

EDUCATION UPDATE

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THE EXPANSION OF INTERNATIONAL EDUCATION: GOING PLACES



MARK TWAIN: "TRAVEL IS FATAL TO PREJUDICE, BIGOTRY, AND NARROW-MINDEDNESS."

GUEST EDITORIAL

Charter Schools Today and Tomorrow

By DAVID STEINER, Ph.D.

Charter Schools have come of age. With over 6000 currently serving well over two million school children nationwide, these schools have become fixtures on the educational landscape. While the schools remain controversial (charges of creaming, suspicions of hedge-fund investors, and accusations of union-busting), both critics and supporters have been re-thinking their visions for the future. Faced with two facts – that the sector includes many high-flying schools that truly transform the lives of thousands of underprivileged children and that the same charter school structures enable a large number of mediocre (or worse) schools, those on both sides of the debate are revisiting their approach. The critics point to practices such as the refusal to accept students outside of the original cohort (regular public schools must do so at any time, of course). Defenders cite changes that are (slowly) increasing the population of special needs and English Language Learners. Questions are now raised about the responsibility of charter schools to serve as true neighborhood schools. In short: Charter schools are here to stay. Now the challenge is to scale their best practices, and to ask tough questions about their role in

democratic education.

Let's press on these issues: If a charter school is not illegitimately "counseling" harder-to-teach students out of its school, should we still demand that the school accept new students to make up its full quotas after the first year? Clearly, it will be a special challenge to bring such students into the culture of the school, and, if necessary, up to the academic standards of their peers. But this is the mandate of a public school system, and defenders of charter schools remind us that these are public schools. Second, should charter schools be required to serve as sites of ethnic and racial integration (presumably with structured lotteries that would create pre-determined percentages of different populations)? This is a tougher question: Do we really want to insist that charter schools that produce outstanding academic results for heavily minority populations restrict entry to those populations so as to offer education to a wider social strata?

What about performance? On the new NYS Common-Core aligned tests, which are demonstrably tougher than those they replace, many charter schools that had previously recorded very strong results looked mediocre. Critics understandably cried foul – were the previous

results the consequence of massive test-prep and not real learning? Time will tell: perhaps the sector will respond powerfully by showing that it can re-tool both curricula offerings and teaching practices so as to demonstrate high performance on tests that (may) be harder to prep for. If so, we should all be watching to learn from those schools that did so most successfully.

But there are still deeper questions. Charter schools are schools of choice. Why stop there? Tax credits, vouchers, or changes in the law that would enable public funding to go to schools willing to hold themselves accountable through state testing and other measures are each policies that are selectively in place or the subject of political and academic debate. Is the vision that of a vast "normal" public school sector with a few alternatives such as charter schools, or that of a very different future where parental choice, backed by public dollars, is constrained only by public transparency? The long-term future of charter schools, I imagine, will be inseparable from our collective answers to these questions.

David Steiner is the Klara and Larry Silverstein Dean of the School of Education at Hunter College.

GUEST EDITORIAL

New Pathway to Graduation the Right Move

By CATALINA R. FORTINO

After considerable discussion, the Board of Regents has given preliminary approval to a dramatic new pathway to graduation for students enrolled in Career and Technical Education (CTE) programs. At its October meeting, the Regents adopted new regulations allowing students to substitute a passing score on an approved CTE exam for one of the five Regents exams currently required for graduation. The Regents are expected to give their final approval to the changes at their January meeting.

This is a long overdue step in the right direction. It opens the door for all students to graduate by demonstrating they have a strong core academic background, as well as the knowledge, skills and CTE coursework to apply their interests to specific, technical jobs in their chosen fields.

Under the Regents' plan, high school students would still take a balanced curriculum, including American history, global studies,

science, math and English language arts. But, in what is known as the 4:1 option, students would also be able to earn a Regents' diploma by completing required coursework, passing four Regents' exams and succeeding on an approved CTE exam. Many of those who graduate using this new, alternative option will still go on to two- and four-year colleges.

New York's CTE system is vibrant and varied. More than 180,000 students are enrolled in about 1,000 approved CTE programs in districts and BOCES across the state. They range from welding and automotive technology to programs that help students specialize in computer systems technology, criminal justice, animal science, audio and visual production and the culinary arts.

The 4:1 option was recommended by a New York State United Teachers report, *Unlocking New Futures for New York's High School Graduates*. NYSUT's support reflects a growing body of

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GUEST EDITORIAL

Taking St. John's to New Heights

By CONRADO "BOBBY" GEMPESAW, Ph.D.

I began my presidency on July 1, 2014, at St. John's University (NY) and have just completed my first 120 days on the job. During the last four months, I have embarked on a listening tour to hear from those who care about St. John's. I met with various members of the St. John's community including Board members, students, faculty, staff, administrators, and over 300 of our alumni and supporters in various meetings, lunches, dinners and receptions.

I have learned that St. John's faculty members are notable for their outstanding scholarly and teaching accomplishments and their commitment to service that is consistent with our university mission. Our students possess both the motivation to learn and the compassion to serve those in need. There is much to celebrate, but a great university is never content with the way things are, it seeks to be better. Many of those who I have met strongly

expressed that we must elevate St. John's pride and tradition in academic and athletic excellence to the next level.

During my investiture speech on October 24th, I presented four strategic priorities that will engage the entire university community in institutional improvement so that when St. John's reaches its 150th anniversary in 2020, it will be an even stronger and better institution than it is today. These are the priorities, which I gathered during my listening tour, that the members of St. John's university community want us to focus on moving forward:

To improve recruitment, retention, graduation rates, and career placement to ensure a student success pipeline.

To recruit, retain and recognize the best faculty, staff and administrators.

To enhance the teaching and learning environment.

To expand community and global partnerships.

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EDUCATION UPDATE

MAILING ADDRESS:

695 Park Avenue, Ste. E1509, NY, NY 10065
Email: ednews1@aol.com www.EducationUpdate.com
Tel: 212-650-3552 Fax: 212-410-0591

PUBLISHERS:

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

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NOVEMBER IS CUNY Month

These are examples of the special events during CUNY Month at our 24 colleges, graduate and professional schools.
—Chancellor James B. Milliken



Open houses, admissions and financial aid workshops, sports tournaments, lectures, performances, book talks, and panel discussions—most of them free—with world-class faculty, high-achieving students and honored guests.

<p>NOV. 6-NOV. 16 A WAKE OR A WEDDING Baruch College Thurs-Sat. 8 p.m., Sun. 3 p.m. \$30-\$60</p>	<p>NOV. 9 NATIONAL ACROBATICS OF THE PEOPLE'S REPUBLIC OF CHINA Lehman College 4 p.m. \$45-\$25, \$10 for kids 12 and under</p>	<p>NOV. 10 JEFF MADRICK IN CONVERSATION WITH PAUL KRUGMAN The CUNY Graduate Center 6:30 p.m. Free</p>	<p>NOV. 11 CUNY GRADUATE EDUCATION PROGRAMS FAIR Lehman College 2-6 p.m. Free</p>	<p>NOV. 11 AUTHOR JEFFREY RENARD ALLEN with Leonard Lopate Queens College 7 p.m. \$20 or CUNY student ID</p>
<p>NOV. 11-NOV. 20 VETERANS DAY Exhibition College of Staten Island 2:30-4 p.m. Free</p> 	<p>NOV. 12 KEEPING THE FLAME ALIVE Kristallnacht anniversary New York City College of Technology 12:30 p.m. Free</p>	<p>NOV. 13-DEC. 8 THE FACES OF ISLAM Photography Exhibition LaGuardia Community College Free</p>	<p>NOV. 14 FINANCING TERRORISM Juan Zarate John Jay College of Criminal Justice 3 p.m. Free</p>	<p>NOV. 16 THE VOCA PEOPLE Queensborough Community College 3 p.m. \$35</p>
<p>NOV. 16 TEDxCUNY Macaulay Honors College 10 a.m.-5 p.m. Free</p>	<p>NOV. 17 WRITING CENTER EVENT: ED HIRSCH Hunter College 7 p.m. Free</p>	<p>NOV. 19 FREEDOM SUMMER Film City College of NY 6 p.m. Free</p> 	<p>NOV. 20 HOSTOS REPERTORY COMPANY: YOUNG HOSTOS Hostos Community College 7 p.m. Free</p>	
<p>NOV. 20 CUNY GRADUATE STUDIES FAIR Hyatt Grand Central 2-7 p.m. Free</p>	<p>NOV. 21 JOHN LEGUIZAMO: "LATIN HISTORY FOR DUMMIES" College of Staten Island 8 p.m. \$35, \$30</p> 		<p>NOV. 21 WALTER MOSLEY UNBOUND AND UNRESTRICTED City College of NY 6:30 p.m. Free</p>	<p>NOV. 22 GOTTA DANCE! Kingsborough Community College 8 p.m. \$30-\$35</p>
<p>NOV. 23 A CHRISTMAS CAROL Borough of Manhattan Community College 1:30 p.m. \$25</p>	<p>NOV. 24 CONTEMPO II Brooklyn College 7 p.m. Free</p>			



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Teachers College Forum: “A Smarter Charter”

By EMILIE SCHWARZ

What is a smarter charter? Recently, Teachers College of Columbia University hosted a panel discussion centering around the new book, “A Smarter Charter,” co-authored by Richard D. Kahlenberg and Halley Potter. The discussion, mediated by PBS’ John Merrow, immediately tackled the issue from its roots with Albert Shanker in 1988. Kahlenberg and Potter relayed some major shifts in the charter school movement from its origins to the present date, noting that many of the current charter schools are not fulfilling Shanker’s original mission. According to Kahlenberg, a senior fellow at The Century Foundation and author of a biography on Albert Shanker, the charter school movement was “largely co-opted by a different set of people with a different agenda” and by the end of Shanker’s life, he claimed to disapprove of most charter schools, given that they were competing, rather than cooperating, with traditional public schools, which was opposed to his original aim.

One of problems lies in the current research conducted on this topic. Potter stated that many of the growing number of successful charter schools - success measured in terms of the schools’ accordance with the original charter school model - do not make it to the public’s attention. The authors agreed that in accompaniment with the shift in the “reality” of the charter schools was a shift in the media coverage and subsequent public conception of what a charter school is.

To this end, both authors felt a “sense of urgency” in writing this book, in an attempt to have charter schools “recapture the original mantle” that sought to provide teachers with aid and freedom of lesson planning that Shanker originally hoped would be the case.

According to panelist Luis Huerta, Associate Professor of Education and Public Policy at Teachers College, “the movement has been taken over - co-opted - by mostly management organizations [and these are] the antithesis of some of what the earlier goals were.” Today, around one half of charter schools are operated by either non-profit or for-profit management organizations.

Additionally, Huerta notes that a big problem occurring for earlier charter schools was the metric used to assess their progress. He stated that when these schools reached their 5-year mark, the boards only had one very traditional

method to evaluate them - “a rule-following means of accountability” - and this metric was not aligned with the progressive, “buck the system” environment that these earlier charter schools had adopted. Thus, when it came time to recharter, Huerta notes that many of these schools transformed themselves to appear more customary, which is why most charter schools today appear very much like normal traditional schools

Another deviation from the original Shanker model centers on teachers’ unions. Leo Casey, now director of the Albert Shanker Institute and a former teacher for 15 years, claims that among the last 20 years, there has been a growing hostility towards teacher unions in the charter movement. Kahlenberg noted Shanker intended for charter schools to be unionized, because he believed that this would provide teachers with a layer of protection that would give them the freedom to experiment in a way that they wouldn’t be able to otherwise. However, apparently only 12 percent of charter schools in the U.S. today are unionized.

Finally, another notable point in the charter school movement is that of the high rate of teacher turnover. According to the panelists, turnover rates at charter schools are about twice as high as those seen at traditional public schools. Potter, a former teacher in a public charter school, attributes some of this to the fact that many charter schools teachers work longer hours and earn less pay than those at traditional public institutions. Casey adds that “[teachers] burn out when they’re working hard and don’t feel very effective.”

At the end of the hour-and-a-half, attendees from all over New York City clustered around the microphones to question the distinguished panelists on current issues in the charter school movement. The sheer number of participants eager to ask questions of the four panelists serve to prove the interest in the charter school movement, and sparks hope that this book will assist in providing the changes that the authors sought to address. Merrow asked panelists to provide concluding remarks, which promoted Casey to note that education, by virtue of being a public good, uses public funding and thus, “has to be transparent, [and] has to be integrated, economically and racially.” Kahlenberg encourages everyone getting involved in education to bring back the notion of democracy, and charter schools offer the platform for this. #

New Pathway

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research about the importance of CTE education and the expertise and experience of CTE teachers across the state. While the Regents and state Education Department have been criticized for an over-reliance on testing and the flawed roll-out of the Common Core, they deserve credit for listening to educators and providing flexibility.

The 4:1 option, however, is a first step.

Education policymakers must also provide greater support to CTE program development. Discussions about career exploration and education pathways should begin before high school, and should be strategically focused on workforce needs and job growth so students can acquire skills with value in the labor market. In addition, the state must provide greater support to help districts recruit, certify and retain CTE teachers, and offer robust professional development to help educators keep their skills dynamic and current.

Manhattan Institute Provides A Sharp Focus on Charter Schools

By MARIAH KLAIR CASTILLO

Charter schools have been on the public education agenda for many months, being the topic of panel discussions at Teacher’s College, the University Club, and Roosevelt House (part of Hunter College), and of two new books, *A Light Shines in Harlem* and *A Smarter Charter*. A recent panel assembled by the Manhattan Institute and Sy Fliegel, head of CEI-PEA, at the University Club explored the 15th anniversary of charter schools.

Today there are 2.5 million charter school students in the United States, and 83,000 in New York City. Four expert panelists Michael Duffy, Michelle Haynes, Stephen Klimsky, and Harvey Newman discussed the issues. Fifty thousand students can’t attend charters because there is no space. Education is a civil right, according to the panelists, and it’s being “abridged by the denial of revenue for charter schools.”


Mary Bounds, author of *A Light Shines in Harlem* asked, “How can charter schools retain and attract special ed and ELL students?”

Haynes, a principal of a charter school in New York City, replied, “Advertise in their language; we can do a better job at marketing to attract special education and ELL students.” For example, after her students graduate, Haynes keeps up with them via Facebook.

Newman stated, “We don’t have equal resources to address the needs of all children. Humanism exists in charter schools and does not exist in regular schools.”

Fliegel stated, schools can learn from each other. Therefore, “co-locations are great and make sharing easier.”


Michael Duffy, another participant, is the president of the Great Oaks Foundation, which has 50 percent ELL students and 20 percent special education students.#



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And, elected leaders in Albany and Washington, D.C. must increase funding for CTE initiatives to ensure all students have access to quality programs.

Public education in New York is a vast and largely successful endeavor. Yet, great needs – and great challenges – remain, especially for students who live in poverty and who are most at risk of dropping out. Providing additional path-

ways to a high school diploma for all students, including those in CTE programs, is smart and long overdue. By adopting these new graduation requirements, the Regents have affirmed that CTE is a proven gateway to a successful career for thousands of New York students. #

Catalina R. Fortino is vice president of the 600,000-member New York State United Teachers.



Schools For Tomorrow: Outstanding Conference at the New York Times



By JAMES CLARK

The New York Times recently held its fourth annual Schools For Tomorrow conference featuring leaders and innovators in the education world. Not since Thomas Jefferson dined alone in the White House has there been such an assemblage of brilliance in one room. The topics covered were the value of assessments, community colleges vs. four-year colleges, how to get college-ready, globalization of education, financing of education, and technology and education.

Some amazing facts were underscored: only 100 colleges have a 75 percent graduation rate. Vassar President Catherine Hill said 40 percent of students are rejected because of the lack of money. A solution was proposed by Florida University President Bernie Machen who explained that at his college, 300 students are subsidized by alumni. Students with need come to student funding dinners; people give money, "I take it for the students." He continued, "need-based financial aid will solve problems. However, there is not enough money being contributed." Some speakers underscored that the federal government should have a larger role in helping education. Over 7,000 kids a day drop out of high school!

International students were discussed at great length. University of Minnesota President Eric Kaler said we now have 800,000 international students in the US; they come here for diversity and quality of education. International students pay their own way. They help the local economy by spending money in local stores. China is the largest sending country as well as the largest receiving country. Kaler explained that the first Chinese student arrived in Minnesota in 1914. There are now 5,000 international alumni! Seoul, Korea has a Minnesota project that contains 48 percent of all international undergraduates from the University of Minnesota in the college of science and engineering. Kaler added that since 2004, University of Minnesota international undergraduate enrollment has quadrupled.

President of University of California (UC) Janet Napolitano stressed the importance of research in education and college. "The trend today is that we have moved from Bell labs to the Berkeleys," said Napolitano. "University

of California has 58 Nobel Prize winners and our universities provide the biggest hope for the future." She said, "The future belongs to thinkers and innovators." At UC 30 percent of students come from community colleges. We need to streamline the system that permits entry from a community college to a four-year university.

President of Southern New Hampshire University, Paul Leblanc, discussed how we can make a traditional classroom into an online course. Western Governors University President Robert Mendenhall felt that online courses have not fundamentally changed education. "The cost is high, it is not a great learning experience, and you don't know who is taking the test." He added, "Higher education will look the same in 10 years as it does today."

Among the education technology start ups the following were featured Matthew Pittinsky, C.E.O. of Parchment; Ben Wallerstein, co-founder of Whiteboard advisors; Zakiya Smith, strategy director at the Lumina Foundation all spoke about new technology and startup companies to enhance education. John Katzman, founder of Princeton Review introduced his new education search engine, Noodle. Noodle will allow browsers to find a school compatible with their interest, test scores and GPA.

In another session, Who Finishes College, a panel including University of Texas Vice Provost David A. Laude; C.E.O. of OneGoal Jeff Nelson; and Kipp Academy Teacher Catherine Ntube discussed financial, psychological and academic struggles when graduating college. Ntube herself mentioned the obstacles she faced coming from a lower socio-economic background in college. She said it caused her to feel isolated and unhappy even when the university was giving her financial support

Affirmative action was also discussed. President of Columbia Lee C. Bollinger argued for race based affirmative action. However, another panelist Georgetown University Law professor and author of *Place Not Race* Sheryll Cashin, argued that affirmative action should benefit students who come from lower socio-economic conditions and schools. She argued that underserved students from poor socio-economic locations should be a focal point in college admissions. #

The Young Women Leadership School Celebrates Honorees and Students at Empower Breakfast

By LYDIA LIEBMAN

When Dina Habib Powell, President of the Goldman Sachs Foundation and Head of Goldman Sachs Bank USA's Urban Investment Group said, "When you educate a woman, you create a nation," those words rang as the theme of the Empower Breakfast sponsored by The Young Women's Leadership School (YWLN) held at Cipriani on Wednesday, October 15.

Tony Award-winning actress Idina Menzel, Pulitzer Prize-winning author Anna Quindlen and Andrew Farkas, CEO and Chairman of Island Capital Group, were honored along with Habib Powell for their outstanding service to their communities and for the cause of educating young women.

New York dignitaries had praises to sing about the Empower Breakfast and YWLN's president, founder, and board member, Ann Rubenstein Tisch.

"This is one of the most extraordinary events," said fashion designer Tory Burch, "Ann is a true leader and everyone on that stage was so inspiring."

Tisch also commented on how joyous the event when she said, "I am so profoundly proud of our students and our alumni. You can see how much each group has accomplished both inside our schools and outside. These schools wouldn't survive and certainly wouldn't replicate if the students hadn't done the work to make them excellent schools. I'm blown away and so proud," said Tisch.

Sy Fliegel, President of the Center for Educational Innovation- Public Educational Association praised the event, "I'm exceptionally impressed. I love when they present where the graduates are today because in the final analysis that's what it's all about. Honestly it brings me to tears." President Ellen Futter, former president of Barnard College, current president of the American Museum of Natural History, shared Fliegel's sentiments. "I think this is a great event. I'm a long-term supporter of girls and women and especially their education. This is a great example of how transformative educational opportunity can be for young girls," said Futter, "The single best predictor of the health of a family is the level of the mother's education. This really matters."

The success of YWLN can be easily measured by its impressive statistics: more than 95% of students graduate, nearly 100 percent are accepted to college and \$21 million in financial aid awards are distributed. "Our school offers a lot of opportunities and it opens up our minds to different things," says YWLN of Brooklyn student Evelies DeFrias, 14, who have a penchant for science.

