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EDITORIAL

Reflections on Women 2011

By DR. POLA ROSEN

The Last Lions, a poignant National Geographic documentary of a lioness nurturing her three cubs after her spouse dies, evokes echoes of the women's movement in Liberia. I recently met Leymah Gbowee, a mother from Liberia, who organized 1,000 women to sit for many months in front of the fish market to demonstrate against Charles Taylor, the President of Liberia, in protest of his atrocities against women and children. After many months of nonviolent and organized efforts including sit-ins, Taylor was deposed. Gbowee knew that she could not do it alone.

The lone lioness in *The Last Lions* cannot kill water buffalos alone, the only source of food for her cubs and herself. She finally joins a pride of other lionesses and together they are able to hunt and care for themselves. The cubs grow and thrive; soon they will be independent and hunt in their own groups.

In unity there is strength whether in the animal kingdom or among humans. Gbowee knew this and is now the recipient of the John F. Kennedy Profile in Courage Award as well as the Blue Ribbon for Peace from the John F. Kennedy School of Government at Harvard University. Abby Disney, insightful filmmaker, has made a compelling documentary about Gbowee and in the spirit of women helping women, is housing Gbowee's daughter, a student at the Marymount School in Manhattan, in her own home in New York City.

I was fortunate to attend a women's college in New York City, Barnard College, where friendships that were forged many years ago are still burning brightly today. The tradition of women helping women continues in the stream of young women who come to intern at Education Update. I am proud to help and guide them and am immensely gratified when they come back to visit.

This is Women's History Month, a time to recall the accomplishments of those women who excelled in their fields before us, a time to applaud the achievements of those "Women Shaping History" today who appear in our pages.

GUEST EDITORIAL

Education is Key to Understanding the Past, Shaping The Future

By RUTH E. ACKER, J.D.

How can women shape history? Sometimes it takes just one indomitable force; sometimes we need to band together to create change. The founders of the Women's City Club understood this when, in 1915, in anticipation of getting the vote, they decided to educate themselves about important issues confronting the city and then go out and do something about the problems they saw. Ever since that time, we've been true to our mission of shaping public policy through education, issue analysis, advocacy and civic participation to make a meaningful improvement in people's daily lives in this great city. Since we tackle really tough issues, sometimes progress is slow. But we stick with it and do have an impact.

I don't think we do things in order to change history. We do what we do because we're not happy with the present and want the future to be better. It's only after the fact, if we succeed, that the change is documented and it becomes part of history.

Let me give two examples. About two years ago, I got disgusted seeing wastebaskets overflowing with plastic and foam take-out food containers. I knew they were used for — what — an hour? Then they dirtied the city and wound up in landfills where they stayed (and stayed and stayed). I thought, "Why can't take-out food containers be recyclable or biodegradable?" So I suggested

Our cover honors the largest number of women to ever lead the City University of New York, a historic place for immigrants to achieve their dreams of a better life.

May the ancient Greek goddesses Ceres, earth mother; Venus, beauty; and Minerva, wisdom, continue to inspire us to improve the lives of those around us through education, peace initiatives and health endeavors.

Thanks to the last lioness and to Leymah, as well as all the women in this issue, for their courage, guidance and wisdom! #



the idea to our Environment & Infrastructure Committee and, because more heads are better than one, they broadened it to apply to food service in general. (Do you know that 850,000 Styrofoam lunch trays are disposed every day in the New York City public school system?) The Board of Directors adopted a policy position and we began

to advocate for change. We weren't the only ones concerned with non-recyclable take-out containers. Last year the City Council and the Bloomberg administration reached an agreement to expand recycling to all types of plastics as soon as a new recycling facility goes on line in 2012. That's great! We're still working on replacing the polystyrene products...

In the 1980s most of the homeless shelters were operated by the city. Members of the WCC concerned about homeless women visited those shelters, educated themselves, and recommended a series of improvements. One changed history. In a way, the other did too; it just won't be recorded. Women shaped history when the city agreed with our policy recommendation that shelters would be better run by nonprofit agencies. The fact that shower curtains were installed for the first time won't show up in history books but I know it provided some privacy and dignity.

Some of the changes we cause as women could be created by men as well. But sometimes it takes a woman's sensibility to identify a need and fill it. This is when it can truly be said that women shape history.

Since 2007, Ruth Acker has served as president of the WCC, a nonpartisan nonprofit educational and advocacy membership organization that shapes policy to improve lives. She is President of Acker Ventures, Inc., a firm that helps start-up companies write their business plans, develops their financial projections and creates strategies for obtaining early-stage capital.

EDUCATION UPDATE

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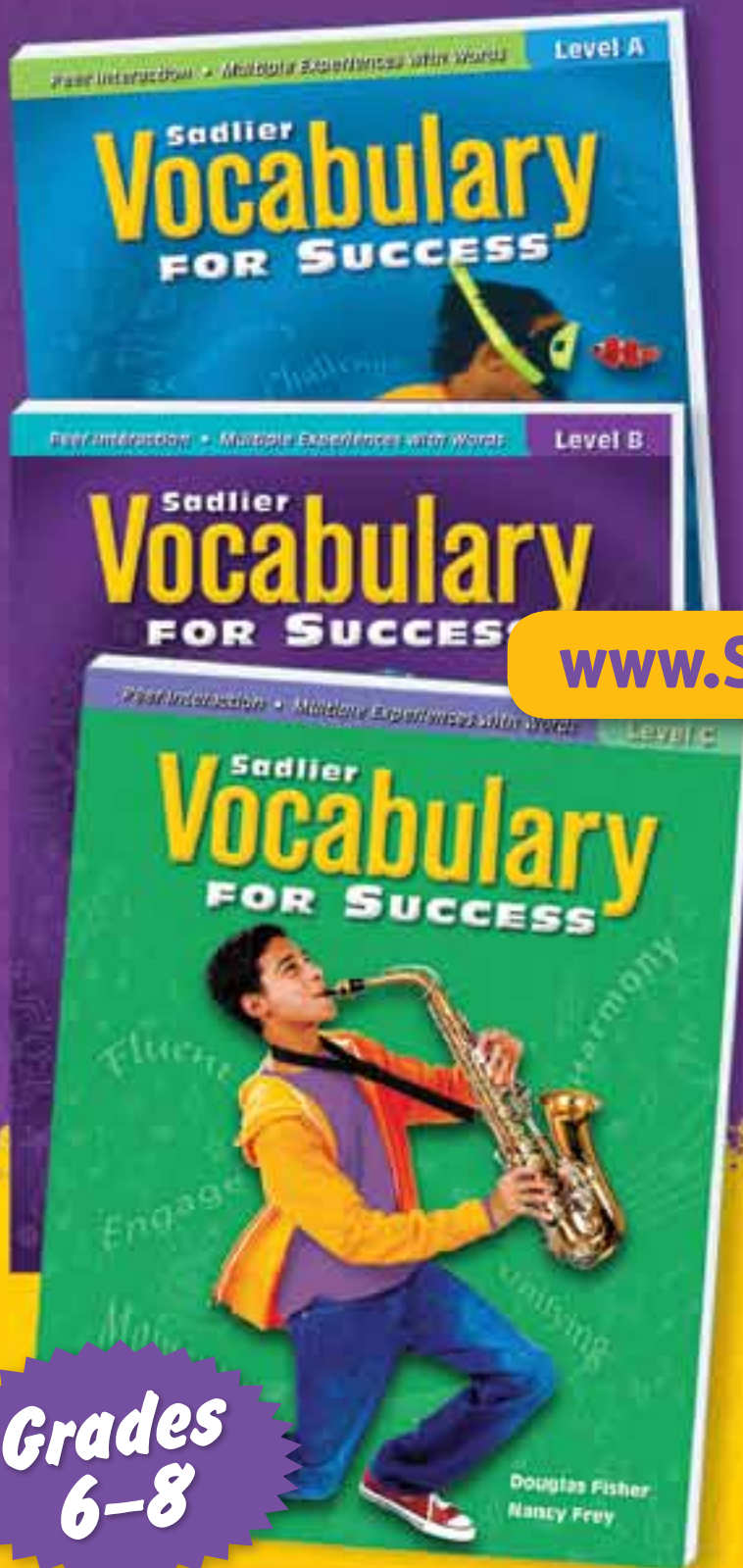
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Education Update

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INTERNATIONAL EDUCATION: EDUCATION UPDATE'S INTERNS TRAVEL ABROAD

Studia, Mangia e Godere a Firenze, Italia



By DOMINIQUE CARSON

Most people will gather around family and friends on New Year's Eve or watch the ball drop in Times Square, but I was getting ready to embark on a new journey. Before I went to church and went out to eat, I was packing and said, "see you later," or a *piu tardi*, in Italian, to family and friends since I was studying abroad in Italy during the month of January.

The study abroad program was organized through Queens College and a number of courses were offered for sophomores, juniors, and seniors. The classes were cooking, studying wine, fashion mar-

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Dominican Republic

By GRACE MCCARTY

As I read through my volunteer paperwork while lying in bed on a quiet January evening, I could not imagine why foam earplugs were on the packing list. I was soon to travel to the Dominican Republic to volunteer with Orphanage Outreach, an organization that coordinates teaching projects for groups and individuals who want to serve the students of the world's developing communities. While still in my own room, I stared in consternation at the list. I had planned to pack sunscreen, sturdy shoes, and my camera, but I could not imagine why I would need earplugs.

However, my bewilderment was instantly assuaged as I stepped out of the airport in Santo Domingo. Before I had the chance to appreciate the mid-80s temperature, or catch a glimpse of the aqua ocean glistening on the horizon, I was struck by the startling pounding of drums, the rhythmic sounding of brass instruments, and a surge of Spanish words that moved far too rapidly for my learning ears to comprehend. Contrary to what preconceived notions of the Latin American world might have led me to believe, the source of the music was not a melodious crew of cheery minstrels clad in traditional and festive garb. Instead, the sounds exploded from a faded white and teal microbus, which seemed to risk spontaneous collapse with every pound of the music's baseline. I soon recognized this resonant bus as none other than my ride to Monte Cristi, the small rural town where I would live in an orphanage and teach in local schools. For the next seven hours, I bounced in this vehicle along earthen country roads, all the while developing a head-

ache from the Dominican music that sounded at unprecedented volumes, and trying to decline politely each time the driver encouraged me to sing along. I can't remember many moments in which my eardrums so desperately begged for quiet. It was then that I realized I had forgotten

the earplugs. I felt unsettled and uncomfortable in an unfamiliar world.

This feeling was exacerbated when I walked into my first class of students, and I found my

continued on page 10



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(Sources: "Annual AP Report to the Nation," The College Board, Feb. 10, 2010, and "Quality Counts," Education Week, Jan. 13, 2011)

- 1st in the nation in closing the achievement gap in fourth-grade reading and eighth-grade math
- 2nd in the nation on a wide variety of multiple, rigorous measures of education quality
- 3rd in the nation in Advanced Placement test scores (2009)
- 4th in the nation in improving high school graduation rates (up 10 percent between 2000-2007)
- 4th in the nation for students enrolled in college or with a post-secondary degree

"The "34th in the nation" statement has been traced back to an obscure 2007 Census statistic that contains a category called "total educational achievement." That refers to the entire citizenry of New York state with high school diplomas. It lumps together present-day adults with their parents and even their grandparents, and does not measure performance by students in school today.

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The City University of New York celebrates Women's History Month

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ON LOCATION INTERVIEWS WITH SUPERINTENDENTS

LAS VEGAS SUPERINTENDENT DWIGHT D. JONES

By MARISA SUESCUN

Las Vegas-Nev.—Dwight D. Jones, newly minted Superintendent of Clark County School District, has a saying, a sort of inspirational dictum, he repeats time and again to those around him: “Hope is not a strategy.”

In December, Jones officially stepped into the role of leading the country’s fifth-largest school district, which includes Las Vegas. He has needed an abundance of hope to take on such a daunting job, which includes the dual mandates to vastly improve education quality (raising a graduation rate that is among the worst in the country) and drastically reduce expenses (cutting 14 percent of an already skeletal budget).

Jones accompanies his sense of hope — the aspiration to provide all CCSD students with a quality education — with sober, rational pursuit of effective strategies to achieve those aspirations. His manner during our interview reflected both his sense of hope and his groundedness: he applied the same unfussy candor when discussing large-scale ambitions and granular policy matters. It was the manner of a man who knows the task ahead won’t be easy — and who’s ready for it.

Marisa Suescun (MS): What initiatives are you proudest of so far?

Dwight D. Jones (DJ): In Colorado [where Jones served as Education Commissioner], we developed the Colorado Growth Model for measuring how students progress. It’s an apples-to-apples comparison of how our schools are performing: it takes into account students’ academic growth over time. Fourteen states adopted it, including Nevada prior to my arrival. But it was not yet implemented. So my biggest accomplishment so far is the work in implementing the Growth Model.

MS: What are the greatest challenges you have faced in your first three months as superintendent?

DJ: Number one is budget. Out of a \$2.1 billion budget, the governor is proposing cutting \$300 million — which would mean 4,000 employees. That’s substantial. It’s about understanding that everyone has to make a sacrifice, and determining what’s the level of sacrifice. Secondly, we need better results. Our graduation and reading rates are not at the level they need to be. Our system right now is producing these results, so we need to change the system. To do this, we have to change the culture.

MS: What do you mean by “changing the culture?”

DJ: To foster a culture in the community that we need to achieve more — to raise the bar. To do this, we’ve got to be very accessible, be on message, and have a lot of conversations. One way is to put out transparent data, so parents can judge how their schools are doing compared with other schools, including those with the same demographics. That would start a different conversation among parents, and help them make informed decisions.

MS: Using the Growth Model data, how does CCSD measure teacher effectiveness and student growth?

DJ: Our Growth Model measures the academic growth kids make in the core content areas (math, literacy, social studies, science). Students ought to make at least a year’s growth in a year’s time. This growth is measured on a test. We don’t yet have accountability measures. That will be considered in this year’s legislative session. The growth model will count for up to 50 percent of the teacher’s evaluation.

MS: How do you balance meeting standards measured on tests, while still encouraging creativity?

DJ: It’s important that we establish the “what” — what do we want students to know and do. The state of Nevada has adopted national core standards: students should be able to move into



post-secondary education or work, without remediation. The “how” should be at the discretion of the professional teacher. You need measurements to ensure that students are getting there. Because you can’t just hope, you ought to know.

MS: What will be the impact from the projected \$300 million in budget cuts? You have stated it could mean cutting \$270 in per-pupil spending and increasing class sizes by two to five students.

DJ: Those conversations are just starting. We are asking parents, community leaders, business and church leaders, “What do you recommend that we cut?” We are asking employees, “What do you recommend that we cut?” For example, employees might consider furlough days; we might learn they are willing to pick up more of their health-care costs.

MS: You said you want to transform the system to improve education quality, while at the same time make these cuts. Is it possible to do both?

DJ: Absolutely, it’s possible. We must focus our resources, and some programs we’ve got to cease and desist. We call those “sacred cows:” someone might like them, but if they’re not getting progress, we must reconsider. Online courses would help provide a rigorous environment to prepare students for the future, but at the same time cut costs. For example, if a calculus class has 10 students at three different schools, you could combine them into one class with one teacher. This has already been implemented in rural districts.

MS: How do you handle the great diversity in the student population?

DJ: Number one: we want to make sure that kids learn English as quickly as possible. We want to maintain rigor as they learn. When a kid speaks a different language, people sometimes equate that with the kid not being bright, when in fact the kid could be very bright. We train teachers in the inclusion model, which means support takes place within classrooms. When you pull students out, sometimes the rigor starts to change. We have to embrace the diversity. The different cultures and perspectives are an asset to the school district.

MS: President Obama has highlighted science and math education as a national priority. How can you encourage more students to pursue science and math?

DJ: Our Career and Technical Academies (CTAs) show that the best way to improve math and science is by helping kids connect what

MIAMI-DADE SUPERINTENDENT ALBERTO CARVALHO

Miami-Fla.—Dr. Pola Rosen (PR): We have come to Florida to find out some of the secrets of your success. We hope it can serve as a paradigm for replication in other parts of the country. What are some of the challenges that you have faced here in the fourth-largest school district in the nation.

Mr. Alberto Carvalho (AC): Two-and-a-half years ago when I was appointed superintendent, we were a system that was basically bankrupt, with a total fund reserve of less than \$4 million to protect a \$5.5 billion entity. We were a system whose credit rating, according to the New York agencies, was unstable. And, we were a district also plagued by a significant number of under-performing schools, primarily schools in the urban core of the city, with a threat from the department of education of a permanent shut-down of no less than nine schools because of multiple years of failing grades. Perhaps equally significant, the discord between staff, superintendent and board, was significant. Teachers had gone without a pay increase or contract for two years. So that was the dramatic, very stark backdrop against which we began this work. Over the past two-and-a-half years, we’ve completely reversed every single challenge. We began [by] approaching a zero-based, moral-values-based budget, which is sort of a novel concept. We identified what our non-negotiable principles were, and we imposed those principles on the budget discussion. We turned that dramatic budget condition from near-deficit, near-bankruptcy, into one where our reserves grew by 3,000 percent.

PR: How did you do that?

AC: Well, zero-based budgeting, dramatic reductions to administrative spending. We are the lowest per-person administrative spending district in the entire state. We cut staff. So, from two years ago to where we stand today, we have 6,000 fewer employees in the school system.

PR: Administration or teaching?

AC: Not teaching. Not a single teacher has been fired for economic reasons. We certainly have moved in the direction of rectifying and addressing teacher-quality issues, but not for economic reasons. Administration is down now by 52 percent. We took our overall highest-paid administrative salary expenditures and reduced it by 45 percent over these years. During that time, we were able to negotiate every single contract. Some of it required some short-term sacrifice, so I did ask the employees to lend the district two days, which I paid back a year later; when I paid them back, I gave them the first salary increase that they had received in two years. We were successful in landing the \$700 million in Race to the Top funding.

As far as health care is concerned, as the national debate on health care was inundating the airwaves, I made a declaration that we would not spend an additional dollar on health care expenditures. Now, that was important because second only to payroll, health care is the biggest liability any district has. So I fired for convenience the previous health care provider, we self-insured, and we were able to reduce the expenditures by \$72 million in one single year. We basically became our own insurance company. We re-designed the plan and we still maintained an absolutely free option for all employees. I negotiated directly with large doctor conglomerates, medical conglomerates and hospital providers. So we now cut the deal directly with them.

PR: What did you do about the question of



tenure? Did you have any conflicts with the union and tenure?

AC: We are at the table right now to address the requirements in Race to the Top, so we are deep in conversations regarding tenure, merit pay, performance pay and a new way of evaluating teachers tied to student achievement, but recognizing the external factors in the classroom that contribute to or at least impact student achievement. Remember the state had us on warning that they would shut down nine schools. Today, every single one of those schools [has] moved up dramatically. In the state of Florida, schools are graded with letter grades, and those schools were all F’s. Every single one of those schools moved — some from F to A in one single year, from F to C, and the two lowest-performing high schools in the country were here in Miami, Central and Edison Senior High Schools. They have been able to earn their first C in the history of those schools. Graduation rates in some of these schools improved by as much as 20 percent in one single year, and for the first time ever, our 10th-grade students surpassed overall state performance!

And for the first time ever Miami-Dade was ranked the highest performing urban district in America for reading and math! Science [scores] just came out this week, and the one conclusion, as the state’s performance was stagnant, as the national performance in science was stagnant, the one positive point of light was that Hispanic student achievement in Miami-Dade soared. And in fact we lifted the entire state. So, at a time when we lost \$839 million [in the budget], we were able to force student achievement to soar to unparalleled levels, increase graduation rates, we were able to stabilize our finances, we were able to impose true health-care reform locally without federal interference, and we were able to put Miami-Dade on the map, saving every one of those nine schools from closure because of performance. And we are now at a particularly exciting time, because we are at the table negotiating with the union the non-negotiables of Race to the Top. So, it’s a good time for Miami-Dade, to say the least. #

they’re learning in the classroom to the different jobs out there. The CTAs are some of our best performing schools, with high graduation rates and rigor. Kids can articulate, “This is what I’m learning,” and how it’s connected to the world.

