and Hand)

New York University: *Perstare et Praestare* (To Persevere and to Excel)

University of North Dakota: *Lux et Lex* (Light and Law)

University of Oregon: *Mens Agitat Molem* (Minds Move Mountains)

Stevens Institute of Technology: *Per aspera ad astra* (Through adversity to the stars)

University of Texas: *Disciplina praesidium civitatis* (Education, the Guardian of Society)

Yale University: *Lux et veritas* (Light and truth)

University of Northern Colorado: *Sapientia In Aeternum Est* (Wisdom is eternal)

Columbia University: *In lumine Tuo videbimus lumen* (In Thy light shall we see light)

Harvard University: *Veritas* (Truth)

University of Southern California: *Palmam Qui Meruit Ferat* (Let him who deserves it bear away the palm)

Hunter College: *Mihi cura futuri* (The care of the future is mine) #

The Promise of Research-Practice Partnerships

By JAMES KEMPLE, Ed.D.

The past decade has seen a deepening commitment to evidence-informed education policy and practice, at federal, state and local levels. States and school districts face increasing pressure to demonstrate measurable progress on student and teacher performance. Funders and program developers are asked to justify investments in education reform and innovation with evidence of their intended and actual impact on student achievement. Until recently, however, this promising trend has mainly focused on questions that arise from outside of local decision-making processes, with answers based on a fairly narrow set of outcomes, such as student test scores and graduation rates.

The Research Alliance for New York City Schools is one of a growing group of research-practice partnerships across the country, working toward a new, more collaborative approach to building evidence for policy makers and educators. The Consortium on Chicago School Research was the first such partnership, followed by the Research Alliance in NYC, the Baltimore Education Research Consortium, the Los Angeles Education Research Institute, and several others. We are all working to develop a new paradigm of education research that addresses questions that arise from local problems and yields useful, relevant lessons for the

policymakers and practitioners who are directly responsible for educating young people.

The hope is that by bringing nonpartisan evidence to bear on questions that matter to local actors, we can accelerate progress on key challenges and ultimately produce better outcomes for students. A recent report by the William T. Grant Foundation explored some of the challenges faced by these burgeoning research-practice partnerships, as well as strategies for addressing them. The partnerships forged in Chicago and NYC are helping others to build similar capacities in their own cities.

Over the last few months, the Research Alliance's work has covered such topics as teacher turnover in middle schools, New York City's high school choice system, and how the high school landscape and outcomes have changed in the City over the past 12 years. Not surprisingly, all of these studies revealed a mix of encouraging and disappointing results. We must be willing to learn from both, if we hope to improve our schools.

In New York City and around the country, research collaborations are striving to inject rigorous and relevant evidence into discussions about education policy and practice. The success of this work will depend on investments in research that are more commensurate with the investments being made in reform and innova-

NYU Steinhardt Ed Policy Breakfast 2013

By VALENTINA CORDERO

Breakfast and education converged for the third and final meeting of the academic year at the NYU Steinhardt Education Policy Breakfast Series, "Common Core Standards: Desired Outcomes and Potential Consequences". The series had the same goal as it has had for the past 13 years: illuminate contemporary educational issues at both local and national levels. It brought together educators, research-

ers, heads of corporations, university faculty, school superintendents, leaders of foundations and advocacy organizations, as well as policy makers and legislators.

The guest speakers were Ramon Gonzalez, principal of MS 223: The Laboratory School of Finance and Technology; Randi Weingarten, president of the American Federation of Teachers; James Cibulka, president of the *continued on page 27*

College Commencement Speakers Around the Nation 2013

By VALENTINA CORDERO

For hundreds of years students have worn academic regalia. It has an historical meaning and significance, and indicates the accomplishment of scholars. In fact, in the United States it is a tradition that goes back to the colonial colleges era. Moreover, it has been influenced by medieval Europe, and it was formally adopted and standardized in the 19th Century, thanks to the Intercollegiate Code on Academic Costume in 1984-1985. In 1932, the American Council on Education (ACE) authorized the appointment of a committee to "determine whether revision and completion of the academic code adopted by the conference of the colleges and universities in 1895 is desirable at this time, and, if so, to draft a revised code and present a plan for submitting the code to the consideration of the institutional members of the Council." Academic regalia is a standard dress worn by both students and staff during special occasions, like commencement ceremonies, graduation, or other special events. There are many different colors of the robe and the stripes, and each of them indicates a different area of expertise. Journalism, for example, is crimson, Philosophy is dark blue, Law is purple and Music is light pink. The most common cap is the square academic cap, or mortarboard.

Northeastern University: Jim Yong Kim, President of the World Bank will also receive an honorary degree during the morning ceremony. "His efforts to ease worldwide poverty and increase social responsibility are inspiring, and we are pleased to honor his contributions," said Joseph E. Aoun, president of Northeastern University.

Ohio State University: Barack Obama. It is the first trip to Ohio that he has announced since the election and he will be the third sitting president to deliver Ohio State's commencement address.

Howard University: Bill Clinton. As a pre-

eminent leader, humanitarian and advocate, his extraordinary global work and commitment to public service will inspire the class of 2013.

Wheelock College: Maria Shriver, Journalist and Author of six best-selling books.

Tulane University: His Holiness the 14th Dalai Lama will receive an honorary doctorate of humane letters and The Dalai Lama's Commencement address at Tulane.

Rice University: Neil deGrasse Tyson, Astrophysicist and he is currently the Frederick P. Rose director of the Hyden Planetarium at the American Museum of Natural History. "Dr. Tyson's speech at our commencement is especially timely and inspirational given Rice's long history in space science and our current efforts to breathe a new dimension and direction into our relationships with NASA and the Johnson Space Center," said Rice President David Leebron.

Concordia College: Shepard W. Hill president of Boeing. He drove the company's growth.

University of Southern California: Jimmy Iovine Chairman of Universal Music Group's Interscope-Geffen-A&M Records unit. He is considered both a legendary figure in the music industry as well as a forward-thinking visionary.

University of Alaska Anchorage (community college): Kelsey Waldorf. She is a justice major and she has worked as a student researcher with the Alaska State Troopers and Anchorage Police Department.

Duke University: Melinda Gates. "She gives us a shining example of the difference a compassionate advocate can make in the world," said Richard H. Brodhead, the president.

Saint Joseph College: Michael Scudder. He was a White House legal adviser under President George W. Bush from 2007 to 2009.

Lincoln Land Community College: Holly Black of Taylorville, the President of the LLCC Honors Program Student Organization.

tion. Without this investment, the promise of evidence-informed education is likely to lapse back into an academic exercise with little connection to the experiences of school administrators, teachers, and students. #

Dr. James Kemple is Exec. Director of The Research Alliance for NYC Schools and a research professor at the Steinhardt School of Culture, Education and Human Development at NYU.



From STEM to STE(A)M: A New Initiative at Dwight School

Answering Rhode Island School of Design President John Maeda's clarion call to make the connection between STEM and the arts, Dwight School is doing just that — and making that connection explicit through a new "From STEM to STE(A)M" initiative.

To kick off this exciting program, Dwight School is hosting a signature event on May 13 for its community, featuring a series of talks by experts and artists, student performances, and multimedia presentations designed to bring this interdisciplinary blending to life. Leading the charge is Al Doyle, Dwight's Head of Visual & Performing Arts,

who is a pioneer in integrating game design and game-based learning into the academic curriculum with the goal of engaging students to think beyond boundaries between traditional academic disciplines. "Leonardo da Vinci didn't acknowledge the difference between art and science," says Mr. Doyle. So it seems — centuries later — neither should all of us.

Dwight's "From STEM to STE(A)M" kickoff event next month will include remarks by Dr. Leonisa Ardizzone, a noted expert in science and engineering education from New York



One of five sculptures on display at The Dwight School

City's Storefront Science. She will underscore the importance of integrating the arts with science, technology, engineering, and math in the classroom.

Zack Tornaben, Associate Curator from the Guided by Invoices gallery in Manhattan, will provide an overview of the work of the father-and-son team of Erik and Martin Demaine, MIT professors who created origami sculptures that express non-Euclidian geometry in tangible form. The gallery will be lending these

continued on page 31

EDUCATORS EXPLORE GAMING IN THE CLASSROOM

By MCCARTON ACKERMAN

Is gaming the future of education?

The more than 30 educators who took part in the one-day professional development workshop at the BrainPOP offices seem to think so. Hosted by BrainPOP and Learning Games Network, these two companies are hoping to make game-based learning an ever present reality in the classroom that students will not only enjoy, but also engage them and build both academic and life skills.

The morning began with a keynote talk from designer Nick Fortugno, CCO of Playmatics and creator of "Ayiti, the Cost of Life," a game featured on GameUp. He believes that games can create individual challenges that not only help students develop new skills, but also provide targeted feedback and usable data for teachers that can tie into classroom experiences.

"The games can help me understand where a student is, but also can be used as an assessment tool," said Fortugno. "We do ourselves an incredible disservice to think about educa-

tional games differently from other games. We should be looking at them as a whole."

Following the talk, those in attendance explored the free games offered on GameUp and collectively played an online math game called "Lure of the Labyrinth: Employee Lounge." After a few minutes of playing, the teachers discussed their observations of the game and how they tied into many of the key points made in Fortugno's talk.

"I do think games like this are the future of education," said Monica Encarnacio, a teacher at PS 330 in Queens. "I was never a gamer as a kid, but I can see how much my students love it and can learn from it. It's good for them to have that background knowledge."

In the second half of the workshop, the attendees got to explore what it would be like to create games of their own. Using Learning Games Network's Game Design Tool Kit, the teachers and speakers brainstormed ways to design games that would help students build understanding.

"We asked people there to identify things

FROM THE SUPERINTENDENT'S DESK

ENCOURAGEMENT IN THE FACE OF EXCLUSION

Dr. CAROLE G. HANKIN
With EMILY WOOD

Your son doesn't get picked to be on teams or asked to participate in games, or your daughter is planning a birthday party but has nobody to invite. What do you do? It's a painful situation for any parent, seeing their cherished child being excluded from everyday activities, sometimes even from events that serve as a rite of passage for certain age groups.