The students at the Empower Breakfast were



chosen to attend based on teacher recommendations. In the case of DeFrias, she was chosen out of over 400 applicants. Other students including Esrat Erina, 14, also shared inspiring words about the school. "This school gives you great opportunities to go to a good college and get a good job," she says, "there's a lot of love and sisterhood at this school."

Janelle Jones, 14, is a student at YWLN in Brooklyn and has already decided that Howard University will be her alma mater. "My school gives a very high level of work but they help you take the steps to do it and understand it. I feel like a lot of people are supporting us and it's an encouragement to go to college," said Jones. Based on the words of Hunter College President, Jennifer Raab, it seems that these girls have a great chance of being admitted to the college of their choice. "We have number of phenomenal girls [from YWLN] in our freshman class. We want to have as many of these girls as we can recruit," said Raab.

Each honoree had something profound to say as they accepted their award. Idina Menzel, perhaps best known for playing Elsa in the animated feature "Frozen", is the founder of A Broader Way Foundation, a performing arts program dedicated to offering girls from urban communities an outlet for self-expression and creativity. She held tightly to Jada McBeth, a 7th grade student at YWLN of East Harlem, as she described with happiness the dedication the girls show particularly to writing music at Camp Broader Way. "They're committed to taking risks," said Menzel, "and they help me to find my voice."

Andrew Farkas, Anna Quindlen, and Dina Habib Powell addressed the importance of education in their speeches. "Education is the foundation of self sufficiency. Self sufficiency is the cornerstone of self esteem and self esteem is the cornerstone of happiness," said Farkas. Quindlen said, "When you educate one girl, you improve the world by leaps and bounds. To have this many girls in the room educated so well you really think the world can get better."

YWLN began in East Harlem in 1996 as the first single-sex public school the United States had seen in over 30 years. Under Tisch's extraordinary leadership, YWLN has grown to five high-performing schools serving more than 2,200 girls in New York City.

YWLN currently operates in East Harlem, Queens, Astoria, the Bronx and Brooklyn. National affiliates include schools in Chicago, Baltimore, St. Louis, Rochester and various locations across Texas including Austin, Dallas, Lubbock, San Antonio, Fort Worth, Grand Prairie and Houston. #



Tondra Lynford Changes Lives for Children with Special Needs

By LYDIA LIEBMAN

Tondra Lynford and two other mothers of autistic children founded Resources for Children with Special Needs (RCSN) in 1983. According to Lynford, the need for an advocacy organization was incredibly apparent in the early 80's— a time when learning and behavioral disabilities were widely dismissed as a result of bad parenting and highly stigmatized. "There were so many parents who were struggling just to find a program that would accept their child," said Lynford, "having a child with special needs was a very painful experience in those days. When you're the mother of a handicapped child, it is all consuming and when you can't do anything about it, it just eats you up."

The idea of forming a central information center came together in Lynford's kitchen and had a beginning that could only be described as grass roots. The three women started by sifting through the phone book and sent mailers. They wrote to organizations and agencies. They formed a board, harnessed an impressive number of volunteers and made went to every place they could to spread the word. Soon enough, they were flooded with responses. To paraphrase Lynford, the organization took off overnight.

RCSN provides a variety of services to those with special needs and their families. As of this year, the organization has helped over 300,000 families. With a regular staff of about 25 people, RCSN provides workshops all across the city and through the boroughs for parents ranging in topics from how to potty train a child with cerebral palsy to how to handle bullying. The organization also holds an annual camp fair that connects parents to over 100 programs. "Our goal is to connect families to the resources that are out there," said Lynford, "we want to develop their knowledge, skills and confidence." Lynford explained that the particularly grueling process of applying to appropriate schools is one that RCSN spends a lot of time and resources on. This program, aptly titled the Match Program, has in practice for two years and served over 2000 children.

The landscape of autism awareness has changed since the inception of RCSN, much to the delight of Lynford. She credits organizations like hers for bringing awareness to



autism and speaks particularly highly of the advocacy organization Autism Speaks for bringing the disorder to the public sphere. "I really believe that in New York City we began to create that sense of awareness for families that they weren't alone and that they could do things for their children," said Lynford. She highlighted an experience she had when her daughter was a teenager as evidence of the change that was emerging. "I remember we were sitting in a restaurant and she had said something inappropriate," described Lynford, "and our waiter came over and said 'oh, she has autism! I know what to do' and the rest of the meal was perfect because he knew how to deal with her. When she was younger that never would have happened. People would look at her as if she was weird or something was wrong with her. They didn't understand."

Lynford's daughter, now in her 30's, lives in an adult program supervised by the Anderson Center of Autism in New Paltz, NY. She describes the lifelong learning component of the program as being very helpful in carving out a rich life for her daughter full of volunteer opportunities and community activities. Lynford has seen what the right environment can do for an autistic child. "One of our founders has a son named Andrew who is now in his 40's and practicing law in Nevada," said Lynford; "those of prior generations never had the lifestyle that my daughter and Andrew have now with community involvement and a sense of responsibility and accomplishment. They would have been institutionalized."

Lynford applauds the public school programs of today due to the excellent programs for special needs kids they provide, adding that the secret is just finding the right one that fits the specific child. She also speaks highly of The Churchill School and Winston Prep. She encourages parents to enroll their children in school, if they are able, as opposed to keeping them at home.

After over 30 years, Lynford is immensely proud of what RCSN has, and continues to accomplish. "Young women come up to me at conferences that I've never met before and they thank me for starting this organization," Lynford said proudly. "It makes me very happy to see these women have such a better life." #

CELEBRATE DYSLEXIA: EILEEN MARZOLA ED.D. IS HONORED AT JOYOUS CELEBRATION

By LYDIA LIEBMAN

Recently, Eileen Marzola, Ed.D., was honored for her outstanding work in dyslexia education at the New York University Kimmel Center. Celebrate Dyslexia, as the event was aptly called, featured a variety of presentations and a silent auction that included photographs from Elena Gibbs, a 17 year old senior at Winston Prep School and complimentary registration to the International Dyslexia Association (IDA) Annual Reading, Literacy, and Learning Conference, among others.

Eileen Marzola, Ed.D., is considered a pioneer in field of education for those with learning disabilities and attention deficit disorders. She has written for various professional publications including Reading, Writing and Learning Disabilities International and Reading Instructional Journal, among others, presented papers at many national and international conferences and conducted countless workshops for parents and teachers regarding the instruction of those with dyslexia and other learning disorders. She is an adjunct assistant professor at Hunter College and Teachers College, Columbia University, which is also her alma mater and serves on the Board of Directors of the International Dyslexia Association all while maintaining a private practice.

Event co-chairs Judith R. Birsch and Sharon Thomas showered accolades on the esteemed Marzola during their introduction. "I can think of only one person in this city who has the breadth and depth of knowledge and teaching experience to affect how we treat learning disabilities, in particular dyslexia, and that is Eileen Marzola," said Birsch; "at multiple levels of concern she has made enormous contributions."

Eileen credits "the look of hunger to learn" on the faces of children with dyslexia as the spark that started her career. "I felt an intense responsibility to help these children," said Eileen about her work, "and there's nothing better than to see kids become more confident and more independent. It's thrilling to me and

A child with Down Syndrome, for example, was generally depicted as a cute youngster, and not during the years when he/she grew into adulthood and the characteristics of Down Syndrome became more evident.

Pace University's Celebration of Individuals with Disabilities in Film is trying to rectify this challenging situation. Organized by the Seidenberg School of Pace University and AHRC NYC, it provides an opportunity for students, faculty, community advocates and individuals with disabilities and their families, to view films, that they chose, and to participate in a thought-provoking discussion with filmmakers, city officials, and other experts (including individuals with disabilities).



it's something that still gives me chills."

The event was buzzing with an impressive mix of attendees including parents of Eileen's students, health professionals and neuropsychologists, teachers, and volunteers. Many were eager to shed light on different aspects of dyslexia.

"When I entered the field dyslexia wasn't discussed as much but over time perception has shifted and it is much more out in the open," says Susan Blumenthal, Ed.D., a neuropsychologist who works primarily with college aged adults and trains teachers at Hunter College, Manhattanville College, Teachers College and Columbia University while maintaining a private practice. Another attendee, psychologist Sasha C. Blackwell, Ph.D., NCSP, agreed and happily acknowledged that the perception of dyslexia is positively changing. "It's nice to be at an event that embraces dyslexia rather than stigmatizes it. It shouldn't be looked at as a deficit but rather as a different learning profile that we can, in turn, learn from," said Blackwell.

The proper education of parents and teachers was a heavily discussed topic at the event. Due to the complex nature of dyslexia, the disorder can sometimes be difficult to properly diagnose. According to Sejal K. Vyas Ph.D., a pediatric and adult neuropsychologist based in Connecticut, dyslexia is often misidentified as ADHD. Marzola stressed that learning how to look and properly identify where the breakdown occurs is an essential part of working with dyslexic children. "Correctly trained teachers can make a great difference. Teachers can't accept the status quo. People in this field need to ask what are we not doing, rather than what are the kids not doing," said educator Kitty Prager. According to those at the event, it's teachers like Eileen that make overcoming dyslexia possible.

"It is extraordinarily rare to find someone as knowledgeable, caring, and able to help every child as Eileen," says Sally E. Shaywitz, MD, Co-Director of the Yale Center for Dyslexia and Creativity. "We are very lucky to have her and need more people like her in this field." #

Pace University's Celebration of Individuals with Disabilities in Film

By KAREN KRASKOW

Film media is playing a critical role in educating the public about the lives of people with disabilities. It also plays a vital role (think: YouTube, social media) in enabling people facing disability to express their hopes and dreams. Through film they can inform the populace on

what would help make a more inclusive society.

Film hasn't always been an accurate medium for these concerns. Traditionally, Hollywood would only depict a character with a disability if a) they had an extraordinary skill (such as Rain Man, the savant) and b) only a non-disabled actor/actress would play that character.

Debate was ever-present and the ideas that came out of this discussion were definite gems to carry with you. Janice Chisholm, Director of NYC's Bureau of Developmental Disabilities, urged us to understand the variety of conditions as well as the attendant abilities— make that part of your journey, she suggested. She also pointed out that some disabilities are 'invisible,' — we may not 'see' them: intellectual disabilities, or autism. While Miss You Can Do It (USA, Dir. Ron Davis) documented a beauty pageant featuring children and pre-teens with disabilities, some saw this as encouragement to parents— as one panelist noted: sometimes parents themselves don't think their children can be successful. #

EDUCATION UPDATE *Interviews Writer Gary Karton at Beacon College in Leesburg, FL*

By LYDIA LIEBMAN

Dr. Pola Rosen (PR): How does someone with dyslexia see words or letters?

Gary Karton (GK): It was really tough for me. The thing for me was, you know it's so funny; I never called dyslexia until I met ALI (Advanced Learning Institute). They are a great organization; they make books for children who are deaf and with learning disabilities. My mom always told that I have this visual perception of learning but they're experts and they said, that's all a part of dyslexia. Dyslexia is not just about moving the letters around. For me, it was really tough to focus on the reading and then comprehend what I was seeing. This teacher I would go to her class every Wednesday and she would do three things: tape-record me and I would talk into the tape recorder. I would read into that and I would hear back and it would help me understand what I was reading. We read a lot of sports sections, I was a Cubs fan and the last thing for some reason, she had this obsession with languages and accents.

PR: Did your learning disability interfere with your reading?

GK: It was always hard for me to read. I remember going to the hospital as a young kid and getting tested. The thing that was hard for me to focus on the reading. I couldn't understand what I was reading. In the third grade, I had a teacher who I would meet with every Wednesday and she would have me speak into a tape recorder. After the third grade I moved on and never talked about it. I didn't want anyone to know I had a disability. I graduated high school in 1987. I remember sitting in classes and struggling. I would try to fake it.

PR: How did things progress after third grade?

GK: I just kind of got by. It was a struggle. I didn't do the reading assignments very often and I would really prepare to speak out loud in the classroom. What ended up happening

was that I came up with strategies on my own. When I got a little older instead of going to the library and researching about the Civil War for research papers I would look up 'Civil War' in the phonebook and call what I found. So usually it would be a store. I'd ask them if they knew anyone who could explain about the topic and eventually I'd get a hold of a professor or someone who knew. I'd interview them and write the paper. The teachers loved it. I had great grades. They loved that I had 'original research' when really it was my way of getting away from the reading.

PR: Did you have the support of any other students or teachers when you were in high school?

GK: Nobody knew. The first time I was on TV in Dallas was the first time many people found out. Even someone I knew my whole life didn't realize I had a disability until that moment.

PR: What was it that actually helped you to go on to the next level of your life?

GK: Even to this day, I don't like to read but I kept going through college. I'm pretty good with math, science and psychology. I really developed a love of asking questions and once I got to college I really gained more confidence. I wasn't afraid to try new things. In High School I hid under the shadows but in college at University of Rochester it completely changed.

PR: What was the crucial turning point that gave you that confidence?

GK: I've never actually told this story to anyone. When I was in the first week of college this girl came up to me and asked to sit with me. And I remember just being so shocked. I was completely surprised. And really in college I just didn't mind trying. I didn't mind showing who I was. If people liked me, that was good, but if not it was okay.

PR: Do you think it was part of just maturing and growing older too?

GK: I think it was. And University of

Rochester really helped... I felt I had a chance to do things over again. It was the only school I applied to and somehow I got in. It was a great school and a perfect fit. I was so lucky. The reading didn't change though. It was very hard until I had a professor in Social Psych and he made us read a book a month. He said to me "I don't want you to read this book and write a report. I want you to tell me how this book makes you feel and what it makes you think about." I could read the first paragraph and my mind would go somewhere. And then I really lucked into a job at the Washington Post as a sports reporter.

Adam Sugerman (AS): What did you cover at the Washington Post?

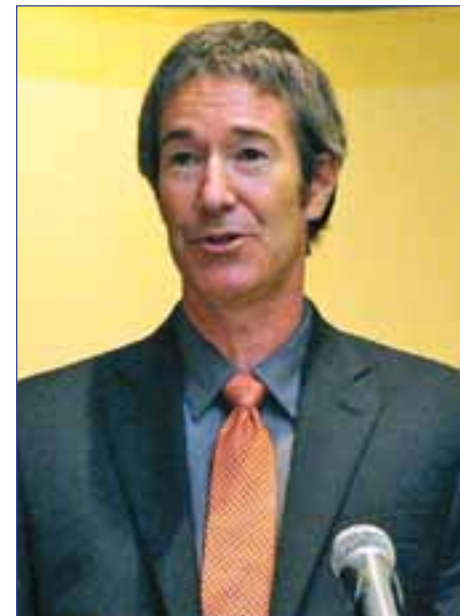
GK: I covered all sports. I started for this new high school sports editor. I was the first guy he hired. I was just so happy to be there and I did anything. I learned so much from Neil Greenberg (my editor). He taught me how to write. They sent me to the horse show in DC every year and I'd write two stories a day and I would write on anything.

AS: There's an amazing story about Bill Cosby's brother who went back to college when he had grandchildren so he could learn to read and he is thrilled. It's amazing. Do you want to share anything amazing about what's happened to you?

GK: When I had kids I wanted to do everything possible to make sure they loved to read. When I started reading to my kids I read all the time. Dr. Seuss, Series of Unfortunate Events, Peter and the Starcatcher... everything. I would use different voices to read to them and we would all read together. It was the first time I really embraced it and that led to us reading so many books for hours.

AS: That's so great because it's bonding with you and your sons and it's your overcoming an obstacle!

GK: Once they learned how to read they would catch MY mistakes!



AS: Who are some of your mentors?

GK: I always hoped for a certain mentor and honestly it's something I never had. Neil was great but I didn't have someone to really say "you have something and I want to help you develop that."

AS: We've made some terrific progress with technological tools that can help kids with disabilities. Has technological tools helped you at all?

GK: I am a huge proponent of books on tape. I happen to drive often and I find that the books on tape are the best accompaniment.

AS: Tell us more about your book.

GK: You can't make kids love to read. If you're bad at something it's hard to do it. What I learned is that you need to find a way to make reading fun and if you can make it fun kids will do it. With my new book I wanted to make sure my chapters were really short and

continued on page 9

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INTERNATIONAL EDUCATION

The University of Edinburgh Strengthens Ties with US

By LYDIA LIEBMAN

The University of Edinburgh celebrated the launch of its North American Office at the Morgan Library and Museum. The event, which was intended to highlight the University's connections to North America and reaffirm its commitment to deepening and widening engagement throughout the region, brought a full house to the historical library. Professors from the university as well as alumni, dignitaries and representatives from a number of foundations and organizations attended.

Many topics were discussed among the attendees during the course of the evening. One topic that was of particular interest was that of online education. "We see people take the online course and if they don't drop out we try to bring them to an actual classroom or group discussion," he said, "we look at online learning as the front door." The University of Edinburgh has been successful with online courses, as they have just graduated their millionth online student. Another representative of the college explained that they are working toward partnerships with organizations in the US, one of which is the Clinton Foundation as well as with other universities where they hope to offer courses.

Following the cocktail hour, dignitaries from Edinburgh offered some remarks. Professor Sir Timothy O'Shea, Principal of the University of Edinburgh said: "North America is of immense importance to the University and I believe the opening of this new office will extend and deepen the already strong links we have across the USA and Canada. North American students make a vital contribution to life at Edinburgh and our research collaborations are helping



Professor Sir Timothy O'Shea, Principal of the University of Edinburgh

mankind to address global challenges such as climate change, health and economic development. The North American Office will help further this important work."

Other speakers included the distinguished historian Professor Sir Tom Divine who delivered a riveting talk about the links between the university and North America. The lecture, aptly titled "Enemy or Friend? The Scottish Factor in the Origins of the USA," was bookended nicely by Divine's choice to give away signed copies of his latest book "To The Ends of the Earth: Scotland's Global Diaspora." Professor Harold Hass introduced a high-speed wireless technology in his presentation. Developed by the Li-Fi Research and Development Centre, Li-Fi is a light-based communication technology that makes use of light waves instead of radio technology to deliver data. The new office is located at 45 Rockefeller Plaza in New York City. #

A Fulbright Scholar in Uganda

By CAROL STERLING

HUH, what's a puppet?

It is hard today to find a young person or a parent of one, or a teacher who doesn't know that puppets are part of childhood. Not in Uganda. The students I worked with, as a United States Fulbright Specialist in the fall of 2012 had never seen these familiar whimsical characters created from recycled materials that amuse grown-ups as well as kids.

My task, for six weeks at The School of Education at Makerere University in Kampala, was to introduce undergraduate and graduate students who are majoring in Education and in-service teachers to the world of puppetry. I was starting from scratch. In Buganda, the primary language of Uganda, there is no word for puppet! Also, most of the students have limited contact with television. So you can imagine their surprised and bemused expressions at the first class, when I danced around the room

to African music performing with a puppet.

Their initial bemusement turned to contagious enthusiasm and spirited participation in no time. In five different puppetry courses, I introduced hundreds of students to innovative teaching techniques and activities using simple hand, rod and 15' giant puppets. At the request of the Department of Education, I focused on strategies to motivate and reinforce English Language Arts and Literacy with an emphasis on reading and speaking. English is their language of instruction and the second language spoken in Uganda. I introduced techniques for making puppets from inexpensive materials combined with activities to stimulate imagination. I also showed students how to develop skits that would strengthen critical thinking and problem solving. My essential concern was to share strategies for developing characters with which my students could personally identify along with realistic situations to be enacted. I wanted them to see how real

Confucius Institute Celebrates Its 10th Anniversary

By MARIAH KLAIR CASTILLO

The Confucius Institute celebrated its 10th anniversary. HanBan, created the Confucius Institute in collaboration with the Chinese government, to promote Chinese culture and language on a global scale. After ten years, there are over 450 Confucius Institutes and around 700 Confucius Classrooms around the world. In New York City, the five Confucius Institutes collaborated to host a full day of celebrating the milestone. The opening ceremony was held at the SUNY Global Center and hosted by the Confucius Institute for Business (CIB) at SUNY.

In her opening speech, Dr. Maryalice Mazzara, the American Director of SUNY CIB, talked about the mission of Confucius Institute, which is to "promote understanding through Chinese language study, cultural programs and events, and the establishment of positive relationships" between China and the United States. She noted how this was especially important in New York City, stating that the Confucius Institutes have allowed students to grow closer to members of the community.

