

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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GUEST EDITORIAL

The Birth of Lincoln Center Education

By **RUSSELL GRANET**,
EXECUTIVE DIRECTOR

When I arrived at Lincoln Center a little more than a year ago, I was given the once-in-a-lifetime challenge to rethink the world's leading performing arts center's impact on students, teachers and life-long learners around the globe. In the past twelve months, we have refocused our mission, expanded our reach, and united our staff behind the passion necessary to reach as many children as possible. As we embarked on this exciting journey, I knew we had to start with something that would clarify our redefined purpose – and what better, more powerful signifier exists than a name?

So we became Lincoln Center Education. As I often say, our goal is not to develop the next generation of great artists, but rather to



guarantee that every child has the tools to think like an artist. This process, both creative and disciplined, cultivates a skill set indispensable for the 21st century: problem solving, collaboration, communication, imagination, per-

severance, and creativity. With the world-class resources of Lincoln Center, a dedication to excellence, and a talented staff and board, we equip children for success in their careers and inspire them to serve as active participants in their communities. It is with this dedication in mind that we arrived at our tagline: "Helping young minds perform in a dynamic world." By inviting you to disseminate this information within your networks, it is my expectation that Lincoln Center Education becomes a standard and a resource for what is possible in the arts education community. My wish for Lincoln Center Education isn't for it to just live up to my expectations – but to live up to yours.

For further info please see www.lincolncentereducation.org. #

Russell Granet is the Executive Director of the Lincoln Center Education.

LETTERS TO THE EDITOR

FREEPORT, NEW YORK

The Road to Becoming a Piano Tuner

To the Editor:

I first must say, WOW!!! This article brought up similar misguidance counselor remarks when I graduated high school, in 1979. I realized how uninformed my counselors were. I do not play an instrument, but have great interest in woodworking. I am also interested in learning how to tune and repair pianos. Maybe you may guide me since my guidance counselors failed? Great article.

Jerry Sass

NEW YORK, NEW YORK

To the Editor:

If a reading disability is neurobiological in origin, it won't be cured, but students with dyslexia can learn to read. The deficits they exhibit, in phonological awareness (rhyming, manipulation of sounds within words etc) and rapid naming (how quickly the student can place a name to a symbol such as letters or numbers) will always remain deficits, but with direct, explicit and systematic instruction in a phonics based program such as Wilson, these students read

successfully and give the appearance of being cured. As a reading specialist, I found a little girl to be dyslexic in March of her first grade year. Sadly, she had already given up hope to learn to read, as did her mother. With intensive instruction with a research-based program, that student reached grade level by March of her second grade year. We were all in tears at her annual IEP meeting!

Ratih

Reading Specialist

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Dr. Pola Rosen
Interviewed on
NY 1 News by
Cheryl Wills.
See the interview
on Sun, Nov 3
at 8 pm and Mon
evening.

Hear about the 75th anniversary of Kristallnacht and the **Uncommon Journey** written by survivors **Ilie Wacs** and **Deborah Strobin**.

Hear Dr. Rosen's references to **The Grapes of Wrath**, also 75 years old and **Arthur Miller's** "Attention must be paid."



Marathon Doctor Volunteers at Finish Line



Dr. Herman Rosen, Clinical Professor of Medicine, Weill Cornell Medical College has once again volunteered to be an attending physician for the 2013 NYC Marathon. He serves at the finish line of the race, working with a host of other medical volunteers including

nurses, massage therapists, chiropractors, podiatrists and EMTs.#



November is CUNY Month

I am delighted to invite you to the special events that mark CUNY Month during the month of November at CUNY's 24 colleges and professional schools.
 – Interim Chancellor
 William P. Kelly



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

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|--|--|---|--|--|
| <p>NOV. 1-DEC. 20 LATINO NEW YORKERS 1980-2001 Commemorating 100 Years of El Diario LaPrensa Longwood Art Gallery Hostos Community College Noon-6 p.m. Free</p> | <p>NOV. 1-11 DONATE TREATS FOR TROOPS AT HOME AND AWAY John Jay College of Criminal Justice All Day Free</p>  | <p>NOV. 1-DEC. 15 ART AS WITNESS Exhibit of works by Rosemarie Koczy Queensborough Community College Tues. & Fri. 10 a.m.-5 p.m., Wed. & Thurs. 10 a.m.-7 p.m., Sat. & Sun Noon-5 p.m. Free</p> | <p>NOV. 6 WHEN BRAINS ARE IN SYNC Physics Colloquium Prof. Lucas C. Parra The City College of NY 4 p.m. Free</p> | <p>NOV. 7 SWALLOW IN THE SUN CONCERT BY LIZA GARZA Accompanied by Dominic Garcia College of Staten Island 2:30-4:30 p.m. Free</p>  |
| <p>NOV. 7-DEC. 11 A CENTURY IN ART Exhibit of works by Theresa Ferber Bernstein Baruch College Sidney Mishkin Gallery Mon., Tues., Wed., and Fri Noon - 5 p.m. Thurs. Noon - 7 p.m.</p> | <p>NOV. 9 CITIZENSHIP NOW APPLICATION ASSISTANCE EVENT Brooklyn College Student Center 11 a.m.-2 p.m. Free</p> | <p>NOV. 10-DEC. 15 LIES MY FATHER TOLD ME National Yiddish Theater Folksbiene Baruch College 2 p.m. \$50-\$60</p> | <p>NOV. 11 MARCH WITH CUNY'S VETERANS DAY PARADE FLOAT 29th St. and 5th Avenue 11 a.m. Free</p>  | <p>NOV. 12-18 INTERNATIONAL EDUCATION WEEK Study Abroad Programs CUNY campuses</p>  |
|  | <p>NOV. 14 THE ROBERTS COURT: A REPORTER'S REFLECTIONS Adam Liptak, New York Times Supreme Court correspondent The City College of NY 5 p.m. Free</p> | <p>NOV. 14 MPH & MS GRADUATE STUDENT INFORMATION SESSION CUNY School of Public Health 5:30 p.m.-7:30 p.m. Free</p> | <p>NOV. 14 TALES FROM THE TRASH: SANITATION WORKERS Sustainable Cities, and the Value of Knowledge Prof. Rebecca Bratspies, Dr. Robin Nagle CUNY School of Law 6 p.m. Free</p> | <p>NOV. 16 "STUART LITTLE" Kingsborough Community College Performing Arts Center 10:30 a.m. For Ages 4 and up. \$12</p> |
| <p>NOV. 17 THE HUNGARIAN STATE FOLK ENSEMBLE Lehman College Center for the Performing Arts 8 p.m. \$35-\$10</p> | <p>NOV. 18 Explore CUNY Graduate Programs 2-7 p.m. at Grand Hyatt Hotel</p>  | <p>NOV. 18 A CONVERSATION WITH THE HON. SONIA SOTOMAYOR Associate Justice of the U.S. Supreme Court President Lisa S. Coico Prof. Lyn Di Iorio The City College of NY 5:30 p.m. Free</p> | <p>NOV. 18 UNWANTED: THE FACES AND VOICES OF HAITIANS AND DOMINICANS Prof. Luis Barrios John Jay College of Criminal Justice 1:30 p.m. Free</p>  | <p>NOV. 20 ONLINE MS IN BUSINESS MANAGEMENT AND LEADERSHIP INFORMATION SESSION School of Professional Studies CUNY Graduate Center 6 p.m.-8 p.m.</p> |



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WHAT DO HIGH SCHOOL STUDENTS, KAYAKERS & SAILORS HAVE IN COMMON? ECO-DOCK ARRIVES IN NYC



Lane Rosen with students from John Dewey High School on Schooner

By YEHUDA BAYME

Recently, at the American Veterans Memorial Pier in Bay Ridge, Brooklyn, Eco-Dock's ribbon was cut as it became open to the public. With the financial support of Councilmember Vincent Gentile, Borough President Marty Markowitz and Mayor Bloomberg, this 1.1 million dollar project is a fully functional and hurricane resistant dock that will accommodate large historic and educational vessels as well as small, human-powered boats, i.e. kayaks. It will be a destination for "floating classrooms" to study marine life, and aquatic sciences in New York City.

Members of Education Update were invited by Lane Rosen, assistant principal at the John Dewey High School in Brooklyn, along with his students and groups from other schools to board "The Pioneer", the first schooner to use the Eco-Dock. Before we boarded, remarks were made by Veronica White, Parks Commissioner, Vincent Gentile and Roland Lewis, President and CEO of the Metropolitan Waterfront Alliance. Council Member Vincent Gentile, who provided the lion's share of funds for the project, spoke about how this dock is the first eco-dock open to the public in the city. It will allow anyone to conduct yacht tours, sailing, and kayaking. He quoted Jackie Gleason, saying "how sweet it is!" It was a truly sweet moment. As he and others spoke, an FDNY (NY fire department) boat pointed its hoses high and blasted water making huge, graceful arcs on the waterfront.

The dock itself is made of four spuds, which are large cylinders that let the dock shift up and down with the tide. It can shift up to twenty feet in case of a flood. It is also lit up with solar panels. On board the ship, which was built in 1885, the group was given a lesson in sailing by Captain Donald Chesley. Chesley spoke about safety on board, and instructed the group to raise the sail and "drop the peak (rope)". The people on board watched out for the "boom" (horizontal beam at the bottom of the sail) and were "ready for the throat" (the vertical pipe



Assistant Principal Lane Rosen and Vincent Gentile, Council Member

that supported the lift of the sail). As the boat sailed out into the harbor, Lane Rosen and his students expressed words of excitement over the opening of the dock. Demetry Lyons, a student at John Dewey, was interested in getting on a boat, hanging out with friends on it and learning about marine life. Another student, Charles Murria, wanted to go kayaking and learn about the harbor.

Melissa Garcia, a member of the Catalyst Program that reclaims waterfront parks and engages communities to support them, said that projects like the Eco-Dock will connect students of lower income backgrounds to have access to the water. She believes that this dock will increase interest in colleges like SUNY Maritime and Kingsborough Community College that teach maritime trades and green industry job training. There will be programming at the Eco-Dock headed by the Metropolitan Waterfront Alliance (MWA), a non-profit organization. Teachers and educators can contact the MWA at jsoegaard@waterfrontalliance.org to schedule a program at the Eco-Dock.

This article can be read in its entirety online at www.EducationUpdate.com.

THE HAROLD W. MCGRAW, JR. PRIZE IN EDUCATION



(L-R) David Levin, Deborah Bial, Dr. Shirley Reed & Chairman "Terry" McGraw

By JASMINE BAGER

What is often referred to as the "Nobel Prize in Education," the Harold W. McGraw, Jr. Prize is awarded to individuals who have made significant contributions to the field of education. There are three individual award categories: one for elementary or middle school education, another for high school education and a prize for higher education. Now, in its 25th year, the winners received \$50,000 in the grand surroundings of the expansive main rotunda of the 42nd Street Library in New York City.

Impressive and impassioned are apt descriptors of the awardees. Deborah Bial, Ed.D., is the President and founder of The Posse Foundation, a youth development organization which sends teams of students, or posses, to college together. Posse scholars have a 90 percent graduation rate and the foundation identified more than 4,800 students since it was founded in 1989. Bial earned her master's and doctoral degrees from Harvard University.

The second prize was awarded jointly to David Levin and Mike Feinberg, the founders of Knowledge Is Power (KIPP) foundation. Since KIPP was founded in 1994, the organization has expanded to support the growth of 142 schools with 49,000 students in over 20 states, including New York. Levin earned his degree from Yale University and Feinberg attended the University of Pennsylvania.

The third prize was awarded to Dr. Shirley A. Reed, the founding president of the South Texas College (STC), which educates and empowers 30,000 students today. The STC student body consists of 95 percent Hispanic



Chairman Harold "Terry" McGraw, III, the president and CEO of McGraw-Hill

student body; more than 70 percent of those are the first to attend college from their families. Reed has devoted over four decades to community college education, especially amongst Hispanic students. She was recently elected to serve on the American Association of Community Colleges.

A distinguished board of 13 judges included Geoffrey Canada, President and CEO of Harlem Children's Zone, John Merrow, President and Education Correspondent of Learning Matters, PBS and James P. Comer, M.D., the Associate Dean of Yale School of Medicine and Yale Child Study Center.

Chairman Harold "Terry" McGraw, III, the president and CEO of McGraw-Hill underscored that this award was founded in honor of his father, Harold McGraw, Jr. a great believer in the value and power of education for everyone.#

Ann Tisch Ushers in “Stand in Our Shoes”: Women Helping Women

By PATRICIA LAVELLE

The Young Women’s Leadership Network recently hosted its (Em) Power Breakfast at Ciprani 42nd Street to celebrate the remarkable work that has been done over the past year in support of high quality education for girls. Over six hundred people gathered, including New York City School Chancellor Dennis Walcott and Chancellor of the New York State Board of Regents, Merryl H. Tisch. At the event, the organization recognized the two thousand young women who are attending The Young Women’s Leadership Schools and the thirty two million girls across the globe who are unable to access education.

“Stand in Our Shoes” was the theme of the event as acknowledgement of the difficulties these young women face everyday in order to receive the education of the Young Women’s Leadership Schools. The Young Women’s Leadership Schools provide privately funded secondary public education to girls of all academic abilities who come from predominantly low-income families and will be the first member of their family to attend college. These students have their share of hardships



YWLN students support Malala

but they realize that they are far more fortunate than others across the globe. The theme of “Stand in Our Shoes” has been shipped across the globe to girls who attend a hidden school in Afghanistan. The students at TYWLS send these girls letters of encouragement along with

a pair of shoes as a symbol that they are not alone in their fight for access to education.

Tory Burch, CEO of Tory Burch LLC and Founder of the Tory Burch Foundation, Abigail Disney, Filmmaker and Philanthropist, and

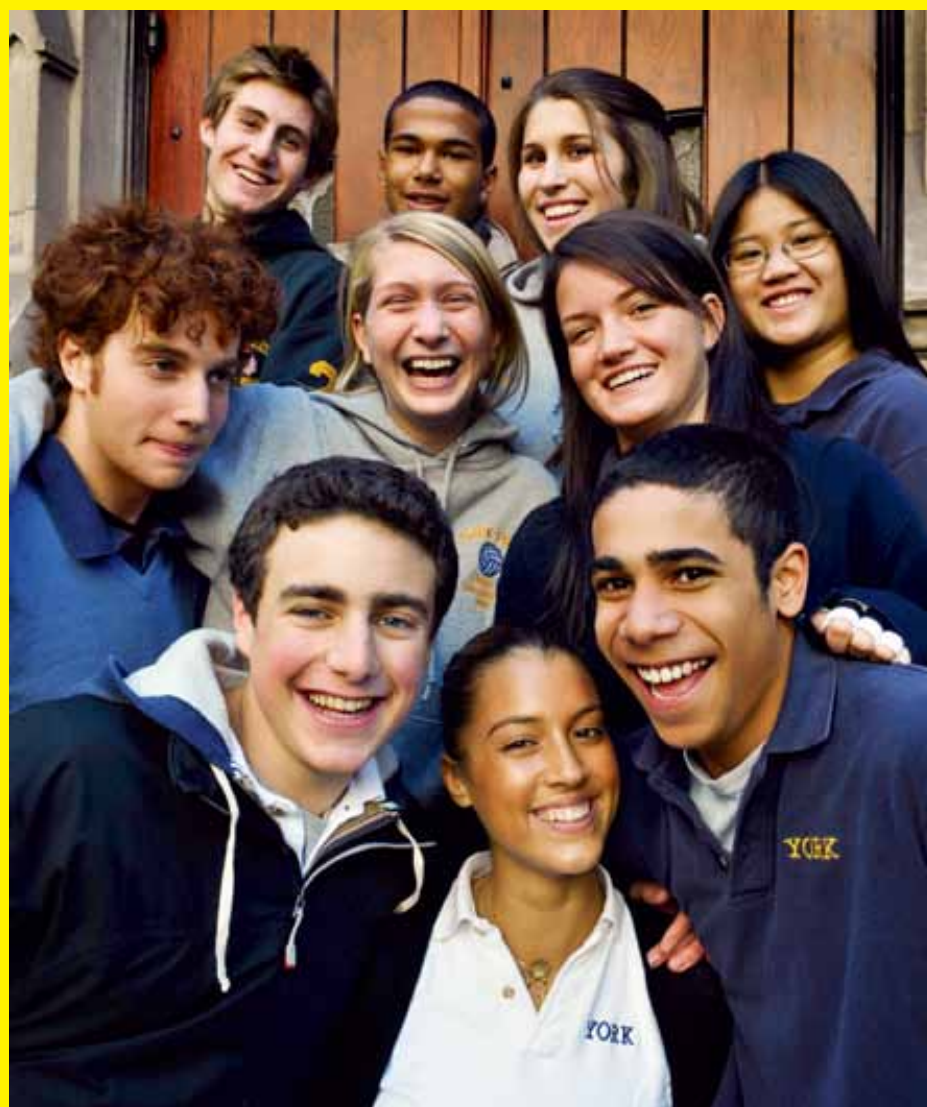


(L-R) Malala, Chancellor Walcott & Malala's father Ziauddin Yousafzai

Jordan Roth, President of Jujamcyn Theaters were honored for their work and generosity as leaders in the efforts to make quality education accessible to all young women. Malala Yousafzai was also honored. Malala Yousafzai,

is a young woman from Pakistan who the Taliban attempted to assassinate because of her activism for women’s right to education. After girls had been banned from going to school, Malala continued to attend and was shot as she was returning home from school. After the attack, she was moved to England where she recovered from her injuries. Her story and drive have made her one of the most influential activists for girls’ right to education and has earned her a nomination for the 2013 Nobel Peace Prize. She is the youngest Nobel Peace Prize nominee in history.

In her opening remarks, Ann Rubenstein Tisch, President of The Young Women’s Leadership Network who founded the organization in 1996, stated that, “Education is the great equalizer.” Regardless of where people come from, the desire for a quality education makes us all the same. The work that has been done under Tisch’s leadership to see this desire achieved for so many young women across the city and country is a feat remarkable all in its own.#



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DR. MATTHEW GOLDSTEIN IS HONORED BY CEI-PEA



(L-R) Seymour Fliegel & Matthew Goldstein

By YEHUDA BAYME

The Center For Educational Innovation-Public Education Association (CEI-PEA), an activist organization involved in advancing the global school systems, held its awards luncheon recently at The Harvard Club in NYC. As a token of gratitude for the work that he has done, Dr. Matthew Goldstein, former Chancellor of the CUNY schools, was given the Cole Genn Leadership Award this year, for his excellence and creativity in fostering higher education.

Seymour Fliegel, President of the CEI-PEA and longstanding advocate for the education of underprivileged youth, presented the award. Fliegel quoted songwriter Leonard Cohen in praising Goldstein as one who makes “cracks in every-



(L-R) Jay Hershenson & Russell Hotzler

thing.” Goldstein has made many efforts to raise the CUNY school standards in education and intellectual capacity, with hard work and dedication.

Goldstein accepted the award and raised concerns that the university system seems to be facing many challenges. He said that critics are raising their voices in protest of high tuition costs and inefficiency of graduates to competently enter the workforce. He sees that this will end in crisis if it is not dealt with properly. In response to these accusations, Goldstein eloquently articulated that higher education is the best possible investment one can make.

