

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW

Award
Winner

Volume XX, No. 1 • New York City • SEP/OCT 2014
CUTTING EDGE NEWS FOR ALL THE PEOPLE

www.EDUCATIONUPDATE.com

THE ARTS IN EDUCATION



GUEST EDITORIAL

The Arts in Education

By RUSSELL GRANET

This September, more than one million students returned to New York City schools. A veritable student nation. That nation will include a large number of young people eager to enter the world of the arts. When you face a whole nation, it is a relief to be able to say: these are great times for arts in education.

Many of us have read New York City Comptroller Scott Stringer's report, published earlier this spring, which raised awareness statewide of the arts status in New York City's schools. 419 schools have no full-time, certified arts teacher; 306 schools have neither a full- nor a part-time certified arts teacher; and 10 percent of schools don't have an arts room.

The quick response from Mayor de Blasio was impressive: \$23 million have been allocated for arts education.

In July, Lincoln Center Education (LCE) announced the two-year Lincoln Center Scholars Alternative Certification Program. It is the first program of its kind at a performing arts center to fast-track the training, certification, and placement of high quality dance, music, theater, and visual arts educators in the schools that need arts education the most. The program is fully subsidized. Successful participants will receive a fully underwritten intensive training and a Master's of Education degree at the Hunter College School of Education, and, while



enrolled, will be eligible for hire in full-time teaching positions.

The program was an immediate success: we received an overwhelming number of applications within days. But it is worth remembering that such programs could not happen without the support of many. Mayor Bill de Blasio and Department of Education Chancellor Carmen Fariña stood by us and enabled a salary subsidy for schools hiring Lincoln Center Scholars; Michael Mulgrew, President of the United Federation

of Teachers, and Merryl Tisch, Chancellor of the New York State Board of Regents, gave us invaluable guidance; and the Laurie M. Tisch Illumination Fund is providing a \$1.5 million grant in support of this important initiative. It is this solidarity within the larger community of elected officials, philanthropists, and educators that feeds my optimism. We are at the cusp of a very encouraging era for arts education in our city.

As for the desire among young people to experience the arts, we witnessed it this August: in partnership with The Department of Education, we hosted the Middle School Arts Audition Boot Camp, a free program created to serve talented NYC public-school students, primarily from low-income families. The intensive ten-session Boot Camp prepared students

continued on page 23

GUEST EDITORIAL

A New Era in the Arts

By SANDRA JACKSON-DUMONT

As I take my post as the chairman of education at the Metropolitan Museum of Art (Met), I am inspired by the commitment my new professional home has shown for student learning in and through the arts.

In 2011 the President's Committee on the Arts and the Humanities published a report entitled *Reinvesting in Arts Education: Winning America's Future Through Creative Schools*. The report highlighted an ongoing challenge that schools, cultural institutions and communities alike have been addressing for decades. In the forward Arne Duncan, U.S. Secretary of Education writes, "Education In The Arts is more important than ever. In the global economy, creativity is essential. Today's workers need more than just skills and knowledge to be productive and innovative participants in the workforce. Just look at the inventors of the iPhone and the developers of Google: they are



innovative as well as intelligent. Through their combination of knowledge and creativity, they have transformed the way we communicate, socialize, and do business. Creative experiences are part of the daily work life of engineers, business managers, and hundreds of other professionals. To succeed today and in the future, America's children will need to be inventive, resourceful, and imaginative. The best way to foster that creativity is through arts education.

Several years later, access and equity related to a robust and complex arts education for all young people remains a topic of great import.

With its exceptional collections, exhibitions, and education programs, the Met is in a unique position to foster deep experiential learning alongside cultural and critical exchange through a global lens. Bursting at the seams with some

continued on page 23

GUEST EDITORIAL

Education at Jazz at Lincoln Center

By TODD STOLL

Jazz at Lincoln Center has one of the most diverse education programs in our cultural landscape, and is one of the three pillars of our mission; performance, education, and advocacy. From preschool classes to sheet music publishing to presentations in senior centers, we embody the concept of "jazz education is good for everyone"! Our holistic approach, embracing the entire history of jazz, New Orleans to avant garde, is rooted in the concepts of swing, improvisation, and the blues. We also believe that teachers need better resources and that one needs an understanding of jazz from a historical perspective. During the past year, our education initiatives produced over 2700 individual events that were attended by more than 100,000 "students" of all ages!

First, our classes; they start with our popular WeBop series that engages children and a caregiver as young as 8 months up to 5 years old. These lessons teach jazz styles, jazz friends, and jazz instruments in an interactive and engaging classroom full of singing, dancing, and swinging!

Our youth programs, Middle School Jazz Academy and Youth Ensembles, are direct instruction for young musicians wanting to go deeper into jazz performance. JALC has three locations for our middle school programs which meet on Saturday mornings, with classes in jazz language, jazz history, jazz ensemble, and private lessons. The youth ensembles for high school students, consist of 3 big bands of varying levels of ability and multiple jazz combos. All of our youth programs are tuition free and reach a large segment of students from underserved communities.

Swing University is our popular jazz history and listening series of classes curated by the great historian Phil Schaap and feature some of the world's best jazz experts, scholars and artists.

continued on page 23

IN THIS ISSUE

Editorial	2
Cover Stories	2, 4-7, 23
Colleges & Grad Schools	8, 9, 12, 13, 22
Science	10
International Education	12
Young Journalists	16
Special Education	17, 29, 30
Medical Update	15
Law & Ethics	15
Theater & Film	10, 22, 24
Books	21
Letters to the Editor	24
Museums	24
Careers	26

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.

ADVISORY COUNCIL:

Mary Brabeck, Dean, NYU Steinhardt School of Culture, Ed., and Human Dev.; Christine Cea, Ph.D., NYS Board of Regents; Shelia Evans-Tranum, Chair, Board of Trustees, Casey Family Programs Foundation; Charlotte K. Frank, Ph.D., Sr. VP, McGraw-Hill; Joan Freilich, Ph.D., Trustee, College of New Rochelle; Andrew Gardner, Sr. Manager, BrainPOP Educators; Cynthia Greenleaf, Ed.M., J.D., Sr. Assoc., Heidrick & Struggles; Donne Kampel, Ph.D., Touro College; August S. Kappner, Ph.D., President Emerita, Bank St. College; Harold Koplewicz, M.D., Pres., Child Mind Institute; Ernest Logan, Pres., CSA; Cecilia McCarton, M.D., Dir., The McCarton Center; Michael Mulgrew, Pres., UFT; Eric Nadelstern, Prof. of Educational Leadership, Teachers College; Alfred S. Posamentier, Ph.D., Dean of Education, Mercy College; Jerrold Ross, Ph.D., Dean, School of Education, St. John's University; Dr. John Russell, Head, Windward School; Debra Shanley, Ph.D., Dean, School of Education, Brooklyn College; David Steiner, Ph.D., Dean of Education, Hunter College; Ronald P. Stewart, Head, York Prep; Adam Sugerman, Publisher, Palmiche Press

ASSOCIATE EDITORS:

Heather Rosen, Rob Wertheimer

ASSISTANT EDITORS:

Patricia Lavelle

GUEST COLUMNISTS:

Madeline Bergstrom, Gregg Breinberg, Sandra Jackson-Dumont, Joseph J. Fins, M.D., Russell Granet, Dr. John Russell, Dr. James J. Shields, Todd Stoll

SENIOR REPORTERS:

Jacob Appel, M.D., J.D.; Jan Aaron; Joan Baum, Ph.D.; Vicki Cobb; Sybil Maimin; Lisa Winkler

REPORTERS:

Ethan Arberman, Danielle Bennett, Dominique Carson, James Clark, Valentina Cordero, Sam Fulmer, Gillian Granoff, Lydia Liebman, Annie Nova, Giovanni Pinto, Julia Qian

BOOK REVIEWS:

Merri Rosenberg

LAW EDITOR:

Arthur Katz, J.D.

MEDICAL EDITOR:

Herman Rosen, M.D.

MODERN LANGUAGE EDITOR:

Adam Sugerman, M.A.

MOVIE & THEATER REVIEWS:

Jan Aaron

MUSIC EDITOR:

Irving M. Spitz

ART DIRECTOR:

Neil Schuldiner

ROVING REPORTERS:

Jamie Landis, Tori Saltz

Education Update is an independent newspaper, which is published bimonthly by Education Update, Inc. All material is copyrighted and may not be printed without express consent of the publisher.

POSTMASTER: Send address changes to: Education Update, 695 Park Avenue, Ste. E1509, New York, NY 10065-5024. Subscription: Annual \$30.

Copyright © 2014 Education Update



We proudly support

Education Update and salute this year's honorees.



conEdison



EVERYTHING
MATTERS



EXCLUSIVE INTERVIEW

Susan Weil, An Artist's Journey

By SYBIL MAIMIN

Artist Susan Weil, now 84, has had an amazing career. Her associates have included such luminaries as Robert Rauschenberg, a spouse for a few years; Josef Albers, her influential teacher; and fellow students at Black Mountain College such as Willem de Kooning, Merce Cunningham, Buckminster Fuller, Ben Shahn, Cy Twombly, and John Cage. She has been married to artist/architect Bernard Kirschenbaum for many years. Still working, she continues to produce fresh, inventive and exciting projects. Rachael Inch, an assistant at her large, airy Williamsburg studio, reports, "I am still amazed. Every day she comes in, something is created. She is so inspiring to be around."

Born in New York, Weil knew in high school that she wanted to be an artist. Influenced by teacher Aaron Kurzen at the Dalton School, she went to study in Paris at the Academie Julian where she met Rauschenberg. Looking for a school that focused on art, she discovered Black Mountain College, a new, Dewey progressive institution in Asheville, North Carolina that emphasized collaboration between the arts, strong community, and shared responsibilities (including growing and preparing food and cleaning chores). Established in 1937, Black Mountain would go on to attract those who became seminal figures in the arts, including dance, music, writing, visual arts and architecture. The college grew as Nazi Germany cracked down on intellectuals and modern artists and closed the Bauhaus, causing many artists, including influential painter Josef Albers, to flee. In time Albers became a professor at Black Mountain.

Weil knew the she wanted to attend Black Mountain and was an admirer of Albers' work. She came to North Carolina with her friend Rauschenberg. There she discovered a sense of community that was vibrant and exciting. The

philosophy of Black Mountain, openness to new ideas and no boundaries between the arts, is portrayed in Weil's work. After college, in a world where Abstract Expressionism prevailed Weil said everything about painting went out the window.

She created her own dynamic style that includes mixed media, assembling and reassembling, photography and new ways of printing, figurative references, multiples, construction and deconstruction, collage, layering, and plays on time and motion. "Technology? I certainly use it," she explains, pointing to "Rotato," a constantly rotating column covered with messages in mixed media. "I love to explore in every direction. Everything is interesting." An accomplished poet as well as visual artist, Weil often combines words and letters with pictures. She is currently working on a project that pairs her images with writings from James Joyce, a favorite author. It will be presented as a book titled "Shut Your Eyes and See," a quote from Joyce, and is mainly intended for libraries and museums.

An exciting and inventive artist, still in the thick of it, Weil has seen many changes during her long career. Being a female artist was tough at the beginning; she had to fight for recognition, joining women's organizations that picketed galleries only showing the work of men. She has had the opportunity to collaborate with her son Christopher Rauschenberg, a photographer, and her daughter Sara Kirschenbaum, an artist and writer. As for today's crop of artists—"I love many kinds of work, not just one thing. I love that social media allows you to have dialogues with artists." She advises the young to "make your own journey and figure out who you are." Susan Weil's attitude and practice is an inspiration to educators and a boost for collaboration between the arts and other subjects. #



Susan Weil's studio in Brooklyn



Art by Susan Weil

EXCLUSIVE INTERVIEW

Dance is Life: Twyla Tharp

By JAMES CLARK

Twyla Tharp is a sensational talent who finds dance, music and the arts to be an essential element to an individual's journey in life.

A dancer, composer and entrepreneur of the dance world, Tharp is no stranger to the dedication and passion it takes to turn visual motion into tremendous works of art.

"I started dancing before I could speak, really when I started to wiggle around," said Tharp.

Tharp's mother was a concert pianist who taught her the importance of ear training and ensured she was a well rounded artist. Her mother's guidance led Tharp to the ability to play the keyboard, viola, violin and percussion, just to name a few.

Yet, her real journey remains on the dancing stage. She has allowed dancing to show the progression of her journey – allowing her body to dance naturally. She said she started dancing at age 2, danced while she was nine months pregnant with her son, and continued dancing well into her sixties.

Innovative with her craft, Tharp designed *Fugue*, a dance with no music but requires a certain rhythmic pattern and intricate dance steps. When *Fugue* is performed, the stage is silent except for the sounds of the dancers' tempo.

The importance of arts and music are dear to Tharp. She said education through music and dance are critical to a child's development. They allow a child to learn in a differ-



© Richard Avedon. Courtesy of The Richard Avedon Foundation

ent way, creating perspectives that would otherwise be lost. When children are exposed only to TV, computer screens and no movement, an empty life ensues.

Tharp strongly supports children's pursuit of a career in dance calling it, "a fantastic idea," and reminding them that is never too early to start. She continues to support education through dance by inspiring others to dance, writing books, teaching at college (3 courses at Barnard begin this semester) and performances throughout the world.

Among her published writings are *Push Comes to Shove* and *The Creative Habit*.

Her son is involved in the arts by running the dance company and its archives. #



Exclusive Interview with Itzhak and Toby Perlman at Shelter Island

By JOAN BAUM, Ph.D.

Can it be that twenty years have gone by since Toby Perlman, mother of five, grandmother of nine, wife of Itzhak Perlman, formerly a violin student herself, at Juilliard, founded the Perlman Music Program (PMP), realizing a dream to create a “haven for gifted pre-college age string players” that would not only provide superb musical training but would also allow “kids to be kids”? Indeed it is, she smiles broadly, almost in disbelief, still, at the risky venture that blossomed into a premier music camp-school for children and young adults. Originally housed in a rented space for a little over two weeks in summer on the old Boy’s Harbor grounds in East Hampton, and modestly not even including “Perlman” in its name, the program, open to the public, quickly attracted a devoted audience and outgrew its tent.

Fast forward to Shelter Island where for the last several years, PMP has been running a stunning array of workshops, chamber music sessions and instrumental and choral performances for kids 12-18 (the locals have become “groupies”), and, with the newly built handsome Clark Arts Center, also putting on recitals for advanced students and alums all year round. But it’s The Littles” who claim her heart the most, “my favorite group,” the talented children who made it through the highly competitive admissions process (100 fiddle applications, for example, for only a few places, but a win-



nowing task Itzhak attends to with “shocking” time-consuming “thoroughness and fairness.” Of an afternoon, kids can be found practicing in small white cottages dotting the 28-acre shoreline Shelter Island campus, or at The Clark, or swimming, running, playing ping pong or just hanging out. A peak into rooms at Clark confirms the truth of Toby’s dream to have both school and camp. Rooms are tell-tale littered with instruments, laptops, scores, electronic gadgets, socks, shirts, water bottles.

With Muttek and Boychik, her two Portuguese water dogs, looking on, Toby sits on the deck of one of the cabins and muses on what PMP has

become and will continue to be. “The philosophy and the design” will remain, but quantity will be able to keep up better with quality. The Clark allows for a winter alumni series of concerts, and prestigious venues in the city and around the world now play host to performances by PMP former students. Maybe, down the line she’ll introduce a “fiddle” seminar for professionals 25 and older, and maybe make a few tweaks to the curriculum. But, again, “The Littles!” They’re young enough to have time to change or evolve. Despite parental pressure (and is it there!), The Littles “don’t (yet?) think they know everything.”

This year there are about 38-39 Littles (“we never go over 40, that’s the idea, keep it small”) from different countries, many coming back year after year until they age out (this year PMP had room to take in eleven new kids). Early July was the start of the 2014 group. It’s important, she says, to build a sense of community, to nurture the children and provide “a safe environment” free of the sometimes “prison-like” or “pressure cooker” atmosphere they face at home. But that doesn’t mean PMP students can disregard rules and regulations. Shortly after The Littles’ arrival, Toby gave them a “big lecture” on observing PMP policies and Suffolk County Health Department laws -- signing out and in when going for a walk or run, swimming only with a buddy, eschewing drugs and alcohol, etc. She feels she develops

close relationships with the kids who trust her to be compassionate but not betray their confidences. They know she means it when she says she listens and looks hard at what they write on exit polls, taking into account what they like and don’t like. She takes pride in eliciting their truthfulness.

Other observances are designed to encourage community. Although all students attend each other’s performances, standing ovations are not permitted. And though their expertise may be classical rep, contemporary music is on the schedule. “They don’t have to like it, but they all have to play and open their ears to it.” They also don’t have to play every week or even perform. “PMP is not a performance-oriented program,” it’s all about “work and learning.” If there’s time and they’re interested, they can practice quartets, or team up with colleagues. The 12-year-old violinist will have companions in 13 and 14-year olds, and, for sure, friendships will be formed (even marriages start here!). And everyone, no matter what his or her major instrument, sings in the chorus, run by the beloved Patrick Romano. This year, he’s leading PMP to sing out Rossini, Hummel, Elgar (the little heard but haunting “The Snow”), Scarlatti, et al. Incredibly, most of this joy is free. See Perlmanmusicprogram.org for full schedule, or call 212-877-5045 to make reservations. Seating is limited and reservations are suggested. #



Principal Mark Erlenwein of Staten Island Technical High School with students.

*CSA celebrates
Education Update
for its contribution
to New York City’s
public schools*

**Council of School Supervisors
& Administrators**

LOCAL 1: AMERICAN FEDERATION OF
SCHOOL ADMINISTRATORS AFL-CIO

*Great Schools
Begin with
Great Leaders!*

www.csa-nyc.org





Exclusive Interview with Russell Granet, Executive Director, Lincoln Center Education: A Year of Firsts

Interview By DR. POLA ROSEN,
Transcription By YEHUDA BAYME

Dr. Pola Rosen (PR): What have you accomplished in the last fifteen months since we've last been here? What's new?