Sally Crimmins Villela, the Assistant SUNY Vice Chancellor for Global Affairs talked about the impact of the Confucius Institutes on a global scale, saying the Confucius Institutes "truly embody the spirit of public diplomacy."

She added, "We know that nations are less likely to wage war on one another when they have significant cultural, personal, and economic ties. We know these ties are formed through higher education."

Cheng Lei, the Deputy Consulate General of China in New York City, echoed Villela's sentiments. He read a letter from the Consulate General, which said, "It is my sincere hope that those Chinese-American scholars can make full use of this platform for the sake of exchanging ideas and learning from each other so that the future emanations of those fine Chinese and American culture can bring benefits to mankind." Lei also stated that, "The Chinese Consulate General in New York City is ready to exert all its efforts to support Confucius Institute's for the sake of improving mutual

world issues could be inserted into the make-believe façade of puppetry.

I advised my students that the puppetry class would be "different" from their usual courses where a lecturer dominates the class. They had to interact with me and one other person with the goal of validating and critiquing each other's ideas. I stressed the importance of each student's oral participation and underscored how valuable it is for each to share his/her creative notions as well as to support each other in the group.

The puppetry program, in its brief moment,



Mr. Chang Quansheng, Education Consul & Mr. Cheng Lei Deputy Consul General Consulate General of the People's Republic of China in New York

understanding and friendship between two great nations and two great peoples."

Shenzhen Liao, Director of Education at the China Institute, read a letter from Carmen Fariña, the Chancellor of Education, which discussed the impact of the Confucius Institutes in New York City. Fariña wrote that the five Confucius Institutes "have provided wonderful platforms that made the teaching and learning of Chinese language and culture more accessible for the city's students, educators, and all the city's residents."

Following the speeches made by representatives of the five Confucius Institutes in the City discussing their specific programs and impacts on the community, Dr. Mazzara then talked about the events celebrating the 10th anniversary of the Confucius Institute taking place throughout the day. The festivities mark ten successful years of promoting Chinese culture around the world through the Confucius Institute, with many more to come. #

altered the environment of the School of Education at Makerere University. "I never used to speak in class," many students told me, "but puppetry opened me up." Students reported being more articulate, feeling more creative, discovering new talents, and bringing more of their real selves to the classroom.

I will never forget these students. I will never forget their unaccustomed openness. I wish them Godspeed! #

Carol Sterling is an Arts and Education Consultant in NYC. Please contact her at csterling646@gmail.com

Health Travel Tips by Nurse Practitioner at ColumbiaDoctors

By CAROLINE SULLIVAN, DNP

Going overseas? Book your shots when you book your flight.

Planning to travel outside the U.S. this holiday season? Check with your primary care provider or travel clinic when you book your flight. You may need to see a provider at least 4-6 weeks before leaving the country to allow enough time to complete vaccinations, says Caroline Sullivan, DNP, an adult nurse practitioner at the Primary and Immediate Care practice at Columbia Doctors. In addition to getting any needed vaccinations, advance planning can give you time to consider other health precautions to consider for your destination, Sullivan says. Sullivan, whose practice provides travel consultations, offers the following tips for trips abroad.

1. Find vaccine recommendations for your travel destination. If your trip takes you to South America, you might vaccinate to protect against Yellow Fever or Typhoid Fever. Travel to Africa may require vaccines to protect against meningitis or rabies. If you go to Asia, you might need vaccination for Japanese encephalitis, a virus spread by mosquitos in the region. "People are often unaware that these issues exist, and that there are vaccines for them," Sullivan says.

2. Don't forget routine vaccinations. All adults and kids should get a flu vaccine every year. Adults should get the Tdap vaccine, which pro-

tects against whooping cough, tetanus, and diphtheria, at least once if they didn't receive it growing up. Travelers 60 years and older should also get vaccines to protect against shingles and pneumococcal diseases, which cause infections in the lungs, blood, brain, and ears. "Keeping vaccinations up to date should be a routine part of primary care," Sullivan says. "It's never bad thing to double check before a trip."

3. Vaccines aren't the only protection you need. Depending on where you go and how you get there, you may want to have prescriptions for malaria, altitude sickness, or motion sickness. You should also take precautions with what you eat and drink, consuming fully cooked food and drinking beverages from sealed bottles. You may also need to take steps to protect yourself against mosquitos or other insects, or take precautions to prevent blood clots during flights or diarrhea on the ground. "Travel medicine isn't just about vaccinations," Sullivan says. "Other measures are equally important such as food and water precautions and protections against insects."

4. Know the costs of travel medicine. Insurance may not cover all the shots needed for trips outside the U.S., and travel consultations also have fees that aren't covered as routine primary care. "If you are traveling on a budget, you should be aware of these out-of-pocket fees," Sullivan says.#

Gary Karton

continued from page 7

that the writing was big so that it could be easy for kids to read. The publisher, Brattle, really cares about getting kids reading. I didn't want pictures in the book because it hampers down the imagination.

AS: Can you think of a difficult moment in your life that you overcame?

GK: When I was at the Post I was way over my head. I never wrote on deadline before. I remember getting my first assignment and having no idea how to write. One time a few weeks later there was a football game that needed coverage and absolutely nobody could do it so I volunteered and they still refused to give it to me. I remember feeling like I must have been the lowest in this company as humanely possible. The thing was I didn't feel bad about it, it was almost energizing because I looked at it like "there is nowhere for me to go but up!" It was a really great feeling and ever since then if I'm having a bad day I tell myself tomorrow will be a good day. Everyone has bad days.

AS: That's such a great attitude. Can you share a particularly ebullient moment in your life?

GK: I have to say that the biggest gift anyone can have is to know what you want to do in your life. I will say going into schools and talking to kids and getting them inspired... it's a great gift. When they come in they're smiling. They ask question after question. It's an amazing feeling.

AS: Who do you admire in writing for children's books?

GK: First of all I admire anyone who can bang out these books. All of these children's authors are amazing. I loved the Series of Unfortunate Events by Lemony Snicket. He writes so beautifully.

AS: What about Harry Potter?

GK: I've actually never read it but I think that when you can overcome obstacles like that it's just so cool. J.K. Rowling's story is incredible. She made it happen! I think the books are amazing.

AS: How do you write? Do you use a tape recorder?

GK: Here's the deal with the writing. I'm not a good writer. I grind away. I start writing and it's terrible and I work and work and work at it until it's good. It's not natural and it's not something that comes easy to me. Someone told me to write what you like to read. For me to like to read it would have to be pretty good. It all came together because I don't use clichés and I don't want to do something that's been done before. Everything I read comes straight from my imagination- I don't read enough to steal anything. As soon as I start writing and I feel I know where the chapter needs to end I just stop right there

AS: What about social media? Do you read social media?

GK: I don't do any of that stuff. I don't do Twitter or Facebook or any of that. I tried Twitter but my wife pointed out it's just not who I am. #

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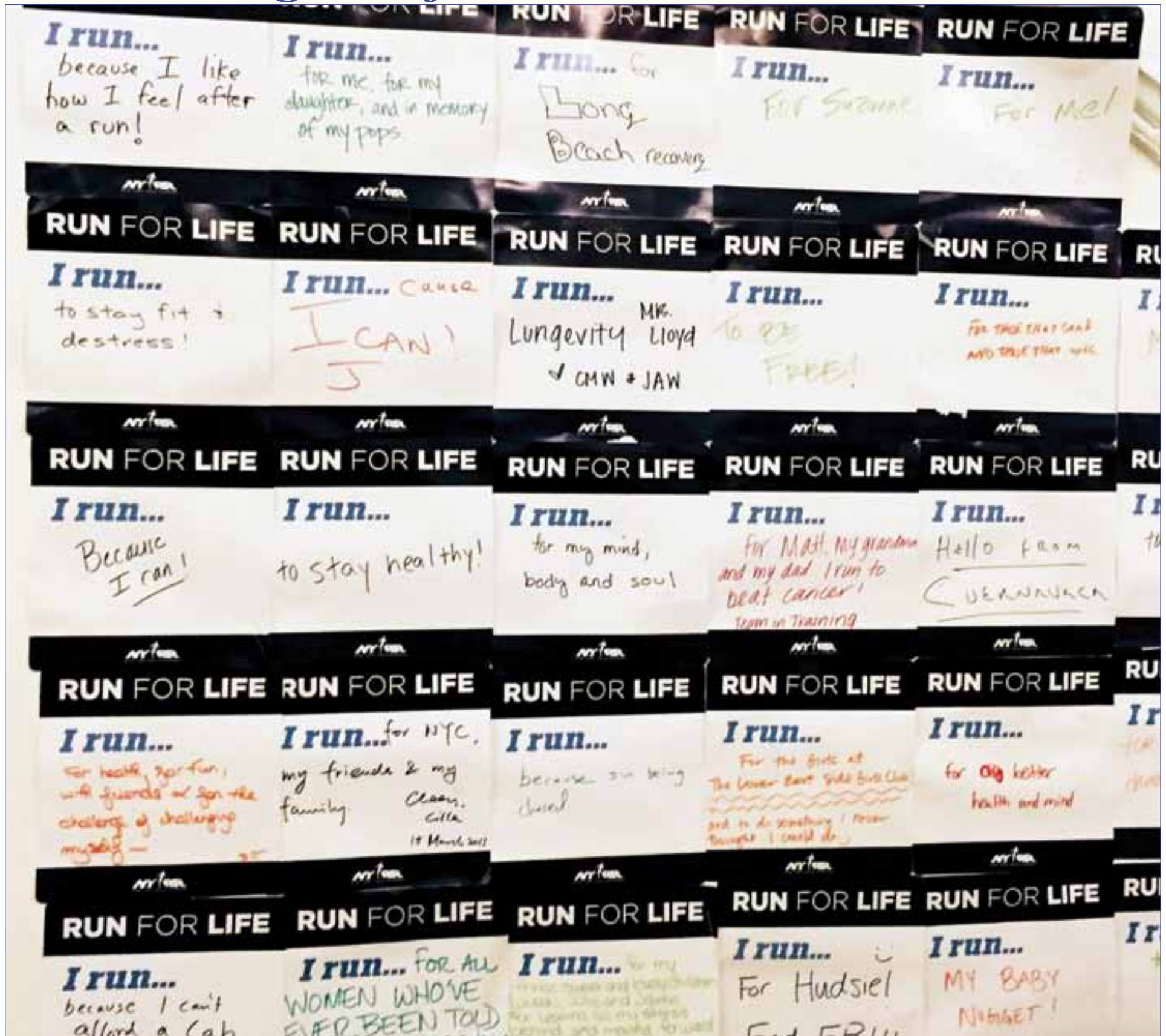
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The Origins of the New York Marathon



By DOMINIQUE M CARSON

Fred Lebow was a runner and founder of the New York City Marathon. Lebow launched the biggest race in the world, which became a citywide celebration. The race director ran the inaugural marathon in 1970, finishing 45th out

of 55 runners in four hours, twelve minutes, and nine seconds. Lebow ran 69 marathons in 30 countries, launched three marathons, Empire State Building Run Up, the Fifth Avenue Mile, and the Crazy Legs Mini Marathon, and was president of the New York Road Runners Club

for 20 years. He passed away on October 9, 1994 at the age of 62 after being diagnosed with brain cancer. To celebrate Lebow's legacy, artist Jesus Ygnacio Dominguez created a sculpture after him on November 4, 1994 that depicts Lebow's timing runners with his watch.

The Road Runners Club housed in a townhouse on East 89th Street features a striking wall inscribed with runners' personal reasons for running. They vary from a dedication to a deceased parent to a desire to be healthy for oneself.#

MERCY COLLEGE – THE DEAN’S COLUMN

*Appreciating Geometric Relationships:
The Ruth-Aaron Numbers*

By ALFRED POSAMENTIER, Ph.D.

In my most recent book, *Mathematical Curiosities: A Treasure Trove of Unexpected Entertainments* (Prometheus Books, 2014), I felt it was time to apply mathematics to our national pastime, baseball. However, not in the way that we would expect by considering the geometric applications folder on the baseball field and the action that occurs on the field but from two numbers there for a long time help define the primary goal of the game. For many years the goal for most home-run-hitting baseball players was to reach, or surpass, the longtime record for career home runs set by Babe Ruth at 714 home runs. On April 8, 1974, the Atlanta Braves' slugger Hank Aaron hit his 715th career home run. This prompted Carl Pomerance, a mathematician at the University of Georgia, to popularize the notion – through the suggestion of one of his students. The amazing relationships about these two numbers, 714 and 715, that are related by dint of the fact that they are two consecutive numbers whose prime factor sums are equal leads to many other arithmetic discoveries which can be used to enrich a secondary school classrooms instruction and enchant students with the endless curiosities to be discovered within the realm of mathematics. Let's consider these two numbers now.

$$714 = 2 \times 3 \times 7 \times 17, \text{ and } 2+3+7+17 = 29,$$

$$715 = 5 \times 11 \times 13, \text{ and } 5+11+13 = 29.$$

We can extend the list of Ruth-Aaron numbers, if we consider only numbers with distinct prime factors. In this case we have the following pairs:

$$(5, 6), (24, 25), (49, 50), (77, 78), (104, 105),$$

$$(153, 154), (369, 370), (492, 493), (714, 715),$$

$$(1682, 1683), (2107, 2108).$$

If multiplicities are not counted (so that a factor of 23 counts only a single 2), we get the following pair:

$$(24, 25): \quad 24 = 2 \times 2 \times 2 \times 3, \text{ and}$$

$$2+3 = 5,$$

$$25 = 5 \times 5, \quad \text{and } 5 = 5.$$

If we consider repeating prime factors, then the following numbers would also qualify as Ruth-Aaron numbers:

$$(5, 6), (8, 9), (15, 16), (77, 78), (125, 126),$$

$$(714, 715), (948, 949), (1330, 1331).$$

$$(24, 25): \quad 8 = 2 \times 2 \times 2,$$

$$\text{and } 2+2+2 = 6,$$

$$9 = 3 \times 3, \text{ and } 3+3 = 6.$$

There are also pairs of unusual Ruth-Aaron numbers, where the sums of all the factors are equal, and where the sums of the factors, without repetition of each of the factors, are equal. One such pair is: (7129199, 7129200), where $7,129,199 = 7 \cdot 112 \cdot 19 \cdot 443$, and $7,129,200 = 24 \cdot 3 \cdot 52 \cdot 13 \cdot 457$.

Without repeating the factors of each of the numbers:

$$7+11+19+443 = 2+3+5+13+457 = 480,$$

The sums taking into account the repetition



of the factors:

$$7+11+11+19+443 =$$

$$2+2+2+2+3+5+5+13+457 = 491.$$

We can extend the Ruth-Aaron pairs to consider Ruth-Aaron triplets, that is, three consecutive numbers, where the sums of the factors are equal. Here is one such triplet: (89,460,294, 89,460,295, 89,460,296)

$$89,460,294 = 2 \cdot 3 \cdot 7 \cdot 11 \cdot 23 \cdot 8,419$$

$$89,460,295 = 5 \cdot 4,201 \cdot 4,259$$

$$89,460,296 = 2 \cdot 2 \cdot 31 \cdot 43 \cdot 8,389$$

The sums of the factors are as follows:

$$2 + 3 + 7 + 11 + 23 + 8,419 = 5 + 4,201 +$$

$$4,259 = 2 + 31 + 43 + 8,389 = 8,465.$$

This is the first example without repetition!

Another such Ruth-Aaron triplet is the following: (151,165,960,539, 151,165,960,540, 151,165,960,541)

$$151,165,960,539 = 3 \cdot 11 \cdot 11 \cdot 83 \cdot 2,081 \cdot 2,411$$

$$151,165,960,540 = 2 \cdot 2 \cdot 5 \cdot 7 \cdot 293 \cdot 1,193 \cdot 3,089$$

$$151,165,960,541 = 23 \cdot 29 \cdot 157 \cdot 359 \cdot 4,021$$

The sums of the factors are:

$$3 + 11 + 83 + 2,081 + 2,411 = 2 + 5 + 7 +$$

$$293 + 1,193 + 3,089 = 23 + 29 + 157 + 359 +$$

$$4,021 = 4,589.$$

Here we have, yet, another Ruth-Aaron triplet, but with repeating the factors: (417,162, 417,163, 417,164)

$$417,162 = 2 \cdot 3 \cdot 251 \cdot 277$$

$$417,163 = 17 \cdot 53 \cdot 463$$

$$417,164 = 2 \cdot 2 \cdot 11 \cdot 19 \cdot 499$$

The sums of the prime factors are:

$$2 + 3 + 251 + 277 = 17 + 53 + 463 = 2 + 2 +$$

$$11 + 19 + 499 = 533$$

The last Ruth-Aaron triplet so far to have been found is: (6,913,943,284, 6,913,943,285, 6,913,943,286)

$$6,913,943,284 = 2 \cdot 2 \cdot 37 \cdot 89 \cdot 101 \cdot 5,197$$

$$6,913,943,285 = 5 \cdot 283 \cdot 1,259 \cdot 3,881$$

$$6,913,943,286 = 2 \cdot 3 \cdot 167 \cdot 2,549 \cdot 2,707$$

The sums of the prime factors are:

$$2 + 2 + 37 + 89 + 101 + 5,197 = 5 + 283 +$$

$$1,259 + 3,881 = 2 + 3 + 167 + 2,549 + 2,707$$

*Annual Laurie Tisch Lecture
Tackles Technology & Educational
Reform at Teachers College*

By MARIAH KLAIR CASTILLO

The annual Tisch Lecture, funded by Laurie Tisch, took place at Teachers College, and its topic couldn't have been any timelier. Reed Stevens, Professor of Learning Sciences at Northwestern University, presented the future of companion technology and its implications in learning and education.

After listing a few of his accomplishments, including founding the LIFE Center, a National Science Foundation Learning Center, Stevens started his lecture by showing several statistics from his research. A child spends only 18.5 percent of waking time per year between grades 1 and 12 in formal learning settings; the rest is spent in settings outside of formal classes. However, 21.5 percent of the annual time for children between the ages of 3 and 8 is used for media. This percentage more than doubles to 49.8 percent for children between the ages of 8 and 18. Professor Stevens further shows the pervasiveness of technology by examining the trend of companion devices. To him, Google Glass, speech-recognition mechanisms such as SIRI, and wearable technology shows that "we are living with these devices that are mobile and networked and providing feedback to us in a different way."

Stevens defines the term "cyborg learning" as "people learning a practice of any kind with devices or tools in which the devices and the humans are both essential elements of the practice." He then gave the example of learning a new recipe to demonstrate cyborg learning; in this case, the person is bringing his skills to create the meal, but he also uses tools such as a knife in the process. In this case, and in cyborg learning in general, both the device and the human are necessary components. To Stevens, companion devices can be used to promote cyborg learning.

In some ways, companion devices are already prevalent in helping children learn. In an ethnographic study done in the past year, Stevens found that, at least in middle class families, parents and children use technology even in "unplugged" activities, such as cook-

ing and in learning to play the piano. One interesting trend he discovered was that the phenomenon was intergenerational. Parents are the ones encouraging the use of technology and incorporating these devices in their interactions with their children. "The notion of the generational divide," Stevens said, "is largely untrue in our study."

Despite the success of using companion devices in informal learning settings, schools are in general not caught up to this trend. Many schools are still tool-impooverished and isolate individual students. The incorporation of new technology in schools, according to Stevens, is really "digitizing the status quo," a phrase he learned from Ellen Meyer. One of example of this is the advent of the online textbook. The content and learning style one gets from it is still the same as through a physical textbook, except now one can click on it to turn the pages. All in all, the operating theory of schooling has to be reformed.

Stevens' idea of reform is to implement the distributive theory of cognition in school, and uses his project, FUSE Studios, as an example of what this theory would look like in practice. FUSE Studios is a program that engages teens and pre-teens in Science, Technology, Engineering, Art/Design, and Mathematics (STEAM). Participants can choose from 20 challenges, and, like in a video game, they can complete the levels of each challenge at their own pace. The students are also encouraged to share their knowledge with the other students instead of keeping to themselves. Lastly, the project attempts to invite students to become interested in STEAM, especially when it comes to the participation of girls and minorities. While FUSE Studios is a fairly new project (the first program opened in 2011), Stevens thought it would be interesting and doable to study the effects of the experience on the participants in the future.