Being ostracized from a group of peers can be a damaging experience for any child or young adult. Regardless of the reason, which is more than likely trivial in nature, not being included in normal group activities expected for their age group can leave a youngster feeling alone, unloved and different. Children are meant to have contemporaries that they can share experiences with, encouraging them to be the best they can possibly be as they grow emotionally, mentally and physically. These resonating effects can have a profound impact on a young person's social attitude throughout life.

Exploring the root cause of this exclusion can begin to aid parents in determining a method that will help their child overcome this intimidating, and sometimes even damaging, social problem. Fully examine the situation with an open mind, considering all factors, including your child's behavior as well as that of their peers. Determine whether your child's actions play any role in the exclusion. If so, work with them on correcting their negative behavior, remembering that this is a delicate area and should be addressed accordingly. If they are not at fault, provide them with a strong sense of encouragement, love and support, ensuring that these feelings are only temporary and the behavior will subside over time.

Though it may be a difficult discussion to effectively and clearly communicate, be sure to explain that friendship is really about quality, not quantity. Children and young adults may not be able to understand the long-term significance of lifelong connections, but, since it's a

that are harder for them to teach, then look at ways to create a game that would help people teach that concept," explained Andrew Gardner, senior manager at BrainPOP.

At the end of the session, the educators emerged with the initial concepts for games that would teach topics such as measurement and scale, the periodic table and critical reading. Although creating an actual game that addressed these subjects could take months or even years, it stimulated ideas and conversation about how to create full learning experi-



concept that will reappear continuously throughout their life, it's imperative to really emphasize this while they are young. Instill the idea that every person is different and everyone does not need to have a certain number of friends to be happy. Their happiness is based on themselves, their passions and dreams, not whom they choose to associate with.

Continued reassurance is the key to instilling a positive attitude and maintaining an upbeat

atmosphere at home, regardless of the outside situation. Start to consider alternative social situations. Get them involved in a new activity, sport or outside organization. This will broaden their horizons, opening up new doors and social outlets that they never imagined before. If they've always been interested in doing community service, now is the perfect time to get them involved. Activities outside of the normal comfort zone will bring in a new and diverse range of people that children may have never met prior.

Groups of young people will always be found excluding peers for one reason or another. This is an unfortunate fact of growing up. Providing alternative situations will not only lead children to an expanded network of friends and peers, but also give them new interests, hobbies and passions that can blossom into greater opportunities. With ample support at home and active participation from your child, overcoming social exclusion in the developing years will build a youngster's persistent ability to cope in the face of difficulties and adversities as they grow older and come across new and trying challenges. #

Dr. Carole Hankin holds a B.A. from Sarah Lawrence College, two master's degrees and a Doctorate of Education from Columbia University, and a certificate from Cornell Labor Relations School. She has served as the superintendent of the Syosset Central School District for 23 years and is on the boards of the Mathematics Museum of New York and the Peconic Bay Medical Foundation.

ences in the classroom.

"Even if the games are competitive and result in losing, people will play them for the simple idea that they're fun," said Fortugno. "They can create lasting, positive memories and those are the types of experiences we hope to be able to facilitate in the classroom." #

McCarton Ackerman is a freelance writer based in Manhattan. His work has been featured in publications including abc-news.com, Time Out New York, usopen.org and Hollywire.



SCHOLARSHIPS FOR AUDUBON SUMMER CAMPS

Today's children are spending an average of seven hours a day on electronic devices, depriving themselves of the emotional and physical benefits that come from bonding with nature. For this reason, Wild Birds Unlimited, the original and largest franchise system of backyard bird feeding and nature specialty stores, and the National Audubon Society, one of the nation's leading conservation organizations, are teaming up to offer scholarships for children to attend a week of summer camp. Wild Birds Unlimited and Audubon share a belief that when children spend quality time outside, it can have a lasting, positive impact on their personal lives and the future of our great natural heritage.

The Wild Birds Unlimited Pathways to Nature for Kids initiative has granted \$260,000 to the National Audubon Society for scholarships since 2007, helping more than 1,400 kids attend summer camp. With this year's grant, at least 125 underserved children will have the opportunity to connect with nature and learn more about their environment. Parents and caregivers should apply now to give their children the opportunity to attend one of these camps.

"Today's youth spend less time outside than any previous generation," said Jim Carpenter, CEO and Founder of Wild Birds Unlimited. "With these scholarships, we are helping underserved children spend part of their summer having fun by exploring nature."

Wild Birds Unlimited began partnering with Audubon in 2007 when the idea to offer camp scholarships came from a book written by Richard Louv entitled "Last Child in the Woods." In this book, Louv explains the Nature-Deficit Disorder among our nation's all too wired youth.

"What I liked about Audubon Camp is that it feels so good to be outside and play in the dirt," said Xavier who attended the Aullwood Audubon Center and Farm camp last year. "It was a chance to learn new things and meet new people. On the last day, we even got to feed a Red-tailed Hawk." #

Scholarship eligibility is determined by each Audubon Center. For more information about general registration, camp programs and scholarships, visit the Audubon website: <http://education.audubon.org/programs/audubon-camps>.

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USDAN CENTER'S FINAL OPEN HOUSE FOR 2013 SEASON

Usdan Center for the Creative and Performing Arts, the nationally renowned Long Island summer arts day camp, will soon begin its 46th season with new programs. The Usdan Center is introducing for 2013 a new 3-week season that includes jazz and tap dance intensive, select chamber choir, studio art and technical theater. Most programs at Usdan Center, more than 40 in music, dance, theater, visual arts, creative writing, nature and ecology and chess, are open to all students within various age groups with no audition needed.

The special three-week session July 22-August 9 (in addition to the four and seven-week programs beginning June 24); an expansion of the Center's jazz program, encompassing three separate jazz ensembles: Beginner, Intermediate and Advanced, giving students more personalized attention at their specific levels as well as increased opportunity for performance; a new "Technical Theatre" program for 10th-12th grade students wishing to study

theater stage management and set construction (limited enrollment); a Jazz and Tap Intensive, for 7th-12th grades. Similar to Usdan's Ballet Intensive, this is for advanced dance students, and will include a full day of dance study; a Select Chamber Choir, a minor class, by audition for grades 7-12, featuring a small ensemble singing jazz, classical and popular music; and Studio Art, for grades 5-12, including work in two and three-dimensional media - drawing, ceramics, sculpture, printmaking and other forms.

Recently added programs, including "Fashion Design," "Book Illustration" and "Organic Gardening and Simple Food" will continue. #

Usdan will hold its final, free Open House for 2013 on Sunday May 19, 11 am-2 pm. Visit www.usdan.com contact the Center at (631) 643-7900, (212) 772-6060 or openhouse@usdan.com for more information. Families who cannot attend may make appointments for other days.

Allergies & Summer Camp

It's not uncommon to find peanut butter and jelly sandwiches or products consisting of eggs and wheat in the school or summer camp cafeteria, but for many children who suffer with food allergies, these products can raise high concerns. According to The Food Allergy & Anaphylaxis Network (FAAN), 8 percent of U.S. kids have been diagnosed with food allergies and every 3 minutes, a food allergy reaction occurs. With food allergies on the rise, it's extremely important for parents to inform teachers and staff of their child's allergies, as well as take precaution into their own hands.

Hope Paige has created new, fashionable, and affordable medical bracelets for children to remain safe when suffering with food allergies

when away at summer camp, in the classroom, on a field trip or a play date at a friend's house. These ID bracelets are stylish and easily blend in with everyday pieces, but during a time of need, will stand out to medical professionals. With fun colors, styles and a personalization option, these bracelets will allow any child to show off their personal style with a one-of-a-kind bracelet while staying safe.

In addition to the bracelets, Hope Paige has created an infographic illustrating the amount of children suffering from allergies who will be attending summer camp this year.#

<http://www.hopepaige.com> and <https://www.hopepaige.com/attack-of-the-allergens.aspx>

QUOTE OF THE MONTH:

Helen Keller once said,

"It is better to walk with a friend in the dark than alone in the light."



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Respecting Autism: The Rebecca School Dir Casebook For Parents And Professionals

Respecting Autism: The Rebecca School Dir Casebook For Parents And Professionals

By Stanley L. Greenspan, MD and Gil Tippy, PsyD.
Published by Vantage Press, Inc.,
2011, New York, NY: 226 pp.

By MERRI ROSENBERG

For parents of autistic children, finding an educational program that will offer their children appropriate opportunities is a challenge that begins almost as soon as the diagnosis is confirmed.

There are strong feelings and beliefs about what works best for children who fall along the developmental spectrum; this particular volume highlights the work of the late Dr. Stanley Greenspan, who had been the clinical professor of psychiatry and pediatrics at George Washington University Medical School, which is the approach taken by the Rebecca School, a private school in Manhattan.

So what is that philosophy? Known as the “Developmental, Individual Difference, Relationship-based—DIR” model, it starts with the premise that the best way to teach autistic children to function in the world is to work from relationships, not Pavlovian-like behavior rewards and punishments.

For those familiar with the “applied behavioral analytic” intervention model, which rewards positive behaviors and punishes undesirable ones, the Rebecca School is a radical departure. As the author explains, “What you can get a child to do in carefully controlled, and unnatural, environments, does not often translate to other situations.” Instead, the DIR/

Rebecca School seeks to move autistic children further along in the world of abstraction, so that they can better adapt and behave in real world situations.

As the author says, “Difficulties with relating and communicating are the core deficits of Autism, and if your intervention does not take them as the direct target of your work, then you are not doing the most appropriate, relevant, evidence-based intervention.”

What the Rebecca School does instead is start from a premise of respecting the children they work with, as well as the families and staff involved. It’s not a school that works with punishing and rewarding behaviors; rather, coming from the philosophy that behavior is communication, everything flows from that belief. Which means that the staff (teachers, assistants, therapists, psychologists) “will always let the relationship take precedence over any schedule, adult need, or final product. We recognize that we are active participants in the relationship, and will always try to keep the respectful relationship going, eventually helping children to become active members of a larger community.”

Through a variety of specific case studies highlighting individual children in the program, parents can better understand how students’ days are structured, what therapies and interventions are provided, and how—perhaps—their own children could benefit from the DIR model.