**This article can be read
in its entirety online at
www.EducationUpdate.com.**

Reforming Education: The National Summit on Education Reform in Boston

By LYDIA LIEBMAN

(Boston, MA.) Boston, the city of the Founding Fathers, was appropriately the venue of the 2013 National Summit on Education Reform. Organized by the Foundation for Excellence in Education in 2008, the purpose was to ignite a movement of reform, state by state, to transform education across America for the 21st century.

The two-day conference featured a variety of highly esteemed education experts and reformers as strategy session participants, keynote speakers and session moderators. Among the speakers was Chairman of the Foundation Jeb Bush, who delivered an invigorating speech that laid the groundwork for the conference. “A child enters kindergarten. His mother is a single parent who earns minimum wage. Perhaps he lives in the inner city or he’s an immigrant learning English,” Bush stated. “What do we expect of him? Do we expect him to read by third grade? Do we expect him to learn fractions, to write coherent sentences...or as a society, do we look at his circumstances, dumb down his expectations and give his school an excuse not to make every effort to ensure that he learns?” Bush culminated his questions with one powerful statement: every child can learn. The events that followed throughout the day verified Bush’s sentiment.

Strategy sessions played a prime role in the conference. Topics discussed included: the importance of digital learning in today’s society, how to make high school diplomas worth the investment, strategies to communicate about education reform, and the importance of reading in early education—which is highlighted below.

Strategy Session I: K-3 Reading Strategy: Cementing the Foundation of Lifelong Success

During Strategy Session I, a panel of educators and public policy officials joined moderator Ralph Smith to discuss the importance of reading well by the third grade. Mary Laura Bragg, the national director for policy and implementation for the Foundation for Excellence in Education, and a former high school teacher, began the discussion by examining the effects of Florida’s K-3 Reading Policy. “A study in 2002 showed that three out of four 4th graders who struggle with reading will struggle for the rest of their life,” said Bragg. “Eighty percent of children are wrongly identified as having a learning disability, simply because they do

not know how to read.” This issue is combated headfirst by Florida’s policy, which implements early literacy screenings through grades K-3. If a child is behind, the parents are notified and an individual reading plan is developed in collaboration with the parent. If this intervention is not shown to be successful, young students will go on to be retained for an additional year to improve their reading scores. As far as Florida is concerned, the policy appears to be working. According to Jay Greens and Marcus Winters, *Getting Further Ahead By Staying Behind*, Manhattan Institute 2006, retained kids made significant gains compared to promoted kids. Retained students were able to catch up while promoted kids fell behind, and those gains grew substantially from year one to year two.



Gov. Jeb Bush

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How Will the Schools of Tomorrow Look?



Senator Bob Kerrey



Biddy Martin, President of Amherst College



Dr. Sal Khan, CEO of the Khan Academy

By DANIELLE M. BENNETT

Those vested and invested in education gathered together recently at the New York Times third annual “Schools for Tomorrow” conference to discuss the global effectiveness of online education and its impact on how education is delivered.

The hundreds of attendees including educators, politicians and government officials, investors, technology specialists and philanthropists were addressed with issues such as the changes necessary in technology and public policy to meet the challenges of education globally and how education and technology can partner to fundamentally change how we learn. Peripheral topics included personalizing education and incorporating social learning.

A panel moderated by John Merrow, education correspondent at PBS “News Hour,” focused on bridging the knowledge gap between educators and students and how new technologies can assist in that effort. Panelists were Aditya Bhasin, consumer marketing, analytics and digital banking executive for Bank of America; Gov. Jack Markell of Delaware; Ted Mitchell, President and C.E.O. of NewSchools Venture Fund; Jennifer Tescher, president and C.E.O. of the Center for Financial Services Innovation; and, Joanne Weiss, former chief of staff to the secretary for the U.S. Department of Education.

A key issue the panelists agreed on was the digital divide---the reality that not all children, by virtue of their economic status, have access to technologies that is available to some. Gov. Markell commented that the technological movement in education was far from perfect. “I don’t think it’s a slam dunk.” Tescher agreed that the digital divide was a real problem, underscoring that it is more pronounced when one does not have the technology at home to continue the learning process.

The panelists also discussed the new technologies that make it possible to collect data on student’s progress instantly. Merrow questioned whether or not these new technologies would be used to judge teachers on whether students are meeting the common core standards. Mitchell

claimed the assessments generated by the tools would positively set expectations for the students. Weiss stated that the assessment data collected from the new technologies would be telling of student progression and level of mastery, which should be a priority. “We’ve been treating time like it’s fixed and mastery is not optional,” said Weiss. Time should be variable; in other words, students should take whatever time they need, individually, to learn material.

With respect to online education in general, Gov. Markell underscored that for many students, the traditional classroom setting didn’t

work, but the online tools and assessments might be better suited for them. According to Bhasin, the success of online education would be based on being able to cull down choice and zero in on what students needed to know.

One of the questions from the audience involved project-based learning. Mitchell admitted that a lot more work was needed on how to assess non-traditional learning.

“What will the schools of tomorrow look like?” asked Merrow. Mitchell responded in the words of his colleague, Weiss: schools should make mastery non-negotiable but time variable.

Sal Khan, CEO, of the Khan Academy, delivered the keynote address revealing, with honesty and humor, that his unlikely rise to digital world fame came from the modest mathematical tutoring sessions he provided to family and friends. But with the financial support of Google and Bill Gates, Khan Academy emerged full swing into the digital world in 2010 as a not-for-profit organization that provides free online resources. #

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LAW & EDUCATION

U.S. Department of Education Guidelines Following Determination of Fisher v. University of Texas at Austin

By ARTHUR KATZ, JD

In the previous issue of Education Update, I discussed the Supreme Court's decision in *Fisher v. University of Texas at Austin*, which was handed down on June 24, 2013. On September 27, 2013, the U.S. Department of Justice and the U.S. Department of Education issued a "Dear Colleague letter" and a Q and A concerning the Fisher decision.

As set forth in the Dear Colleague letter, "[T]he Supreme Court has said 'attaining a diverse student body is at the heart of [a university's] proper institutional mission.'" The Departments of Education and Justice agree, and continue to, "strongly support diversity in higher education. Racially-diverse educational environments help to prepare students to succeed in our increasingly diverse nation." The letter then stated that the joint guidance documents issued by the DOJ and the DOE in 2011, entitled: "Guidance on the Voluntary Use of Race to Achieve Diversity in Postsecondary Education" and "Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools," continue to remain in effect. Moreover, the DOJ and the DOE were simultaneously joint, issuing "Questions and Answers" to assist institutions in their implementing lawful programs consistent with the Fisher decision.

The accompanying Q and A (which, in essence, said that nothing has been changed by the Fisher decision) then set forth and responded to seven related questions.

First, the DOJ and the DOE affirmatively recognized that institutions of higher education could continue to take steps to achieve a racially and ethnically diverse student body.

Second, the Q & A reiterated that the Supreme Court did not invalidate the use of race as a factor in admissions, nor did it change the standard of "strict scrutiny," that courts should apply in evaluating an admissions program. As I previously wrote, the strict scrutiny standard imposes a difficult burden on the institution and requires



that the institution affirmatively demonstrate to the court that the consideration of race is as narrowly tailored as possible to meet the compelling interest in diversity, and that available and workable race-neutral alternatives are not sufficient. The Q and A specifically noted that Fisher did not address an institution's ability to promote diversity through other efforts that do not consider race, such as engaging in targeted outreach and recruitment or partnering with high schools through "pipeline programs", thus implicitly suggesting that, if possible, these alternative avenues to obtaining diversity be considered.

Third, the Q&A reiterated that institutions and K-12 school districts may continue to rely on the prior guidance documents issued in 2011 by the DOJ and the DOE, and that the agencies welcomed questions concerning the application of the issued guidance documents.

The 2011 Guidance issued for Elementary and Secondary Schools deserves a re-reading, in that it contains a checklist of key steps for school districts to consider when seeking to achieve diversity. #

Arthur Katz is a member of the law firm of Otterbourg, Steindler, Houston & Rosen, P.C.

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THE ETHICS COLUMN

Do Prisoners Have a Right to Die?

By JACOB M. APPEL, MD, JD

Belgium has prohibited capital punishment since 1996; the country has not actually executed anyone since 1950. The Belgian parliament legalized voluntary euthanasia in 2002—not just for the terminally ill, but for others experiencing profound physical and psychological suffering. The latter have controversially included a pair of deaf twins going blind and a transsexual unsatisfied with a botched operation. Recently, these two progressive trends—a concern for the rights of prisoners and for the autonomy of medical patients—have come into potential conflict as the European nation

A Belgian senator and advocate for prisoners' rights, Louis Ide, revealed in September that Frank V.D.B, a convicted murderer and rapist, had been euthanized upon request after his petition was approved by three physicians. Another convict who has already served 27 years for homicide has also filed a request for assisted suicide. Unlike requests for aid-in-dying by free citizens, which have become increasingly routine in Belgium, The Netherlands and Switzerland, such a plea by an inmate serving a long sentence raises challenging ethical questions.

On the one hand, the fundamental principles of human rights demand that incarcerated individuals have access to healthcare. If voluntary euthanasia is conceived of as part of a package of medical services that prevent suffering, surely prisoners should not be denied equal access. On the other hand, prisoners are a vulnerable population whose liberty is sometimes curtailed for their own welfare. For example, we do not allow prisoners to participate in many medical experiments or pharmaceutical trials, even if they voluntarily consent, for fear of coercion. Some critics of euthanizing prisoners fear that inmates will fall victim to similar duress. As a just society, we certainly want to avoid the possibility that the state will induce prisoners to choose suicide through providing sub-standard prison conditions to render life intolerable.

Permitting aid-in-dying to prevent intractable psychological suffering raises distinctive



ethical challenges. When such suffering arises from chronic pain or sensory deprivation, an analogy can be drawn to terminal illness. But what if the intractable psychological suffering is the tedium and loss-of-control inherent in prison life? In short, what if the punishment and the suffering are one in the same? Should voluntary euthanasia be a backdoor to voluntary capital punishment? And if not, what rationale exists for separating one form of suffering from another?

The answer to these questions may boil down to our rationale for imprisonment. If the goal of incarceration is punitive, one can make a strong case against euthanasia, as it robs society of an opportunity to inflict vengeance. However, if the purpose of imprisonment is to protect society from danger, then affording convicts the right to end their own lives seems reasonable. Of course, if the goal of prison is rehabilitation—and maybe I am naïve to believe that anybody still thinks this—then we need to reconfigure prisons so that inmates retain hope. In a prison designed to rehabilitate, we could be confident that those inmates choosing aid-in-dying would be doing so of their own meaningful volition.#

Jacob Appel, a physician and attorney, is a psychiatrist at Mt. Sinai Hospital in NYC.

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EDUCATION LEADERS SHARE VIEWS

Exclusive Interview with President Jennifer Raab, Hunter College

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President Jennifer Raab has been a powerful force at the helm of Hunter College. She has accomplished an incredible number of things all of which personify the motto of the college, "mihi cura futuri", the care of the future is mine. Dr. Pola Rosen, Publisher of Education Update sat down with President Raab recently to discuss the many happenings of Hunter College. Their discussion can be found exclusively in Education Update.

Dr. Pola Rosen (PR): You opened the doors of Hunter College to the victims and homeless from Hurricane Sandy here at this college. Can you tell us a little about that?

Pres. Jennifer Raab (JR): Hurricane Sandy was quite a challenge for us at Hunter College. We had committed to the city that we would house a shelter for those displaced from the storm. So we had about two hundred people in our gymnasium. We served meals. We had many visitors from the city who wanted to work with the people and help support them and even set up animal shelter, although I don't think any animals came. The big challenge for us was at the same time one of our campuses, our renowned nursing school, which is on twenty sixth street and first avenue was totally flooded by Sandy. So overnight, we had been prepared but just as we had been prepared in other storms for the impact, we realized that this storm was way more severe than we expected. We lost all of the facilities on the campus. So the entire nursing, our medical lab programs, our physical therapy programs had to be relocated. Within hours we were making plans to relocate our one hundred and sixty classes a week. So hurricane victims took every inch of Hunter College main campus either from the Brookdale Campus or from homeless in the city. Then we had six hundred students who are in our Brookdale dorms and we were able to find emergency housing for probably about a hundred of them over the couple of months that we were out of Brookdale and then to try to support and communicate with those students who had lost their dorm rooms. In addition, we had faculty and staff who also lost their homes or also had great damage and we were proud, we raised about a hundred thousand dollars to support our own students and some emergency grants to our faculty and staff who were also displaced or suffered great damage and had real financial need. So, it really was this way that we showed that the care of the future really is ours.

PR: Well, I'm sure that those individuals will never forget the time they spent here at Hunter during and after Sandy just as the Coopermans never forgot their time here at Hunter. Indeed the Cooperman family just

recently donated one of the largest gifts in the history of CUNY twenty five million dollars to Hunter College. Just because they met and married here doesn't really do it, I think it had something to do with the entire college and what they gained from their education here. Tell us a little about the new library here which is fabulous.

JR: Start with this wonderful couple, the Coopermans. They did meet at our Bronx campus. They met in French class which I guess is very romantic and they both remember when Hunter College was twenty four dollars a semester. I think that's where they got the twenty five million dollar idea from. She was the president of the student government and he was the vice president and he likes to remind us of that. He went on to become a very successful businessman but when I met him, I ask him what his Hunter story was and I always find that people who have gone through the Hunter experience here have something special that happened to them here that made them who they are today. So I asked Lee to tell me a little what Hunter meant to him. He told me a wonderful story. He was a kid from the Bronx. His father was a plumber. He was a chemistry major, physics minor and he got through Hunter in three years because he was so smart and was accepted into University of Pennsylvania Dental School and he got the last seat there. He took the last scholarship and then he went to his very poor parents and said I need money to buy dental instruments to practice on and I need to engrave them with my initials. Well within two weeks of his time at University of Pennsylvania dental school, he decided this really wasn't for him. So you can imagine the disappointed people at Penn who had given him the last scholarship and the last seat and his rather upset parents that spent their last money on these rather expensive dental instruments. Who took him back was the Hunter dean at the time who said you're an extraordinary student perhaps you made a wrong career choice, what do you want to learn? You finished all your requirements. You went through very quickly. I was always interested in economics and business he said. So he took a semester full of economics courses and then a second semester of economics courses graduated and went on to incredible success in business. It was a wonderful memory of what Hunter did for him. This gift is very important to us in so many ways. First of all, it's quite a model for other Hunter alum and for many in city of what you can do to support a public college. He really wanted to make a statement of leadership in this gift that others should follow. The other message was that Lee Cooperman is one of the best value investor. He will buy a stock low because he thinks it's going to go up. So when Lee Cooperman says Hunter you're a good investment that is very meaningful of the power of our success. The third thing, which is very, very important is that philanthropy is something that we all have to learn and some

cultures and some households are more attuned. Lee and Toby have sent this message that you have to pay it forward, that you need to know what Hunter is giving you and when you can in whatever way you can, you need to give back as well. So we know there's another Lee Cooperman in the library studying today and this gift, each time they go into the Cooperman Library, say to them when you make you have to give back as well.

PR: It is a wonderful message. I would go into the library and say will the next Cooperman please stand up?

JR: You asked a little about the library and I think it's a wonderful conversation to have these days because so many people think well libraries must be passé. Even when I was speaking with Mr. and Mrs. Cooperman when I asked them for this support, they also asked that question because we all know that so much of our material is now online. The truth is, the most checked out item in the Hunter Library are laptops. Students are coming in and they don't have laptops at home or they don't have the quality. They want to come and study on the laptops they can use with us. They are accessing books. They are accessing all sorts of websites and databases and it's not that traditional go to the stacks and pick up a book but the demand for library is increasing. We are a commuter school. So, students are caught between the subways and the buses. Almost all of our students are working so they are going on to work. What a library does is it says this is a place where you can study. This is where we respect you as a student. We've invested in you as a student, as researcher, as a scholar, as a future leader and we're going to provide a wonderful, quiet, supportive environment for you to do your work. It's also not your mother's library. Libraries today are really student success centers. We are moving into our library all of our tutor centers, our writing center, our math support, our science learning centers to help students really reach their potential. We're moving our preprofessional programs into the library. We have a wonderful program for pre-law, pre-med, and for pre-business which Mr. Cooperman also helped us start. The library is being reimagined but for a commuter school to have this center that values a student for their real commitment to their work, nothing could be really more important.

PR: I couldn't agree more and it's a remarkable place. There's another person who feels gratitude to Hunter College and his name is Stephen Freeman, the CEO of YAI, an organization that helps thousands of people who are developmentally handi-



capped. He is so grateful to Hunter because he got his social work degree which brings me to where the Social Work school is up in Harlem, doing wonderful things. Can you tell us a little bit about that?

JR: I think Stephen personifies that Hunter mission and we were very proud a few years back to induct him into our Hunter Hall of Fame as one of the hundreds of social work alums that are really doing so much for the needy in New York City. It's really incredible. But we had a dream with our school of social work. It came also out of a great philanthropic story. Buddy Silverman was one of the great New Yorkers who believed also in giving back and he actually bought the townhouse next to him on 79th Street and tore down that town house and his own and built us a school of social work on 79th Street that opened in 1970. We began to outgrow it and we also felt it would be really important for the Hunter social workers to be in a neighborhood where they could really make a hands on difference. Through a very complicated and interesting real estate swap, where Dan Brodsky, a wonderful New York City developer built us that wonderful new building on 119 Street and Third Avenue that houses the Silverman School of Social Work, the Hunter School of Public Health, the Brookdale Center on Aging, and central archives of Puerto Rican Studies. We were able to bring all of that into the East Harlem neighborhood when Mr. Brodsky finished that building for us and then he was allowed to take the 79th Street site and turn it into a wonderful residential project. So both sides have really benefitted. The deal won Real Estate Deal of the Year. We were proud of that because it was a very creative way for a university to have a private-public partnership.

This article can be read in its entirety online at www.EducationUpdate.com.



Dwight School Talks Film

By JASMINE BAGER

In an Upper West Side classroom overlooking Manhattan's Central Park, eight Dwight School senior students attentively listened as guest filmmaker Anna Rose Holmer spoke about her successes and challenges as a female in the male-dominated film industry. The students—coincidentally all female—all chose to enroll in Nick Lindner's high school film studies class. This two-year course is a part of their International Baccalaureate (IB) degree, the only one of its kind in New York City.

Award-winning filmmaker, Lindner, is the IB film teacher. He graduated magna cum laude from the University of Pittsburgh with a BA in film studies and fiction writing. He also earned his master's with distinction in film and television from the University of Glasgow in Scotland and currently works in film and TV production as a freelancer.

Both Lindner and Holmer told the students that they wished they had this kind of a course while in high school. Holmer told students that she was thrilled by the use of chemistry, mathematics and the creative arts while making films. She attended New York University (NYU) and from the very first day, she said that she knew what she wanted to do: film.

She stressed the importance of being consistent and diligent to make it in the field. "Wherever the camera is, you are," she told the class. At 17—the same age as many of the students in attendance—she was paid to work on set of a film, and worked at a camera repair shop. She stressed that being highly organized with a deep understanding on how to budget time and how to cultivate contacts were all vital assets that helped her thrive. She worked on commercials, music videos and is now working on a feature film.

"This is an industry that is more or less dominated by men, but careers are fully tangible for women," Lindner begins the class.

The film course is hugely focused on films centered on and around NYC, in a culturally sensitive platform. The students are expected to write papers, research, critically think and also produce a short film at the end of the course, all with rigorous standards, which is reflective of



12th Grade Class

their long-term projects.