Companion technology is not the way of the future. It is already here. Schools therefore have to be reformed to promote learning with the new innovations as well as to allow more collaboration in the classroom.#

= 5,428.

Who would have thought that the two home-run kings would make a contribution to mathematics? By the way, we should remind ourselves that this discussion began with 714 and 715, and we take the sum of these numbers $714 + 715 = 1,429$, which is a prime number, as is its reversal 9,241. Furthermore, other arrangements of this number are also prime numbers: 4,219, 4,129, 9,412, 1,249.

Interestingly, Pomerance found that up to the number 20,000 there are 26 pairs of Ruth-Aaron numbers, the largest of which is (18,490;

18,491). One of the most famous mathematicians of the 20th Century, Paul Erdős (1913-1996), proved that there are an infinite number of Ruth-Aaron numbers. You might now want to challenge her students to search for others!#

Alfred S. Posamentier is Dean of the School of Education, and Professor of Mathematics Education, Mercy College, New York. He was Distinguished Lecturer at New York City College of Technology of CUNY and is Professor Emeritus of Mathematics Education at The City College of CUNY.



RISING SCIENTISTS AWARDS AT CHILDMIND INSTITUTE

The Child Mind Institute recently awarded ten high school students the 2014 Rising Scientists Award, honoring their excellence and commitment to scientific research. Here are the responses of a few to our questions.

1. How did you first become interested in science?

Skye Malik (SM) - I first became interested in science when my Kindergarten class hatched ducklings. My five-year-old self was fascinated that there was actually something coming to life inside the egg.

Tynan Couture-Rashid (TCR)- My interest in science started with a fascination with nature. I remember that when I was much younger I owned many insect field guides and a ridiculous amount of dinosaur books. This interest in nature only grew broader as I went through school. In 8th grade I was in a great anatomy and physiology course and that's when I became compelled by the complexities of the human body. Since then, I've gradually become more and more focused on our most complex organ, the brain.

Isabella Castillo (IC)- As a young girl, I dreamed of becoming a doctor. The stethoscope, the white coat, the comfortable shoes (typically crocs), the idea of promoting and restoring health, the constant learning, the novel techniques and breakthroughs — it all fascinated me as a little girl. I would say to myself, "That could be me in a few years."

Matthew Guido (MG)- Having a few family members in the field of medicine, I've grown up with an appreciation for science and its impact on people's lives. A great experience during my freshman biology class inspired me to take a brand new 3-year elective being run by my school, Science Research. Taking this course allowed me to explore my scientific interests in more depth, such as neuroscience. Having a teacher as passionate as my Science Research advisor, Dr. Chin Chu, has been instrumental in allowing me to achieve my goals and made me more aware of the world of scientific research. Since then, my interest in science has grown tremendously, and I hope to continue to expand it during my years in college.

2. How would you encourage other students to become interested in science?

SM- I would encourage other students to become interested in science by doing hands-on activities that relate to their interests. For me, this would include the physics of martial arts and the neuroscience of dyslexia.

TCR- I would encourage others to be interested in science by showing them the wonders in nature. I'd show them some amazing nature documentaries that are out there, and explore the vast diversity of life that exists on this small planet. Then we'd look at dinosaurs, because who doesn't like dinosaurs?

IC- Ask my brother what science is, and he will tell you it is a fat textbook full of isolated and static facts. Ask me what science is, and

I will say that it is a miracle. It's dynamic! Science did not end with the latest edition of my Biology textbook, and it will not end until the whole natural world is explored and explained. Everywhere you look, science is evident, including in our day-to-day activities. Science is definitely not confined to the classroom.

I would encourage students to be inquisitive. Why is the sky blue? How come humans speak while animals do not? Why does a soccer ball travel in a projectile motion? Why do we use baking power and baking soda? There are so many questions waiting to be answered. All we need to do is have the patience and extraordinary drive to ask and seek the answer. There is also still a stereotypical scientist image. The image some of my friends will tell me about when they think of a scientist is an introverted, nerdy researcher with a lab coat and gloves, simply pouring liquid into test tubes all day. Wrong! In fact, some of the scientists I have had a privilege to meet are witty, fashionable, and hip.

MG- I would encourage other students to take advantage of all the opportunities their school has to offer. For me, this opportunity took the form of the Science Research class I elected to take beginning in my sophomore year. If you're passionate about something that your school doesn't offer, do not let this limit you. Explore outside of your school for courses, internships, summer programs, and research opportunities.

3. What is the most compelling scientific experiment or body of work you have come across?

SM- The most compelling scientific experiment I have come across took place during Environmental Science. I had to create a self-sustaining biosphere and maintain life for two weeks. This was unlike any other single-class lab I had done in the past because it was very self-guided and depended on my own research.

TCR- The most compelling work I've come across is that of Pierre-Paul Broca. His 19th century work on the localization of brain function was key in showing that certain processes are tied to specific parts of the brain, specifically language processing to what is now called Broca's area.

IC- The human brain remains a miraculous mystery, and yet the very little we do know is more than enough to fill whole libraries. The mere fact that new discoveries are changing the way we view and understand the brain is astonishing. Ideas that we accept today can be rejected or modified with new evidence discovered tomorrow.

The most compelling scientific experiment I have come across is the work being conducted in Dr. Bulloch's Laboratory of Neuroendocrinology at Rockefeller University. Until recently, dendritic cells (DC) were considered absent players in the brain's immune surveillance. However, in

BEACON COLLEGE HOLDS FOUNDERS DAY CELEBRATION



President George Hagerty

By ADAM SUGERMAN

Beacon College recently celebrated 25 years of academic excellence in the arena of higher education for students with learning disabilities and ADHD.

Education Update attended the anniversary in Leesburg, FL, a charming town about one hour west of Orlando. Local politicians and educators applauded the singular success and vision of the college. Keynote speaker and former Washington Post reporter Gary Karton spoke about the difficulties he had overcome as a dyslexic. (Since its founding, the College has remained true to its singular mission that students with learning differences could master a competitive baccalaureate curriculum). (See the separate interview with Gary in this issue). Beacon College is now a national community serving students from 32 states, and has an international reach to seven countries.

Fifteen honorees were recognized at the Founders Day ceremony, including current and previous members of the Board of Trustees, the College's longest serving President, and the longest serving employee and faculty member.

Dr. George J. Hagerty, Beacon's President,



said of the Founders Day ceremony, "At last, the Beacon community is able to call together some of the great "influencers and shapers" of the College. We have the privilege of publicly and proudly recognizing and thanking these most remarkable of individuals for the pioneering work and tenacity that set Beacon's educational legacy in motion."

Andrew Marvin a graduate from Beacon College, Class of 2010 and currently an Assistant Director of Admissions looked back at hard times. "When I first approached Beacon College to become a student, I already had a history of difficulty in post secondary education. I went to the University of South Florida and left. Beacon showed me that not only can you graduate but you can contribute and learn how to survive in the world that may not always cater to you."

"To be able to spread the good word that Beacon is and to talk about my own personal reflections with Beacon has been a real treat. I've been very lucky and my mom always said, when you're looking for a job, you can look for a job, a career, or a calling. Well, I got the third."#

2008, work done in the laboratory identified DCs in specific regions of the steady-state brain and in different models of neuro-inflammation, suggesting that DCs are indeed active players in brain immune surveillance alongside resident microglia. Now we know that DCs are professional antigen-presenting cells that bridge the innate and adaptive immune systems. When encountering a pathogen, DCs can take up and present antigens to inactive T-lymphocytes, thus initiating an adaptive immune response. To study the role of DCs and other brain immune cells in neuroinflammation, Dr. Bulloch's lab used an intranasal Vesicular Stomatitis Virus (VSV) infection model. VSV leads to progressive neuroencephalitis with symptoms ranging from paralysis to death. Previously it was found that four days after VSV administration, DCs accumulated in the infected areas in the olfactory bulb. I was enthralled with the work of Dr. Bulloch and her colleagues and was privileged to have the

opportunity this summer to conduct research in the lab under the guidance and mentorship of Dr. Gagnidize, a post doc in the lab. Under the guidance of Dr. Gagnidize, I examined the anti-viral response in a mouse brain and investigated DC and microglia involvement in a VSV-infected brain at later stages of infection (6 to 7 days post infection), a time point when physical signs of sickness appear. We also examined the location and type of immune cells that were activated in response to the virus.

MG- Since my Science Research mentorship has focused on functional MRI, I have found the advances made in the area of brain imaging to be particularly fascinating. Modern brain imaging techniques have revolutionized the understanding of the brain and greatly improved diagnosis in ways that were unthinkable just 25 years ago.

This article is continued online at www.EducationUpdate.com

NY PUBLIC LIBRARY EXPERTS TEACH CODING

By BRANDY MCNEIL
& STEVEN DEOLUS

There's been a huge interest in coding around the world as of late. The evolving requirements of technological literacy are making programming a more useful tool in personal and professional settings. High quality online providers like Codecademy have made courses more accessible. However, for those who want to explore this skill and get some exposure, it can come at a high cost and for many, there is a great deal of learning frustration. The New York Public Library's commitment to diversity and inclusiveness makes it an ideal forum to help coding courses reach neighborhoods currently underrepresented in the coding community; this is where the NYPL TechConnect Project_<code> program steps in.

In 2012 NYPL began a pilot to improve and expand its technology training courses under the banner NYPL TechConnect. The program offers more than 80 courses in over 80 locations to the public in the New York area at no cost to them. In two years, patron attendance has doubled and it's new series based program called "Project_<code>" has New Yorkers buzzing.

NYPL just concluded its first session of Project_<code>, coding classes offered at four library locations (Tremont Library and the Bronx Library Center in the Bronx, Countee Cullen Library in Harlem and the Mid-Manhattan Library in Midtown Manhattan). With little to no advertisement, we found ourselves with 450 patrons that showed up for our orientation and only 70 seats were available at the time. Five classes of students spent eight weeks learning HTML, CSS and Intro to Javascript using a blended learning curriculum based on Codecademy's platform. In addition, they worked on personal projects where they developed websites based on their own interests, and a group project where they built websites

for entrepreneurs participating in NYPL's StartUp Business Plan Competition.

The program was a great success with over 90 percent of students completing the eight-week course and participating in the graduation ceremony. Some patrons even travelled from long distances such as Staten Island to attend the program in the Bronx. Project_<code> reached a broad audience, cutting across age groups, education levels, income brackets and ethnicities. The diversity of the participants demonstrated the program's wide appeal. The program has since generated a lot of interest resulting in over 1000 people signing up to take part in upcoming semesters of the program and we are now building a teen coding program as well.

The seeds planted by Project_<code> can be seen in many forms. One of which is the Project_<code> Meetup group that was created by some of the graduates of the Phase 1 Spring 2014 session. Providing them with an incubator space, NYPL TechConnect worked with the graduates to help design what the Meetups should entail, including creating a website as a central hub with information and resources for newbies learning how to code. As a group they have continued to proactively learn additional coding languages together such as PHP, JQuery and Javascript. Three of the participants in the Meetup group entered a Hackathon at AppNexus and won a \$100 prize for integration of an AT&T API into a nonprofit website.

NYPL has found a way to provide its patrons a practical entry into coding while allowing them to build websites for family businesses and in support of hobbies and interests, whilst injecting themselves into the coding community.

Brandy McNeil is the Head & Steven Deolus is the Department Coordinator of Technology Training at the New York Public Library.

Learning and the Brain

In November and December, Learning & the Brain® will be presenting one-day professional development seminars for educators at the Hotel Pennsylvania in Midtown Manhattan and the Iona College campus in New Rochelle.

On November 13 in Manhattan and on November 14 in New Rochelle, Dr. George McCloskey will be speaking on the topic of "Executive Functions in Classrooms: How They Affect Learning and Behavior." Dr. McCloskey is a Professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine and the lead author of *Assessment and Intervention for Executive Function Difficulties* (2008).

On December 4 in New Rochelle and on December 5 in Manhattan, Dr. Donna Coch will be discussing "The Science of Reading: Language, Brains and Print." Dr. Coch is an Associate Professor in the Education

Department at Dartmouth College. There she teaches classes on the reading brain and atypical developmental pathways. A goal of both her research and her teaching is to make meaningful connections among mind, brain and education.

On December 9 in Manhattan, Dr. Steven Feifer will speak on the topic of "Mathematics and the Brain: A Neurodevelopmental Approach to Number Sense." Dr. Feifer is an internationally renowned, has 19 years of experience as a school psychologist and was awarded the 2009 National School Psychologist of the Year. He is the author of several books including the *Neuropsychology of Mathematics* (2005).

On December 11 in Manhattan, Dr. Jack Naglieri will speak on the topic of "Specific Learning Disabilities: From Identification to Instruction" and Dr. Kathleen Kryza will speak on the topic of "Differentiated Instruction and the Learning Brain: Instruction that Engages ALL Learners." Dr. Naglieri is a Research

New Usdan Adds Yoga, Architecture Design, Hip-Hop Open House: Nov. 9, 11 am - 2 pm

Usdan Center for the Creative and Performing Arts, the nationally acclaimed summer arts day camp that for almost 50 years has introduced the arts to more than 60,000 children, announces "The New Usdan" with many new courses for 2015. The Center begins its 48th season with new program options that will add breadth to Usdan's renowned offerings, while new calendar options will accommodate more families' summer plans.

New Dance programs include hip hop (for grades 4-12, intermediate level), Beginning Combination Dance (grades 4-12, incorporating jazz, lyrical, theater and modern dance styles), and Lyrical Dance (grades 4-12, combining ballet and jazz). The Art Department will offer classes in Sewing and Fashion Design, beginner and advanced, where students can both design and create their clothes, Architecture Design (grades 7-12, building design principles, drawing and model-making), and Lego Design (grades 2-12), a program that uses Legos to create works of art and building design. In Recreation, new courses include Yoga, Archery and Quidditch (the non-Wizard version), all for grades 2-12. In addition, for students age 15 and up there will be a course in Lifeguarding, one leading to American Red Cross certification (proof of advanced swimming ability is required, plus a supplemental fee). A second session of Usdan's special and successful 3-week season will launch in 2015. The new session will begin as Usdan's season opens on June 29, while the second 3-week session will begin on July 27. These options are in addition to Usdan's traditional 7-week and 4-week sessions.

The first Open House for the Center's 48th season, which begins Monday June 29, 2015, will be held on Sunday November 9 from 11 AM to 2 PM at the Center's magnificent 200-acre woodland campus, 185 Colonial Springs Road, Wheatley Heights, NY 11798.

In addition to the Center's frequent Open House dates, Usdan offers individual weekend guided tours available by appointment. Weekday self-guided walks are also available. For directions to the Center, visit www.usdan.com.

Professor at the Curry School of Education at the University of Virginia and the author of several books including *Helping Children Learn* (2010). Dr. Kryza has worked extensively as a presenter and coach in numerous school districts locally, nationally and internationally for over 24 years on various educational and motivational topics. She is an experienced

[usdan.com](http://www.usdan.com). For an appointment, call 631-643-7900, (Visitors must be 21 years of age or accompanied by a parent). Families who cannot attend an Open House may make individual appointments for visits on weekends or weekdays throughout the Fall and Winter. Usdan Center offers more than 40 programs in music, dance, theater, visual arts, creative writing, nature and ecology and chess, annually hosting more than 1,600 students from towns throughout the Tri-State New York area. No audition is needed for most courses, and transportation is provided in air-conditioned buses that depart from most New York-area neighborhoods. One-third of Usdan's students receive scholarship assistance based on family need. Video from many of Usdan's programs and special events, may now be viewed on the Center's website, as well as on YouTube. Also, families can check out Usdan's Facebook site, where additional information and late-breaking news is featured.

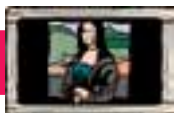
Future Open Houses during 2014-15 will be on Sundays December 14, January 25, March 15, April 19, and May 17; and on Wednesday February 18, all from 11 AM to 2 PM.

Usdan Center for the Creative and Performing Arts includes among its alumni actors Natalie Portman and Olivia Thirlby and singers Jane Monheit and Mariah Carey. The Center is open to all young people from age 6 to 18. Although the mission of the Center is for every child to establish a relationship with the arts, the unique stimulation of the Center has caused many to go on to arts careers. Alumni include members of Broadway shows and major music, theater, and dance ensembles such as the Boston Pops and the New York City Ballet. In addition to its regular programs, Usdan offers special opportunities for advanced high school-age performing and visual artists. These include Music Staff Internships and a Musical Rep Theatre Ensemble. Usdan Center is an agency of the UJA-Federation of New York. Usdan Center also recently co-presented the sold-out "Jimmy Webb and Jane Monheit" concert at Port Washington's Landmark on Main Street. #

teacher, a teacher of teachers, and has authored several books including *Differentiating in the Real Classroom* (2009).

All seminars provide 5 hours of professional development credit and run from 8:15 AM to 2:30 PM. Learning & the Brain® seminars are produced by Public Information Resources, Inc.#

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AMERICAN MUSEUM OF NATURAL HISTORY: GRADUATION UNDER THE BLUE WHALE



John King, Jr., Commissioner of Ed, NYS

By EMILIE SCHWARZ

"I am very pleased to welcome you to the only commencement ceremony in the whole wide world that takes place underneath a giant blue whale" says Ellen V. Futter, President of the Museum and a former president of Barnard College. Surrounded by models of sharks suspended on strings and walrus behind glass, graduates of a variety of ages and ethnic backgrounds anxiously walked to the front of the aisle to await the receipt of their degrees. Monday, October 27, 2014, marked the second Commencement for the Richard Gilder Graduate School at the world-famous American Museum of Natural History. Richard Gilder, for whom the school is named after, was also present in the audience. As the harmonic violinists finished performing *Pomp and Circumstance* for the academic procession, the Senior Vice President and the Provost of Science at the graduate school, Michael J. Novak, opened the ceremony by stating that "it is once again a special moment to celebrate an enterprise in one of the world's great science museums."

With a faculty of fifty-two professors, whom John J. Flynn, Dean of the graduate program considers "leaders in their fields," this six-year old program offers unique research opportunities and access to the museum's extensive collections. The program is in itself historic, by marking itself as the "first and only museum in the United States authorized to grant the Ph.D. degree, as well as the first and only American museum to offer a free standing - that is non-university affiliated - Masters program in teaching science," says Futter. Classes are held in the stunning Central Park West location of the museum, on the fifth floor where access to visitors is prohibited. According to Novak, also a professor of ecology, the Richard Gilder Graduate School "bolsters [the museum's] convention in the idea of bringing vast academic training and education to an institute that not only fosters cutting-edge research in the natural sciences and anthropology, but also serves to inspire and education an enormous broad spectrum of students and visitors."

The highly competitive Comparative Biology Ph.D. Program is accelerated, enabling students to complete their degrees in four years, rather than the standard six to eight. Since its inception, the Richard Gilder Graduate School has



Blue Whale watches as degrees are conferred

awarded twelve Ph.Ds. The school demonstrates its willingness to assist its students in their success, by offering not only full financial support, but also a small stipend for those enrolled in the Comparative Biology Ph.D. program. To gain admittance to the program, students require either a Bachelor's degree or the equivalent, and must have taken both the general GRE, as well as the GRE Subject Test in Biology. Students are further evaluated based on their letters of recommendation, their interests and academic preparation and their final interviews. On average, the school seeks to admit around four new students per year.

Flynn presented the four graduating Ph.D. students, who enrolled at the school in 2009 and 2010, with their degrees. First was Alejandro Grajales of Colombia whose dissertation dealt with the "morphological and molecular evolution of sea anemones as revealed by an emerging model organism: *aiptasia*," which he defended on November 22, 2013.

Second to receive her degree was Ansel Payne, whose dissertation focused on "phylogenetic studies of apoid wasps with insights into the evolution of complex behaviors," which she defended on August 21, 2014. Pedro Luiz Viera Del Peloso defended his thesis on August 22, 2014, and earned his degree for the study of "phylogeny, systematic review, and evolution of narrow-mouthed frogs."

Finally, Dawn M. Roje who defended her thesis as recently as September 30, 2014, earned a Ph.D. for "molecules, morphology and monophyly: resolving flatfish phylogeny and investigating why it has been so difficult to do." Unfortunately, Roje had to be in California for a family emergency, and was unable to be present to accept her degree. Her advisor, John S. Sparks, and co-advisor, Melanie L. J. Stiassny, accepted it on her behalf.

