

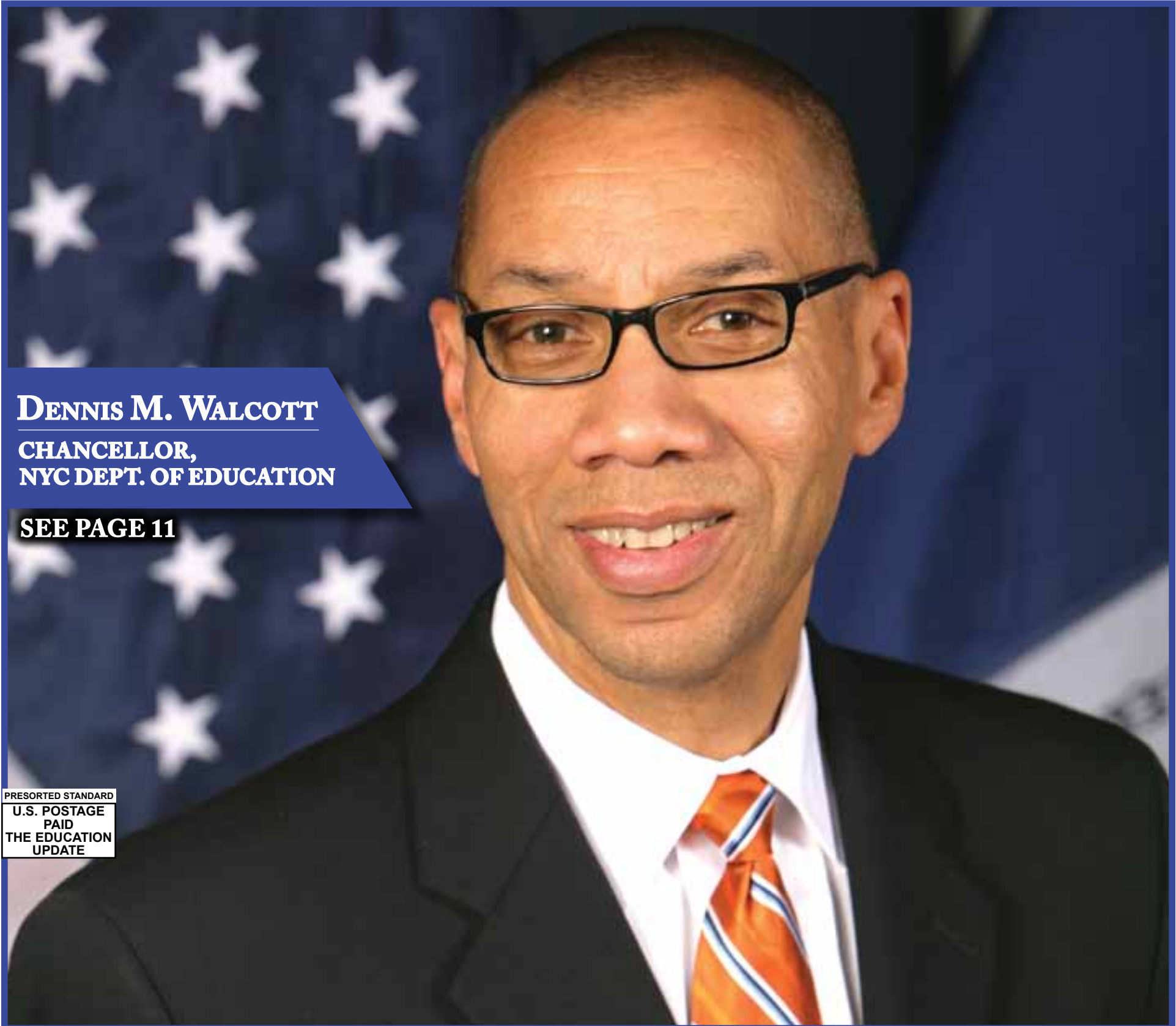
EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XVII, No. 1 • New York City • SEPTEMBER/OCTOBER 2011
CUTTING EDGE NEWS FOR ALL THE PEOPLE

www.EDUCATIONUPDATE.com

A large portrait of Dennis M. Walcott, Chancellor of the NYC Dept. of Education. He is a middle-aged man with short hair, wearing glasses, a dark suit, a white shirt, and an orange tie with blue and white stripes. He is smiling slightly. The background is a blue field with white stars, resembling the American flag.