Holmer is part of a film project that received grants from the MacArthur Foundation and was the first to receive such funding as a first time feature documentary maker, for the film, "Charge." Currently, she is collaborating with Lindner on a film abroad. They provide real-life anecdotes and give practical hands-on experience to the students, by expressing the non-glamorous aspects of film.

"Get the lowest paid position and work your way up, instead of just getting an internship," Holmer suggested. She personally does not fit into a genre, she said, and works well with loose concepts, but with tight craftsmanship.

Holmer was just one of the many speakers who were invited to give informal lectures at the Dwight School's inaugural 2013 Film and TV Industry Professionals Week. Other guest speakers included award-winning lighting designers, producers and freelance sound mixers.

"You guys are making the rules," Holmes concluded.

Interview with two students from the film class at The Dwight School:

Name: Georgina Salter

Age: 17 years old

Nationality: British

Dream Job: A sound recorder working on major television shows

Jasmine Bager (JB): Why did you choose to enroll in this class?

Georgina Salter (GS): My love for film started many years ago and I can only thank my father for that. He is fanatic for old films, and



Nick Lindner

for a number of years, has introduced me to the classics such as Citizen Kane, The Godfather trilogy, Blade Runner, and more. I had never been a prodigy in music, or art, but I was, for a time interested in drama. However, that 'phase' went away, and then the IB film course was offered to me during 11th grade. It was then that I had realized that my love for shooting photographs, and being the one behind the camera instead of in front of it, would come into play. Not only that, but I love to study films as well as produce them. It is one of the best decisions I have made in the past two years and every day, I find myself to be eager to walk into the classroom.

JB: What is the most valuable skill that you are currently learning from this course?

GS: I have learned a number of skills from this course, but perhaps the most valuable one that I will take with me in my future is that success requires time. I have picked up on this specific theme throughout film in the past two years when referring to the practical and theoretical aspect of film. Not only when producing a film does it take time to develop a concrete storyline, but getting the camera, lighting and sound takes just as long to produce something worthy. However, with the theoretical part of film, which is just as important as the practical aspect, it takes a certain amount of time, effort and knowledge to understand the meaning behind specific aspect of film, to have a successful and firm grasp. I am going to take this skill and knowledge with me as I continue to pursue my film knowledge.

JB: Do you plan on pursuing film or any area of filmmaking in your future? Why or why not?

GS: I do intend to pursue film as a future career, and I am excited about the knowledge I am going to further engulf in. I have an ever-growing fascination with film, the practical and theoretical side of it, and I am eager to take this enthusiasm and interest with me towards my future. I am eager to jump into the world of film, to show everyone what I have to offer, and I am always willing to try and learn something new. The film industry is a male-dominated business, but that doesn't intimidate me in any way. In fact, it does the complete opposite, and my determination and motivation is to be one of the few successful females in film. My enthusiasm for film is ever-growing which, in my opinion isn't going to fade away.



Anna Holmer

Name: Sophia Conger

Age: 17

Nationality: US

Dream Job: Filmmaker (Specifically: director/producer)

JB: Why did you choose to enroll in this class?

Sophia Conger (SC): By Ninth grade, I found myself making small music videos or short movies in my spare time. I loved editing them and creating short stories on my iMovie. I always enjoyed being in charge of the camera, directing my friends, or coming up with creative ideas to enhance the already entertaining aspect of film. In 10th grade, I incorporated both my love for film and theatre by making a 40-minute documentary on the school play, directed by our head of the theatre department, Terrence Christgau. The problems that arose from making the film were what challenged me to use a creative voice during my documentary and piece it together non-linearly. I grew attached to my film, and by the end of the year, I knew I wanted to take film class in eleventh grade. My love for movie making had grown significantly, and I felt that directing and filmmaking was the path I should be going towards.

JB: What is the most valuable skill that you are currently learning from this course?

SC: I think the most valuable skill I am learning from this course is to be able to work with the camera hands-on. I never cared much for cinematography because I always envisioned myself as a director—coaching and directing others in order to create my cinematic vision. However, through this class, I am learning all aspects of film: how to light the shot effectively, how to record sound (an aspect very essential to film), how to act in film, and how to edit. Without this class, I would not have known that it is essential, especially with the competitiveness of this business, to be the master of all trades.

JB: Do you plan on pursuing film or any area of filmmaking in your future? Why or why not?

SC: I definitely plan on pursuing filmmaking in my future. Mr. Lindner's course has had such a positive effect on me that I am going to college specifically FOR film! He has inspired me so much that I took an internship last summer at the Havana Film Festival and spent three weeks participating in a screenwriting course at the School of Visual Arts. I think I "know" as much as any senior in high school can "know" that filmmaking is where I want to be. #

Established in 1872, New York City's Dwight School is the flagship campus. Other Dwight locations include ones in London, Canada and Seoul.

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Dr. Michael Sovern



Judy Collins, Musician



(L-R) Pres. Emeritus Marvin Leffler, Honoree Robert Wankel & Dr. Charlotte Frank

The Town Hall recently celebrated its 92nd Annual Gala, and presented the Friend of the Arts Award to internationally renowned recording artist, songwriter, and producer Judy Collins, and President & Co-CEO of The Shubert Foundation, Robert E. Wankel at the Princeton Club. The Town Hall Friend of the Arts Award has been given annually for almost 30 years, to individuals in recognition and appreciation of their abiding interest in the development, enrichment and support of the Arts. Previous recipients have included Elaine Stritch, Tovah Feldshuh, Barbara Cook

and Sheldon Harnick.

Robert Wankel is President of The Shubert Organization, a company that has been in the forefront of the American theatre since the beginning of the 20th century. Under the leadership of Philip J. Smith, Chairman and Mr. Wankel, President, The Shubert Organization continue a long tradition of presenting outstanding theatrical productions in its 17 landmark theatres on Broadway and cities across the country. During Mr. Wankel's 35-year career at Shubert, he has been a guiding force in all developments of the organization,

including creative projects, financial operations, and commercial real estate.

The evening commenced with a performance by cabaret and Broadway star KT Sullivan with Jon Weber at the piano, followed by cocktails and dinner. Among the guests enjoying the evening's festivities were NYU Steinhardt School Dean Mary Brabeck, former Columbia University President and current Chancellor Kent Professor of Law at Columbia Law School Michael Sovern, Up the Down Staircase author and Town Hall Arts in Education Advisory Council member

Bel Kaufman, Senator Roy Goodman, former Executive Director of the NYC Department of Education's Office of Arts and Special Projects Sharon Dunn, Repertory Company High School Principal Manuel A. Ureña, Town Hall President Tom Wirtshafter, P.S. 307 Principal Yolanda Valez, Chairman & Co-CEO of The Shubert Foundation Philip J. Smith, and Town Hall President Emeritus Marvin Leffler with his wife, McGraw Hill Financial executive and Town Hall Arts in Education Advisory Council Chair Charlotte Frank.#

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EXCLUSIVE INTERVIEW WITH STEVEN FREEMAN, CEO, YOUNG ADULT INSTITUTE

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interview at:

EDUCATIONUPDATE.com

Recently, Dr. Pola Rosen, Publisher of *Education Update* sat down for an exclusive interview with Steven Freeman, CEO of the Young Adult Institute (YAI). YAI has been a premier organization and service provider for individuals with developmental disabilities since 1957. As Freeman says, the organization is a “one stop shop” for the developmentally disabled and their parents providing a range of services from group homes, day programs, therapy and much more. Working at YAI since 1977, Freeman provides a unique perspective of how the organization has grown and what plans are being made for its continued growth.

Dr. Pola Rosen(PR): Can you tell us the kind of work that you’ve been doing since 1957?

Steven Freeman(SF): A group of thirteen parents in 1957, who were sharing a common pediatrician met each other; their doctor recommended that they get together and meet with a psychologist to do some life planning. In 1957 the availability of services was extremely limited. They started an after school recreational, socialization program. As their children progressed to adolescents and early and late teens, they started thinking about the next step for a young adult and with the help of our agency, they created one of the first group homes in 1971.

That facility grew into housing almost 24 people over the next three years. In 1975, the whole world changed in New York State for disabilities. Geraldo Rivera, working for ABC News, climbed over a fence at the Willowbrook State School on Staten Island with a camera crew and showed some of the most horrible conditions known to mankind in treating people. From that ensued a class action suit by a group of parents and the rest is history. The field really began to grow. The state and federal government had to mandate to empty out the institutions and the models that they created for adults were group homes. YAI really experienced its major growth shortly after that. We were well positioned having already opened one group home and from 1977 through 1992 we opened approximately 48 group homes.

There is a huge number, almost 758 people living in group homes right now, but it’s only one small part of what YAI does. So you ask what is YAI? It’s a sort of a one-stop shop for parents with children who have varying special needs. Our predominant population is developmental disabilities. We began opening a model of services that provided opportunities for people to learn during the day. For some who had extreme needs, more in the severe and profound category, we opened our day treatment programs. These



programs were geared towards helping people learn to toilet themselves, eat, basic daily skills, dress themselves, etc.

PR: Were the students taken out of the group home for those programs?

SF: That’s correct. They travelled together to another site and a number of group homes came together in one site. That model to some degree still exists today. The group home and the day programs, whatever activity was going on during that day, grew to much more sophisticated kinds of approaches by understanding individuals. So now we have employment programs at YAI; we have after school programs similar to the one that started the agency; we have in home respite programs and in home counseling programs; we have a unique program called Parents with Special Needs. These are two parents who they themselves have developmental disabilities, marry and have a child. It’s not unusual that their child is developing and doesn’t have any special needs. These parents need to understand how they raise a child in a world where I may be a little different but my child is the same as others. So, we train these parents on parenting skills. Community based programs, the group homes, the day programs, the employment programs, and then finally we have added a series of rehab and medical programs to YAI that have grown extensively. We have our own occupational therapy, physical therapy, and psychology programs. We have five centers that do that and in 1997, we opened our first medical center in one of the allied programs with YAI.

PR: Where is that?

SF: We have five sites. We have one in Manhattan. We have one in Queens. We have two in Brooklyn. We have one in the Bronx.

PR: Are they independent or attached to hospitals?

SF: They’re all independent, free standing medical practices and they run a full range of services from primary care to about sixteen different specialties. We have psychiatry, psychology, occupational therapy, speech therapy. For a parent who enters the YAI system, he or she will be supported by our organization, beginning with the New York League for Early Learning,

National Grid & The Brooklyn Nets Award Sterling School ‘B’ Green Initiative



(L-R) Eva Hoffman of the Barclays Center, Ruth Arberman, head of the Sterling School, Kiel Costella of National Grid



Sterling School students joyful with new hats and basketballs

By YEHUDA BAYME

The Sterling School, which specializes in teaching elementary school children with language-based learning disabilities, was the subject of high fanfare as they won the ‘B’ Green Challenge Award this October. The students, teachers, and administrators were given this new prize for efforts in upgrading their building with cutting edge green technology and materials and for community involvement in environmental initiatives. The ‘B’ Green Challenge is an award given by National Grid in partnership with the Brooklyn Nets to local Brooklyn businesses who exemplify awareness of environmental issues.

The Sterling School was founded in 1999 by Ruth Arberman, a reading expert with 35 years of experience. As a teacher, she saw a need for a better availability of primary education for children with language-based learning disabilities. She formed the school with the guidance of the latest clinical research in language-based learning disabilities.

Kyle Costello, of National Grid commended the school for its own installation of green utilities. The Nest, a “smart” thermostat was installed in the building. This device lets one monitor the energy usage remotely, via a smartphone. Ms. Arberman said about the Nest, “it learns your patterns so if you use more energy on Tuesdays, it will suggest something related.” Mr. Costello also gave credit to the Sterling School for having an electric audit; replacing all bulbs for energy efficient ones that last for two years. Also praised were the school’s new bamboo plank floors. Using bamboo reduces energy that would have been involved in cleaning the floors had there been carpeting.

The Sterling School has patient and understanding teachers who effectively respond to

for the rest of their lives.

PR: They never need to step outside of the organization. It sounds like all encompassing and all embracing.

SF: That’s our basic strength here. Our approach is to have a consolidated, unified service. It is so difficult for a young parent to navigate the system that exists here let alone those who recently came to America to try to

student questions and guide them with realistic situations to better their sensitivities. The issue of environmental awareness was taken with a high level of seriousness at the school. The school caught the bug to creatively analyze waste and use it in positive ways. For example, they used orange juice cartons for art projects and empty pickle jars for planting small vegetation. After doing hours of street cleaning, students found that most people in their area litter water bottles and cigarettes. These findings sparked conversations about the dangers of cigarette smoking and the benefits of recycling. They had the opportunity to meet with city councilman Steve Levin and talked to him about the possibility of taking the rule of the 5 cents refund given for soda bottles and extending it to include water bottles. Their efforts were rewarded with more garbage cans outside their school so that people would litter less. The school also obtained DB meters to test decibel levels that were reached in their lunchroom as well as at local restaurants.

As a token of gratitude, representatives of the Brooklyn Nets distributed caps and tee shirts as well as a team signed basketball. National grid representatives included Mr. Costello, Karen Young, and a team of PR professionals from the organization “Scout”. Also there was Eva Hoffman, spokeswoman for the Brooklyn Nets.

Principal Arberman said it best that in regards to these hands-on learning projects, “these skills translate to reading skills (and) writing skills.” Her point is that teaching practical problems and solutions with real life situations enables teachers to instill values even in children with learning disabilities to the point that the phonetic weaknesses these students face are challenged by the student will to articulate and understand these situations.#

understand. What we try to provide them with is an easy entry into the system and support throughout. One of the ways we do that is we have everything in house with the exception of in patient hospitalization and we are affiliated with a number of hospitals who do that.

This article can be read in its entirety online at www.EducationUpdate.com.



MY CEREBRAL PALSY AND I CANNOT BE BEAT

By JULIA QIAN

Her entire body was tensioned: mouth chewing, left hand waving in the sky, feet stepping in the air and stomach contracting. Every move of the body was to help her right hand swing upon the keyboard and drop on the exact keys. Sometimes when she tried to press a key with her thumb, other fingers would accidentally fall on other keys. Then she had to find the “delete” key and punch it a couple times. “Don’t worry about correcting it.” I was getting impatient and also trying to be considerate when I watched Sarah struggling to type out answers to my interview questions on the laptop. It was a workout for her, a college freshman with cerebral palsy. But she insisted on typing out the complete and correct sentences, including the commas. I watched and I realized, to help her was to wait and allow her to try. So, I watched, for an hour. Her typing reminded me of ballet. Both ballerina and Sarah had to control every single muscle to perform a small movement, such as a perfect ronds de jambe or typing out a precise word. My favorite was to see her press the “space” key. She made full use of every inch on the surface of the “space” key and made it a stage for beauty and a runway for launching. She would move the entire right



Sarah Kim, Barnard student

hand to the very left of the keyboard, wave to the right with right thumb sliding on the entire space key and lift hand up high in the sky like a victory sign.

“Although sometimes my cerebral palsy makes things difficult, it makes me appreciate my successes even more,” she told me with a smile. The most beautiful smiles were the ones grew out of tears. Sarah did not have an easy. #

This article can be read in its entirety online at www.EducationUpdate.com.

Exclusive Interview with Suzanne Feit, Cambium Learning

By JASMINE BAGER

The name “Kurzweil 3000” sounds like it belongs to a spaceship. In many ways, it does. Instead of blasting into outer space, this computer learning software helps struggling readers “listen” to the written page. A paid subscriber must log onto the system in their computer and upload a text-heavy document. This text, which can be in the



who just find it hard to read on their own.

It’s no wonder that the program seems to combine science, technology and learning, it was named after Dr. Raymond Kurzweil, an innovator who developed the first print-to-speech machine for the blind and the first text-to-speech synthesizer. Dr. Kurzweil, a graduate of Massachusetts Institute of Technology (MIT), also

developed the first music synthesizer, which is capable of recreating the grand piano, as well as the first commercially marketed large-vocabulary speech recognition. Dr. Kurzweil currently works as a director of engineering at Google. The Kurzweil 3000, the second software produced by the Kurzweil Educational Systems, was founded in 1996. If a student has access to Kurzweil 3000 at their school, they are able to login via the website or free iPad app without needing an additional license at home. #

This software can be empowering to those with learning or physical disabilities or even those

developed the first music synthesizer, which is capable of recreating the grand piano, as well as the first commercially marketed large-vocabulary speech recognition. Dr. Kurzweil currently works as a director of engineering at Google. The Kurzweil 3000, the second software produced by the Kurzweil Educational Systems, was founded in 1996. If a student has access to Kurzweil 3000 at their school, they are able to login via the website or free iPad app without needing an additional license at home. #

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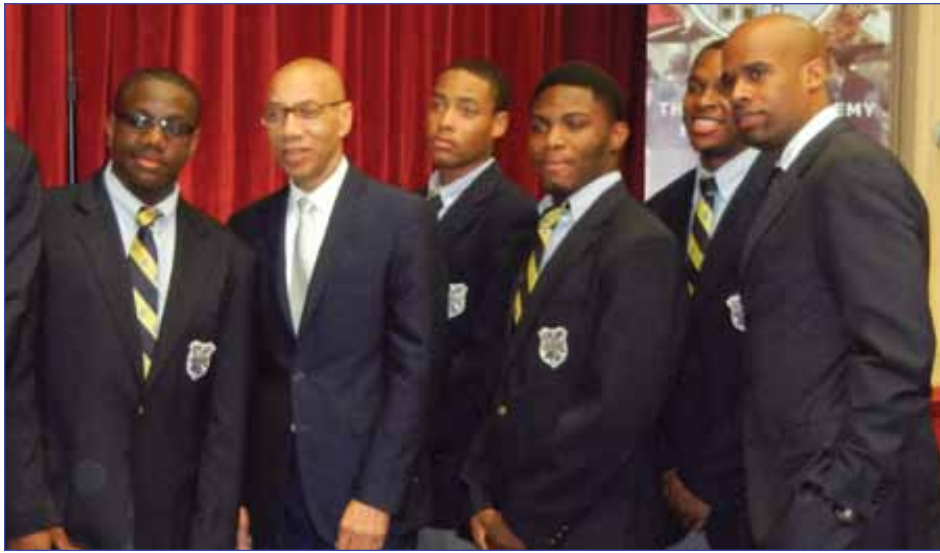
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EAGLE ACADEMY IN HARLEM SOARS TO SUCCESS



Eagle Academy Seniors and Chancellor Walcott (second from left)

By PATRICIA LAVELLE

The tone at the Eagle Academy for Young Men of Harlem's Grand Opening Celebration was one of fervor and passion. Students, faculty, parents, and supporters of the school gathered recently for a special ceremony in honor of the opening of this New York City public all-boy's school, for grades six through twelve. The ceremony included remarks from Dennis M. Walcott, New York City Schools Chancellor, David C. Banks, President and CEO of the Eagle Academy Foundation, and the academy's principal, Mahaliel H. Bethea II. Parent and scholar testimonials were also passionately present, highlighting how the Eagle Academy approach has helped their families and inspired young scholars. Julius Pugh, a scholar from the class of 2020, proudly stated, "We must blaze a path for others." It is a part of the Eagle Pledge, which the Eagle Scholars proudly articulated in one voice earlier in the ceremony.

The philosophy of former Manhattan Borough President, Percy Sutton, whose name appears on the facade of the building, which houses the Eagle Academy of Harlem, provides apt description of the school. Percy Sutton's philosophy was to provide a "beacon of leadership and vision," which is just what the Eagle Academy strives to do. This school is the fifth Eagle Academy, opened since 2004 following the Eagle Academies located in the Bronx, Ocean Hill/Brownsville Brooklyn, South Jamaica Queens, and Newark, New Jersey.