Russell Granet (RG): For me, the question has been, since the first day I started, what should the largest, greatest, performing arts center in the world be doing in education? Initially, my impulse was to say that it's a challenge to work in schools and communities that are in poverty and that have very little because it requires a certain amount of training and expertise. My background is in school improvement through the arts. When I got here, I thought Lincoln Center has the resources to be able to reach out to the poorest socioeconomic neighborhoods. We can do that on paper but what does that mean in regards to being welcomed into a community, being able to program appropriately so it doesn't seem like Lincoln Center is doing them a favor but in fact we are working with them to make sure we are providing the highest quality arts into all neighborhoods. Lincoln Center is going to be a destination for a lot of people but there a lot of people in New York who will never come here for lots of reasons. We need to investigate what those reasons are and figure where we can fill the gap. As an example, Lincoln Center Institute became Lincoln Center Education (LCE). The thought here is around giving kids the skills to think like an artist. This phrase is something we believe very strongly in. It comes from listening to educators and to future employers in corporate America, who say that it is not that there aren't jobs available, it's that young people aren't qualified. They are not great at collaboration, teamwork, holding a divergent thought, and most importantly, they are not particularly skilled at taking risks and failing and learning from failing. The arts give kids the opportunity to try something to be bold to fail and recover and learn from failure. Perseverance and grit are essential to a kid's life and the arts are a place where you can begin to obtain those skills.

LCE has never been a skills-based operation. We don't teach the violin or dance but what we do is we help non-arts teachers incorporate the arts into their curriculum. We primarily work with science, math and history teachers as a way to engage learners in different modalities. The right piece of art being infused into the curriculum may engage a child in a different way. It's what our founder, Maxine Green, would say is a disruption. How can we use art to be disruptive or to engage people in different ways. Disruption is a very powerful term. We think of disruption as a negative but disruption can be an amazingly positive thing if done correctly.

Our five core values are engagement, creativity, integrity, equity and joy and we take them very seriously.

PR: What do you mean by equity?

RG: Equity means that everyone in the five

boroughs will have access to arts education even if they don't have the resources. We want to make sure that arts education is equitable across the boroughs. One thing to keep in mind is equity doesn't mean equal. We are not looking for every kid to have the same hours in arts education. It's about looking to see what's fair and equitable across the city.

We work in five discrete ways. We work in pre-K to 12th grade and it includes everything from kids coming on a field trip to our working in a school with an artist everyday all year long. We have partnership schools, focus schools and lab schools. Lab schools is a program that identifies middle schools. Middle school is the most troubling time and it's the time when kids decide whether they are going to engage in school.

We've identified 6 middle schools with low to no arts education whatsoever and we have fundraised to fully subsidize the arts piece as long as they hire a full time arts teacher. This work is a research project. We have a third party researcher, Metis Associates, working on that project. So we are looking at what treatments are necessary to turn a low performing school into a high performing school. We are looking at things like attendance, teacher retention, parent involvement, and high school selection. We believe the arts will be incredibly impactful in those four areas. In our pre-K through 12 work, for the last two years we have instituted a highly successful program, the Lincoln Education Art Teacher of the Year award. Last year we awarded it to a music teacher, and this year to a visual arts teacher. It is the first time in the history of the Department of Education that we ever honored arts teachers.

PR: I would love to profile those people, because we honor outstanding educators every year at the Harvard Club.

RG: Sure. The pre- through 12 work is robust. We work with lots of schools. We work across all systems; primarily public, some private schools as well. And then the next area, and this is really big news for us and we are very excited about it, for the last fifteen years we have had a very strong partnership with higher education. We work on ten college campuses. We are in teacher certification programs. So if a teacher is being certified he or she would be taking a course with us, getting comfortable incorporating the arts with the core academic subjects.

What is new is that we are the first arts organization in the United States to offer teacher certification. We are now certifying teachers in dance, music, theater and visual art. That is in partnership with Hunter Graduate School of Education. We are rolling out music and dance this year and all four art forms the following

spring. The thing that is tremendous about this is that it is at the Performing Arts Center at Lincoln Center, putting a stake in the ground and saying that if we are serious about arts education, teaching artists are incredibly valuable. We are saying that it is the combination of teaching artists and certified arts teachers that sustain arts education. We can't have teaching artists be the de-facto arts educator. Teaching kids is not the focus of the teaching artist. What we need is the scope and focus of all four art forms.

PR: Just last year, the American Museum of Natural History started giving their own PhD degrees and it is recognized as a PhD program. How do you compare with that?

RG: We met with Lisa Guggenheim and Ellen Futter, the President. We did all our homework. The

Museum of Natural History is the only other non-academic institution offering certification for science teachers. They are different in that the state has said that they can be the certifier. We are allowed to certify because we are in partnership with Hunter.

PR: So the degree will come from Hunter?

RG: No it will be a joint degree with Hunter College.

PR: Will that be a degree or a certification?

RG: It will be a Masters in Education, which will include certification. The student first has to apply to Hunter and get accepted. Then the student must apply to our program and if he gets in, we will pay for the whole Masters.

PR: Did you publicize that?

RG: This just happened. It is literally hot off the press.

PR: Who will these teachers be? Will they be performing arts teachers or will they be teachers who already have degrees and are familiar with the curriculum?

RG: Somebody came into my office yesterday who I thought was an ideal candidate. She has her undergraduate degree, which you would have to have for a Master's, in dance. She has been a teaching artist for us for at least ten years. She wants her life to be different; she has kids; she wants to be at one school, not 50 schools; she wants health insurance; she wants a steady paycheck. She in my mind is the ideal candidate. She has had some experience in the classroom; she is a qualified and very talented artist herself; and she wants to make this transition. I think that is exactly who this program is for. Truthfully, Scott Stringer's report came out saying that there are four hundred and twenty schools without any arts teachers. I feel like we need to fill the need.

RG: Right now we have the United Federation of Teachers, the Department of Education, the Department of Consumer Affairs, and



the Commissioner of Cultural Affairs Tom Finkelpearl all on board.

What we are trying to do is turn out the highest quality arts teachers in the city, and we would love to have on board all the key players. There is a need. We have hundreds of schools without arts specialists. Truthfully, sometimes even there is a school that has one arts specialist for a thousand kids. So there would be a need to have a second arts specialist.

PR: That's great. So who is providing the funding?

RG: The Illumination Fund.

PR: Okay so that's Laurie (Tisch). You worked for the Center for Arts Education, the CAE.

RG: Right. I have known Laurie for fifteen years. She was our board chair when I was working at CAE for a long time.

PR: Absolutely. I have known her for a long time. She is fabulous.

RG: As much as teacher certification is something that we are incredibly proud of, I am also incredibly proud of the community work we are doing. Here is Lincoln Center, this very historic and impressive arts institution. We now have programs in libraries, in shelter systems, in incarcerated youth programs and in senior centers. So we are making every step in saying that the arts are a right and not a privilege. If we have to, we will subsidize this work. If you are in a homeless shelter, or in a senior center or in prison, that is no excuse for not having the right to be exposed to the arts.#



Jazz Legend Wynton Marsalis Shares His Knowledge

By JAMES CLARK

According to Wynton Marsalis, jazz teaches us to listen, learn and evaluate. In an effort to expand these abilities to a mass audience Mr. Marsalis has partnered with Jazz at Lincoln Center to create an online class called Swing University, a program originally designed by Phil Schaap.

Swing University will allow students to learn the finer points of jazz.

“Jazz is personal, it helps us explore the deeper meaning of humanity,” said Marsalis. “Jazz takes you out of the belief that technology can replace humanity, helps society gain a better perspective of diversity, and teaches us that age does not matter.”

Marsalis believes jazz allows people to grow up. He said we are all on the road to adulthood, and jazz is for every age.

Swing University is trying to help people find a common ground and an equilibrium with others.

Online classes are being developed and are available for all ages. #



ELEMENTARY SCHOOL CHORUS IN PS22, SI PERFORMS AT ACADEMY AWARDS

By GREGG BREINBERG

Music was omnipresent growing up especially on my mother’s side of the family. I started taking piano lessons from the first grade until high school, upon which I deviated from the more traditional classical teachings to write and perform my own original material. I studied music theory and composition at SUNY New Paltz, and after a three-year hiatus of soul-searching, I decided to apply for Wagner College’s Elementary Education masters program in Staten Island. In 2000, I arrived at PS22 for the 2000 school year, hoping to secure a music teaching position right away, but I was unaware of the politics involved in securing “out of the classroom” positions.

My principal at the time, Karina Costantino, was supportive of my proposals to start a general music and choral program, however, as a newbie; I had to “pay my dues” so to speak. In addition, cluster positions at the school were filled because they were already decided upon the previous school year and could not be changed on my behalf. Therefore, I started off as a second grade classroom teacher and it was an educational experience. I learned how to creatively incorporate music as a tool to teach other areas of the curriculum.

Within the following year, my principal informed me about a music position at the school and I started teaching music, and even more excitingly, I put together the PS22



Chorus. The kids slowly gained acclaim around the Staten Island community for their non-traditional performances, in terms of repertoire. They were learning primarily pop and alternative music and performance style. I encouraged students to discuss the lyrics and to individually perform within the context of the larger group setting, rather than standing with hands at sides and with blank faces. The real “novelty” of the group however, is that students were singing difficult harmonies, which was something you would rarely see in elementary school performances.

In 2006, I asked my principal about starting a blog and a YouTube channel for the PS22 Chorus. Once I started uploading the group’s performances to YouTube, the kids started attracting well-known celebrities such as Perez

Lincoln Center Education: A New Lighthouse for Arts in NYC

By YEHUDA BAYME & ANNIE NOVA

Lincoln Center Education (LCE) hosted its annual summer teacher’s forum, where educators gather from all over the world to learn how to integrate the arts into their lessons. The primary focus of LCE is to inculcate knowledge and appreciation of the arts into everyone – from prisoners to people in shelters to those with special needs – as well as the general public who would not normally have such artistic exposure. “It’s not Lincoln Center as addition or enrichment, it’s Lincoln Center as necessity,” said Russell Granet, the program’s executive director.

LCE, in the heart of Lincoln Center surrounded by the Metropolitan Opera and The Julliard School, runs several programs throughout the year to incorporate the arts into the curriculum of all subject areas across the city of New York. For the forum held each summer, teachers from across the country and around the globe flock to Lincoln Center for professional development.

This summer, educators have been prompted to “think like an artist”, as they learn to weave the music, dance, theater, and fine art into their non-arts curriculums and the communities at large. In the two-week span of the program, teachers participated in labs, listened to keynote addresses, and saw performances from LCE’s 2014-15 season repertory artists. Attending and experiencing these live performances are an essential part of each and every workshop during the event. One dance performance, choreographed and performed by Monica Bill Barnes and company, including Anna Bass, was used as a jumping point for workshops later that afternoon.

Albeit the risks, performers and teachers like



Monica & Anna, teaching artists from Monica Bill Barnes & Co.

Anna and Monica at Lincoln Center Education love to teach. The environment is very supportive including providing the best talent available. Becky Vargus, a dancer and teaching artist at LCE, discussed with Education Update, how she is sent to affluent as well as disadvantaged schools around the city to incorporate movement into lesson plans. Vargus, as well as director Granet mentioned that the goal of LCE is not to make artists but to engage with the population so that they can think like an artist. Although risky at times, LCE showed us that the arts are a very high form of discipline. For example, teachers from schools were given workshops at the forum to come up with a “line of inquiry” to guide them so that they can convey a performance’s message to its audience. Juxtaposing different details of the pieces they saw, teachers would then be able to reflect on the effectiveness of them and draw upon related ideas.

Lincoln Center Education is producing bright and creative ideas. Expect to see great things coming out of this place. It is truly inspiring the world to embrace the gift of art. For more information, visit LCE’s website, <http://lincolncentereducation.org>. #

Hilton and Ashton Kutcher. Kutcher and Perez started posting our videos on a regular basis and singers, Carrie Underwood and Katy Perry would ask the kids to join them while they are singing their songs on stage at special events. Additionally, the chorus was featured on Nightline, GMA, Oprah (twice!), and a host of popular national and international broadcasts. The kids contributed background vocals for three songs on the album *MANNERS* by Passion Pit, which was listed in the Billboard Top 100 albums for over half a year! The PS22 Chorus also received a Webby Award for Artist of The Year and many top-rated artists received this award including The Beastie Boys, will.i.am, and Trent Reznor.

In December 2010, we received a call from Bruce Cohen, producer of the 83rd Annual Academy Awards who apparently had been following the kids online for quite a while, and wanted the students to perform the clos-

ing number at the ceremony! Bruce brought actress and co-host at the time, Ann Hathaway to PS22’s winter concert as a surprise guest to deliver the invitation, and total mayhem ensued!! The students and their parents were screaming, crying, and blown away by such an invite. An unexpected mainstream media frenzy followed. The kids were already known internationally with millions of hits on their YouTube channel.

The Academy flew us out to California in February 2011, covering all expenses, and the kids gave the performance of their lives, singing a version of “Over The Rainbow” that closed the ceremony and brought them a standing ovation from an extremely appreciative audience of Hollywood’s biggest names. It was definitely the most surreal experience of a career that has been filled with more than its share!

Gregg Breinberg is a chorus director of PS22.



MANHATTANVILLE COLLEGE OPENS ROSE INSTITUTE FOR LEARNING AND LITERACY



(L-R) Sandy Priest Rose and Dr. Deborah Rose

By PATRICIA LAVELLE

The Rose Institute for Learning and Literacy recently opened its doors at Manhattanville College. The program, a collaboration between Manhattanville College and Reading Reform Foundation of New York, hopes to improve reading comprehension, teacher education, and literacy curriculum. The Rose Institute for Learning and Literacy is currently offering a 13 credit academic program called "Science of Reading: Multisensory Instruction." The program, designed for Early Childhood, Childhood, Literacy and Special Educators, is a graduate certificate program that is intended to make educators more effective. It trains teachers to use a multisensory, phonics-based approach to literacy instruction. The program was modeled after the work of Dr. Samuel T. Orton, as adapted by Romalda Spalding and combined with the intensive in-classroom teacher training that Reading Reform Foundation of New York has been offering for over 33 years. Headed by director, Dr. Pledger Fedora, the program's first cohort of six teachers began their studies this summer at Manhattanville College.

At the official opening, Dr. Judith Hochman, founder and Board member of Writing Revolution, a non-for-profit organization that works across the nation to teach writing to students in all schools, and former head of the Windward School, focused on the importance of effective teaching in order to improve education. The lack of effective educators is an issue that the Institute's program hopes to address. She says, "It's easy to blame the fact that education statistics in America are bad. They include huge classes, no money for new materials, and too many administrators uninformed,



Dr. Judith Hochman

parents not involved. There is validity to all of them, but one problem in particular is the lack of effective teaching. My hope is that the Rose Institute is going to be a beacon for the entire country," Hochman said of the program and her expectations for teacher education. Hochman also mentioned teaching must be based on the foundational skills of math, reading, and writing. She teaches students how to make complex, well-developed sentences and paragraphs, and stresses analytical thinking.

Sandra Priest Rose, chairman of Reading Reform Foundation, spoke of her hopes for the program. The program aims to improve the reading comprehension abilities of today's youth by training teachers and arming them with the tools they need to sculpt students into better readers, writers, and critical thinkers. "They want students to read better, write better, and think critically. We must be the bulwark against the anti-intellectual strain that runs throughout our society," said Rose of the need for critical thinkers and better readers. The educators trained at the Institute will work in the front lines of the battle to enhance intellect in their students. #

Hunter College Professor Garners Outstanding Alumna Award From Teachers College



Dr. Kate Parry

By ANNIE NOVA

An individual's vocabulary bank is like the chips they have in the game of life. As a teacher of English as a second language, Kate Parry raises her students' chances of winning.

Last month she won an outstanding alumna award from Teachers College for her powerful contributions to education. Born in Cambridge in the 1950s, she was only two years old when her father took a job as the dean of a school in the West Indies to escape a hostile post-World War II environment. She would spend her formative years in Jamaica and then at nine her family would move again, this time, to Nigeria.

She would go on to study history at the University of Cambridge. "When I finished at Cambridge it was only natural to think about working in Africa," said Parry.

She started at a program called Teachers for East Africa, a fully funded yearlong education that would qualify her to teach in Britain, as long as after she taught in East Africa for two years. She would end up spending a lot more than two years there.

"They called it aid to Africa but it was actually aid to us," joked Parry.

In fact she would teach children in Southwest Uganda for almost five years. On average she had a hundred and twenty students at a time; at one point she had two hundred and forty.

Parry was disturbed by the way the education system scrubbed away the unique backgrounds of its students.

"They were being encouraged to be someone else."

Parry made it her mission to understand these students in their own context. She researched and ended up writing her dissertation on why so many students were failing their exams in Northern Nigeria.

She discovered and would argue that the tests were too black and white; they did not distinguish between people who can work with the text and those who didn't understand it at all.

Students who were drawing richly upon their contextual knowledge were doing poorly on the exams. It was not a language barrier as much as it was a cultural one. Their theory of the world clashed with that of the test makers.

Parry argues that teachers should make it a priority to understand why students are producing certain answers. If students are responding intelligently to the readings but receiving failing grades, it is the system at blame.

It wasn't long before her students were getting As on their exams. She assigned weekly essays and fed them books that were engaging and relevant.

Then Parry moved back to Britain to teach English to immigrants living in impoverished conditions. She says she taught with a practical approach, serving students the English that they most needed at the time. If a student needed to learn how to communicate on the bus, that is the words she taught them.

"My class doubled in size and then tripled," said Parry.

She then moved back to Nigeria to share her successful ways of educating with teachers there. The unpredictable water and even more unpredictable electricity didn't stop her. After the third time her refrigerator exploded, she opted to live without one. "It was quite an exercise keeping one fed."

When she was offered a scholarship at Teachers College, Parry moved to New York City. She has been teaching English at Hunter College for twenty-eight years now.

However, Parry's work in Africa is far from complete. She promotes and fundraises for community libraries in Uganda. "They don't take a lot of money to run," said Parry. One of them operates under a tree. "When it rains you just pack up the books and run indoors," said Parry.

With the help of her students at Hunter College, Parry is also working on a book called *English Speakers: Stories of People and Language*. #



INAUGURAL CLASS OF GUTTMAN COMMUNITY COLLEGE CELEBRATES COMMENCEMENT



President Scott Evenbeck and Chancellor James Milliken

By JAMES CLARK

Caps, gowns and Edward Elgar's Pomp and Circumstance are symbols of an honored academic tradition. Families, friends, professors and mentors gathered to celebrate 2 years of hard work as eighty students walked in The Gerald W. Lynch Theater at John Jay College ready to turn their tassel, throw their caps and remember a journey. These are not John Jay students; they are the first class of Stella and Charles Guttman Community College (GCC) – the self-named “Guinea Pig” class.