DENNIS M. WALCOTT
CHANCELLOR,
NYC DEPT. OF EDUCATION

SEE PAGE 11

PRESORTED STANDARD
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THE EDUCATION
UPDATE

COLLEGE PRESIDENTS SHARE THEIR VIEWS

Looking Back at 9/11: A Transformative Moment at John Jay College

By PRESIDENT JEREMY TRAVIS,
JOHN JAY COLLEGE OF
CRIMINAL JUSTICE

Sixty-eight members of the John Jay College of Criminal Justice community — mainly New York City firefighters and police officers — lost their lives in the terrorist attacks on the World Trade Center on September 11, 2001. While John Jay College of Criminal Justice makes no claim to having suffered more than did any other institution on 9/11, the impact of that day resonated deeply here, a place whose bedrock is its strong commitment to public service.

Looking back, as we gather in real and virtual communities to mark the 10th anniversary of that terrible day, it is clear that 9/11 serves not merely as a memorial date for John Jay, but an ongoing call to action.

In the aftermath of the 9/11 attacks, our faculty and administration determined that the best memorial to those who perished would be to honor the nobility of their sacrifice in positive and constructive ways. To that end, over the past 10 years, this College has estab-

lished a variety of initiatives, including academic programs, research centers, scholarships and more. These and other current or planned efforts are also contributing to John Jay's ongoing drive to attract many of the world's leading scholars.

To date, our efforts have included the creation of a new Center on Terrorism. This Center produces noteworthy research, publications and conferences such as the upcoming 9/11 After Ten Years: Cultural, Personal, and Historical Perspectives. In addition, the Center offers a unique graduate-level certificate program in terrorism studies.

The College also now offers new graduate majors in terrorism-related fields: a Master of Science in Protection Management, and a Master of Arts in International Crime and Justice. A special alumni scholarship in the field of terrorism studies has been created.

For our undergraduates, the College hosts the Justice Scholars program, which offers a number of high-achieving students renewable

continued on page 29



Community Colleges: Kingsborough Scores

By PRESIDENT REGINA PERUGGI,
KINGSBOROUGH COMM. COLLEGE

Amid the excitement of a new school year, there are almost 100,000 students who will be attending our city's community colleges. For many, community colleges are almost invisible. Despite the fact that they have been serving this city since the early 1960s, the six community colleges of The City University of New York (CUNY) remain little known and underappreciated. Were we living in any rural, suburban, or small-city environment in America, the local community college would be the focus of much attention and support. But, because we live where so much attention is directed to many large well-endowed, well-known universities and to the considerable difficulties of the public school systems, our community colleges and the important work that they do often go unnoticed.

Just consider this. Did you know that nearly 48 percent of all students in higher education today attend community colleges? Did you know that almost 80 percent of all uniformed police and firefighters received their degrees at a community college? If you've been ill or in a hospital recently, it is likely that the X-ray technician, the nurse who cared for you, the surgical

technician in the operating room, and the respiratory or physical therapy assistant who provided your rehab are graduates of community colleges. Have you eaten in a restaurant lately, traveled or frequented a hotel? If so, the airline reservation clerk, the hotel manager, the chef or the restaurant owner were probably trained at a community college. Need a Web site, a brochure, some help learning how to use your computer? You can bet that the majority of those you contacted were educated at our community colleges.

CUNY's community colleges educate students aged 18 to 80, living in every borough and coming from every country around the world. They provide extraordinary challenge to students with exceptional academic talent, while also providing a second chance to those who've had less academic success. Many graduates go directly into the city's workforce while for others, the community college degree is the first step on a journey towards a baccalaureate, master's or doctoral degree.