When they can make that connection, boy do they make a real effort! To the president, I would say, make the connection. He mentioned solar and wind energy. Well, that’s math and science, so those will be the jobs of the future. #

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INTERNATIONAL EDUCATION

The Israel Sci-Tech Aviation and Space High School and College Prepares Students for the Future

By ADAM W. SUGERMAN

How many schools do you know of that have their own portable planetarium and a telescope? How many schools actually prepare students to come up with a science project that both completes an important function and has immediate commercial value? How many schools can say that the majority of their students would be classified as the U.S. equivalent of advanced placement students? How many schools have a flexible curriculum that fits the ephemeral needs of society? How many students will commute halfway across the country to attend high school daily? And finally, how many high schools offer thirteenth and fourteenth grades where students delve exclusively into their majors?

In November 2010, the American Israel Friendship League organized a dynamic group of U.S. school superintendents to look at successful schools in Israel. The first institution that the delegation visited was the Israel Sci-Tech Aviation and Space High School and College in Ma'ale Adumim, one of Israel's leading magnet schools for science and technology.

The Israel Sci-Tech Aviation and Space in Ma'ale Adumim belongs to the largest charter school network in Israel – Israel Sci-Tech Schools Network with 186 schools and colleges across Israel. One of every 10 Israeli high school students studies in this high quality network. More than 60 percent of the students in the network's schools study in science and technology tracks.

The faculty and curriculum at the Israel Sci-Tech Aviation and Space prepare students for careers in electronics, scientific engineering, computers, and biotechnology. Working with Israel's air force and high tech sectors, the Israel Sci-Tech Aviation and Space High School attracts Israel's brightest technical students — all students must pass an entrance exam. But although the academic climate at the Israel Sci-Tech school is serious and competitive, the administration and teachers give each cadet (each student is considered a cadet in the air force upon enrolling, and when joining the air force as part of the compulsory military service, many become officers) the personal attention and support needed for her or him to feel empowered, to be a part of the school and air force communities. Not only are academics taught, but human values such as honesty, team work, and “pride in a job



well done” are stressed. In order to graduate, each year students must volunteer their time at nursing homes, as mentors to younger children, and as tutors.

The level of study is sufficiently advanced that when the Aviation and Space students go on to the university, they frequently bypass their first year and enter as sophomores. Besides technical classes, the curriculum includes areas of critical thinking in literature, Bible study, physical education, and social sciences. There are six areas of concentration for students: scientific engineering, biomedicine and biotechnology, electronics, social and theoretical science (a combination of psychology and sociology), electronic and control systems, and challenge (which is for underperforming students).

The student success rate has been phenomenal. The first graduating class, in 2007, 35 out of 50 students “passed” the matriculation exam, or bagrut, which is an extremely challenging exam on mandatory subjects such as Hebrew literature, grammar and composition, English language, civics, mathematics, history, literature, the Torah and an elective. In 2007, 74.4 percent of Israeli 12th graders took the exam, and only 46.3 percent were eligible for the bagrut certificate. In the 2010 graduating class, over 100 Aviation and Space students graduated, with a bagrut certification passing rate hovering around 90 percent.

In Israel, education is mandated and paid for by the national government. The cost to parents is very similar to a typical public school, which is about \$150 per year, although there are several specialty teachers in the sciences and math. Also many of the teachers at Israel Sci-Tech Aviation and Space are university professors. Students could also take additional university-level courses.

A typical day at the school begins with a roll call. Students line up, as they would do in the military, for inspection. At the roll call, there is

Teaching English in Buenos Aires

By MCCARTON ACKERMAN

Thousands of college graduates across the country head to cities and towns throughout the globe to teach English as a Second Language (ESL) to international students, but many of them are now forgoing Europe or Asia for the international metropolis of Buenos Aires.

Located in Argentina, nearly three million reside in the capitol city famous for the art of the tango dance. However, it's the extremely low cost of living and plentiful teaching opportunities that have drawn many recent grads here.

“I was able to rent a room with friends in the middle of the city for around 500 pesos (\$125) a month,” said Carly Eaton, a graduate of Ohio Wesleyan University. “It's cheaper for me to live here than it would be to live at home with the exchange rate.”

English fluency is still considered a rarity in Buenos Aires. Many of the Americans teaching English here were not hired because they held an education degree or had previous classroom experience, but simply because they are native speakers.

Making a living out of teaching English can be slightly more difficult. The English institutes that provide lesson plans and classrooms filled with a

few dozen students offer 15 pesos an hour in pay (\$3.75). Even worse, the institutes typically don't hire people on a full-time basis, which leads to teachers jumping from one institute to another throughout the day.

“Even in Buenos Aires, you really can't live off that kind of salary,” said Ignacio Frontan, a born-and-raised native of the city. “You can survive, but that's about it.”

The next level up on the ESL food chain is working for an outsourced company. Although they might require previous teaching experience in Buenos Aires or a background in the field, the pay is slightly higher at 25 to 30 pesos an hour (\$5 to \$6) and they typically won't place more than a handful of students in a classroom.

“What you're really doing working for an institute or an outsourced company is trying to make connection,” said Eaton. “The salary doesn't really make the job worth doing permanently, but it can lead to a lot of chances to teach private lessons.”

Private lessons are the easiest and most lucrative of the options for teachers in Buenos Aires. With most teachers charging 50 pesos (\$12.50) an hour for a lesson, getting just thirty hours of work per week can lead to an extremely cushy life in this city. #

also a time for reflection, where the staff shares a thought for the day or a quote from the Bible. At the end of the day, there is another assembly. After school, there are a number of sports (not casual sports, but as activities that soldiers would perform in the army, such as running, weaving and dodging through an obstacle course) and a variety of social activities.

On an academic level, students work on projects that fulfill a need either on a military or

commercial level. In fact, innovation is part of the project. Students also must work on the business side of the project, including analyzing the product vis-à-vis an existing need as well as generating a business plan for the manufacture of the product. Several of the student projects included a robot that fights fires, a model of a vehicle that can travel easily on sand, and an iPhone application that controls household appliances remotely. #

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Congratulations for Education Update's 15th Anniversary

DR. JOAN FREILICH, Trustee, Barnard College & College of New Rochelle

Congratulations to *Education Update* and Dr. Pola Rosen on reaching this important milestone! *Education Update* has had an enormous impact on the lives of students, teachers and parents. Its programs have provided young people with hands-on experience through internships and school newspaper projects that have expanded their dreams and their confidence that they can make those dreams come true. Its award programs have recognized outstanding educators around the region and shown others how much can be accomplished, even in difficult circumstances. The involvement of public officials has strengthened their understanding of educational needs, especially important at a time of scarce resources. Best wishes to Dr. Rosen and *Education Update*

for many more years of inspiration!

DR. SUSAN H. FUHRMAN, President, Teachers College

For 15 years and counting, *Education Update* has been the journalistic equivalent of a reliable public utility — delivering dependable reporting and thoughtful commentary on news, issues and trends in the world of education month after month. Thanks to the vision, dedication, and passion of Dr. Pola Rosen (a Teachers College alumna, naturally!) and to the stellar work of her colleagues, *Education Update* has become the periodical of record in education for the New York/New Jersey region. I look forward to each new issue, where I invariably find important information and food for thought. To Pola and her team: Congratulations, and well done!

WOMEN SHAPING HISTORY 2011

Leymah Gbowee, Liberian Activist

By JENNIFER MACGREGOR

Leymah Gbowee lived most of her life in war-torn Liberia, where she saw firsthand the devastating effects of what a decade-long civil war can do to a country. She was the subject of the 2008 documentary "Pray the Devil Back to Hell," which was directed by Abigail Disney and won numerous awards, including the best documentary award at the Tribeca Film Festival.

The film chronicled how Gbowee organized the women of her town to protest the violence constantly erupting all around them. What started as a protest of women in front of a fish market turned into a sit-in at peace talks that eventually led to the end of civil war in Liberia and the exile of President Charles Taylor. Gbowee was a recipient of the 2009 John F. Kennedy Profile in Courage Award for her peace activism.

Gbowee spoke to a room of parents at the Marymount School in Manhattan, where she talked about her personal struggles obtaining an education and raising her five children, and how important parents are in creating the next generation of leaders.

Dr. Pola Rosen (PR): Who are some of your mentors? How did you get to be a leader?

Leymah Gbowee (LG): In terms of leadership, I come from a background of very strong women. My grandmother, who's 93 now, is a very power-

ful traditional ruler, or traditional priestess if you want to call it that. She tells us the story of being married off at 15, and then she had her first child at just about that time. And this child was three months old when her husband beat her for the first time, and that day she left him and left the child with him. So this is just to give you an example. In her time, she divorced three times and never remarried after the third time. She raised all of her children on her own and she taught us that for whatever a man can do, you can do. We were never really taught to sit back and wait for someone to do for you because you're all girls. We were taught — you have to take that step. And I think, over time looking at my upbringing, looking at all the challenges these two women went through in their own lives, and they are leaders in their own rights.

As I grew up it came naturally: I would run for office in my school as a young girl and I would win. But then also in this field I read a lot and I continue to read. Unfortunately when I started close to 15 years ago, I was reading King and Gandhi and there was always this question, where are the women? You have this reference made to Rosa Parks, standing up this one time, but then the question was, did it end there, did other women take it on? So you never really see much of the women in these movements. And you have stories

and class was dismissed, it was time to enjoy recreational activities. During our stay in Italy, the Student Life and Development Office took students on a tour to the Piazza Michelangelo, Piazza San'Abroggio and Piazza Ponte Vecchio. When we went walking we saw the whole view of Florence, the sculpture of David, a gelateria (ice cream shop), Galileo's house, different cathedrals, universities, markets to buy clothes and accessories, and a garden similar to the Garden of Eden. Everyone was stunned because Italy is an exquisite place. Students also attended Movie Night to watch a popular Italian film called, "L'Ultimo Bacio" (The Last Kiss). Students climbed 463 steps at Il Duomo (Cathedral of Santa Maria del Fiore), a popular monument in Florence. The Duomo is famous for its construction (the Cupola) and its architect, Filippo Brunelleschi.

Three weeks was enough time to study for some but for me it was time to return to New York. Italy is a mind-blowing city to visit but not to live. I am a city girl at heart and I had to return to the city that

even of Gandhi having a woman as one of his closest aides, but she's just that invisible figure. So I read a lot about all of these people, read about some of their qualities, and I think it brought me to a place where I don't want to be one of those invisible women walking in the shadows of men.

PR: Do you think your strength is very special to your family, or is it something that is part of African culture?

LG: I told the girls [at the Marymount school] today that it is a universal thing. I think there's something in every woman. It's just that you have to get to that place where something makes you very angry to bring it out, or something makes you very sad to bring it out. It's like when you pour water, [that] water is a fluid thing within you, and when it comes out, whatever container you put it in is the shape that it's going to take. So for example, if you have this strength in you, and you take it and put it into a violent container, violence will be exhibited in your life and in everything that you do. If it comes out and you say, I am going to use it for social justice, and to strengthen and enlighten other people, is that container of strength and peace, that's the shape that it's going to take.

So I think it's within each and every one of us. It's not just restricted to the men. I think the reason why it's taken us women so long to do some of the things that we're doing is because of our socialization. We've been socialized to believe that you can't be a leader, you can't do this, you can't do that. And that is one of the reasons why I take a lot of pride in working with young people now because we have to convey the message to the young women that you can be a leader.

PR: Tell us just a little bit about your education.

LG: Well, my parents are from very humble backgrounds, but one of the things that my dad especially, who came from a very, very poor background, said was that his children would never go through the kind of struggles that he did. They really worked their butt off to get us to the best high schools that Liberia had to offer at the time. So I went to a private high school. I did very

never sleeps. But, in the long run I am flabbergasted I went to Italy since I am studying this romantic language and planning to teach Italian after I graduate from college. In the near future, I know everyone else and I will return to Italy to visit the southern side such as Sicily for their gelato and pasta.

I recommend everyone to study abroad because you are able to expand your horizons when you step out of your comfort zone. Furthermore, you will



(L-R) Leymah Gbowee & Concepcion Alvar

well in school. And I started University when the civil war [in Liberia] came and then I stopped. I didn't go back to school until I had four kids, and after an abusive relationship, everything was lost. I went back and got a college degree. And after a few years I said, I'm going to get a Master's, and I did.

PR: A Master's in what?

LG: A Master's in conflict transformation and peace building. I'm thinking of eventually going into politics but I'm also thinking I want to make a statement, not just to my daughters but to many young women that even after four kids, your life is not over. So I want to do a Ph.D.

PR: Sounds fabulous. Which country do you think you'll do it in?

LG: Well, I don't know, usually I pray to step into these things and wherever the opportunity presents itself. Given now that I have three kids here going to school...

PR: In New York City?

LG: One is in Virginia, one is in Ohio, one is here. I would probably decide the U.S. is the place to stay and do it.#

Leymah Gbowee was introduced by Marymount School Headmistress Concepcion Alvar and received a standing ovation after she spoke.

Firenze, Italia*continued from page 4*

keting, or digital photography. But, it was a vacation as well because I was able to escape from New York's messy, snowy and rainy weather. Other students from York, Brooklyn, Queens, City and John Jay colleges and I all left the United States on January 1 and arrived in Florence between the hours of 10 a.m. to 6 p.m. the next day since classes started on Jan. 4th.

I knew studying in Italy was a once in a lifetime opportunity for most of us so we must enjoy our time in our new "habitat" but be accountable of our actions at all times. Italy was our home for three weeks, which means we had to adjust to the culture and way of living. Adjusting to the time difference, buying food, budgeting Italian money, passing your course, and actually communicating in Italian were all challenges for my fellow classmates and I. Since I am an Italian major, I have been reading, writing, and speaking Italian for six years so I was able to help my fellow classmates.

I decided to take the cooking course along with nine other students because I love Italian food — especially the eggplant parmesan, tiramisu, and of course the gelato. Italy is known for its scrumptious dishes so why not dig in, find out how they are made, and learn the history behind Italian cuisine. Students from the cooking courses made eggplant parmesan, fried meatballs, vegetables, bread vegetable soup, lasagna, crepes (Florentine style), cakes, cannoli from Sicily, seafood spaghetti, risotto (rice), Tuscan bread with tomatoes and basil, and many more with Professoressa Cecilia Ricci.

However, other food workshops took place such as a gelato teaser workshop at Apicius and students made lingue di gatto (the cookie, a cat's tongue) so they can eat it with their ice cream. We were able to visit a gelato restaurant called, "Il Re Gelato," (the ice cream king). At the workshop, Chef Duccio Bagnoli made three different ice cream flavors — strawberry sorbet, coffee granita with whipping cream and yellow base ice cream. One weekend, the group went to a wine tasting at Castello di Vologano in the province of Florence. Students were informed about how wine originated, the classification of different grapes, why wine is important in Italian culture, and tasted two forms of red wine and white wine. One of the most popular wines in Italy is the Chianti. Students also discovered a hamburger spot a Via De Pepi called, "Principe" (prince) and made hot dogs, fries and veggie burgers.

When the rules and regulations were addressed

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Dominican Republic

continued from page 4



voice could hardly rise above the din of excitement, in a language I was struggling to understand. I thought my task would be simple — I only had to teach the students numbers in English. But after several futile calls for “silencio,” the job began to seem impossible. I wondered if I was destined to fail at the work I came to do. I couldn’t even achieve the quiet I had always thought necessary for a classroom setting.

However, as my co-teacher and I walked back to our home base at the orphanage, I started to understand that “quiet” was hardly a necessary step toward my goal of teaching, for quiet was neither a value nor a rule of these students’ world. Constant noise and action was one source of the unbounded energy of this culture, whether it was of the children yelling on the orphanage’s lawn, the donkeys screeching with the rise of the sun (the real reason the earplugs are on the packing list), or the beat blasting from the town’s “discooteca” at 3 a.m. I realized that in order to work with the students I had to

start listening, and moreover, contributing.

So the next day, we passed the same colorful houses constructed with every material imaginable on our trek to the same one-room schoolhouse, but this time, we had a new plan. It involved yelling, running, and dancing... and, incidentally, learning to count in English. I now look back and understand that listening to the sounds of the community, and not being afraid to add to them, was what allowed me to teach successfully. Furthermore, this experience emphasized that listening to and producing noise just might be pivotal in every classroom, whether it be a giant elementary school in New York City, or a remote schoolhouse, with a dirt floor and no running water. Noise can only intensify the energy that propels ideas out of minds and into action. Silence might only suppress. Good thing I forgot the earplugs. #

Grace McCarty is a student at Columbia University.

Pearl River Students Make Small Steps for Big Change

By RICH MONETTI

Pearl River Middle School teacher Jim Guerci has picked up on a global competition that helps children realize they can implement change in the world. He propelled his fifth graders in upstate New York to take on the challenge of planning a project for the global contest called Design for Change.

The students at Pearl River Middle School were the recipients of the Gandhi prize for the contest this year. “The kids went wild with excitement with the news” that they had won, Guerci said.

The goal of the project was for students to identify a problem they see around them, plan a solution and put it into effect. Design for Change started in India in 2009 and since then has spread worldwide.

“Just one little thing can ripple throughout the world,” he told his class in September.

He told his class about one school in India where students recognized the problem of fellow students who didn’t have any friends, so they adopted other students to combat their loneliness. In another rural Indian school, the students wanted to share the benefits of their education by teaching parents how to write their own names. It became a touching, revealing learning experience for both the parents and the children, Guerci said.

The project his students selected was also marked by the simple parameters of the contest. Working against short time constraints and without money, the class arrived at what they considered the biggest negative influence over them in



their lives: advertising.

The class had a different idea about how to properly consume Madison Avenue marketing, which they said is often based on false assumptions and deception. “Advertising subtracts from us because it makes us want things or be things that may not be real,” said the video the class produced.

So the fifth-grade class decided it was time to get real, stop subtracting and “Advertise for Change – Positive Messages for Positive Change.” They placed posters around the school in which airbrushed models or toys not delivering on promises were not featured. Instead they promoted messages such as “Kindness Doesn’t Cost Anything” or “Make Friends,” because the class reasoned, “when you highlight something

New Report Reveals School Boards’ Strong Commitment to Advancing Public Education

A groundbreaking report released by the National School Boards Association (NSBA), the Thomas B. Fordham Institute, and the Iowa School Boards Foundation gives new insights into the workings of America’s nearly 14,000 school boards.

The report, *School Boards Circa 2010: Governance in the Accountability Era* (online at www.nsba.org), finds that school board members are increasingly concerned about student achievement, and their work is further focusing on increasing student learning and preparing students with 21st century skills to compete in the global economy.

“The research shows school boards are stepping up to the challenge of dramatically improving our public schools for the 21st century and focusing on student achievement,” said NSBA’s Executive Director Anne L. Bryant.

The report, authored by researchers Frederick

Hess and Olivia Meeks of the American Enterprise Institute, compiles responses of more than 1,000 school board members and superintendents from all types of school districts—urban, suburban, and rural. Among the report’s findings:

Two-thirds of those surveyed see an urgent need to improve student achievement, and nine out of 10 are concerned about an overly narrow focus on achievement.

School board members and superintendents have similar goals for preparing their students for college, the workplace, and, above all, “a satisfying and productive life.”

School board members, especially those in large districts, are more representative of the communities they serve than state legislatures and members of Congress. Boards now include women (44 percent are female) at more than twice the rate of the U.S. House Representatives (17.5 percent) and Senate (17 percent).

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negative, the attention might still end up going in the wrong direction,” Guerci said.

The campaign itself was executed with a stroke of marketing genius that the real professionals might take note of. One morning the posters just appeared around the school and the effect couldn’t be missed. “It created a buzz by not saying anything,” Guerci said.

Even before the principal announced the project over the PA system, other students were already becoming very excited about making their own contributions to the project. “It’s contagious because when they find other people contributing, they want to be part of the whole thing,” Guerci said, relaying the words of Kiran Bir Sethi, the founder of the Design for Change school contest.

On the other hand, the success of the project didn’t mean the whole thing went off without a

hitch. Guerci conceded that a lot of education can be very spoon-fed and teacher driven, and acknowledged that the children had to learn that Design for Change came under a much different heading. “It took a while for them to really hold onto the idea that, ‘you’re letting us come up with the idea,’” he said.

For next year’s contest, the students are already planning a “connect with senior citizens day” when they will use the educational games they won this year to share and connect with the seniors.

When the contest begins again next October, a whole different set of footprints are going to be left behind in Pearl River. “A lot of the teachers in the school have asked me how they can enter next year,” he said.