The Inaugural Class of GCC celebrated their commencement on August 27, 2014, making this the first graduation for GCC.

After 17,500 hours of hard work, ninety percent of the students are going on to a four-year university to further their education, sixty-four percent are attending a CUNY school. The numbers do not stop there. Twenty-three students graduated with honors, proving their hard work led to success. But on top of this all the first-ever class of GCC had a 74-percent retention rate compared to the nation's 30 percent retention rate for community colleges. GCC, the new community college in Manhattan, is a force to be reckoned with.

A class filled with integrity and discipline thanked family and friends for their support throughout their journey by turning around and applauding.

Bianca Castro, GCC graduate said the night was a reflection of two years of struggles, hard work and success.

“We were the willing guinea pigs that set high expectations for an institution that allows freedom of thought and expression,” said Castro. “This diverse community has allowed the progression of our character.”

Kristine Anne Perez, valedictorian, said the Class of 2014 has set the standard for future students of Guttman. “The bar is high.”

She called her class to look around the last scene of their journey from Guttman, asking them to thank their family, friends and peers for celebrating a milestone.

Faculty speaker, Dr. Nicole Saint-Louis called the class sensational telling them their graduation was a remarkable event.

Saint-Louis reminded the class not to rush through life, but to slow down and enjoy the journey to come. She spoke on behalf of the entire administration sharing faculty pride. President Scott Evenbeck proudly presided over the graduates, beaming at their achievements.

The commencement was well attended with Manhattan Borough President, Gale Brewer; Chancellor of City University, James Milliken; and Alfonso Berry, Vice Chairman of the Board of Trustees of City University New York. All of them gave high praise to the institution, faculty and graduates.

The night marked a celebration of hard work, but reminded the students they have more journeys ahead. Community colleges allow students to obtain a college education and improve their lives. This night provided evidence. #

A DAY AT THE SPA (SUMMER PRINCIPALS ACADEMY) AT TEACHERS COLLEGE



Eric Nadelstern, Professor of Practice in Educational Leadership at Teachers College/Columbia University

By YEHUDA BAYME

The Summer Principals Academy at Teachers College, Columbia University is a principal preparatory graduate program that strives to prepare leaders with the abilities not just to perpetuate schools as they currently exist, but to innovate and accommodate to a changing population. Having in mind the growing necessities of a diverse socioeconomic infrastructure, SPA is committed to promoting equity and excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. To achieve this goal, aspiring school leaders are encouraged to construct transforming possibilities for student learning, school improvement, social equity, and opportunity.

The program, under the expert direction of Eric Nadelstern, is designed using integrated set of experiences as examples to learn from. They include sound theoretical and “best practice” knowledge, problem-based coursework and field-based experiences, including an intensive and extended internship. Aspiring school leaders pursue coursework and skill development over two consecutive five-week summer semesters and undertake site-based research projects and internships at their schools of employment during the remaining year.

There are two cohorts of students in the program. One is the entering group and the other is the graduating one. Currently there are over four hundred students enrolled. Some of the courses include Intro to School Leadership, Supervision of Teaching and Learning, and

Conflict Resolution. When they graduate the students will have earned a Master's degree from Columbia University.

As part of the requirements for graduation, the senior cohort is split up into small groups to do the New School Design Project (NSDP). Here students use every resource possible to fully plan the building of a simulation school. This year, at the Cowin Conference Center at Teachers College, Dr. Pola Rosen was asked to be on the panel of judges for the best New School. The groups that presented planned for their schools to handle a variety of issues. Examples included programs for underprivileged children, mentorships and emotional health awareness, budgeting, individualized academic trajectory monitoring, professional development for the teachers, parent involvement and recruitment. Many focused on real facts about poverty in certain cities.

Groups proposed ideas to the panel that reflected school spirit and culture. Examples included having community gardens, student assistant chefs, educational field trips with homework, school “grandmas”, 21st Century skills based courses, and “mobile” schools. Each presentation was followed by a question and answer session.

This program highlights the fact that public schools are going in new directions to ensure that students are being served properly. These school leaders have learned a variety of skills in these classes. The projects convey the message that the Summer Principal's Academy at Teachers College is doing a great job educating our future leaders. #

Scientific American Presents Second Annual STEM Summit



Mariette DiChristina



Dr. Joy Reidenberg

By PATRICIA LAVELLE

“It is time to make friends with failure”, said Anissa Rameriz, scientist evangelist, TED author, and most recently keynote speaker at the second annual STEM Summit: Science of Learning presented by Scientific American and Macmillan Education. In her keynote conversation with Mariette DiChristina, Editor in Chief of Scientific American, she spoke about what influenced her career in the sciences, including the influence of public television, the internet, and what she felt was necessary to engage children and adolescents in the fields of science and math. Rameriz believes that every child is a scientist and with room for failure and the question why they will continue to grow as scientists. Her ultimate belief that failure will lead to success

This theme of engagement ran throughout most of the summit’s presentations. The intimate gathering of educators, scientists, and researchers bubbled over with conversation and ideas on how to improve STEM education in this country in all levels of study. Interviews and panel discussions engaged all attendants weaving together a conversation that did not stop when the presentations did. Round tables allowed for all attendants to continue exchanging thoughts and effective practices in providing stem education after the presentations were ended.

In addition to thinking up ideas to increase student interest in STEM, several presentations

sparked the STEM interest of summit attendees. Joy Reidenberg, PBS Host and professor at Icahn School of Medicine at Mt. Sinai’s Center for Anatomy and Functional Morphology, provided an opportunity for attendees to sink their teeth into STEM education. While Reidenberg teaches the sciences at one of the highest levels of study, she often visits K through 12 classrooms to provide special lessons plans to make science fun. With her, the self-proclaimed “Miss Frizzle” brought skulls of animals to explain how skull shape would determine what an animal would eat. After her explanation, each table had their own skull to examine and determine whether it was the skull of an herbivore, omnivore, or carnivore.

Google even made an appearance at the event. Marketing manager for Google Education, Cristin Frodella said Google has the best tools when it comes to problem solving and collaboration. She said Google has created apps for education and has trained around 1500 Google certified teachers. Google’s efforts to enhance scientific endeavors was evident when they held a science fair that allowed students around the world to showcase their scientific achievements. This is where a 15-year-old from Turkey created plastic from banana peels.

The event provided an environment for a plethora of ideas allowing stakeholders in STEM to discuss how to improve, engage, and inspire students to invest in a career in science at all age levels. #

"Hilarious and merciless!" THE NEW YORKER
"Audacious...a revelation!" THE FORWARD

12 PERFORMANCES ONLY
SEPT 4 TO 21

SAMUEL BECKETT'S
WAITING FOR GODOT
IN YIDDISH

At Last a "Godot" You'll Understand!

BARROW STREET THEATRE

Sept 4 to 21
12 perfs only
Thurs, Fri, Sat at 7:30pm;
Sun at 2pm

27 Barrow Street
212-868-4444
www.smartix.com

1ST IRISH

For a compelling evening at the theater attend the opening of Samuel Beckett’s “Waiting for Godot” in Yiddish at the Barrow Street Theatre, 27 Barrow Street, on Thursday September 4 at 7:30pm.

Still floating from their triumph at the Beckett Festival in Northern Ireland, the New Yiddish Rep troupe continues its unlikely journey, which started a year ago at the multicultural Castillo Theatre. Now the production is set to open the 7th annual Origin’s 1st Irish Festival where it runs in competition at the Barrow Street Theatre thru September 21.

Many of us who have toiled in the trenches to keep the flame of Yiddish culture burning, are immensely gratified by the enthusiasm this groundbreaking production is sparking across a spectrum of groups. Lovers of modern theatre, of Beckett, of Yiddish, and students of WW II and the Holocaust have been galvanized. In many ways the audience gravitating to this production couldn’t be more diverse.

That’s the way New Yiddish Rep always wants it, as it dedicates itself to producing theatre of quality and consequence for a wide audience... in yiddish!

Yes we can have a meaningful impact on the broader contemporary culture. And yes, Yiddish, which has astounded so many for its refusal to fade away, is poised to amaze anew.

Educators Honored at Harvard Club by EDUCATION UPDATE



(L-R) Dr. Merryl Tisch, Chairman of the Board of Regents, President Jennifer Raab, Hunter College, and Dr. David Steiner, Dean, the School of Education, Hunter College



Dean Jerrold Ross, St. John's University and Chancellor Carmen Fariña



(L-R) Joyce B. Cowin, Rolls Royce of Financial Literacy and President Jennifer Raab, Hunter College



(L-R) Honoree Dr. Stephen Levy and President Alan Kadish, Touro College



CUNY VC Jay Hershenson & LIU President Kimberly Cline



(L-R) Honorees Diane Vitolo, Toni Marie Viera, and Susan Finn with Dr. Anand Marri



(L-R) Dr. Pola Rosen & Jamie Landis



Brilliant Crowd at the Harvard Club

By JOAN BAUM, Ph.D.

Tellingly, the table centerpieces at the 12th Annual Outstanding Educators of the Year 2014 Awards this June at the Harvard Club were not flowers but books – one for each attendee. The books were scooped up, though it's fair to say that the savvy audience knew a lot about the issues the books addressed. Each year, this well-attended ceremony hosted by Education Update, celebrates Distinguished Leaders in Education in addition to honoring administrators and teachers. But this year, as Education Update publisher Dr. Pola Rosen noted, two significant categories were added to the list of honorees: Financial Literacy Scholars and Young Journalists who included two twelve-year-olds, Melina Danilidis and Jamie Landis.

Welcoming the large crowd, Dr. Rosen suggested that the Education Update annual is as important, if not more so, than the Hollywood Academy Awards since this Academy is the real deal – an annual coming together of professionals from arguably the most important academy in the country—the education establishment whose stars, sometimes unsung (until now), have dedicated themselves and continue to do so—to the essential achievements that make our nation prosper. Here were honorees who have already made a difference in the classroom and whose administrative and pedagogical innovations, studies show, have already advanced education policies and procedures. Which is not to say that accomplishments, alone, define the purpose of the annual awards. Indeed, Education Update, has as its mission educating the wider public to support public education, especially, as Keynote Speaker, Ernest Logan,

President, Council of School Supervisors & Administrators, eloquently argued, to ensure quality universal pre-K. That message was broadened in a letter of greetings by U.S. Secretary of Education Arne Duncan who said “education is “the leading civil rights issue of our generation” and the most challenging issue before the country.

This year's impressive list of educators included not only those who received awards but those who presented them. Dr. Carmen Fariña, New York City Department of Education Schools Chancellor, introduced Dr. Jerrold Ross, Dean, St. John's University. In speaking of Dean Ross's accomplishments, she noted a relative rarity among those who get to the top: modesty. “He never forgot that the most important work goes on in the classroom.” A multi-talented scholar with degrees and administrative experience in music education (a former president of the New York College of Music, Director of Town Hall and president of the board of the Usdan Center for the Creative and Performing Arts), the dean initiated unique partnerships among schools, Lincoln Center and teacher training programs. And yet, what caused him to beam that morning was looking out at the appreciative audience, “you are all my family.”

Joyce B. Cowin, Rolls Royce of Financial Literacy CEO, was presented by Hunter College President Jennifer Raab, J.D., herself a powerhouse of academic and corporate success, who emphasized how important education was for families, nothing that she saw today's ceremony as an honoring of parents who encouraged and guided their children

to enter education, and achieve. It was Joyce Cowin's brief talk, however, that elicited some of the strongest admiring audience response. The speaker, an alumna and long-time trustee of Teachers College, started a program just a few years ago, filling a gap that today, to judge from constant newspaper reports of student debt of all kinds, would seem paramount, over and most other considerations: financial literacy. The academic curriculum the Cowin Financial Literacy Project created, the result of a partnership among the DOE, the nonprofit Working in Support of Education and Teachers College, has already been integrated into courses and has become a model for schools nationwide. Included in the honors of the morning were four Cowin Financial Literacy scholars whose personal accounts bear witness to the breadth as well as depth of this imaginative concept: Paulina Chan, HS for Environmental Studies, Manhattan; Marlene May, Theater Teacher, Fordham HS for the Arts, Bronx; Linda Weissman, Social Studies Department, Stuyvesant HS, Manhattan; and Lisa A. Wohl, Social Studies Teacher/Dean Law, Government & Community Service HS, Queens.

Dr. Kimberly Cline, President of Long Island University was introduced by Jay Hershenson, Senior Vice-Chancellor of The City University of New York, who drew “ahas” when he began by noting that all the portraits on the Harvard Main Hall walls were of men – the perfect introduction of Dr. Cline, the 10th present of LIU and its first woman president, who then said, “I can't wait till my daughters don't have to answer the question” why are you the first?” With a highly successful – and high-paying –

job in a Fortune 500 company, she willingly left corporate America to teach and lead a university, at a much lower salary, because that was where her passion lay. Called “Pollyanish” and “pathologically optimistic,” she continues to enhance the strategic partnerships she established at LIU among teachers, business coaches and academic counselors.

The twelve Outstanding Administrators of the Year 2014 were: Magalie Alexis, Principal, PS/MS 282, Brooklyn; Ruth Arberman, Principal, The Sterling School, Brooklyn; Ellen Carlisle, Principal, PS. 6, Brooklyn; Susan Finn, Principal, PS 169, Manhattan; Bruce Gonzales, Assistant Principal, Liberation HS, Brooklyn; Roshone Lee, Founder and Principal, The South Bronx Academy for Applied Media, Bronx; Dr. Stephen Levy, Deputy Chair/Director/Professor, Touro College, Graduate Division, School of Education and Special Education, Forest Hills site; Michael Pepe, Assistant Principal, The Hungerford School, Staten Island; Janet C. Rotter, Head of School, The Studio School, Manhattan; Jennifer Suri, AP Social Studies, Stuyvesant S, Manhattan; Toni Marie Viera, Assistant Principal, Scholars' Academy, Queens; and Diane Vitolo, Principal, John Wayne Elementary, PS 380, Brooklyn.

The eight Outstanding Teachers of the Year 2014 were Angela Beckham, Ellis Howe, Manhattan; Matthew Ianelli, Hungerford School, Staten Island; Maria Anna Messina, PS 209, Queens; Ariel S. Nadelstern, Crotona International HS, Bronx; Jeannine Sam & Deirdre Leggio, PS 10, Bronx; Mandy Tsai, Baruch College Campus HS, Manhattan; and Diane Whitecavage, PS 254, Queens.#

INTERNATIONAL EDUCATION

ANNUAL EDUCATORS' TOUR TO
JAPAN & OTHER EDUCATIONAL
& CULTURAL PROGRAMS

By DR. JAMES J. SHIELDS

The Japan Society is one of the premier private, non-profit New York City organizations focused on promoting comparative understanding of global cultural, artistic, social, economic and political patterns and issues through the lens of national identity.

Over its 100 plus year history the Society has been offering art exhibits, film programs, lectures and workshops related to Japanese culture and language instruction. Since 1971 the Society has been located at Japan House on East 47th Street within walking distance of the United Nations. Today the Society is widely recognized as an important resource for New Yorkers of all ages interested in cultural enrichment and Asian studies.

Every year the Society offers, with generous support of the Freeman Fund, a three-week educators' study tour in Japan in late June and early July. This summer four of the ten teachers who participated were from New York state, Ramona Fittipaldi, Young Women's Leadership School of East Harlem; Reina Zafonte, High School for Math and Science and Engineering; Dana Stranges, Tappan Zee High School, Orangeburg; and Allison Weller, Walter G. O'Connell High School, Islip. In addition there were educators from Washington, DC, Massachusetts, Rhode Island, Oregon, Maryland and Tennessee.

Personally, in the 1980s when educational policy makers began to look enviously at Japan's comparatively strong educational achievement levels I began to include the study of Japanese teaching practice and curriculum development in my courses and research agendas at City College CUNY. At that juncture the Japan Society proved to be an unequalled source of information and connections in Japan, most notably through Peter Grilli, then Director of Education, Film and Performing Arts and

John Wheeler, Vice President.

This experience demonstrates the Japan Society's historic commitment to working closely with other institutions that share their mission. The relationship between City College and the Japan Society goes back to the founding, of each institution. The first President of the Society was CCNY's third President, John Huston Finley. And, coincidentally, the founder of City College was Townsend Harris, the first US Consul to Japan.

The current Director of Education and Family Programs, Jeffrey Miller and Kazuko Minamoto, Deputy Director, who led the 2014 Educators' Tour to Japan designed their three day orientation program to provide the participants "with targeted everyday Japanese language and an introduction to Japanese history, culture and educational systems."

As for the three-week study tour experiences in Japan, Miller and Minamoto expected the participants to bring their experiences back to their classrooms and demonstrate a firm commitment to foster and sustain education about Japan in their schools. To bring specificity to these goals they required each teacher to create a written teaching unit on a critical cultural pattern or challenge such as The nuclear meltdown in Fukushima and The Yasukuni Shrine as religion and politics based on their experience in Japan.

In addition to the usual cultural and historical sites any energetic and committed traveler would visit in a trip to Japan the study tour added homestays with families in both rural and suburban areas. In addition k-12 school visits were arranged to enable each participant to connect with their counterparts in Japanese schools and to provide the opportunity to plan electronic exchanges personally and among their pupils.

Of course it is the words of the participants

uate studies in the sciences or the humanities should adopt a contrarian approach to their "home" discipline. They should seek more general education than specialization to foster novel connections between their area of specialization and broader scholarship in the university.

To foster this deeper ramification, universities might rethink major requirements to allow undergraduates to take course which will be unavailable to them as graduate students. Interdisciplinary capstone projects should be encouraged, not to dilute one's depth of study but to broaden its reach.

I can think of fruitful examples: the aspiring artist who learns about the chemistry of her

Reflections on a Trip to Israel

By HOWARD MAIER

Late last night, I returned from the unity trip to Israel with Governor Cuomo and the New York legislative leaders, and have a few thoughts I would like to share.

First, my gratitude to my brother-in-law, Andrew for inviting me to join the delegation. I was truly humbled and honored to have been part of this important mission. All members of the delegation recognized the importance of the trip to each Israeli we met, including the employees of El Al, the people of Israel-on the streets of Jerusalem and workers on the kibbutz—and the political leaders and IDF soldiers we met. Consul General Ido Aharoni was with us the entire time.