At CUNY's Kingsborough Community College, for example, we enroll nearly 18,000 students, who come from 142 different countries. *continued on page 27*



Educating Global Students at Queens College

By PRESIDENT JAMES MUYSKENS,
QUEENS COLLEGE

At Queens College it is easy for us to keep our eye on the world as we have students from over 150 nations. Because of this diversity, we are committed to making sure our students graduate with an understanding of cultures and nationalities other than their own.

As part of this commitment, we have been expanding our global education initiatives by revising our curriculum and offering an Education Abroad program that lets students take credit-bearing courses almost anywhere in the world.

Last fall and spring Queens College hosted a very successful Year of China, which included world-renowned scholars and performing artists. This academic year we will present the Year of Turkey: Past, Present, Future, which will explore the politics, society, economy, arts, and ethnicities of Turkey. I invite you to join us on our exploration; you can find a full list of Year of Turkey events at www.qc.cuny.edu/yearofturkey

Two recent gifts will help the college expand its offerings in Middle Eastern studies, building on our existing classes in languages, history, and culture. QC graduate Nasser Khalili, co-founder and chairman of the Maimonides

Foundation—an organization that promotes peace and understanding among Jews, Christians, and Muslims—has donated generously to support a visiting professorship in art history, with an emphasis on Islamic art. And the Shelley & Donald Rubin Foundation has contributed a very 21st-century gift: a website devoted to the arts of the Islamic world (www.artsoftheislamicworld.org).

As we place great emphasis on student satisfaction, we are proud that a report by the Education Trust identified Queens College as one of only five U.S. schools that do a good job of serving low-income students. And once again the college was named one of the country's best undergraduate institutions in The Princeton Review's 2012 guide The Best 376 Colleges. In a nod to our extraordinarily diverse learning environment, the college ranked 11th in the United States for "Lots of Race/Class Interaction." Among the words of praise we received from students were "Great education at an affordable price," "personable, intelligent professors," and "amazing diversity." It's gratifying to know that our students have such positive things to say about their experience with us.

Our beautiful residence hall, The Summit, *continued on page 21*



Training for 21st Century at The City College of New York

By PRESIDENT LISA STAIANO-COICO,
THE CITY COLLEGE OF NEW YORK

As I cross City College's beautiful campus at the beginning of the semester, I am more convinced than ever that higher education has never been more important than it is today. The jobs that are available in our 21st century society—the jobs that feed our families, and enable the young men and women of this city to transform their lives—increasingly demand content mastery and critical thinking skills that only higher education reliably provides.