They may have to start early because they have some big shoes to fill. #



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DVD ATTRACTS JAZZ LOVERS YOUNG AND OLD

By JOAN BAUM, Ph.D.

They may seem at first an odd couple — the former Supreme Court Justice and the artistic director of Jazz at Lincoln Center, but here they are together on a newly released DVD, “Let Freedom Swing: Conversations on Jazz and Democracy: A Resource for Teachers,” featuring Wynton Marsalis and Sandra Day O’Connor. A teacher’s guide, crafted in conjunction with Teachers College at Columbia University, the cleverly titled “Let Freedom Swing” certainly qualifies as an unusual collaboration.

The more one thinks of the pairing of these two diverse celebrated figures, the less of a stretch it may seem and the more likely it is that it may be seen as an imaginative way to stimulate social studies’ classroom discussions. Jazz and American democracy can lay claim to being unique examples of self-expression in the history of this country and, indeed, in the Western world, both prompted by a people longing to be free.

Starting in the black parishes of New Orleans, and evolving by way of some of the country’s most spectacular and original musicians and composers, jazz developed different strands, among them blues, swing and be-bop, each becoming a distinctive part of America’s musical heritage and national cultural identity.

“Let Freedom Swing” is not the first collaboration for O’Connor and Marsalis. On the eve of President Obama’s inauguration on Jan. 20, 2009, they co-hosted “A Celebration of America” at The Kennedy Center. Chance conversation at that event led to consideration of what emerged as the DVD. “Let Freedom Swing” comprises three short videos of 20 minutes each. Although grades 6-12 are the suggested population, the DVD will attract all ages, especially older lovers of jazz who will delight in seeing some of their favorite established musicians in performance, against historical footage, along with some up-and-coming truly talented youngsters. The beat goes on. #

Children Create Opera

By JOAN BAUM, Ph.D.

“Let Your Character Soar” it says on the front window of The Springs School in East Hampton. And did it ever recently, when one of The East End’s best kept artistic secrets, the Springs School’s annual fourth grade Creating Original Opera Program, was once more on delightful display at East Hampton’s Guild Hall. Anna Rafferty, a writer and lead announcer in the opera (“I speak loud and clear”), says her character started soaring in the first grade when she was chosen to be a narrator in a class play, “The Pet Show.” At Springs School, it’s all about creativity and continuity.

This year’s opera, “Flight of the Fireflies,” coordinated by enrichment teacher Sue Ellen O’Connor, once again showed what motivated youngsters and enthusiastic teachers can achieve. The entire opera — conception, composition (music, lyrics, storyline), design (costumes, make up, sets, shadow dancing, lighting, sound), direction (stage and technical), production (onstage,

backstage, ushering), performance (principals and chorus) and promotion (program, commercials, posters) — is the work of the students themselves — with the assistance of professionals Kyril Bromley on piano and John Gibbons on guitar. Every student, from the most outspoken to the most reticent, is encouraged to audition and then sign a contract. This year’s project, the school’s 14th, was put on by The 54 Galore Opera Company, named for the 54 fourth graders involved. Other key adults involved included teachers Eileen Goldman, stage director, Colleen McGowan, artistic director and Margaret Thompson, musical director.

“Flight of the Fireflies” is about four children who live in Springs and who, while pursuing fireflies, get lost on their way home. Frustrated, fearful, dependent on gadgets and missing their parents, they suddenly wander into a fantasy world called The Land Between. It was “a magical place that was not Springs ... a place somewhere between the sunrise and the sunset”

and a place inhabited by a group of colorful strangers, including a poet and a talking pony, who dwell among tilted mushroom-looking trees and giant flowers (what are rules, what are parents?). Slowly, after a bit of mutual suspicion, the children pair off and start getting to know each other’s ways, as a chorus of deliciously attired fireflies, flitting on and off stage, sings of lessons to be learned. The children from Springs, costumed in black and white, feel lighter, more colorful, as they turn more to nature and imagination. The Land Between folks also come to a new understanding about an “outsider” among them, and about friendship. A climactic moment, full of exemplary charm and humor, occurs during a sleep-in for all, under “the hugging tree.”

One of the perks of the opera program is the opportunity for older students to come back to assist. Tiffany Gutama, a sixth grader, who worked with Sue Ellen O’Connor, says she “learned self-confidence and how to speak in front of hundreds of people” when she participated in the fourth-grade project. Alex Swickard, a fifth grader who was last year’s music and lyrics coordinator, says that before he got involved in 2010’s Fantastic 52 (“maybe 54”), he knew little about opera. His biggest

Wynton Marsalis, Jazz Legend: Performer and Educator



(L-R) Dr. Pola Rosen, Publisher, Education Update; Wynton Marsalis, Artistic Director of Jazz at Lincoln Center & Dr. Joan Baum, Senior Reporter, Education Update

By JOAN BAUM, Ph.D.

One of the most surprisingly informative moments in a Wynton Marsalis interview comes when the Artistic Director of Jazz at Lincoln Center and Music Director of the Jazz at Lincoln Center Orchestra (JLCO) will suddenly, naturally, joyously interrupt his verbal discourse to make bopping sounds. It’s not that words fail him — he’s extremely articulate and passionate about the heritage of jazz, its current resurgence, and its increasing front-and-center presence in the music education initiatives he launched at Jazz at Lincoln Center — it’s just that he knows intuitively when best to make an emphatic point memorably effective. Jazz, America’s only original music, is rhythm, timing, improvisation. It’s in his soul, and he wants it to be embedded more deeply in the soul of the country, at least by this April, Jazz Appreciation Month.

Although Marsalis had recently appeared on the CBS news program 60 Minutes with Morley Safer when Education Update caught up with him, he was delighted to reiterate some of the themes he expressed on CBS but also to talk about his current and expanding activities, especially as these relate to education. He glows when he speaks about his latest album, the Vitoria Suite, a 12-part composition inspired by the 12-bar chord progressions in blues, as recorded by JLCO in Vitoria, in the Basque region of Spain. This reaching out to integrate American jazz with another culture and its music — in this case Basque and Spanish flamenco — can be said to be distinctively Marsalis. It’s what this Pulitzer Prize- and Grammy-winning American master and musical ambassador has been doing with New Orleans sounds, as they first insinuated themselves onto the streets of black parishes in Louisiana, and what he’s been concentrating on since, with swing. Surrounded by his musical brothers and father, a professor of music at University of New Orleans, Marsalis received his first trumpet at age 6 from Al Hirt.

Although Jazz has many traditions, the blues remains special for Marsalis — haunting folk songs, work songs, ballads, spirituals. Indeed, he says that an idea he’s been thinking about is having youngsters study a common curriculum — a dozen classic pieces in the jazz repertoire, “Amazing Grace,” for example, and then, after working the basic form . . . going for it, improvising. In addition, he would encourage youngsters to follow in the steps of one of his heroes,

surprise was discovering that “so many people were involved.”

Another surprise was needing to consider and integrate details. For example, with marching music, when the chorus was singing “the brave and the bold,” he had to decide on tempo, register and word emphasis. He also recalls how nervous he was before opening night. “I was in Rowdy Hall, trying to have a cheeseburger and I was just . . . hyperventilating.” No need for worry. The performance then, like this year’s, “was

Duke Ellington.

Jazz at Lincoln Center’s 16-year-old Essentially Ellington High School Jazz Band Program, with a competition and festival, a highlight of each year, is “seminal” to the organization. The program selects 15 finalists, and ends with a three-day festival in May. It’s a cornucopia of workshops, rehearsals and performances with a culminating concert and awards ceremony where Marsalis performs with the top three bands at Avery Fisher Hall. Tickets are available now at jalc.org.

Essentially Ellington, however, is only one of many Marsalis initiatives at Jazz at Lincoln Center that bring students to JALC’s home, Frederick P. Rose Hall, and that send musicians to the schools. Designed to engage listeners of all ages and levels of interest and expertise, the programs reach over 50,000 participants a year through direct instruction and another 30,000 indirectly, by way of curricula and the Jazz at Lincoln Center print-music library. And of course, millions have access to Jazz at Lincoln Center’s five interactive Web sites.

Marsalis says that although the quality of the finalists is very high in Essentially Ellington, he listens particularly for how soloists do their thing. For him that means how they play with their orchestras and remain aware of their position in a larger group as they take off on their own. It’s a pretty good description for success for professionals in any field. On 60 Minutes, when asked why he was not playing star trumpet on tour, he replied that he was playing fourth trumpet in the back because he wanted others to shine.

In a speech to the graduates of Northwestern University last year, Marsalis said, “as your fortunes rise against the turbulent skies of uncertain tomorrows, there’s always the homing pitches of your song, of your dream. It tells you, ‘everything’s gon’ be all right.’” In a way he was echoing a sentiment made long ago: “music hath the power to soothe the savage breast.” Jazz is “killin’,” he’s been known to say, meaning it’s hard and great, but his energy never seems to slacken.

Indeed, just the opposite. He wants more national recognition for jazz, a more prominent place for it in curricula, and he doesn’t just mean music. Jazz is our history, our culture, and America’s “most significant contribution to world culture.” As Jazz at Lincoln Center’s mission puts it “Jazz: Bringing People Together Through Swing.” “We play, We Tour, We Educate, We Broadcast and Record, We Host.” Does he — do they — ever. #

great.” In fact, he adds, “there’s never been a bad opera.” He ought to know — he’s been attending the operas since kindergarten, a mantle that now passes to his younger sister, Chloe.

And the beat goes on. The entire fourth grade class attended The Metropolitan Opera’s production of “Romeo and Juliet” at Lincoln Center with the support of the school’s PTA.

For further information on the program, e-mail Sue Ellen O’Connor at: soconnor@mail.springs.k12.ny.us. #

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BARNARD COLLEGE HOSTS ANNUAL SCHOLAR AND FEMINIST CONFERENCE ON DISABILITY



By CATHERINE ROLFE

The Barnard College Center for Research on Women held its annual Scholar and Feminist Conference this February, with a focus on disability through a feminist lens.

Barnard student and Center employee Zai Gilles explained how the department aims to combine feminism with other issues.

"The Center's goal is really to attack other social justice issues through the feminist perspective," Gilles said. Her co-worker and fellow Barnard student Narine Bournoutian added that this year's marriage of feminism, art and disability was especially unique.

Approximately 200 students, teachers and activists attended the event, which focused particularly on women with disabilities in the art world.

Carrie Sandahl, an associate professor in the Department of Disability and Human Development at the University of Illinois in Chicago, gave a brief presentation during the event's Plenary Panel, highlighting some of the limits of the Americans with Disabilities Act of 1990. Currently, the Act only requires that schools and other public institutions make "reasonable modifications" in order to accommodate persons with disabilities. Sandahl argued that this clause of the Act allows discrimination to continue, noting that the legal "language of inclusion intentionally excludes." As an example, she discussed her experiences with her son, who suffers from multiple mental health disorders and has struggled to find a school that

meets his needs.

"The entire educational system would have to change to reasonably accommodate him," Sandahl said.

Sandahl encouraged her audience to challenge the status quo of disability rights and norms nationally, and hoped that activists' work could "make new ways of being together possible".

The conference also featured a performance by the Heidi Lafsky Dance Company titled "The GIMP Project," as well as discussions on the challenges faced by disabled female artists.

One artist, wheelchair dancer Alice Sheppard, spoke about her experiences performing with the AXIS Dance Company as part of the morning Plenary Panel. Reading aloud from a recent review of one of her performances, Sheppard lamented the fact that one particular critic was too distracted by the dancers' disabilities to truly appreciate their art. She hoped that members of her audiences in the future would instead be able to "forget what isn't here and focus on what is."

Sheppard said she uses dance as a way to acknowledge "all of my asses," referring to both her physical rear end as well as the seat of the wheelchair it sits in. When she performed a brief dance sequence for the conference, it seemed that her audience had gotten the message. As Sheppard twirled around in her wheelchair, demonstrating an incredible amount of upper body strength as she pushed herself up from the floor and around, her performance was met with cheers of "you go girl!" and gasps from a totally captivated audience. #

NY Disabilities Festival Shines Light on Conquering Challenges

By KAREN KRASKOW

This weekend I went to the Reelabilities NY Disabilities Festival. I thought I'd share a few thoughts in the event that interest might be generated for next year's festival, usually some time in Jan. or Feb. I was fortunate to attend 9 events, most of which were inspiring and even unforgettable. (I still remember some of the films from last year.) One, called "Anita," was about a teen with Down Syndrome who, in a difficult situation, finds resources within her that no one would expect. Another, about and by a man (a filmmaker) who had had an accident which caused a traumatic brain injury, "Brain Damadj'd...Take II" documents his recovery and the challenges he and those around him faced in interaction with him. It is done with honesty and an aim to get a true sense of the person - his determination to set his own expectations and goals, despite concerned but limiting prognoses - before and after his injury. A third favorite was "Crooked Beauty," one woman's way of dealing with bipolar disorder in a positive and self-sustaining way, appreciative of her own gifts despite moments where her gifts were not so evident. Lastly, for films, "Warrior Champions" challenged me to examine my thinking about the military while I witnessed one man who became a paraplegic in Iraq become a Para Olympian in shot-put and inspire other veterans to 'not give up,' and become re-energized through sports, some of them also becoming Para Olympians. He was present after the film, as were other main characters, directors or members of the pertinent community, after their films. In all, the films, and discussions following, were uplifting, as

they told the stories of people who thrived and had meaningful lives despite their challenging circumstances. Two other non-film events were: "If," a dance performance performed by a physically integrated dance company (choreographer, Heidi Latsky) - i.e. some dancers had disabilities, some did not. The sound of chairs moving (ones they were sitting on), roller skates one dancer was rolling on, were integrated into the piece. The second non-film event ("Our Time") I saw included a play written by a teen who dealt with a stutter and performed by professional actors, as well as two young women who sang touching songs; when they sing there is no evidence of their stutter. They were available for conversation afterward as well, and questions from the audience made the whole experience even more meaningful. Though the film festival is over, information about the films are available at www.reelabilities.org, and I'm told that from time to time either a film is picked up for a short run by commercial theaters or can be obtained on Netflix. Also, DVD's are available for "Crooked Beauty" (check out TheIcarusProject.net or www.crookedbeauty.com) and "Warrior Champions" www.warriorchampions.com.

If you're interested in hearing about next year's festival, go to www.reelabilities.org and join their mailing list.

Karen Kraskow is a Learning Specialist in private practice in Manhattan, specializing in working with 'reluctant writers,' struggling readers, and mathematicians experiencing confusion and other hurdles. She can be reached at 212 989-0339 or kkraskow@gmail.com.

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Pilots & Special Needs Young People Fly with Challenge Air



Art & Susan Randell



Pilot Evan Piper



April Culver



Challenge Air

By ADAM SUGERMAN

Fort Lauderdale-Fla.—Challenge Air, an organization that helps “build self-esteem and confidence in youth with special needs through the experience of flight” recently held an event at the Executive Airport in Fort Lauderdale with Education Update on site.

April Culver, Executive Director of Challenge Air, explained that the event was made possible by the South Florida community including rotary clubs, airports and other companies. Challenge Air holds events throughout the year around the U.S.

To be able to galvanize the community takes strong leadership. Ms. Culver’s vocation in nurturing handicapped children and fundraising are the keys to success. She has worked with children with special needs, including the Special Olympics, for 30 years in Texas.

The purpose of Challenge Air, according to Ms. Culver, is “to provide therapeutic aviation.” It gives kids the opportunity to do something that they never thought they would be able to do. The

organization’s unofficial motto is “The Sky’s the Limit.” Volunteers teach kids that not only can they fly a plane but that there are other employment opportunities in aviation, such as airplane mechanic or air traffic controller. Participants range in age from 7 to 29 years old and must have a learning or physical disability.

According to volunteer Susan Randell, children can take a parent or sibling on the plane with them. She added that the participants’ and their families’ excitement is palpable. Up to three participants can go on the plane ride and have an opportunity to become co-pilots. The pilot will teach them how to turn left, right, go up and down.

Before taking off, participants and their friends and families hang out in the hangar where they can see the airplanes taxi toward the runway. They can also have their faces painted while munching on hamburgers and hotdogs.

Some parents have remarked that their kids have been in therapy for years, have barely spoken and will now get on a plane and say: “Hey I can fly.” The exciting and empowering experience

gives the kids something to look forward to every year. It serves as a powerful motivational tool. While awaiting their turn to fly, participants can attend ground school in the hangar.

Volunteer Art Randell explains that there are 35 planes, with 35 volunteer pilots on the field. The planes are all privately owned and the pilots are donating both their aircraft and their time. Randell estimates about 125 participants are here on this day. Each person is pre-screened and if the volunteers believe the participant will panic when taking control of the airplane, they will not sit in the front. Randell, a seasoned pilot whose favorite plane is the skyhawk, has been licensed since 1970 and attended flight school with John Travolta.

Other participants included a group of Civil Air Patrol cadets, in uniform, led by Major Edward Villalba. Thirty-year veteran pilot Evan Piper has helped at Challenge Air for several years despite a severe plane accident that left him a paraplegic. His love of planes began at the age of sixteen. He is now a part-time instructor who still enjoys

flying for recreational reasons. The challenges for Mr. Piper include getting out of the plane due to his disability. Piper says, “I need special controls on the plane that would accommodate me not to use foot pedals.”

Pilot Michael Bercun is honored that he can make a difference in a child’s life because he has the opportunity to inform kids about his area of expertise. Bercun has been volunteering for Challenge Air for five years and exclaims that it’s essential to give back to the community. Mr. Bercun says, “teaching kids with special needs has been one of the greatest experiences in my life; I look forward to it because it’s so rewarding and it chokes me up every time I talk about it.”

The positive impact is worth the effort of so many people and organizations that are committed to helping humanity. Challenge Air’s motto, “The Sky’s the Limit,” truly exemplifies teamwork, support, and compassion for children with special needs. Their love for children has allowed kids and their families to remain optimistic despite life’s trials and tribulations.#

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CHANCELLOR NANCY L. ZIMPHER, THE STATE UNIVERSITY OF NEW YORK

What inspired you to pursue your current career? Like many young people who pursue teaching as a career, I was most inspired by family members of mine who were teachers, including my parents, my sister, and many aunts and uncles. Most definitely, my high school English teacher was the inspiration to choose English as my major, a decision that plunged me deep into American great authors whom I love to read and reread to this day. Even though I am no longer a full-time English teacher, I have never lost my respect for the profession of teaching and the important role universities play in preparing our nation's teachers.

Challenges & Resolutions: For many years now, I have held top academic administrative positions, first as a college dean, then as a dean of deans, a campus president, university chancellor, and now as head of the SUNY system of schools. In each of these roles, my highest priority has been to lead each respective organization in creating a vision for its future. Once there is a vision, there is always the challenge



of implementation and, ultimately, creating a set of measures to ensure that we delivered on that mission. So, the big challenges have always been in bringing other stakeholders to the table with a common purpose of developing comprehensive vision, creating the working teams of professionals to implement our tasks, and finding adequate *continued on page 25*

PRESIDENT JENNIFER RAAB, HUNTER COLLEGE

What inspired you to choose your career?

I accepted the offer to become the 13th president of Hunter College because I wanted to truly make a difference in the lives of young people and have an impact on the future of our city and country. I felt that my skills and experiences would allow me to become the advocate and leader required to realize Hunter's potential as a premier 21st-century institution of public higher education. My work as a litigator at two of New York City's top law firms provided me with advocacy skills I could use to promote the vital mission of public higher education. As Chairman of the New York City Landmarks Commission, I gained experience working with many different constituencies as a problem-solver and negotiator. My educational background also made me well suited for this leadership role. As a graduate of Hunter College High School, I know from direct experience about the profound impact that a quality public education can have on the lives of children whose families cannot afford private schools. The confluence of these factors drew me to the presidency of Hunter



as an ideal opportunity to truly make a difference in society.

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

When I took over as president of Hunter in 2001, our infrastructure was antiquated and inadequate to serve our growing student population. We had minimal support for faculty development and lost too many scholars to other institutions. We had a *continued on page 26*

PRESIDENT REGINA PERUGGI, KINGSBOROUGH COMMUNITY COLLEGE

What inspired you to pursue your current career? I think the age during which I grew up and the education I received had the most significant influence on my career choice. I was in high school and college during the 1960s and was very influenced by the Kennedy era during which time there was a great emphasis on entering public service. In addition, my education was also very focused on values and emphasized not just "getting a job," but rather, making sure that you chose a career that would make a difference in the lives of your fellow man. Initially, I considered joining the Peace Corps, but for a variety of reasons I didn't. Instead I was able to find a position as a social worker in a treatment center for female drug abusers. This became the first of many positions that I've been privileged to hold throughout my career.