Highlights of this 28 hour trip included meetings with Prime Minister Netanyahu, President Rivlin, and Defense Minister Ya'alon, visits to the Church of the Holy Sepulchre and Western Wall, a briefing about the Iron Dome system on site near the city of Ashdod by Lt. Colonel Peter Lerner, and going into a terrorist tunnel on Kibbutz Ein Ha-Shlosha, about one mile from Gaza. Joining us at the tunnel site was former President Simon Peres.

Each leader thanked Governor Cuomo, the people of New York and the United States for supporting Israel during this crisis, and recognizing Israel's right to defend its people. Governor Cuomo expressed New Yorker's support at every stop, which was greatly appreciated. Israelis all recognize how one-sided the world media has been about it's negative coverage of Israel during this time. Yet, the reality we saw was quite the opposite. The Defense

themselves, past and present, that are the most telling. One of this year's teachers, Allison Weller said, "I like my students to look and think about historical memory through public monuments. Therefore, the Hiroshima Peace Memorial Museum and Peace Park, I am sure, will have the most impact on my teaching".

In terms of past participants, Douglas O'Connor a Midwood High School, New York City social studies teacher said, "He still incorporates the ideas and materials he gathered in

Minister showed us videos of terrorists emerging from tunnels in Israel's kibbutzes, rockets fired from mosques and playgrounds of kindergarten and schools, ambulances driving terrorists from location to location, hospitals and mosques having large quantities of ammunition and rockets, mosques being used as entry points for tunnels, etc. We were stunned that this information doesn't get out better to people, because we are shown the end result of Israel attempting to eradicate these realities.

The length and sophistication of the tunnel we saw was also shocking. We expected a small hand dug tunnel; instead this tunnel ran approximately two miles from Gaza at least one mile into the middle of the kibbutz corn field, was about five feet high and three feet across, framed in concrete, with electrical and communications wiring and obviously dug by machine. The tunnel was twenty-five yards below the ground surface.

We also felt the frustration of the Israelis who have had 3,500 rockets fired at them. Fortunately, Israel now has the Iron Dome system which has stopped 90-percent of those fired. Nonetheless, Israelis are constantly forced to live in bomb shelters.

During the trip, I often reflected how this is a continuing struggle. As we approached the hills of Jerusalem, I commented to Senate Speaker Silver who was sitting next to me that we were at the site of the major battles during the war of Independence right after World War II. Later, I thought of these battles with historical perspective. The sophistication of the weapons has changed, but the battle continues. #

the Japan Society study tour in 2001". For him, "Just to find himself in Hiroshima in a museum totally dedicated to peace was amazing, as was the opportunity to meet and listen to a survivor of an atomic bomb attack."

James J. Shields is the Emeritus Professor & Director, The Japan Initiative The City College CUNY and author Japanese Schooling Patterns of Socialization, Equality and Political Control [Listed as top ten books published by Penn State Press].

*STEM & Roots**continued from page 15*

curriculum to achieve this balance for others? At a minimum graduating college students should have enough humanities to place their scientific studies into context and enough science to participate in civic choices that require science literacy. The precise amount for each student will depend upon one's undergraduate major and plans for graduate or professional study but everyone should get a meaningful quanta of the humanities and the sciences to complement their particular area of study.

Students who intend to pursue in-depth grad-

palette; the dual philosophy-chemistry major who becomes an innovative medicinal chemist; the one time biology major who learns how patent law influences discovery and innovation en route to law school; or the neuroscientist whose research was inspired by a college thesis in the history of science.

One never knows where these early intersections lead but they are bound to be synthetic and promote creativity, helping students appreciate the possibilities and limits of serious study, a sort of discernment that should be the hallmark of liberal learning.

Undergrads who have studied both the sciences and the humanities become resilient hybrids, more adaptive and agile. Within a

workforce struggling with science illiteracy and an inability to cross the proverbial "two culture divide," these broadly schooled students are better to able explain their ideas and make connections that elude others. They will make contributions we can only imagine and desperately need, existential challenges like the winter cold that almost killed my Japanese Maple.

Joseph J. Fins, M.D. is The E. William Davis, Jr., M.D. Professor of Medical Ethics and Professor of Medicine at Weill Cornell Medical College. He is the author of the forthcoming Rights Come to Mind: Brain Injury, Ethics and the Struggle for Consciousness (Cambridge University Press, TBD) and a Trustee-Emeritus of Wesleyan University.



MERCY COLLEGE – THE DEAN’S COLUMN

APPRECIATING GEOMETRIC RELATIONSHIPS – BEYOND THE TRADITIONAL HIGH SCHOOL COURSE

By AL POSAMENTIER, Ph.D.

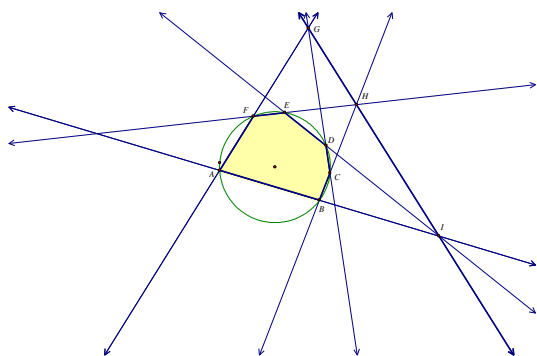
The common core State standards are asking that our students have a deeper understanding of geometry – one beyond doing mechanical proofs. Sometimes that requires looking at geometric relationships and in considering the proofs later. Suppose students were to draw something from instructions given over the telephone, where the appearance of the figure drawn will vary with each individual, but one part of it will be common to all drawings. We call this an invariant. This invariant also has an interesting history.

In 1640, at the age of 16, the famous mathematician Blaise Pascal published a one-page paper entitled *Essay pour les coniques*, which presents us with a most insightful theorem. What he called *mysterium hexagrammicum*, states that **the intersections of the opposite sides of a hexagon inscribed in a conic section are collinear**.* We shall use the most common conic section, a circle.

Consider the hexagon $ABCDEF$ inscribed in the circle (that is, all its vertices are on the circle). You might have your class try this independently, either on paper or, better yet, with *Geometer’s Sketchpad* or some similar computer geometry program. The trick is to draw the hexagon shape that will allow you to get intersections of opposite sides – so don’t make the opposite sides parallel.

The pairs of opposite sides and their intersection are:

- \overline{AB} and \overline{DE} intersect at point I
- \overline{BC} and \overline{EF} intersect at point H
- \overline{DC} and \overline{FA} intersect at point G



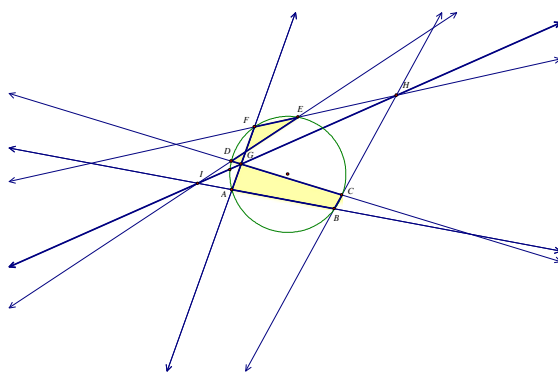
If you do it on a computer, say, using *Geometer’s Sketchpad*, you can actually see how, by changing the shape of the hexagon, the points G , H and I always remain collinear. The amazing thing about this situation is that it is independent of the shape of the hexagon. You can even distort the hexagon so that it doesn’t look like a polygon anymore, and as long as

you keep track of what were the opposite sides, the above collinearity will remain intact. Again, this is very easily and very dramatically demonstrated with *Geometer’s Sketchpad*.

In the figure below, you can identify the original hexagon only by referring to the sides of the original one. The pairs of opposite sides and their intersections are:

- \overline{AB} and \overline{DE} intersect at point I
- \overline{BC} and \overline{EF} intersect at point H
- \overline{DC} and \overline{FA} intersect at point G

These intersection points, G , H , and I , are still collinear.



Let us now take this a step further with the concept that can be easily introduced to high school students: duality. Although this may be a new concept for most students, it is very easy to understand and lots of fun to work with. Before we introduces concept consider a bit of history.

In 1806, at the age of twenty-one, a student at the École Polytechnique, Charles Julien Brianchon (1785-1864), published an article in the *Journal de L’École Polytechnique* that was to become one of the fundamental contributions to the study of conic sections in projective geometry. His development led to a restatement of the somewhat forgotten theorem of Pascal and its extension, after

which Brianchon stated a new theorem, which later bore his name. Brianchon’s theorem*, which states “In any hexagon circumscribed about a conic section, the three diagonals cross each other in the same point”** bears a curious resemblance to Pascal’s theorem, which we presented in the preceding unit on Pascal’s Invariant.

To fully appreciate the relationship between Pascal’s theorem and what Brianchon discovered, it is best to first appreciate what the concept of duality in mathematics is. Two statements are duals of one another when all of the key words in the statement are replaced by their dual words. For example, point and line are dual words, collinearity and concurrency are duals, inscribed and circumscribed are duals, sides and vertices are duals, and so on. You might have your students practice with a few simple statements. Here is an example of the duality relationship. Notice how the terms “point” and “line” have been interchanged.

Two points determine a line.

Two lines (intersecting, of course) determine a point.

Below you will see Pascal’s theorem restated and next to it Brianchon’s theorem. Notice that the underlined words in Pascal’s statement are replaced by their duals forming Brianchon’s statement. Thus, they are, in fact, duals of one another.

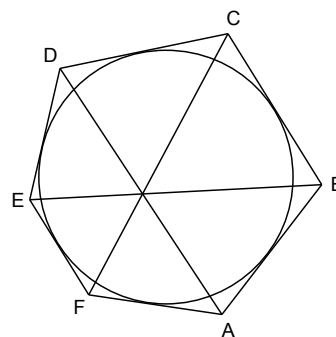
Pascal’s Theorem

The points of intersection of the opposite sides of a hexagon inscribed in a conic section are collinear.

Brianchon’s Theorem

The lines joining the opposite vertices of a hexagon circumscribed about a conic section are concurrent.

In the figure below, the hexagon $ABCDEF$ is circumscribed about the circle. As with Pascal’s Theorem, we shall consider only the conic section that is a circle. According to Brianchon’s statement, the lines containing opposite vertices are concurrent. Your students can easily experiment with other shaped circumscribed hexagons to verify that it is true. Again, we see that the simplicity of this figure and its result makes for its beauty.

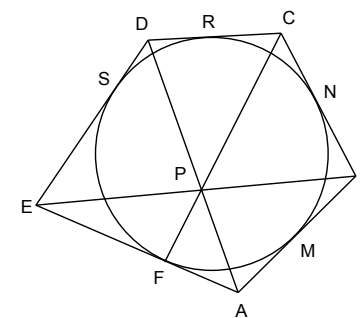


Right after stating his theorem, he suggested that if points A , F , and E were to be moved so that they would be collinear, with vertex



F becoming a point of tangency, and thereby forming a pentagon, the same statement could be made. That is, since pentagon $ABCDE$ is circumscribed about a circle, then

\overline{CF} , \overline{AD} , and \overline{BE} are concurrent.



You are encouraged to demonstrate this wonderful relationship with *Geometer’s Sketchpad* to get the full dramatic effect. Taking students through this work for them is an unusual adventure – “somewhat off the beaten path” – is essentially what could be considered in the spirit of the common core standards philosophy. This is especially true if students cannot verbalize and perhaps extend their findings from this activity.#

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.

* For a proof of Pascal’s Theorem see *Advanced Euclidean Geometry: Excursions for Secondary Teachers and Students*, Alfred S. Posamentier, (John Wiley & Sons, 2002)

** For a proof of Brianchon’s Theorem see *Advanced Euclidean Geometry: Excursions for Secondary Teachers and Students*, Alfred S. Posamentier, (John Wiley & Sons, 2002)

*** *Source Book in Mathematics*, edited by D. E. Smith (New York: McGraw-Hill, 1929), p.336

Remembering the Tragedy of 9-11: Personal Recollections



(L-R) Wayne McPartland and Frank Farrington



Photos posted by friends & family of those missing

By ANNIE NOVA

Frank Farrington, lieutenant of a firehouse on the Upper West Side, was running late to work on September 11th, 2001. Don Imus was on the air and was discussing unrest in the Middle East. When Farrington got to work, a fellow fireman told him that a plane had just hit The World Trade Center and that "A lot of firemen are going to die today." An animated dispatcher's voice leaked through the radio. At first Farrington thought he was watching a replay on the news but soon heard that the second tower had been hit by another plane. Farrington's engine immediately was called downtown along with Ladder 25. None of the men of Ladder 25 would make it home that day. As they rode downtown, Farrington watched the towers burn through the windshield. Once they got there, Farrington and his fellow fireman huddled under an awning to put on their gear away from the raining debris. The men watched as people dove out of smoldering windows. "Each bang was the sound of death," said Farrington. A team of firemen tried to enter the building but the falling bodies blocked them. Within seconds the whole building collapsed. The news of the Pentagon attack spread around. Another inbound plane was said to be missing. "The world was falling apart," said Farrington. As glass started spew-

ing from the collapsing buildings, Farrington ran into a nearby garage for cover. A cloud of black smoke chased after him and swallowed all visibility. Farrington hooked his search rope to a nearby exit door and led over sixty civilians and fireman up a staircase and away from danger. "That staircase was my transition from the pre-9/11 world to the one we live in today," he said. When Farrington got outside, he said it was like a blizzard. A silence came over the city as white stacks of tax returns, invoices, and employee records covered the cement. People found paperwork from the twin towers in their backyards in Brooklyn. Farrington's wife got a call mid-day from a fellow fireman informing her that her husband was okay. She broke down in tears in her office and dialed over twenty people with the good news that hundreds of other families of firemen never got that day.

Remembering the day, Wayne McPartland, a chief in the New York City fire department said, "It was a beautiful day, sunny and clear." He and the other fireman were sitting around with bagels and coffee when they first saw the 110-story tower crumble on the screen in front of them. McPartland recalled a *New York Times* article he had read a few weeks prior surmising that Al Qaida was planning something big but that the US intelligence still did know what it was. "I thought it might be an attack

instead of an accident," he said. McPartland and his company, Ladder 218, crossed an empty Williamsburg Bridge into Manhattan. "Floor the gas and get off this bridge," McPartland said to the fireman driving the truck. Threats of additional attacks had been floating around. They entered into a black cloud of smoke that blotted out the sky. "Day turned into night," said McPartland. He turned to the fireman driving the truck and said it had been nice knowing him. "We needed that dark humor to get through it," he said. A wife of a fireman from Engine 55 got in touch with McPartland to find out if her husband was okay. McPartland knew that all of the men of Engine 55 had been killed, except for the chauffeur but they are not allowed to give out any information over the phone. "I wish I knew," he said to the hysterical woman. Children were screaming "daddy" and sobbing in the background. The wife shrieked at him for lying to her. "I wish I knew," he said again. "Tears were coming down my face as I lied to her," McPartland said. Four days before 9/11, McPartland was working overtime in Ladder 105 on Dean Street in Brooklyn to cover his good friend, Vincent Brunton. Brunton told McPartland that he had finally gotten permanently assigned to Ladder 105 as a captain. He wouldn't have to bounce all over the city anymore. As he walked to his car to

drive home, he called out, "I'm so happy here at 105. I'm going to stay here as captain for the rest of my career!" McPartland waved goodbye to his friend, calling back, "Good luck Vinny!" Brunton died on 9/11.

Over 3,000 people died on 9/11, 343 of them were firemen from every rank. Chief of Department, the highest ranked position in the FDNY, lost his life. Firemen spent over a year after the attacks moving debris and searching for bodies. It took months just to completely put out a fire that reached five-stories into the ground and reduced two 110-story towers into a black, shivering three-story silhouette.

Crowds of people clapped as firemen went in and out of the disaster. The fireman's memorial on the Upper West Side that honors, "Soldiers in a war that never ends," was framed with flower bouquets and bright candles. McPartland said that after the attacks, cars would pull over right away for fire trucks. "The whole country was so connected that day," said Farrington. "Too bad we can't be like that more often." #

Frank Farrington is now a volunteer fireman in Dobbs Ferry, New York.

*Wayne McPartland hosts a television show, *Two Steps to the Left*, on Pleasantville Community TV (PCTV 76 or <http://www.pctv76.org/>). He is also working on a memoir about his 33-year career in the fire department.*

THE ETHICS COLUMN

STATES MISFIRE WITH
DOCTORS & GUNS

By JACOB M. APPEL, MD, JD

A recent ruling by the 11th Circuit Court of Appeals in Atlanta has generated exposure for the increasing—and often involuntary—embroilment of physicians in the national debate over gun control and the right to bear arms. By a 2-1 decision in *Wollschlaeger vs. Governor of Florida*, that court upheld a Florida statute prohibiting physicians from asking about or entering “information concerning firearm ownership into the patient’s medical record if the practitioner knows that such information is not relevant to the patient’s medical care or safety, or the safety of others.” Penalties include fines and a loss of the right to practice. Nine other states are considering similar legislation, so the outcome of this case (which will likely be appealed to the United States Supreme Court) has significant implications for the practice of medicine nationally.

Among those groups challenging the law were the Florida chapters of the American Academy of Pediatrics and the American Academy of Physicians. To the medical lobby, gun management is a public health issue. More than seven thousand children under twenty were hospitalized with gunshot wounds in 2009, while approximately one hundred die every year from accidental shootings. The AAP’s guide for healthcare, *Bright Futures*, instructs pediatricians to urge patients to “remove guns from home” or “if gun necessary, store unloaded and locked,



with ammunition locked separately,” and to “ask if gun in home where child plays”—guidance that appears alongside recommendations regarding sunscreen use, smoke detectors and television viewing.

Firearms advocacy organizations defended the law as a necessary protection for gun-owning patients in positions of what the court described as “relative powerlessness.”