There is no magic bullet to transform autistic children, no single solution nor “best” school that will help these youngsters navigate a baffling world. Still, offering parents other ideas and options that could make a difference is indeed invaluable. #

Eminent String-Theorist Edward Witten Comes to Hunter College

By DR. POLA ROSEN

The Hunter College Writing Center CE was honored the other evening to host Edward Witten perhaps the world’s greatest string theorist as part of its “Great Thinkers Of Our Time,” series which will also feature Nobel laureate Sheldon Glashow in April, and Alan Guth, winner of the \$3 million dollar Fundamental Physics Prize in May. The enthusiastic audience filling the Faculty Dining room included such notables as author and Professor Michio Kaku, and sponsors of the series Jim and Marilyn Simons. Lewis Burke Frumkes Director of the Hunter Writing Center after thanking the Simons for their generosity introduced the evening by saying “Great thinkers think about great ideas” and after reminding the audience of Descartes famous “Cogito Ergo Sum” proof

in 1644 for his own existence went on to say scientists and philosophers of today not only want to know that they exist and of what they exist ... but why they exist? Why for that matter does anything or everything exist if it does, and what is it all about?” In other words” he continued “they want a theory of everything, a grand unified field theory which would unite the micro world of quantum mechanics with the macro world of relativity and gravity. “Some of the people best equipped to mine that field if you’ll excuse the pun” he quipped, “are the cosmologists and mathematical physicists who toil in these abstract worlds and speak the language of mathematics which seems to be the language in which many of the most important existential and universal questions are written. “ Edward

continued on page 31

REVIEW OF ‘LIVING DESERT’ BY DANA BUCKLEY

Living Desert

By Dana Buckley
Published by Graphis Inc, 2012, New York.

By MERRI ROSENBERG

I’ve never seen the allure of the desert. One of my good friends spends weeks at a time in Arizona, rhapsodic about the beauty of the landscape, the climate, the entire experience. As for me, give me the Atlantic Ocean and a South Florida beach any day when I need an escape from New York’s biting winters.

Dana Buckley’s exquisite, unusual, stunning coffee table book focusing on the flowers and plants found in our Western American deserts, could change my mind. Buckley, a photographer whose editorial work has appeared in Redbook, Self and Family Circle and who has done commercial work for Kodak, Procter & Gamble, Disney and Johnson & Johnson, is a six-time winner of the excellence in photography award from Art Direction magazine.

Her artistry is apparent in every page of this book. Her images evoke Georgia O’Keefe’s intense close-ups, presented in a way to compel the viewer to really look at the surface of an aloe plant, or the petals of a desert lily.

Buckley’s selected her subjects from the Arizona-Sonora Desert Museum in Tucson; the Anza Borrego Desert Park, Borrego Springs, California; Huntingdon Gardens in San Marino, California, Joshua Tree National Park in Yucca Valley, California, and Lotusland, Santa Barbara, California.

Buckley, to her credit, steers clear of cliché images of the desert. Don’t look for postcard visions of stark cacti plants in an eerie moon-scape. Instead, Buckley shows the distinction of a bunny ear plant’s mathematical folds, the delicate pink petals of a lace cactus, the brilliant assertiveness of a Brazilian bromeliad, or the haunting stems of a brittlebush.

These are formalistic, abstract studies that nevertheless capture the essence of the still life Buckley explores in depth.

In her foreword, Buckley writes, “To me, the dryness of the desert has a certain resonance with the cement and stone of New York City, while the desert’s mountain backdrop is reminiscent of the jagged skyline. This experience required a new kind of patience; rather than trying to alter the environment to get the shot I wanted, I yielded to its might and majesty.”

That’s not bad advice for anyone who encounters this majestic book. Surrender to its mystery, its esthetic and its seductive sensibility. #

MOVIE REVIEW

Daraja Academy: Scholarship School for Kenya’s Brightest Girls

By DOROTHY DAVIS

“We are here to celebrate something positive in the world!” exclaimed Deborah Santana, whose Do A Little Foundation is a founding donor of Daraja Academy, as she welcomed us to the screening of “School of My Dreams” and “Girls of Daraja” at the Time Warner Center. These beautiful short films, by Barbara Rick and cinematographer Jim Anderson, showed an exciting school, one of the only free non-religious secondary schools for girls in Kenya. Representing 30 of the country’s 42 tribes and many religions, 104 girls attend Daraja, which in Swahili means bridge — between who they are when they arrive and what they can become.

In 2006 school founders, educators Jason and Jenni Doherty, shared a dream. Because of their love of Africa and belief that change occurs in a developing country through the people themselves they wanted to start a school to give talented Kenyan girls the tools to change their world. In 2007 The Carr Foundation in San Rafael, California made it their project and in February 2009 the 150-acre school, 4 hours NW of Nairobi in a valley below Mt. Kenya, greeted its first class. The students have top academic scores and exceptional leadership



(L-R) Barbara Rick, Filmmaker & Deborah Sanatana, Founder of Do A Little Foundation

skills but no money. They couldn’t have gone to secondary school any other way. As a boarding school Daraja provides shelter, food, healthcare and counseling so they can focus on academic and personal development.

Its educational model combines the traditional rigorous Kenyan educational standards with innovative teaching practices. With Yahoo’s support they built a computer lab. Partnering with GROOTS, a grassroots women’s leadership program, they developed a curriculum. All teachers are Kenyans with advanced educational degrees. The student/teacher ratio is 13:1. The four main focus areas are Women’s

continued on page 31

WOMEN IN THE NEWS

Profile: Women in Music

Barbara Lowin

By BARBARA LOWIN

Perhaps because my mother was a singer, born to Russian-Ukrainian parents, and Russian was my first language, I developed an early love of both singing and foreign languages. While doing my piano studies at the Royal Conservatory of Music in Toronto, I took singing lessons with an elegant local baritone, Charles Jordan. He felt that at age fifteen, I was too young to be singing heavy-duty opera, so he had me learn a vast repertoire of folksongs. He was a cantor and brought much Hebrew and Yiddish repertoire to my attention. This was very handy for in my early years in New York, I sang not only in the choir of Temple Emanu-el, but also fleshed out my income with “engagements” at Sammy’s Roumanian restaurant on Saturday nights.

My second voice teacher, a very elderly Judith Litante, was a personality right out of Victorian England and it was she who not only inspired me to sing opera but she herself had had a vocal career in many world capitals. Her artistry was known and respected by many prominent musicians including her friend composer Maurice Ravel. She exposed me to the delights of singing exotic classical repertoire in foreign languages and opened my eyes to a rich variety of music and culture.

I finished Juilliard with a Bachelor’s of Music, which was bestowed on me while I participated in the Tchaikovsky Competition in Moscow in 1971. I had been highly inspired by my voice teacher Beverley Johnson, who was herself a great pianist. I was also chosen by Mme. Maria Callas to participate in her original master class series which has been immortalized by the Terrence McNally play “Master Class”. I was also awarded a generous scholarship by the great bass-baritone George London from his foundation in Washington, whose purpose was to give a beginning operatic career an extra push.

My solo career included the N.Y. City Opera, the N.Y. Philharmonic and every major opera company in North America, as well as numerous appearances with the famed Welsh National Opera in the U.K. I performed operetta and classical recitals for the CBC-TV network in Canada and even sang for Queen Elizabeth II in Ottawa.

If what they say is true, that the song or



“Lieder” recital is the highest vocal “art,” then I was particularly privileged to perform many recitals of song with piano — again in numerous foreign languages. I could make my own programs in any languages and themes.

Eventually, when I wanted to break through the “fourth wall” of formality in the song recital —and maybe because I had been exposed to popular American music through my father who was a dance band leader, I began to sing recitals, or “shows” of the beautiful American songbook. I have done this for the past fifteen years and I continue to perform my cabaret shows with song, patter-and-chatter and amusing anecdotes (I think they are amusing anyway). My pianist and I love to interpolate classical themes in with American songs such as our “medlette” of Tchaikovsky’s beloved “At the Ball,” with Henry Mancini’s movie theme “Charade”. I continue to sing a vast repertoire including French, Russian (a Russian medley), Italian and even Yiddish! #

Barbara Lowin is a graduate of the Juilliard School and opera singer for 20 years in the USA, Canada and Europe. She has appeared on numerous television shows for CBC Canada. She is now retired, living in Manhattan, teaching voice and performing occasional Cabaret shows.

SPORTS

Sabrina Southerland: A Track Runner From Cardozo HS

By RICHARD KAGAN

It’s been a whirlwind year for Sabrina Southerland, a senior at Benjamin Cardozo High

School in Queens. She was named 2013 Armory Athlete of the Year in Washington Heights for running elite times in middle distance races. She,

PROFILE: WOMEN IN MEDICINE

DR. RAINU KAUSHAL: DIRECTOR, HEALTH INFORMATICS MASTER OF SCIENCE, WEILL CORNELL MEDICAL COLLEGE

Inspiration for career path:

I have wanted to be a physician and a scientist since I was a young child. As young as age 3, I would run around with a stethoscope around my neck and loved the board game Operation. I asked so many questions as a child that my father gave me the nickname, “Madame Curie.” Having a career in health policy has allowed me to combine my love of medicine with scientific inquiry.

Challenges and resolutions:

I entered medical school with the expectation that I would become a practicing clinician. However, I rapidly realized that as much as I enjoyed direct interactions with patients, I preferred influencing the quality, safety, and efficiency of care for larger populations. Reconciling my a priori vision of a physician as a clinician with my interest in science took time. Meeting other physician-scientists in health services research and health policy helped greatly.

Proudest accomplishments:

I have particularly enjoyed building a great team of faculty members and establishing the Center for Healthcare Informatics and Policy at Weill Cornell Medical College. Our group has helped to establish the field of healthcare informatics as an important area of scientific inquiry and has contributed to the knowledge base of health information technology enabled health care transformation. We have also made fundamental contributions to the fields of patient safety and quality. At our Center, we are particularly interested in training the next generation of health informatics and health services professionals and scientists.

Influential mentors:

Personally, my mom has been the most significant mentor in my life. She has taught me the importance of hard work, kindness, and fairness. She has inspired me with her fortitude despite the challenges she faced as a young widow with three children. She enabled my two brothers and me to be educated as physician-scientists at some of the most wonderful institu-

tions in the country. Professionally, Dr. David Bates at Brigham and Women’s Hospital and Harvard Medical School has been my most influential mentor. He taught me how to be a scientist as well as how to lead and hopefully inspire a group of researchers.



tions in the country.