Challenges & Resolutions: I think some of the challenges I faced were around completing graduate studies. Pursuing a career in higher



education demands graduate credentials and it took me a long time to get myself back to school after graduating from college. In fact, it took more than 15 years after graduation to make the decision to start back, and then it took another 10 *continued on page 24*

RITA DIMARTINO, CUNY TRUSTEE

What inspired you to pursue your current career? From a very young age I was interested in national and international affairs and working with and helping people attain a good life through education. Although I am retired, I remain very active with many organizations and boards because I deeply believe in public service.

Challenges & Resolutions

I was a single mother with three children and a full time job. I knew the importance of education and strived to earn an associate Degree, a bachelor's degree and a master's degree in public administration. I also obtained an honorary doctorate in civil law. I resolved my challenges by working hard and just being tenacious in my quest for the improvement of my life and other people's lives. I was dedicated to the attainment of success.

Accomplishments You're Proud of:

My proudest accomplishment, of course, is my three children and three grandchildren. This is followed by the accomplishment of obtaining my educational degrees, and getting



involved in politics at the local, state, national and international levels. I served for 18 years as the executive vice chair of the New York Republican State Committee, receiving several presidential appointments as U.S. Ambassador to the UNICEF Executive Board where I traveled worldwide visiting UNICEF projects and helped to increase UNICEF's financial support *continued on page 16*

DR. CIARA HARRAHER, NEUROSURGEON

What inspired you to pursue your current career?

I was drawn to neurosurgery as from a young age. I was very interested in the brain and behavior. I began studying neurotransmitters while still in high school. When I got to medical school, I realized that I was very comfortable in the operating room and enjoyed the technical challenge, the quick pace and the sequences of movement.

Challenges & Resolutions:

The extensive training period and long hours required to be a neurosurgeon has often taken its toll on my relationships, both with my family and friends. I have tried to deal with this by really scheduling time "off," where I turn my pager off and focus on being a wife, daughter and friend.

Accomplishments You're Proud of: Completing my master's degree in public health at Harvard during my residency, riding my first 100-mile road race, completing a marathon and traveling alone in India.

Most Influential Mentors: My father and Madonna. Both told me not to go for second best.



Turning Points:

When I met my husband in 2006, he inspired me to become a more balanced person.

Future Goals: To develop a fulfilling neurosurgical practice, without sacrificing my humanity or personality, and to have children that we can trek around the world with, having new adventures on our bikes. #

DR. LISA CHIPPS, DERMATOLOGIST

What inspired you to pursue your current career? For as long as I can remember, I knew that I was going to be a doctor. The tangibility of curing skin disorders, as well as the variety of patients and procedures, attracted me to dermatology.

Challenges & Resolutions: I have had to relocate away from friends and family for extended periods of time to complete certain aspects of my training.

Accomplishments You're Proud of: I am proud to be the Director of Dermatologic Surgery at Harbor-UCLA Medical Center, where I have the unique opportunity to teach young dermatologists. Also, I am proud to be partners with my mentor, Ronald L. Moy, MD, President of the American Academy of Dermatology.

Most Influential Mentors: Dr. Moy has been my most influential mentor. He initially exposed me to our specialized niche in dermatology, including Mohs Micrographic Surgery for skin cancers, and laser treatments for skin. He models impeccable leadership skills, humility, and honesty, and he encourages everyone around him to be at their best.



Turning Points: When I completed my fellowship training and joined my current practice. Practicing medicine, running a small business, teaching at Harbor-UCLA, and becoming involved in the leadership of the American Academy of Dermatology are all new challenges that I am thrilled to embrace.

Future Goals: I work to provide the best care for my patients and to support other physicians who are doing the same. #

WOMEN SHAPING HISTORY 2011

For the past 15 years, *Education Update* has been honoring “Women Shaping History.” While it is a time to reflect on the achievements of women in the past, it is also a time to recognize the achievements of contemporary women who have made and are continuing to make outstanding contributions in various fields. Some of the women who

have appeared in *Education Update* in the past have been:

Maya Angelou, Suzanne Wright, Teresa Heinz Kerry, Laura Bush, Edith Everett, Sandra Priest Rose, Dr. Lorraine Monroe, Laurie Tisch, Renee Fleming, Marilyn Horne, Erica Jong, Kerry Kennedy, Eleanor Roosevelt II & Jane Goodall.

Questions that were asked of all the women are: What inspired you to choose your current career? What are some of the challenges you’ve faced; how have you resolved them? What are some of the accomplishments you’re proudest of? Who have been the most influential mentors in your life? What would you describe as a turning point in your life? What are some of your future goals?

ROSEANNE HAGGERTY, MACARTHUR ‘GENIUS’ AWARD

By JOAN BAUM, Ph.D.

Maybe it was inevitable, it certainly is understandable, not to mention admirable, that Rosanne Haggerty, a 2001 MacArthur Foundation fellow, would take up the cause of the homeless. The oldest of eight children, whose father died when she was in her teens but whose mother was “utterly resilient,” Haggerty remembers how, during holidays, those who had nowhere to go would be invited to share meals at her family’s Hartford, Conn., home.

Still, it took a while for the challenge of helping the homeless to take root. An American Studies major at Amherst, Haggerty recalls how it was only in her senior year, as she was working on a thesis about urban affairs, poverty and social justice, that it dawned on her — a “mind-boggling moment” — that she needed to know more about the world. A prompt in this regard was reading the work of writer, social activist and Trappist monk Thomas Merton. And so she volunteered for a one-year pro-



gram at Covenant House in Manhattan and wound up counseling young boys who lived in the shelter. They were really not runaways who she began to see but homeless kids, though some had run away from abusive families or group homes. More sig-

continued on page 24

LINDA MACAULAY, PHILANTHROPIST, ORNITHOLOGIST

What inspired you to pursue your current career? As a child I was always drawn to birds, whether I was watching them in the back yard or drawing them. I have always loved to be outdoors — not sunning on the beach — but rather walking and looking at things.

I was always good at science and math. I majored in biology in college. I was fortunate to take one of the first ecology classes offered and my professor took the class on a field trip to the Brigantine National Wildlife Refuge to watch birds. I was hooked.

However, there were no jobs studying birds in those days. I worked in the investment field for many years. And then I got very lucky and met someone that changed my life. Greg Budney, curator of the sound library at the Cornell Laboratory of Ornithology, led a bird-watching tour to Kenya in 1987. My husband Bill and I went on that tour. Greg took his Nagra tape recorder with him everywhere he went — that is saying something since the old Nagras weighed about 18 pounds! I had never been exposed to sound recording and in



fact did not know very many bird sounds. It was not something you could learn very well from a book and I had never focused on individual sounds before. Greg got my attention. Now with modern-day technologies, especially sounds and pictures available online and on cell phones, learning sounds is so much easier and fun.

The Lab of Ornithology runs a sound recording workshop every year. I signed up for the course, bought the best tape recorder and microphone I could afford, and started working in the field.

PRESIDENT SUSAN FUHRMAN, TEACHERS COLLEGE, COLUMBIA UNIV.

What inspired you to pursue your current career? As a researcher I realized that I had a knack for organizing and running research projects and eventually a large-scale research center. That led to my interest in academic administration, which is basically giving others — faculty, students, staff — the opportunities, incentives and rewards to do their best work and make their best contributions.

Challenges & Resolutions: I’ve had some tough decisions — for example, closing an academic program. Generally I take a lot of advice but make a decision on principle — one that I can feel good about regardless of others’ feelings. I try to be fair and consistent while aiming for the highest standards for our college.

Accomplishments You’re Proudest Of: The Consortium for Policy Research in Education, which I co-founded and then directed for 25 years, has been the most influential source of policy research in K-12 education. Standards-based reform emerged from our work. The Penn Graduate School of Education was transformed from a quiet, well-kept secret into a leading source of innovation and improvement. None of these could have happened without the leadership of numerous colleagues — I feel like I just gave them a chance to do their best — which is what I’m trying to do now at my own alma mater, Teachers College. I am also enormously



proud to be President of the National Academy of Education.

Most Influential Mentors: My mother, who was a famous fashion executive, and my dissertation adviser, Donna Shalala. Need I say more about being guided by influential women?

Turning Points: When I was an undergrad I thought about going into law, I met my future husband who would be going to medical school and realized I had to work upon graduation — putting law school off. So I became a teacher and I fell in love with education.

Future Goals: To enable TC to live up to its amazing legacy in a way that positions it for a new century. #

PRESIDENT DEBORAH SPAR, BARNARD COLLEGE

What Inspired You To Pursue Your Current Career?

I had been at Harvard Business School since the early 1990s and, as much as I loved my time there, I wanted to be closer to the undergraduate experience. In reflecting on my own career, I started thinking more and more about the education of young women — what was and was not available to them, how the landscape for girls entering college was defined, how it might evolve. When I learned that Barnard was seeking a new president, the timing was right and the idea of being part of a college for women in New York City was rather irresistible.

Challenges And Resolutions: It’s always been a challenge to find sufficient time for research. And when I do find it, I am then faced with the task of bridging the divide between purely academic scholarship and the world of policy. I’ve tried to stay relevant in both, which is not at all easy and not often clear cut. Juggling seems to be my best act — both with this question of scholarship and policy and, even more profoundly, in terms of work and family. These are ongoing challenges. The fact that they’re not easily resolved keeps me on my toes.

Accomplishments You’re Proudest of: I’m very proud to claim Making Markets Work, the executive education program in Africa that I created and ran for a decade. The program was developed to educate emerging African leaders in both the private and public sectors. And I have to say that the writing and publication of my books is always a great joy.

Most Influential Mentors: My most influential mentor would certainly be Raymond Vernon.

Challenges & Resolutions: The biggest challenge I faced was learning to listen and hear the sounds. Most people are visual learners but we all have great ability to hear, listen to and learn sounds — something we don’t focus on or think we are good at doing. Most people, including me, might go out in their backyard and think, “I can’t



He was a professor at Harvard for decades and I was his research assistant for quite a few years. He was one of the first scholars to think about the expanding reach of the multinational corporation, and no one could touch his expertise in the realm of international trade and globalization (before the term even existed). He was also a devout and indefatigable rower. At the age of 80, he’d be out on the Charles River every morning and still make it to the office before I did. He died in 1999, but I think about him often.

Turning Points: I became president of Barnard in October 2008, and I can’t imagine a more meaningful turning point to date. It meant embracing some of my biggest challenges — moving my family, taking on the leadership of an established and esteemed institution, settling in with students and faculty. And now, two years later, I have the added benefit of perspective, which makes it all the better.

Future Goals: I plan to continue writing which, as I mentioned before, means both finding the time and maintaining the focus. And engag-

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figure out which bird is making which sound.” However, almost everyone’s brain processes sound very well. An example of this is answering the telephone. You automatically know the sound of the voices of your family, your friends, and people you work with. You usually don’t stop and think,

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Future Leader: Amanda Evans

If you are a student, what college do you attend, and what is your major? If you work, what kind of work do you do?

Barnard College, Columbia University. English Major, Political Science Minor. I intern at the Columbia/Barnard Rape Crisis/Anti-Violence Support Center.

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

As a student with a passion for ending sexual and relationship violence on college campuses, I am constantly faced with the overwhelming nature of the problem and the feeling that violence is constantly perpetuated. I seek solace that every day my peers and I at the Rape Crisis/Anti-Violence Support center spread awareness in an attempt to end violence. We are getting one step closer to ending it, no matter how small that step may be.

What are some of the accomplishments you're proudest of?

Working at the Rape Crisis/Anti Violence Support as an intern and peer educator I have helped to plan many events and workshops that seek to prevent sexual violence on college campuses. Specifically in October I planned an event around stopping intimate partner violence.

Who have been the most influential mentors in your life?

My mother has always supported me in all my



endeavors, big or small, and reminded me never to give up in the face of adversity.

What would you describe as a turning point in your life?

My acceptance to Barnard College and my time thus far as a student here has definitely been the most definitive time period of my life. I have been able to immerse myself in all college life has to offer and establish my identity as a Barnard woman.

What are your future goals?

After college I hope to go to Teachers College and become an English teacher in New York City, as well as become an advocate at hospitals in New York City for victims of sexual and relationship violence. #

Future Leader: Rachel Gellert

If you are a student, what college do you attend, and what is your major? If you work, what kind of work do you do?

I am a student at New York University, with a major in politics and a minor in social and public policy.

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

I grew up in a difficult lower-income public school district that truly lacks the resources to motivate its students. Both of my parents are college graduates, so I was lucky enough to be given many more advantages than most of my peers. But I was always so frustrated and angry at a system that kept a lot of my friends from believing they could be successful. As I've gotten older I have made a point to turn that frustration into a passion for change. I can step back and use my opportunities at NYU and in New York City to study and explore what I can do to make a difference. Thanks to my friends and where I was raised, I am able to relate personally to students struggling in a failing education system and I have first-hand knowledge of what needs to happen for things to get better.

What are some of the accomplishments you're proudest of?

Right now, I am proud to be a full-time college student and varsity track athlete. I also work for a non-profit organization called Charley's Fund. The charity raises money in the fight to cure Duchenne Muscular Dystrophy and is named for a young boy I babysit for. Through Charley's Fund, I started an advocacy program that inspires teens with the power of social action and non-profit work. I still keep in touch with the students from my first program and the passion I was able to spark in them is my most rewarding achievement.

Who have been the most influential mentors in your life?

I am blessed to have had many influential mentors throughout my life. In this long list of great teachers and friends, there are a few who really stand out. First is my high school AP U.S. History teacher, Mr. Mark Lant. Aside from being an outstanding teacher, Mr. Lant challenged me to participate in the American Legion Oratorical



contest and coached me to take second in the state. Thanks to his energetic guidance, support and inspiration, I developed a love for constitutional law, public speaking and the political process. Second is Tracy Seckler, founder and CEO of Charley's Fund. Tracy's strength and ambition have made Charley's Fund a \$17 million organization and inspired me to believe that everyone has the power to make a difference. Third is my Uncle Bill. He introduced me to the Daily Show, challenges me to question everything and is perhaps the smartest person I know. Last, but certainly not least, are my parents. Whether it was driving me to activities, editing my papers or cheering for me from the stands, my parents have made it possible for me to become the person I am today. They have always encouraged me to be strong and passionate and nothing is more comforting than knowing I have their support in anything I aspire to do or be.

What would you describe as a turning point in your life?

A huge turning point in my life was when I left my rural home in Columbia County, N.Y. and moved into New York City for college. The first day I walked to class through Washington Square Park, it was as if I could feel my world expanding with every step. I suddenly felt like I was growing up faster than ever and being thrown into a new life of responsibility, change and unforeseeable opportunity — it was exhilarating and equally scary. The energy of New York City is contagious and living here, while overwhelming

Future Leader: Catherine Rolfe

If you are a student, what college do you attend, and what is your major? If you work, what kind of work do you do?

I am a junior at Barnard College and I'm studying Political Science.

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

The biggest challenge I've had to face thus far is struggling with depression. During my sophomore year of college, I went about 4 months before really getting diagnosed and seeking treatment. It was awful. I truly cannot imagine anything worse than suffering from major depression, and it took over my entire life. But, I was lucky enough to find help, and gradually, I got better. It took me a long time to understand depression, and the fact that having a mental health condition isn't something you can just snap yourself out of. Sometimes, you need to ask for help.

What are some of the accomplishments you're proudest of?

In that vein, I'm proudest of how I recovered from my depression. I was attending a big state school at the time, and I wasn't very happy with it (which was, of course, exacerbated by my depression at the time). So, I applied to transfer schools, and was lucky enough to get into Barnard here in New York. Looking back and remembering how awful I felt, I still can't really believe I managed to get myself together enough to do those applications. I felt so crappy, it's a miracle I managed to stay in school at all, let alone get accepted to a school like Barnard. I feel very lucky.

Who have been the most influential mentors in your life?

My family (all of them).

What would you describe as a turning point in your life?

As I've described, the decision to transfer schools and come to New York City. I think that decision was also kind of triggered by a trip I took to Ecuador during the summer of 2009. I



was a volunteer English teacher in two coastal towns, and the trip really opened my eyes to understanding what life is like outside the United States. It was the first time I'd traveled abroad alone, and the experience really taught me a lot about myself. I came back with a lot more confidence and self-awareness, and I think that's what made me realize that I wasn't where I wanted to be—and what made me do something about it.

While I was making the decision to transfer about 6 months later, I was also interning at the Missouri House of Representatives in the Communications department, and that made a big impact on my professional goals. I really loved working there because my co-workers were amazing, but I also got some really great experience working in a government office. It definitely influenced my decision to major in Political Science here at Barnard.

What are your future goals?

Graduate college! Then we'll see what happens. I'd like to be a Peace Corps volunteer, and then maybe I'll go to law school. Regardless of what profession I end up in, I hope to be involved in some sort of public interest work (and preferably work that involves traveling abroad). But, ask me tomorrow and that answer will probably change.

Rita DiMartino

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and accelerate the program's assistance in the areas of child health, nutrition, water supply, sanitation, and education, and many other boards and commissions where I assisted in enhancing the lives of people I am also proud of having had the opportunity to participate in 12 International Electoral Missions to places like Africa, Europe, Asia and the Americas, and serving as an ambassador for peace in South Korea and Israel.

Most Influential Mentors:

There have been too many to mention, but one example of an influential mentor in my life was Daniel Scavone, a retired police officer who strongly insisted that I continue with my graduate studies at a time when I was too tired and dispirited to continue my studies as a single mother with three children and a full-time job.

My mother was a religious person and a mentor, also. She instilled in me at a very young age a strong sense of values, and the importance of attaining a good education. She was a great inspiration.

Turning Points:

at times, is a great source of inspiration.

What are your future goals?

When it comes to my future, I wish I had ten million lives to live. I want to travel the world and make friends on every continent. I want to break an NYU track record, learn to speak flawless Spanish and ski-dive by graduation. As far as concrete academic/career goals are concerned, I am not entirely sure yet what I want to do. I

A most important turning point in my life was President Ronald Reagan's appointment of me as the U.S. Ambassador to UNICEF. It opened up a whole new world that I knew nothing about until then.

Future Goals:

My future goals are to continue serving on boards and commissions where I can continue to learn, and where I derive a tremendous amount of pleasure in helping others. It is important that we women understand and know the tools available to effectively influence decisions from the top down in the areas of social, economic needs.

I believe in, and I am always dedicated to the importance of public higher education as well as health services for the improvement of people's lives.

Right now, I am serving on the CUNY Board of Trustees, the New York State Commission on Community and national Service, the National Endowment for Democracy, the Inter-American Foundation, the Cuban-American national Council, the Committee for Hispanic Children and Family, and of course, the Bronx-Lebanon Hospital Board of trustees where I have served for more than 20 years. I also enjoy serving as a member of the Council on Foreign Relations. #

have fallen in love with the non-profit sector and intend to pursue a career in that field. I would not be surprised if law school is in my future and/or a master's degree in public administration. I have a passion for working with children and I dream of participating in Teach For America after college. At some point I will definitely volunteer or work abroad, but more than anything I want to come home and help fix the broken systems here.

FUTURE WOMEN LEADERS 2011

What motivates the next generation of women leaders? What are their aspirations, their challenges, their dreams? Future leaders that *Education Update* asked share their thoughts with you.

Future Leader: Grace McCarty

If you are a student, what college do you attend, and what is your major? If you work, what kind of work do you do?

I attend Columbia University, where I am double majoring in American Studies and Hispanic Studies. Through my internship at Education Update, and various volunteer projects, I am currently working to increase educational opportunity for students in New York City public schools. I also try to promote “greener” schools and a “greener” city in this time of drastic environmental change.

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

My greatest challenge right now is trying to accomplish all I want to, as both a college student and a believer in civic action, in the mere twenty-four hours of the day. This is a difficult problem to resolve, but coffee tends to help!

Who have been the most influential mentors in your life?

I am proud that I have managed to survive for two years on my own in New York City! I am also proud of the progress I have made in learning the Spanish language since beginning my coursework at Columbia.