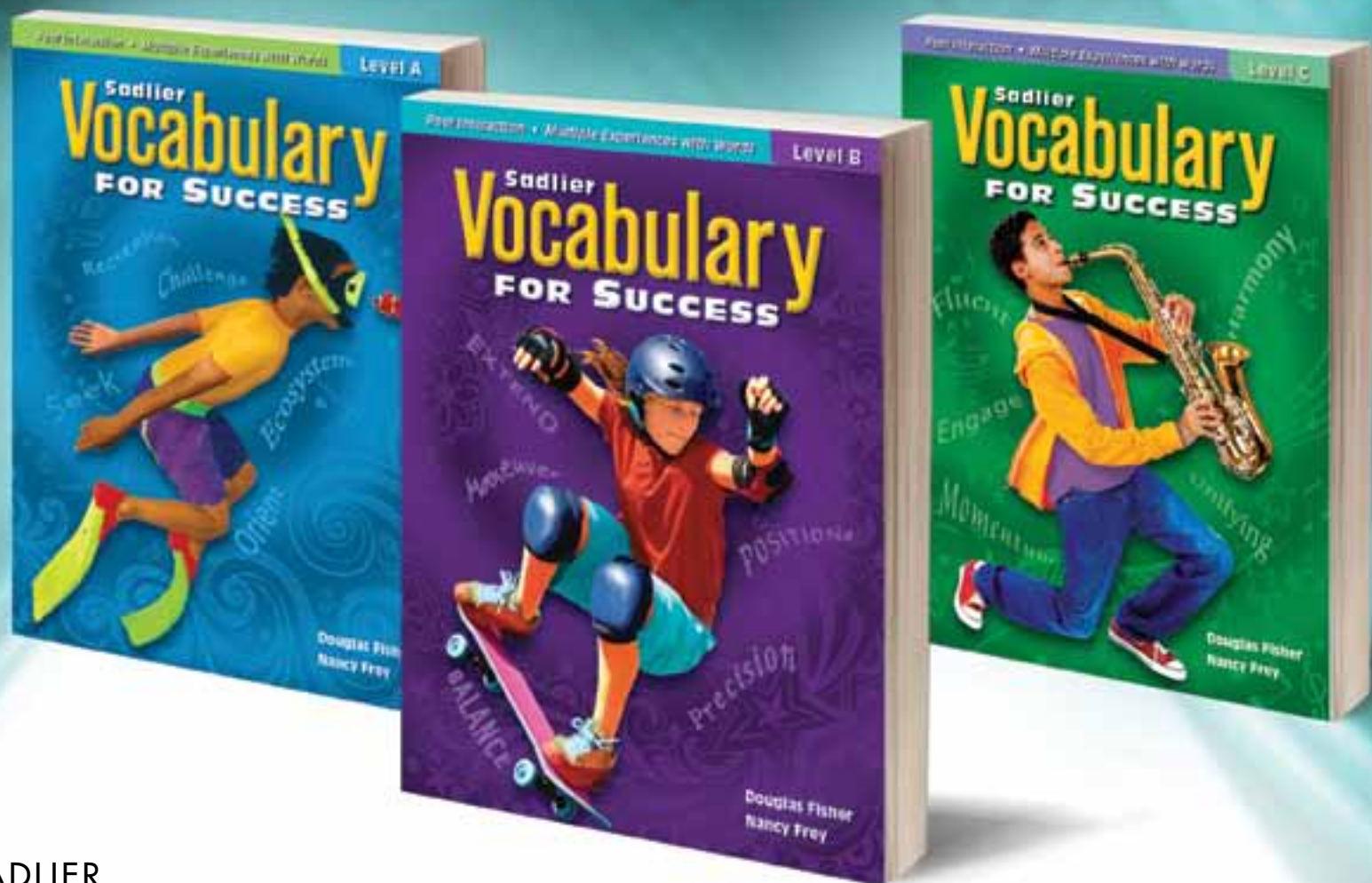
And of course, New York City needs an educated, competitive workforce, as it needs the basic research and scholarship that will enable us to tackle today's issues, from urban health disparities to sustainability to the economics of mass transit. City College has been meeting the needs of New Yorkers and New York City for generations, and it will continue to do so. But the scope and consequence of what we do at City College goes well beyond the education of our workforce or our contribution to the economic engine of New York. The challenges we face today require a citizenry that is truly at ease and conversant with the rich variety

and interconnectedness of the world's cultures and political and social environments.

This brings us to what I call the "City difference." Every college and university in the nation talks about "diversity"—but at City College the range and depth of the different values, experiences, and interests that our students, faculty and community partners bring to the table are the foundation and the hallmark of a unique education. This is the true diversity that is inseparable from excellence, and you see it every day, in our studios, our labs, our lecture halls, and on our lawns. Half of City's 16,000 students were born abroad—they represent the world's religions, histories and languages. This great variety of points-of-view that our students bring to CCNY vastly enriches their experience, both in class and outside of it, and they in their turn enrich the College. It's one of the reasons so many of our distinguished faculty members love to teach here. It's one of the reasons that I came to City College. And it's one of the reasons so many of our students go on to meet the challenges of our times. #



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GUEST EDITORIALS

Fulfilling Lives Through Education

By PRESIDENT KAREN L. GOULD,
BROOKLYN COLLEGE

There is a bustle of activity on our central quadrangle as nearly 17,000 students prepare for the rigorous and fulfilling semester ahead. Although summer is a busy time at Brooklyn College, I welcome the sense of excitement and renewal that accompanies the beginning of the new academic year.