Professionally, Dr. David Bates at Brigham and Women’s Hospital and Harvard Medical School has been my most influential mentor. He taught me how to be a scientist as well as how to lead and hopefully inspire a group of researchers.

Turning points:

Having the opportunity to attend Harvard Medical School was a turning point in my life. I suddenly found myself surrounded by people who were brilliant and excited by medicine. I loved every aspect of medical school: my wonderful classmates, my outstanding teachers, and the opportunity to dive deep into the field of medicine.

Future goals:

Health care in the U.S. is at crisis. Costs of care are escalating and the quality of care that we provide needs to be improved. Creating solutions will be challenging and require innovative, collaborative new approaches. I would like to help create some of those solutions for our health care delivery system. #

This past winter Sabrina Southerland ran some track races that had her coaches even shaking their heads. Gail Emmanuel, Cardozo’s girls’ track coach and her assistant, Coach Ray James saw the potential in Southerland as a runner. “We knew immediately,” said coach Emmanuel after seeing Southerland run earlier in her career. Coach Emmanuel knows runners. She ran for the

continued on page 27

YOUNG WRITERS

Who is Buried in Trinity Church Graveyard

By JAMIE LANDIS

On a dreary and wet day in New York City, I went to the Trinity Church Graveyard on assignment as a roving reporter.

Trinity Church is all the way down on Wall Street, but thanks to the subway, easy to get to. Just take the 6 train.

So the big question you may be asking is, why would I go to a graveyard? The bigger question, why on a dreary day?

I too asked those questions. The answer to the first was I was supposed to do a little digging, but not the kind you think you do in a graveyard. I was there to learn some history and gain knowledge, a different kind of digging.

As for the second question, why a dreary day? Bad luck Jamie! It was the only day I was free to go before my deadline and the rain, unfortunately, made it extra CREEPY!

When I got there, it was confusing. I could not find the graveyard at first. I asked and the people



who work at the church were very helpful. They also made my “digging” easier because they showed me the way, and also probably because I did some homework ahead of time. I kind of knew

what I was looking for. I asked and they showed me ... Alexander and Elizabeth Hamilton's grave!

If you missed my other article, I wrote about Alexander Hamilton's house, called the Grange, located in Harlem. So it was a double whammy to now have seen both of his homes — one while he was living and the other ... well, you know.

As it was cold and wet and creepy, I did not stay too long. I quickly looked at all the other graves. They all dated back to early America. Some of the dates on the graves were from the 1700s and one was from 1607. I only knew that because they told me. Unfortunately, the gravestone is too old and worn to see the date.

I admit Google and Wikipedia also helped me with my digging.

I learned that many of the people buried at the Trinity graveyard not only lived during the 1700s, but were important people involved in the American Revolution.

There were Navy Captains, Sergeants, Generals,

Delegates to the Continental Congress, signers of the Declaration of Independence and of course the first Secretary of the Treasury, Alexander Hamilton and his wife.

How cool if I could have time traveled and talked to all these people. To learn our history first hand and have them help me with my homework! (Thumbs up!) However, as I stood in this cold, dreary, wet, creepy graveyard thinking about talking to these people, I then thought of ghosts, got really creeped out and decided it was time to leave!

For those who want to visit, I suggest going on a nice day. Also, if you want to explore many more historical graves, go to the other much bigger Trinity Church Cemetery located at 213 W 82nd St. By the way, former Mayor Ed Koch was just buried there. #

Jamie Landis is a roving reporter for Education Update and a fifth grader at the Churchill School in NYC.

Is 'Good Job' Really Good Enough?

By ANGELINA FRANCES

I was eight years old when I met Manny, my new soccer coach. It was hate at first sight. He would always look at me with those judgmental eyes and a slight frown on his face.

Again, I was only eight and probably reacted that way because he just had a different teaching style than I was used to; the congratulatory remarks like “good job” that were previously thrown at me just for participating got me used to being praised even when I did nothing that was really worth any praise.

Manny was different. His approach was that you earn praise by working hard and staying focused. From your first step on the field, it was non-stop soccer until you stepped off. During your training, you played game speed, 110 percent, giving your undivided attention. There was no room or time to mess up — only room for improvement.

When you are a young soccer player, goals are congratulated even if you toe-poke them in, instead of kicking the ball the correct way with your instep. You're told “good job” for the goal, even if the form is lousy. Some coaches would maybe make an effort to teach you proper form from time to time, but they didn't barrel down on you until you got it right.

With Manny, it was barrel-down time. When I took my first shot on my first day practicing with the exclusive Select team, he stopped everything, gathered all the other girls around me and had me demonstrate my toe-poking so he could teach me and the others the proper form. I was terribly embarrassed, not used to the humiliation of the whole team staring at me when I made mistake after mistake. I wondered where my “nice try” was, and I was confused when he didn't smile while correcting me.

I tried even harder, yet still couldn't whip my



leg around correctly. I remember tears brewing in my eyes and a gut-wrenching knot in my stomach that was getting bigger and bigger. I didn't feel accepted. I used to think there was nothing left for me to learn, and that I was already a pro. Soccer never had challenges, and successful or not, it was all about having fun playing the game. Now it had become frustrating, and I remember the hot sizzle of a tear streaking down my cheek after each challenging soccer practice.

“Why didn't Manny like me?” I would sometimes ask myself, unsure of what I was doing wrong. It didn't make sense; if we were all there to learn and have fun, why did I feel like he was picking apart and dissecting my every trip-up? I now know, I wasn't the only one he got worked up with, but at the time it felt like I had a big red target painted on my back, and Manny was always aiming at it.

At first I got really discouraged whenever Manny tried to help me. But eventually, the long practices seemed to grow shorter. The exhausting

Ode to A Cheeseburger

By DREW KUSHNIR

O, cheeseburger, circle of dead cow, topped with luminous cheddar cheese!

Your sloppiness makes you impractical for any business meeting,

yet you have won a place in the hearts of many with your sizzling grease.

Your bun, topped with sesame seeds, like little diamonds, is a poor attempt to hide the beautiful streaks of black

left by the grill, crossing the flesh of mellow grazing animal.

You have caused many an inferior person to vomit because

their stomachs could not handle your greatness.

Pickles, tomatoes, and lettuce, those mock vegetables

do nothing to lower your fat content, but give you a crunch no mere mortal can replicate in their hot dog.

Rarely are you seen without your companions, luscious French fries and a fizzy, sugary drink.

Five Guys, Burger King, McDonald's are missionaries that bring

God's work to a corrupted mankind.

workouts seemed less like work and more fun. I even caught myself smiling when I successfully picked up a new trick. Manny wasn't looking so bad anymore.

Now that I am 11, I look back on these memories all the time. Soccer is now my favorite sport, and I still am loyal to the Select team and play on the U13 girls division with all my best friends. Manny is always there to help me when I don't understand something or to teach me a new move.



They are salvation, in a world of chaos.

Those that doubt you, cheeseburger, are seriously misguided.

The world needs you, more than a baby needs its mother

for neither the mother nor child would survive without your martyrdom,

throwing yourself into a pit of acid within the stomach of mere apes.

For this, I salute you, as you bring the sun to the darkest depths of space. #

Drew Kushnir is in 7th grade at Shore Country Day School in Beverly, Mass. His “Ode to A Cheeseburger” was one of 26 finalists out of 709 entrants in a district-wide contest.

Sometimes it's almost as if soccer seems blurry and Manny helps me put my glasses on again. Manny has made me love soccer.

When I was eight and first met Manny, I thought he was the meanest, worst coach in the world. Now that I am almost 12, I look at Manny and wonder how he could possibly have changed me so much in just three years. #

Angelina Frances is in 6th grade at Coronado Middle School in California.

Fostering New Piano Virtuosi



(L-R) Joyce Cowin, Dana Cowin & Sylvie Palmer



(L-R) Melvin Stecher, Anna Han, Joyce Cowin & Norman Horowitz

The Stecher and Horowitz Foundation is an incubator of talent in the classical music world. It uncovers remarkable young pianists and enables them to receive training and mentoring. A new phase that just began is the New York International Piano Competition and the Young Artists Series. This program provides a road-map for success in the world of music.

Melvin Stecher and Norman Horowitz, executive directors of the foundation, have helped 15,000 students throughout their 39-year his-

tory to embrace a successful career in music.

A singular achievement this year was the inauguration of the Joyce B. Cowin First Prize of the New York International Piano Competition. Cowin's lifelong dedication and devotion to education and the arts was recognized as unique.

The other honoree was Ron Losby, president of Steinway and Sons. The Joyce B. Cowin First Prize winner Anna Han performed brilliantly at the gala held at the University Club. #

Chester Finn Speaks on Gifted Ed at Hunter College

By SYBIL MAIMIN

Similar to the focus on No Child Left Behind, we must also demand "No child be kept from moving forward," declared Hunter College President Jennifer J. Raab at a recent timely "Conversation on Gifted Education" at Roosevelt House. True to this sentiment, the college, part of the City University of New York, offers tangible opportunities for serving especially bright students with its Center for Gifted Studies and Education, that trains teachers and develops best practices, and two laboratory schools for the intellectually endowed, Hunter College Elementary School and Hunter College High School. Chester E. Finn, Jr., scholar, educator, former assistant U.S. Secretary of Education, and current president of the Thomas B. Fordham Institute, a conservative education think tank, spoke of the need to reform attitudes about gifted education (sometimes associated with elitism, the subject can be controversial). New York is "a city full of people interested in the education of smart kids," he declared, but the United States, in 2013, "is not doing right by its seed capital, its gifted kids, especially those from poor families." He expressed confidence in the ability of bright students from middle and upper class families to navigate the system, but is concerned about those "without navigators" who are not doing as well. There is "no incentive in the system today, no rewards, no capacity to do right for smart kids," he said. As an example, he noted that in Ohio, where

there are equal numbers of gifted and disabled students (one quarter million each), most of the disabled are helped, but only 18 percent of gifted are served, the assumption being that they can take care of themselves.