Who have been the most influential mentors in your life?

My older sister, Mary, who works for the not-for-profit organization New Leaders for New Schools, has been a constant source of energy and sound advice for as long as I can remember. Since



arriving at Columbia, my greatest inspiration has come from my first-year Literature Humanities professor, Anjuli Raza Kolb, who taught me to refuse generalizations and explore inconsistencies.

What would you describe as a turning point in your life?

The major turning point of my life thus far was the year I earned a scholarship to the Agnes Irwin School, an all-girls private high school outside of Philadelphia, which provided me with an incomparable education and a drive to constantly perform to the best of my ability.

What are your future goals?

In the future, I hope to continue serve our nation’s students, either through public policy, not-for-profit work, or teaching. #

Future Leader: Marissa Schain

If you are a student, what college do you attend, and what is your major? If you work, what kind of work do you do?

Brooklyn College, Journalism major. I work as a pharmacy tech in a Brooklyn hospital.

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

One major challenge that I face is my congenital breathing disorder called CCHS. I must use a breathing machine while I sleep at night. This isn’t something that can be resolved, but it is something that I am growing more comfortable with and now can speak confidently and knowledgeably about. It has opened up many opportunities in my life and I have met many great people because of it. It has made me the person I am today.

What are some of the accomplishments you’re proudest of?

I am proud of the fact that I am becoming a more confident person and I am able to handle more challenges and obstacles that come my way. I am also creating my own values and making more of my own decisions as I get older. This is a big improvement from high school where I had most of my decisions already made for me.

Who have been the most influential mentors in your life?

My mother has been my greatest influential mentor. However, I try to encompass good qualities of all different people in my life.

What would you describe as a turning point in your life?

I feel that every year is another chapter and



turning point in my life. However, what took away from college, and what was a turning point for me in one of my classes, was when I realized that most of the older-aged students in my classes who had come back to take courses for whatever reason, always performed the best on exams, participated the most, and enjoyed the learning process, which was visible to see in the classroom. This was a turning point for me because they taught me that approaching anything in life, inside or outside of the classroom, is an experience that one shouldn’t take for granted. And for whatever reason people go back to class after so many years, people can get second chances.

What are your future goals?

My future goals include starting a family and career, learning how to cook, and starting a tradition of my own. #

Future Leader: Justine Rivera

If you are a student, what college do you attend, and what is your major? If you work, what kind of work do you do?

I am currently a full-time student at Hunter College as a psychology major, and I work full-time as a coordinator of interpreting services at a major New York City interpreting agency.

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

One of my biggest challenges, both as a full-time student and as someone who works a full-time job, was learning how to manage my time properly, and more importantly, learning to discipline myself. It was a tough and long road, but I am glad that I encountered this struggle because I learned a lot from it. This challenge also taught me that I was actually capable of doing a lot more than I thought I could. This realization was the best gift in all of this. When I lay down at night and think of what I accomplished in my day, I have pride in myself and that makes it all worthwhile.

What are some of the accomplishments you’re proudest of?

Last fall I made the dean’s list at Hunter College. For the average honors student, this may be the norm, but I had strove only for the average grade and had surprised myself when I had done much better than I expected. Being on the dean’s list made me realize that I am capable of doing it just like any other honors student — they make it look so easy! Being on the dean’s list is now my goal for every semester.

Who have been the most influential mentors in your life?

There have been quite a few individuals in my life that have equally made an ever-lasting impression, so it is very difficult for me to say. To choose one would be to say that one had a greater impact than the other. There is my mom of course, and there are particular teachers and guidance counselors from high school, my current academic adviser, co-workers and my past and current employers. I’ve been lucky enough to work with and study under several women who have taught



me a lot about life and success. I grew up not having a lot of things and nothing was handed to me. These women taught me to take pride in that and to overcome the hardship. More importantly they taught me to not give up on my passion.

What would you describe as a turning point in your life?

Although it was not dramatic or anything, I guess I would say a turning point in my life was making the decision to go full-time with work while being a full-time student. I thought it would be hard, and it certainly was in the beginning. It was a major challenge for me and I had to learn a lot along the way. It was not a pretty or easy thing to do. I consider this a turning point because I showed myself a side of me I didn’t know was there. I am now at a point in my life where I am confident with myself as an intellectual being and as someone who will someday be successful. I like to push and challenge myself and every now and then I get surprised.

What are your future goals?

I have several goals, but some days I am undecided. For the most part, my goal is to be a doctor. To me, it is something that grabs my heart and is what I am most passionate about. I am trying to explore my options so I may do graduate school after I get my B.A. Contemplating my career options seems to be a hobby nowadays, but hopefully I will soon arrive at a decision. #

Future Leader: Jordana Moser

If you are a student, what college do you attend, and what is your major? If you work, what kind of work do you do?

I am a freshman sociology major at Barnard College.

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

The biggest challenge I have faced to date is my age. I worked for my high school newspaper, and it was occasionally difficult to get ad buyers, for example, to take me seriously at 16 and 17. In some areas, such as finding a job over the summer, persistence was the key to overcoming it; in others, such as getting certain other jobs or being able to drive, time has, fortunately, fixed it for me!

What are some of the accomplishments you’re proudest of?

Winning third at my county fencing tournament senior year. My squad worked really, really hard all season and it was great to get a medal for it. Also, getting into Barnard, and getting an internship with Success Charter Network.

Who have been the most influential mentors in your life?

First and foremost, my mother: she’s always supported me in doing whatever I choose to do, even if she doesn’t necessarily agree with my choice (although her support hasn’t stopped her from throwing in an ‘I told you so’ when her advice is inevitably correct!). Otherwise, my high school chemistry teacher has been a huge influence. She is probably the most driven person I know, and has shown me that it is, in fact, possible to do it all.



What would you describe as a turning point in your life?

New Jersey governor Chris Christie’s election was a huge turning point in my life, as it sparked my interest in education. I went to a public high school, so his election caused a lot of controversy and conversation. Education became more prevalent in the news, and the more I read, the more interested in education I became. That interest has developed into a desire to go into education in some capacity — whether it be teaching, administering, or writing about it — as a career.

What are your future goals?

I would love to go to grad school at either UC Berkeley or Stanford and ultimately go into curriculum development or public interest law (educational advocacy specifically). I have been given so many opportunities in my life, so my biggest goal is to take full advantage of as many as I can. #



FROM THE SUPERINTENDENT'S DESK

Plan Now for Summer to Give Your Child the Best Opportunities

By CAROLE G. HANKIN
With DEBORAH FRENCH

Spring is finally here — though I wondered more than once over the past few months whether it would ever arrive, didn't you? We're just beginning to see green returning to trees that were bare, but just as surely as spring has replaced the winter, summer will come along before we know it. Now is a great time to start planning summer activities for your children, while registration lists and calendars are still open. Camps, sports programs, travel and other organized activities offer many wonderful benefits for kids — but spots can fill up quickly.

We all think of summer as a time for relaxing, and children as well as adults need to be able to enjoy some "down time." But with too much free time, kids are likely to cool off from the heat by plopping down in front of the TV or grabbing the video game controller. Sure, a little time spent this way is fine, but children need physical exercise and mental stimulation for healthy development.

Camps, whether overnight or day programs, help children develop confidence as they're challenged to try new things. Kids often discover their own previously untapped interests when they attend camp. Meeting new friends and engaging in fun group activities also helps them develop their social skills and feel a sense of belonging.

If your child enjoys a particular sport, you may want to consider a camp aimed at skill development. Sports camps and day programs can be



a terrific way to help kids develop self-esteem as they improve their abilities in an activity they enjoy.

Traveling with your children or making arrangements for them to visit with out-of-town relatives or friends are other great ways to introduce new experiences. Family vacations to other countries or territories can be fantastic learning opportunities for kids. They'll soak up history, cultural arts, language and more without even trying. If you do plan a trip, you might ask your kids to conduct a little research on the Internet — a few interesting facts about the area you're traveling to can be the makings of a fun trivia game.

You don't need to leave the country to provide your children with a wonderful travel experience.

SELECTING A CAMP FOR YOUR SPECIAL NEEDS CHILD

By GINA MARANGA,
DIRECTOR OF PROGRAM OPERATIONS,
BLOCK INSTITUTE

When selecting a summer camp for your child with special needs, first ask yourself if the child is ready for the camp experience. Then determine if it should be a day camp, a sleep away camp, or a short-term Respite Camp. Another consideration should be how much time the child should spend in camp. Is it the child's first experience in a camp setting?

Additional questions to consider include:

If your child needs a special diet, can the camp provide appropriate meals? If the camp is unable to provide food to accommodate the needs of

your child then find out if the camp allows parents to provide meals for the child. Also, keep in mind that this may not be the best time for your child to experiment with new foods that may be unfamiliar.

If physical accessibility is an issue, what's the layout of the camp? Parents of special needs children who require handicapped accessible facilities should take a close look at the buildings, the walkways (are they paved?), the restrooms and recreational facilities. If special provisions need to be made for your child, get an assurance in advance that the camp is willing to do so. If your child has problems with memory or recognition, are the buildings easily identifiable? Every little detail can make a big difference for a special needs child.

Do staff members have a background working with kids with special needs? Find out how if staff members have experience dealing with your child's specific needs, or will this be a new experience for them. This is especially important if your child has behavioral issues. Parents should plan early in the year to look at a list of camps that specialize in meeting the needs of their child, so that the summer is a time of healthy and fun activities that meet the abilities of the campers.

What's the procedure if your child develops a complication related to his or her medical problems? Make sure the camp has a plan in place and is aware of the nearest hospitals. It's also important to make sure that if your child needs specialized treatment it's available at the hospitals.

What is the staff like? Parents may want to attend a camp orientation, along with their child, to meet staff and help their child with special needs learn who will be caring for them during camp. Families of special needs children will most likely be asked to supply written paperwork regarding their child's disability, likes and dislikes, in addition to any other information required of campers anywhere.

Plan an adventure, even if it's a short driving trip. Depending on the ages of your children, you may even want to let them select the destination. Just give them a maximum travel distance, and once they've decided where they'd like to go, have them plan an itinerary. This works especially well with older children who may not show much enthusiasm at first for taking a family trip.

Here's a suggestion for a cost-free way to provide some structure and interaction for your child this summer: If he or she has a special friend nearby, consider arranging an "exchange" with the other child's family by offering to have their child stay with you for one week and vice versa. This can be a delightful treat for the two children, as well as a nice break for the parents.

Some children will have plenty of ideas of their own about what they'd like to do this summer, and some may be reluctant to participate in structured activities at all. If the latter describes your child, give him or her a few appealing options to choose from. Whatever your children's interests are, you'll be more likely to find great activities and programs if you begin well before that last school bell in June. #

Usdan Center Public Art Exhibits, In March And April 2011

SELF-DEFINING MEDIUMS

Freestanding Works by Members of Usdan's Honors Art Intensive

In Manhattan: March 1 – April 4 at The Lobby Gallery, 430 Park Avenue

On Long Island: April 5 - May 2 at the Tilles Center Atrium

Free and Open to the Public

Works by students of Usdan Center for the Creative and Performing Arts' Honors Art Intensive will be exhibited at two public spaces during March and April 2011. Previous pieces by these students have been presented at major public venues in New York City and on Long Island.

Usdan Center (www.usdan.com) is the nationally renowned summer arts day camp now entering its 44th season. Usdan is situated on a 200-acre woodland campus in the Huntington area of Long Island. Featuring more than 40 programs in music, dance, theater, visual arts, creative writing, nature and ecology and chess, Usdan Center has introduced the arts to more than 50,000 children, ages 6-18. Most programs are open to all, with no audition required, and children attend from Long Island, New York City, and throughout the Tri-State Area, many on scholarship. Usdan alumni include Natalie Portman, Mariah Carey, Jane Monheit, and members of Broadway casts, and major music and dance ensembles.

From March 1 – April 4, the exhibit, titled Self-Defining Mediums, freestanding works covering a variety of themes -- several tied to current world issues -- runs at The Lobby Gallery at 430 Park Avenue in Manhattan; the exhibit then travels to Long Island, where it will be presented April 5 to May 2 in the Atrium at Tilles Center for the Performing Arts on the C.W. Post Campus of

Long Island University in Brookville, hosted by Tilles Center. In both venues, the exhibit is free and open to the public.

The Usdan Honors Art Intensive, a selective, pre-professional program with 11th and 12th grade students whose work has been exhibited at the Heckscher Museum, the Huntington Library, and The Lobby Gallery, premiered the exhibit August 2-9 at the North Gallery at Usdan Center. The artists are Sarah Hartigan, Kyle Montemurro, Mirella Nappi, Rebecca Sisoski, Emily Rabinowitz and Brandon Wall. The Intensive, taught by Craig Mateyunas and his assistant, Hillary Broder, with guidance from Rochelle Morgan, Art Department Chair, has been a year-round selective program of advanced studio art, museum study, and career preparation.

Tilles Center, Long Island's premier concert hall, has long hosted exhibits in its public spaces by faculty and students of the C.W. Post Art Dept., students from local schools, and professional artists.

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

The Center is currently hosting several Open Houses for its 2011 season, on Sundays March 27 and May 15, 2011; and Wednesdays: February 23 and April 20, 2011. For information, call (212) 772-6060 or (631) 643-7900, write to openhouse@usdan.com, or visit www.usdan.com. #

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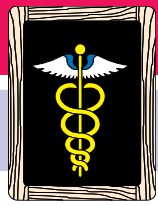


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Comprehensive Autism Treatment Center Coming to New York-Presbyterian Hospital

New York-Presbyterian Hospital, along with its affiliated medical schools Columbia University College of Physicians and Surgeons and Weill Cornell Medical College, announced its collaboration with the New York Center for Autism to establish the Institute for Brain Development, a comprehensive, state-of-the-art institute dedicated to addressing the pressing clinical needs of individuals living with autism spectrum disorders and other developmental disorders of the brain, across their lifespan.

The institute, situated on the hospital's 214-acre campus in White Plains, N.Y., will be a center of excellence for best-practice evaluations and treatments. It is expected to open in 2012 and will be a resource for community-based providers and families.

According to the U.S. Centers for Disease Control and Prevention, autism spectrum disorders affect one in 110 children and one in 70 boys. An estimated 1 million to 1.5 million American adults and children live with an autism spectrum disorder.

Through an integrated clinical program and affiliations with other organizations, the Institute for Brain Development will create a fertile environment for the development of innovative diagnostic and treatment services, training of health care professionals from diverse disciplines, and the rapid integration of findings from clinical and translational research into practice.

The New York Center for Autism, led by Laura Slatkin and Ilene Lainer, and with a generous contribution from Marilyn and James Simons of the Simons Foundation, has provided essential guidance and support in the formation of the Institute for Brain Development. Additional support for the institute is provided by Autism Speaks, North America's largest autism research and advocacy organization, founded by Hospital Trustee Bob Wright and his wife, Suzanne.

"We are sincerely grateful for the support of the autism community, especially New York Center for Autism's contribution and leadership as well as the seed money from Marilyn and James Simons, which make the Institute for Brain Development possible," says Dr. Herbert Pardes, president and CEO of New York-Presbyterian Hospital. "Their dedication to improving health care resources for patients with autism spectrum disorders will change the lives of countless individuals and their families."

"As parents of an autistic child, my husband, Harry, and I are especially gratified that the New York Center for Autism could play such an important role in making this Institute a reality," says Laura Slatkin. "We are honored to be working with three outstanding institutions to bring this important initiative to fruition."

The Institute for Brain Development will care for patients at all life stages, from infancy through adulthood, with the whole spectrum of developmental disorders including autism and those with Asperger's syndrome and high-functioning autism.

For children with autism, the institute will take a unique approach that works closely with parents to guide them as they arrange for care in their home community. These innovative "gap services" are crucial for the child and family

as they plan for the child's development and future treatment, says Dr. John Walkup, director of child and adolescent psychiatry at New York-Presbyterian Hospital/Weill Cornell Medical Center and vice chair of the Department of Psychiatry at Weill Cornell Medical College.

"In the current care system, families often have the burden of finding and coordinating care for their child," Dr. Walkup says. "The institute will serve as a bridge, linking children and their families to a full spectrum of interventions." A comprehensive array of evaluation and diagnostic services will help identify the issue early, which, Dr. Walkup notes, will improve the child's chances for optimal development and socialization.

The institute's multidisciplinary clinical team comprises physician-faculty from Columbia University Medical Center and Weill Cornell Medical College in pediatrics, psychology, neurology, psychiatry and other disciplines, as well as specialists in speech and language, physical, occupational and behavioral therapies.

"Our coordinated and integrative care approach will facilitate collaboration among experts from each discipline, improving patient care across the board," says Dr. Jack Barchas, chairman of the Department of Psychiatry at Weill Cornell Medical College and psychiatrist-in-chief at New York-Presbyterian Hospital/Weill Cornell Medical Center. "In addition to ensuring the development of best practices, it will minimize stress on patients and their families and provide the most sophisticated care under one roof."

Alongside its mission of comprehensive care, the institute will support work to advance effective new treatments and train the next generation of brain development specialists. "Cutting-edge research and innovative clinical techniques allow us to provide the most advanced care for children and adults with autism," says Dr. Bradley Peterson, chief of child and adolescent psychiatry at New York-Presbyterian Hospital/Columbia University Medical Center and director of MRI Research at Columbia University College of Physicians and Surgeons. "For example, one of the more unique treatment methods that is currently being developed here at New York-Presbyterian is the use of computer-based techniques to teach non-verbal children with autism how to read. By using written language and mathematics, which operate on different neural systems than spoken words, we're taking a back-door approach to engage thoughtful communication in these children."

"Autism treatment and research is a top priority at New York-Presbyterian, Weill Cornell Medical College and Columbia University Medical Center," says Dr. Jeffrey Lieberman, chairman of the Department of Psychiatry at Columbia University College of Physicians and Surgeons and psychiatrist-in-chief at New York-Presbyterian Hospital/Columbia University Medical Center. "The establishment of the Institute for Brain Development is a critical component of a major initiative to understand the nature of this devastating illness, to develop treatments to limit its effects, and ultimately to prevent its occurrence." #

Nashville's Only Four-Star Restaurant Teams Up With Charter School for Nutrition Education



Capital Grille of the Hermitage Hotel

In Nashville, Tenn., a new program to attack childhood hunger and obesity caused by poor nutrition combines hands-on gardening experience with classroom instruction to show children how to make the right choices in what they eat.

The gardening experience happens at the historic Glen Leven estate, a pre-Civil War, 66-acre urban farmstead and home five miles from The Hermitage Hotel that is owned by the Land Trust for Tennessee. In April 2010, under the direction of Executive Chef Tyler Brown, the hotel planted a period garden at Glen Leven using sustainable farming practices. Throughout the 2010 growing season the garden not only supplied the hotel's four-star restaurant, the Capitol Grille, it also produced additional crops that were distributed to Nashville-area charitable organizations.

The new educational program resulted from a field trip in September when The Land Trust invited LEAD Academy seventh-grade students to visit Glen Leven — an opportunity for some of the students to visit a farm for the first time. From this initial visit, the partnership between the hotel, the Land Trust and the charter school grew into a year-long program about food and good nutrition that reinforces classroom lessons with experience in the Glen Leven garden.

Using the garden at Glen Leven as a backdrop for learning was a natural fit. "Not only do the students learn from what we share with them but they also have a chance to experience a bit of nature right in the middle of the city," said Brown.

After the students' visit to the garden, Brown met with LEAD Academy faculty to design programming for the rest of the school year that incorporates food and nutrition into the school's core curriculum. More than 90 percent of the students who attend LEAD Academy are on the free- or reduced-lunch program so incorporating a program about nutrition into the learning process is crucial. Brown was inspired to work on this program by his continued work with Share Our Strength, an organization focused on ending childhood hunger by 2015.



Chef/Farmer Tyler Brown

Brown visits LEAD Academy every other month to serve a delicious lunch and talk with students about how his work relies on the kinds of knowledge the students are learning. For example, during his first visit to the school in November Brown talked about how preparing meals uses the knowledge of ratios and proportions that the students were studying. After meeting with the students, Brown shares a nutritious lunch prepared with vegetables from the Glen Leven garden and meats provided by area farmers whose methods and stock meet his high standards.