Meanwhile, New York State has attempted to commandeer medical providers into the fight against gun violence. Following the Sandy Hook shooting, Governor Andrew Cuomo secured passage of a broad gun control statute, the New York Secure Ammunition and Firearms Enforcement Act of 2013, that included a provision requiring doctors to report patients who are “likely to engage in conduct that would result in serious harm to self or others,” so that these individuals can be prevented from obtaining firearms licenses. The goal of this mandatory reporting may be well-intentioned: namely, to prevent another Newtown-scale massacre. In reality, when most psychiatric patients can buy an arsenal on the street for a few hundred dollars, license restrictions are political fireworks rather than magic bullets. Like the Florida law, New York’s SAFE act impinges on the physicians—
continued on page 20

LAW & EDUCATION

VERGARA, ET AL VS. STATE OF
CALIFORNIA – PART II

By ARTHUR KATZ, JD

In my recent column (in the March/April 2014 edition of *Education Update*), I wrote about the importance of the Vergara (California teachers’ tenure) litigation, which then was in the middle of a 33-day trial. In June, the California Superior Court issued its decision holding that California’s teachers’ tenure laws, as written, violated the constitutional right of California students to an education.

Within the past several weeks, since the Vergara decision was issued, it has provoked widespread discussion and press, including an editorial in *The New York Times* and discussions on its Op-Ed pages. AFT’s president, Randi Weingarten issued a statement calling the decision “a sad day for public education” and said that “[w]hile this decision is not unexpected, the rhetoric and lack of a thorough, reasoned opinion is disturbing.” The overwhelming number of commentators also appear to have disagreed with the court’s opinion.

However, a review of the decision shows that it contains a reasoned analysis by the court of the facts presented. The court agreed with the plaintiffs that, based on such facts, which apparently were largely uncontested by the defendants, the challenged tenure law resulted in grossly ineffective teachers obtaining and then retaining permanent employment and that these teachers were disproportionately situated in schools serving predominately low-income and minority students which, in turn, resulted in a violation of those students’ rights, under



California’s state constitution, to equality of education.

The Vergara decision was based upon the unique facts presented to the court. The court was mindful of the continuing and intense need to

find and then retain qualified teachers, and that the use of tenure is of major importance in a system that may not adequately compensate teachers compared to other occupations. However, the short qualification period for tenure, coupled with the procedures built into the system for terminating tenured teachers, apparently resulted in less than 3 teachers, on the average, a year in California being dismissed for unsatisfactory performance out of 275,000 teachers statewide (which mathematically amounts to a 0.0008 percent dismissal rate)!

The court pointed out that California’s law, which granted tenure after two years of employment, actually required a tenure decision to be made well before completion of the two-year period, as the administrative process to determine whether to terminate a teacher needed to start at least several months in advance. Since it apparently takes several years for a new teacher to acclimate and get into the swing of things, California’s two-year requirement forced administrators to make decisions before obtaining complete information.

continued on page 20

MEDICAL UPDATE

STEM and Roots

By JOSEPH J. FINS, MD

As spring finally came to the Northeast, my favorite Japanese Maple showed signs of the harsh winter. It failed to blossom, or more accurately only one half of the tree began to sprout leaves. The other part had dried up, its burgundy bark now brown and lifeless, looking more like kindling than neighboring branches.

It was a sad sight and I wondered why a tree could fail to blossom across its breadth, to die by half. I consulted the internet for guidance and learned that Japanese Maples are susceptible to their roots drying out and when this happens the stems above will die too.

More into metaphor than botany, I wondered if there was a message in what I had observed for the academy, specifically the discussion about the state of science education and the crisis afflicting the humanities. When we speak of the former we voice concern about STEM, science, technology, engineering and math. A week does not go by without dire predictions

about the K-12 pipeline and how America will not produce enough scientists to remain competitive. When the science Casandras are in abeyance, the worry turns to the humanities and its eroding mission.

Though both issues are topics of frequent commentary, the two topics rarely cross, either when thinking about cause and effect, or when considering remedies. And that’s where my half-dead Japanese Maple comes in. Not to over-stretch the metaphor: there is no STEM where there are no roots.

Here the roots are the humanities and our traditions of knowing dating back to antiquity. They are the wellspring for the sciences and provide context and meaning to efforts to understand the natural world. One can not address the sciences without the humanities. To do so would be to consider the health of my beleaguered tree and disregard the state of the roots because they were out of view and seemingly irrelevant.

But that would be a critical error of omission. The leaves above died because the roots below had become frail. The interdependence between the leaves and roots is like that between the many branches of knowledge within the university. Each is dependent upon the other and sustained by being part of a larger whole.

To be viable, as a living organism with epistemic integrity, a university has to work as a unit. That’s something Aristotle would have understood as a philosopher and botanist. In those roles, he would have had wise counsel for the care of my tree. Through his life narrative he modeled a synthetic approach to knowledge. Aristotle’s cultivation of practical knowledge, or *phronesis*, was not the product of the sciences or philosophy in isolation but rather their integration in meaningful work, deeds and ends. Notwithstanding the millennia that have passed since his example, there is value in appreciating that the remedy to the STEM or humanities crisis can not be resolved by reforms that tackle each separately.

The sciences and the humanities should not be isolated from each other or perceived as

competitive but appreciated as intertwined. The historical and cultural inheritance of the humanities place science into context, providing guidance for the conduct of responsive and responsible research. In turn, scientific advance presents the humanities with new ways of asking age old questions, tempering empiricism with commentary and bringing values to numbers. The remedy is not sequestration but better integration.

I come to this conclusion drawing upon my experience majoring in Wesleyan University’s College of Letters, an interdisciplinary program in history, literature and philosophy, while also pursuing pre-medical studies. As an academic physician and medical ethicist, I utilize the sciences and the humanities on a daily basis. The humanities have deepened my appreciation of the implications of scientific advance just as the sciences have provided my work in bioethics the opportunity for instrumental engagement with real life problems. The disciplines, working together create balance.

How might we structure the undergraduate
continued on page 12

YOUNG JOURNALISTS

A Month in South Korea

Janna and Sooyeon at the Haedong Yonggung Buddhist Temple in Busan, South Korea.

By JANNA McPARTLAND

“The most memorable month of my life so far.” These are the first words I say to describe the kind of experience I had while travelling in Korea through a high school summer study abroad program this past July. The Experiment in International Living, a program of World Learning, works to help students understand another culture by immersing them in a different country for anywhere from three to five weeks of their summer. It offers students a chance to leave their comfort zones and experience a kind of “learn by doing” education that they never get to have in the classroom.

Because of my interest in history and human rights, I joined the Korea Peace Studies program with nine other high school students from all over the US. We travelled with our two amazing Experiment group leaders, two Korean leaders, and three Korean college students, who became my best friends on the trip.

We first stayed in the capitol of South Korea, Seoul, where we visited the DMZ and learned more about the Korean War and how we could achieve reunification. Next we traveled to Youngpyungsa, where we found inner peace during our Buddhist Temple Stay through four a.m. meditation and discussions

with the master monk over lotus tea. Jeonju was our next stop, where we had a one-week homestay and got to be part of a Korean family. I played soccer with my host siblings, helped my mom make gimbap, and learned a few more Korean words from my sister and brother. We then went to Busan, the most beautiful city I’ve ever been in, and attended a two-day intercultural camp where we met Korean high school students and learned more about what an average Korean teenager does on a daily basis. Our last three days were back in Seoul where we wrapped up our peace studies and prepared ourselves for the terrible reverse culture shock that was yet to come when we returned home.

This program taught me not only about the Korean culture and peace, but also about how to be a better listener, become more understanding of different peoples and cultures, and as elementary as it sounds, how to make new friends. I feel that each and every one of us on the trip grew up, and I’m so grateful for everyone I met and every experience I had on this trip because I know that I will continue to learn from it for the rest of my life. #

Janna McPartland is a junior at Pleasantville High School in New York.

My Summer Dance Experience

By JARED ZELTNER,
AGE 9

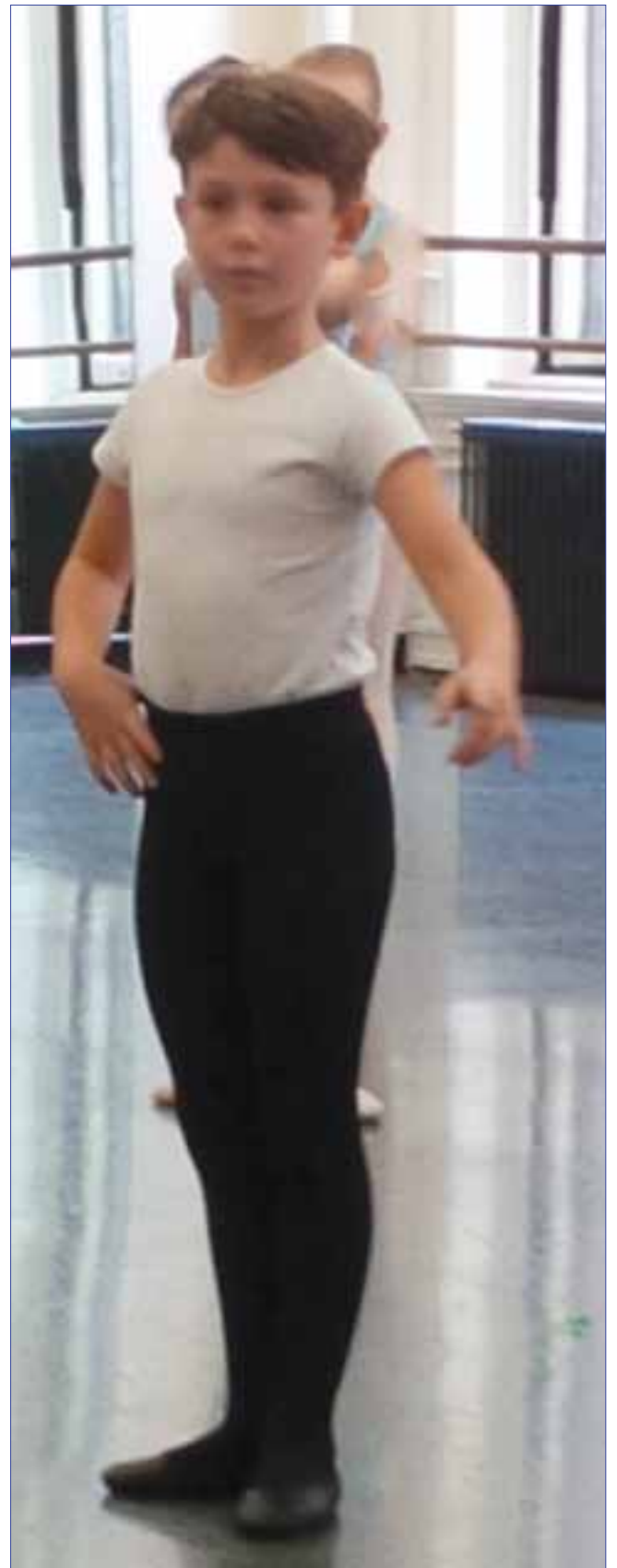
My name is Jared Zeltner. My ballet teacher in Atlanta, Orlando Molina, calls me J. I am a nine-year-old boy who studies ballet. I have been studying ballet for six years. I live in Atlanta, GA and have taken lessons at Atlanta Ballet since I was 3 years old. There are not many boys in my ballet classes at home.

Last winter, my teachers suggested I audition for a summer intensive program with a different ballet school so I could gain more experience. I decided to audition for the American Ballet Theatre Young Dancer Summer Workshop (ABT YDSW) in New York City. I had never auditioned for anything before and I was very nervous. I was relieved to find out I had been accepted.

The first day I was so surprised to see so many boys at the studio. I spent two weeks dancing in New York City with amazing teachers and 17 boys. Finding so many boys who dance ballet was very new to me. I felt like I was in another universe. Some people think that ballet is just for girls but it was really nice to get to make friends with other boys who know how challenging and demanding ballet is for boys.

Everyday I had a ballet technique class, a boys ballet class, lessons in ballet history, nutrition, injury prevention, and other disciplines of dance like jazz, modern, and character. All of the boys practiced together for a final choreography for their friends and family on the last day of the program. I had never performed with so many boys at the same time.

Attending the ABT YDSW made me feel so good. I enjoyed making friends from all over the world and getting to do what I love at the same time. It was very special to spend two full weeks with so many other children who



share my passion for ballet. I felt like I was in a special ballet club. I am glad that I am just nine years old so I can go back for three more summers, if I get accepted. #



ACCOMMODATIONS FOR DIFFERENT LEARNERS

By SYBIL MAIMIN

All colleges are required by law to provide “reasonable accommodations” to students with documented disabilities. However, accommodations (for physical, emotional, and academic needs) vary widely from institution to institution and, unlike the experience in K-12 where school personnel “find you,” institutions of higher learning require a request for services from the student. A recent panel of experts at the Robert Louis Stevenson School that focused on school choice and success for students with special challenges, offered much valuable information as well as tips and strategies. Finding “the right match” is key. The “right” school has the right support system. Victor Schwartz, a psychiatrist and medical director of The Jed Foundation, an organization that works to prevent suicides and protect the emotional health of college students, said parents and students should learn how mental health services operate in colleges prior to applying. He advised working with a high school counselor to find schools with robust programs. (“The college terrain is tremendously variable” regarding services, he warned.) Schwartz suggested having conversations with professionals at the chosen college the summer before attendance to put a clear plan in place and ensure someone at the school knows about the student’s needs. With preplanning, a person familiar with the student will be able to step in and help should a problem arise. (Schwartz reminded those wary of advance conversations about disabilities that a college cannot retract acceptances.)

Sherri Maxman of College Maven LLC, who provides college counseling for high school students with learning differences, suggested calling colleges during the search phase and inquiring if they provide the support a child needs. Type in “Disability Services” on a col-

lege’s web site to get an appropriate contact number. An evaluation from within the past 3 years is required for disability accommodations. Colleen Lewis, director, and Ashley Schleimer, Student Services Coordinator, of the Office of Disability Services at Columbia University, stressed the importance of making a child aware of his or her own disability and of the support they need and are entitled to. In college it is the responsibility of the student to request services. Lewis and Schleimer are surprised at the number of people who have never read their evaluations, cannot articulate their needs, and do not understand how their disability may impact their learning. The students who make the best transition from high school to college are those who are informed, prepared, and have taken advantage of the opportunity to plan for their needs before they arrive on campus. For those who assume their choice of schools may be very limited, consider that Columbia, in the Ivy League, offers a Student Disability Office with a staff of sixteen that organizes accommodations and support services including assistive technology, networking groups, academic skills workshops, and learning specialists.

Some general advice from the panel included: help your child understand his rights and responsibilities; encourage self-advocacy; accept your teen for who she is, not who you want her to be; it is not necessary to identify as LD on college applications, although it may help explain poor grades; neuropsychological and legal services are out there for you; and reflect on your own teen years in order to gain some empathy.

Matthew Mandelbaum, director of outreach at the Robert Louis Stevenson School, which helps adolescents with histories of social-emotional and learning differences succeed, spoke of recognizing strengths and struggles and

Balanced Literacy vs. Direct Instruction

By DR. JOHN J. RUSSELL



In an effort to improve reading scores, schools chancellor, Carmen Fariña has reintroduced balanced literacy to the city’s schools. While the teachers and schools that are adopting this approach may be well intended, they are nonetheless misguided. There is a large body of research that thoroughly evaluates the effectiveness of various instructional strategies and confirms that this type of “student centered” approach to teaching reading is not a particularly effective strategy, especially for at-risk students.

With the goal of maximizing the impact of instruction, the National Research Council, the National Reading Panel, and a host of other researchers have identified scientifically verified effective instructional practices. Among the many instructional strategies used in American classrooms, one methodology stands out among all others: direct instruction. The term “direct instruction” refers to a rigorously developed, structured method of teaching that requires teachers to develop specific learning objectives and provides constant interaction between students and the teacher.

Support for direct instruction comes from

addressing both. There is room for optimism and hope, he said. With the right school and the right services, all students have the capacity for sound development. Stevenson headmaster, Douglas Herron, echoed the message, saying he is “extraordinarily impressed” with the number of services available for different learners today as well as the openness with which they are discussed and embraced.#

a plethora of research studies including Project Follow Through, which was the most extensive educational experiment ever conducted. This study, which began in 1968 and continued through 1977, was designed to identify the best way of teaching at-risk children from kindergarten through third grade. Thousands of children in over a hundred different communities were included in the study. The

program that produced the best results in general was direct instruction. The other program types, which included precursors to current instructional methodologies, such as student-centered learning and balanced literacy, produced inferior results. Students receiving direct instruction did better than those in all other programs when tested in reading, arithmetic, spelling and language. Contrary to assertions of proponents of balanced literacy and other student-centered approaches, direct instruction dramatically improved cognitive skills (higher order thinking skills) relative to the control groups and also showed the highest improvement in self-esteem scores compared to control groups.

Many other researchers have reached the same conclusion: direct instruction is far more effective than balanced literacy not only for at-risk students, but for all students. Despite a preponderance of evidence supporting the use of direct instruction, especially with at-risk students, far too few teachers make use of this strategy. Research-proven strategies such as direct instruction should be part of every teacher’s repertoire. #

Dr. John Russell is the Head of Windward School in White Plains, New York.

LOOKING FOR THE RIGHT ENVIRONMENT FOR YOUR STUDENT?

STEVENSON

ADOLESCENT SUCCESS SINCE 1961

Transforming Lives of Bright Adolescents with Social-Emotional Difficulty and Learning Differences

FEATURES

- Small, Structured, Supportive Environment
- Top-Notch Academics with 100% College Acceptance Rate
- MOST Students Funded Through the New York City Department of Special Education Services
- Raises Self-Esteem, Motivation, Social-Emotional Development, and Academic Readiness

OFFERS

- Rolling Admission with Opportunities Available Now!
- Students can often start within one week of application.

Contact: Matthew Mandelbaum, PhD, Director of Outreach, mmandelbaum@stevenson-school.org

ROBERT LOUIS STEVENSON SCHOOL

24 West 74th Street, New York, NY 10023, 212-787-6400, www.stevenson-school.org





We Chose CUNY!

More Award Winners Than Ever

STUDENT
Fulbright
Scholar
Melody Mills
Macaulay Honors College
and Baruch College

FACULTY
Fulbright
Scholar
Daniel DiSalvo
City College

THE
CUNY
VALUE PLUS



A record 22 City University of New York students, plus 14 faculty members, received highly esteemed Fulbright Program grants this past year for research and teaching abroad. Fulbright winners share their knowledge, skills and cultural perspectives and return home enriched for further study, service and advancement.