The Master of Arts in Teaching degree, with a faculty of eighteen, serves as a fifteen-month long program that includes a full-time, paid teaching fellowship. Awarded by the New York State Board of Regents, the mission of the Master of Arts in Teaching program is to prepare students to teach earth and space sciences for grades 7 through 12.

This article is continued online at www.EducationUpdate.com

FOLK ART MUSEUM RISES FROM THE ASHES

The American Folk Art Museum's Benefit Gala: "In Celebration of Our Treasures" raised \$1 million for the Museum's exhibitions and educational programs, with 513 guests in attendance.

The evening honored Joyce Berger Cowin for her leadership over the past four decades, and a Museum Trustee for over twenty years. Mrs. Cowin's vision for the Museum at 2 Lincoln Square has ensured that folk art is accessible to New Yorkers and visitors of every age and background.

The event also heralded Richard Walker, general counsel of Deutsche Bank, for his passion for folk art, and the company's support of innovative educational programs; and The Henry Luce Foundation, accepted by Board Chair Margaret Boles Fitzgerald. As part of their 75th anniversary initiative, the Henry Luce Foundation funded the New York City presentation and six-city national tour of *Self-Taught Genius: Treasures from the American Folk Art Museum* with a grant of \$1.6 million, making the museum's extraordinary and unique collection accessible to hundreds of thousands of people in cities across the country. Peyton Cochran, Lucy and Mike Danziger, and Nancy and Michael Druckman chaired the gala.

Ms. Cochran presented the first award to Richard Walker, who spoke about his long history with the Museum. Dr. Anne-Imelda Radice, Executive Director, spoke about the Museum's recent successes "by the numbers", including attendance of over 100,000 (up 30 percent over last year), 19 events a month, and a 73 percent increase in K-12 students - all at an admission charge of \$0. Dr. Radice spoke about the Museum's innovative education program, including its Teen Docent Program. This program began in 2002 and has graduated more than 350 students who ALL have gone on to college. Walid Ghazal, a current Teen Docent



Joyce Cowin, Trustee & Honoree

from the Washington Heights Expeditionary Learning School, spoke about his experience. Richard Parsons, former CEO of CitiBank and husband of Museum Chairman Laura Parsons, volunteered his services to lead a live auction to underwrite education programs. Mr. Parsons challenged the audience to raise \$100,000, which successfully brought the evening's total to \$1 million.

Museum Trustees Lucy Danziger and Liz Warren presented the award to Margaret Boles Fitzgerald. The evening ended with a heartfelt speech presentation from Laura Parsons to Joyce Cowin followed by music and dancing from Element Music.

Honorees were Joyce B. Cowin; Richard Walker, and The Henry Luce Foundation. #

The American Folk Art Museum is the premier institution devoted to the aesthetic appreciation of traditional folk art and creative expressions of contemporary self-taught artists from the United States and abroad. The museum preserves, conserves, and interprets a comprehensive collection of the highest quality, with objects dating from the eighteenth century to the present.

Holocaust Museum Honors Survivor in New York

By JENNIFER HOROWITZ

The United States Holocaust Memorial Museum in Washington, DC, has bestowed its National Leadership Award on Eva Cooper at its 2014 New York Tribute dinner recently. The annual awards "are presented to an outstanding individual(s), foundation, or corporation in recognition of their exceptional contribution to benefit the community in ways that advance the values and mission of the Museum" and are given in several cities each year; the Honorable Michael B. Mukasey also received the award at this year's New York event.

Education Update had the opportunity to speak with Cooper before the dinner, and



Eva Cooper

she shared her thoughts and experiences with us.

"I'm very honored," Cooper said, explaining that the award is in recognition of her longtime involvement with the museum. She began her involvement when the museum was still in the planning stages. "My mother and I, twenty three years ago, flew to Washington, DC," for a meeting which took

place in an office where architectural renderings of the planned museum were on display. She and her mother attended the museum's *continued on page 27*



The Ogden Lecture at Brown U Features Kenneth T. Roth, Executive Director, Human Rights Watch

Kenneth T. Roth, executive director of Human Rights Watch (one of the world's leading international human rights organizations), and a 1977 Brown graduate, delivered the 89th Stephen A. Ogden Jr. '60 Memorial Lecture on International Affairs. The lecture took place at the Metcalf Research Building, Friedman Auditorium. The name of his lecture was, "Making Sense of Today's Tumultuous World."

Since 1965, the Ogden Lectureship has presented the University and its neighboring communities with authoritative and timely addresses about international affairs. The lectureship was established in memory of Stephen A. Ogden Jr., a member of the Brown Class of 1960, who died in 1963 from injuries he suffered in a car accident during his junior year. His family created the series as a tribute to Ogden's interest in advancing international peace and understanding.

Dozens of heads of state, diplomats, and observers of the international scene have participated in the series, including Queen Noor of Jordan, former President of the Soviet Union Mikhail Gorbachev, President of Brazil Fernando Henrique Cardoso, former Canadian Prime Minister Kim Campbell, media innova-



tor Ted Turner, astronaut Sen. John Glenn, economist Paul Volcker, Bolivian President Evo Morales, former prime minister of Italy Romano Prodi, His Holiness the Dalai Lama, World Bank President Jim Yong Kim, and His Highness the Aga Khan.

Roth has conducted numerous human rights investigations and missions around the world. He has written extensively on a wide range of human rights abuses, devoting special attention to issues of international justice, counterterrorism, the foreign policies of the major powers, and the work of the United Nations. #

Mercy College's Computer Lab Named After Dr. Charlotte K. Frank

Mercy College dedicated the Dr. Charlotte K. Frank Room in its Bronx Parent Center in Dobbs Ferry, New York. The Dr. Charlotte K. Frank Room will serve as the Center's computer lab. The room was named thanks to a generous donation by Frank who is a Bronx native and a senior advisor for McGraw-Hill Educational. Her distinguished career has included roles as teacher and supervisor, executive director of the Division of Curriculum and Instruction for the New York City Board of Education and a Regent of the State of New York, and has been devoted to championing education issues. Frank credits her Bronx education for her long list of accomplishments.



Mercy College President Tim Hall thanked Frank for her generous donation, and added: "By empowering parents to be engaged in their children's education, students are more likely to earn high grades and test scores, graduate from high school and enroll in college."

The Bronx Parent Center opened in 2012 and works to empower parents to better support their children's education through workshops, resources and leadership development. Today the Center offers over 50 parent

workshops in English and Spanish on topics such as: managing your child's challenging behaviors, strategies to support special needs children, school readiness, hands-on mathematics, read-aloud strategies, parent leadership development and hands-on technology. The Center also serves as a training ground for School of Education students to engage with parents in educational decision-making, as well as a research base for faculty to investigate best practices in parent engagement. #

At the ribbon cutting Frank said that she was "thrilled" to contribute to educating parents. She compared educating parents to nurturing plants, "however you bend the stalk the tree will grow." Frank said: "In life you learn God can't be everywhere – that's why the Bronx Parent Center is here – to do the work."

Leadership Matters

By ERIC NADELSTERN

Over the course of my 40-year career in New York City public schools, I took on a variety of roles and responsibilities, but in every different position I've held as an educator, the quality of leadership has always been one of the top requirements.

My students have grown from high schoolers, to teachers, to principals, and later, to superintendents and network leaders. However, the job that mattered most to me, and most affected the children, was that of principal, a position I held for 18 years. Principal is the highest position you can hold in a school system and still have a direct impact on the lives of children and their families.

Two schools with similar students can have widely disparate student performance outcomes. The critical variable is often the principal. The principal is the chief teacher in a school. Her class is her teachers. Just as the teacher is responsible for ensuring that each of his students moves closer to full potential, the principal's main responsibility is to facilitate the learning of each teacher.

When I first became a principal, I thought the job was to sit in my office and solve the problems of the many teachers, parents, and students who came to my door each day. It was not until I had more experience under my belt that I understood that the principal is the only person in a school not tied to a rigorous and defined daily schedule. This relative freedom affords the opportunity to explore the school at will, surface problems which exist, and support others on the staff to solve those problems as a major part of their own development.

Michael Bloomberg, the former Mayor of New York, was asked by a reporter during his first mayoral election why he believed his private sector leadership experience would apply to the public sector. Bloomberg said that regardless of sector, the job of a leader is to find the best employees, support them, develop them, protect them from outside interference, reward them when they do good work, and, most importantly, hold them accountable for the highest standards of performance. Bloomberg could have been defining the job of an effective principal. Great principals understand the following five principles:

The more authority the leader is willing to share, the more influential she will become.



Effective leaders awaken the leader inside each member of the organization.

The model for adult learning needs to parallel the model for student learning.

Leading and teaching is listening; learning is talking.

Good leaders absorb pain; they don't inflict it.

Schools usually have the quality of leadership they are designed to attract. In districts where the superintendent and her staff make all the decisions, don't be surprised if the school attracts principals who don't want to make the tough calls. On the other hand, if a district wants smart, innovative, entrepreneurial principals, be prepared to grant that school the maximum degree of autonomy in return for accountability for student achievement.

Unfortunately, we've bred generation-after-generation of school superintendents who believe that they have all the answers. That makes the leadership provided by the principal all that more important. Principal leadership, however, is most successful when the authority is shared with teachers, parents, and even with students. It is then that leadership matters most. #

Eric Nadelstern is a Professor of Practice in Educational Leadership and Former deputy Chancellor for the NYC Public Schools

This article first appeared in full on Noodle.com on 10/20/14

St. Johns

continued from page 2

Although the challenges in higher education today may seem daunting, St. John's University can overcome them and continue to thrive as one of the country's premier Catholic universities. We will face these challenges with a dynamic, entrepreneurial and strategic mindset. St. John's is a university that prides itself on providing access and opportunity to students particularly those with higher economic need with a tradition of exceeding expectations.

As students prepare for life after graduation, we will continue to engage them as alumni who can serve as mentors and role models for the next generation of students. In this manner, we not only engage them during their college experience but engage them for life. Joining St. John's is a lifetime engagement.

As I have reminded our faculty, staff, and administrators – "We don't come to St. John's every day just because it's our job – we come here to transform the lives of our students, one individual at a time. Every student counts."#

Conrado "Bobby" Gempeaw, Ph.D., is the President of St. John's University



Exclusive Interview: Dean Dominic Brewer, NYU Steinhardt School of Education

Interview With DR. POLA ROSEN, LYDIA LIEBMAN & DEAN DOMINIC BREWER

Transcribed By LYDIA LIEBMAN

Dr. Pola Rosen (PR): Coming from the University of Southern California (USC), what is the biggest difference between USC and NYU?

Dominic Brewer (DB): One of the things that attracted me to NYU was the similarity it has with USC. Both are urban universities, both are private in the public service, and both with entrepreneurial DNA. USC and NYU both have a little bit of scrappiness about them. They both have other universities in their cities that have been elite longer and the striving aspect of trying to improve and reach that elite level is something that USC has done and certainly NYU has done. I find that attractive because it gives you a particular energy. It's why I came to the states when I was 22 from England. I loved that energy and that "anything is possible" spirit that's embodied in the culture of the universities. There are also differences: NYU is an incredibly complicated place. USC, for whatever historical reason, has generally built schools that are separate from each other. It has lots of little schools. NYU has many more big schools that are multi-faceted so the boundaries are much more blurry. Steinhardt embodies that because we have physical therapy, food and nutrition, music, art and teaching and learning. We have the whole array. We touch the Stern Business School, we touch Tisch, we touch the school of social work... that complexity has been very striking.

PR: Carmen Fariña is the new chancellor of New York City Schools. One of her key-stone ideas for the city system is to collaborate. Is it a problem at NYU because there are so many disparate and separate entities?

DB: It's a challenge at all universities. The major reason I ended up coming to Steinhardt was because I thought the potential here for collaboration is greater than almost anywhere else I've seen. I felt this since I met with faculty over the last couple of months. Under the Steinhardt umbrella we have people working on bullying from a music therapy point of view, from a teacher education point of view, from a social science point of view and so on. There's some collaboration but the potential is there for much more and I think that's very exciting. The challenge is trying to find the resources, the time and the opportunities for people to organically collaborate. There's a lot of hunger and latent energy for collaboration. If you were trying to solve a problem like bullying or global warming you wouldn't just go to the psyche department or the physics department- you'd bring together people with different perspectives.

PR: Do you see creative collaboration coming out of having more conferences together? How do you get people from departments to collaborate?

DB: I think part of it is to create opportunities. Another is to do things around intellectual themes. There was an event last night about disabilities where we had a movie, a panel



discussion and music played by our students composed around the theme of disabilities. It was amazing because every part of the school could contribute.

PR: You noted in your welcome speech that the breadth of Steinhardt is a great asset. What is your mission over the next five years?

DB: Higher education is in a very challenging era. The economic model that the whole sector is built on is really breaking down. We've raised tuition beyond inflation for the past 30 years, we give back millions of dollars in financial aid, and the government doesn't fund our research at the level we would like, among many other things. The challenge of being a leader in higher education at this time is figuring how to reinvent ourselves. We have to figure out how to maintain our research mission. That means doing true research and development that has an impact that actually changes peoples lives and not just academic research. We need to help policy makers set up the right environment for change. How can we support that mission in this economically challenging environment? That requires us to think differently. NYU has tried to think globally in terms of research and students. It requires us to embrace technology and figure out if the students of tomorrow will actually come to a leafy square for four years and have someone stand up in front of them and talk to them. I don't think so. Not indefinitely. So the challenge is trying to figure out how to adapt and how to become a new kind of university. I think NYU is in a unique position due to its location and how its global network has been established. There's a lot of potential but nobody has truly figured it out. Over the next 20 years higher education will certainly evolve in another way and look very different.

PR: I'm sure you're right! I'd love to talk to you a year from now.

DB: Well our institutions were not built to work in an environment that is changing as rapidly as the one we are in now. It was built in a different era. All our systems from the way we recruit students, to the way we teach to the backroom... none of it is 21st century so that's where the challenge is. And some people are scared of it but I actually think it's a bit fun

and that the opportunities are pretty amazing. I think you need to take the first step even if you don't know where the steps are going.

Lydia Liebman (LL): In your welcome speech you spoke about the global initiative at NYU. Can you expand your take on that and how you see it shaping the future here?

DB: For me it's very personal. Globalization does not feel like an abstract concept to me. I came from England, I moved here and when I worked at the RAND Corporation we did a significant amount of work overseeing, particularly in Qatar. That experience of working overseas was deeply challenging. It was only by actually being in a different setting and trying to design and implement a major reform, working side by side with Qatari citizens that you really got a deep learning of religion, culture, and history. You can learn about these things in a classroom but it's too abstract until you've had the opportunity to go and experience it. So for me it was a life learning experience. I think the vision of the global network with actually having real canvases in Abu Dhabi and Shanghai and having students spend a significant amount of time (a semester or a year) in a different place is a very powerful thing. It will lead to people's perspectives to change and broaden. At the risk of sounding too sentimental, I believe the world will be a better place if we all have a greater understanding of other people and other cultures. We started work in Qatar with RAND in late 2001 and we designed and helped implement a reform of the primary and secondary education system.

PR: There's a wonderful quote from Mark Twain that I'd like to share with you: "Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime." Couldn't that be the mantra of your outreach into the international sphere?

DB: A wonderful, wonderful quote. And absolutely. The campus allows that physical travel and if we can also embrace technology we can give access and exposure to the outside world to an even greater extent.

PR: I wanted to ask you about charter schools. We've been to a number of panel discussions recently and everybody is talking about them. There are some people that are opposed to charter schools because they feel that they are taking money away from the public schools, though, they really are public schools. What is your opinion?

DB: As an academic I actually led an evaluation of charter schools back in California in the early 2000's. I've always been very interested as they've grown and developed. I'm not a status quo guy so I've come to believe that we need to be willing to try different things and if charter schools help expand opportunities to some kids then in some cases it must be a good thing. The big urban systems are really, really broken. Historical underfunding, flight to the suburbs, etc... unless you get people reengaged

with the public system, those big city systems are just going to continue to warehouse kids and fail them. I think it's morally appalling. To say the solution is to tinker with the current system and just throw in a little more money is wrong. I think there are great charter schools and terrible ones. Anyone who has tried to start or run a school knows it's incredibly difficult but what charters have done is bring into the system entrepreneurial talent and some experimentation. I don't think creating high quality opportunities for some kids should be viewed as draining away resources. I do think that the debate is very polarized and we're in a very simplistic good versus bad debate. I would hope that universities would be part of the dialogue rather than just throwing things at each other.

PR: The CUNY schools each have a high school that's affiliated with it. Would NYU ever consider having a high school of its own?

DB: It's interesting because at USC we started a hybrid charter high school out of the school of Education. I think it's an interesting idea. I think in New York there are many potential partnerships.

LL: You've expressed concern particularly about the education systems in urban communities. What would be your plan to further educate kids in those systems?

DB: I often think that the measure of whether we've succeeded as a university is whether we leave the primary and secondary schools better than when we found them. By that measure university schools of education are a miserable failure. I think we need to be engaged in all aspects. We have to make sure we train high quality teachers that are effective in those classrooms with those kids. We tend to give the diploma and shake their hand and we never check to see if they are truly effective teachers. It's important to train counselors and leaders of those schools. And through our research we need to do work with scholarships that are relevant to those settings. Although at a place like NYU we have scholars working on everything from philosophy to health my bias is to applied work—work that will change the experience of those kids in my lifetime (and by that I really mean tomorrow). That means getting into those schools and getting their hands dirty and understanding the context of the lives of these kids. Across the board we need to be contributing. I don't think, historically, schools of education have done a good job. We dabble. We send a few grads out to the system and we have some partnerships that come and go. But one of the nice things about Steinhardt is the research alliance we have with the New York City schools that was set up a while ago so we're basically the data repository for the school district and we do analysis on a long-term basis. We become the long-term institutional memory that has a good understanding of the school setting. Also since we aren't part of the school system we are able to be objective.

This article is continued online at www.EducationUpdate.com

LAW & EDUCATION

A Constitutional Challenge to the Tenure Process under the New York Education Law

By ARTHUR A. KATZ

In previous columns, I wrote about the *Vergara* litigation in California, which held that California's teachers' tenure laws violated the constitutional right of California students to an education.

This summer, two lawsuits were instituted against the New York State Board of Regents, and others, contending that the New York Education Law provisions regarding tenure, disciplinary procedures and seniority, in combination, prevent affected New York State public school students from obtaining the sound basic education that is guaranteed to them under Article XI of the New York State Constitution.

The first litigation (*Mymoena Davids, et al., v State of New York, et al.*), coordinated by the NYC Parents Union, was commenced in early July, and the second litigation (*John Keoni Wright, et al. v State of New York, et al.*), sponsored by the Partnership for Educational Justice, was commenced the end of July. Both organizations are New York City based and are focused on public school reform, although the Partnership's activities are not limited solely to reforms in New York. In each instance, the plaintiffs are New York public school children. The Complaints in both litigations are similar, although with a slightly different emphasis, and argue that several related New York State Education Laws make it difficult to terminate ineffective public school teachers resulting in a lack of quality education in affected public schools which, in turn, violates the New York State Constitutional provision requiring the affording of a sound basic education to all students.

On August 7, New York State Attorney General Schneiderman filed a motion for consolidation of the two litigations, which motion was granted on September. On August 29, New York State United Teachers filed a motion to intervene, which was granted on September 30.

The principal laws involved in this constitutional challenge are Education Law § 3012 (tenure), Education Law §3020(a) (disciplinary procedures and penalties) and Education Law §3012 (seniority).

Tenure protection in the United States arose out of the labor struggles in the 19th century and initially was instituted at colleges to protect academic freedom and to limit the ability of the college from terminating a teacher for disagreeing with the college's authorities or spending time on topics unpopular with the college's benefactors. These rules were made applicable to New York State public school teachers by the addition of provisions in the New York State Education Law more than fifty years later.

The purpose of tenure was not to guarantee



permanence of employment, but to mandate an appropriate level of due process into termination proceedings for a tenured teacher. The tenure laws were enacted to protect public school teachers from what then

was a lack of due process and rampant discrimination at a time when adequate protections just did not exist. Today, however, freedom of information laws, open meeting laws and anti-discrimination laws exist on both the federal and state level and have eliminated most "star chamber" termination proceedings. As a result, the tenure laws do not serve the same purposes for which they initially were enacted. Although the tenure laws probably have had the desired effect of inducing qualified individuals to enter into the teaching profession in lieu of other better-paying jobs not offering tenured positions, one still needs to determine whether such laws, as currently being utilized, continue to be appropriate on balance.