The topics of upcoming sessions will include social studies, with a focus on how different cultures have influenced Southern Cuisine; history, where the students will explore historic menus to learn why and how our eating habits have changed; and the science of food, with a strong emphasis on the chemistry of cooking. Students will also visit Glen Leven again in the spring when Brown, his staff and a group of The LandTrust's volunteers begin planting in the garden. #



THE DEAN'S COLUMN

Anticipating Heads and Tails

By ALFRED POSAMENTIER, Ph.D.

With the recent emphasis on the study of probability at many secondary school grade levels — where not so many years ago the topic was relegated to the end of the Advanced Algebra course — there are many misconceptions that need to be addressed, as well as enlightenments that can, and ought to be introduced. Take for example, the person flipping a coin nine times gets all heads. The usual thinking is that on the next try — the tenth — a tail will surely come up. Not true! Each flip of the coin is independent of the previous ones. This is a misconception that ought to be emphasized at the earliest stages of the study of probability.

Then there are many skillful ways to investigate probability questions. Here is a lovely little example that will show how some clever reasoning, along with algebraic knowledge of the most elementary kind, will help solve a seemingly impossibly difficult problem.

Have your students consider the following problem:

You are seated at a table in a dark room. On the table there are 12 pennies, 5 of which are heads up and 7 are tails up. (You know where the coins are, so you can move or flip any coin, but because it is dark you will not know if the coin you are touching was originally heads up or tails up.) You are to separate the coins into two piles (possibly flipping some of them) so that when the lights are turned on there will be an equal number of heads in each pile.

Their first reaction is likely to be: “You must be kidding! How can anyone do this task without seeing which coins are heads or tails up?” This is where a most clever (yet incredibly simple) use of algebra will be the key to the solution.



Let's cut to the quick. You might actually want to have your students try it with 12 coins. Here is what you have them do. Separate the coins into two piles, of 5 and 7 coins, respectively. Then flip over the coins in the smaller pile. Now both piles will have the same number of heads! That's all! They will think this is magic. How did this happen? Well, this is where algebra helps understand what was actually done.

Let's say that when they separate the coins in the dark room, h heads will end up in the 7-coin pile. Then the other pile, the 5-coin pile, will have $5-h$ heads and $5-(5-h) = h$ tails. When they flip all the coins in the smaller pile, the $5-h$ heads become tails and the h tails become heads. Now each pile contains h heads! What an awed reaction you will get! #

Dr. Alfred Posamentier is dean of the School of Education and professor of mathematics education at Mercy College. He is also author of over 45 Mathematics books, including: Mathematical Amazements and Surprises (Prometheus, 2009) Math Wonders to Inspire Teachers and Students (ASCD, 2003), and The Fabulous Fibonacci Numbers (Prometheus, 2007), and member of the New York State Mathematics Standards Committee.

THE RANKING GAME: WHO WINS, WHO LOSES? International University Rankings and the Race for World-Class Status

By RACHEL GELLERT

It seems that nowadays everything can be measured by rank. Our society craves to discover who or what is number one. In this competitive atmosphere success is only measured by being named the best with no regard to what it takes to get there. This system may work perfectly for finding the finest pizza in Manhattan, but is it really a productive way to compare top-tier international universities?

Jurgen Enders, director of the Center for Higher Education Policy Studies (CHEPS) at University of Twente, says no. At a seminar called “International University Rankings and the Race for World-Class Status,” hosted by The Steinhardt Institute for Higher Education Policy at NYU, Enders discussed how the rankings system creates a social order that has begun to affect the structure of higher education both nationally and internationally. An organized list clearly ordering the top universities significantly reduces complexity for prospective students, professors and employers. While desperately wanting to know which university is first, we forget that there is virtually no difference between rank number one and number two. In reality, says Enders, “there is barely any significant difference between number one and number ten.” However, this race for winning status creates a ‘quasi-market’ in which universities depend on a cycle of reputation, money, and self-fulfilling prophecies to stay competitive, sometimes at the cost of students’ best interests.

Enders reminds us that rankings only reflect the aspects of higher education we can accurately measure. This results in a widespread emphasis on things like reputation by peer appraisal, industry income, library size and the number of times faculty members are cited in scholarly journals. The Times Higher Education rankings use surveys of academic reputation to make up nearly 34.5 percent of their total. However, as Einstein said, quoted so accurately by D.D. Guttenplan of the New York Times in an article about university rankings: “Not everything that can be counted counts, and not everything that counts can be counted.”

Enders also discussed the great deal of bias that plays into the development of any ranking system, especially one that has been developed by the epistemic elite of a certain disciplinary. For instance, he explains how certain types of research are weighted more heavily than others and there is a great bias to the field of science. Since universities are ranked on a whole, international rankings systems tend to favor older, larger, and more comprehensive universities. While revealing the formula behind many top-ranking systems, Enders shows how it is impossible to have a top-tier international university without a well-established engineering and/or medical school. There is also a strong bias toward English, disadvantaging universities whose faculty members publish in other languages.

Craig Calhoun, University Professor of Social

Science at New York University adds to the conversation by highlighting how the rankings system solidifies many class inequalities and limits the accessibility of higher education. Calhoun describes how financial aid is no longer given out on an entirely need-based system. Many universities spend incredible amounts of money competing for the small number of top students who have the high scores and grades to raise overall rankings. This leaves significantly less money for the other students who actually need tuition assistance. Calhoun makes Enders’ point abundantly clear: “As resources are devoted to this highly expensive race for world-class status, nation-specific goals for access, equity, and quality teaching may suffer.”

Robert H. Frank, Professor of Economics at Cornell University, agrees with Enders and Calhoun’s conclusions while going on to explain how in the academic marketplace, too much competition is really not a good thing. Frank explains how higher rankings mean more applications, a stronger alumni network and more money flowing into the university. But then, schools develop marketing departments that focus on branding their universities and creating a public image more than enhancing student life or lowering tuition.

The focus, Frank concludes, is no longer on being the best university, but rather on being ranked as the best university. It is an unfortunate game where there are lots of losers and very few winners. Universities begin to imitate the “top” universities in order to up their rankings, but Frank adds this merely results in standardization across the board, financial waste, and a neglect of the wider purposes of higher education.

It is comforting and secure to think that a numerical formula can accurately determine the best and most influential universities, but realistically this is not the case. However, when asked if society could ever truly turn away from the rankings system, Enders replies “most likely not.” Enders goes on to explain that society relies heavily on the simplicity that rankings supply. He acknowledges the competitive nature inherent between organizations and points out that while this global competition is perhaps unproductive, it gives the field a rarely critiqued sense of structure. Therefore, Enders advises that the best bet for improvement would not be to eliminate rankings, but rather to regulate and limit competition and make the rankings system more transparent.

Enders, Frank and Calhoun all agree that international university rankings need to switch their focus and use field-based, adoptive criteria to praise the multiple classes and dimensions of higher education. They conclude that the importance should be on creative teaching, innovative research and challenging opportunities that engage students. This is the only way to make universities more accessible and to enhance higher education across the globe. #



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CHILDREN'S WRITINGS

My Lunch Box Project

By ELAN ROMERO

I made a recycling project out of juice pouches. My project was a lunch box. It is important because it saves the world. It helps the environment. It's recycling. It makes the dump not grow. The way I made it is I got about 50 juice pouches from my friends. First I got 8 for the sides, then 4 more for the other sides. I tapes the sides together and, tata! You have a lunch box in the display case at Wagner College.

I had help from my brother and my mom. I had lots of fun, but it was lot of work. There are much more ways to save the planet. Remember to recycle and make people happy. #



Seven-year-old Elan Romero is a second grader at P.S. 65 in Staten Island, N.Y. His class participated in a project with Wagner College in Staten Island.

Public School 65 joins the efforts with their "Going Green with Wagner College Challenge." Each student was asked to design a useful item made from recycled materials. The winning projects will be judged on functionality, the students' ability to demonstrate and explain its use, creativity, overall design and materials used. The five winners and nine honorable mention winners will be presented with awards.

The Wagner College Athletic Department has teamed up with the Hess Corporation and Public School 65 for "Going Green Week". Hess has purchased certified renewable energy certificates and carbon credits to offset the energy usage of the Athletic Department for the week while the Wagner College men's basketball game on Thursday, February 3rd has been dubbed "Going Green Night."

Hess' purchase of renewable energy will offset 24 metric tons of carbon dioxide emissions. This is the equivalent of taking 4.6 passenger cars off the road, conserving 2,720 gallons of gasoline, energizing 2 American homes for one year and saving 8.2 tons of waste from landfills.

Traditions

By Grace Mooney

Traditions.
They keep us close.
They keep memories alive.
They keep families from disconnecting.
They stop the "lost contact",
the fake smiles,
the stiff hugs,
the small talk.

They make families
into families.

Grace is a seventh grader at East Side Middle School



Grom

By Kate Diament

It's a place two blocks away
On 77th and Broadway
Two blocks,
Two streets,
One avenue and
325 seconds is all it takes
I open the door and the magic begins
The stereo is playing
I hop on line
I look around and
Check out the new flavors
They change each month
"What should I get?"
I think to myself
Crema de Grom,
Pear,



Apple,
The Flavor of the Month
Or my usual,
Stracciatella
With Yogurt
I lick my lips with anticipation
I can already taste the sweet creamy delicioso gelato
Everything was fine ...
til the bill!
Kate Diament is a fourth grader at PS 87, Man.

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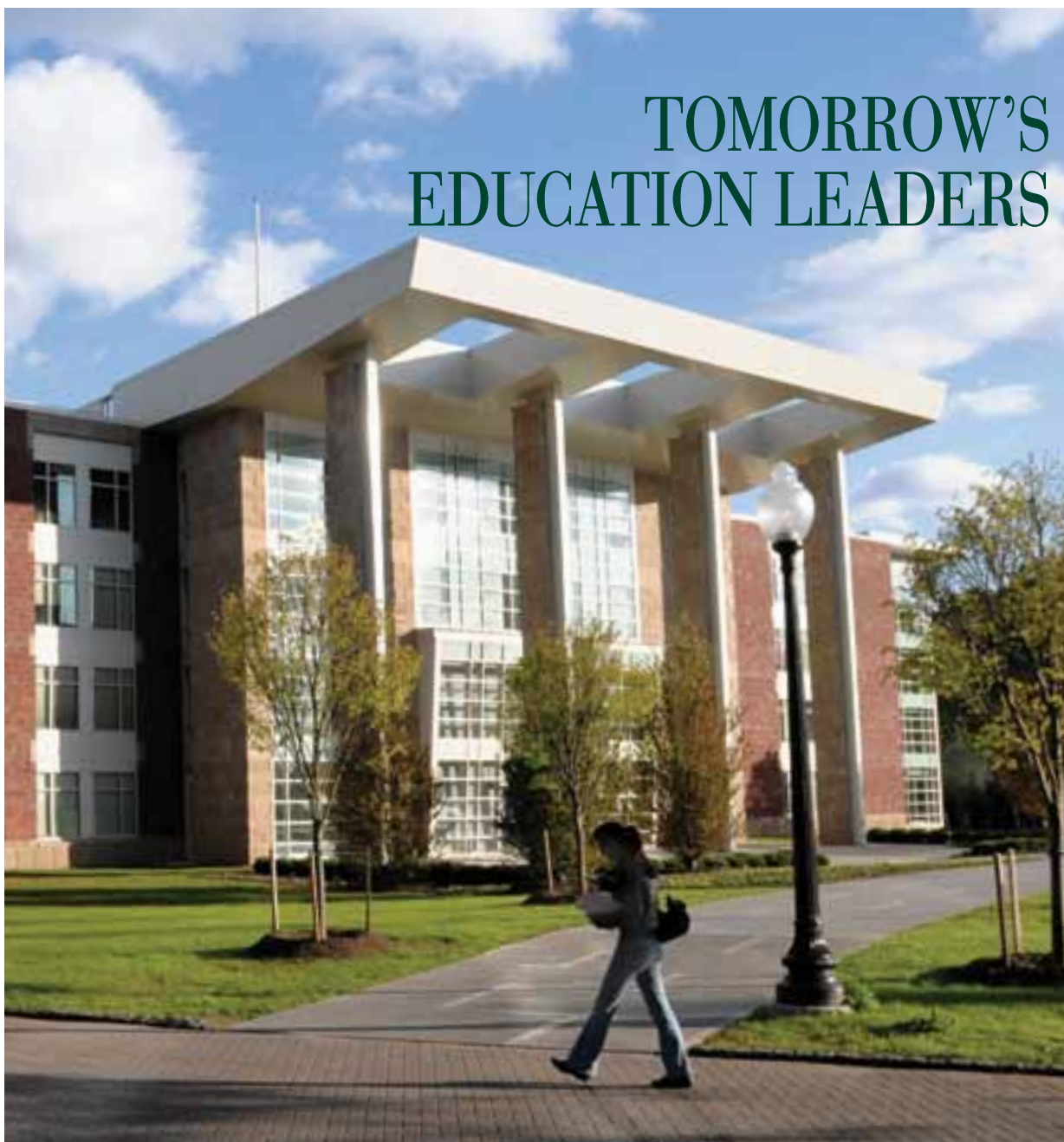
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SEACAMP MARINE SCIENCES SUMMER CAMP

The Young Man and the Sea

By ADAM SUGERMAN

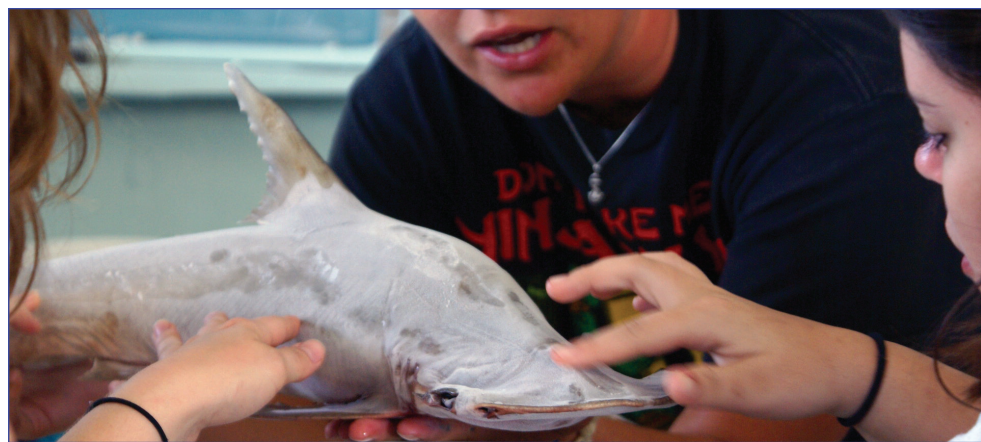
Imagine teenagers dreaming about snorkeling above a coral reef, swimming in the warm clear waters among parrotfish, sea turtles, yellowtails, angelfish and sergeant majors over dozens of coral species. Imagine their dreams coming to fruition with the opportunity to spend 18 days of summer vacation studying the third largest coral reef in the world... right there! The teens' experiences solidify their desire to become marine biologists, to find a cure to diseases whose secrets are waiting to be discovered in the sea bed, to create works of art whose motifs include the great world under the ocean's surface, to become attorneys dedicated to protecting the environment, to be the next Jacques Cousteau, and to teach future generations of marine biologists. Then during the following school year, they convince their parents, science teachers, principals and school superintendents to convert an abstraction to real life by transporting their science classrooms to the same tropical shoreline described in their textbooks, shown on TV's best nature programs, and posted on YouTube. As the teens get older and start to consider career choices, they decide to study oceanography, which includes an internship with an organization that is nestled in one of the world's most unique ecosystems. Years later, a job in ecology or research opens up and they start their careers in paradise.

This dream can certainly become reality. The Seacamp Marine Sciences Summer Camp, which is located in the dream-like setting of Big Pine Key's southern shore 30 miles east of Key West and 110 miles southwest of Miami, founded its camping program on the grounds

of a defunct hotel in 1966. According to Judy Gregoire, the director of the school program, over 300,000 campers have spent part of the summer at Seacamp. Youths from ages 12 to 17 can spend an 18-day residential experience in the summer or a five-day camp experience during the school year that includes interactive marine science education courses with snorkeling trips to the local coral reef, hands-on laboratory learning, sailing, SCUBA diving, windsurfing, arts and crafts, kayaking and canoeing. Chuck Brand, who has been with the camp for over 25 years, is proud of Seacamp's environmental ethic, which is to cultivate a deep appreciation for the fragile natural world, which helps lead students to become good global citizens and makes learning fun and meaningful.

Campers live in a dormitory style setting with a community dining hall. Students participate in serving and cleaning up after each meal and recycle their plastic utensils. Campers learn that water is an expensive finite resource in the Florida Keys, where water must be piped in from the mainland. The camp staff stress the need to conserve because students observe how waste can destroy this very fragile ecosystem. Not only do students reside among the unique wildlife found in the waters and low-lying islands of the Florida Keys National Marine Sanctuary, but also in the National Key Deer Refuge. At twilight, key deer, an endangered endemic species about the size of a Great Dane and whose habitat is exclusively on Big Pine Key and No Name Key, frequently graze their way through the property.

A typical day for a camper is to eat a hearty breakfast and then to take part in a class or work-



Danielle Bennett, an intern with Seacamp disseminates her knowledge of bonnethead sharks, allowing teachers to touch dermal denticles which serve to protect a bonnethead's skin from parasites.

shop outdoors or in a laboratory. Campers have an array of activities from which to choose. Students might measure the depths of sea grasses and the soil in which they are found, or wade through the warm water to identify sea life. Or they might learn about sharks in the classroom, with frequent interruptions from excited scientists who have spotted a young nurse shark off shore. After lunch, students might take a flat top boat ride where the white deck serves as a writing board for the instructor, or they can go snorkeling in Looe Key, which is a groove and spur reef, and part of the reef system that parallels the Florida Straits' side of the Keys. After dinner, campers get together for stargazing or continue to observe wildlife in one of the labs. During the day, there are pockets of free time where students can hone their basketball skills or hang out with their friends.

Kia Peters and Dale DiCiocco, students from the Leamington District Secondary School in Ontario had just completed the five-day program, and said that although their days were structured and busy, there was enough free time to not feel exhausted, which is common when one is on a

very busy trip. When asked what was memorable about their experiences, DiCiocco emphasized that he didn't expect to hold a jellyfish, and he felt a rush of adrenaline when feeding a barracuda and seeing rays. Peters said that although they were at times within a classroom environment, everything was hands-on. Their science teacher, LeeAnne Carchedi, who accompanied the class, wished that she could bring all of her students to Seacamp because the content synergizes with the school curriculum, and the counselors were geniuses when it came time to explain concepts and answer questions.

If Seacamp were a dream, it would be the type from which one would never want to awaken. But because it is real life, it is a place where one would want to stay forever and live the life of dreams. #

*Seacamp Marine Sciences Summer Camp;
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*NJ Panel Grapples with Education
Technology Issues*

By JUDITH AQUINO

More efforts are needed to promote professional development and garner the support of decision-makers to help schools implement advances in technology, said panelists at a New Jersey technology conference.

Hosted by Optimum Lightpath, a division of Cablevision Systems Corporation, the New Strategies to Transform Schools & Classrooms conference brought together more than a hundred educators, administrative leaders and technology specialists.

"The world and the workforce are changing rapidly and our students need to keep up," said keynote speaker Gene Longo, manager of Learning and Development at Cisco Systems, Inc.

Longo gave a video presentation of "A Day in the Life of a 21st Century Student," starring a hypothetical high school student, Sally. Using a laptop, smart phone and other electronic devices, Sally communicates with her classmates and completes a research project on water quality. The video demonstrated the ways digital technology can be integrated into a student's academic and social life.

A panel of technology experts and educators discussed the benefits of using new technology in the classroom and the challenges of implementing change.

"You can lead a horse to water, but you can't make it drink," said David Ullman, CIO at New Jersey Institute of Technology. "We need to demonstrate the value of technology to teachers."

Parents tracking their children's grades online and a quicker means of identifying students who are struggling were some of the benefits technology can offer, Ullman said.

"Professional development is the backbone of changing the use of technology," said Susan Sullivan, educational technology specialist at the New Jersey Department of Education. "The tools are out there and we need to help teachers learn how to empower themselves by using them."



Keynote Speaker Gene Longo

The problem is many tools, such as interactive whiteboards, are expensive, said Ed Hayward, director of technology at Bergen County Vocational Schools Department of Education.