The first Eagle Academy, located in the Bronx, was opened in response to the alarmingly low rate at which young minority males were graduating from high school. Nationwide, 47 percent of African American males and 44 percent of Latino males graduated from high school. Youth who dropped out of school face disheartening economic futures and are more likely to be incarcerated. Seventy percent of all those incarcerated in the State of New York came from 5 neighborhoods in New York City,



(L-R) CUNY Sr VP Chancellor Jay Hershenson & Eagle Academy President David Banks

known as the Prison Pipeline. The mission of the Eagle Academy is to combat the Prison Pipeline by providing at risk young men a way to become academic achievers who are responsible and engaged in their community and the world. During the ceremony, each scholar was presented with a tie, emblazoned with the image of an eagle that was given to them by a man at the ceremony as a symbol of the community's faith and support of them. The confidence that this support along with the Eagle Academy's approach instills in these scholars was evident as five seniors from the Eagle Academy of Bronx recited William Ernest Henley's "Invictus," "I am the master of my fate: I am the captain of my soul."

The auditorium was filled with an abundance of love and affection for the young men who proudly wore the uniform of the Eagle Academy. #

Patricia Lavelle is a senior in the Macaulay Honors Program at Brooklyn College and a reporter for Education Update.

Teaching On The Hudson



(L-R) Dr. Merryl Kafka & Charles Denson

By YEHUDA BAYME

When one thinks of the Hudson, although steeped in patriotic history, it is hard to avoid labeling it with industrial pollution, sewage, and tetanus. But for members of the New York State Marine Education Association, or NYSMEA, it is a hotbed of scientific data. The amount and quality of information researchers are observing on the Hudson gives the river significance in the natural world that would have been for the most part overlooked by the average person. NYSMEA is an organization that promotes awareness of marine studies, encourages growth and exchange of instructional resources within the scientific, educational and commercial communities. The organization, ably headed by president Dr. Meghan Marrero, a professor at Mercy College, provides excellent educational programs for students of all levels through boat trips and workshops.

What is it about the Hudson that we love? As one travels south to New York City, the river becomes larger until it merges with the Atlantic at the New York Harbor. As one drives down the West Side highway, one can see the little waves, the birds, the sailboats, the barges, and the charming and industrial cities of Fort Lee, Hoboken, and Jersey City. One may recall the heroic rescue efforts of plane Captain "Sullie" Sulzberger who used the Hudson for an emergency landing. However, how often do we stop to consider the Hudson River? Shouldn't we be more aware of the very environment we live in? The members of NYSMEA and their affiliates are driving at this exact point. At their Annual conference this past September, in collaboration with the Black Rock Forest Consortium, NYSMEA introduced teachers, principals, professors and marine biologists to their studies of the river with lectures, workshops, and field trips in a weekend adventure.

Keynote lecturer, Dr. Tim Sugrue, President and CEO of the Beacon Institute for Rivers and Estuaries, discussed collecting data on the Hudson and how technologies in the form of monitors planted along the Hudson are being used to extract changes in temperature, salinity, and pressure that may occur. Changes could mean that important ecological events may be taking place. He discussed the devastation that Hurricane Irene had inflicted on upstate New York and required his staff to get new funds for his projects. The Beacon Institute has teamed up with Clarkson University in their efforts to



Dr. Meghan Marrero, Pres., NYSMEA

advance the study of the sciences.

In a very interesting workshop entitled "A Day in the Life of the Hudson River," the group heard Dr. Margie Turrin, the education coordinator at the Lamont-Doherty Earth Observatory of Columbia University and an expert on marine geology and geophysics, explain the salinity or salt content of the Hudson. She said that because the river connects with the ocean for a number of miles, its freshwater from the north is mixed with the saltwater of the Atlantic. Fish from freshwater sources and saltwater sources do not often mingle, but in the Hudson River estuary near Manhattan, the Bronx, and Westchester, it can occur more often. This anomaly makes New York City itself a potentially optimal place for diversity in marine life. Just like the city is a melting pot of people, so too are the populations under the surface of its water sources.

Dr. Turrin organized individuals to find the salt content from water samples in tubes taken at different locations near the harbor. The samples closest to the harbor had salt of twenty-six parts per thousand. The samples in Yonkers had a significant decrease of seven parts per thousand, and the samples a few miles further up had an increase of eleven parts per thousand. The content up the river decreased unexpectedly in Yonkers due to a tributary of freshwater that meets the Hudson at that point. Saltwater fish, if strong enough to swim can venture further inland and find refuge. The silverside fish, a resident of salt water, is an indicator of salinity; its absence indicates fresh water.

Chris Bowser, a member of the New York State Department of 50 Environmental Conservation (NYS DEC) and a fish expert presented to his group a variety of fish from the Hudson River. Together with Dr. Turrin, he showed the group fish in a basin of water: a wild goldfish, a catfish, a striped bass, a river sole, a northern king fish, and a beautiful northern pike fish. Mr. Bowser and Dr. Turrin also observed that there has been an influx of unusual fish in deeper parts of the Hudson after Hurricane Sandy. Herring and needlefish, both small in size have found ways of habituating, though not in large groups, but significant enough to be seen regularly. What Sandy proves is that our river's biodiversity can change from unusual events too.

This article can be read in its entirety online at www.EducationUpdate.com.

EDUCATION LEADERS SHARE VIEWS: THE NEW YORK TIMES SCHOOLS FOR TOMORROW CONFERENCE

INTERVIEW WITH SUNY
CHANCELLOR NANCY ZIMPHER

Transcribed By YEHUDA BAYME

Dr. Pola Rosen (PR): We are here with Chancellor Nancy Zimpher of the State University of New York (SUNY). Nancy, can you envision a college degree from any one of the SUNY schools that will be half residential and half done by the Khan Academy or EDX? Is that a possibility for the future?

Nancy Zimpher (NZ): I don't know if I would say half, but the way we are thinking about the "Open SUNY" which is our massive online opportunities is that it could accommodate MOOCs and online courses from other entities and institutions. What we have to do is to find a way to access how that activity, that MOOC or that online course from elsewhere translates into credit in our degree programs.

PR: We know that enrollment is going down across the nation in all colleges and that translates into a loss of revenue. So, how will the revenue be apportioned between an online component and the college or university?

NZ: First I want to take issue with the enrollment decline. Not your statement about it, because the reality is that high school demographics are going to reduce the number of traditional college age students just by virtue of fewer of them, but there are so many adults who are undereducated that what I actually think that we are facing at the State University of New York is the opportunity to significantly grow our enrollments. And we will do it through what we would call a hybrid experience; a bit on campus, a bit online, and then pure online courses. So, we are actually con-



templating another 100,000 students over the next three years. We are open to an open online enabled degree completion process where students decide which part of it they want to take where, but we are expecting growth. I think that it is really important, because everyone is talking about decline and yet there are so many adults that are undereducated and the job market keeps talking about insisting on degreed employees. We have to think about that.

PR: Should we be thinking about continuing education for the adult population as an area of growth in the SUNY schools?

NZ: I am a bigger fan of certificates and degrees. I think continuing education will always be with us. #

This article can be read in its entirety online at www.EducationUpdate.com.

EXCLUSIVE INTERVIEW WITH
PRESIDENT BOB KERREY

Transcribed By YEHUDA BAYME

Dr. Pola Rosen, Publisher Education Update (PR): Bob, when I last met you, you were president of The New School. What are your current endeavors in education.

Bob Kerrey (BK): I am very passionate still about higher education and very excited about Minerva, a new four-year college. [Minerva is a new college in northern California that has a tuition of \$10,000 per year and ultimately will be free].

I am the executive chairman of the Institute. The Institute's responsibilities are essentially twofold: to provide financial aid for students and to provide overhead for research faculty. At the moment we are not really providing scholarships, but in a year or two, presuming the KGI-Minerva proposal to our regional creditors is approved, we will be providing financial aid for students.

We have an application for regional accreditation for this undergraduate program. The official name is the Keck Graduate Institute.

PR: Keck, as in the Keck Medical School of USC?

BK: No, but it is the same family that funds it. The family must have an interest in healthcare, because they are doing a lot of science based professional educational programs.

PR: What was the motivation to found this college?

BK: The motivation began with Ben Nelson's undergraduate education at Penn. Ben is the founder and CEO. He took a course in the history of higher education and became interested in a different kind of curriculum, a different



kind of organizational structure. He went on to run Snapfish [a web-based photo sharing and photo printing service], but he kept this idea, not just in his head, but continued to research about how to do it. So when he stepped down as CEO of Snapfish he began to plan the establishment of Minerva. He and I met in the spring of 2011. After stepping down as president of The New School. And I thought that he had the most innovative idea in higher education that I have heard in my lifetime. I think we will succeed and help American universities and colleges do what they are trying to do which is to respond to all the kinds of things that happen, technology, competition and renewed interest in price. #

This article can be read in its entirety online at www.EducationUpdate.com.

Exclusive Interview with President Biddy Martin, Amherst College

Transcribed By YEHUDA BAYME

Education Update Reporter Danielle Bennett (DB): I know that you have led initiatives in recruiting for college. How would you do so today given these economic times?

Biddy Martin (BM): It is all the more important today, because of all the things we know. That is, the shrinking of the middle class and the stagnation or even drop in real incomes. People can only afford what they can afford. I think need based aid is absolutely essential. It's not enough. There has to be aggressive recruiting of students from socioeconomic backgrounds who would otherwise not think to apply to some of the schools like an Amherst, but there are many others as well. In addition, we have to find ways to control costs and that's a difficult thing to do because colleges and universities are so labor intensive. One of the things that makes them successful is the faculty-student ratio that allows students, not only a lot of interaction with the faculty, but to do research and get involved in taking the initiative in their learning early on in their careers.



This is a difficult thing but I think everyone has to work aggressively to ensure that we take care of it. Amherst is lucky to have a sizable endowment for a small college, but it also set the right

priorities, in my opinion. I can claim no credit for it, so it is easy to talk about it. They really have put their money where their commitments are. This year, twenty-five percent of our entering class are Pell Grant recipients.

Dr. Pola Rosen (PR): And you probably have a small student-to-faculty ratio?

BM: Very small: 8-to-1. The other thing that is wonderful about Amherst, is that its financial aid policies have one of the lowest, maybe the lowest family contributions. So, for a student from a lower income background on a Pell Grant pays no more than about \$600. The next closest up is in the thousands for the family or student contribution. So we really take into account all the ways in which students from socioeconomically less privileged backgrounds can be inhibited from attending college, even when it looks as though they are getting significant financial aid. You have to take into account the loss of money to a family for example by virtue of a young person attending college. You have to take into account what they need to be able to travel when they need to be at home.

There are healthcare or dental needs that low-income students can't afford to cover on their own. We try to take all these things into account so that we are not just saying that we offer a good financial aid package, we are ensuring that they can really come and stay.

PR: I have a question, partially based on today's conference looking at things like EDX. What happens when a student comes into Amherst with a certificate and says "look I have taken X number of courses. I have a certificate. I want my degree from Amherst, but I don't have to go for four years, I could go for two years because of everything I have already done."

BM: I think that it is going to be a challenge going forward. Faculties and administrations are going to have to think hard whether the certification that students bring from online courses represents what they consider substantive and high-quality enough education. #

This article can be read in its entirety online at www.EducationUpdate.com.

MARYMOUNT STUDENTS FOLLOW THE PATH OF PRESIDENT JIMMY CARTER

Education Update was recently invited to attend the Inaugural Children of Promise Celebration (CPNYC). The CPNYC mission is to embrace and empower children of incarcerated parents.

In the past 5 years, Children of Promise, which started as a small community based non-profit, has become a growing organization that serves over 500 children and families. It is currently offering enrichment and mentorship to over 200 NYC youth, and has garnered the title of New York City's only community based licensed mental health clinic centrally focused on our forgotten children.

Three young students from the esteemed Marymount preparatory high school in NYC, Lauren, Nicole and Nora created an award-winning Stand Up for our Beliefs presentation for a school thesis competition on Children of



Promise, NYC. Their presentation was so compelling and well produced that they won a \$5000 award for CPNYC.

Kudos to the organization and to the students who serve as a role model for volunteering and performing service to the community in the model of former President Jimmy Carter and first lady Rosalynn.#

I AM MALALA: THE GIRL WHO STOOD UP FOR EDUCATION AND WAS SHOT BY THE TALIBAN

I Am Malala: The Girl Who Stood Up For Education And Was Shot By The Taliban

By Malala Yousafzai with Christina Lamb.
Published by Little, Brown and Company, New York, Boston,
London: October 2013: 327 pp.

Reviewed By MERRI ROSENBERG

This should be required reading for students who cut school or are indifferent to their education.

Malala Yousafzai was a 15-year-old Pashtun girl in Pakistan who was shot in the head by the Taliban as she rode on a bus home from school. Instead of being cowed or subdued by the attack, Malala emerged even more determined to continue not only her personal quest to be educated, but to ensure that other young girls throughout Pakistan would have similar opportunities.

Not surprising that Malala, is the recipient of the National Youth Peace Prize in Pakistan in 2011 and the Amnesty International Ambassador of Conscience and the International Children's Peace Prize this year; she's also the youngest person ever nominated for a Nobel Peace Prize. At 16, she spoke at the United Nations, and even humbled Jon Stewart when she appeared on his show. To expand the reach of her mission to ensure that every girl who wants an education can have one, Malala has established the Malala Fund (www.malalafund.org) to "deliver not just basic literacy, but the tools, ideas and networks that can help girls find their voices and create a better tomorrow."

Such dedication and drive, especially given the high personal cost of her desire to be educated, reveals not only Malala's particular strength of character, but her parents' struggle to resist the Taliban and reactionary, often violent forces that put them at risk, too. While her mother is unschooled, her father is a schoolteacher whose work to educate both girls and boys met with strong reaction from the Taliban, which succeeded in shutting down the girls' school and left her father in fear for his own life.

Malala offers a distinct perspective on what it was like to live under the Taliban (at 12, she wrote for the BBC Urdu, under an assumed name, about the experience). As she writes, poignantly, "First the Taliban took our music, then our Buddhas, then our history."

Her loyalty to her people and country, and pride in their distinctive traditions—although she admits to some unease about the honor code that has proved devastating to many young girls and women—reveals the flip side of a world portrayed in "Three Cups of Tea", invaluable



for the descriptions of daily life under the Taliban's shadow.

No matter. Malala perseveres.

She writes, "Today, we all know education is our basic right. Not just in the West; Islam too has given us this right. Islam says every girl and every boy should go to school. In the Quran it is written, God wants us to have knowledge." Exactly. American students have no excuse, with a model like Malala. #

See the article about
YWLN, Malala &
Ann Tisch on page 5

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PRESIDENT JIMMY CARTER REBUILDS SOCIETY WITH HABITAT FOR HUMANITY

Anthony Collin



President Jimmy Carter and his wife, Rosalynn

By JASMINE BAGGER

Nearly three decades after Former President Carter and First Lady Rosalynn helped rebuild a derelict apartment building in New York's Lower East Side with Habitat for Humanity, the couple returned to the same spot for their annual celebration.

"It's always emotional to see what these homes have meant to the families," Mrs. Carter said. As part of the Jimmy & Rosalynn Carter Work Project, the Carters have dedicated a full week every year for the past 30 years to help rebuild affordable homes in Oakland and San Jose, California; Denver, Colorado; Union Beach, New Jersey; and New York City—where it all began in 1984.

The Lower East Side was once plagued by crime and drugs in the 1980s, but has since reinvented itself into one of the most high-priced housing markets in the world. Twelve of the original homeowners have continued to live in the renovated Mascot Flats building, which was first constructed in 1902. The Carters actively participated in the

rebuilding of that six-story building on East Sixth Street. With the benefit of donated land, material, labor and resources, many of the tenants pay a monthly mortgage of about \$350, as part of the Humanity program. The property value of the neighborhood has not dipped, in fact, one of the adjacent buildings sold for almost \$2 million recently.

"For many people, the Carters are the faces of Habitat for Humanity," Jonathan Reckford, CEO of Habitat for Humanity International said. "This is the eighth year that I've had the privilege of working alongside them, and I'm amazed and humbled by their efforts."

Habitat New York City has built or renovated 1,000 homes and apartments in the city's five boroughs since the Mascot Flats project, Neil Hetherington, CEO of Habitat NYC said.

In one of the most high-priced housing markets in the world, the residents of Mascot Flats have managed to keep their building an affordable place to live in for three decades. This year, the Carters focused on rebuilding homes in Queens and

Staten Island, which were severely hit by Hurricane Sandy in 2012.

The Habitat project started in 1976, in the Carter's home state of Georgia. The Habitat homeowners are chosen without regard to race, color, gender, national origin or disability. Their website states that "Habitat also welcomes volunteers from all faiths, or no faith, who actively embrace Habitat's goal of eliminating poverty housing from the world." The couple's work with the Habitat project was documented in the published book, *Everything to Gain: Making the Most of the Rest of Your Life*, which was co-written by the Carters (Random House, 1987).

Among the hundreds of attendees paying homage to President and Mrs. Carter was the Banta Law Firm from Atlanta, Georgia with Robert Banta at the helm. Mr. Banta is the founder and managing Partner and Atlanta's largest law firm devoted to immigration practice and a believer in the value of helping others reconstruct their lives. Banta was one of the supporters of this great event. #

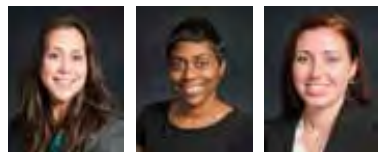


Robert Banta, Founder, Banta Law Firm

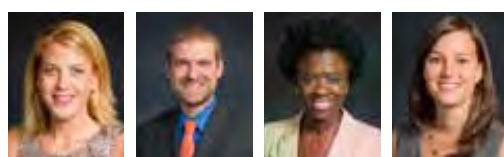


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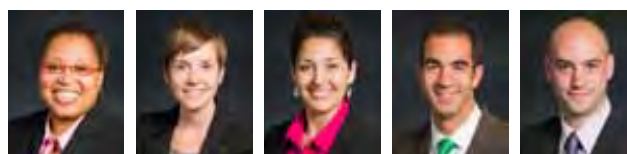
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Touro College Prof Explains the ABC's for Raising Children

By DR. ANN MULVEY

A parent may have to modify some of the ABC's to best comply with a special need or situation.

A is for Adaptability. Children vary greatly in ability and needs, and one of the difficult problems throughout the "raising" years will be trying to help each child to progress at his own top rate. Parents have to adapt to the varying needs and personalities of their children. Try to be flexible.

B is for Bright. One of the meanings for bright in the dictionary is – radiating or reflecting light. Isn't that what parents try to do for their children? Parents must make opportunities to keep up-to-date. Use everything at your disposal to teach and enlighten your child.

C is for Confidence. Without confidence, a child or adult is at sea. We, as parents can instill confidence into our children. There are many ways: praise, for a lesson well done, a chore done on time, or even just for trying. Praised often enough a child will believe he is capable of almost anything. Stress his good points and put them to their best use. Watch the results!

D is for Discipline. Without discipline we are lost from the start. Discipline is best achieved with as little fanfare as possible. Don't give ultimatums or threats unless you are prepared to carry them out. Days full of interesting, varied play and work make little time for getting into scrapes.