To better understand the world of gifted education, Finn has co-authored (with Jessica A. Hockett) a book, *Exam Schools: Inside America's Most Selective Public High Schools*. In it, they look at 165 schools that serve 100,000 students in thirty states and the District of Columbia that have selective admissions procedures. (The United States has 22,568 public high schools.) New York City, with 23 "test schools," has by far the greatest number of select institutions, followed by Philadelphia with 15 and Chicago with 8. Ninety-three of the schools are in big cities, 27 in large suburbs, 19 in mid-sized cities, 9 in small cities, and 10 in rural areas. Whereas 39 percent of students in regular schools receive reduced price lunches, 37 percent do so in select schools. Finn explains there are not enough places in select schools for all who qualify. He recommends creating more of these schools, or a "supply response," noting that the schools are becoming even more selective, thereby exacerbating the situation. Politicians are not interested in solving the problem, he says. They focus on low-achieving students and stay away from perceived elitism. For the same reasons, Federal involvement in gifted education is "miniscule." While gifted programs within

KEEPING UP WITH DR. CHARLOTTE FRANK



NYU President John Sexton & Dr. Charlotte Frank



Peter Yarrow presents Dr. Charlotte Frank with the Humanitarian Award

Dr. Charlotte K. Frank continues to shine this spring as she added two more items to a list of honors that already includes over 70 awards for her achievements in education. Education Update presented her with Distinguished Leader in Education Award at the annual Outstanding Educators of 2012 event.

This year, her important work was commended from far overseas with the Humanitarian Award from the American Friends of SHALVA, the Association for Mentally & Physically Challenged Children in Israel. Less than a month later she received the NYU Distinguished Alumna Award. Both recognized her career accomplishments (most recently as senior vice president of research and development for McGraw-Hill Education), as well as her public advocacy of teaching and learning practices to fit the global economy of the 21st-century and the innovative programming to combat bullying that she leads as co-chair of "Operation Respect: Don't Laugh At Me" (with Peter Yarrow of Peter, Paul & Mary fame).

It was Yarrow who presented her with the Humanitarian Award at the 23rd Anniversary Dinner of the American Friends of SHALVA in New York City. "Peter spoke beautifully in presenting Charlotte with her award," said Leo Klein, the organization's executive director.

SHALVA's work includes providing a loving

regular high schools can be successful, Finn believes a whole school approach is preferable because of the advantages of critical mass, peer affect, organizational capacity, and specially trained professionals.

Finn urges more robust lobbying on behalf of gifted education including "old-fashioned pub-

environment for children with developmental disabilities, helping them reach their full potential. SHALVA (which means 'peace of mind') provides unique programs and therapies around the clock, seven days a week, to hundreds of children with special needs from all segments of Israeli society.

"This year [the anniversary dinner] had an exciting African safari theme called Hakuna Mashalvah! 'Hakuna Matata' is a Swahili phrase that can be translated literally as 'There are no worries,' which is of course very similar to the meaning of shalva: 'peace of mind,'" said Klein.

The festivities of the New York University 2013 Alumni Awards Luncheon had a different flavor. Frank earned her PhD in 2000 from the Steinhardt School of Education, Culture and Human Development and was recognized as a Distinguished Alumna in April. Before joining McGraw-Hill Education to help empower and prepare professionals and students of all ages to connect, learn, and succeed, she was Executive Director of the Division of Curriculum and Instruction for the New York City Public Schools and previously a teacher and supervisor. She graduated with a BBA from CCNY, a MS from Hunter College, and is now a New York State Regent Emerita. #

Her current title is Senior Advisor, Research and Development at McGraw-Hill Education.

lic fusses" such as marching, recruiting sympathetic candidates for state office who pledge support, social networking, and speaking on talk radio. He believes educating exceptionally able students with appropriate intellectual challenges is vital to the future strength and leadership of the United States. #

Grace Outreach Summer College Prep Program: Scholarship for Women Age 18-24

The College Prep program at Grace Outreach will award the Darlene Jeris Scholarship, which includes \$850 cash, to women ages 18-24 for the summer 2013, June 24 – July 30. This competitive program gears students to enter CUNY in fall 2013.

You must have either a high school diploma or a GED and going to a CUNY Community College in the fall to be eligible to apply. Stipend support is available.

Grace Outreach's College Prep program gives a group of 20 students intensive instruction to prepare for the COMPASS/remedial exams. Students who begin their college work with zero or only one remedial class have a

MUCH better chance statistically of earning their associate's degree within 3 years. Grace Outreach operates this special summer program as a member of the Bronx Opportunity Network (BON) consortium. The scholarship is named in honor of the founding Executive Director of Grace Outreach, Darlene Jeris.

The deadline is May 31 but prospective students are urged to submit their applications as early as possible as there is a huge demand for these seats. #

For application forms contact Lisa DeMun, 718-328-0580. With questions, contact Carol Williams at carolw592@gmail.com. More about Grace Outreach at graceoutreachbronx.org.

Arthur Katz

continued from page 18

confessed to cheating spoke of the inordinate stress . . . placed on meeting targets and the dire consequences of failure." "Principals told teachers that failure to improve scores would result in negative evaluations or job terminations. The unambiguous message was to meet targets by any means necessary." "Because targets rose annually, teachers found it increasingly difficult to achieve them. After a few years of increases, teachers found the targets unattainable and resorted to cheating."

In my work, counseling senior management and Boards of Directors and participating in corporate investigations, a missing or incorrect tone set by management inevitably results in shortcuts, cheating and other corrupt practices to achieve goals. In this instance, the "tone at the top", a concept well-recognized in the corporate governance world, was clearly missing.

As the SI Report succinctly points out, the unfortunate result of the cheating by the Atlanta educators is that "school children were harmed by the failure to honestly measure their academic achievements, depriving them of the educational assistance they needed and to which they were entitled." Moreover, and since the cheating apparently continued during a sustained period of years, inadequately prepared school children were falling further behind each year, although their testing results seemingly showed consistent improvement, thus placing such school children in classes that they could not comprehend, and thereby lowering the learning experience for other, more qualified, students.

It is reprehensible that our teachers and school administrators, who lead by example, should either condone cheating by their students or should even think of participating in such an activity themselves. Eighty years ago, Upton Sinclair wrote: "It is difficult to get a man to understand something, when his salary depends on his not understanding it." While Sinclair's words remain true, I, for one, expect more from our teachers who are responsible for

NYU Steinhardt

continued from page 20

National Council for Accreditation of Teacher Education, and Okhee Lee, professor of childhood education at NYU Steinhardt.

Today we require much more education than in the past and the common core standards are very different from the past. According to Lee, the key is implementation, and the teachers have to encourage students to implement standards. She underscored that "we support all students." In fact, as emphasized at the event, there is not a separate standard for students with disabilities: according to the National Center for Education Statistics, 13 percent of children and youth ages 3-21 received special education services under the Individuals with Disabilities Education Act (IDEA) in 2009. In addition, Limited English Proficient (LEP) students have more than doubled from 5 percent in 1993 to 11 percent in 2007. Moreover, if we take a look at the student demographics in New York City, 16 percent received special education services in 2010.

The Common Core State Standards will affect students and teachers all over the country, in the 45 states that have adopted them. "I am a real believer in the common core," said Weingarten. The standards have a special role because they can contribute to building a better education system in the future without doubt. Of course, to implement them is not easy, but they are important steps for students' to become well-educated and lead successful lives. #

leading by example and educating our youth. Perhaps, this is holding teachers to a higher standard than someone without a strong moral and ethical code, but in my view (and as with my profession), it comes with the territory. #

Arthur Katz, a corporate attorney, is a member of the New York City law firm Otterbourg, Steindler, Houston & Rosen, P.C. A copy of the SI Report can be found at <http://clatl.com/images/other/aps/vol1.pdf>, <http://clatl.com/images/other/aps/vol2.pdf> and <http://clatl.com/images/other/aps/vol3.pdf>.

Dynamics Between Neuroscience & Human Behavior

By SAM FULMER

The theater at The Italian Academy on Columbia University's campus was packed recently in the middle of internationally recognized Brain Awareness Week. Four Columbia professors — Michael Shalden, David Freedberg, Kevin Ochsner and Frances A. Champagne — gave brief presentations on "Shaping the Brain: How genes, emotions, and the arts influence perception."

The larger theme was that in modern science, the ability to measure emotion in the brain is becoming more achievable. Activity in the brain is becoming easier to identify in regard to human decision-making, emotional reaction and genetics.

Shalden began, offering a quick overview of what was to come and introducing the rest of the headliners. His own points were great starting points to the evening. The vast majority of people can understand that creativity and responsibility are abstract ideas in regards to the human mind. We do not have the ability to necessarily quantify these concepts and yet we know that they exist and something within our brain is controlling them. However, his theme, which slowly became the theme of the evening, was that the line between neuroscience and abstract concepts is slowly becoming blurred. He emphasized that they are visibly more connected than people may think. The dialogue between the neuroscience and theoretical ideas is becoming more measurable.

These connections were even more apparent when David Freedberg took the stage and began testing the audience's behavioral reactions with art. He delved into the idea that art is transcultural and universal. People see certain images and it causes their minds to react accordingly. He showed the wretched head of Medusa lying on the ground and said it will activate different portions of the brain to promote terror or fear. The image of a slumping Virgin Mary looking at her son dying

causes the viewer to slump inside as well. Clearly, his work was backed with in-depth research that touched on the biological reactions to such pieces of art, but with a ten-minute window to explain he was only able to skim the surface of the research. Still, it was clear the points that he was explaining. As Shalden had mentioned earlier, "neuroscience does not unexplain art or creativity." Instead, the synergy of neuroscience and these abstract ideas is the "window to cognition."

However, everyone in the world has different opinions of the art they see and experiences they live through. No person is going to feel exactly what their friend may feel; everyone is built differently. One reason is called epigenetics. Frances Champagne has been studying epigenetics for a long time and her presentation tied in perfectly to the ideas that Shalden and Freedberg had touched on. A person may see art differently and may have different opinions of abstract concepts but that comes from a progression that may seem obvious to some. She says the basis of epigenetics is that a person is raised a certain way, therefore nurtured a certain way and sensitive to certain real situations. Over time, these dispositions shape our genes, which then mold our brains and cause unique reactions to a plethora of societal situations. The beauty? Neuroscience allows us to understand which situations cause the largest amount of brain activity. Kevin Ochsner explains that the brain is able to decide what is "good" and "bad" and then produce the proper reaction. His research told us that the activity in the amygdala will excite the brain if it sees a vicious dog it is afraid of. The ventral striatum will apply the breaks if that dog you are usually afraid of is acting friendly, Champagne explained, depending on how they were raised to accept such images. #

Sam Fulmer is currently in a Financial Services Sales Program at Thomson Reuters. He graduated from St. Lawrence University in 2012 with a B.A. in English.