"We get a lot of requests for bells and whistles from teachers. But we have to go back to professional development because without that, all these fancy tools aren't useful," Hayward said.

An area where advances in technology are being successfully implemented is in "virtual field trips," said Cathy Timpone, director of Curriculum and Technology at Park Ridge Public Schools.

"Video conferencing is a great way to connect with classrooms around the world," said Timpone. "One of our middle schools used it to connect with a class in Japan. You could see how excited the students were to speak with students on the other side of the globe. Parents were crowding into the room just to watch."

During the conference, Optimum Lightpath also awarded \$100k in grants across 10 New Jersey elementary and high schools. The grant recipients were chosen based on how the funds would be used to create new initiatives and improve the overall education experience. Some of the programs that will be funded by the grants include distance learning, virtual field trips, remote access to cutting edge applications from the home, creation of a live-stream television studio run by students and advanced connection to the nature and practice of science. #

Students Fight for a Dream

By GIOVANNY PINTO

For many young people in this country the thought of reaching economic advancement through academia is nothing more than a dream, no matter how hard they work. Juan-Carlos, who wishes to only be identified by his first name, is one of those people. Juan-Carlos graduated two years ago from a five-year accelerated program earning both a bachelor's degree in math and master's degree in education. He should be in the prime of his career, but instead he is one of millions of young illegal immigrants who are held back by their status.

Juan-Carlos came to the United States from Mexico when he was 11. His family made their way to New York City and Juan-Carlos attended Queens International High School. There he graduated with a 4.0 GPA, was involved in numerous student groups and was valedictorian of his graduating class.

Through a connection he had made at his College Now program he was able to get an in-house scholarship to a private University on Long Island (he wishes to keep the name of the school private).

After all of his hard work he is unable to achieve his dream of being a teacher because he does not have a social security number. As of now he works off the books at a car company as a dispatcher and volunteers for a non-profit where he helps teach ESL to adults.

"All I want to do is teach," emphasized Juan-Carlos. "Education is my passion."

He is also an activist for immigration rights. He recently spoke at the New York Immigration Coalition's annual meeting. In early December of last year he spoke on behalf of the The Development, Relief, and Education of Alien Minors (DREAM) Act. It would offer students who meet certain criteria a path to citizenship. Guidelines that must be met include residing in the country before the age of 16 for at least five years, graduating from a United States High School, and having good moral character. If the law would pass the student would also have to

enroll in a higher-education institution or serve in the military.

The passage of the law picked up steam late last year as supporters tried to pass it before a new, primarily Republican congress took office. President Obama, Secretary of Education Arne Duncan, and New York senators Chuck Schumer and Kirsten Gillibrand all supported the bill.

New York City's Mayor Bloomberg also came out in favor of the DREAM Act, saying it was good for the city. "Why shouldn't our economy benefit from the skills these young people have learned right here in our public schools?" wrote Mayor Bloomberg. "They've played by the rules, worked hard, and shown they value education or military service. They are just the kind of immigrants we need to help solve our unemployment problem."

Those in opposition to the bill argued that it was an easy path towards amnesty for more than 2 million illegal immigrants. They also voiced concern that the passage of the bill would take away already scarce jobs and tuition.

At that time Juan-Carlos spoke at NYC's event, The House of Representatives had just passed the DREAM Act by a margin of 18 votes, while voting was delayed in the Senate. It was a nervous yet exciting time for him. He spent his free time networking, calling senators and gathering support on social networks.

When asked what would he do if the bill failed the Senate, he said he would wait it out a few more years and if worst comes to worse, go back to Mexico. That means leaving the only life he has ever known, his friends, his family and starting over from scratch.

Less than a week later, the Senate voted down the DREAM Act, leaving many such as Juan-Carlos to wonder and second-guess their futures in this country.

"I am just one of thousands. We all have dreams, the better future that our parents always wanted for us," expressed Juan-Carlos. "Right now there is a wall between me and my goals." #



Dr. Jane Goodall Delivers Keynote at Second Annual Expo at NYU



By RACHEL GELLERT

The energy was contagious in NYU's Eisner and Lubin Auditorium as over 250 excited local public middle and high school students proudly displayed their team science projects at the second annual Sci-Ed Innovators Expo & Symposium." NYU Steinhardt School of Culture, Education, and Human Development and the Jhumki Basu Foundation sponsored the event that aims to strengthen engagement in the sciences and encourage hands-on project-based learning in the classroom.

The expo commemorates the work of the late Jhumki Basu, Steinhardt faculty member and dedicated science educator. The Jhumki Basu Foundation, established by Jhumki's parents,

works to make excellent science education available to students in resource-starved schools. The foundation selects dedicated science teachers, many of whom were involved in the expo, and turns them into "Sci-Ed Fellows," a community of professionals who can share ideas and techniques in order to transform the quality of science education. Looking around at the colorful posters, creative exhibits and incredible PowerPoints, it is clear the Jhumki's legacy lives on in these future scientists.

Teachers, reporters and other guests crowded around the display tables as each student team eagerly explained their particular project. Camila Quintero of East Side Middle School and her teammates read an article about Devils Lake in

North Dakota and were horrified to learn that glacier melting is causing the lake to overflow with devastating consequences. So the team made a model version of Devils Lake to demonstrate the problem, complete with a system of tubes to control the lake's elevation and salinity. "It was so much better than any other project," says Quintero. "We actually learned something and we wanted to help."

Just as inspiring was a social action project exposing the crisis of child slavery hidden in the chocolate industry. Diana Drake, Sorene Mews and Sofia Carrillo of Chestnut Ridge Middle School spoke with incredible knowledge about young children harvesting cocoa beans for little

continued on page 24



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GRIEVING AND GETTING ON IN 'RABBIT HOLE'

By JAN AARON

In "Rabbit Hole," director John Cameron Mitchell shows us an upper-middle-class couple deadened by grief at the loss of their toddler son, and how they try to get on with their lives that are now tinged with melancholy. The movie is based on David Lindsay-Abaire's stage play of the same name. Lindsay-Abaire won a Pulitzer Prize this work.

Becca (Nicole Kidman) goes about her daily life, perfectly groomed like a mannequin in a store window. She tends her immaculate garden and bakes picture-perfect pastries in her tidy kitchen. Her husband, Howie (Aaron Eckhart), puts tremendous force behind a squash ball and exudes cheer while making small talk at work.

The characters go through the motions of living for months after their toddler son was killed by a car when he ran into the street near their home. They express their grief in very different ways: Becca wants to rid her life of every vestige of her dead son. Howie wants to hold on to every memory, savoring old videos and the boy's favorite toys. In desperation, the couple tries but fails to find solace in a support group.

Becca follows Jason — played by Miles Teller, an outstanding newcomer — the driver who hit her son. They converse on a park bench. She



doesn't want to punish him, but to find out how he is coping with the accident. Kidman's acting here radiates such tenderness at a painful time that you might find yourself reaching for a tissue.

We think the Corbetts' marriage might fall apart, but it doesn't. The couple struggles to find new choices so life can move on. Becca seeks solace and advice from her mother, Nat, (a superb Diane Wiest) and Howie considers but rejects the idea of an affair with Gabby (Sandra Oh), an acquaintance from group therapy. They put their comfortable house up for sale, but take it off the market. In fact, filmmakers used a real house in Douglaston, Queens. Eventually the grief-stricken couple gets on with their life. What else could they do? #

Pres. Regina Peruggi

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years at night to complete my MBA and doctorate. Clearly, attending class at night and having a very responsible position during the day was difficult. How did I overcome the obstacles... I'm not sure except that once I got on track I just kept going. There seemed to be no other choice and I had good moral support from lots of close friends.

Other obstacles were more internal. I had little self-confidence for a long time and that was difficult to overcome, but I think I started to meet that challenge by pushing myself into difficult situations and getting through them. After a while you say...I can get through anything!

Accomplishments You're Proudest Of: I'm proud of having developed the York College Community Learning Center many years ago. I'm proud of the CUNY literacy, GED and other adult programs that I was able to expand at the University. I believe that the 11 years I spent as president of Marymount Manhattan College made a difference. I am proud of the work that's done every day in Central Park and

I was part of that work for several years. And, I am so proud of the work that's being done at Kingsborough Community College today. Community Colleges are the unsung heroes of this city as they provide access to higher education for thousands of students each year. My students seek higher education as the means to a better life for themselves and their families and I believe that everyone at Kingsborough understands that deep down. That is why their work is so good. We are, in fact, one of the top community colleges in the country!

Most Influential Mentors: Early on, I would say that my high school teachers were very instrumental in mentoring me. At my first job, my supervisor, a woman named Phyllis Hyde, really taught me everything I know about counseling and supervising other people. Jim Hall, my first boss in higher education was probably my most important mentor. He encouraged me, supported my work, challenged me to go further and taught me so much about education, about people and about life. In fact, I would have never gone as far as I have in higher education without his guidance and support. Mary Anne Schwalbe, who passed away only two years ago and who led the Women's Refugee Commission for many years was another

Dr. Goodall took the stage and greeted the audience with a lively chimp call, sparking smiles and applause across the room. Dr. Goodall spoke about her own experiences as a young student of science, forever exploring and asking questions of the world around her. She spoke lovingly about how her own mother's support and encouragement nurtured that curiosity. Dr. Goodall discussed her early work with the well-known archaeologist Louis Leakey, including her groundbreaking discoveries studying chimpanzees.

More recently, Dr. Goodall has founded Roots & Shoots, a global community service initiative that aims to educate and empower young people to be the peaceful, proactive change our world needs to see. While Dr. Goodall was sure to emphasize the devastating circumstances facing our environment, what stood out most was her unshakable message of hope. She told the students in the audience that the power to make things better lies in their hands. "Young people," she says, "informed and empowered of the difference they can make, will change the world." Hearing those passionate, inspirational words, surrounded by so many bright, eager minds, a better world does not seem so far away. #

Jane Goodall

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to no pay so that Hershey can make its chocolate bars. They enthusiastically explained how awareness and buying fair trade products are the first steps to solving the problem. "Obviously we want it to end," says Carrillo, "but for now we just push for change and awareness." Each demonstration varied greatly from the next, but all of them glowed with thoughtful experiments, strong conclusions and innovative suggestions for the future.

After the Expo, the crowds filed into the Skirball Center for Performing Arts for the symposium, including a keynote address by Dr. Jane Goodall, founder of the Jane Goodall Institute, famous primatologist and U.N. Messenger of Peace. The symposium opened with Steinhardt Dean Mary Brabeck and NYU President John Sexton congratulating both students and teachers on their hard work. Then, with teary eyes, Radha Basu, Jhumki's mother and co-founder of the foundation, described her daughter's impressive life and introduced Dr. Goodall as her daughter's all-time hero.

Roseanne Haggerty

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nificantly, she saw that their three-week stay at the shelter was typically followed by subsequent stays. She became additionally involved with policy development, particularly as this affected youngsters. And she began to see that Covenant House, busy enough trying to provide shelter, could not also efficiently address solving problems — trying to prevent homelessness, recidivism and costly, impractical initiatives.

The MacArthur no-strings genius award came "from out of left field," she says, though obviously someone out there had been watching her incremental movements to devise a stable-housing plan for the homeless by renovating defunct old buildings. Before that, she had worked for seven years at Catholic Charities of Brooklyn and Queens and after that at Common Ground, an organization she founded that would address issues related to homelessness. When she had been at Covenant House, which was located in Times Square, she could not help seeing what was going on next door at the bankrupt Times Square Hotel, a residence for the homeless that had so far acquired 1,700 violations and was a disaster in the way it treated the homeless, the elderly and the mentally ill.

Common Ground started to buy, build and remake buildings. With funding from government sources but increasingly the private sector, Haggerty began to think of how providing low-income housing could be joined to other needs — in health, education and broader social services, including jobs training and

important mentor and close friend. I met Mary Anne when she was a trustee of Marymount Manhattan College and I looked to her as a role model for the type of person I would like to be. Her commitment, enthusiasm and caring for others were extraordinary. She was a mentor, model, friend and someone whom I turned to for advice in many areas of life! Finally, one of my best mentors, but more importantly, best friends is Dr. Augusta Kappner who recently retired as president of Bank Street College of Education. I worked for Gussie in 1984 and it changed my life. She was an inspiration, the best supervisor, colleague, teacher and mentor. The work we did together was important. We worked very hard but enjoyed every minute of it and had loads of fun as well. Some of the best lessons I learned in higher education I learned from her. Work hard, play hard, remember the little things...they count...respect everyone... and in everything you do...do it with passion! Gussie and I continue to like to work and play together. Last, but surely not least, there is a very special person in my life now. I met Jerry McCallion when he was a trustee at Marymount Manhattan. He was a committed trustee who was always there for the college and our students. We were friends for a long time and now I'm so lucky that he supports me every day with his patience, love and good humor. That's a long way of saying...good people in your life make the real difference.

Turning Points: A pivotal point in my career came after having worked about six years at the City University. Finally, I took a deep breath and decided to go back to graduate school for my MBA. At the time I was running the York College Community Learning Center, which was almost entirely grant funded. I realized that, in fact, it was like running a small business and I wanted to develop my managerial and financial skills so that I could run the Center as effectively as possible. From this position I moved on to the Central Office of the University (a position I would not have

actual jobs — and how all these resources might be integrated and also serve as a model nation wide. Today, from over a modest start in New York City, over 70 cities participate in a national Common Ground campaign, with special emphasis on cities such as New Orleans that also symbolize the plight of the most vulnerable.

"I'm in the systems integration business now," Haggerty says, though the New York City program continues, with a special focus on Brownsville. Central to all efforts, she emphasizes, is education, including classes in ESL and financial literacy, and so she has partnered with public and charter schools, and with community colleges for a "from-cradle-to-career" campaign working on preventing homelessness. Both the New York City Common Ground and the national chapter are aimed at eliminating working at cross purposes.

As for assessment, Haggerty notes that data tracking in one pilot area has turned up a 94 percent housing-stability rate after one year, and has dramatically reduced unnecessary hospitalization, thus reducing costs. Related studies are under way to evaluate how kids in families that are now being kept together do in school. Outreach efforts in Brownsville have also shown that the most vulnerable youngsters, many of whom have mothers who have been or are on welfare, should be identified as special-needs children.

"There are so many terrible things that are beyond our control. This [homelessness] isn't... I believe that this is urgent work." That statement, articulated almost a decade ago, is, she believes, slowly being realized. #

obtained had I not been on my way to completing an advanced degree). It was there that I decided that I wanted to have the opportunity to make a more direct impact on students and returned again to school at night to pursue a doctorate. I knew that having the doctorate would give me the credential I needed to be considered for high-level administrative positions. And, it did!

Future Goals: My most immediate goal is to complete a project that we're doing at Kingsborough with four community colleges across the country to help them look at their institutions and think about how they can refocus what they're doing to have a more positive effect on student success. It's an opportunity for us to share our work at Kingsborough to make an even greater impact. Our project is called "The Community College Jigsaw: Putting the Pieces Together." We believe that unless you look at everything you do for students from the time they apply to the time they leave, make the changes that are necessary to improve their chances of success, and connect all the "pieces," your best efforts won't have the impact you want. That's my immediate goal.

I'm also looking forward to continuing to pursue my interest in refugee women and children. I've been a board member, chairperson of the board and commissioner for the Women's Refugee Commission for over 12 years and I want to continue to promote attention to the special needs of women and children refugees around the world. Similarly, CUNY is embarking on an important project to help restore and rebuild the education system in Haiti. We are planning to work with the budding group of community colleges in the country to strengthen their academic programs. I believe that this will make a major impact in opening up higher education to a larger percentage of the Haitian population who are seeking education and training. And, always, I'm looking forward to lots of fun in the years ahead. #

Pres. Deborah Spar

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with public policy debates is something I actively pursue. In terms of which debates, the past two years at Barnard have shifted my lens

a bit and I'm looking much more intensely at issues surrounding the education of women and women's leadership, the financing of higher education and, more broadly, the very future of higher education in this country. I was never really one for small topics. #



CUNY Chancellor Re-imagines Funding Possibilities



CUNY Chancellor Matthew Goldstein

By JENNIFER MACGREGOR

Matthew Goldstein, the chancellor of the City University of New York, spoke at the Harvard Club recently, emphasizing that public higher education is in crisis mode because of budget deficits, and administrators have to be creative when they look for ways to continue their mission of educating the public.

Goldstein lamented the \$241 million in budget cuts to CUNY, giving the backdrop that New York is not the only state to have to make similar cuts in this time of economic crisis: In 2008, 43 states either cut funding or raised tuition for their public higher-education institutions. This is especially taxing for CUNY, since 80 percent of the nation's high school students attend a public college or university.

"This is a time when we need more college graduates, educated to higher levels. Instead, we're losing ground," he said. "This is nothing less a national security issue."

Goldstein acknowledged the accomplishments of Zujaja Tauqeer, a Brooklyn College student who was awarded one of 32 Rhodes Scholarships this year. She is part of the Macaulay Honors College and Coordinated B.A.-M.D. Program, a

combined degree program that prepares students for medical studies at Downstate College of Medicine of the State University of New York.

The United States ranks 20th in the high school completion rate among industrialized nations and 16th in the college completion rate. The ranking is even lower for those who graduate with degrees in science and math.

Goldstein said that it was imperative for CUNY to address the issue of how to educate our country's citizens without public support. He said that when he was president of Baruch, he realized he needed to spend more time raising private money instead of "walking the halls in Albany." Today philanthropic donations to the university are \$200 million annually.

The chancellor explained that philanthropy will be just one facet of a multi-angle approach to financing. The CUNY Compact, he said, is a funding model that will include public-private partnerships in fields such as real estate and e-textbook publishing.

"We cannot gamble with the talent that will drive New York's competitiveness in the decades ahead. It's the most important investment we can make in New York's future," he said. #

Dr. Jamshed Bharucha, President, The Cooper Union

By JOAN BAUM, Ph.D.

Some people may not know or remember the full name of Cooper Union, the world-renowned higher education institution for engineering, architecture and technology, located in Lower Manhattan. It is The Cooper Union for the Advancement of Science and Art. They may not also recall that the inventor, industrialist and philanthropist Peter Cooper established the college in 1859, the year that the great scientist, humanist and writer Charles Darwin published his groundbreaking evolutionary treatise, "On the Origin of Species By Means of Natural Selection." It was a time, then, when "science" was part of Natural Philosophy and when intellectual inquiry embraced analytical and aesthetic disciplines.

For Dr. Jamshed Bharucha, who will assume the presidency of the Cooper Union this July, the full name of the college not only reflects the multidisciplinary ideals of its founder, but, Dr. Bharucha believes, invites interdisciplinary and global enhancement of the school's mission — "taking it to the next level" — in ways that Peter Cooper would have approved. Archival records, which the new president is enjoying reading, show that in emphasizing both art and science as essential to higher education, Peter Cooper "was ahead of his time." Dr. Bharucha also believes that encouraging philanthropic support for the school's continuing curricular innovation is important even though Cooper Union has the enviable distinction of being the only free institution of higher education in the city. Philanthropy, a distinctively American enterprise, he points out, carries on Peter Cooper's belief in meritocracy and passion for social justice, and it will be most welcome as the college moves to implement "vibrant" new curricula, especially in the area of technology.

Last year, 3,354 students applied for a freshman class of 214, making the Cooper Union one of the most selective colleges in the country. Sure, free tuition is a motivating factor in applications and historically a "cherished aspect" of the college, but it is not the main reason students want to come to the college, Dr. Bharucha says. Cooper Union's reputation for providing cutting-edge learning and career opportunities, not to mention fostering small classes and close student-faculty relationships, makes it particularly desirable. Many architectural and engineering firms are increasingly taking on projects in China, India and Africa, and graduates of the Cooper Union are educated to address those needs not only with skills, but with cultural sensitivity.

For Dr. Bharucha, Peter Cooper's dedication to ensure that the best and brightest could pursue higher education without being hindered by financial need has special resonance since the 54-year-old new president came to the United



Dr. Jamshed Bharucha, President, The Cooper Union

States from India at 17 to attend Vassar College on a full scholarship. But Dr. Bharucha also feels personally attached to the founder's attention to art and science. A scholar with impressive research credentials in neuroscience, he is also an amateur violinist. Before coming to Cooper Union, Dr. Bharucha was provost and senior vice president of Tufts University where, significantly, he served on the faculty of three academic departments — music, psychology and neuroscience. He talks as easily about computer technology as about the last movement of Mendelssohn's Octet in E-flat major, which he hopes will be performed at his inauguration.