E is for Empathy. Project yourself into their thinking. How would you feel if you were the child instead of the parent? Demand high standards (for your child) but learn to give a little, especially when the child is hard-pressed by many demands.

F is for Friendliness. As a mother or father, you cannot be a "pal" to your children and still maintain discipline. We have seen many parents fall onto this stumbling block. This does not mean you cannot be a friend, cannot laugh with them, or enjoy their friends. Take an interest in as many of their activities as possible, but we must all remember that we cannot be "one of the gang" on Sunday and in "place of authority" on Monday.

G is for Goals. Set attainable goals for your child and help to reach them. Use all the latent talents and abilities of your child. If he can't spell, can't read, can't add or subtract, help him to improve. We all need to succeed at something, even if it's being the best dishwasher in the house or the best thumbtack pusher.

H is for Humor. Do not be afraid to laugh at yourselves, but don't be guilty of laughing at your child – with him, of course, but not at him. Sarcasm with a child (or anyone else) is rarely a good tool.

I is for Ideals. As you set "high" goals for your children, set high ideals for your own conduct. Never be critical of the other parent before a child. It is often hard to refrain, but some things should not be said in front of children.

J is for Joy. Get real joy from your opportunity to guide your children in the impressionable years; joy from enriching their lives and your own. When they are grown, we will realize

that they have given us far more than we have given them.

K is for Knowledge. We must know before we can teach a child. There are times when we do not have the answers – admit it. Faking is no good, and a child can usually sense it. Essentially we should know the answers. If we don't – we should find out.

L is for Love. A truly giving love is special. It is, in part, a completely unselfish concern for others and a devotion to our families.

M is for Manner. The same rules should apply for all of our children. If a thing is wrong for one child, it is wrong for all. We have all seen parents favor one child over another. This builds resentments against the favored child. If the child is handicapped, parents should take the time to explain why some rules cannot apply in certain areas. Your manner reflects your thoughts.

N is for Noticing, (and also for not noticing). Notice the hard-earned marks, a new dress, a new tie, a child's love of poetry. However, don't notice these things when they will embarrass a child. Sometimes praise is good for only the child's ear; at other time public praise is warranted.

O is for Orderliness. Definite routines should be employed for keeping a child's room clean, doing homework, etc. This makes for less disciplinary problems and a better oriented child.

P is for Praise. Praise honestly, but praise often. When we can sincerely give a word of praise or a word of thanks, don't let us fail to do so.

Q is for Questions. Half of a child's early years are spent asking questions. Learn to recognize a child's questions. Does he really know the answer, or is he too lazy to think about it? Make a child think! !! If he honestly doesn't know, answer him thoroughly and carefully.

R is for Relationship. Work with your children as a team. Establish a feeling of complete trust with them. Never betray a confidence of one child to another.

S is for Self-Esteem. Each of us as parents must have regard for our own ability, knowledge and accomplishments – but not so much that we believe we alone are right.

T is for Time. Use it wisely. Our children are young for such a short time. Make each day count for something.

U is for Understanding. Don't expect the impossible; don't expect the unworthy from your children. Understanding is a two-way street. We must have sympathetic understanding for others before we can expect it ourselves.

V, W, X, Y, and Z stand for all the unknowns. These are the unknown influences that make our children react as they do; the unknown reasons why one method failed and another succeeded; the unknown facets of our own personalities that can be utilized for good or bad. Time will clear up some of the unknowns, but never all, for every child and every parent is different. For this we thank God. This is part of what makes raising children a rewarding and challenging way of life. #

Dr. Ann Mulvey is a professor at Touro College, Graduate School of Education.

FROM INSIDE THE ACADEMY: COMPETENCY-BASED PRINCIPAL PREPARATION

By ERIC NADELSTERN

I retired as Deputy Chancellor for School Support & Instruction for the New York City Department of Education (DOE) in 2011, and after a one month of retirement, I accepted a position as Professor of Practice in Educational Leadership at Teachers College Columbia University (TC). After the intensity of managing the day-to-day for 1700 elementary and secondary schools, the opportunity to think, teach and write is a real luxury. One year into my tenure as a professor, I was asked to assume responsibility for the Summer Principals Academy (SPA) at TC upon the retirement of the founding director.

With 180 students enrolled, SPA is the largest university based principal preparation program in the country. Students attend two consecutive intensive 5 week summer sessions from 8 am to 5 pm three days each week, until 7 pm on two days, most Saturdays, and occasionally, on Sunday as well. During this time, they enroll in five or six classes and earn 14 credits each summer. In between, they do an administrative internship in their home schools, with a major deliverable each month in the form of a 30-40 page paper.

Our students come from 68 cities across the nation, with approximately 40% from the New York City area. A similar percentage work in charter schools, although most are employed in district public schools. Many students entered teaching through alternative certification programs such as Teach for America (TFA) and Teaching Fellows.

The strengths of SPA are as follows: Every class is team taught by researchers and practitioners. The program relies heavily on the cohort model, understanding that our students will learn as much, if not more, from each other as they do from their instructors. The cohort will also form a life-long support group for our students as they progress through their careers as school and school system leaders. The capstone project is to work within a small group to plan for a new small school, complete the same proposal used locally to create new district or charter schools, and present before a panel of experts responsible for evaluating and approving new schools in NYC. My primary job as director is to establish a major focus on urban educational reform, and to figure out how to make a good program even better. Toward that end, we piloted a strategic planning initiative last summer to create competency-based



principal preparation.

A sub-cohort of 25 volunteer second summer students, facilitated by a three-member faculty team, were charged with identifying the competencies required to be a successful principal, and then to work in groups to develop "learning guides," including experiences, activities and projects that would lead to each competency. The result was a 300-page compendium of learning guides that will form the basis of work for another sub-cohort of students entering the program next summer. The eight competencies identified last summer were: 1) Culturally Intelligent Advocate, 2) Human Capital Manager, 3) Instructional Game Changer, 4) Organizational Architect, 5) Relationship Builder, 6) Self-Aware Practitioner, 7) Strategic Decision Maker, and 8) Visionary Force.

This important pilot project will give us a point of comparison between traditional course-based principal preparation and a competency-based approach. We plan to compare student satisfaction, program completion, and job placement in the short term, as well as how the students in schools led by our graduates perform. Resulting data will allow us to improve SPA for all of our students, ensuring that they are well prepared to reinvent their schools for the benefit of all students. Before they're able to do so, we need to model how to reinvent principal preparation.#

Eric Nadelstern is the Professor of Practice in Educational Leadership & Director of the Summer Principals Academy at Teachers College Columbia University



TC PROFESSOR CHRIS EMDIN AWARDED TENURE



Transcribed By VALENTINA CORDERO

Chris Emdin, a prominent professor at Teachers College, was awarded tenure at Teachers College and garnered a research position at Harvard University. At a recent gathering to celebrate his accomplishments, Emdin reflected on this extraordinary point in his life. "Everybody in this moment is so special. So, spend time with people around you. You have the most brilliant scholars in the world here and you also have the coolest writers here."

Dr. Pola Rosen, publisher of Education Update, was able to meet Lilith Hepzibah Emdin, mother of Chris Emdin, at the event where the two chatted about the early days of the professor's life.

Dr. Pola Rosen (PR): When Chris was very young, was he interested in science?

Lilith Hepzibah Emdin (HE): When he was five years old he started reading ... but after reading those books he said 'mom there is nothing else to read.' And I said 'ok, create your own stories.' That is exactly what he did.

PR: Which part of the country were you in?

HE: We were in Washington DC for a while, then we left and we spent some time in Africa.

PR: Where did Emdin grow up?

HE: He grew up in Africa. We spent five years in Nigeria, from the age of four years old until he was nine. He started creating his own stories in that period. By the time he was nine years old, he had written probably 10 different storybooks.

PR: Do you have any of those?

HE: We probably do. I know that his father kept a lot of them.

PR: What kind of stories did he write?

HE: Most of them were mystery stories. He spent his time writing stories where people had to figure out how to solve the mysteries. That was the interesting thing about Chris's youth. He went to a private catholic school in Nigeria. It was basically English. He also spoke native languages. He still does. I think Chris learned a little bit of French during those years too. He



Lilith Hepzibah Emdin

was always interested in communicating.

PR: He was a researcher for a year and then he was into publishing a book. Do you think any of this stems from his early interest in writing?

HE: I do think so. The point is that in order to produce something of that quality you need to have a background.

He went to a Catholic high school in Washington DC. From there we moved to the Bronx. His sister died four years ago. She was a lawyer.

PR: What did you do to have two such intellectual children?

HE: I always forced them to do things and to read. I said reading is a foundation of everything. And you are going to use your mind to think outside of the box. You can always find your own story.

Members of Phi Delta Kappa, an honor society just elected Emdin as President. Members of the Society present were Rich DeCiccio, Joe DiLeo and Dr. Pola Rosen. President Susan Fuhrman spoke about the illustrious work of Emdin to a crowd of 100 faculty and students.#

MERCY COLLEGE – THE DEAN'S COLUMN

Simson's Invariant—Sadly Missing from High School Geometry

By ALFRED POSAMENTIER, Ph.D.

One of the great injustices in the history of mathematics involves a theorem originally published by William Wallace in Thomas Leybourn's *Mathematical Repository* (1799-1800) which through careless misquotes has been attributed to Robert Simson (1687-1768), a famous English interpreter of Euclid's *Elements*. During the 17th and 18th centuries, often any new developments in analytic geometry were attributed to Renee Descartes, while all other geometric discoveries were often attributed to Simson. This was the case here. To be consistent with the historic injustice, we shall use the popular reference, and call it Simson's Theorem.

The beauty of this theorem lies in its simplicity. We have a situation here where a counter-intuitive result occurs that students can enjoy and then better appreciate geometry. Begin by having your students all draw a triangle with its vertices on a circle (something that is always possible since any three non-collinear points determine a circle) and then they should select a point on the circle that is not at a vertex of the triangle. From that point they should draw a perpendicular line to each of the three sides. The three points where these perpendiculars intersect the sides (points X, Y and Z in the figure below) are always collinear (i.e. they lie on a straight line). Each accurate student drawing should reflect this fact. The line that these three points determine is often called the Simson Line (further "injustice!")

This would be more formally stated in this way.

Simson's Theorem: The feet of the perpendiculars drawn from any point on the circumcircle of a triangle to the sides of the triangle are collinear.

In the figure below, point P is on the circumcircle of $\triangle ABC$. $PY \perp AC$ at Y, $PZ \perp AB$ at Z, and $PX \perp BC$ at X. According to Simson's (i.e., Wallace's) Theorem, points X, Y, and Z are collinear. This line is usually referred to as the Simson Line. (See graph to the right)

PROOF*: Since $\angle PYA$ is supplementary to $\angle PZA$, quadrilateral PZAY is cyclic. Draw \overline{PA} , \overline{PB} , and \overline{PC} .

Therefore, $m\angle PYC = m\angle PAZ$. (I)

Similarly, since $\angle PYC$ is supplementary to $\angle PXC$, quadrilateral PXC Y is cyclic,

And $m\angle PYX = m\angle PCB$.

(II)

However, quadrilateral

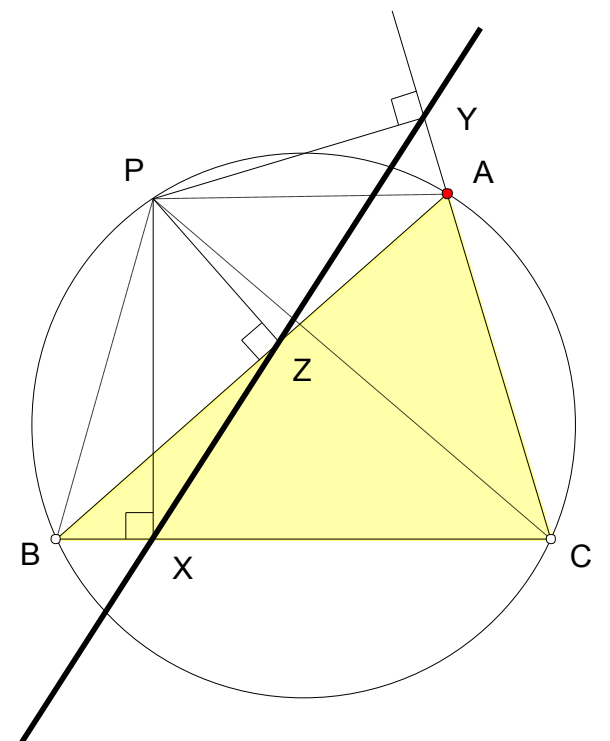


PACB is also cyclic, since it is inscribed in the given circumcircle, and therefore: $m\angle PAZ = m\angle PCB$. (III)

From (I), (II), and (III), $m\angle PYC = m\angle PYX$, and thus points X, Y, and Z are collinear.

This invariant is beautifully demonstrated with Geometer's Sketchpad. There students would draw the figure and then by moving the point on the circle to various positions, they can observe how the collinearity is preserved under all positions of the point P. Dynamic geometry of this kind can go a long way to impress your students to win them over towards a love for mathematics. #

*For other proofs of Simson's Theorem see *Challenging Problems in Geometry*, by Alfred S. Posamentier and Charles T. Salkind (Dover, 1996), pp. 43-45.





THE ROAD FROM PRISON TO COLLEGE GRADUATION

By **MOHAMMAD IBRAR**

As students across the country rejoiced and attended their graduation ceremonies, a particular graduation celebration took place that brought together college graduates who were formerly incarcerated. The College and Community Fellowship (CCF) supported these students, despite their run-ins with the law, to help them achieve access to and success through higher education.

CCF is a non-profit organization dedicated to providing formerly incarcerated women with numerous resources, encouragement and access to higher education to help them reenter society, preventing recidivism. According to CCF, 66 percent of incarcerated individuals without a degree are likely to return to prison within three years of release. However, with a bachelor's degree, only 5.6 percent of criminal justice-involved persons are likely to return and with a master's degree, less than 1 percent.

A recurring theme addressed at the graduation was continuing discrimination and punishment CCF students experienced when reintegrating into society, for a crime that was already paid in full. The class valedictorian, Felicia Branescu, stated that after being released from prison she faced extreme prejudice in the job market. Yet she received "unwavering support" from CCF and later graduated from CUNY School of Law. She intends to fight discrimination against people with criminal records in employment, housing, and education.

Participants of the program are proud of the hurdles they have overcome and feel empowered through their education. A total of 228 CCF participants have received their degrees, and many have reported an overall positive outlook in life. Wendy Porrata, who has been involved with CCF since 2003, said, that CCF helped her receive her GED, bachelor's degree, and recently her master's degree in social work from Hunter College. "I was paired with a committed tutor who helped me with my writing skills and my public speaking skills, and we met every week to get me on my feet."

Zaida Sanchez, currently studying at Bronx Community College, expressed how intimidated she felt when facing the idea of going back to school. "Being involved in CCF changed all of that." She stated the inspiration CCF instilled in her as well as the mentors and guidance the organization provided, all of which allowed her to go back to school and to continue her studies.

The day was marked with singing, presentations of scholarships for excellence, and some graduates crying from joy. "CCF helped me with everything ... I'm so grateful for them standing by me," exclaimed Tara Nace, a graduate who recently received her associate's degree from Metropolitan College of New York. "Education will allow me to move up the ladder in human services towards my eventual goal of director, or possibly a CEO of human services agency."#

FAMILY WEEKEND AT BARNARD COLLEGE

A Combination of Shared Meals, Dance, Theater, Poetry and Camaraderie

By **DR. POLA ROSEN & YEHUDA BAYME**

When Julia Qian, a junior at Barnard and my mentee from a city in China asked me to be her New York mother and come to family weekend because she was alone, I dropped everything and immediately said yes. What a wonderful day we both had beginning with brunch and sitting with another interesting family. We discussed travel experiences and course options, each other's lives lived in different countries and the future.

Then on to the quad where students were painting pumpkins, faces and dancing to wonderful music of the 70s and 80s.

Next, we went, hand-in-hand to Barnard Hall for a panel discussion on poetry with one of my favorite professors, James Basker. Julia was captivated and later discovered, when we spoke to Prof. Basker, that he would soon be lecturing on campuses in China.

We decided to visit International House, a beacon of cooperative living among interna-

tional students from hundreds of countries. On to cider and donuts on campus and then the theater production with Barnard students.

Julia kissed and hugged me; I was so thrilled to be on campus with her, to be of support to a wonderful young woman and to relive my own college experiences so long ago.

The Poetry Panel was vibrant; the teachers love to read poems aloud, and even if the writing style is cryptic, it is nevertheless soothing and captivating to listen to them. Speaking at the panel were Professors James Basker, Rachel Eisenrath and Achsa Guibbory.

Professor Basker discussed in detail, possible connections between the personal life of William Wordsworth and the writing of his poem, "The White Robed Negro" in 1802. Wordsworth has a big message against slavery. His words capture a moment in time conjured from his memory of a woman who flees France on his boat, back to Calais. Peering into her eyes, Wordsworth becomes sympathetic to her and publicizes the wrongful plight of her race.

Tips and Resources for the Transition to College

RECOMMENDED By THE JED FOUNDATION

As millions of recent high school graduates prepare for the exciting, and often challenging, experience of leaving home for campus-life, a number of issues and potential worries may arise. Before the big move, families should work together to try to address these concerns and create a practical checklist to help make the transition as smooth as possible. It's common to assume that the major obstacle in adjusting to campus life will be academic. However, research shows that emotional issues are most likely to interfere with success at college. Going off to college is a significant moment for the whole family, so take time to enjoy it, and don't hesitate to reach out to friends, family or your new school if you need help.

The Jed Foundation offers many tips and resources to help families navigate this transition:

For rising freshmen:

1. Carefully read everything that is sent to you by your college.
2. Sometime during the summer, contact the Financial Aid Office at your college to confirm exactly what scholarships, work/study and other financial aid you will be getting.
3. Find out what the computer/Internet facilities are at your college.
4. Develop a list of your Internet passwords and PINs, credit card numbers, social security number, and serial numbers for your computer and printer.
5. Make sure you have a great summer so that you are relaxed and ready to begin your exciting, new life.#

The Jed Foundation protects the mental health of students across the country, as the nation's leading organization working to promote emotional health and prevent suicide among college students.



Barnard Panel at Parent Weekend (L-R) James Basker, Achsa Guibbory, & Rachel Eisenrath

Also discussed were some of the projects that students today are working on to spread the words of poetry in more ways than is currently available. Some students are anthologizing authors' works. Others are working on translations. There are even some creative students who are compiling oral history projects so that they record solid evidence for use in tracing events or histories behind the lives of poets.

Because of the power of words, poets have the ability to, as Professor Basker mentioned, legislate without having a government role. Words can express the feelings of the times and are sometimes the least intrusive way to engage an enemy or counterproductive practice. It is an underrated source of power that, when used intelligently, can produce very good results in the hearts and minds of audiences worldwide.#



Barnard student dancing in quad



First Museum in Nation To Confer University Degrees



(L-R) Dr. Maritza MacDonald, AMNH; Dr. John B. King, Jr., Comm. of Ed.; Merryl H. Tisch, Chancellor, Board of Regents



Ellen Futter, President, AMNH congratulates doctoral graduate



Dame Alison Richard

By YEHUDA BAYME, PATRICIA LAVELLE & JASMINE BAGER

Under the awe-inspiring gigantic blue whale in the Milstein Family Auditorium of the American Museum of Natural History, a distinguished group of educators, students, family members, faculty along with the illustrious New York State Commissioner of Education, Dr. John King and Chair of the New York State Board of Regents Dr. Merryl Tisch, assembled for the inaugural commencement of the Richard Gilder Graduate School. The Museum was celebrating the conferring of PhD degrees on seven doctoral candidates for research in biology, as well as twenty master's degrees in teaching. An honorary degree was given to Dame Alison F. Richard, for her lifetime of leadership in the sciences and excellence in research at Yale University. She played a

seminal role as the first female vice-chancellor of the University of Cambridge. Her work in expanding the understanding of the evolution of complex social systems among primates, with a specialization in studying the socioecology of lemurs in Madagascar, has given her much acclaim in scientific circles. Presenting the degrees were Ellen Futter, President of the American Museum of Natural History, and Michael Novachek, Senior Vice President and Provost of the Richard Gilder Graduate School.