Cardozo HS

continued from page 24

U.S. in the 1984 Summer Games in Los Angeles, California. "We should let her run track," both coaches agreed when they saw her as a freshman.

Now, with records broken, and new ones set, Southerland is looking to move on to college life at Georgetown University this Fall in Washington, D.C. where she received a track scholarship which is renewable every year. Southerland will be leaving friends behind to start her studies and begin her collegiate track career. "It's sad and happy, you always want to move forward," Southerland said. And she looks back as she concludes the outdoor track season and all the training and practices and track meets. "4 years is a long time," Southerland noted. Well, her world is about to get larger. "It's exciting to move to the next level," Southerland said.

She will graduate in June and the commencement speaker, School Principal Gerald Martori, will probably say that the seniors have a charge

to take what they've learned at Cardozo and put it out in the real world. Running track and keeping up with schoolwork is Southerland's new challenge and she seems ready for it. Her aunt lives only 10 minutes away from her new school, so she will have someone to lean on and a family member to cheer her on as she races for Georgetown.

Southerland ran the 2nd fastest time in 800 mm in 2:03.50. Her race in the 1000 mm event broke Public School Athletic League and state records. She won the Millrose Mile, and helped the Lady Judges to their 6th straight indoor track title. Coach James helped her win and make a name for herself. Now, he is helping her to prepare to compete at the next level. She will be going up against talented racers. "She has to get used to going to the well in an actual meet," said Coach James.

Coach James said he is helping her get ready for the tough competition in college. "She'll have to push herself and familiarize herself" on the racetrack and in the classroom. Southerland seems ready for the challenge. #

Whale of a Show: AMNH's Giants Of The Deep

By JAN AARON

Perhaps you're looking for a way to make Melville's *Moby Dick* come alive to your students or they're already captivated by whales. Then a visit to the American Museum of Natural History (AMNH) is the perfect class trip for you. The museum recently inaugurated its newest exhibit — "Whales: Giants of the Deep," displaying an extraordinary collection of artifacts on loan from the Museum of New Zealand Te Papa Tongarewa.

"Whales intrigue, astound and inspire us with their incredible adaptation for living in the deep," said Ellen Futter, museum president, in her show opening remarks. She added that whales long have been a source of inspiration and that Aristotle puzzled over their ability to live in the sea and give birth there to their young.

Whales have been central to many cultures through history perhaps most notably to the Maori people. The Maori experience which includes, whale riding is the star of the current exhibit. Included also are the indigenous peoples of Arctic South America and our Pacific Northwest. For numerous generations only one whale can provide not only transportation, but an ample amount of food to nourish and bone for weapons and tools; the show displays examples.

"Whales did what we New Yorkers call a reverse commute," said Michael Novacek,



Blue Whale Heart

curator, division of paleontology, adding that unlike other mammals, whales started out on land as four legged mammals and evolved into sea animals." On display are more than 80 species of cetaceans, including a gigantic skeleton of a sperm whale. At 58 feet long, its enormous head takes up more than one-third of its height.

The exhibit also includes many opportunities to understand ways in which whales communicate with each other. Indeed whales have voice boxes and some like the humpback whale produce complex songs. The exhibit includes a listening booth in which museum visitors can hear the rumble, whistles and squeals of eight different species. There also are many opportunities for kids to explore the world of whales. Most astonishing is the model of a blue whale's heart which kids can crawl through. So, ahoy mates! Go to the show. It's on until January 4, 2014. #

Technology

continued from page 2

apps, devices and social networks that give us new ways of creating and sharing content, communicating and collaborating with our peers, and documenting the world around us. Indeed, these tools have influenced revolts and revolutions in recent years in Tunisia, Egypt and Iran, and changed the way politicians raise money and companies do business. Some say the secret to transforming our schools into true learning laboratories for the 21st Century is to bring these shiny tools into the classroom.

Understanding and leveraging ways technology can help students and teachers is critical, but it can't come at the expense of the science of learning. Over the years, to take advantage of advances in technology we have modified and improved READ 180 yet we have remained loyal to the foundations we set in the 1980s — focusing on helping struggling readers, using years of research and science to figure out how technology can fill in the gaps and help do things that humans don't do well. And even as we leverage the new technologies available, even as we, too, feel the sway of the tempting new gadgets that hit the market each month, we're still focusing on the end goal: teaching kids to read, using the science of learning as our root.

If we want to help our schools to become more effective, more exciting and more relevant,

Financial Literacy

continued from page 2

teachers learn the principles of financial literacy (money, budgeting, cost of money, banking, credit, insurance, investing, financial planning and regulation) and how to teach these principles dynamically through a case study method. Once we have successfully piloted the program in New York City, we will work with WISE and other organizations and develop national financial literacy programs for students across the country. #

Dr. Anand R. Marri is an associate professor of social studies and education at Teachers College, Columbia University, principal investigator for the Understanding Fiscal Responsibility Project, senior research affiliate at the Institute on Education and the Economy and interim program coordinator for the program in social studies. He earned his Ph.D. from the University of Wisconsin-Madison in curriculum and instruction.

we shouldn't rush to implement technology for technology's sake. We should exploit it for learning's sake. #

Dr. Ted S. Hasselbring is a research professor in the department of special education at Vanderbilt University. He has conducted research on the use of technology for enhancing learning in students with mild disabilities and those at-risk of school failure.

Higher Education, Museums, and Technology: the 21st Century Formula for Innovation

By MOHAMMAD IBRAR

Emphasis on STEM education has been pushed forward by the Obama administration, military, technology sector, and education experts, citing that STEM education will lead to economic growth and stability. Yet, there is a growing trend of collaboration between colleges and museums, which claim an arts integrated education will accomplish the same feat. Recently, Baruch College and the Rubin Museum of Art hosted a conference that outlined the great strides in innovation and development that is garnered through partnerships between higher-education institutions and museums around the globe.

The conference provided an umbrella for all of the new initiatives, research, and groundbreaking projects established through the various relationships, all of which underscored the positive effects the arts and culture can have on the students and help prepare them for a career in the 21st Century.

A multitude of studies indicate that increased exposure to arts and culture in college and high school enhances students' overall learning capacity, creativity, social awareness, critical-thinking and communication skills — all prime qualities employers seek in potential candidates. Initial results from comprehensive study still underway by Deb Mexicott, assistant director of arts at University of Michigan, showed that students with minimal involvement in arts deemed themselves as creative, efficient problem solvers, and confident communicators, compared to students with no involvement in arts in high school. According to research conducted by the National Governors Association in 2002, students who study the arts are four times more likely to be recognized for academic achievement, and four times more likely to participate in a math or science fair. Moreover, results illustrated a strong correlation between arts education to "academic and personal success."

Exposure to the arts also integrates project-based learning as well as object-based learning — both have positive effects on learners. Dr. Leonie Hannan, a teaching fellow at University of College London, a forerunner of museum and higher education collaboration, explained that 67 percent of students' found object based learning more engaging and effective than listening to a lecture. Furthermore, nearly 35 percent of students agreed that hands-on learning aids in the understanding and acquisition of knowledge, whereas, 1.6 percent reported no positive gains. The studies provide hard facts that museums and the arts can provide stimulating learning environments for students.

Museums, colleges, and education organization are first to utilize this information innovatively. With technology, the movement has gone viral: the American Museum of Natural History recently partnered with Coursera;

Smarthistory by Khan Academy, an open educational resource, has reported over six million unique visits and continues to grow exponentially; Columbia University incorporated the Rubin Museum's digital art collection into its core curriculum. "This is a step toward creating global citizens in an interdependent world," said Stan Altman, director of the Baruch College-Rubin Museum of Art Project.

Educators are taking note and find themselves at the fore of the trailblazing efforts. Dr. Janice Robertson, associate professor at Pratt Institute, described the ubiquity of PowerPoint slideshows in art history classes, and how art students "are bored to death." She has effectively implemented Voice Thread, a multimedia cloud application, in all of her classes. The multimedia accessibility boosted student-to-student collaboration. "I saw students becoming more passionate about art ... sharing ideas, questioning ideas and being more engaged," said Robertson. "Art became fun."

Many professors unfamiliar with teaching museum material welcome the new practice and expressed positive experiences in and out their classrooms. Professor Laurence Kirby, a 2012-2013-faculty fellow in the Baruch-Rubin Art Project, teaches mathematics and failed to see a stretch between math and art; rather, he said that the two subjects "naturally complement each other."

The Baruch-Rubin Art Project mission is to do exactly just that: "encourage innovation in educational experiences...to enrich student experiences by creatively integrating arts across curricula." The art project started in 2010 and has grown to include five CUNY colleges and provides financial support for faculty members interested in arts immersion. In 2012, recorded college attendance at the Rubin Museum peaked to nearly 9,500 visits, with group or class visits accounting for 53 percent. What is more, the project has successfully intertwined Rubin Museum's collections into ten distinct disciplines ranging from Business to Law and from Anthropology to Political Science. The project is flourishing and has inspired neighboring universities such as SUNY to do the same. "We hope the project can serve as a model for others," said Altman. #

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Pomp & Circumstance Reigns Supreme at the Time Warner Building

High school seniors from Ann Tisch's Young Women's Leadership Schools and partner schools from the CollegeBound Initiative (CBI) cheered and crowded the Allen Room at the Time Warner building while

hundreds applauded.

In magnificent red robes, the girls spoke about the trials and tribulations of their lives and how their college advisors had made all the difference in the world, encouraging and



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helping them to get into prestigious colleges.

Several students were interviewed by Education Update at the moving ceremony. Estela Castilla is in 10th grade at The Young Women's Leadership School (TWYLS) of Brooklyn and is interested in psychology and dreams of helping with children with ADHD. "It helped me that there was somebody there to guide me and tell me what to do, so that I knew what I could do in order to help myself," she said of her counselor.