Tenure in New York, in accordance with Education Law §3012, is normally required to be granted no later than the third anniversary of a public school teacher's employment. However, in order to make this deadline, actions need to be taken by the school system after only two years of performance review, which many commentators contend is too short a period to adequately assess whether a teacher has earned a lifelong benefit of tenure. As the *Wright* Complaint states, "most studies indicate that teacher effectiveness is typically established by the fourth year of teaching. After that, effective teachers tend to remain relatively effective and ineffective teachers remain relatively ineffective."

New York State has implemented an Annual Professional Performance Review (the "APPR") to assist in evaluating the effectiveness of teachers. Although each school district negotiates the specific terms of their respective APPR plans, these plans still are required to comply with the Education Law. Unfortunately, these locally determined evaluation methods have, in practice, invited variable definitions that do not always assure selection of the most effective teachers in determining whether to award tenure.

Once tenure is awarded, a teacher cannot be removed except (i) for just cause (i.e., insubordination, immoral character or unbecoming conduct, inefficiency, incompetency, physical or mental disability, neglect of duty or failure to maintain required certification) and (ii) in compliance with the process set forth in

THE ETHICS COLUMN

When the Perpetrator is the Decision-Maker

By JACOB M. APPEL, MD, JD

American law usually defers to parents regarding whether to withdraw life support or issue Do Not Resuscitate orders for minor children. But what happens when one of the parents is responsible for the injuries leading to the child's perilous health? A recent Maine case brought these issues into the public eye—and revealed significant inadequacies regarding how our medical and legal systems address the confluence of surrogate decision-making and child abuse.

The facts of the case are largely undisputed. Kevin Peaslee shook his infant daughter, Aleah, in response to her crying and rendered her severely disabled. Centralmaine.com reports that prosecutors claim "Aleah can't see, can't hear, is a quadriplegic who has frequent seizures and is in pain 24/7." The child was initially comatose and, at that time, both Peaslee and the girl's mother, Virginia Trask, agreed to a DNR order as part of the process of removing Aleah from a ventilator. Yet when the child surprised her physicians and continued to breathe on her own, the parents sought to have the DNR order reversed. Eventually, the Maine Department of Health and Human Services asked the state's highest court to decide whether, under the circumstances, the parents could do so. The agency abandoned its effort only when Maine's conservative governor, Paul LePage, publically announced that his administration would refuse to enforce the order over the mother's objections.

As a general principle, the law assumes that third-party decision-makers will act in the best interests of pediatric patients. Most parents strive to do right under challenging circumstances; an argument can be made that parents, who share the child's religious and



cultural norms, and who will have to live with the consequences of a DNR decision, should have final say.

In suspected child abuse cases, however, the accused parent may have motives that com-

pete with the welfare of the patient. Kevin Peaslee ultimately pled guilty to assault and faces up to seven years in prison; Aleah was placed in foster care. Had a DNR order remained in effect and Aleah had died, Peaslee might have faced a murder rap. Of course, Virginia Trask, the teenage mother, hadn't done anything wrong, so one might question a decision to override her parental rights. But in these cases, the opposite parent will often have personal motives for keeping a partner out of prison—as will grandparents and close friends.

Unfortunately, cases like Peaslee's occur with some frequency. In New Hampshire, accused child abuser Andrew Bedner fought efforts to remove the daughter he'd allegedly beaten to the brink of death from life support. In California, Moises Ibarra claimed that his Native American heritage justified maintaining life support for the son he'd critically injured, fighting a losing four-year battle against the child's mother.

These cases all demand a streamlined process for suspending the decision-making authority of parents in suspected abuse cases where motives may be compromised. It does not seem unreasonable that individuals who nearly kill their children, or those who may wish to shield these abusers from prison, should yield parental authority. #

Education Law §3020(a). However, the prescribed process, as customarily effected, makes it prohibitively expensive, time-consuming and very difficult to dismiss an ineffective tenured teacher. Meticulously maintained and detailed documentation that is required has become a laborious and complicated process that must be completed within a defined time schedule. As a result, and because of the likelihood of an appeal after the process and the cost engendered by the process, many public school administrators appear to be loath to even commence the process. Moreover, disciplinary proceedings take time, and as mentioned in the *Wright* Complaint take well over a year from the time that charges are brought until a final decision. During this period, the affected teacher (while not teaching) must remain on the payroll, increasing the school district's burden.

Lastly, and as both the *Wright* and the *Davids* Complaints point out, tenured teachers still can

be laid off if a school district is decreasing its teaching staff. However, in accordance with Education Law §2588, seniority must be used as the criteria, removing any arbitrary element from the process. Unfortunately, such criterion does not result in retaining the most-effective teachers. If anything, it may even allow an ineffective teacher to refrain from attempting to improve since the effort will not result in greater job security.

Interestingly, neither the *Wright* nor the *Davids* Complaint, while arguing that the system is flawed and does not encourage effective teachers, believe that all of the disputed Education Laws should be abolished, but that such laws should be revised in a way to better achieve the desired purpose. However, in the absence of taking any actions, they contend that such laws have an unconstitutional effect resulting in the unequal and insufficient education of New York State public school children.#

Child Mind Institute “On The Shoulders of Giants” Scientific Symposium Recognizes Developmental Factors Affecting the Human Brain



(L-R) Keynote speaker, Pasko Rakic, MD, PhD, Prof. of Neuroscience & Prof. of Neurology, Dept. Chair, Neurobiology, Director, Yale Kaoli Institute for Neuroscience; Matthew Slate, MD, PhD, Chair & Prof., Dept. of Psychiatry, Univ. of Cal.; Nenad Sestan, MD, PhD, Prof. of Neurobiology & Psychiatry; Harold Koplewicz, Pres. of ChildMind Institute

By DOMINIQUE CARSON

Recently, Dr. Harold S. Koplewicz, President of the Child Mind Institute held a scientific symposium addressing neuronal migration, cerebral cortex in the human brain, gene discovery, and autism spectrum disorders at the Roosevelt House at Hunter College. The symposium was a way for educators, students, doctors, and psychiatrists to understand the early developments of the human brain and how biological processes affect neurodevelopmental disorders.

President of Hunter College Jennifer Raab introduced Dr. Koplewicz underscoring that “Roosevelt House is the appropriate place to talk about child mental illness. Roosevelt House was the home of Sarah and Franklin Roosevelt, a man who reminds our students that he lived with an extraordinary disability and not only rose to become a president but a great leader. It was here that he put back his life and confidence; he addressed his disability, and did not let his disability govern his life.”

Dr. Koplewicz also honored 10 high school seniors with the 2014 Child Mind Institute Rising Scientists Award. The award recognizes students’ achievements in scientific study, their strong commitment to the subject, and leadership qualities in scientific research.

Dr. Pasko Rakic, MD, PhD, Doris McConnell DUBerg Professor of Neuroscience and Professor of Neurology; Department Chair, Neurobiology; Director of Yale Kavli Institute for Neuroscience, also received the 2014 Child Mind Institute Distinguished Scientist Award. The Institute honored Dr. Rakic for his scientific achievement in child and adolescent psychiatry, neuroscience, and his mentorship on other young scientists.

The symposium began with Dr. Rakic’s presentation on neuronal migrations, brain map formation, and how the cerebral cortex is posi-

tioned with neurons by migration. The cerebral cortex is an important component of the brain in cognition, perception, and behavior.

Dr. Rakic’s protégée, Nenad Sestan, MD, PhD, professor of neurobiology and psychiatry at the Yale School of Medicine focused on neuronal identity and connectivity. Dr. Sestan explained how neural circuits affect the development of the cerebral cortex.

The last presentation by Dr. Matthew State, MD, PhD, Chair and Professor, Department of Psychiatry, University of California, San Francisco; Member, Child Mind Institute Scientific Research Council, explained how genes contribute to autism spectrum disorders. Dr. State mentioned the challenges behind his research including genetic heterogeneity of the human brain and development and dynamism of the human brain, mainly in fetus and early childhood. State acknowledged that genes affecting autism spectrum disorders would be the first step in the diagnosis and treatment of childhood neurodevelopmental disorders.

“We are trying to identify the genetic factors that increase the risks of autism. If we start there, it will begin to open up avenues to go to genes, brain, behaviors, and treatment,” said State.

Dr. Koplewicz and the Child Mind Institute continue to raise awareness on mental health care, inform the world that these disorders are real, and how they are treatable.

“I think that the last frontier is child and adolescent psychiatric disorders. We still hide from it, we are still ashamed of it and there’s a stigma that surrounds it. 15 million children and adolescents suffer from these disorders and it takes two years before a parent does anything about it. Stigma, lack of treatments, and ineffective treatments stop them, so our job is to find more effective treatments for childhood psychiatric and learning disorders,” said Dr. Koplewicz.#

Disability Rights Activist Simi Linton Invites Us to Dance

By JENNY SIHUA WANG

Simi Linton had barely given any thought to the possibility of disability when, in the spring of 1971, an accident knocked her life into a frightening new trajectory. She, along with her husband and best friend, had been en route to a protest in Washington against the Vietnam War when they were involved in a car accident. When Linton woke up in the hospital, she found herself in an alien world, where her husband and best friend were respectively in a coma and dead, and her legs were paralyzed.

Immediately after the accident, Linton had no idea of how to integrate her new disability into her identity. In the years that followed, however, she succeeded admirably in doing so, becoming an influential activist and author in behalf of disability rights.

Recently, Linton showed a new documentary about her life, titled “Invitation to Dance,” at the American Museum of Natural History Margaret Mead Film Festival. The documentary is both a touching look into a woman’s personal story and a portrait of the continuing fight for disability rights. Though the struggle for improved rights has made many inroads since Linton’s accident, the film shows that there are still countless ways in which society can and should become more inclusive.

“Invitation to Dance” delves into Linton’s life immediately after the accident, when she struggled to come to grips with her disability and to navigate New York, a city that lacked curb cuts and accessible buildings at the time. Compounding the difficulty of living in New York was the fact that she knew nobody in the city with a disability like hers. Without somebody with whom to discuss shared experiences and concerns, she felt lost, as if she were navigating a foreign land without a map.

Eventually, Linton tired of the city and moved to Berkeley, not knowing that it was the center of disability rights at the time. Berkeley was an invigorating change of pace: there, she encountered many people living and enjoying life with disabilities, and gained a newfound sense of direction and purpose in her life. Rather than pushing away her disability, she began to accept it and to become involved in activism.

She retained this new sense of purpose through the following years, eventually becoming a college professor who questioned the continued segregation of disabled people in education. Dissatisfied with the lack of academic discussion about disability amongst her colleagues, she looked towards activist organizations. Eventually, she discovered and became involved with the Society for Disability Studies.

The Society for Disability Studies is a non-profit organization that brings together activists, academics, and artists. It recognizes that academics, art, activism, and performance are all important parts of the lives of disabled people. Linton was ecstatic at having found an organization whose values closely matched her own, and attended and spoke at SDS conferences. In examining art, performance, and disability, she eventually rediscovered a performance medium that had been an integral part of her youth: dance.

Dance is a charged subject for many disabled people. To Linton, it was a forbidden sphere after her accident; in the film, she says that she felt as if there were an unspoken “injunction” against allowing her to dance. Cultural norms about dance, and the fact that it is a medium that encourages viewers to look at the bodies of dancers, discourage many disabled people from dancing. To Linton, this is distressing, as she believes that **dance is the “public expression of pleasure and freedom,” an expression all too often denied to the disabled.**

Dance companies such as AXIS and GIMP, however, have attempted to correct this, bringing together dancers with and without disabilities together in performances. These performances are transformative experiences for both the dancers and the audience, redefining the meaning of the words “dance” and “dancer.”

Yet despite advances in art and performance, disabled people continue to face challenges in day-to-day life. Linton continues to encounter what she calls “the architecture of exclusion” in public venues. This architecture essentially hinders individuals with disabilities from experiencing public spaces in a positive way. All too often, they face stairs without ramps, inaccessible bathrooms, curbs without cuts, and buildings without basic amenities. Though Linton and others continue to campaign to make public areas and transportation more accessible, change seems to be happening at a much slower pace than it could be.

“Invitation to Dance” makes a convincing argument that the predominance of non-inclusive architecture, public transportation, and art denies disabled individuals what Linton calls “the right to pleasure.” It is an impassioned appeal for viewers to consider what day-to-day activities must be like for disabled people in a nation that lacks accessibility in many ways. Perhaps through educating and mobilizing the public, the film can bring people closer to creating a more inclusive and accepting society.

For more information about “Invitation to Dance,” please visit <http://www.invitationtodancemovie.com>

The American Museum of Natural History presents their annual Margaret Mead Film Festival. Each fall, the festival is hosted by the Museum’s Public Programs department, which is affiliated with the Department of Education. The festival was launched to honor the late anthropologist, Margaret Mead for recognizing the importance of film in her work. Mead was a graduate of Barnard College and Columbia University and after her fieldwork abroad, she made her home in a turret at the American Museum of Natural History.



EMPLOYERS GET A NEW PERSPECTIVE ON JOB SEEKERS WHO ARE VISUALLY IMPAIRED

Unique Job Fair at Radcliffe Institute held during National Disability Employment Awareness Month

Finding the right employee is hard. Finding a job is hard, too. If you're blind, the job search is far more daunting. Current estimates put the jobless rate for people with impaired vision at over 70 percent. Recently, the Commonwealth's major blindness organizations are sponsoring a unique Job Fair to help match up qualified candidates with employers who need their skills.

For the fourth consecutive year, job-ready individuals who are blind or visually impaired will connect with Massachusetts businesses – public, private and non-profit – that are ready to hire qualified, hardworking employees amid the reported steady growth in our nation's economy. This Job Fair is expected to draw 100 job seekers to the Radcliffe Institute for Advanced Study at Harvard University's Knafel Center/Gymnasium, 10 Garden St., Cambridge, Mass.

Roughly 30 of the state's largest employers such as Boston Scientific, Harvard University, Harvard Vanguard Medical, Hyatt Hotels, Mass. Eye & Ear, Massachusetts General

Hospital, MIT, Museum of Science, Partners, State Street, Lowe's, TD Bank, T.J. Maxx and Tufts Health Plan were on hand to meet with prospective candidates.

According to a recent survey by National Industries for the Blind, a vast majority of Americans express confidence in the work product of people who are blind or have severe disabilities. Employers who hire individuals with impaired vision report a high rate of success in the workplace from dependable, loyal, highly skilled performers. Despite all that good news, the jobless rate for the visually impaired is more than 70 percent, more than 10 times the U.S. unemployment rate of 5.9 percent. The Job Fair is designed to help turn that around.

The Job Fair is open to employers that have full- or part-time employment opportunities at any level. The event is sponsored by The Massachusetts Commission for the Blind, The Carroll Center for the Blind, National Braille Press, Perkins and Spaulding. The event host, the Radcliffe Institute for Advanced Study at Harvard University, was previously Radcliffe College. Helen Keller was one of its most acclaimed graduates. #

My Journey from Silence

By DOMINIQUE M. CARSON

At the age of 24, my life is terrific but it has had its challenging moments. However, through it all, I accomplished so much in a short amount of time. I have two college degrees from Brooklyn College, received many awards in academics, writing, public service, and journalism, my writing has been featured in various publications, and I am fluent in Italian.

However, my journey to success wasn't easy; for the first four years of my life I was hearing impaired. At that time, I was sent to the New York Childhood Center, a center that works on the development of young children with special needs. I was enrolled at the center for four years until a speech audiologist informed my mom and family about my recent hearing exam. The audiologist told my mother, "The highest decibels for a hearing exam are a 10, your daughter is 8: Dominique is hearing." I knew my mother felt like she won the lottery when she received this vital piece of information. God answered her prayers and it was a new beginning for me academically. The audiologist also told my mom, "Dominique will be in general education classes, and all she needs is speech related services."

For the next 15 years, I was taking speech classes two times a week for 30 minutes and received extended time on standardized tests. But, I was still enrolled in Advanced

Placement courses and received excellent grades on my report cards because I knew I had the ability to be a diligent student in school.

When my mother and grandmother told me about my early deficiencies as a child, my face was full of astonishment. My family even showed me pictures of me wearing my hearing aids. This shocking news really touched me because I can only imagine that this was a difficult time for my family especially my mom. Some extended family members didn't show an ounce of compassion and empathy because they were judgmental and cruel. In their eyes, I was labeled "retarded," "stupid," and said my mother wouldn't finish school. She continued with her education at Hunter College for her BA and MA degrees and went on to become a teacher in a Brooklyn public school. I am so grateful to my mom for instilling in me love, guidance, and support. Her acts of encouragement made me realize excuses are unacceptable and you can't label yourself as the "victim." It has inspired me to take life day-by-day, step-by-step.

As I reflect on my life, this difficulty has kept me humble because it reminds me not to forget where you came from as you continue to climb the ladder to victory. I know more rough landings will head my way but as long as I continue to believe in myself and have faith in God, I will be able to be the victor in life. #



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Matt Savage: A Jazz Prodigy Overcomes Autism

By LYDIA LIEBMAN

When looking over the remarkable career of jazz pianist Matt Savage, one would never suspect that there was a time when this brilliant musician couldn't stand music. "I didn't have a tolerance for sound or light," said Savage, "it was all much too intense at the time." Now 22 and finishing his final year in the Graduate program at Manhattan School of Music, Savage has appeared on the Today Show, The Tonight Show with Conan O'Brien, CNN and toured countries like Singapore and the Caribbean despite being diagnosed with autism at age 3. A native of Sudbury, Massachusetts, Savage started Auditory Integration Therapy at six years old to help him cope with sounds and eventually music. AIT is a sound desensitization therapy that uses specially filtered and modulated music with a wide frequency range. Savage did AIT for nearly a year along with other occupational therapies that included the use of flashcards, storytelling and games. After about five years of therapy, his condition greatly improved and his love of music began to form. "There was a toy piano in the basement that I started playing on," explained Savage, "and then I eventually moved on to the real piano and started teaching myself from music books."

His love of large numbers led him to clas-



sical and jazz music, where pieces can often exceed 10-20 minutes. "I was obsessed with big numbers," he described, "I was always looking for the longest recording and the longest piece." Particularly, the recordings of the 50's and 60's of Charlie Parker, Thelonious Monk and John Coltrane piqued his interest.

PACE UNIVERSITY'S CELEBRATION OF INDIVIDUALS WITH DISABILITIES IN FILM

By KAREN KRASKOW

Film media is playing a critical role in educating the public about the lives of people with disabilities. It also plays a vital role (think: YouTube, social media) in enabling people facing disability to express their hopes and dreams. Through film they can inform the populace on what would help make a more inclusive society.

Film hasn't always been an accurate medium for these concerns. Traditionally, Hollywood would only depict a character with a disability if a) they had an extraordinary skill (such as Rain Man, the savant) and b) only a non-disabled actor/actress would play that character. A child with Down Syndrome, for example, was generally depicted as a cute youngster, and not during the years when he/she grew into adulthood and the characteristics of Down Syndrome became more evident.

By age 7, Savage had recorded his first album and by 8 he had formed his one jazz trio. For the next ten years life was a whirlwind as he was featured on a variety of national television programs and won many ASCAP Young Jazz Composer awards.

At age 17, Savage moved to Boston to attend the prestigious Berklee College of Music. After being homeschooled for the majority of his life, he described the transition to college as a challenge socially. "Getting used to Boston was not nearly as hard as getting socially adjusted. It took me some time to get used to all the socialization college involves," said Savage, "and it was difficult to learn how to adjust to schedules and to get things in on time." He describes himself as always the last student to leave the computer lab. While his autism has greatly improved he still found himself sensitive to the volume of music that constantly surrounded him at music school. Despite this, he graduated Berklee with a 3.99 GPA.