Although the museum has been a hub for learning since its opening in 1869, the graduate school only opened its doors five years ago, thanks to a generous gift from Richard Gilder. Merryl Tisch, and John D. King were also instrumental figures in the establishment of the school. The four-year program, with classes and laboratories housed in the museum

itself, has a total of fifty faculty and administrative staff.

In her address, Dame Richard explained that in the eighteenth and nineteenth centuries, people collected a lot of things and stored them in so-called "cabinets of curiosities" or museums, as we call them today. In the twentieth century, people wanted to know more about all this collected "stuff." As technology became more advanced in the late twentieth century, new methods of research and analysis opened doors to understanding the essence of these collections. Dame Richard praised the Richard Gilder Graduate School, as a leader at the forefront of this effort for analysis and understanding.

Examples of some of the graduate work that was completed for doctoral candidacy include the study of leeches, paleontology, and the history of chloroplasts. Dr. Ellen Futter com-

mended the students as "an intrepid group of biological explorers." She recognized the school as one where the classes are not always conducted in classrooms, but close to the millions of specimens and artifacts that the museum houses. This unique feature enables the school to become a leader in education reform. She described the formation of the school as a "Darwinist hybrid" that melds the traditional classroom setting with first hand exposure and research opportunities to create a one of kind educational experience.

The graduates were comprised of a very diverse pool including students from New York, Florida, North Carolina, Idaho, France, United Kingdom, and Sweden. The Juilliard School's brass quintet filled the hall with the music of Handel. #

ROBERT MOTHERWELL AT THE GUGGENHEIM

By SYBIL MAIMIN

Although generally associated with Abstract Expressionism and his elegant black and white paintings "Elegy to the Spanish Republic," artist Robert Motherwell (1915-91) devoted the first decade of his career to making collages. In an important exhibit at the Solomon R. Guggenheim Museum, "Robert Motherwell: Early Collages," these seminal works (1941-51) bursting with vitality, freedom, and creativity are an exciting revelation. Some collages are somber, a response to a turbulent period of world war, revolution, violence, and death; they reflect the political and humanist sensibilities of the young artist. Others shout out with bright colors, scattered words, and stylistic references to major artists of the day. The muted colors of several works reflect natural changes caused by exposure to light and are a lovely complement to the more vivid pieces. To Motherwell, col-

lage was "the greatest of our art discoveries."

Motherwell was an intellectual and art theorist. He studied philosophy at Stanford and Harvard, and then, in 1940, at Columbia University where his drawings caught the attention of legendary art historian and teacher Meyer Shapiro. Recognizing natural talent, Shapiro encouraged Motherwell's artistic pursuits and opened doors, introducing his student to major emigre artists who had fled war-torn Europe for New York City. Motherwell also caught the attention of influential art dealer and collector Peggy Guggenheim who encouraged his experimentation with collage and invited him to contribute to an exhibit introducing the medium (already practiced in Europe) to New York City. She saw her 57th St. Gallery as "a research laboratory for new ideas." Also pivotal to Motherwell's career was a trip to Mexico in 1941 with Chilean-born Surrealist painter,

mentor, and friend Roberto Matta. In Mexico, he saw improvisation in art and the vibrant colors--reds, greens, blues, purples--that would become permanent influences.

Motherwell expanded beyond the traditional European methods of collage. Guggenheim senior curator Susan Davidson explains his collages are "more painterly." He used all kinds of paper (construction, Japanese, tissue, drawing, Kraft, colored, decorative, wrapping, news), glues, oils, charcoal, wood veneers, sand, ink, and fabric. He incorporated contemporary printed matter including military training maps and resistance slogans (reflecting the ever-present specter of war) and ranged in style from somewhat figurative to purely abstract.

The Guggenheim show is the first to focus

solely on Motherwell's collages. It will be at the museum until January 6.#

Sybil Maimin is a senior writer for Education Update and is a working artist and sculptor, trained at Columbia University.



Pancho Villa, *Dead and Alive* (1943)



CAREERS

The Road to Becoming a Dentist

Watch the complete online video interview at:

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

Dr. Pola Rosen (PR): Dr. Guido is a dentist who does all kinds of treatments but I think particularly you specialize in implants—dental implants. Is that correct?

Dr. Guido Sarnachiaro (GS): Dental implants and the reconstructive portion, basically; the surgical aspect and the prosthetic aspect, which is the crowns that go on top of the implants.

PR: Tell us a little bit about your background. How did you prepare for this career?

GS: Well, this started actually—I come from Argentina, and so that was the background of my education. Back home in Argentina, I went to dental school and I got my dental degree with my regular degree and then I went into specialty training. First of all, you know my dad was the Dean of the dental school back home. So it's a family event. It's a tradition; my sister is a dentist, too. So, after I finished my regular dental degree, I had a talk with my father and he said what would you like to do now, because there is always further education. I went into the prosthetics training, which is basically the crown and bridges that are on regular teeth. Then, after that I got even more motivated so I went into the surgical phase, which is doing all the foundation for the implants and I took specialty training for surgery. Then, I had the opportunity for a fellowship in dentistry.

PR: And this was all in Argentina?

GS: Yes, this was all in Argentina, until a point that I started lecturing at the very young portions of the dental meetings. I also met one of my father's colleagues who was one of the founders of this practice. He saw me presenting and we were discussing at dinner back home in Argentina, because we had him as a guest lecturer for a meeting in our school, if I would consider a career abroad. In all fairness, I was doing great and I had my office hours. It was like a family practice because I was practicing with my dad and my sister. But that really started a new phase in my life because I thought that it was very challenging and it was, I think, at a great moment in my life to be able to try something like that. I was not married, so it was just a matter of a very personal project that I could take on.

PR: Right, you were in your twenties, I'm assuming.

GS: Late twenties. And so I said why not. So I came to the United States, finding out all that I had to do beforehand and I had to prepare for exams, like boards before you come, in order to be eligible to get into the dental school.

PR: So did you have to go to dental school all over again?

GS: So basically there is a program that they get you into, the dental school, called Advanced

Standing. Instead of getting you in the first year of the dental school, they match you and that's why you have to take those boards and you get into the second year of the dental school. Even though you are a specialist you have to basically go into undergrad, which is going back to dental school. And those were three tough long years, going back to the basics.

PR: Sure and they were expensive weren't they?

GS: Still hurting, yes of course. Education has gotten really, very expensive at the highest level.

PR: But they gave you some credit for your previous work in Argentina. But you know that was a very courageous thing to do because you left your entire family and your friends and started on a new path.

GS: It's a very good point that you make because I have discussed this. You know there are a few things that are a very difficult decision in life. One is leaving your family, your friends and also your country. These are the three combined. So, basically you are leaving to start a life in a new place, a new culture and all that put together, they were very difficult moments I have to say, emotionally. You just question if it's the right decision. I think that there is something inside us that guides us and gives you the strength that keeps you going and I thought that this was the right thing for me.

PR: Well, if you had a choice right now to have your old career back and be very successful in Argentina—let me rephrase that—what would you like to do in twenty years? Would you like to go back to Argentina? Or would you want to stay here?

GS: Probably retire in Argentina. At this point, I think that I have been able to develop a very nice and challenging and thriving career. And I am giving back to where I am at right now. I go back home every time I can and I still practice in Argentina. We have a running practice that my sister and my family have. You get to see old patients.

PR: That's wonderful. You really made a bridge between the two countries.

GS: I did.

PR: You are a dentist in two worlds, in two separate hemispheres.

GS: Yes. There is also some interdisciplinary activities between practices because, for example: here we do research. So, we share knowledge and exchange data and information. We do multi-center studies. So, this really is something that has worked very, very well.

PR: Are you doing teaching now as well?

GS: Yes, the last two years, even though I finished and graduated at NYU, I was teaching at NYU after I graduated. Then two years ago, I moved all my teaching activities up to Columbia University. I am there on the faculty, part-time. I go there once a week. I love teaching. I love the students, I love the school but obviously I cannot dedicate more than a day a week. I am still growing my career, my private



practice.

PR: What is your advice to young people today who are thinking about the dental profession as a career? Is it a good one to go into?

GS: Yes, but don't get discouraged because of the tuitions. It's a very big, it's a huge burden that students start with and they are not getting any cheaper. Unfortunately, we are all struggling with problems with student loans. They are not all that student-friendly, in all fairness with rates that are high.

PR: But is it a good career?

GS: I think that if you love this career don't get discouraged because of the burden of finances and tuitions. At the end of the road, it will just payoff.

PR: Is it cheaper to go to dental school in Argentina?

GS: 100%.

PR: Really?

GS: When I went to school in Argentina, all my undergrad to become a dentist, I paid zero. It's a public university, so it's government funded.

PR: What was it?

GS: The University of Buenos Aires.

PR: What type of work do you do the most of? What's the most popular thing people come in and want to have done?

GS: If I had to describe this practice, it's like the end of the road in terms of complexity. Over 60 percent of the cases that we do in this office are redos of other work that was done before and unfortunately failed. Or just didn't work the way that it was expected. Mainly, it is focused on implant dentistry and prosthetics, on one end. Also, anything that has to do with the esthetics components. We have been able to combine and fine-tune all the aspects that people in a very challenging and demanding

society expect.

PR: Implants have become increasingly more popular in our society. I think that dentists like the fact of that also, because it affords them additional revenue. What should the average patient be careful about, beware of when seeking someone? I see signs all over the street, "we do implants." And I am sure that some people don't do them as well as others. Look at all the training that you have had in surgery and implants. Your office is a terrific place to come to. But what should the consumer do?

GS: There are a few things that are very important. Number one, we cannot just by the fact of people saying well an implant is just like putting a screw in the wall. We are not carpenters. So, the understanding of the biology and the discipline of how our body heals is what makes a carpenter different than us. Always a point I make with my patients is there is no better implant than your natural tooth. We haven't done anything better than nature or God yet. Having said that, there is one thing that is good about the implants. And interesting you brought a point about increasing revenue. Once you place an

implant on a patient and you restore that implant and everything goes well, provided that the patient stays healthy and maintains it, the odds of you having to replace that implant or restoration are very slim. We have seen implants in the mouth for over thirty or forty years already.

PR: The patient is dead but the implant is still there?

GS: Yes.

PR: Okay, I got it.

GS: In all fairness, it's more of a treatment that you will only have done. Unfortunately, it's an expensive treatment but the dividends that it pays are high. Any crown, no matter who does it between ten to fifteen years starts to have some little problems, even with the best laboratory, the best technicians and the best fittings we can accomplish—you still can have problems. It's called recurring decay, decay starts to happen around the crown. So, I say that one of the best things that happened in dentistry in the last thirty years is implants. Today, it's very strange that we are going to find natural teeth to replace missing teeth, which is a blessing. It made dentistry much more conservative. Obviously, with more dental education, people are losing less teeth but we still have almost 40 or 50 million Americans that are wearing dentures. So, there is still a lot of room for a discipline that keeps growing and dental implant companies are growing at 18 to 20 percent a year, and that's the reason why.

PR: So if a person theoretically has every tooth in their mouth removed and has an implant done, they will go to the grave with those wonderful implants. Is that right?

GS: The answer is yes, but as I said, there is no better implant than your natural tooth.#

This article can be read in its entirety online at www.EducationUpdate.com.



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YOUNG WRITERS

HOW CAN COMIC BOOKS HELP YOUR KIDS?

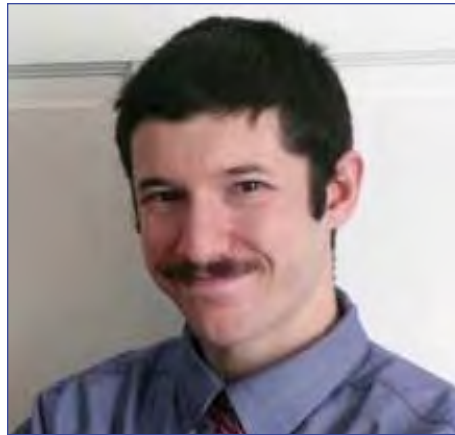
By ETHAN ARBERMAN

The Javits Center was transformed three weeks ago from a mild mannered convention center hosting corporate events for people from all over the world, to a world all its own. They call this world: Comic Con.

Comic Con is a gathering place for people that enjoy everything from comics, to movies, to movies about comics; and this has expanded to anime, manga, video games, toys, the list goes on.

If it was not obvious yet, I love comics. They have given me things that other mainstream books could not give me: enjoyment for reading and a reason to read in general. As a dyslexic, I think I will always have a love-hate relationship with reading. But I also think that reading comics are of dealing with dyslexia and with it, I am able to move on with life. If it were not for comics, I would not read as much as I do now.

Comic books are by design, short stories. However, they still have elaborate plots and use a high level vocabulary to boot. I think a lot of people, and not just those with dyslexia, get overwhelmed by books that are long. With comics, they are just 20 or so pages and then you're done, until next month.



I think that the most important thing you can take away from this article is that if you know a young person or you are one that does not like to read or is still learning, the best thing to do is to find something that is likeable, that is interesting whether it's comic books or something else. It's far easier to let people choose to read comics than to fight with them about reading. Otherwise, when they grow up they may not want to read at all.#

ONCE A LUDDITE, NOT ALWAYS A LUDDITE

By ARIANA SALVATORE

If you would've asked me about taking an online course a few years ago, there's a good chance I would've chuckled and even scoffed at the idea. I used to be the student in the class who refuses to take notes on her computer. I prefer the old-fashioned way—pen and paper. As a student attending a technologically savvy school in the 21st century, it's obviously impossible to avoid technology, and I graciously accepted the iPad my math teacher gave me for Calculus this year. But I don't usually go out of my way to do things the "technology" way: If a teacher doesn't require taking notes on a computer, you can bet I'll be using a notebook. To be quite honest, technology most of the time just confuses me and results in too many complications, and I find myself getting more frustrated with a process that's supposed to be made easier. So last year, I even surprised myself when I elected to take the online course. I made the decision to try something new, and while it can be difficult at times, I'm glad I challenged myself.

After taking AP Government online for almost a month now, I can confidently say that I have finally mastered Voice thread, which is definitely my personal biggest accomplishment so far. I'm proud of myself for putting in the effort to learn how new and interesting technologies like Dropbox and the discussion



forums function. Dropbox allows a student to directly submit her homework to her teacher, and facilitates the process of submitting assignments. I'm glad that I took the leap out of my comfort zone; that I traded the world of loose-leaf paper and whiteboards for Google hangout and Vimeo. As I've mentioned, it wasn't always this way. In the beginning of the year, or really up until about last week, I found myself getting frustrated with the online course's technologies—it wasn't easy learning how to create an online Google slideshow presentation with a group of four other girls

POSSE FOUNDATION BOOSTS COLLEGE SUCCESS

By WAGNER MENDOZA

"I never would have dropped out of college if I had my Posse with me." These are the words from a college student that sparked a movement.

President and founder, Deborah Bial started the Posse Foundation in 1989 with the program's first university partner in Vanderbilt University. After four successful years on campus, the five students graduated with honors. Now, students are placed in supportive, multi-cultural" teams of ten students to each college.

The Posse Foundation has recruited and trained 4,884 public high school students in major cities. New York, Chicago, Atlanta, Boston, Washington DC, Houston, New Orleans, Miami, and Los Angeles are the nine cities that train future leaders on campuses of prestigious institutions of higher learning. Guidance counselors, alumni and or community leaders nominate students from the cities. Any high school or community-based organization in any of Posse's nine cities can become eligible to nominate students for the Posse Scholarship. After being nominated, a Dynamic Assessment Process (DAP) is conducted with the high school students. The process is comprised of three parts: large group interviews comprised of about 100 students each, one individual interview with two Posse employees and one group interview with about 20 students, Posse staff, and University partners. The process is about as common as an affordable store on Fifth Avenue. The first interview includes a room full of insightful, intelligent, eager-to-learn, legitimately fascinating students.

If chosen out of the thousands of nominees, admitted students are required to take part in Posse's Pre-Collegiate program where students attend weekly workshops and training sessions with Posse staff trainers and their Posse peers. These sessions are rooted in bringing about team building and group support, cross-cultural communication, leadership and it helps



and encourages the students to become active agents of change on campus and facilitate the students to help each other achieve academic excellence and success. On campus, students participate in the Campus Program where they meet with a Posse mentor weekly as a team and with each Scholar individually every two weeks during the first two years in college. After their four years, students have a great resource in Posse's Career program. Comprised of over 150 career partners, the Career Program offers Posse scholars, internships and jobs in highly competitive and career-enhancing positions ranging from companies like JP Morgan to Google to The Associated Press.

The students put the full-tuition scholarship to good use. To date, Posse scholars have maintained a 90 percent graduation rate, far above the national average of about 40 percent. The Posse Foundation finds the students who are overlooked by traditional college selection processes and gives them the tools to become future leaders in our world.#

Wagner Mendoza is a senior at the Renaissance Charter School in NY, attended summer college at Syracuse University in 2013.

from across the world. However, more recently, I've learned that patience is the best virtue. Patience is essential when using technology—which I think is quite ironic because technology was made to make everything faster and more efficient. I've noted, so far, that an online course requires a completely different mindset to approach learning.

In my opinion, the easiest of the online tools we use is Google docs, just because I'm so familiar with it already from my classes last year. I also really appreciate the accessibility of the other students in my course. I thought it would be very difficult to reach everyone in my class, but I feel like as the weeks go by I'm getting to know everyone even better, through the discussions and comments we post online. It's a pleasant surprise that I can get to really know

girls from completely unfamiliar states and backgrounds from mine. However, the most difficult part of AP Government is the same thing: communicating with the other girls in my class. Because we all are working from different time zones, it can be pretty frustrating to connect with someone from across the country. But I optimistically see this as an opportunity to try something foreign and new. I'm taking note of everything I'm learning—like when I have a group project assigned for the weekend, it might not be a good idea to email everyone else in my group Sunday afternoon. Taking an online class is definitely not easy—it's like a unpredictable ride—but I'm all buckled in and ready to continue the journey.#

Ariana Salvatore is currently a senior at Marymount School of New York.



JAPANESE EDUCATION IN AN ERA OF GLOBALIZATION: CULTURE, POLITICS AND EQUITY

Japanese Education in an Era of Globalization: Culture, Politics and Equity

Edited by Gary DeCoker and Christopher Bjork.
Foreword by James J. Shields.
Published by Teachers College Press, New York, NY 2013:
206 pp.

Reviewed By MERRI ROSENBERG

For many decades—especially through the 1980s—Japanese education was held up as the exemplar in comparison to what critics often saw as America’s progressive approach to an increasingly competitive global environment. Then, other voices assailed Japan’s purported rigidity and conformity as squelching student creativity, voices that gained additional attention during the reports of student suicides in the quest to gain entrance to Japan’s intensely selective universities.