Collette Woolcock in 10th grade at TYWLS of Brooklyn said she was interested in teaching math, perhaps at the middle school-level.

Kimani Jenkins is entering Buffalo University in the fall. "I have parents who didn't really know what the college process was like so I depended a lot on my CBI counselor. I was there every day, every Saturday, filling out applications and doing supplements and filling out resumes."

Ruby Figueroa who is a senior at TWYLS in East Harlem is University of Rochester-bound. "I'm definitely thankful for CBI. They're definitely the reason why I'm going to college, and I'm so excited ... I hope to be a biomedical engineer ... I started thinking about college in 9th grade [after entering TWYLS]. As soon as you walk in the hallways of TWYLS the college atmosphere is there. You know that there's a possibility of college, you know that college actually exists in your future, and they make it so possible for you to dream about going to college. They make it possible for you not to think about what's back at home, what's on the streets. You walk into TWYLS and it's like I need to work hard and then I'll get to college. It's not a maybe, it's a definite, when you walk into

TWYLS."

Ann Tisch took center stage as a proud 'mother' and mentor of all of these students. Speaking to the hundreds in the audience, she stated, "If you need any convincing that education is still the great equalizer in this country, you've come to the right place ... CBI is the program that levels the playing field. Just as affluent families spend thousands of dollars on college advice, CBI provides the same service to inner-city students. We hire and put full-time, connected, well-trained college guidance counselors in schools, and at some schools CBI counselors even work with the little kids, as early as 11 years old — so that they get turned on very young to the idea of college. We know the presence of CBI has a strong ripple effect that can build schools into cultures of success. We believe that college guidance is one part of public education that's fixable, and that CBI is the best and most effective program in New York City."

Honorees of the evening were: The Bezos Family Foundation, accepted by President Jackie Bezos, said of Ann Tisch, "In creating the Young Women's Leadership Network she invested in students with the least access to resources and support and gave them a platform to imagine, and then grasp their potential to



(L-R) Ann Tisch, Founder & Ruby Figueroa, U of Rochester '17

become learners and leaders."

Bayo Ogunlesi, Chairman and Managing Partner of Global Infrastructure Partners, stated that "this is an incredible organization that's doing exceptionally important work."

Skidmore College was also honored for its commitment to educational access for underrepresented students, and was represented by Mary Lou Bates, Dean of Admissions & Financial Aid.

By the end of the program, everyone was in tears. The girls all expressed their joy when their letters of acceptance arrived. They were the first-generation college students in their families. As a final gesture of support, the entire audience shouted out "Accepted! Hurray!" #

Matt Stern

continued from page 7

ferent times I've dreamed of becoming an architect, an urban planner, a teacher, a civil or environmental engineer, a doctor, and a businessman. Thus far, I still haven't settled on a single path. But I'm OK with that. I've come to accept that while it would be nice to know "what I want to be when I grow up", it's OK not to know. I've grown comfortable looking two to three years ahead, not 20 to 30. Along my path, I have evaluated my career decisions by asking the following questions: How much will I learn in this job? What will I be able to contribute? Do the people I'd be working with believe in me? Why types of jobs will this job prepare me for if I decide that I need a change?

Who have been the most influential mentors in your life?

There are one or two people at each of the jobs I've had that I keep in touch with, that inspire me. Each one has found a unique way to find fulfillment. I hope to create my own unique version.

What are your career goals?

My career goal is to do something that adds tangible value to society, gives me more energy than it takes away, allows me to be myself while doing it, and provides comfort and flexibility for my future family. #

Lauren Jagielski

continued from page 7

in college. After graduation, I served as a Student Conservation Association/AmeriCorps Intern (SCA.org) for almost a year and a half gaining park ranger experience in two National Park sites — Wupatki National Monument in Arizona, and Homestead National Monument in Nebraska. After my SCA internships, I felt I had gained the experience I needed to apply for park ranger positions in the National Park Service, and have since worked at Grand Canyon National Park and Everglades National Park.

The most important steps I took that led me to this career were pursuing my interests, interning and volunteering as much as possible, and never giving up!

What are some of the challenges you have faced and how did you resolve them?

One of the biggest challenges I had in pursuing this career was figuring out how to get into it! But I wasn't afraid to do some research, to ask lots of questions, and I made sure I learned as much as possible from my supervisors, and all those who had been in this line of work for a long time. Another challenge has also been to not get discouraged of the current economic situation and the cutting of all park ranger positions. I'm a huge "National Parks fan" and to all parks in general; because I am a firm believer in their importance — so there's no better resolution to this challenge than keeping positive and staying involved!

Who have been the most influential mentors in your life?

All of my teachers in grade school, high

Sarah Shapiro

continued from page 7

"grew up." While studying English Literature at Hunter College, I took a few Communication Sciences and Disorders classes (what Speech Pathology is listed under in the course books), but did not take all the credits needed to apply to graduate school. After college, I moved to Spain and taught English as a foreign language. Not only did I become fluent in Spanish, but I also learned more about the English grammatical system than I was ever taught in elementary school. Little did I know, I would use all I learned in graduate school! When I returned to the States, I was fortunate enough to be admitted into Long Island University's Brooklyn Campus for my masters in Communication Sciences and Disorders. It is a fairly rigorous program, but I left with my degree, a teaching certificate, and my bilingual extension in Spanish.

What are some of the challenges you have faced and how did you resolve them?

Speech Pathology is such a varied profession and a therapist can work with people from birth to death. One of the challenges I faced was knowing where to focus; initially I thought I wanted to work in a hospital, and enjoyed two wonderful years working at Bellevue Hospital with the traumatic brain injured (TBI) population. After I left that job, I realized that I could have both: Work with a school aged population during the school year, and work with adults during the summer. Another challenge is the very essence of the job: working with people who have trouble communicating. Speaking is a skill that a lot of us take for granted, and when dealing with people who have an impairment, a therapist has to use all modalities (visual, verbal, tactile) to help the patient gain or regain (if the patient is in rehab) as normal a communication system as possible. Working closely with the families is very important and I also think it's important to tell the patient/student what you are working on and why. This clears up a lot of confusion.

Who have been the most influential mentors in your life?

On a personal level, I have been lucky to have wonderful women in my family. My mother and my aunt are both educators and have shown me how important it is to have a career and to always look for new challenges. Professionally, I was a student assistant to Dr. Sylvia Walters during my time at LIU. She was an incredible woman to work with and she taught me how to do research, transcribe phonetically, and about professionalism and organization. She is someone whose mind is always active, and I am glad I was able to talk to her about speech pathology and my career.

school and college, as well as all of the supervisors I've had throughout my career have been the most influential mentors in my life. My advice is to choose schools, classes and work positions wisely, surrounding yourself by those who will make you grow professionally and personally. You become a product of what they teach!

Wagner Mendoza

continued from page 7

feel relaxed whilst writing. I feel that writing gives me a bit of leisure time in my day after school and sports. Since I started writing, I have participated in writing workshops and programs that have helped reinforce my wish of making journalism my major once I get to college. I am hoping to attend a college that will allow me to learn not only about the craft of writing but also, help me explore ways in which I can improve as a writer. In my post-high school education, I want to learn new writing skills to help me in my quest to becoming a successful journalist and writer in the future. I'll seek to improve my writing to a level that will help me find work, doing what I love. I will hopefully write and publish my own books, and write for a New York City newspaper in the coming years.

What experiences (internships, volunteer work, etc.) have been helpful?

My first writing opportunity came when I was accepted into the Teens Reviewers and Critics program where other high school students and I took trips to watched plays, ballets, and visit museums around New York City. We would then write critiques for each event we attended. Being the editor of my school newspaper has also helped me balance out my writing responsibilities. Dividing my time for these two programs was somewhat challenging because I had to learn to prioritize my schoolwork as well as my classes at Queens College through College Now. In the writing programs I have been able to take part in, I have learned ways to structure my writing, edit my own work and compose different kinds of writing. Enabling myself to input my own point of view in my writing has also been an outcome of my experiences at these programs. Meeting deadlines, which can be hard to do, has also been a learning experience. I had to meet many deadlines throughout these programs and in several instances, these were the same date or they were only a few days apart. I created ways to stay in control of my time, deadlines and writing responsibilities along with my high school coursework and College Now assignments.

What are some of the challenges you've faced and how did you resolve them?

Time management has been a struggle since the ninth grade. With the start of my high school career, I believed I should join, and take as many programs and classes as possible in order to

What are your career goals?

I am not sure about my future career goals. I may get a PhD, go into a private practice or possibly do both. Speech Language Pathology is such a diverse field; it allows you to work as much as you want and there is always something new to learn. #

What are your career goals?

My career goal is to be a permanent, full time, interpretive/environmental education ranger at a state park or a private-sector environmental education center. I couldn't imagine doing anything other than getting kids to fall in love with nature; when they find nature, they find new life! #

help my chances of getting into the college of my dreams. Thus began my problem with time management. Since my freshman year, I feel as though I have bitten off more than I can chew. I have taken so many classes, involved myself with extracurricular activities, played 3 team sports, and taken extra college-credit course. Most nights since the beginning of ninth grade, but more recently in my junior year, have been sleepless. I have tried different methods to get all my work done, keep my grades up and achieve in my sport teams. Recently, I have realized that the way to thrive in all my activities is to prioritize and complete assignments soon after they are assigned. During my lunchtime, I try to do the homework I was assigned throughout the first 4 periods of the day. After school I attend my internships and writing programs, which meet once or twice a week before my sport practices. Later, I have baseball, basketball, or soccer practice. On my way to these games, I get my first drafts for my articles or papers done. After practices or games I come home to finish any homework, or the drafts I have started already. Because this semester I opted for a Saturday College Now course, instead of a course during the week, I am allowed to space out the time and work for all my classes throughout the week. By taking the course on a Saturday, I reserve time to finish any college assignments on Sunday. Although I have a busy schedule, I have learned to live well with it, and have allowed myself to participate in many activities while exceeding in all of them.

Who have been the most influential mentors in your life?