With nearly 600,000 students enrolled in its 110 colleges and universities, New York has more students than any other city in the country. Not only do our city's campuses provide energy and vitality to our communities, they have a tremendous impact on our economy. In New York City alone, higher education employs more than 110,000 people — nearly 2.5% of its total workforce.

The same holds true statewide. In 2009, direct and indirect spending in higher education provided 495,000 jobs and generated \$62.2 billion in economic activity across the state. Investments in research and innovation on our campuses foster additional growth in our economy. There is no doubt that, for New York, higher education is a critical industry.

The entertainment industry is equally important to our local economy, supporting 4,000 businesses, employing 100,000 people, and contributing \$5 billion annually. Brooklyn

College is an important pipeline for this workforce in many ways. Building on our strengths in film, television, music, theater, and business, we recently announced plans to establish a graduate school of cinema at Steiner Studios, which has the largest soundstage and production facilities on the East Coast. It will be the nation's only graduate school of cinema located on a working film lot and, with projected tuition one third that of comparable programs at private universities, an affordable option for students with the talent and drive to succeed.

Innovative programs that have strong connections to industry partners and fuel growing sectors of our economy are an essential component of higher education for the twenty-first century. Our proposed graduate programs in cinema are a compelling example of such partnerships as are many undergraduate and graduate programs across all five schools on our campus.

It is important to remember, however, that the positive attributes of higher education go well beyond workforce development and economic impact. An education of the highest quality prepares students to lead fulfilling lives and make strong contributions to their communities. As we celebrate the beginning of a new academic year, this is my greatest wish for all of the students in our city. #



Crazy About Education

By DEAN S.G. GRANT,
SCHOOL OF ED., BINGHAMTON U.

Any educators bemoan the attention their field is getting these days. After being ignored for years, they are not sure what to do with all the interest in schools and schools of education.

Some days it seems as though all the education balls are in the air at the same time. There are debates over common core standards, battles over standardized assessments, concerns about evaluating teachers and administrators on test scores alone, and worries that none of these discussions will really improve the educational lives of children.

The fact is that few things in life are as deeply satisfying as helping a child learn. Of course, many things influence the experiences children have in school. But over and over, we see that the best predictors of academic success are the actions taken by ambitious and caring teachers and administrators. Those actions include having kids read more than the textbook, write more than end-of-chapter questions, talk more about ideas rather than less, and use rather than just look at technology. In and around those actions are a set of dispositions that include, as Nell Noddings says, the idea that all children deserve to feel as if there is "someone who's crazy about them."

We now measure all kinds of things, but how do we measure a teacher's capacity to be crazy about the kids she teaches? I cannot fault the

intentions of the past two presidential administrations' efforts to push school reform forward, but I can fault at least one of the outcomes—the privileging of accounting over accountability.

High stakes tests have offered us lots of things to count, but it is not clear that they have promoted a real sense of accountability on behalf of teachers, administrators, and the public to engage students in ambitious teaching and learning.

For better or worse, those of us in education are now at the center of a large national agenda. The question is what will we do with all of this attention. I suspect that the days of ducking our heads and hoping that the reform fever will pass are over. We have to acknowledge that teacher and administrator preparation is going to look different. We have to face the fact that schools and school choices will be more varied. And we have to realize that the public is not going to be content to leave education to teachers and administrators.