— James B. Milliken, Chancellor

CUNY The City
University
of
New York

cuny.edu/awardwinners

CHANGING PUBLIC EDUCATION. CHANGING LIVES.



YWLN supports two life-changing programs that empower low-income youth to break the cycle of poverty through education: The Young Women's Leadership Schools (TYWLS), a high performing network of all-girls public secondary schools, and CollegeBound Initiative (CBI), a comprehensive college access program for young women and men.



Through its network of high performing all-girls public schools, TYWLS empowers young women to achieve their higher education dreams and to fulfill their learning and leadership potential.

Results (2001-2014):

- 95% high school graduation rate
- Nearly 100% college acceptance rate with the majority accepted to four-year colleges
- \$21 million total in financial aid awards for students (grants and scholarships)
- More than \$19,000 average student aid package annually
- TYWLS alumnae achieve four-year college degrees at more than triple the rate of their peers

Features:

- 6th–12th grade model, single-sex educational choice
- College preparatory focus
- High-quality student learning opportunities in and out of school
- CBI provides college awareness and access opportunities to every student
- Open to girls of all academic abilities
- Serving predominantly low-income students; most will be first-generation college students



CBI empowers young women and men to realize their higher education potential by placing full-time college guidance experts in high need public schools. CBI counselors maximize students' college awareness, access and financial aid.

Results (2001-2014):

- CBI has helped more than 5,500 students enroll in college
- More than \$106 million in financial aid awards (excludes loans)
- CBI participants graduating from our partner high schools achieve four-year college degrees at more than double the rate of their peers

Features:

- Experienced, full-time college guidance counselors on-site in high-need public schools
- Longstanding relationships with more than 100 colleges and universities
- CBI counselors work with every student and their parent/ caregiver
- Personalized college application and financial aid support in the 11th and 12th grades
- Early awareness through college trips, events, and workshops in the 6th – 10th grades

Join Us

(Em)Power Breakfast

Wednesday, October 15, 2014

7:30 - 9:15 AM

Cipriani 42nd Street • New York City

HONORING

Idina Menzel

Dina Powell

Anna Quindlen

Andrew Farkas *"The Man We Love"*

To purchase tickets, please visit
www.ywln.org/events



Doctors & Guns

continued from page 15

patient relationship—in this case, transforming the physician into agent of the government.

A common-sense middle ground does exist on this issue. Whatever the merits of either side of the gun debate, the dangers of entangling medical treatment with gun politics are grave. They represent an ongoing pattern of coopting physicians into state action: for forcible blood draws at DWI stop, for breaking prison hunger strikes, for conducting executions, etc. Far better to let doctors do what they do best: treat patients with their own good judgment. That means letting them asking whatever questions they wish, and share their guidance on public health as they see it—about guns and anything else—but also ensuring that their patients' answers remain protected by medical confidentiality. #

Vergara, et al

continued from page 15

When the California tenure requirement is coupled with California's statutorily-mandated termination of the last-hired teacher when layoffs are required, the problem is exacerbated as gifted junior tenured teachers are terminated before less effective more senior teachers.

The California court recognized that the issues involved are complex and that more dialogue needs to occur in order to arrive at a better way to use tenure as a retention tool in recruiting and retaining educators in California.

Apparently, many commentators have read Vergara as ruling that tenure, as a concept, is unconstitutional. Such conclusion is simply incorrect. The court did not outlaw tenure as a concept. Instead, it recognized that granting tenure is an appropriate means of attracting qualified individuals to teaching and then

retaining them, since job security, to some extent, can compensate for the deficiency in teachers' pay when compared to other more lucrative occupations.

A careful read of the Vergara decision shows that the conclusions reached by many of the initial commentators were politically expedient, rather than as reasoned and, in retrospect, provocative rather than thoughtful. #

Arthur Katz, a corporate attorney, is a member of the New York City law firm Otterbourg P.C. and the editor of the Law & Education section of Education Update.

"I can't imagine a world without dance or the arts."

-Twyla Tharp

Tribute to Dr. Maxine Greene

By RUSSELL GRANET

Dr. Maxine Greene

1917- 2014

Philosopher Emeritus

Lincoln Center Education

I think we all knew this day would come, but we thought Maxine was somehow exempt from the inevitable. Because her work is timeless, we assumed she was as well. Her legacy lives on through the thousands of lives she influenced, informed, and changed. Thank you for so many things Maxine, but mostly for giving us the skills "To see the world as if it could be otherwise."

-Russell Granet

Russell Granet is the executive director for Lincoln Center Education



CELEBRATING 45 YEARS

York Preparatory School

40 West 68th Street

New York, NY 10023

www.yorkprep.org



***"An Intimate Place to Learn
in the Heart of a Great City"***

Dear Parents:

You are cordially invited to attend one of our OPEN HOUSES at York Preparatory School.

- Tuesday, September 23rd 9:10 AM – 10:30 AM
- Tuesday, September 30th 9:10 AM – 10:30 AM
- Tuesday, October 7th 9:10 AM – 10:30 AM
- Tuesday, October 14th 9:10 AM – 10:30 AM
- Tuesday, October 21st 9:10 AM – 10:30 AM
- Tuesday, October 28th 9:10 AM – 10:30 AM
- Tuesday, November 4th 9:10 AM – 10:30 AM
- Tuesday, November 11th 9:10 AM – 10:30 AM
- Tuesday, November 18th 9:10 AM – 10:30 AM
- Tuesday, December 2nd 9:10 AM – 10:30 AM
- Thursday, January 8th 9:10 AM – 10:30 AM
- Wednesday, January 21st 9:10 AM – 10:30 AM
- Tuesday, April 21st 9:10 AM – 10:30 AM

RSVP to the Admissions Office at:

212-362-0400 ext. 133 or egarcia@yorkprep.org

York Prep is a coeducational college preparatory school for grades 6-12.



BOOK REVIEW

REVIEW OF *THE REFLEXIVE TEACHING ARTIST*

The Reflexive Teaching Artist: Collected Wisdom From The Drama/Theatre Field

Edited by Kathryn Dawson and Daniel A. Kelin, II.
Published by Intellect, The University of Chicago Press,
Chicago: September 15, 2014: 310 pp.

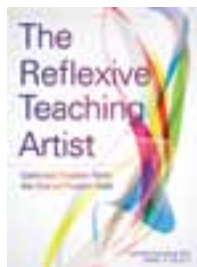
By **MERRI ROSENBERG**

I need to make a disclaimer. Given that both my now-adult children were enriched, transformed and inspired by their participation in Ardsley High School’s drama club, as actors, dramaturgs and even directors, thanks to their brilliant teacher, Flori Doyle, I was pre-disposed to be a very receptive audience for this text. And even though there were sections that were a little technical for me, as a non-professional, to grasp entirely, overall this makes a significant contribution to its field.

Few would deny that the arts have suffered in the era of high stakes testing and accountability. When budgets need to be tightened, usually the belt pinches hardest in a school’s band room, art studio, and especially the theatre program.

As this book argues, that’s a serious and shortsighted strategy. Instead of being seen as a frill, the arts—and especially theatre arts—are often a powerful tool to drive educational reform, reach students in ways that traditional classroom experiences may not, and offer opportunities for creative and critical thinking.

Nor is it only about the benefit to students. As the authors write, “we contend that it is through the continued development of critically inquisitive, reflective practice that the greater field of drama/theatre education



will build a stronger foundation for professionalism.” The text grapples with issues of assessment, measuring achievement, and defining quality

The book is structured to allow readers to make notes at different points in the text,

or respond to specific prompts and open-ended questions designed to elicit thoughtful responses: think of it as a “reflexive gym” for greater “creative fitness.”

Just as participants in a yoga practice understand that the resting poses are as important as the active poses, so, too, do teaching artists (the term used for drama/theatre teachers who work in schools, community centers and programs, universities, workshops, professional theatres and other settings) need to make time to conduct thoughtful, conscious reflections about their own activities. As one of the contributors writes, “We need those pauses amid complex encounters to bend the experience back toward ourselves...”

The case studies described in detail here provide fascinating glimpses of how teaching artists work with specific student populations; why they may need to step back to recognize what practices, biases and beliefs they bring to their work, and what impact that has on their students.

Some of the teaching artists share stories about experiences with Somali immigrant adults in Minnesota; Hispanic high school students in Texas; Alaskan natives in a community

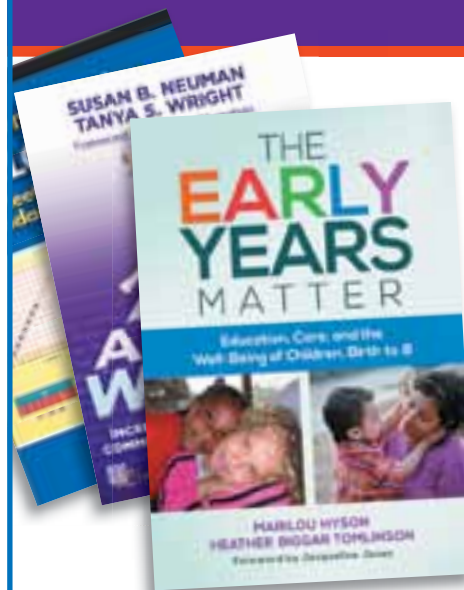
60 miles south of the Arctic Circle, as well as newly arrived immigrant teenagers who participate in Lincoln Center Theater’s Learning English and Drama Project.

As one contributor writes, “When participants learn to think, act and respond as artists, they develop greater ownership of their experiences.” Some contributors share powerful stories of how they’ve used tools such as dramatic metaphor to teach science concepts,

whether it’s having a square dance to teach fifth graders “how and why hydrogen transforms into helium”, or using the metaphor of a rock concert to convey the concept of electricity to ninth graders.

There’s so much here that can be adopted, adapted and used by teaching artists, no matter where they practice. This is a very well done, practical and important addition to the field.#

Universal Pre-K is here... and TC Press has the books you need!



* **Practical resources for the classroom and teacher preparation.**

* **Affordable books grounded in up-to-date research.**

* **Environment Rating Scales for QRIS and continuous quality improvement.**

www.tcpres.com/UPK.html

Special 20% professional discount (enter coupon code UPK2014)

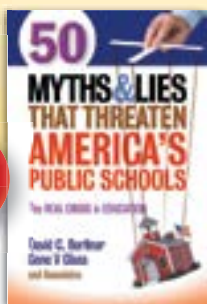


Teachers College
Columbia University

800.575.6566

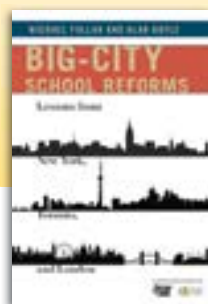


“A flat-out masterpiece!”
—W. James Popham



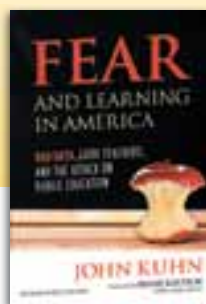
50 MYTHS & LIES THAT THREATEN AMERICA'S PUBLIC SCHOOLS
The Real Crisis in Education
David C. Berliner / Gene V Glass

“These clear and compelling insights couldn’t be more relevant and timely.”
—Pedro A. Noguera



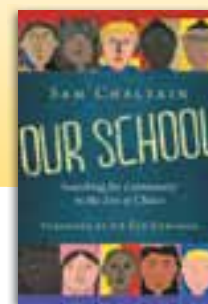
BIG-CITY SCHOOL REFORMS
Lessons from New York, Toronto, and London
Michael Fullan / Alan Boyle

“Packed with more wisdom than any 10 books I have read about American education.”
—Diane Ravitch



FEAR AND LEARNING IN AMERICA
Bad Data, Good Teachers, and the Attack on Public Education
John Kuhn

“Sam Chaltain is one of the most important voices in public education today”
—Parker J. Palmer



OUR SCHOOL
Searching for Community in the Era of Choice
Sam Chaltain

“Having walked the walk, they now talk the talk so others can follow on the trail they blazed.”
—Joel Klein



HOW TO INNOVATE
The Essential Guide for Fearless School Leaders
Mary Moss Brown / Alisa Berger



THE ARTS ARE ALIVE AT LANDMARK COLLEGE

By **MADLINE BERGSTROM**

It's impossible to miss the vibrant hues and striking patterns that now dot the verdant Landmark College campus, thanks to 18 colorful art-print banners created by student artists. Hung on lampposts, they are the first in a multi-semester art project that will eventually replace 67 blue banners throughout campus.

The banners are just the latest evidence that the arts are alive and thriving at Landmark College, a college in Putney, Vt., offering two- and four-year degrees for students with learning disabilities (such as dyslexia), ADHD, and autism spectrum disorder (ASD). A bachelor's degree in Studio Arts is among several four-year programs now in development. The College already offers a B.A. in Liberal Studies and several A.A. and A.S. degrees. Another degree currently in the planning stages is a B.S. in Computer Science.

Recent campus improvements — including the opening of a new Fine Arts Gallery in 2013 — have helped to spark an arts renaissance on campus. Year-round, the gallery hosts ever-changing exhibits by faculty and students, as well as by visiting artists.

In addition to the new gallery, recent improvements to

the Fine Arts Building include: a sophisticated photography darkroom, featuring a light lock, 12 enlarger stations, light tables, wash sink, dryer, photo lab, and color processor;

a state-of-the-art new media laboratory equipped with Macintosh® computers, large screen monitors, high-definition projectors and cameras, and the latest professional software; and an expansive new painting studio that serves as both a teaching and social gathering space for student and faculty artists.

The Fine Arts Building also features a ceramics studio, a 360-seat theater, a dance studio, a video production studio, and additional art classrooms.

"The arts have become an important component at Landmark — a driving force in the life of the College — in and out of the classroom," said Humberto Ramirez, chair of the Fine and Performing Arts Department and a multimedia artist whose work has been shown throughout the United States, Latin America, and Europe. "Students with learning differences have perspectives that are immensely powerful. The arts thrive on people with such out-of-the-box thinking." #

Madeline Bergstrom is the Assistant Director of Marketing & Communications at Landmark College



Informative and Entertaining Theater from the Folksbiene

Hava Tequilla Nights

Honoring a tradition in Jewish entertainment with a new twist.

The lights dim, a few jokes are shared and young people groove to some of the hottest young musical acts from New York, Israel and Europe. This is Hava Tequilla Nights, a reinvention of the Borscht Belt floor show for 21st Century Young Jewish Professionals. At The Triad Theater - 158 W 72nd St, New York, NY. For tickets call 1-800-838-3006 or visit www.brownpapertickets.com

A Night with Vanessa Hidary and Shlomit Levi, October 22, 2014 at 9 PM, The Triad Theater - 158 W 72nd St, New York, NY. For tickets call 1-800-838-3006 or visit www.brownpapertickets.com Vanessa Hidary AKA The Hebrew Mamita, the hip hop inspired spoken word artist and star of HBO's "Russell Simmons Presents Def Poetry Jam" is joined by Shlomit, one of Israel's finest vocalists together with RebbeSoul, the pioneering

Jewish Roots musician who presents infectious grooves in a unique blend of world music with a distinct Yemenite spice.

A Night with Neshama Carlebach and Josh Nelson, November 6, 2014 at 9 PM, The Triad Theater - 158 W 72nd St, New York, NY. For tickets call 1-800-838-3006 or visit www.brownpapertickets.com

Neshama Carlebach: a leading superstar in Jewish Entertainment, Neshama is continuing the legacy established by her father Rabbi Shlomo Carlebach. His deep spirituality and love of all humanity filled every song he wrote and touched every person he encountered as he changed the face of Jewish music. Like her father, Neshama's talent and charisma captivate and endear her to people of all ages and backgrounds as she sings her father's incomparable melodies, and inspiring original compositions.

Josh Nelson: One of the most popular performers and composers in modern Jewish music, Josh brings his extraordinary message

of hope, unity and spirituality to concert stages and worship services across the globe. He is a gifted multi-instrumentalist and songwriter whose work is celebrated and integrated into the repertoire of congregations, camps and communities around the world.

A Night with Mira Stroika, December 10, 2014 at 9 PM

The Triad Theater - 158 W 72nd St, New York, NY

For tickets call 1-800-838-3006 or visit www.brownpapertickets.com

"Take two cups of Edith Piaf, one half cup of Eartha Kitt, a sprinkle of Betty Boop plus a serious portion of that je ne sais quoi that entralls audiences and you have what I see as one of New York's most exciting new cabaret singers: Mira Stroika." - The Huffington Post

Pop cabaret artist Mira Stroika is joined by her rock band for an evening of lively and wildly entertaining music that fuses European cabaret traditions, punk and classical influences

re-imagined into a fresh new sound.

A Night with Golem, June 17, 2015 at 9 PM, At Joe's Pub - 425 Lafayette St, New York, NY

For tickets call 1-800-838-3006 or visit www.brownpapertickets.com

Klezmer-rock band Golem is known for its virtuosic musicianship, theatricality, humor and fearless wild energy, combined with a boundless love of tradition. They are a leading re-interpreter and innovator of Yiddish and Eastern European music, pushing tradition forward into the 21st century. Golem is clearly "not your grandparents' klezmer." (NPR)

A Night with Daniel Kahn, June 18, 2015 at 9 PM. At Joe's Pub - 425 Lafayette St, New York, NY

For tickets call 1-800-838-3006 or visit www.brownpapertickets.com

Daniel Kahn has brought "Yiddish Punk Cabaret" to rock clubs, theatres, festivals and shtetls, from Berlin to Boston, Leningrad to Louisiana.

New Era in the Arts

continued from page 2

of the most incredible thought leaders in art, culture and community engagement, the Met is more than a field trip. It is a site for creative learning and active nourishing of youth voice. We hope for the Met to function like a room in your school.

Since, the President's Committee on the Arts and the Humanities published *Reinvesting in Arts Education: Winning America's Future Through Creative Schools* I have referenced it countless times as the points in the report resonated so profoundly and honestly felt like a grand challenge. Duncan make the following research based point that speaks to why the arts are so important in a contemporaneous sense. He says, "Visual arts instruction improves reading readiness, and learning to play a musical instrument or to master musical notation helps students to succeed in math. Reading, math, and writing require students to understand and use symbols — and so does assembling shapes and colors in a portrait or using musical notes to learn fractions. Experiences in the arts are valuable on their own, but they also enliven learning of other subjects, making them indispensable for a complete education in the 21st Century."