I have grown up surrounded by my Ecuadorian family, most of which are Ecuadorian immigrants. Although they are extremely hardworking and determined individuals, my parents could not pursue any higher education. One couldn't finish high school and the other could not attend college. No one in my family had attended any institution of higher education after high school until my sister was awarded a full ride to Skidmore College. I was nine years old when my sister, Viviana, left for college. My sister and I have always held a close-knit relationship and although we have nine years separating us, we've always been able to talk to each other. And she has especially urged me to aim high and pursue whatever I love. While in college, my sister would call home. She told me about her daily encounters and her troubles in school. She warned me about the writing in college because she had struggled with it very much. She urged me to read literature above my grade level and to continuously write because it would make all the difference in the world when I got to college and for any career I wanted to pursue. Those worried and warning calls from my sister influenced me to take up something new. That is when writing became my hobby and truly loved the way it allowed me to express myself. She also taught me to have a steady and reliable work ethic. Her achievements in high school and college have shaped me to become the upstanding and responsible student I am today. Thanks to the constant pushing and motivation from my sister, I have learned to become my own individual in sports, in the classroom and in the "real world." #

Dean's Column

continued from page 19

more than two digits.

Let's go right for a larger number such as 12,345 and multiply it by 11.

Here we begin at the right side digit and add every pair of digits going to the left.

$$1[1+2][2+3][3+4][4+5]5 = 135,795.$$

If the sum of two digits is greater than 9, then use the procedure described before: place the units digit appropriately and carry the tens digit. We will do one of these here.

Multiply 456,789 by 11.

We carry the process step by step:

$$4[4+5][5+6][6+7][7+8][8+9]9$$

$$4[4+5][5+6][6+7][7+8][17]9$$

$$4[4+5][5+6][6+7][7+8+1][7]9$$

$$4[4+5][5+6][6+7][16][7]9$$

$$4[4+5][5+6][6+7+1][6][7]9$$

$$4[4+5][5+6][14][6][7]9$$

$$4[4+5][5+6+1][4][6][7]9$$

$$4[4+5][12][4][6][7]9$$

$$4[4+5+1][2][4][6][7]9$$

$$4[10][2][4][6][7]9$$

$$[4+1][0][2][4][6][7]9$$

$$[5][0][2][4][6][7]9$$

$$5,024,679$$

This rule for multiplying by 11 ought to be shared with your friends. Not only will they be impressed with your cleverness, they may also appreciate knowing this shortcut.

At the oddest times the issue can come up if a number is divisible by 11. If you have a calculator at hand, the problem is easily solved. But that is not always the case. Besides, there is such a clever "rule" for testing for divisibility by 11 that it is worth knowing just for its charm.

The rule is quite simple: **If the difference of the sums of the alternate digits is divisible by 11, then the original number is also divisible by 11.**

Sounds a bit complicated, but it really isn't. Let us take this rule a piece at a time. The sums of the alternate digits means you begin at one end of the number taking the first, third, fifth, etc. digits and add them. Then add the remaining (even placed) digits. Subtract the two sums and inspect for divisibility by 11.

It is probably best demonstrated through an example. We shall test 768,614 for divisibility by 11.

Sums of the alternate digits are: $7+8+1 = 16$, and $6+6+4 = 16$. The difference of these two sums, $16-16 = 0$, which is divisible by 11. Therefore we can conclude that 768,614 is divisible by 11.

Another example might be helpful to firm up your understanding of this procedure. To determine if 918,082 is divisible by 11, find the sums of the alternate digits: $9+8+8 = 25$, and $1+0+2 = 3$.

Their difference is $25-3 = 22$, which is divisible by 11, and so the number 918,082 is divisible by 11.*

Now, just practice with this rule. You find it not only very helpful, but also an expression of the power and consistency of mathematics. #

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

Edward Witten

continued from page 23

Witten, Frumkes went on is uniquely qualified to speak on this subject. He is the Charles Simonyi professor of mathematical physics in the school of Natural Sciences at the Institute for Advanced Study at Princeton. He is a winner of not only the first Fundamental Physics Prize but the Fields medal, the highest award given in mathematics and usually reserved only for pure mathematicians. He is a MacArthur fellow, a winner of the Dirac medal, the Einstein medal, and the go-to person in supersymmetry, string theory, and M-Theory. The person everyone wants to hear from for the most advanced thinking on these subjects. Then without further adieu, Frumkes presented Edward Witten who spoke on "String Theory and the Universe." #

The event is free, includes free refreshments and a book-signing. You can RSVP for the next two lectures at lfrumkes@hunter.cuny.edu.

Daraja Academy

continued from page 23

Empowerment, Cross-Cultural Education, Community Responsibility and Personal and Career Development. During their 3rd and 4th years girls choose a profession and intern in it. Daraja is succeeding. Say the girls: "Before I came I was very shy. Now I have learned I have a voice and people have to learn about my opinions!" "I want to be a doctor." "I want to be an accountant, a banker and a dentist!" "I want to be a teacher. Saying that I will be a teacher is releasing what is in my heart." "I will become an important lady in my community and also in my country." "I want to start a school for blind people and orphans so they can get an education just like me and be someone in life."

A Q&A led by Melba Tolliver followed the films. "Since the Kenyan population is great, and educational opportunities for indigent girls so few are there plans to expand the school?" someone asked. Replied Founder Jason Doherty, "No, our plan is to get this right, create a model which can be replicated in other places in Kenya and even in the U.S." #

To learn more about Daraja and ways to help (including volunteering) and to see "Girls of Daraja," go to www.daraja-academy.org.

* For the interested reader, here is a brief discussion about why this rule works as it does.

Consider the number $abcde$, whose value can be expressed as

$$N = 10^4a + 10^3b + 10^2c + 10d + e = (11-1)^4a + (11-1)^3b + (11-1)^2c + (11-1)d + e$$

$$= [11M + (-1)^4]a + [11M + (-1)^3]b + [11M + (-1)^2]c + [11+(-1)]d + e$$

$= 11M[a + b + c + d] + a - b + c - d + e$, which implies that divisibility by 11 of N depends on the divisibility of: $a - b + c - d + e = (a + c + e) - (b + d)$, the difference of the sums of the alternate digits.

Note: $11M$ refers to a multiple of 11.

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

Learning Disabled

continued from page 12

tion the norm for all students rather than the rare exception that it is today and to dispelling the harmful misconceptions about learning disabilities that are so common among the general public and educators. Clearly, Windward alone cannot accomplish these ambitious goals. We believe that it is time to elevate the discussion of dyslexia and language-based learning disabilities to a national level so that the vast potential of learning disabled students can be realized in every school. #

Dr. John J. Russell is Head of The Windward School. Over the past three decades, Jay held leadership and teaching positions in school districts in Westchester County, New York and Fairfield County, Connecticut. Prior to Windward, he served for 11 years as Superintendent of Schools in Hastings-on-Hudson, New York.

Fix Spec Ed

continued from page 12

Dissatisfaction with special education — and there are many legitimate grounds for dissatisfaction — in no way implies that general education can effectively absorb many of the students with disabilities.

Three years after launching an effort to integrate more students with special needs in general education classrooms, the NYC DOE reported in March that students with special needs in schools that participated in the first phase of the initiative saw their test scores improve more than students with disabilities at similar schools that were not in the program. Their attendance rates rose and suspension rates fell more than the students with disabilities at similar schools, too. However, after three years of implementation we still have no answers to two basic questions: (1) what worked and why? And (2) what did not work and why? The report is difficult to translate into practice. One example illustrates this point: we have no idea who the Phase 1 (or any phase) IEP students were in terms of academic performance, behavioral characteristics, type and frequency of related services, therefore it is impossible to have comparison groups if we do not know who we are comparing and in fact we do not know who we are talking about other than students with IEPs!

The solution to many of the questions is to deliver intensive and effective instructional services in the least restrictive environment wherever that service can best be delivered. It would have been helpful after three years of implementation if we had guidance as to 'best practices' to make LRE decisions. Once again, we missed the opportunity to have an effective and efficient educational system for all students. #

Dr. Mark Alter is a Professor of Educational Psychology and Programs in Special Education at Steinhardt School of Culture, Education, and Human Development, New York University.

Dwight School

continued from page 12

sculptures to Dwight for the event; some are in the MoMA collection and were featured in the Museum's groundbreaking "Design and the Elastic Mind" exhibit.

These computational origami works will serve as inspiration for Dwight students to emulate as part of a mathematics project they're currently undertaking in the sixth grade.

Dwight will show a multimedia projection entitled "David & Goliath Can't Fight" by award-winning artist and Long Island University professor Marian Moghaddam. It incorporates modern imaging techniques typical of video game production: motion capture, audio triggering, and high-res 3D effects. The projection will serve as a backdrop for a student multimedia performance incorporating live instruments, recordings, and synthesized drums. Vintage audio equipment furnished by the Museum of Interesting Things will be incorporated into the mix.

All of these components will come together — in one evening — and lay the foundation for introducing new Dwight courses in digital media and design thinking. These courses, which will complement the School's existing design technology curriculum, will also demonstrate Dwight's commitment to integrating design and the arts with the traditional disciplines of science, technology, engineering, and math. #

Dwight, which is celebrating its 140th birthday this year, is one of Manhattan's oldest independent schools. It was the first in the U.S. to offer the comprehensive International Baccalaureate curriculum from preschool-grade 12. To learn more, visit www.dwight.edu.

Russell Granet

continued from page 13

really informed my career. When I saw this class I thought the arts would have been perfect for them because it is another way of reaching kids. Sports is an entry point, foreign language is an entry point. I never forgot that class. And in all the classes I've had in the last 25 years, I have always made sure kids with disabilities were included. We talk about disabilities, but in reality every class has kids with disabilities.

PR: You said something so interesting in your talk at TED. It is a quote from Pablo Picasso: "Every child is an artist. The problem is how to remain an artist once we grow up." Is there an answer?

RG: I think we can stop testing kids 6-7 hours a day. Creativity and imagination are the keys to success. There are jobs out there, but if you talk to the workforce, employers consistently say school doesn't prepare people for these positions because graduates lack the ability to think creatively. There was a teacher who walked into a kindergarten classroom and said, "How many of you are artists?" Every child raised their hand. He went to a high school class and asked the same question; not one hand went up! #



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To learn more about Landmark's programs for students with language-based learning disabilities (such as dyslexia), ADHD and ASD, visit www.landmark.edu or call **802-387-6718**.



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