Savage credits autism in helping his musicality develop. "Honestly, it made my mind so focused on the music and the mathematical aspect of it," he said. Like many musical savants, Savage has perfect pitch and describes the piano as an instrument well suited for those with autism due to its visual component. "When you play the piano you can see everything in front of you. Jazz theory fascinates me because you can see everything right in front of you with the piano keys," explained Savage, "I think if I didn't play jazz piano I'd have a very different outlook." He also shed light on the negatives of piano: "It's strictly mathematical. E is always going to be same amount of degrees away from C no matter what so sometimes I feel like it can be limiting. Sometimes seeing things can prevent me from hearing it expressively." He explained

Pace University's Celebration of Individuals with Disabilities in Film is trying to rectify this challenging situation. Organized by the Seidenberg School of Pace University and AHRC NYC, it provides an opportunity for students, faculty, community advocates and individuals with disabilities and their families, to view films, that they chose, and to participate in a thought-provoking discussion with filmmakers, city officials, and other experts (including individuals with disabilities).

Debate was ever-present and the ideas that came out of this discussion were definite gems to carry with you. Janice Chisholm, Director of NYC's Bureau of Developmental Disabilities, urged us to understand the variety of conditions as well as the attendant abilities—make that part of your journey, she suggested. She also pointed out that some disabilities are 'invisible,' —we may not 'see' them: intellectual disabilities, or autism.

Films like the nine shown at the Pace Festival, and the ensuing discussions, not only story and reveal the lives of individuals with a disability, they help us to play our part in creating a more inclusive society. "When everybody could play, the game got better," was filmmaker Alice Elliot's clinching statement, a gem from the era of baseball and civil rights.#

For information on next year's festival, please contact Dr. Jim Lawler, Professor of Disability Studies and Service-Learning, and Chair of this festival, at 212-346-1013.

further that sometimes he will play something that he thinks feels expressive but when he listens back to the recording it's stiffer than he imagined. "It's something I have to keep in mind when I play," he said. While he's finishing his Master's degree in Jazz Performance at Manhattan School of Music he is actively giving back to the autistic community by teaching at the McCarton School in Chelsea. As a private school that specializes in autistic students Savage has students from all across the spectrum in his private and group classes. "Some of these kids are lower functioning and this is their first experience with music," he said; "music is as much physical as it is emotional. The act of shaking a maraca and making it sound musical is a big step forward." He likens it to physical therapy and says he can see a clear improvement with many of the students. Like Savage, many of them have perfect pitch.

With graduation coming in May of 2015 Savage has no plans of slowing down. He plans to record more albums, continue to tour and teach jazz. Earlier in October Savage was featured at the 40th anniversary gala of Rainbow Acres in Camp Verde, Arizona, which is a residential community for adults with disabilities. "I love what I do," proclaimed Savage, "I really, really do."#

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Teachers College: An Amazing 50 Year Career: An Interview with Professor Roger Anderson

Interview With DR. POLA ROSEN
& LYDIA LIEBMAN

Transcribed By LYDIA LIEBMAN

Dr. Pola Rosen (PR): You're from St. Louis! How did you end up in New York City?

Roger Anderson (RA): Like many cases it was due to circumstances. In 1964 when I was receiving my Doctoral degree I had a background in both biology in the graduate school of Washington University and in psychology of learning because I always had some interest in educational aspects. It was quite unusual to do a dual degree at that time. I particularly wanted to do that even though many of my biology professors were a bit concerned. I was then able to take courses in both areas and earn my degree. Then a position opened up at Columbia. They wanted someone who had strength in both educational issues and science. They wanted someone to bridge across the street. After many rounds of interviews I was offered a teaching position.

PR: Were you shocked when you got the job?

RA: Oh yes. I was very pleased. I always had been a part of Teachers College as a professor of natural sciences. Soon I had an appointment at Lamont-Doherty Earth Observatory in the

biology section as a junior research scientist. I progressed to full professor here and then senior researcher there, two titles I hold to this day.

PR: Do your two positions mesh and do they work in tandem? Or can you just do one or the other?

RA: I teach courses here pertinent to the kind of research I'm doing up there. In addition to science education, I taught a physiological microbiology course as well as plant anatomy and physiology. Interestingly, what happened within the United States over the past 20 years is that when they make awards for scientific research you have to also have some evidence of the value of it to the public and more particularly, for education. It turned out I was the only person in our lab who had experience in both. They tapped me a lot to get help with particular initiatives and grants so that linkage was particularly important. We were given a grant to develop an online and digital based learning medium called Earth View Explorer, which was innovative in that time. It allowed students to utilize all the data we had on the earth and environmental scientists on a disc. We structured it for the students so they could do the same kind of inquiry that scientists would do. They could select a part of the globe and gather data: tem-

perature of the ocean, temperature of the earth, and so on. They could do investigations with that data and analyze it. It's very common now but it was one of the first to do that at the time. It had plate tectonics, meteorology, climate... and they would find the relationships between them.

PR: Aren't you dependent on somebody else who gathers the data? How do you know how reliable that is?

RA: Actually it was from our own database with our own scientists. It was carefully assembled from primary research endeavors that we knew were valid. It was the same things our scientists were accessing to find out patterns of things happening in the environment but we structured it in a way that students could understand. There was a lot of visual material in there. There were files to show what the environment looked like, what the landscape looked like, what organisms were there, what kind of plants were there...it was really extensive. Interestingly, all the trends that are now being seen in climate change were in that data.

PR: What would you say is the strongest signal that science education has really influenced your students? Is it when they do things in the field and work with their own students?

RA: Science is so intellectually interesting. It's important to be able to understand something about the world and further appreciate and understand our place in it. I hope teachers can inspire students to not necessarily be scientists but to help them appreciate the role science plays in the universe. They need to be intellectually inspired about what scientists can help them understand. Students need to realize the many benefits science has produced. We do explore the world and somehow we have to deal with the natural environment. This inquiry approach, as we call it, is to help students get in there and learn about the epistemological process. Science is limited because to a certain extent we need to use particular data and accept the world around us and therefore we can't speculate about theological or other kinds of issues.

PR: Are most of the people who are studying with you science teachers already or do they plan to become science teachers?

RA: In our department we have some people who are science teachers already and some are going on for the doctoral degree so they can become professors where they serve- that's our *continued on page 22*



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NEW BOOKS

Charleston: Memories Of Home By Margaret Bradham Thornton

PROF. JAMES BASKER,
BARNARD COLLEGE COMMENTS

Reviewed By SYBIL MAIMIN

In a stately room at the Harvard Club, a large crowd of fans and well-wishers celebrated the publication of “Charleston,” literary scholar Margaret Bradham Thornton’s first novel. Introduced by In the work, Thornton, the award-winning editor of Tennessee Williams’s *Notebooks*, draws upon lessons learned from ten years researching and preparing the monumental (856 pages) record of the life of the revered American writer. Williams she noted, “always chose character over story” and drew “a picture from his own heart.” Emotions and ideas were important to him. He approached his subjects with humility and was intrigued by the fragility of second chances. It took Williams twelve years to find his own voice, she said.

Born in Charleston, South Carolina, Thornton makes that elegant urban landscape a character in her novel. The city, which went through two great wars, has a multilayered history, including periods of great wealth still felt in social ritual and attention to family roots. Living there, she explains, is like living on an island of civility surrounded by swamps. The author left Charleston to attend Princeton and then lived in England. Away from the Carolina Low Country, she missed its rhythms, where, she explains, the seasons reign and patience

and humility are norms. Through her main character, Eliza, she captures what it is like to go back home to Charleston. Eliza describes familiar sights, remarking that “nothing had changed. Where there was nothing new to see, where everything is known.” Thornton wants the reader to understand the South “from inside out.” She wants to correct the “caricature-like” portrayal of the region and evoke it in all its variations. Southern women have “gotten a bad rap,” she says. Seventy years ago, Tennessee Williams painted Southern women waiting to be saved.

Thornton shows strong Southern women who “no longer wait for men to rescue them.” The novel ultimately is about place, memory, going back, love, and what two people are willing to risk for second chances.

James Basker, professor of literary history at Barnard College and president of the Gilder Lehrman Institute of American History, introduced Thornton and her book at the Harvard Club. He described the “allure of places like Charleston” and the new perspectives Thornton brings to an understanding of the storied city through her dual experiences, there and in the North and abroad. The book has garnered favorable reviews, he noted. Thornton can be congratulated for excelling as both a literary scholar and a writer of lyrical fiction. #

Hunter College Writer Garners National Book Award: PHILIP KLAY

Hunter College President Jennifer Raab shared the incredible news that Phil Klay’s first book, his short story collection *Redeployment*, has been shortlisted for the 2014 National Book Award in fiction. *Redeployment* uses Phil’s experiences serving in Iraq to give the reader a sense of both the hopelessness and heroism of war. President Raab stated, “We are incredibly proud of Phil and Hunter’s MFA Program, which has become one of the best in the country.”

How has your time in the military affected your creative process and your outlook on life?

Well, the military helps with a lot of things, including discipline, of course. But also, I think it gave me a certain confidence and a certain amount of comfort with aggressive criticism. While I was writing the book, I was constantly sending drafts of the stories out to friends, asking them to help me find what was wrong with them.



As far as my outlook on life, I think it definitely changed my relationship to America and the responsibilities of my own citizenship. I try to take the human costs of the political decisions we make at home much more seriously.

Were there any challenges or reservations you faced when writing *Redeployment*?

Absolutely. I wasn’t writing my story, I was writing the stories of a dozen different characters with a wide range of experiences. I thought, “What right do I have to tell these stories?” People have very strong feelings about the representation of experiences in war, after all. And I ultimately decided that I could only justify writing the stories by making them as rigorously honest as I could.

What do you want all readers to get from

Roger Anderson

continued from page 21

in-service and doctoral program. We also have the pre-service program too which is for people right out of undergraduate school who are preparing to teach.

PR: How have some of the innovations in technology affected or changed what’s happening in this department?

RA: There are two aspects. The research we do has been profoundly affected by the advancements in technology. This department now includes the Communications, Media and Learning Technology people with whom we work with very closely. Math and science, and teaching and learning have been sustainably changed by the use of technology. The most important thing is that it allows the teacher to be very flexible in what they’re doing in terms of addressing the individual needs of students. You can select particular media for particular students with particular needs. You can interact with the students differently and understand what their problems are. Here in this department, for example, we use all new media in our classrooms and we try to constantly incorporate the internet into what we’re doing. Much research is going on in the department with digital learning.

PR: I just read about this young man named Benjamin Passe in Dental Education. It seems very interesting to me that he wanted to do something with special needs adults. Students became dentists at Dental Education and I thought that was very interesting to have disabled adult dental patients.

RA: This is part of a very new state approved program that we have developed in our department along with the school of Dental Medicine at Columbia Presbyterian. Dr. Lenny ___ created this program with me and we presented it to the state and got it approved. The idea is that people who are getting their DDS and want to be professors of dental medicine very often do not have the necessary skills to do that effectively. We put together this program to have them come down here and they get a Master’s degree here while getting their DDS there.

reading Redeployment? What is its message?

There’s no one message I want readers to come away with. I don’t pretend to have all the answers. But I want what I think a lot of veterans want—sustained and serious thought about the wars our nation has engaged in. That’s part of why I wrote the book I did. Each narrator has a different perspective, maybe a different message. The narrators wouldn’t all agree with each other. I wanted the reader to come in, imagine these experiences from the inside, and come to their own conclusions.

What were the differences you’ve encountered when writing fiction as opposed to writing nonfiction?

I find that fiction frees you to be as utterly honest and raw as possible. Since it’s a given that the events didn’t actually happen, the only thing that matters is the emotional truth, and you can twist the events in the story to put those emotions under greater pressure and strain and

PR: What do the students do when they go to Lamont?

RA: They do research. I have one student who is a research scholar student currently doing a research study with me on lichens, which are a very complex organism. We’re studying the microbial physiology of communities that live with those lichens so he comes to Lamont every Saturday to do that work. In fact we will probably publish it very soon.

PR: Do you have any information about Cold Springs Harbor? Is that a good place to train if you want to become a science teacher?

RA: Yes, they’re very, very productive there. They have regular meetings for teachers in terms of modern molecular genetics and molecular biology. They arrange for education conferences and workshops. They’re a leading group in the area.

PR: They have high school students there sitting in labs I’ve seen. Do you get any high school students here?

RA: Yes they have programs going on at Lamont. One program is where we serve as mentors to high school students that need to have projects for the major competitions. I had one student last year that I guided through research on some of the biogeochemical carbon cycle work I was doing and then he ended up going to University of Pennsylvania. Secondly, some of the scientists up there have summer programs for high school students like the one at Cold Springs Harbor. We’re not as large an institution as they are and so they aren’t as broad but they bring 30-40 high school students to do research there. Sometimes I help as a mentor for them.

PR: I went to Scientific America’s all day conference here in New York City. One of them women who presented is a Ph.D. at Mt. Sinai and she did something very compelling. There were tables set up and she gave you a skull and you had to analyze if it was an omnivore, herbivore or carnivore. The point she was making is that we don’t give enough hands on, visual experiences to kids. Do you agree with that?

This article is continued online at www.EducationUpdate.com

see what comes out of it.

Who are some of your mentors?

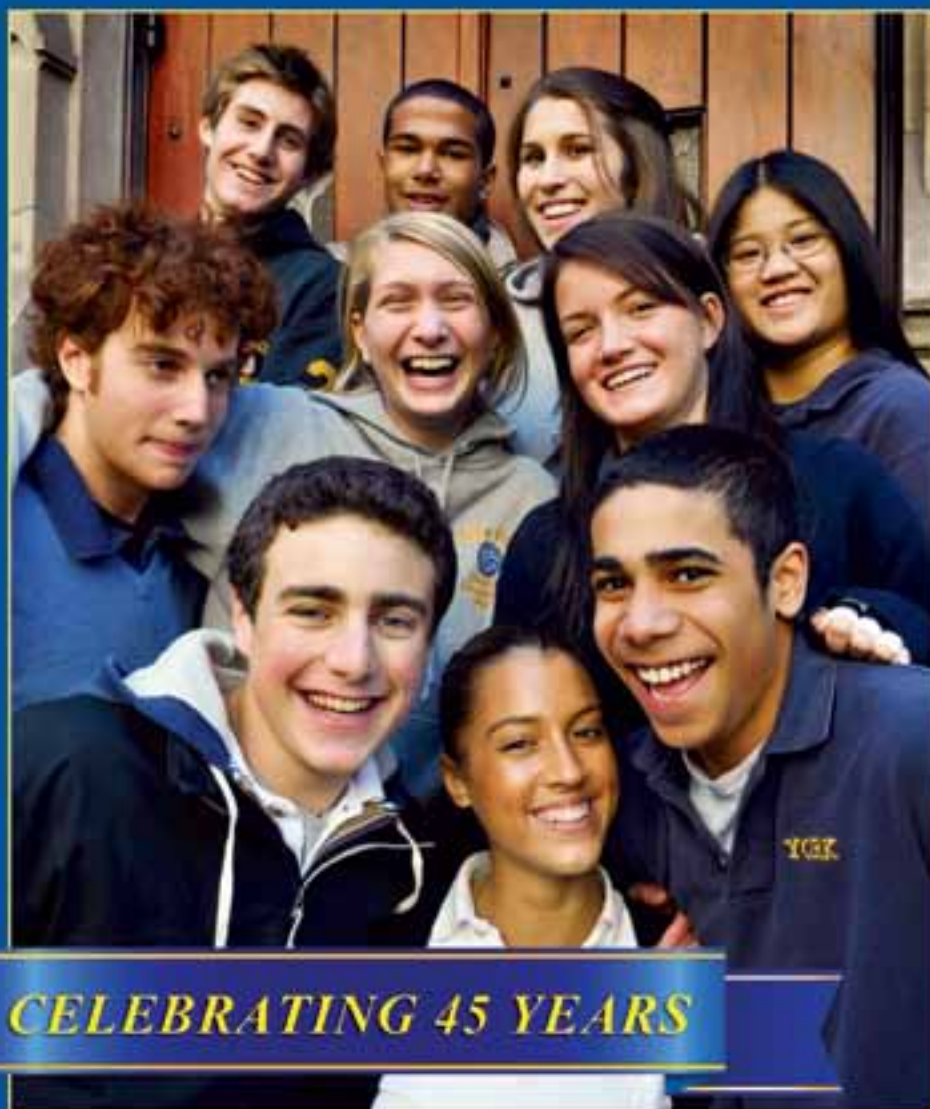
Well, there’s the poet and essayist Tom Sleigh, who I’ve known since I was an undergrad. And at Hunter I studied with Colum McCann, Peter Carey, Nathan Englander, Patrick McGrath, and Clair Messud. It was a pretty remarkable experience, to be able to see how those people read fiction.

November is National Novel Writing Month. Do you have any words of advice or inspiration to this year’s participants and to aspiring writers in general?

Oh boy. Well, I’ve never successfully written a novel, so I don’t know how much advice I’ve got for that, but as far as writing in general is concerned my main advice is to keep a certain amount of humility, and be interested in what you’ve done wrong. And find good readers who can help you find your blind spots. You don’t have to do it all by yourself. #

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YOUNG JOURNALISTS

Review on the Exhibit “Evermore: The Persistence of Poe”

By TORI SALTZ



I knew that Poe was a very famous poet and short story writer who wrote in a dark and scary manner but I wanted to learn more about him. Recently, I visited the Edgar Allan Poe exhibit at the Grolier Club in NYC. My main question, that I hoped this exhibit would answer, is what influenced him to write this way. The layout of the exhibit started in chronological order providing me with a sense of his background and then his early life, leading to his first works of writing called Tamberlane. There are only twelve original copies of Tamberlane in the world and this exhibit, a collection belonging to Susan Jaffe Tane, has possession of one of them. The background talked about how he was an orphan and how his grandmother had also died when he was a young age. He then married a girl who was 13 but the girl got very sick and died soon after. Poe had many women he loved and lost in his life including a fiancé that he wrote letters to but her father who disapproved of their relationship destroyed the letters before she ever got to see them. The plotline of many of his poems is about a man pained by longing for a woman that he had lost.

An example of this is “The Raven,” one of Poe’s most famous works of poetry. Certain poems that he has written were said to be about a specific woman. The exhibit pointed out the many arguments as to who the poems were written about which shows just how many woman had left him. One thing that I learned which really struck me was that Poe had the amazing ability to write in a beautiful, romantic and loving way but also in a grotesque and horrifying way. Poe wrote a short story called “The Black Cat,” a story about a man who buys a black cat and grows to love it but comes home drunk one night and ends up cutting off the cat’s eye. He kills the cat because of his guilt and buys a new cat that does not like him. He can’t contain his anger against the cat and tries to kill it but ends up killing his wife. This is an example of how disturbing Poe’s writing can get. Overall the exhibit was very informative and fascinating. It contained unique artifacts such as a lock of his hair and a piece of his wooden coffin as well as documents that were fun to explore and helped me understand Edgar Allan Poe. #

Tori Saltz is a 9th grader at Columbia Grammar and Preparatory School

Holocaust Museum

continued from page 14

groundbreaking ceremony, gave testimony for the archives, and were at the grand opening, where President Bill Clinton, Elie Wiesel, and other luminaries took part.

Why support the Washington museum rather than the similar-themed New York Museum of Jewish Heritage? It was a difficult decision, but the Coopers felt that the location in the capital of the United States would draw bigger audiences and thus impact more people. Still, Cooper maintains some level of involvement with a number of Holocaust museums, including the Nassau County Holocaust Museum, and the Museum of Tolerance on Manhattan’s 42nd Street.

Cooper herself is one of the many “hidden children” who survived the Holocaust thanks to heroic individuals who concealed the children’s identities – or the children themselves – in homes, barns, convents, and anyplace else where they could keep the youngsters safe. There are thousands of such former children – a gathering organized by Anne Shore of the ADL drew attendees from all over the world. Cooper was ten years old when the Nazis entered her native Budapest, and she and her parents went into hiding.

What enabled these hidden children – and sometimes adults – to survive, when others, most famously Anne Frank, came to a tragic

end? Cooper attributes this survival to the loyalty of her protectors, who did not forget the meaning of the word “hidden.” “Friends gave warning” when her location was at risk and it was time to move to a new hiding place. “We were not betrayed.” (Anne Frank’s hiding place was betrayed by a burglar hoping to trade information for a lighter sentence.)

Cooper did keep in touch with her rescuers, at least at first. Now, after seventy years, not many of them are left.