It's easy to imagine that the amiable present-elect will follow in the footsteps of his mentors, among whom he lists, professionally, the late James O. Freedman, the 15th president of Dartmouth, who, Dr. Bharucha says, was unstinting in his "selfless advice." Personally, and with loving reference, Dr. Bharucha also cites as major influences his parents — "flaming intellectuals and idealists" — his mother was a musician, his father the first engineering designer in his region in India to incorporate computers into his work. Dr. Bharucha would, indeed, integrate his rich and varied inheritance as president of the Cooper Union.

American universities are still the world's leaders in research and especially in valuing the place of imagination and creativity in spurring innovation. For all the "misperceptions" in media reports that China and India "will eat our lunch in the global economy," Dr. Bharucha points out that Eastern countries look to America as a model for what higher education can be in providing a "broader perspective" in which to develop advanced skills in math and science — the legacy of the founder, the aspiration of the incoming president. #

Nancy Zimpher

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resources to bring the vision to life. The process is incomplete without the metrics to hold each and every stakeholder collectively responsible for meeting our goals. Currently, the State University of New York is deeply engaged in a collaborative vision of driving New York's economic revitalization and enhancing New Yorkers' quality of life. We're following precisely the steps I've just outlined and we are publically sharing our progress. For SUNY, delivering an accessible, affordable and high-quality education for New Yorkers is essential to our success.

Accomplishments You're Proudest Of: Forty years (and counting) serving in public higher education institutions is certainly an accomplishment that I take pride in, mostly because those institutions have distinguished themselves as pathways for educational, career and social advancement for the tens of thousands of students and their families. Further, throughout my career, I have championed the need for highly effective

teachers who are well prepared to serve in urban and rural schools where the need is so great. I have organized and led national networks of public urban research universities that are deeply committed to this goal. Recently, I helped form a national network of "cradle to career" local community initiatives to ensure evidence-based intervention wherever the "educational pipeline" is failing our kids, whether it's in the Pre-K years or in our middle schools or beyond. This has been my highest personal and professional calling; to make sure every young person in America has equal access to a high-quality educational opportunity.

Most Influential Mentors: My mother remains my most inspired mentor and role model. She graduated from college in record time, back when most women were not being exposed to college. She was a Latin major with a business school background — what a combination! She gave her life to the classroom, eventually teaching young women in the commercial sciences and placing them in competitive jobs in their communities. She was ahead of her time throughout her career!

While many, many women and men have helped advance my career, only one was willing to edit my papers, help me rehearse my speeches, correct my posture, sew my dresses, ask me to speak loudly, and always, always lead with a smile — and that was my indefatigable mother!

Turning Points: I happened into my doctoral career almost accidentally, which is usually the way with life's turning points. You could say I began following the lead of others who were doing the same thing, largely without a specific direction. Through that process I was eventually exposed to many people who planned and plotted their career steps with more foresight than I had. They taught me how to be more strategic about the kind of knowledge and experience I was acquiring, what field of study I pursued, and persistence in my studies. Even so, about 10 years out in my career, I seemed stalled. A colleague came along who helped hold a mirror up to my abilities, encouraging me to be the best that I could be, and to exercise my skills in a more directed fashion. This colleague became my co-teacher, my co-author, my soul mate, and,

ultimately, my husband. And that made all the difference in my career and in the quality of my life going forward.

Future Goals: I have landed in a wonderful place, leading one of the largest, most comprehensive and diverse public higher education systems in the country. You could say that the State University of New York and I were brought together by a mutual vision. I see SUNY playing a decisive role building the future of New York State. Because of the size of this system, I believe we are strategically positioned to take great ideas to scale across multiple sectors, from community and comprehensive colleges to doctoral universities and medical schools. What we need is the collaborative vision to bring our collective knowledge and skills, innovation and entrepreneurship to bear on some of the most challenging problems facing our state, and our nation. I believe SUNY can be a catalyst for social and economic advancement beyond any impact a single institution can muster — 64 institutions working collaboratively to meet 21st-century challenges locally, nationally and around the globe. #

Art and Medicine Merge in Tibetan Medical Exhibit



By JENNIFER MACGREGOR

Nine Tibetan Lamas from the Drepung Loseling Monastery created a "Medicine Buddha" sand mandala after a prayer ceremony that included meditation, chanting and instrument playing at the American Museum of Natural History in New York, as part of an exhibit that merged science and art through Tibetan medical painting.

Khen Rinpoche Geshe Kachen Lobzang Tsetan, the abbot of the Tashi Lhunpo Monastery in Tibet, explained to visitors of the museum that they were creating the mandala for the "benefit of all sentient beings." The mandala, he said, is like a GPS for a spiritual journey, guiding the prayers of all who came to participate. He explained the process of making the mandala, which would be

completed over a six-day period. The whole process was visible to guests at the museum.

A class of first-grade students from the Carl C. Icahn Charter School in the Bronx watched intently as the monks performed the opening ceremony. Their teacher, Lissette Aldebot, has been teaching her students to meditate and practice yoga every morning. She said the positive change in the students' behavior was major after she started the meditation lessons.

The Lamas made a procession through the museum to the Body and Spirit exhibit of Tibetan medical paintings.

Laila Williamson, the curator of the exhibit and the senior scientific assistant in the division of anthropology, said that the 64 paintings on display

are painstaking reproductions done from works originally commissioned by the fifth Dalai Lama in the 17th century for the medical college in Lhasa, Tibet. The original set, which was intended as a visual aid for medical students, was reproduced in the early 1900s. The paintings hanging in the museum's Audubon Gallery now are reproductions of that set.

One of the objectives of the exhibit is to show the history of medicine not only in Tibet, but in the world at the time, Williamson said.

Romio Shrestha, the Nepalese artist who created the paintings in the 1990s with the help of his students, said that the paintings were made the same way the original set was created, with handmade canvas and ground-up minerals and vegetables used for paint.

He said that he decided to recreate the series

because he saw unanswered questions in the modern scientific world. Modern medicine deals with symptoms, he said, which lacks the holistic approach that Eastern medicine embraces.

Shrestha was born in Kathmandu, Nepal and was told when he was six years old that he was the reincarnation of the master Tibetan medical painter Arniko. When asked how he learned how to paint, he said simply that was never taught, but knew from his previous life.

"I have no religion," he said, and went on to explain that he was born into a Hindu family, went to a Roman Catholic school, became a Buddhist monk and married a Protestant. "All religions need to come together," he said.

"Body and Spirit: Tibetan Medical Paintings" will be on view until July 17. #

Logos Bookstore's Recommendations



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March and April are great months to come to Logos Bookstore as there are many books, cards and gift items for St. Patrick's Day, March 17, 2011, Easter, April 24, 2011 and Passover, April 19-26, 2011.

Special events for these months are:

•**Wednesday, March 9, 2011 at 7 p.m.**-Kill Your TV Reading Group will discuss *The Finkler Question* by Howard Jacobson.

•**Monday, March 14, 2011 at 7 p.m.**-The Sacred Texts Group led by Richard Curtis will continue its

discussion of the Book of Acts and The Talmud.

•**Friday, March 18, 2011 at 7 p.m.**-Mary Pat Kelly, former Columbia Pictures and Paramount Pictures screenwriter as well as associate producer of Saturday Night Live, will discuss her Irish family saga novel, *Galway Bay*.

Every Monday at 11 a.m. is Children's Storytime led by Lily.

Coming in April: KYTV Reading Group will discuss *Mrs. Lincoln* by Catherine Clinton, Wednesday, April, 6, 2011 at 7 p.m.

Linda Macaulay

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"who am I talking to?" unless the connection is bad or you don't know the person. This is actually very difficult for your brain to process. And if you can do it, which we all can, you can learn the bird sounds, too.

Accomplishments You're Proudest Of: I have dedicated the past 20 years to the study of ornithology and to the support of wildlife. As a research associate of the Cornell Laboratory of Ornithology I have been able to travel the world recording bird and animal sounds and documenting their behavior and geographic variation. I have recorded thousands of sounds from 2,660 species of birds, in over 50 countries, on six continents along with numerous animal and other natural sounds, amassing one of the largest collections in the world. My work has resulted in the first recordings ever made in the world of a number of species like Whitehead's Trogon from Mt. Kinabalu, Borneo, to Rust and Yellow Tanager in Argentina as well as many range extensions, including work that led to the discovery of a species new to science, *Telephorus dohertyi*, Four-colored Bush-Shrike, from Gabon,

West Africa. My collection is housed and cataloged at the Cornell Lab of Ornithology where it is free to anyone anywhere in the world to access online. Receiving the prestigious Arthur Allen Award in Ornithology from Cornell in 2010 for my work and contribution to the field of Ornithology was a great honor.

Most Influential Mentors: Greg Budney, the Curator of Sounds at the Macaulay Library at the Lab, not only started me on the road to studying birds but also encouraged me at all steps of the process. He and Bob Grotke, an amazing engineer at the Lab, trained me to understand the physics of sound, how recorders work, what the technical limits are and how to work in the field to make the best recordings possible.

I was introduced to Ted Parker by Greg Budney. Ted Parker, a renowned ornithologist who worked in South America for most of his career, kept telling me that I could learn the sounds and make great recordings. He was so legendary that one could have been intimidated by his abilities, but he was so down to earth and encouraging that I kept working hard and realized that I could make a significant contribution to the field. Not every recording will be great, but it may still have very important infor-

mation associated with it. Strive to make the best recording, record the same species as many times as possible and you will start to be able to tell a story. Ted's extensive and very impressive collection of recordings is housed at the Lab of Ornithology.

It is always great to bring back recordings that are not in the collection and sometimes are the only recordings in the world! That certainly is something to celebrate and makes you want to get back in the field as soon as you can. I also learned that I could make a major contribution by recording all species including common birds. This has helped round out the Library with geographic information, and variation has added different types of vocalizations, rounding out the repertoire of individual species.

Turning Points: A trip to Kenya in 1987 on a Lab of Ornithology safari was a distinct turning point in my life. It was supposed to be a vacation. With Don Turner, the best ornithologist in East Africa as our tour guide, my eyes were opened to the idea that I could go look at birds outside of the U.S.

Greg Budney was carrying his tape recorder and making recordings of the birds we were seeing. This was an introduction to a new world for me.

The next year I went to Peru with Ted Parker. I already had a tape recorder, but I was not using it

very productively. Ted really encouraged me to start doing expeditions. When I would see him at the Lab he kept encouraging and mentoring me.

Future Goals: I would like to continue to record birds, document their behavior, and continue to build the Library.

In March I am going to Sri Lanka, hoping to add a lot of new material to the Library. The birds have been separated from the Indian subcontinent for a very long time and evolution will have changed a number of species. There are a number of birds on the island that have already been identified as new to science, generally having been split from species in southern India. Since I have worked in Southern India, it will be interesting to record these species and compare them to their close allies, as I was able to do in Borneo with similar species found on the Malay Peninsula. Sound recordings are often the first clue to speciation.

In addition, there is a list of countries that I would like to work in. Generally, those are countries where the Lab collection is under represented. New Zealand is another place that is of particular interest. Again the birds in New Zealand have been isolated for a very long time, making them very unique. #

Pres. Jennifer Raab

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Master Plan for growth, but no strategy or money to implement it. And there was very little in the way of significant fundraising. Hunter's reputation for making the American dream possible for countless immigrants, minorities, and children from lower-income families was threatened by its inability to leverage the talents of its students and faculty and transform itself into a dynamic 21st-century university. For a Hunter diploma to once again represent something of great value, it was crucial to both demand excellence of students and faculty and recapture the status of a Hunter education in the New York community. We have improved academic standards, invested significantly in the sciences, and added new programs, such as our MFA in Creative Writing. We have restored the

beautiful Roosevelt House, the former New York home of Franklin and Eleanor Roosevelt, which now serves as the home of Hunter's new Public Policy Institute. We have even added a new school: the doctoral-granting CUNY School of Public Health at Hunter College. We have raised more than \$140 million in private donations for faculty recruitment, professional training programs, scholarships, improved facilities, and more. The proof of our success is in the pudding: Hunter is more competitive than ever, our faculty has received tens of millions of dollars in research grants, and our national rankings and reputation have skyrocketed. In February, for the third year in a row, The Princeton Review named Hunter one of the top ten "Best Value" public colleges in the nation.

What are some of the accomplishments you're proudest of?

I am proud that I have made a career of public

service. Even when I was a practicing lawyer, I fought for firms and clients whose values I was proud to represent. I am proud to have made a difference and to continue to make a difference to the people of New York, my lifelong home and the greatest city in the world. And I am proud to have passed on to my children the same love and appreciation of public service.

Who have been the most influential mentors in your life?

My law professors at Harvard taught me so much about how to think critically and how to approach the questions that really matter. People like Martha Minow, an expert on education equality, and Kathleen Sullivan, one of the nation's leading scholars of constitutional law, did more than prepare me. They inspired me with their commitment to the pursuit of justice.

What would you describe as a turning point

in your life?

Hunter College High School, certainly. As a child from a low-income, one-parent family, no one thought I had much of a chance of going to college. Getting in to Hunter College High School literally changed my life and opened up doors I never could have passed through otherwise. It instilled a love of learning and a sense of responsibility and hard work that will stay with me forever. I have earned three Ivy League degrees since then, all wonderful, but none so special as my degree from Hunter College High School, which made the rest possible.

What are your future goals?

To continue to follow, and inspire others to follow, the spirit of the great Hunter College motto: *Mihi Cura Futuri*, translated as "The care of the future is mine." I will care for the future by making sure Hunter remains a place where the American Dream still comes true. #



SPORTS

Blackbirds Win on Senior Day, 86-72

By RICHARD KAGAN.

Amid all the excitement and hoopla surrounding St. John's Red Storm's terrific season, The Long Island University Blackbirds have created a season to remember for their followers in Brooklyn.

LIU has had a great season this year with an impressive 24-5, 16-2 record. LIU won the Northeast regular season with a 16-2 mark and defeated Central Connecticut State University 86-72, in their last regular season home game. Head Coach Jim Ferry and his team own the best road win record in the country, 13-3, and are ranked one of the top teams in the nation with a rebound average close to 42 rebounds per

game. Their offense is also in high gear, scoring over 82 points per game, putting them in the top-ten teams in Division I play.

This season has been the culmination of a lot of hard work by the two senior starters, David Hicks and Kyle Johnson, who are also guards. They have both played in 120 LIU games, a career record. Hicks led the team in scoring against CCSU with 22 points, highlighted by 3 quick shots made from long distance, accounting for 9 points, which secured the lead for LIU in the second half.

"We have something really special here," says Jim Ferry, head coach of LIU. The team has the most wins of any team playing in the

New York-metropolitan area this season. LIU has a lot of depth — players who can come off the bench and do a great job. Reserve guard Jason Brickman, a freshman, has been just named NEC Rookie of Week for his performance. C.J. Garner, a sophomore guard, starts, and gives the Blackbird an additional man to direct and move the offense, which is aggressive and high flying, a suitable description for the Blackbirds. Sophomore forward Kenny Onyechi came off the bench and scored 16 points against CCSU.

Julian Boyd, the NEC Rookie of the Year in 2008-2009 for LIU is a talent with natural scoring ability. At 6-foot-7 and 240 pounds, he is a physical presence with a great shooting touch. Boyd scored 17 points and grabbed 13 rebounds in the win over CCSU. His body knows when to

stop, pivot and shoot. He's an offensive force.

"We have the ability to wear people down," said Ferry. Perhaps that is why LIU has a higher shooting percentage in the second half. His teams create separation by having a "wave of players" coming at you, mentally ready and aggressive. Against CCSU, LIU shot a hot 64.3 percent in the second half. The team made 5 of 10 three-point attempts. LIU was trailing CCSU 36-34 at the half. But LIU made its shots and gradually pulled away to take a six-point lead with eight minutes left to play. Then Hicks went to work. He found his spot about 24 feet from the basket and fired a bomb. It went in. Then two more quick shots and LIU had a 74-59 lead it never gave up. "My teammates found me," Hicks noted. "Coach told me to find my lane, spot up, and make sure my feet are squared." #

Get The Picture? By David J. Kahn (Kibbe3@aol.com)

David J. Kahn has been dazzling crossword puzzle fans with his creations for many years. Almost 150 of his puzzles have appeared in the *New York Times*, with many others in the *Los Angeles Times*, the *New York Sun* and other newspapers and magazines. His books include *Baseball Crosswords*, *Sit & Solve Hard Crosswords* and *Sit & Solve Movie Crosswords*.

ACROSS

- 1 Pants folds
- 7 "Sesame Street" network
- 10 ___ Benedict
- 14 Blood lines
- 15 401(k) alternative
- 16 Item seen in bars?
- 17 Oscar category
- 19 Wood shaper
- 20 Chinese cosmic order
- 21 Captured
- 22 Career officer
- 23 #5 on the Writers Guild of America list of the 101 greatest 17-Acrosses
- 27 Extension
- 28 Mannerly type
- 29 Upset with
- 31 Like most football passes
- 34 Big annual Big Apple event
- 37 One of 23 popes
- 38 Newly waxed
- 40 Existed
- 41 LSD user
- 43 See 63-Across
- 44 Wynonna and Ashley's mom
- 45 Get an ___ effort
- 47 "Now I get the picture!"

DOWN

- 49 #4 on the list
- 54 It's a dyeing art
- 56 Concerning
- 57 Space station that fell to earth
- 58 In a while
- 59 #1 on the list
- 62 Scatters seed
- 63 With 43-Across, kind of town
- 64 Symbols of purity
- 65 "You're getting warmer," e.g.
- 66 Wash. winter hours
- 67 Pooh's pal

ACROSS

- 18 Wear a puss
- 22 Mother of Pollux and Helen
- 24 It's often found in minutes
- 25 Rose's home?
- 26 Results may do this
- 30 On the job
- 31 1977 Steely Dan album
- 32 Big bird of myth
- 33 #3 on the list
- 34 Day or night preceder
- 35 Surgery ctrs.
- 36 Bridal notice word
- 38 Final start?
- 39 Dominicans' neighbors
- 42 Pawn
- 43 Sweetums
- 45 Cornell of Ithaca
- 46 Frail
- 47 Ruffle
- 48 Capital on the Red River
- 50 Map detail
- 51 Prenatal exam, briefly
- 52 Not as aloof
- 53 Wipe
- 55 The "I" in M.I.T.: Abbr.
- 59 Friday on TV, once
- 60 It's a big stretch
- 61 Prince ___ Khan

CROSSWORD ANSWERS ON www.EducationUpdate.com/puzzle

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| 65 | | | | | | 66 | | | | | 67 | | | |

CROSSWORD ANSWERS ON www.EducationUpdate.com/puzzle

LETTERS TO THE EDITOR

SUGAR LAND, TEXAS

Dr. Martha Bridge Denckla: An Expert Voice from Johns Hopkins
To the Editor:

I agree with the research presented by Dr. Denckla. I teach kindergarten in Houston, and can see that the students are being pushed to do things that they are not ready to master.

Ana Ezernack

Distressed that support is diminishing.

President Obama has stated in his State of the Union Address that we need all the educated American people we can get. What can we do to convince the Obama administration to repeal the portion of the 1994 Crime Act legislation, introduced by Joseph Biden? How would we go about doing this?

Freda Staton

DETROIT, MICH.

The Bard College Prison Initiative
To the Editor:

Thank heaven there are open doors for some of the less fortunate who desire change and a future upon their release. I am hoping for something similar for Crossroads Corrections Center in Cameroon, Mo.

James Gibbs

FORT WORTH, TEXAS

Ruth Lovelace is 'Coach Love' at Boys & Girls High, Brooklyn
To the Editor:

Have become a fan of Coach Ruth Lovelace and her team after seeing them for the first time on TV playing Winter Park High School, Florida, and St. Anthony High School, New Jersey. Want to encourage her for making a huge difference in the lives of young African-American males. May God bless her for doing good work. We need African-American males to step up and be the positive difference in their families' lives and in society. Wishing them a great finish to their 2010-2011 basketball season! #

NEW YORK, N.Y.

Prison College Programs Unlock the Keys to Human Potential
To the Editor:

Found the article enlightening. Am glad to know that education is still to some effect being offered in prisons.



SAVE THE DATE

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