It takes a certain amount of craziness to stay optimistic in a field where the barbs seem to come from all directions. And yet every time I visit a school classroom, talk with a group of prospective teachers, and think about the potential that an education offers, my optimism rises. We educators have opportunities to do great things with and for children every day. It's crazy not to want to try. #



UNION LEADERS SPEAK

Fighting Stealth Attacks on Children and Educators

By ERNEST A. LOGAN, PRESIDENT,
COUNCIL OF SCHOOL SUPERVISORS
AND ADMINISTRATORS

Welcome to the new school year, which follows one of the most dramatic summers in recent memory: We narrowly averted a massive teacher layoff and a default on our nation's debt and, as the summer drew to a close, an earthquake frightened us on a beautiful day, and a hurricane whipped across Long Island and pummeled counties to the north and our neighboring states. We enter the year shaken by punishing school cuts, a lowered national credit rating and images of stricken flood victims. My prayers are with those who suffered injuries or lost homes due to the recent storm.

I also want to express my admiration for those who served in evacuation shelters, including school buildings. They provided food, transportation and comfort to those who were temporarily displaced.

In times of crisis, we know New Yorkers

are at their best. With the 10th anniversary of Sept. 11 upon us, we vividly recall the calm heroism of our public employees, including our school leaders, as they shielded children from harm. During Hurricane Irene we watched the same people once again put aside their own safety to protect fellow New Yorkers. The NYPD, the FDNY, EMS, and many other unionized public workers, including our school leaders and teachers, were in the forefront of the mobilization. Hopefully now, those special interests that begrudge public employees their salaries and benefits will cease their rhetoric and show a little gratitude. At CSA, we couldn't be prouder of our public workers and our public school educators.

Still, with the nation in upheaval, we must remain vigilant about the rights of our educators and our children. Stealth attacks occur during turbulent times; over the last year

continued on page 21



Lessons in Inequality

By MICHAEL MULGREW, PRESIDENT,
UNITED FEDERATION OF TEACHERS

Six decades after the landmark Supreme Court ruling on educational equality, *Brown v. Board of Education*, it is outrageous that thousands of New York City children get a graphic lesson in inequality every day when they walk through the doors of their schools.

These are students—from Harlem to Brooklyn, from the South Bronx to Manhattan's East Village—who attend co-located schools in buildings where a district school is housed alongside a charter school. In too many cases, there are smart boards, freshly painted walls and small class sizes in the charter school while in the public school there are broken blackboards, crumbling facilities and overcrowded classrooms. Separate and unequal.

In some cases, charter students get disproportionate access to shared facilities like the cafeteria or the gym. In one case in Brooklyn, parents at PS 9 raised funds to have a library built and then watched as the Department of Education proposed co-locating a charter school in their building and giving the 160 charter students 6.75 hours in the library per week while the 550 to 610

PS 9 students were to get 4.75 hours.

It is not the charter schools that are to blame for this injustice, but the DOE. It is the DOE that comes up with co-location plans and it is the DOE that is responsible for making sure those plans are fair and in compliance with the state's charter law, which requires an "equitable allocation" of shared facilities. It is the DOE that is fostering inequality in our school system, directly harming children's education.

That is why the UFT, the NAACP and others sued the DOE to end the practice of co-locations that treat district school students as second-class citizens.

Our lawsuit also seeks to stop the closing of 22 schools because again, the issue at stake is equality for our city's most vulnerable students. Fifteen of the 22 schools were on the list of closing schools last year as well, and after we sued to stop their closure in 2010, we worked with the DOE to come up with a plan to provide extra support to these struggling schools. But the DOE walked away from every promise it made to these

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CUNY MASTER'S DEGREE GRADUATES EXCEL