Knowing that there is no silver bullet or single entity that can solve the issue of education reform, we are invested in a collective impact model that harnesses great creative and civic minds to foster compelling, rigorous and fun

Arts in Education

continued from page 2

for screened programs in high schools specializing in the arts. This, too, could not have happened without the collaboration of several institutions: all of Lincoln Center's resident organizations, Carnegie Hall, and Studio In A School.

The passion, dedication, and grit our "campers" exhibited were astounding. As I've said before, the point of LCE's teaching is not necessarily to create artistic virtuosos, but to ensure that every student realizes that she or he can think like an artist.

New York's local ABC affiliate reporting on this program summed it up: "for the more than 100 students who might not be able to afford extra classes or private tutors, this free program could level the playing field."

The arts are not a privilege but a right. As arts educators, we need to continue the good work, uphold quality, and ensure that we not only level the playing field, but raise the field's level for all.

Russell Granet is the Executive Director of Lincoln Center Education.

learning resulting in healthy communities for all.

I am particularly thrilled to return to NYC at this critical moment of innovation, creativity, and experimentation at the Metropolitan Museum of Art as well as in NYC as a whole. I could not be more excited to collaborate with the teachers, artists, and communities on learning experiences both in and out of school addressing the needs of

Jazz at Lincoln Center

continued from page 2

ists, who teach evening classes on topics ranging from Ragtime to BeBop to Avant Garde.

Our Jazz Academy Media Library features the largest collection of freely available online jazz lessons in the world. Founded in 2013, these short video lessons cover topics of interest of individual musicians of various levels, family activities, and jazz history. And of course there are master classes and workshops for visiting bands both here in NYC and on the road. We are never far from colleagues who search us out for the specific needs of their high school or college band and want an interactive educational experience with one of the members of the JLCO!

Next up, our popular Jazz for Young People concerts, based on Leonard Bernstein's shows, and written by Wynton Marsalis, are presented at Rose Theater (and on the road with the JLCO) each year and teach children, parents, and families about jazz in a larger concert setting. Jazz for Young People on Tour outreach program, does more than 300 performances each year in schools, community

students and teachers.

I invite you to join us at the Met as we stand tall in making art central to student learning and continue to make more apparent the links between art, youth and issues of concern to the public. #

Sandra Jackson-Dumont is the Frederick P. and Sandra P. Rose Chairman of Education at The Metropolitan Museum of Art.

centers, senior centers, and various other venues. Our J4YP curriculum, published in 2001, has been popular with thousands of school teachers around the country, and is being renewed with a video component for 2015.

Finally, The *Essentially Ellington* program, the signature educational initiative for JALC is perhaps our most wide ranging. Focused on supplying quality literature for school jazz bands around the country, over the past twenty years, *EE* has published 120 never before available scores by Duke Ellington and other seminal composers, and distributed more than 150,000 free copies to more than 4000 different high schools. Each year, we hold a national level festival and competition that chooses the top 15 high school jazz bands to come to NYC for a weekend celebration of the music hosted by Wynton and the JLCO. *EE* also sponsors outreach workshops in schools and communities with limited resources and access to world class artists. Stemming from these experiences with band directors and music teachers came the creation of our Band Director Academy, now in its 14th year. This four day professional develop opportunity attracts directors and teachers from around the country and as far away as China and South America. We recently added a west coast site for BDA to allow for more participation.

Jazz at Lincoln Center's educational programs have something for everyone; we don't believe in a generation gap, or segregation between styles or people. Come check us out, at <http://academy.jazz.org> #

Todd Stoll is the Vice President of Education at the Jazz at Lincoln Center.



Join SUNY's Confucius Institute for Business for a

Distinguished Speakers Series

with

Ira Melnitsky, CEO

TOURNEAU

Moderator: Michael Zakkour, co-author of *China's Super Consumers*

Followed by a reception and exhibition featuring the works of Chinese artist Ming Xue

Saturday, September 27th

10:30 am—Noon

To register for this event free-of-charge, email cibevents@suny.edu

www.confuciusbusiness.suny.edu

Confucius Institute Day celebrates the 10th Anniversary of the founding of Confucius Institutes. All five Confucius Institutes in Manhattan will be hosting special events throughout the day on September 27th. SUNY's CIB is partnering with the China Institute, Columbia University, SUNY's College of Optometry, and Pace University to commemorate the occasion.



Franco Moschetti: Artistic Director, Thespis Theater Festival

By LISA K. WINKLER

For Franco Moschetti, artistic director and founder of the Thespis Theater Festival, drama is the “highest form of therapy; it feeds the soul.” Italian-born New Yorker Moschetti considers the festival, which he created three years ago with several colleagues, his greatest accomplishment.

Thespis runs 10 weeks in the summer and its counterpart, the Venus/Adonis Festival runs in the winter. Playwrights submit their plays, which are read by at least four readers. Plays have to be between 30-90 minutes in running time, and the writer has to come from either New York or New Jersey. The festival provides each play a six-hour load in and technical rehearsal and assigns three evening performance dates.

Moschetti grew up in Rome, surrounded by a life in the arts. His mother was an actress and dancer, his father a playwright and stand-up comic, and his stepfather a professional singer. He always loved movies and wrote stories and poems from a young age never expecting to find a career in theater. He studied architecture and became a furniture designer, and first came to New York in 1999 at age 41, to visit a friend who had a furniture company.

Falling in love with New York, he liquidated his business in Italy and moved to the city four months later. And he began writing, mostly plays for other people, and directing and producing.

Soon he founded his own festival, a for-profit company, yet he and the others on the board don't draw a salary. The ticket sales cover their costs- insurance, storage, marketing and such, and they re-invest everything back into the company.

Produced plays, about 40 each season from about 120 submissions each time, are judged by outside judges and eligible for prizes, awarded at a ceremony. Winning gives the playwrights



recognition they might never receive. He maintains that in the six festivals over three years he's run so far, most playwrights aren't interested in becoming famous; they are doing something they love.

For him, theater is a labor of love, and he feels he's created a family of writers and actors.

His play, *When Yellow Were the Stars on Earth*, was produced last January in the festival. Moschetti became obsessed with the Holocaust in his late-30s, and began reading and watching movies about World War II. “The more I read, the deeper I got. One day I woke up and knew I wanted to write a story.” The play tells the story of how a German cabaret singer saves a Jewish Resistance fighter. For Moschetti, the play is his way to remind people about what he considers a “huge scar on the planet. We're all connected, like billions of dots and we're still fighting each other.”

He's producing another play, and also looking for a permanent theater to call home. First based in Washington Heights, the festival had to move this summer when the Catholic school that had the theater announced plans to close. Submissions are open for the winter festival. #

MOVIE REVIEW

DELICIOUS TRIP: THE 100-FOOT JOURNEY

By JAN AARON



Ever think about a career as restaurateur? Then “100 Foot Journey,” based times such a career can be filled with exotic culinary delights. In this movie, directed by Lasse Halstrom, the food is an impeccable Indian accented blend.

Richard C. Morais' book, is a tale pleasantly told about running a fine restaurant. Some The movie is most vibrant when Oscar-winner Helen Mirren Om Puri, legendary Indian actor, spar as restaurant owners, running businesses across the street from each other 100 feet away. Before you can say cafe-au-lait, these two fine pros are sabotaging each other at the local market, provoking the movie's best laughs. She's all stiff angles and scalding sarcasm, he's round and eternally jolly.

Ms. Mirren shines as Madame Mallory, owner of Le Saule Pleurer (The Weeping Willow), an elegant and expensive French restaurant, awarded one prestigious Michelin star. But she hungers for another star and more.

Her search for gourmet splendor is rudely interrupted by an Indian family the Kadams, who've been meandering around Europe ever

since their cherished restaurant back home burned to the ground during political rioting. When the brakes on their car give out on dangerous, gorgeous road, Papa (Puri) insists it's a sign from his late wife and decides to open a restaurant in the postcard perfect town at the bottom of the hill.

So what if one of the most notable restaurants in France sits right across the street from the place he rents? Who cares that they are in a remote region where the inhabitants may never have seen Indians nor tasted their food? As the kids in the family know: Papa has faith in his food and his son Hasaan (Manish Dayal), a gifted young chef.

So what if one of the most notable restaurants in France sits right across the street from the place he rents? Who cares that they are in a remote region where the inhabitants may never have seen Indians nor tasted their food? As the kids in the family know: Papa has faith in his food and his son Hasaan (Manish Dayal), a gifted young chef. Indeed, hired by Madame Mallory, his cross-cultural creations earn her a second star. So, if you're thinking about a restaurant career, it fall so check out the schools catering to these interests. Start now! #

EDUCATION UPDATE

is an independent newspaper.

www.EducationUpdate.com



facebook.com/educationupdate



@educationupdate



youtube.com/educationupdate



Scan QR Code with your Smartphone

LETTERS TO THE EDITOR

NEW YORK, NEW YORK

Muriel Petioni

To the Editor:

Comment on Dr. Muriel Petioni should read in part: She was at Howard University College of Medicine, as was my late father, Dr. John v. Golding, Sr. in the 1930s.

Cleonis (Ellen) Golding

NEWBURY PARK, CALIFORNIA

Dr. Harriet Fields: Health Care Activist in Africa

To the Editor:

Women, by our very nature, are stronger than the opposite sex. We give life, nurture and love, give strength to our children, raise them, send them out to society and out of the nest. We gathered strength from our matriarchal Mothers. It is intrinsic and deeply psychological indeed.

African women have been downtrodden more than other women on the globe, although we are all downtrodden in many ways, and look what we have accomplished despite all this adversity. YOU GO, GIRL!

Eileen Casanova

MENA, ARIZONA

Humane Society & ASPCA Programs Teach Children

To the Editor:

This article is so true. We operate a no-kill non-profit cat and dog sanctuary. Spay/neuter is the key. But we must educate the children about proper pet responsibility. They are not getting that at home. I would like to get your program into our schools here. Thank you.

Aleta Dero

BROWNWOOD, TEXAS

Dr. Jacob Appel, Bioethicist

To the Editor:

The extremely enlightened opinions you discuss give those of us subjected to religious bigotry some faith in the ultimate decency of a portion of humanity. Please continue to explain further the uplifting perspectives of psychologically emancipated individuals such as yourself and the others you know who have achieved a full measure of wisdom. Thank you again.

Deborah Kennedy

SEOUL, KOREA

RESPONSE TO: Mr. Max Kenner

To the Editor:

Greeting. I pray that all is well with you and your loved ones. This may not be the median to leave this message, but after being in prison for 18 years I'm finding it difficult to follow the modern technology around me. I don't

know if you remember me, but I was your student in Woodbourne. I left there in April, and I'm now in Korea. I've been here about three weeks now. Please contact me, or refer me to Professor Delia Melis. My email address is ryanjeraldine@gmail.com.

Thank you and God bless.

Most respectfully,
Choul Leo Bang

WINDSOR, CONNECTICUT

Arlene Alda Reads at Hunter College

To the Editor:

It was such a pleasure to meet Arlene Alda, a gracious and talented woman. If only I was her classmate, but alas, I was born in 1954 and graduated Hunter College-Bellevue School of Nursing in 1976! I'll always cherish the signed book, Arlene, and the delightful stories you told. Thank you.

Diane Lupenowicz-Caron

Seawright, In It to Win It.

By DANIELLE M. BENNETT

September 9, primary day is quickly approaching for the five candidates of the 76th NYS Assembly race and final pushes will be made by all to be the last politician standing. Among the four democratic hopefuls, is the race's only female, Rebecca Seawright.

Seawright, a former assistant district attorney in Brooklyn, has spent 30 years in politics—a career that began in Texas as a state delegate and eventually as a fundraiser for former Texas governor, Ann Richards. Seawright hopes to make history as the first woman to hold the NYS Assembly for the 76th District, which covers the Upper East Side, east of Third Avenue between 61 and 92nd streets and all of Roosevelt Island. Opposing Seawright for NYS Assembly position are the only republican candidate in the race, David Garland and democratic candidates, Ed Hartzog, David Menegon and Gus Christensen.

Seawright is a resident and Community Board 8 member who's passionate about many issues that plague her 76th District. Public school funding, affordable housing and seniors priced out of their homes to make way for multimillion dollar condos and co-ops are a few of the issues paramount to Seawright's work and campaign focus.

She proposes, among other things, that developers who neglect to live up to their promises be forced to pay the consequences. If elected, Seawright promises to make sure that the low to middle-income families have access to affordable housing regardless of size and income. She will support Mayor Bill deBlasio's \$41 million housing programs that seek to build and/or preserve 200,000 new residential units. Additionally, Seawright will collaborate with CUNY Law School, where she serves as chair of the Board of Visitors in order to bring legal aid and free housing to her district.

"We really have to hold these developers accountable for affordable housing, get some free legal advice and available to our seniors being threatened by their landlords."

"We have some of the best public schools in the country right here in this district on the Upper East Side but they're overcrowded and we need more funding," said Seawright, a mother of two children—one, a graduate of the district's public school system; the other, still enrolled. If elected, Seawright will seek appointment to the state's education committee and represent the voice of the Upper East Side.

Personally and policy speaking, Seawright is also not satisfied with the lack of pre-k seats in the 76th. With the support of her constituents and parent participation, Seawright plans to create an Early Childhood Council to secure the necessary funding to create pre-k programs.

"I would try to go after private-public partnership money," Seawright said of her strategy to generate more funding for universal pre-k programs.

On other educational matters, Seawright wants to see more attention given to issues like



the co-location of charter schools. Although 76th district doesn't have charter schools, Seawright strongly believes co-location of charter schools hurts public schools and takes away valuable resources and space. On another topic, the lack of funding for after-school, well-staffed programs are of particular concern to Seawright as a community leader and parent.

"Recently I showed up for a parent-teacher conference and at 8:30 at night, along with a whole group of parents, [we] were sitting at home without that parent-teacher conference because we didn't have enough staff and

enough resources."

Seawright's election to the 76th District NYS Assembly would be to her supporters, a show progress towards women's equality, an issue for which Seawright is equally vocal about and dedicated to as chair of the Board of Directors of Feminist Press. She has publicly stated her intent to make sure that the entire 10 points of the Women's Equality Act passes.

"The fact that women's equality is in legislative limbo is unacceptable," Seawright positioned on her website.

"We must get this [the Marine Waste Transfer

Station] on the governor's agenda," said Seawright, who opposes the creation of the waste transfer station over Asphalt Green, a fitness complex, located along E 90th. Plans for the waste transfer station could cost taxpayers millions of dollars.

Although all the candidates oppose the waste transfer station, Seawright said, "I'm the only candidate in the race that has a plan to stop it."

Once in the Assembly, Seawright would pursue a position on the Committee on Environment Conservation, which oversees the NY Department of Environment Conservation, a state agency. In this committee, Seawright will seek to force the agency to hold a hearing and deny the permit to continue plans.

Transportation in New York is a vital organ to the flow and productivity of the state and its boroughs. In December 2016, the Second Avenue Subway will be completed. Construction has great implications for Seawright's district. The candidate believes the subway will relieve the 4-5-6 Lexington Avenue trains that have long been burdened by the high volume of commuters. But businesses struggling to remain open because of the construction along Second Avenue must be protected, Seawright said.

"We need to offer some grant money to those businesses that are losing because of the construction. That's one thing I would do."

Behind every public figure is a family of supporters doing all to catapult their loved one. During a phone interview with Seawright, she shared that her daughter was stuffing and stamping 7,000 letters to voters. Her daughter has also followed her mother on the campaign trail. Her son was elected to student senator at his college. It would seem politics is in the blood. If she wins, Seawright hopes to bring something different to Albany. "I view myself as a reform candidate, one who's going to shake up the system and be a strong voice for ethics reform and for campaign finance reform." More accountability and transparency is needed, said the candidate, displeased with the pattern of indictments out of Albany on elected officials for inappropriate behavior. Not to be remiss, the incumbent of the 76th assembly seat, Micah Kellner, who's not seeking re-election, is marred by allegations of sexual harassment.

"The one thing they see in me is trust—somebody that they can turn to and trust to partner with on the issues that they care about," Seawright said, referring to her political endorsements. Kicking her campaign up a notch were high profile endorsements from State Senators, Liz Krueger and José M. Serrano; former 76th District Assemblymember, Pete Grannis, who served in the post for 32 years; and, recently, Rep. Carolyn Maloney. Seawright is also supported by the New York State United Teachers (affiliated with United Federation of Teachers (UTF)) and by her mentors, Texas Gov. Ann Richards and Sarah Weddington, the attorney who only at age 26, won the historic 1973 Roe v. Wade case that legalized abortion in the United States. #

AMERICAN MUSEUM OF NATURAL HISTORY STUDENTS PRESENT RESEARCH FINDINGS



BY PATRICIA LAVELLE

The American Museum of Natural History (AMNH) is the first museum to offer a teacher residency program leading to a masters degree designed for teachers of Earth and Space sciences. Recently, degree candidates presented their findings from research they conducted during their summer science practicum. Presenting is one of the last steps residents must complete in order to earn their degrees. Students presented on a multitude of subjects including astronomy, experimental petrology, mineralogy, and paleontology. A number of students collected rock samples from locations in the states of New York and New Jersey. These samples were then studied using equipment at the museum. Among the instruments used was a microprobe, which beams finely honed charged particles to the samples, enabling researchers to determine the composition of mineral crystals. Among the presenters were David Wicks, who studied feldspar in the Hudson Highlands. One of his future studies will be of Harriman



State Park. Another presenter, Jaime Dipuppo, went to the Phillips Mine near the Bear Mountain Bridge, which he approached by hiking the Appalachian Trail. Among the minerals he documented was apatite through which reveals a great deal of thermal and paleo-wildfire dating information about the region. And Sarah Marks studied Tourmaline (Li+Fe+Mg) in Central Park, analyzing the rocks she found through use of the Microprobe.

Primary Debate Brings a Crowd

By SYBIL MAIMIN

It was democracy in action as four candidates running in the Democratic primary for the 76th Assembly District met to debate and discuss the skills and concerns they would bring to Albany. (The 76th District runs from Third Avenue to the East River, including Roosevelt Island, and 61st to 92nd streets.) An attentive, overflow crowd at the Lenox Hill Neighborhood House heard articulate, well-informed would-be legislators agree on many issues while engaging in a bit of friendly sparring. Moderated by Dick Dadey, executive director of the Citizens Union, and Kyle Pope, editor in chief of Our Town, the well-run, very civil debate covered a broad range of topics.