This volume, which is a collection of essays examining the Japanese educational system from pre-school through the college-prep process, is an admirable effort to separate perception from reality, to provide an evidence-based account of how Japan’s educational system has changed, how it hasn’t, and what those implications are for the rest of the world.

Underlying the book is the concept that, shocking though it may have seemed to Americans’ accustomed to seeing “their” system as the model for the rest of the world, Japan may have been on to something. As Gary DeCoker writes, “Japan in the 1980s and 1990s, despite its ‘foreignness’ as a non-Westerns country, was viewed as a challenge and a potential model. Japanese education took on many meanings as Americans confronted the idea that Japan’s economic boom might result in its surpassing the United States in education, wealth and ultimately influence.”

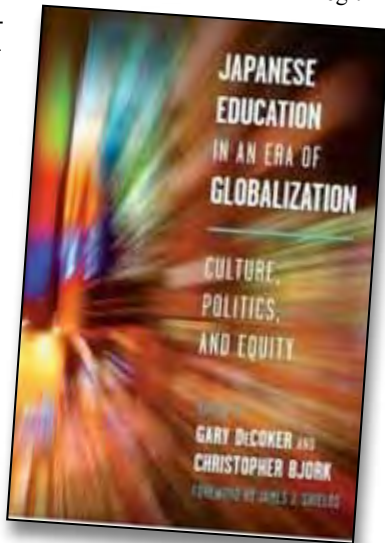
The picture, of course, was more complex than that. Certainly the disturbing reports of bullying and teen suicides were seen as a social challenge to reduce some of the pressure on vulnerable adolescents. What emerges through these chapters, though, is the delicate tension Japanese educators confront, between maintaining the collective, group identity while trying to develop a stronger sense of the individual.

As Diane M. Hoffman writes, “at the level of official discourse (such as that driving Japanese education policy reform) one finds ample reference to a perceived need for the

supposed collective or group-oriented Japanese self to change, to become more independent, individualistic, creative and so forth...What may be a tension between individualist and interdependent models of self at the official level of discourse dissolves at the informal level of practice, raising questions as to how certain constructions of Japanese culture gain legitimacy (and perhaps political utility) while others remain unrecognized but perhaps more powerful at the level of ordinary practice of teaching and learning.”

And it is perhaps this struggle between official doctrine, and in-the-classroom realities, that makes this especially relevant to American educators who are currently attempting to reconcile directives from the state and national education departments on standards and curriculum with what’s really going on in the schools.

There are plenty of teachable moments here, from resistance and responsiveness to change, and how that’s translated, that could help American teachers and administrators navigate the current transitions.



Barnard Alum/Stanford Professor Examines History of Rape

Redefining Rape: Sexual Violence In The Era Of Suffrage & Segregation

By Estelle B. Freedman
Published by Harvard University Press, Cambridge, Massachusetts and London, England, 2013: 387 pp.

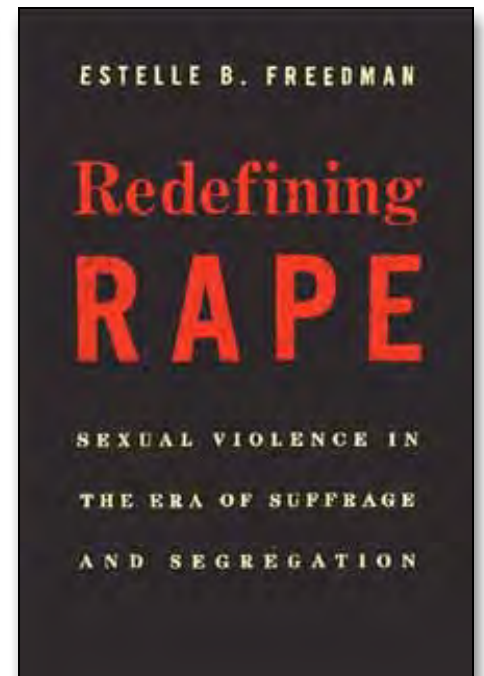
Reviewed By MERRI ROSENBERG

At a time when many Americans were appalled that a United States politician could suggest that somehow there was a distinction between “legitimate rape”, and something else, Estelle Freedman’s comprehensive study is certainly timely.

Freedman, a Barnard College alumna who is the Edgar E. Robinson Professor in United States History at Stanford University, approaches her provocative subject with impressive academic rigor and analysis, yet weaves her narrative with an eye to how the definition and prosecution of rape has played out at specific historic moments.

Whether it was a question of rape as a matter of seeing women as a man’s property (and white women at that), or as a racially charged crime that usually meant rape was “defined either in law or through practice as a crime committed largely by African American men against chaste white women,” it’s been an ugly lens through which to see the nation’s complicated history.

Further, suggests Freedman, how rape has been defined has all too often meant that it’s been under reported or used to further other agendas. It’s telling that, as Freedman frames the efforts by suffragists in the early 20th cen-



tury and feminists in the later part of the 20th century to redefine rape comes from “the recognition that white men’s freedom to be sexually violent or coercive lay at the heart of their political power.”

It’s certainly disturbing to consider the role that rape played in the lynching of African-American men in the South, or how accusations of inter-racial rape led to the trials of the Scottsboro boys in Alabama in 1930. The lack of protection for African American women who were sexually assaulted reflected political realities; “at the end of the century, as southern states disenfranchised black men and institutionalized racial segregation, the continued rape of black women by white men strengthened white supremacy.”

She also handles the issues related to the age of consent (at one time, it was ten years of age) and what consent actually meant; homosexual rape and sexual assault; how a shift in thinking about sexual privacy offered more rights to men accused of rape, and how women in the early 1970s pushed back against the idea that women somehow “asked for” rape by the way they dressed or behaved, shifting the conversation to see rape as a violent crime rather than simply a sexual one.

Freedman makes a powerful contribution to the on-going national discourse about rape, even if it’s discouraging that the question keeps resurfacing. It’s disheartening to read through her examples of how women, and minorities, have been ill served by the legal system in this particular crime. This book should make you mad.#

The Education Update Team





EXPERIENCING MUSEUMS IN NEW YORK AS A VIP (VISUALLY IMPAIRED PERSON)

By ULLI KOTANKO, M.D.

Museums are a wonderful place to be—interesting, diverse, educational, mindboggling, fun, and there is always a lot to see! For a visually impaired or blind person, this is exactly the area where museum visits become troublesome. The inability to visually comprehend the artwork or the exhibited specimen makes it hard for them to enjoy a visit to the museum.

I am legally blind myself and together with many of my fellow visually impaired or blind friends I am extremely happy that many of the museums in New York City offer special programs for us and all of them are free of charge.

Through these programs, a docent and staff member lead a group to an exhibition or current installation of the museum. Wheelchairs, listening devices, chairs and many helping hands are provided so that every member of the group can feel comfortable and relaxed on the tour.

The docent then provides a vivid verbal description of the work, pointing out the size, location, material, colors, technique and, of course, the artist. Through these descriptions, a painting that may have been just a blurred picture of different colors at first then actually comes to life and becomes meaningful.

The well-trained and experienced docents engage all participants and ask for their impressions, emotions and opinions. This sometimes leads to very intense and lively discussions. On some occasions we also have the opportunity to touch some of the sculptures with gloves—this is a very special treat and very highly-valued by the group. At other times the docents have prepared samples or models of certain works and different materials so that the techniques



Guggenheim Visually Impaired Program

used by the artist become palpable and consequently deepens our understanding. Art-making workshops are offered as well—here, we can experiment with different materials and media—it's always a lot of fun and very inspiring. The educators are art historians and they undergo a special training to learn the verbal description technique to be able to make the artwork come alive in our mind's eyes.

Some of the museums also launched their own apps for the iPhone and iPad. The MoMA and the Guggenheim Museum have these apps, making their collections and current exhibitions available, giving information, providing pictures of the artwork and an audio guide. For me these programs and the apps are the only possible way to fully experience and enjoy a visit to a museum on my own without having to bring a companion to explain and read the labels (and numbers for the audio guide which are often too small for me to read). This accessibility has enriched my life tremendously and the dates of these tours have a high priority on my calendar.#

Ulli Kotanko is a physician living in New York City.

Holland and Italy: Parenting a Special Needs Child

Shared By DR. ULLI KOTANKO

An American friend of mine posted this story on Facebook the other day. When she was pregnant, she and her husband learned that the child would have multiple disabilities; they decided not to go for an abortion. Now 18 years have passed and the boy is disabled in many ways—he will never be able to be without constant care.

MY LIFE: Welcome to Holland. I am often asked to describe the experience of raising a child with a disability, to try to help people—who have not shared that unique experience—imagine how it would feel. It is like this... When you're going to have a baby, it is like planning a fabulous vacation trip: to Italy. You buy a bunch of guidebooks and make your wonderful plans; The Coliseum, The Michelangelo David, The Gondolas of

Venice. You may learn some handy phrases in Italian. It is all very exciting. After months of anticipation, the day finally arrives. You pack your bag and off you go. Several hours later the plane lands. The stewardess comes in and says, "Welcome to Holland." "Holland?" you say. What do you mean Holland? I signed up for Italy!!! I am supposed to be in Italy. All my life I have dreamed of going to Italy! But there has been a change in flight plan, they have landed in Holland, and there you must stay. The important thing is that they have not taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It is just a different place. So, you must go out and buy new guidebooks. And you must learn a new language. And you will meet a whole new group of people you would never have met before. It is just a different place. It's slower paced

Child Mind Institute Scientist Awards at The Roosevelt House



Back Row L-R standing: Dr. Harold Koplewicz, president, Child Mind Institute, Emily Garner, Columbia Grammar and Preparatory School, Matthew Cavallaro, Bay Ridge Preparatory School, Dr. Michael Michaelides, PhD, Postdoctoral Fellow, Mt. Sinai School of Medicine, Gene-Jack Wang, MD, Professor of Radiology, State University of New York at Stony Brook, Dante Natorelli, Robert Louis Stevenson School, Hopewell Rogers, Marymount School of New York, Alexandra Brown-Weissman, The Hewitt School, Cristina Lai, Great Neck South High School. From L-R front row seated: Leighton Braunstein, the Dalton School, Sarah Crawford, Notre Dame Academy, Sara Ragi, Dwight-Englewood School, Jill Shah, Riverdale Country School.

By JASMINE BAGER

History and science joined hands as historic Roosevelt House at Hunter College hosted the Child Mind Institute's Third Annual On the Shoulders of Giants scientific symposium and award ceremony. Founders Dr. Harold Koplewicz and Brooke Garber Neidich expressed their organization's dedication to researching and improving mental health care for children.

Dr. Nora Volkow, MD, Director at the National Institute of Drug Abuse, was honored with the 2013 Distinguished Scientist Award. Due to a circumstance beyond her control, Dr. Volkow was unable to fly from Washington, D.C. to personally attend the event. As a true innovator and fast-thinker, she recorded her acceptance speech and hour-long presentation and it was streamed via satellite. Dr. Volkow demonstrated the effects that drugs can have on addict's brain and behavior, based on brain scans, extensive research and experiments. Her protege, Dr. Gene-Jack Wang, MD, was in attendance and gave a dynamic presentation illustrating how morbidly obese adults have similar reactions in their brains to those who are addicted to drugs. Then, postdoctoral fellow, Michael Michaelides, PhD, offered his

take on the reaction of addiction to those who are obese.

The event also congratulated 10 graduating high school seniors from various schools in the New York tri-state area, as they were recognized for receiving The Second Annual Rising Scientist Awards earlier in the day. Each winner was nominated by a department of science head or by a member of the science faculty for the student's commitment and achievement in the field of science.

Jennifer Raab, president of Hunter College since 2001, kicked off the event with the humorous story of how the building came to be, before Hunter purchased the building in the 1940s. In 1905, Sara Delano Roosevelt, a strong-willed and over-protective mother, had the house built for her only son, Franklin and his new wife, so that they could be near her. That son was none other than Franklin Roosevelt and his wife Eleanor, who later became the President of the United States and the First Lady. The celebration of science discovery at The Roosevelt seemed fitting, as President Roosevelt was diagnosed with polio.#

For more information, visit: childmind.org/science and www.roosevelthouse.hunter.cuny.edu/

than Italy. It's less flashy than Italy. But after you have been there for a while and you catch your breath, you look around and you begin to notice that Holland has windmills, Holland has tulips, and Holland even has Rembrandts. But everyone you know is busy coming and going from Italy and they are all bragging about what a wonderful time they had there. And for the rest of your life you will say, "Yes, that is

where I was supposed to go. That's where I had planned." And the pain of that will never, ever go away, because the loss of that dream is a very significant loss. But if you spend your life mourning the fact that you didn't go to Italy, you may never be free to enjoy the very special, the very lovely things about Holland.#

Ulli Kotanko is a physician in NYC who became blind in medical school.

Town Hall & PS 307, Bronx Form Inspiring Partnership in the Arts



By DR. POLA ROSEN
& ERICA ANDERSON

What a wonderful surprise awaited Education Update recently at PS 307 in the Bronx! Third graders performed two complete versions of Cinderella, one Chinese, and the other Mexican, complete with native costumes, music and dancing to the overflow crowd of parents and faculty. What thunderous applause these students justly earned from the audience. Launched under the inspiring leadership of Marvin Leffler, president emeritus of Town Hall and Yolanda Valez, principal of PS 307, students are learning language, movement, stagecraft, dance and visual arts. Students create murals and paintings for the plays and study guides are prepared to interweave their

performances with social studies and English classes. PS 307 primarily consists of minorities who are economically disadvantaged and limited English-proficiency. Their literacy is being boosted by this program, in addition to serving as a gateway to the understanding of world cultures.

Town Hall sends visual arts teaching artists to conduct clubs and workshops, and has provided a thousand people with art programs in this school. An additional partner has been Councilman Fernando Cabrera's office that has provided a CASA (Cultural After School Adventures) grant. The program at PS 307 is one of 32 educational outreach programs at schools throughout the city that are conducted by Town Hall.

When Education Update asked Principal Yolanda Valez what the children learned besides the music, the performing and the dance, her response was "They learn everything: the culture, their foods, customs and clothing of that specific country."

Chair of the Town Hall Arts in Education Committee and Senior Advisor at McGraw-Hill Education Dr. Charlotte Frank, who visited with Education Update, wisely observed to Valez: "You have built a culture in this place, you and your former principal and the teachers, a culture of involvement. That's why you get more parents involved, because they feel that they're part of it."

Education Update asked Alfredo Melendez, resident artist at PS 307, who comes from Town Hall to teach ballroom dancing to describe the greatest thing that the kids get out of dancing: "It's exposure more than anything

else, because these days, exposure to the arts is extremely limited unless there is someone in the household that's exposing them to the arts or if they're in a school that gives them artistic exposure. It gives kids insight into a world far bigger than what they see on TV, that they may not see at any other point in their lives. It's much more about letting them know that this exists and that it's possible for them to enjoy it. Partner dancing gives them an opportunity to practice what I'm preaching to them, about how to treat one another and themselves respectfully. Because if they're behaving themselves properly and they are treating their partners and their classmates respectfully, they're going to get respect back. Eventually it starts to carry over outside of the classroom."#

For more information on Town Hall's education outreach programs, visit www.thetownhallnyc.org

Technology Strategies in Israel

By GADI MADOR

Is the right to be a scientist or to work in high-tech reserved only for strong populations? What are the common perceptions about science and technology education in the social context? What is the strength of these fields in their capacity to bridge the gaps in Israeli society, and how can it be done?

Science and technology have the potential to bridge gaps and promote populations from low socio-economic backgrounds, as is reflected in Technoda that is located in a poor neighborhood. In the Western world in general and Israel in particular, the reference to the link between education and employment in science and technology and social aspects of life, is loose and lack "social soul".

Children from different backgrounds learn science and technology regardless of their basic knowledge, opinions and culture. An example that can illustrate this issue is the story of the Ethiopian immigration to Israel. A child that grows up in the Western world usually experiences from an early age, knowledge and quantitative skills. His parents teach him to count steps when climbing the stairs, trees and cars; he learns to read the time on the watch, etc. Ethiopian culture is not quantitative. For example, in many parts of Ethiopia, the time is determined by the position of the Sun. The

boy that came from Ethiopia to Israel with a lack of quantitative knowledge and skills must face the same challenges of the child that grew up in the west and was raised with the notions of quantity.

In the national context, the State of Israel that has scarce natural resources must invest in human capital. This is the place to tell the story of Technoda – a scientific center that beyond its scientific work takes on a significant social responsibility with the clear purpose to bridge the gaps in Israeli society through science and technology.

Technoda was established during the 1980s, in the distressed neighborhood of Givat Olga. The story began with 20 children that studied science in a small room. Today, in the third decade after the establishment of the Center, more than 30,000 children and youth visit Technoda from all over Israel. Technoda has unique facilities that allow the staff to illustrate the wonders of science on a very high academic level. At its center stand the Stellar Observatory, the Planetarium, a medical simulation unit, an external Science Park Museum and Exhibit hall, advanced laboratories and a special unit for kindergartens.

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Are You Ready To Partner With MOOCs?

By ANITA REETZ AND JIM MCGIFFERT

“Advocates of Massive Open Online Courses (MOOCs) claim they have the potential to transform higher education by expanding academic access on an unprecedented scale,” according to the Wall Street Journal.

After all the hype and the many millions of venture capital dollars that have poured into MOOCs over the past few years, it may seem more than a little surprising that only 2.6 percent of US colleges and universities are offering MOOCs, and fewer than 10 percent have plans to offer them, according to The Babson Survey. But a close look at pros and cons provides ample evidence for the reticence. Less surprising is a significant increase in the number of chief academic officers who say that online learning, whether “massive-open” or not, is critical to their long-term strategy: 69 percent in 2012, up from less than half a decade earlier.

The MOOC-makers are offering a smorgasbord of choices to colleges and universities as they consider giving credit courses online and expanding programs to grant credentials and degrees earned there. However, institutions face at least as large a variety of challenges in this regard. Among them include accommodating student abilities and needs, courting faculty acceptance, and meeting financial constraints.

Online course enrollments are increasing faster than overall enrollment. Between 2011 and 2012 there were 570,000 additional students enrolled in at least one online course, bringing the total at over 2800 US institutions to 6.7 million. The Babson survey found that “the proportion of all students taking at least one online course is at an all-time high of 32 percent. Adding the many adults who are not in school but are seeking more education, further growth is expected. Paul Ginocchio, an analyst at Deutsche Bank in San Francisco, predicts that “more than 80 percent of the US population will have access to less expensive online programs from their own state universities by the end of next year, up from 62 percent in 2012,” as quoted in Bloomberg News.

As Institutions incorporate online learning into their long term strategy and consider partnering with MOOCs, they need to assess a host of issues including: How prepared are their students to study independently? What’s the proportion of students taking quantitative (science, technology, engineering and math) versus qualitative (arts and humanities) courses? Is the faculty ready and able to participate in design, development and delivery of MOOCs? Is the physical plant crowded and classroom space at a premium? How will MOOC offerings be priced? How will financial aid apply to these courses? Will the decreasing marginal cost of online instruction be a long-term financial benefit?