Cooper’s thoughts on education about the Holocaust are clear. As an example, she told us about an ongoing program at the renowned Bronx Science high school. The program continues to be a success even though the school’s demographic, which was once heavily Jewish, is mostly Asian now. Museum programs, tours, and Holocaust study units in schools are all very important – “the more education, the better,” says Cooper. Furthermore, a museum like the U.S. Holocaust Memorial is more than just a museum; it is also a means of prevention as it educates the public. Like Bronx Science, the museum in Washington sees an increasing percentage of non-Jewish visitors – including groups from the police force and fire departments – so the message is reaching a wide variety of people.

“We owe it to the millions who are not here to speak for themselves,” says Cooper. #

Summer Adventures in England

By LUKE MOONEY

Every summer I look forward to visiting England, my mother’s home. Memories are created with family that last us through to the following year. This sparks more conversation and laughter each time we visit. This year, after seeing all or most of our family and friends, we took a trip down south to the city of Bath. The city was named after the ancient Roman bath located in the middle of town. I was fascinated by the architecture and history of this city. It all started out 2,000 years ago when the Romans found the Sacred Spring, where over 200,000 gallons of hot water rise from the earth below everyday. They built around this and ended up making many expansions to the spa. But, over the course of just under 2,000 years, it was buried from storms and dirt. When they found it again it was below the level of the modern city of Bath.

I found it quite fascinating to know that something could be buried so fast just by natural causes. And also how if someone hadn’t discovered the first piece, it would be right under us without our knowledge. For this reason I am looking forward to global studies in my freshman year at my new high school.

From Bath, we decided to take a trip to explore the south coast of England. This is also known as

the Jurassic Coast for the amount of fossils that are found there. Many sea creatures from the Jurassic period washed up on the shore and were printed into the dirt cliffs.

Later that week, we headed east along the south coast. Without even planning it we came across a small cottage on the side of a road. When we pulled into the parking lot we realized it was the house of a very famous man, his name was Thomas Edward Lawrence. Thomas Lawrence was a very intelligent man who went to Oxford, and he was an officer in the British Army. Sometime during his military career he was redeployed to the Sinai and Palestine campaign. During his deployment there he reunited the Arabs, as he was a very wise and clever man. My father and I had seen the film “Lawrence of Arabia” about this man’s life. I was fascinated by all the things he had brought back from the Middle East, including leather jackets, linen robes, and very exotic turbans. When we finished off the trip to southern England, we returned back to Birmingham to revisit our family for the last time of the year. It has always been exciting to have a home away from home, half way across the world.

Luke Mooney is a freshman at Xavier High School

The Life of a Homeschooler

By JARED ZELTNER, AGE 9



When people ask me where I go to school, my answer is “I don’t.” Then I explain that I am home schooled. The funny thing is people are very confused by that. They ask questions like: What is that? What do you do all day? How do you learn anything? How do you make friends? Sometimes, kids say “Wow, you are so lucky!”

Being home schooled does not mean I don’t learn things or keep a schedule. In fact I am a really busy child. Three days a week my Mom teaches me academics at home. One day a week my Dad teaches me history, we usually do a field trip and research. Two days a week I go to a program for homeschoolers

where we work on group projects. My Saturdays are spent mostly at my ballet school where I have classes and rehearsals. I go to my ballet school five days a week for class and rehearsal. I also go to acting classes at a local theater. When my academics are finished for the day we always do something fun. We go to Museums or Playgrounds and sometimes we work on special projects.

I really like being home schooled. It works for me because I get to see my friends a lot and I learn in a way that works for me. I also get to study subjects that interest me. We can add a new learning topic anytime. I do not get to take many days off, but I don’t mind. When you are home schooled everyday is a learning day. #

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TEXAS TEACHER'S THOUGHTS ON ACADEMIC EXTRACURRICULAR ACTIVITIES

By LARRY DAVIS

School isn't much fun for some students. Jobs aren't much fun for some employees. Yet, students keep going to school, and employees keep going to work.

As a recently retired public school teacher, I can provide a testimonial supporting the idea that my job as a professional educator wasn't always fun. That doesn't mean I didn't enjoy it, but the joy that I received from 28 years in the classroom as a teacher comes from the satisfaction I received from setting goals and striving to achieve them with each class and each student. I tried to convince students that we were on the same side in the battle to stomp out ignorance. Students often didn't see it that way.

One place where the argument worked better than in the classroom was in extracurricular activities. I coached speech, debate, and various other academic teams for most of my career as a teacher; and in that capacity, I was much more successful at getting students to realize that I was working with them to help them set goals and achieve them. When students and teachers are working together, success is much more likely.

In small schools, like the ones I taught in, there was little in the way of programs that

addressed the needs of the gifted and talented students other than extracurricular programs. I think that it is pretty well accepted that sports provide incentives for many students to come to school and do well enough in academic work to remain eligible to play. A big part of that incentive comes from the obvious competitive nature of athletics. However, not all students are athletic, and for those students, there are other extracurricular activities. Some students actually like to write, read, or even study math. Academic competition provides an avenue for those students to pursue their interests and compete against other students to gain some recognition for their efforts.

Obviously, academic competition isn't for everyone, but it does provide some valuable opportunities for students to build on the academic basics provided in the classroom, to motivate student attendance and performance, and to give students self-esteem based on success in competition. I enjoyed my teaching career, and I attribute much of that to my involvement in extracurricular academic competition. Maybe, it can even make school fun.#

Larry Davis is a retired English teacher from Meridian, Texas who successfully coached several academic extracurricular activities.

Thoughts on Rural Education: A Personal Journey

By JAMES CLARK

Deep in the Heart of Texas lies the small town of Meridian. It is home to a little over 1,000 residents. Known for its southern hospitality, one Mexican restaurant and the agricultural business, at large Meridian is a small rural town. Take a right turn going north on Main Street and you will land on a county road recently named Yellow Jacket Drive conveniently in honor of the school's mascot, and a result of the creative collaboration of a student body's democratic vote. This is where your unbiased journalist and author of this read graduated 2 years ago.

I decided to pursue journalism my 8th grade year when Senora Carpenter told a Spanish 1 class full of nervous and uneager students, myself included, the importance of understanding culture and the world around you even when it is not in your backyard. I instantly wanted to learn everything about the world and the people who live in it.

Senora Carpenter eventually asked me to join the speech team. The result was my passion for current issues, which created my curiosity to try public debate. The accomplishments from these academic events are what allowed me to attend a private university on a hefty scholarship. With the help of several teachers from Meridian High School I was able to leave town, pursue my education and fight hard for what I believe in. I was a lucky one.

I didn't just have teachers. I had mentors, awakers, leaders and motivators that allowed me to discover what I was capable of and the barriers I was meant to break. I had my own educational philanthropists.

Even with the guidance of teachers like mine goals of higher education seem impossible to students from small rural areas. Lack of college academic recruiters make students feel unwelcomed to many universities. Lack of funding diminishes and destroys chances for extra academic opportunity and prosperity. Societal expectations and disbelief in personal endeavors make students feel that they should remain stagnant.

I know those facts to be true, because they are the stories that become an endless novel of people in towns similar to where I grew up. It is not that the rural area populous do not want to achieve higher education, it's the fact that regionalism prevents it from happening. Altogether, it seems like there is no one standing up for rural area students and schools.

Similar to how my former teachers believed in me, small rural schools and students across this nation need the same level of encouragement and confidence leading to the undeniable belief that students, no matter the location, deserve the best education in pursuit of their biggest dreams.#

James Clark is a reporter at Education Update, newly moved to NYC from Texas.

LETTERS TO THE EDITOR

BABYLON, NEW YORK

Laura Maioglio Blobel Speaks About Her Passion, Barbetta Restaurant

To the Editor:

Thank you for this wonderful article. Promoting healthy cooking has become a top priority. I live in a small town and work as a civil engineer. My wife is a physician. We have good meals but have moved away from traditional Sicilian cooking due to time factors. Your article brings back memories of my mom who lived rigorously on a low fat diet. She has recently left us but her suggestion on how to eat are ever present. Best wishes to you and your family.

Mike Casciola

RANGPUR, BANGLADESH

I Am Malala: The Girl Who Stood Up For Education and was Shot by the Taliban

To the Editor:

Malala Yousafzai, many congratulations on winning the Nobel Prize.

Sekandar Ali, M.D.

LAREDO, TEXAS

Bilingual Education for the 21st Century

To the Editor:

I agree that it's an embarrassment that the USA is so narrow in its views of bilingualism/pluralism. We will pay the price in the future. Why didn't you mention the fact that English is

the lingua franca of the world, and that is precisely what has led the USA to be so isolated in its views of language?

Elaine Gallagher

BALTIMORE, MARYLAND

Dr. Charlotte Frank, Sr. VP, McGraw-Hill Education

To the Editor:

Congratulations on your continued success. You are proof of what one person can accomplish.

Sybil Barer

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Christopher Mercado in Discovery Cove, FL

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thinkers and innovators.”**

—UC CHANCELLOR JANET NAPOLITANO

CAREERS

Interview with Christopher Jones, Comic Book Artist

By MARIAH KLAIR CASTILLO

Christopher Jones is a comic book artist who has worked on various projects and comic book series. He has had various jobs in the industry, from writing, to coloring, to lettering, but tends to specialize with the line art, penciling and inking work for various projects. He is currently drawing a sci-fi miniseries called *Parallel Man* from FutureDude Entertainment, which is about a movement resisting their Earth's takeover by an empire that is able to cross parallel worlds. In his time at DC Comics, Jones has worked on *Young Justice*, *Batman Strikes*, and *Batman '66*, which is based on the 1960's television series. He has also worked on *Marvel's Avengers: Earth's Mightiest Heroes*.

Mariah Castillo (MC): What inspired you to get into comics?

Christopher Jones (CJ): I can't remember when I made that decision because it's something I wanted to do since I was a little child. I don't ever remember not wanting to do comics. I always wanted to draw, and I always loved comics, and as I got older I knew I loved telling stories and doing that with visuals. Most people have drawings they did in their childhoods. I have comic books I made during childhood. They would be folded over, trying to tell a story, little booklets of childhood drawings that were my comic books.

MC: How did you start working in the comic book industry?

CJ: I actually had a superhero comic that I wrote and drew in my local newspaper when I was ten. I didn't get paid any money for it, but it was a great early experience in meeting deadlines and getting an installment out every week. You get a start out doing stuff, really for no money, just to be published and to get the exposure, and then you find work, hopefully, on stuff that actually pays but not very well. You just got to work your way up rung by rung on the ladder.

My first work for DC Comics came after I had been sending samples to DC and Marvel for a number of years, trying to get work and haven't gotten anywhere. I did some samples to try to get work from Warner Bros. Animation, so they would have a cartoony style emulating the *Batman* series they were doing at the time. I didn't get anywhere with them, but I included those samples in the next packet of stuff I sent to DC, and they got seen by an editor that was looking for an artist to do a fill-in issue on a book they have that was done in a cartoony style called *Young Heroes In Love*. I ended up doing fill-ins for that, and that got my foot in the door there. I had a working relationship with the editor, and that led to some more opportunities.

You ask me how to get work in comics, but I don't know if I ever got two jobs in quite the same way. Networking is always very important. Every time you do a job, everyone that worked on that you now got professional

experience with, so as they move on and do other things, there is the potential for your name to get thrown out there to be pulled into that project. I try to think of everything I do as a portfolio piece for the next job I want after that.

MC: You've been to New York Comic Con for how many years now?

CJ: This is my third year in a row.

MC: What do you think is unique about this year's Comic Con than previous years?

CJ: It certainly seems like it's even bigger and busier. One of the features that I love is that they've got Artist Alley segregated to a different hall from the rest of the convention because I am not the biggest fan of crowds, and I am very happy to be over here where it's crowded and busy, but nothing compared to the main show floor. I'm more than happy to have the convention come to me.

MC: What do you think about the sexual harassment policy that NYCC put out this year?

CJ: I think it's very great that they're addressing it. There's a limit to what you can do with a policy and signage, but I think if you could at least make sure that you're engaged in the conversation and trying to promote a culture where it's recognized that it's a problem and that behavior is unacceptable, that's great. Sure, a lot of people wear things that most people would think of as provocative, but they're not doing it for the kind attention that some people respond with. You're there to be looked at, you're there to have your picture taken, if you ask first, but there's a difference between that and thinking that somebody there is a prop for your entertainment.

MC: Can you tell us a little bit more about *Parallel Man*?

CJ: It's a science-fiction, action-adventure miniseries. It's about parallel worlds, cool vehicles and gadgets. It was already underway when I got brought in as the artist, but I've had a lot of opportunity to shape the look of it and had a hand in how the stories are told. The story was already written as a plot outline, and then issue by issue, as we're going through it, I sit down and talk through that outline. I go away and do rough layouts for the issue, and then they do the finished script based on what I've drawn, so that gives me a lot of power and more opportunity in telling the story than if it was all a finished script.

I like to think we got a fairly action-filled, fast-paced story, but it's one that is smart and jam-packed with a lot of science-fiction concepts. We're trying to create a story that's pro-science. We actually have scientist characters as heroes in the story. The leader of the resistance movement you learn about as you read the series is this world's Carl Sagan, who is still alive.

This article is continued online at www.EducationUpdate.com

Are Religious And Political Extremists Crazy?

By ALLEN FRANCES, MD

Every time there is a terrorist act or a mass murder, reporters start calling with questions on the psychiatric diagnosis of the perp. The default position seems to be that every religious extremist or political fanatic or mass murderer must be crazy. How else to account for their weird behavior?

Naming a diagnosis somehow satisfies a deep human need to explain what otherwise seems an unexplainable act. But names can only describe, they do not explain.

Our diagnostic system has chosen not to consider fanaticism a mental disorder. But confusion nonetheless arises because there is no clear boundary separating religious and political extremism from psychiatric illness. One man's cherished belief is another man's delusion.

Take a classic example that occurred at the birth of forensic psychiatry. In 1861, Charles Guiteau successfully assassinated President James Garfield- based on the belief that he was God's messenger sent to the US to protect it from an evil administration. His trial created a sensation. More than a dozen expert witnesses divided down the middle on the question of his sanity. Guiteau's own words expressed the issue best: "I would rather be hung as a man than acquitted as a fool."

The same scenario of adversarial expert testimony, for and against mental illness, has played out over and over again in trials of political and religious extremists (eg, the Unabomber, Breivik, and some religious terrorists). Sincere

fanatics detest the insanity defense because it invalidates their beliefs. They too would rather be punished as criminals.

Experts usually can't agree whether a political or religious criminal has done bad or is simply mad. Their canceling out suggests that the question is not really a medical decision, more a societal one. We must accept that there is inherent uncertainty in distinguishing the merely strange from the clinically insane. If we are to call Guiteau crazy for believing himself to be a messenger of God, how do we distinguish him from the many prophets and saints who have been so revered for making similar claims?

Jumping to a fake mental disorder diagnosis in everyone who is violent has another serious downside. It unfairly stigmatizes the mentally ill, most of whom are not violent. The public and the press must accept that political or religious violence is usually just political or religious, not very often the result of diagnosable mental illness.

This fits the wishes of most defendants. They would, like Guiteau, much prefer to be punished than treated - lest their message be muffled. I would agree with them. Unless there is clear evidence of classic, pre-existing mental disorder, I would withhold diagnosis and give them the dignity of whatever is the suitable punishment. #

Dr. Allen Frances is Professor Emeritus and former Chair of Psychiatry at Duke. He was Chair of the DSM IV Task Force, and is the author of Saving Normal.

CAREERS

Reem Abi Samara, Architect Student, Parsons School of Design

Education Update: Can you share both your academic and personal struggles and triumphs? What are you currently doing at your university?

Reem Abi Samara: I am currently enrolled as a freshman at Parsons the New School for Design as a Bachelor of Fine Arts in Architectural Design. I am also considering adding a second major as a Bachelor of Arts in Urban Studies.

In Lebanon, my high school education was concentrated largely on mathematics and sciences. Consequently, my main struggle is the abrupt shift from this academically grounded system to an art and design focused school; nevertheless, I attend as many extra workshops and drawing classes the school has to offer as possible to smoothen this shift. I also come from a very closely bonded family who has always been my number one priority, and so being apart from them for the many years to come will surely be a struggle. Their undying love and support for me has made my transition

much easier than I had expected.

With only two months into this semester, I already feel a difference in the quality of my work and my approach on different issues as an artist. My greatest triumph at the moment is having been accepted to Parsons on merit-based as well as talent-based scholarships, and I could only hope for more triumphs in the future as a student here.

EU: What year are you expected to graduate?

RAS: I am expected to graduate in 2018. If I choose to add a second major, I would graduate in 2019.

EU: What are your goals for the future? How much influence does your major have in shaping these goals?

RAS: In the future, I want to be able to point at a building I had spent months and years working on and proudly say, "I designed that building."

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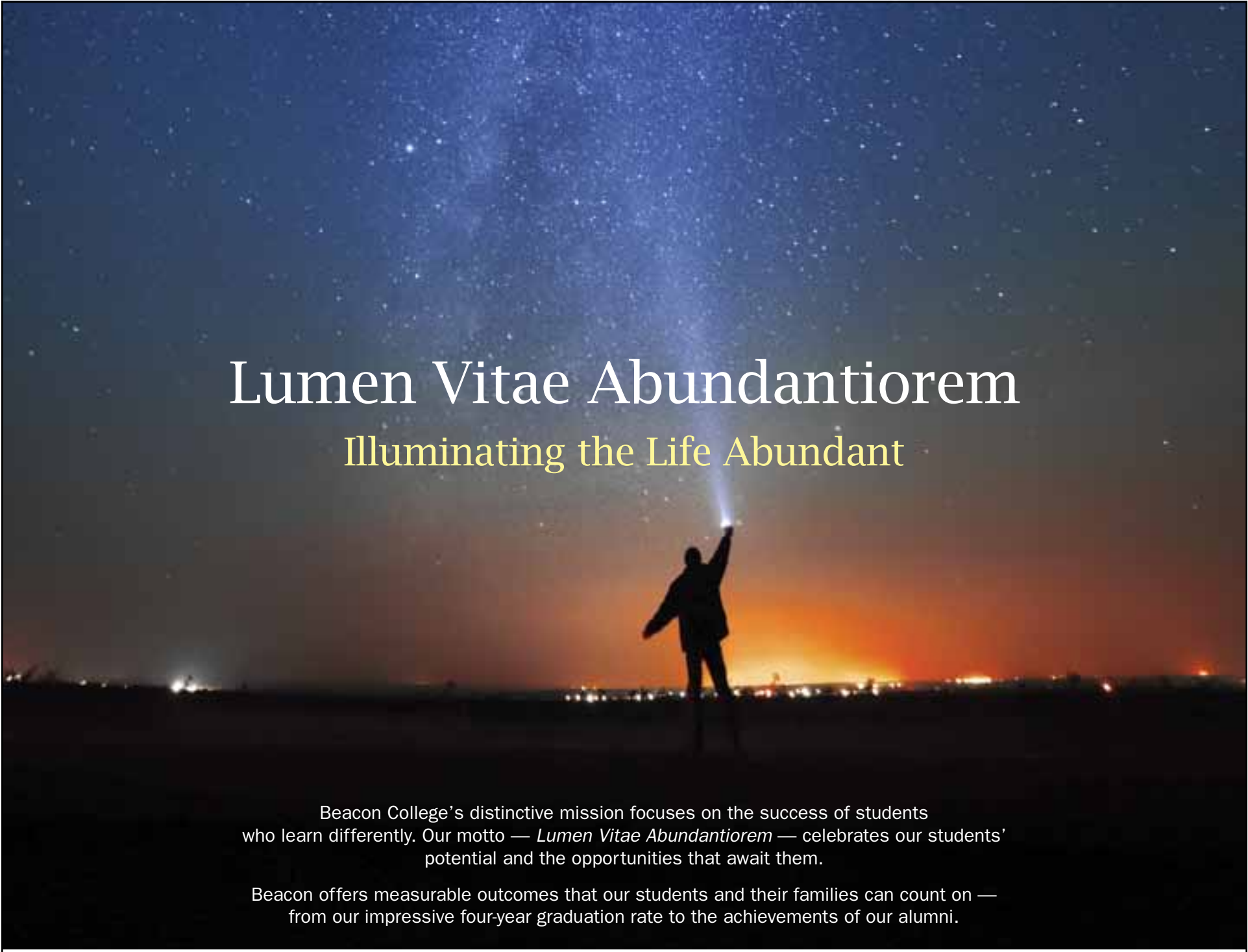
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