The four candidates are Rebecca Seawright, Gus

Christensen, Ed Hartzog, and David Menegon. Seawright, an attorney, Community Board 8 and PTA member, and only candidate with children in the public schools, is especially involved with education and equity issues. Christensen, with a background in finance and real estate, stresses opposition to the 91st St. Marine Transfer Station and raising the minimum wage. Hartzog, an attorney and Community Board 8 member, spoke about overdevelopment and lack of adequate green space. Menegon, an executive at Xerox and army veteran who served in Iraq, wants more affordable housing and attention to the needs of seniors. Alluding to the seeming disfunction and corruption in Albany, Hartzog described the "go along, get along gang," while Seawright said, "we need to

NO PLACE FOR HATE

By ANNIE NOVA

"No Place for Hate," is adding a new lesson to student's usual curriculum of mathematics and English: kindness. The program has managed to drop the discipline referral rate by half when compared to the previous year. Out-of-school suspension has dropped by 58 percent. So far 76 schools in the tri-state area have adopted the program dedicated to making schools a nicer place. Recently at the Skirball Center for Performing Arts in Manhattan, No Place for Hate, which is founded by the Anti-Defamation League (ADL), celebrated its improvements in education. The organization attempts to make the student body more aware of the consequences of hateful words and bullying. Some of the headlines on their website include, "Study Shows Jim Crow-Era Segregation Persists in Texas Schools," "Safeguarding the Jewish Community," and "That's so Gay: Language that Hurts and How to Stop It."

No Place for Hate's national director, Abraham Foxman has been doing this for the past 49 years. He said, "We can change people's minds and hearts to be respectful of others." He then praised those in attendance and encouraged them to make a difference within their own circles. "If you are convinced that you can make a difference, all the people that you touch in so many ways will also be infected with the notion that they can make a difference." Dr. Charlotte Frank received an award for her



support and expertise in working with the ADL in schools. U.S. Ambassador to San Marino Alexander Bodini, an advocate for respect in schools, and namesake for the Alexander Bodini Prize for Diversity presented at the program, gave warm words to the recipients. Among the recipients were Melisa Beatty and Veronica Brugman, both administrators and facilitators of the No Place For Hate Program at P.S. 72, "The Bridge To Success School", in the Bronx. They were responsible for numerous projects to halt mistreatment, like the Annual Anti-Bullying March, which has been done for the last four years. Students who had suffered bullying without responding violently were also among the winners. Instead of turning to punching and name-calling they started writing and speaking about their experiences.

Perhaps by leaving less room for hate in institutions of learning, there will also be less room for it after class. #

Residents Edward Yany and Zachary Trunkely spoke about the expertise and instructional values they acquired through the program. They emphasized that their research is more than just a project to complete. The research and rock collection doubles as a resource that the teaching residents can use as a way to encourage their own students to pursue careers in the sciences.

Among the instructors providing expertise on proper field methodology were postdoctoral researcher and astrophysicist Ashley Pagnotta, Ph.D. and education specialist and former high school earth science and living environment teacher Julie Contino, Ed.D.#

Information on this 15-month long, stipend-paying program is found at www.amnh.org/learn-teach/master-of-arts-in-teaching.

shake up" the capital and have hearings and a task force "to get things under control." They all spoke of the need for more transparency and campaign finance reform. They agreed that being a legislator should be a full-time job. Second job income starts the money flow that can lead to corruption, said Hartzog. All candidates strongly oppose the Marine Transfer Station. They cited environmental and economic reasons for lobbying the mayor and City Council to overturn the decision to build the facility. Seawright suggested bringing the problem to the state level and the governor's agenda. Hartzog agreed it is a political issue. Noting that Upper East Side officials do not have a majority on any level in Albany, Christensen stressed the importance of building coalitions.

The question of endorsements, independence, and potential to buy votes brought some debate. The three male candidates are self-financing their

campaigns and say this gives them independence. Seawright, who receives donated funds and has endorsements from a wide array of prominent people and organizations including Gail Breuer, Liz Krueger, Ruth Messenger, Scot Stringer, and the Working Families Party, says she is "honored and thrilled that they believe in my candidacy." A string of quick ("lightning") questions and one word responses from the panel on local issues brought quick, mostly unanimous, answers. Horse carriages in Central Park - "Yes," bike lanes on the Upper East Side - moans from the audience and "Yes, but much, much more regulation and enforcement," Common Core curriculum - "Yes," extension of the Frick Museum - 3 "No" and 1 "Yes," and legalize marijuana - "Yes."

The primary election is September 9. Good luck to the candidates and congratulations to the winner! #

FRIENDS OF EDUCATION UPDATE ARE APPRECIATED

Beacon College

Beacon College was the first college in the nation to offer both Bachelor and Associate degrees for students with learning disabilities and ADHD.

www.beaconcollege.edu

105 East Main Street, Leesburg, Florida 34748; Tel: 855-220-5374

The City College of New York

Since 1847, The City College of New York has provided low-cost, high-quality education, combining access with excellence. U.S. News, Princeton Review and Forbes rank City College among the best colleges and universities in the United States.

www.cuny.cuny.edu

160 Convent Avenue New York, NY 10031; Tel: 212.650.7000

Danielides Communications, Inc.

Danielides Communications, Inc. is a full service public relations agency that specializes in promoting and branding educational and health care institutions. We position college presidents and faculty as experts on national morning shows and in the top newspapers throughout the country on a consistent basis. In the health care arena, we "book" physicians on TV and NPR to discuss topical matters of concern. Danielides Communications, Inc. also has an expertise in organizing special events from anniversary galas to annual fundraisers.

www.danielidescomm.com

9 East 53rd Street, 3rd Floor New York, NY 10022 - 212-319-7566

Landmark College

Landmark College, located in Putney, Vermont, offers two- and four-year degree programs for students with learning disabilities (including dyslexia), ADHD, and autism spectrum disorder (ASD).

www.landmark.edu

19 River Road South, Putney, Vermont 05346 802.387.6718

Lindamood-Bell Learning Processes

Lindamood-Bell Learning Processes is an internationally recognized leader in the research and development of

programs that teach the underlying skills necessary for reading and comprehension.

www.lindamoodbell.com

800-233-1819

Long Island University

Long Island University, one of the largest comprehensive private universities in the county, is committed to its mission of access and excellence for all students.

www.liu.edu

700 Northern Boulevard,
Brookville, New York 11548-1327
1-800-LIU-PLAN

NYU Steinhardt School of Culture, Education, and Human Development

NYU Steinhardt prepares students for careers in the arts, education, media, health, and psychology. It is committed to public service, global collaboration, research, scholarship, and practice.

steinhardt.nyu.edu

82 Washington Square East,
New York, NY 10003
212-998-4500

Robert Louis Stevenson School

Robert Louis Stevenson School is a Manhattan-based, independent, innovative, college preparatory school that helps talented youth whose social-emotional and learning needs have not been met in other settings.

www.stevenson-school.org

24 West 74th Street, New York, NY 10024
212-787-6400

The Summer Principals Academy at Teachers College

The Summer Principals Academy at Teachers College prepares transformational urban school leaders committed to educating all of our children. Applications are available in September.

www.tc.columbia.edu/spa/

525 W 120th Street,
New York, New York 10027

w!se: Working In Support of Education

w!se offers educational programs nationally, financial literacy certification assessments for teachers, high school and college students and other adults as well as services for third-party organizations.

www.wise-ny.org

227 East 56th Street, Suite 201
New York, NY 10022
Phone: 212-421-2700 Fax: 212-980-5053
E-mail: info@wise-ny.org

EXCLUSIVE INTERVIEW

A Taste of Dana Cowin, Editor-In-Chief, Food and Wine Magazine

By JOAN BAUM, Ph.D.

Over the twenty years Dana Cowin, Senior Vice President and Editor in Chief of *Food & Wine* has been with this prestigious publication, she's seen "seismic" shifts in tastes, attitudes and readership – most for the good, and all pointing to a more educated public. Under her leadership, the magazine has seen spectacular growth in both its print editions and online, with foodandwine.com increasing traffic over the past five years 500 percent. Her own reputation has also soared. In 2012, she was inducted into the James Beard Foundation's Who's Who of Food & Beverage in America, was made a member of *Media Industry Newsletter's* Editorial and Design Hall of Fame, and, in 2013, was named one of the food industry's most powerful people by the Daily Meal website. She serves on the board of the highly regarded hunger-relief organization, City Harvest. Prior to coming to *Food & Wine*, Cowin held major editorial positions at *Mademoiselle* and *House & Garden*. At *Vogue*, her first job, where she edited Lifestyle features, she worked on horoscopes, teasing out practical applications ("hard"). Her own sign? Virgo – August 23-September 22 -- and how timely is that for *Education Update* catching up with her.

Her rise in entertainment journalism reflects in part a major issue in education: curricula that advance critical thinking. A graduate of Brown University, where she majored in Political Science, Cowin says she learned how to trust intuition as well as "think broadly and with an open mind," ask questions, and regard "education" as "a mind set" rather than as a series of courses. That orientation enabled her to explore a field she didn't originally know much about – food and wine, but she gained "on-the-job" experience that she honed over the years watching trends and anticipating them. Among the major changes she's seen in the last decade has been the extraordinary growth of interest in both food and wine by the general public, attributable to the popularization of food and wine shows on TV, making stars out of chefs and turning average viewers into more sophisticated consumers. Other changes have included emphasis on food for restricted palettes – "a golden age" for folks who want to change their eating habits" and embrace gluten free, organic, vegetarian or vegan, either because of medical prompts or because they say they just feel better watching what they eat.

Cowin covers hot new topics in food and wine but also entertainment journalism. She notes a "paradigm shift" in writing. Years ago, a writer on food and wine held a high-paying position and worked exclusively in print. Today, because of online, the competition is greater, the pay scale less, but career opportunities more diverse – marketing, tech support, PR. Overall,



writing about wine and food field has become less specialized, "demystified," with the result that prose has become more accessible. As for online, Cowin points out that *Food & Wine* tailors its visually attractive website to attract and keep readers, exploiting social networks by offering different social media different and specifically related takes on various subjects. It might be inferred that *Food and Wine*, while deferring to the still reigning influence of the French (the Loire Valley still rules, with Pinot Noir and Reisling hot offerings), also celebrates American. Cowin notes that new wine country such as the Finger Lake region in Michigan delivers "terrific" yields. She also points out the growing ascendancy of Asian cuisine though the French are still No. 1 in hardy food, cheeses and codifying techniques. But watch Tokyo – it just may have the best cuisine today.

To talk with Cowin is to have an informed and relaxed conversation about topics that still seem to many the provenance of a select few, including those who insist on certain food and wine pairings. Indeed, she says, about 10% of pairings are "perfect," 10% "awful" and the majority just fine. Sensitive to costs, she notes that some vineyards overprice, while some restaurants jump on the current interest in health by proclaiming "natural" on their menus and labels, whereas the word has "absolutely no definition." Does she have favorite restaurants or wines? An amused silence, if such can be imagined, follows. She never goes to the same restaurant twice, she says, so it's always the last one that gets her nod, if it does (in this regard, East Houston Street's Russ And Daughters' new café, around the corner from the famed appetizing store, gets high marks). In general, she applauds establishments that respect their customers' preferences, even if these are not au courant. "Folks should drink or eat what they want," is her mantra. #

IN MEMORIAM

We will always remember these wonderful friends and leaders in the world of education and the arts.

Gloria Stern Kisch

Dr. Anthony Polemeni

Professor Maxine Greene

Gene Maeroff

Bel Kaufman



M&T Bank. Understanding what's important.

At M&T Bank, we understand the importance of building long-term relationships with people, businesses and not-for-profit organizations in all the communities we serve. It's what we've been doing for more than 155 years. Because we know when our community succeeds, we all succeed.

Adam Bavifard
Relationship Manager
350 Park Avenue
212-350-2516
abavifard@mtb.com

 **M&T Bank**
Understanding what's important®

BE INFORMED. BE INSPIRED. TRANSFORM LIVES.



Windward Teacher Training Institute (WTTI), a division of The Windward School, provides professional development based on scientifically validated research in child development, learning theory and pedagogy.

The IMSLEC-accredited training program leads to national certification in multisensory structured language education.

WTTI offers more than 35 classes in White Plains, NY and New York City throughout the year.

For further information:

www.thewindwardschool.org/tti

wtti@thewindwardschool.org

914-949-6968 ext. 1270

 WindwardTTI



IS YOUR CHILD ***DYSLEXIC***
OR EXPERIENCING SCHOOL FAILURE?
IF SO, WE MAY BE THE SOLUTION.

WE STRIVE TO HELP CHILDREN
NOT ONLY HAVE THE SKILLS NEEDED
TO LEARN, BUT WANT TO LEARN.

The Sterling School

WE TAKE OUR COMMITMENT SERIOUSLY

- ORTON GILLINGHAM TRAINED STAFF
- SMALL CLASSES WITH INDIVIDUALIZED ATTENTION
 - ART, MUSIC, CULINARY ARTS AND COMPUTERS FOR A RICH EDUCATION

NOW ACCEPTING ADMISSIONS

CALL 718-625-3502

WWW.STERLINGSCHOOL.COM

RUTH ARBERMAN,

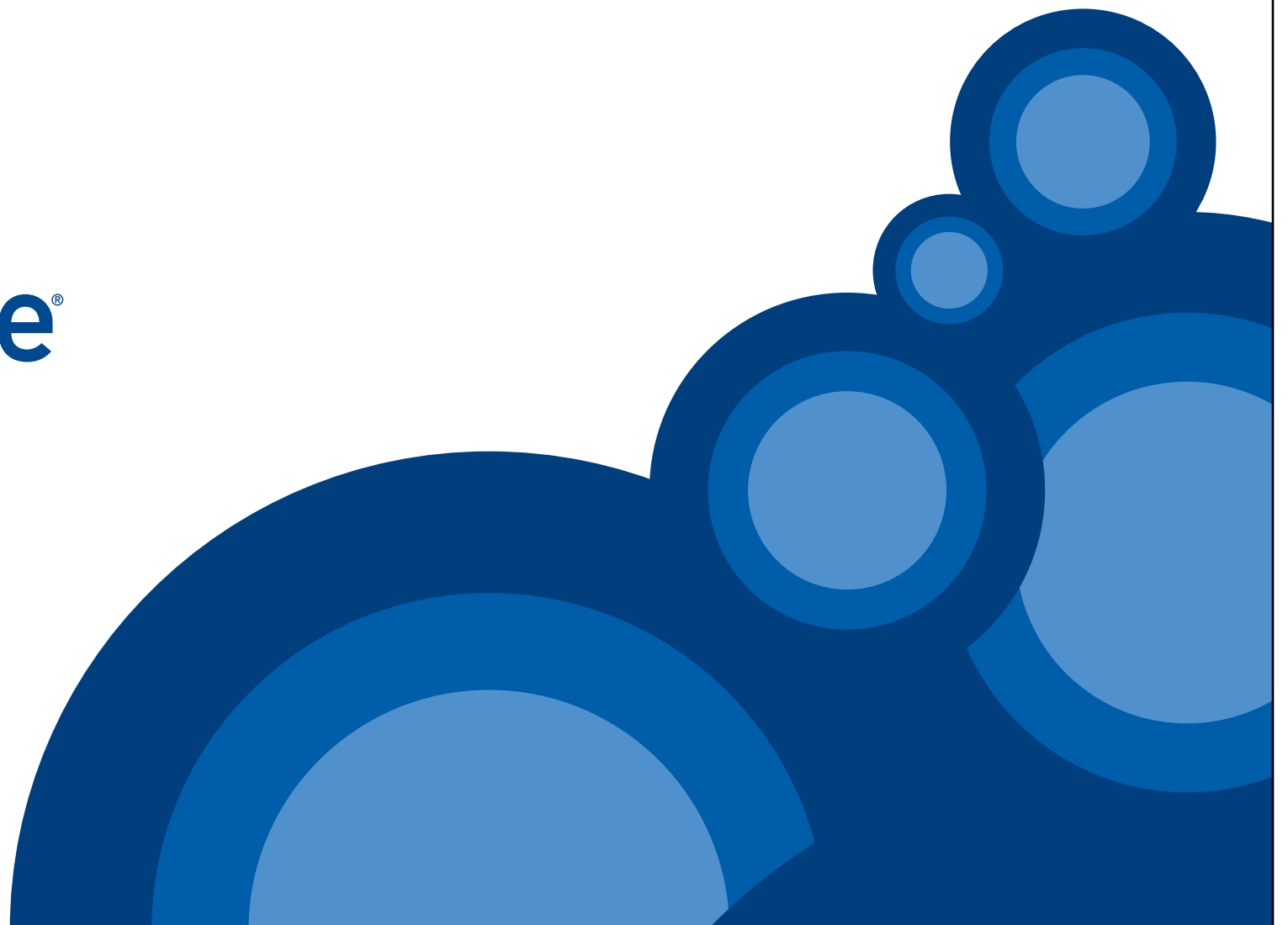
DIRECTOR OF THE STERLING SCHOOL

299 PACIFIC STREET, BROOKLYN, NEW YORK 11201

TOUCH THE SKY.

JetBlue proudly supports
Education Update.

jetBlue®





FOR STUDENTS

We offer a **transformative learning experience** for students with language-based learning disabilities (such as dyslexia), ADHD, and ASD.

Fall 2014 Open Houses

Saturday, October 18 & November 8

- Learn about our B.A., A.S., and A.A. degree options
- Meet and speak with Landmark College faculty and students
- Participate in a demonstration class

FOR PROFESSIONALS

We offer educators extensive **professional development and training, research, and support** for their students who learn differently.

• LD Innovation Symposium • October 3

Diverse Technologies for Diverse Minds

- Keynote Speaker: Ben Foss, The Dyslexia Empowerment Plan
- Featured Presenters: Dr. Jon Landis, Apple, Inc. • Dr. Mark Hakkinen, ETS

• Certificate in Universal Design: Technology Integration

- Blended online program for graduate students and professionals



The College of Choice for Students Who Learn Differently

www.landmark.edu

802-387-6718

Connect with us on Facebook,
YouTube, Twitter, and LinkedIn.



Scan to explore
Landmark College's
opportunities
for students and
professionals.