MOOCs are creatively responding to some of these questions by offering a variety of contractual arrangements. One approach is to exploit the “M” for “massive” and produce “high technology education online for a worldwide audience” as underscored by Udacity. Emblematic of this is Udacity’s partnership with the Georgia Institute of Technology. They recently

announced an online Master’s degree program in computer science, supported by \$2 million from AT&T, which will use the program to train employees and find potential hires as mentioned in the New York Times. “The plan is for Georgia Tech to provide the content and professors, and for Udacity to offer the computer platform, and provide course assistance.” Zvi Galil, Dean of the College of Computing at Georgia Tech, predicts that the program could attract up to 10,000 students annually in the years ahead, many from outside the U.S., noting that “online, there is no visa problem.”

Another approach is for a MOOC provider to collaborate with a public university system to produce, deliver, assist and advise on online education. Coursera and edX have formed many such partnerships to develop online competency-based credential and degree programs. For these multi-campus institutions, a scheme of “cross linking” enables students enrolled at one campus to take online courses originating at another campus, thus saving classroom seats and possibly shortening the time to graduate.

Coursera contracted with 10 university systems, including SUNY, in May 2012. The contract with the University of Kentucky, similar to those with the other nine, specifies “guided” courses, “open access” courses, and “licensed” courses. The differences lie primarily in how much of the content is university developed, how much comes from Coursera, and how the revenue is shared. Guided courses are essentially developed and administered by the university using the Coursera platform and open to registered university students. Access courses may be taken by anyone using the Coursera-administered website; credit bearing and non-credit bearing enrollments are both accepted. “Monetizing” such courses is mentioned in the contract, but terms are not specified. Licensed courses are developed by the University and sold to third party institutions; revenues are shared by Coursera and the University.

edX, the Harvard and MIT sponsored non-profit, into which each invested \$30 million, has created X Consortium, partnering with 27 other educational institution worldwide. edX offers the university self-service and the edX-supported models. The self-service model resembles Coursera’s guided course where the university develops its own MOOC in-house and uses the edX platform. The edX-supported model offers production assistance to develop the MOOC.

edX has also engaged in building scale through “blended MOOCs”. The non-profit partnered with San Jose State University (SJSU) on a pilot course in Circuits & Electronics for which



Anita Reetz



Jim McGiffert

edX charged nothing. SJSU students watched the MOOC video lectures and took the embedded homework, but importantly, also met in class with school faculty for discussions, problem solving, group projects and lab work. This “blended MOOC” proved highly successful, with 90 percent of

the students passing, compared with 55 percent in the traditional class. This success led a year later to the founding of SJSU’s Center for Excellence in Adaptive and Blended Learning to train faculty members from other California State University campuses interested in offering this particular engineering course and other blended MOOCs. As of late summer, edX was working on 15 similar pilots.

In the Udacity-Georgia Tech deal, students taking the course as a degree program will pay \$6,600 (compared to the on-campus Masters course of \$45,000). In keeping with the spirit of education for education’s sake, those not seeking a degree can take the courses for free. The venture, however, is clearly for profit with a projection of \$14.3 million in costs and \$4.7 million in profits by Year 3, with revenue split 60 percent to the school and 40 percent to Udacity.

Whether payment by the educational institution to the provider, or by the student to the school, it is very much a work in progress and will need clarification. Coursera’s university-system contracts set a flat fee for guided course development and an additional payment for each student. Under its contract with the University of Kentucky, the course-development fee is \$3,000, and per-student fees are \$25 each for the first 500 registered students, \$15 apiece for the next 500, and \$8 each for those beyond 1,000. The “monetizing” of access and licensed courses is referred to in the contracts but no fees are specified. The edX supported model charges a base rate (up to \$250,000) for a new course and \$50,000 each time the course is given an additional term.

While “blended MOOCs” seem to promise higher retention, the high dropout rate of students in MOOCs remains a problem. Early demographic findings from Coursera and edX show less than 10 percent of enrollees pass their MOOC. The successful student profile describes males (over 90 percent), aged between 24 and 37. It is usual for a quarter or more to hold a Bachelor’s degree and almost half a Master’s. Many have already taken the same or similar course and want the MOOC to hone their technical skills for professional use. It is no accident that Georgia Tech’s new degree is in a quantitative field, at the graduate level, and offered internationally, all factors that contribute to successful MOOC completion. Educated,

career motivated, quantitatively adept autodidacts emerge as ideal MOOC candidates. The problem is that this does not conform to the demographic profile of the average U.S. college student. University faculties are well aware of the low retention rate of MOOC enrollees. The Babson Survey reported that “the proportion of academic leaders who cite the need for more discipline on the part of online students as a barrier has increased from just over 80 percent in 2007 to 88.8 percent in 2012”. The report continued, “The perception of a majority of chief academic officers... is [that] lower retention rates for online courses remain a barrier to the growth of online instruction.”

Faculty push-back in non-quantitative studies is another factor. University faculties are aware that MOOCs fit into STEM (science, technology, engineering and math) better than they do the humanities. In May, the San Jose State Philosophy Department wrote an open letter objecting to an edX MOOC titled “Justice” taught by Harvard Prof. Michael Sanger. The faculty voiced fear “that two classes of universities will be created: one, well-funded colleges and universities in which privileged students get their own real professor; the other, financially-stressed private and public universities in which students watch a bunch of videotaped lectures and interact...with a professor that this model of education has turned into a glorified teaching assistant”. They added that the idea of having one single social justice course being used in philosophy departments across the country is “downright scary.”

Similarly, the Amherst College faculty has rejected working with edX to provide MOOCs. Such a partnership, it said, was at odds in a “purposefully small residential community” with “close colloquy”. At the same time, the faculty generally agreed that the college should look at doing more online.

Michael Nanfito, Executive Director of the National Institute for Technology in Liberal Education, advises academic decision makers that “whether or not you are part of a large state university system or affiliated with an elite campus with whom providers like Coursera are willing to work, you need to develop an assessment plan to help you consider MOOCs as potential solutions to enrollment problems. He proposes a nine-point program: Update enrollment needs at your institution, determine your institutional ability to develop and deliver MOOCs, decide if you will work with external MOOC providers, consider working with an outside agency to develop a critical review of providers, work with faculty to define courses that are candidates for online teaching, define an inclusive approval process that involves your faculty, define financial aid eligibility as it applies to MOOCs determine how you will charge for course enrollments, and determine how you will manage MOOC data in your student information systems.”#

This is the second in a series of articles by Anita Reetz ret. Faculty USC, and Jim McGiffert, journalist

BARUCH COLLEGE HONORS DISTINGUISHED ALUMNI

Baruch College hosted their 2013 reunion to celebrate the alumni classes of 1943, 1953, 1963 and 1988. The all-day event took place on the Baruch campus and included a performance by Song Fusion at the Baruch Performing Arts Center, walking tours, and a brunch to honor Baruch alumni with the Alumni Allegiance and Alumnus of Distinction Awards.

This year, Baruch College was proud to honor two alumni with the Alumni Allegiance Award. First awardee Lawrence L. Bendik '63, has overseen the formation and growth of our alumni chapter centered in Tampa and continues as a tireless ambassador for the college. Larry spent his career working with Moore Business Forms, now RR Donnelley, providing print and digital solutions nationwide and in the Caribbean.

Second Awardee Frank Lourenso '63 has been a loyal friend and supporter of Baruch College for nearly 20 years and a member of the 17 Lex Society since its inception. His distinguished banking career spanned the time from his graduation until June 2013, when he retired as Chairman of Commercial Bank and Middle Market at JP Morgan Chase.

Baruch also presented the Alumnus of Distinction Award to five alumni this year. These honorees were Paul J. Ash '53, co-founder of Sam Ash Music Stores, the second largest musical instrument retailer in the United States, and president of Samson Technologies, David

C. Bukzin '88, Partner-in-Charge of the New York City office of Marcum LLP, a top-ranked national accounting and advisory services firm, as well as the leader of the Firm's national SEC and Transaction Services practice groups and its New York Assurance Services division, and Diane Dixon '88, an Olympic Gold Medalist (1988), American Record Holder, World Champion and National Champion in Athletics who blazed the trails in the 400 meters and 4x400 meter relay. Nicknamed "The Indoor Queen," Diane represented the U.S. Track & Field Team in over 10 championships. Diane is now a professional in NYC real estate and currently applies her talents at Citi Habitats. Fourth awardee, Dennis H. Friedrich '88, was appointed Chief Executive Officer of Brookfield Properties in July 2012 following a year as President and Global Chief Investment Officer. Prior to that, he was Chief Executive Officer of U.S. Commercial Operations since 2009. And lastly was Bert N. Mitchell '63, the Founder and Chairman Emeritus of Mitchell & Titus, the nation's largest minority-controlled CPA firm. The firm ranks among the 100 largest CPA firms in the U.S. and has a staff of more than 180 in six cities nationwide.

For more information about Reunion 2013, contact the Office of Alumni Relations at (646) 660-6101 or send an email to: alumni@baruch.cuny.edu. #

STUYVESANT VARSITY FOOTBALLERS WIN AGAIN



By RICHARD KAGAN

Stuyvesant H.S. has been ranked the top public high school the *NYPPost* claimed, and was the "most coveted, specialized school, a perennial top performer whose brainy students shine in the Intel Science Talent Search, as well as writing contests as many move on the Ivy League."

The Peg Legs, the nickname for the football team, are doing just fine and opening some eyes along the way. They won their fourth straight game, a 30-8 decision over Bryant H.S. Mark Strasser, head coach of Stuyvesant said, "We took one more step getting better as a team." Last year, they finished deep in the Public School Athletic League playoffs. This year, they want to be champs.

Cooper Weaver, according to Coach Strasser, is the "heart and soul" of the team. Weaver ran up and just exuded excitement and joy at playing on a sunny, early fall day. Stuyvesant has six coaches on the sidelines, reminding the boys to make their plays and to watch the snap count. It is hard to out-coach a Stuyvesant team.

The Peg Legs got on the board first when quarterback Solomon Quinn, hit Mike Mazzeo on a three-yard pass for a touchdown. The extra

point was good. And it was 7-0 Stuyvesant. The next time the Peg Legs had the ball they drove and scored on a 2 yard run by Weaver. The extra point was good and it's now 14-0 over Bryant. A few plays later, Bryant halfback John Mihalopoulos found a hole in the defense and scampered 55 yards for a touchdown run. The Bryant fans in attendance finally had something to cheer about. Bryant ran in a two-point conversion and the score was 14-8. The mood had changed on the Stuyvesant sideline; the players woke up and took care of business.

Stuyvesant kicked a field goal for 32 yards and now had a 17-8 lead. The Bryant special teams busted out a long run for a touchdown that was negated by a clipping penalty.

After the game, coach Strasser noted there were no major injuries on the team. "That's the first goal," he noted.

Weaver, the workhorse, scored on a 5 yard run to end the scoring, 30-8, Stuyvesant.

Solomon was asked about how he handles his schoolwork as he begins his senior year. "You do what you have to do." Quinn said he was glad to be undefeated—but the team's goal is to win the city championship. They might just get there.#

A New Model in Rural Haiti



Haitian child



Jacques Delli Paoli

By JACQUES DELLI PAOLI

The Haitian Leadership Foundation began its seminal work in Haiti a few years ago by building a holistic world development project: education, agriculture, microenterprise, housing. Its counterpart in the United States is led by Reid Carpenter, called One-by-One Leadership Foundation based in Ave Maria, Florida. Our follow-up visit to Haiti was amazing. Hope is alive, despite one of the most difficult environments in the Western

Hemisphere, and perhaps the world; transformative change is evident.

Since our last visit nine months ago to a remote village of four thousand people, those living here have designed and built a health care center and a large school that will accommodate over 200 children. This is part of a rural development program, which is incorporating agriculture, health care, education, clean water, solar power, a modern infrastructure, micro enterprise and fostering greater

collaboration between existing NGOs and faith-based groups. A new model for development in Haiti is in the making.

This new model empowers Haitians by educating and enlightening villagers. Port-au-Prince need not have a strangle hold on economic development. New local leaders can help build a broader economic base throughout the nation that will strengthen the country. The opportunity to accomplish real recovery and growth exists because there are flickering lights of hope hidden among the rubble that is post-earthquake Haiti. This hope is not in the headline-grabbing events, where public figures swoop in, but among the Haitians themselves.

The road ahead remains long and uncertain. Over 279,000 people still live in unsubsidized,

makeshift camps. Some newly-built housing complexes have been ransacked and occupied by squatters. Others have been abandoned and remain incomplete and uninhabited.

Haitians are capable, resourceful, resilient, innovative and strong in the face of adversity. The key is to educate, empower, and support Haitians to become strong leaders. Shifting old thought patterns and values and kindling a greater spirit of collaboration with a model that is sustainable for the long term, is the path to take. It is time to assist the Haitians who have chosen to stay in their country, working together to make their home a better place. It's time to listen to their voices and honor their efforts, spirit, and passion. #

Jacques Delli Paoli, Managing Director, GDP Global Group LLC.



TEACHERS COLLEGE HOSTS 125TH ANNIVERSARY GALA CELEBRATION AT APOLLO THEATER



James Comer



Susan Benedetto



Laurie Tisch



Tony Bennett



Jeffrey Immelt

The Teachers College 125th Anniversary Celebration took place in November at the legendary Apollo Theater in Harlem. Leaders in several sectors related to education were honored. Among them were Susan Benedetto '92 and Tony Bennett, for their contributions to arts education through their nonprofit, Exploring the Arts, James P. Comer, M.D., for his work in psychosocial development as a key factor in children's educational success, Jeffrey Immelt, for his and GE's support for education, and Laurie M. Tisch, for her philanthropy and leadership in education, health, the arts and nutrition.

Dr. James P. Comer is the Maurice Falk Professor of Child Psychiatry at the Yale University School of Medicine's Child Study Center. He also serves as Associate Dean of the Yale School of Medicine. Dr. Comer has served as a member of the Board of Trustees of Teachers College since 1999.

Dr. Comer is internationally known for his 1968 creation of the Comer School Development Program (SDP), now viewed as the forerunner of most modern school reform efforts. He is the author of 10 books, including *Maggie's American Dream*, *Leave No Child Behind*, and, most recently, *What I Learned in School: Reflections on Race, Child Development and School Reform*.

Dr. Comer is a co-founder and past President of the Black Psychiatrists of America. He has served on the boards of several universities and foundations. He was a consultant to Children's Television Workshop and has served as a consultant, committee member and advisory board member to numerous organizations serving children.

Dr. Comer has received the John & Mary Markle Scholar in Academic Medicine Award, the Rockefeller Public Service Award, the Harold W. McGraw, Jr. Prize in Education, the Charles A. Dana Award for pioneering Achievement in Education, the Heinz Award for the Human Condition, the John Hope Franklin Award and, the University of Louisville 2007 Grawemeyer Award for Education. He holds

47 honorary degrees and is a member of both the Institute of Medicine and the American Academy of Arts and Sciences.

Laurie M. Tisch is the President of the Laurie M. Tisch Illumination Fund, which strives to increase access and opportunity for New Yorkers.

At Teachers College, where she serves as Vice Chair of the Board of Trustees, Ms. Tisch has been a critical agent of positive change. The annual Tisch Lectureship, created in 1999, features visiting scholars whose work enhances important TC initiatives. TC's Office of School and Community Partnerships was established in 2007 with a generous gift from the Laurie M. Tisch Illumination Fund, leading to the creation of the TC Partnership Schools Network in Harlem and the Teachers College Community School. Most recently, Ms. Tisch's foundation granted \$10 million to establish TC's Laurie M. Tisch Center for Food, Education and Policy and to seed capital projects.

Ms. Tisch's philanthropy stems from her family's legacy of giving in New York City, from years of experience serving on boards, building institutions, and developing partnerships, and an engaged civic life.

Ms. Tisch is Chair Emeritus of the Center for Arts Education (CAE) and the Children's Museum of Manhattan (CMOM). At CAE, she led a campaign which resulted in an investment of nearly \$40 million in public and private support for arts education programs in New York City schools. Ms. Tisch led the transformation and expansion of CMOM into a citywide institution that is now recognized as a national leader in health, education, and the arts.

Currently, Ms. Tisch serves on the Board of Trustees and Executive Committee at the Whitney Museum of American Art. She is Vice-Chair of the Board of Directors, Chair of the Development Committee and a member of the Executive Committee at Lincoln Center for the Performing Arts. She also sits on the Board of the Aspen Institute and serves as a co-owner of the Board of Directors of the New York Football Giants.

In partnership with the NYC Department of Education, in 2001 **Susan Benedetto** and **Tony Bennett** opened a new public high school, Frank Sinatra School of the Arts, located today in Astoria, Queens. At the same time, they co-founded a nonprofit organization, Exploring the Arts (ETA), whose mission is to transform the lives of young people through arts education. Exploring the Arts has grown from serving the Frank Sinatra School in its early years to now serving 14 public high schools located in all five boroughs of New York City, as well as three public high schools in East Los Angeles.

Born Anthony Dominick Benedetto, **Tony Bennett** grew up in Queens during the Great Depression. He was educated at the High School of Industrial Arts and later worked as a singing waiter before his talents were discovered by the famous performer, Bob Hope. Tony has a career spanning from the '50s, '60s, '70s, '80s and '90s - and now, in the first two decades of the 21st century. He has introduced a vast array of songs into the Great American Songbook which have since become standards of pop music. Tony has won 17 Grammys (including the Grammy Lifetime Achievement Award) and sold millions of records. He was awarded 7 Emmy Awards for his television special, "An American Classic," is a Kennedy Center Honoree and an NEA Jazz Master.

Tony was honored by the United Nations with a Citizen of the World Award. He has collaborated with, among others, Frank Sinatra, Duke Ellington, Judy Garland, Billy Joel, Stevie Wonder and Aretha Franklin.

Tony is an accomplished painter who has exhibited and sold work internationally. His paintings are part of the permanent collection at the Smithsonian Museum of American Art in Washington DC, the National Arts Club in Manhattan, NY and the Butler Institute of American Art Museum in Youngstown, Ohio.

Tony has authored four books. They include his official biography, two books devoted to his artwork, and the recent best seller, "Tony Bennett: Life is a Gift."

Bay Area native **Susan Benedetto** received her B.A. in History from Fordham University and her M.A. in Social Studies from Teachers College, where she was also certified and licensed as a NY state teacher. She began her Social Studies teaching career at Manhattan's prestigious Fiorello H. LaGuardia High School of Music & Art and the Performing Arts. Susan later returned to Fordham and in 2005 received another MA, this time in Supervision/Administration.

Jeffrey R. Immelt, Chairman and CEO, GE, has held several global leadership positions since coming to GE in 1982, including roles in GE's Plastics, Appliances, and Healthcare businesses. In 1989 he became an officer of GE and joined the GE Capital Board in 1997. A couple years later, in 2000, Mr. Immelt was appointed president and chief executive officer.

Mr. Immelt has been named one of the "World's Best CEOs" three times by Barron's, and since he began serving as chief executive officer, GE has been named "America's Most Admired Company" in a poll conducted by Fortune magazine and one of "The World's Most Respected Companies" in polls by Barron's and the Financial Times.

Mr. Immelt was the chair of President Obama's Council on Jobs and Competitiveness. He is a member of The American Academy of Arts & Sciences.

Mr. Immelt earned a B.A. degree in applied mathematics from Dartmouth College in 1978 and an M.B.A. from Harvard University in 1982.

The GE Foundation, GE's philanthropic organization, works to solve some of the world's most difficult problems, focusing its efforts in the areas of health, education, the environment and disaster relief. In 2008, Teachers College received a \$5 million grant from the GE Foundation to create an intensive new partnership with a group of 10 public schools in Harlem. The College has used the grant to build the partner schools' capacity in science, technology, engineering and mathematics instruction.#



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