AAMOD OMPRAKASH
U.S. State Department
Foreign Affairs/
Economic Issues
MA in Economics
Hunter College, 2008

economic issues

○ BUSINESS MANAGEMENT ○ PUBLIC ADMINISTRATION ○ MATHEMATICS ○ HEALTH PROFESSIONS ○



MARYNA LISAI
Albany Molecular
Research Inc.,
Research Scientist
MA in Chemistry
Brooklyn College,
2011

molecular research

○ FORENSIC SCIENCE ○ BIOMEDICAL SCIENCES ○ LAW ENFORCEMENT ○ ENGINEERING ○



HIMANSHU KHANNA
PricewaterhouseCoopers
LLP, Associate in
Financial Instruments
Division
MS in Risk Management
Queens College, 2011

financial instruments

○ ARCHITECTURE ○ PHYSICS ○ SOCIAL SERVICES ○ ART HISTORY ○ URBAN AFFAIRS ○

Aamod, Maryna and Himanshu are exceptional

but they are not the exception. Record numbers of students are enrolling in CUNY's master's degree programs, a jump of nearly 20% over the past five years. CUNY now offers more than 100 graduate programs at colleges and professional schools in all five boroughs. Outstanding faculty mentor students and help them prepare for exciting careers. Visit CUNY now and prepare to excel.

Visit cuny.edu/graduate





over-drying can waste a lot of energy and damage clothing. the best way to avoid over-drying is to...



a. check the dryer every 10 minutes



b. take the clothes out while still damp

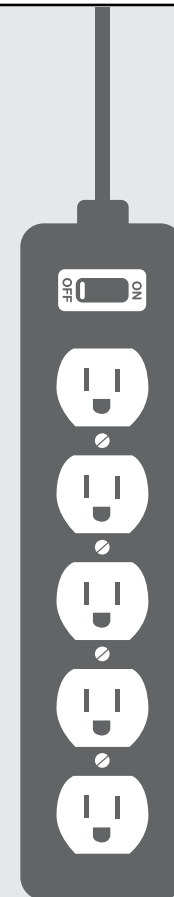


c. use the moisture sensor on your dryer

answer: c

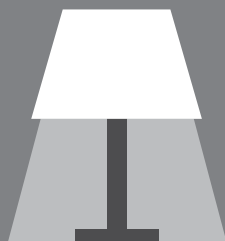
plugging appliances into a power strip...

- makes them more powerful
- makes it easy to turn them all off to save energy
- uses less energy because it all comes from one outlet



answer: b

what's the largest energy user for homes in our area?



a. lighting



b. heating



c. electronics



d. toasters

answer: b

showers use less energy than baths because...

- they require the water to be less hot than a bath does
- the acoustics are better for singing
- they use about half as much hot water



answer: c



REMEMBERING 9/11

By ALBERTO LUZÁRRAGA,
LISA CHEN & DR. POLA ROSEN

It is hard to believe that ten years have passed since that fateful day in September. Planes fell from the sky, our towers collapsed, and the collective hearts of Americans and people in the world cried out in grief for a world that would never be the same. For those who were witness to that devastation, we will always remember.

However, for those who were not conscious of what was happening, or simply were not yet born, it is crucial to learn about that day and understand what it meant. Even for those who do remember, it is critical to revisit the day and reevaluate its importance so that we can be reminded of its lessons and pay tribute to those that were lost.

It is in this spirit that Education Update visited the Tribute WTC Visitor Center. The Center was opened in 2006 by the September 11th Families' Association, a nonprofit group begun by Marian Fontana, the wife of a firefighter who lost his life that day. The initial purpose of the Families' Association was to disseminate information to the family members of the victims. Later, its mission broadened to helping people everywhere feel empowered rather than angry, sad or frustrated, and to convert grief into something positive. Soon, the center started giving walking tours of the site led by those who had personal connections to the events of 9/11 and stories to share with visitors. Now there are five tours a day and 450 volunteers.

The Tribute Center is comprised of oral histories and person to person stories; its walls are lined with photographs of the dead, most of whom were their 20s and 30s at the time, as well as heart-wrenching notes from parents and spouses asking, "have you seen my son, daughter, husband, wife?"

Education Update was led through the center by its guide, Lee Ielpi, a retired firefighter, co-founder of the Tribute Center and member of the Museum Board of Directors. His son, also a firefighter, was killed that day. With a heavy heart, Ielpi offered somber and affecting reflections on what happened, what was lost and what that day meant. It was an emotional experience for all, but one that Ielpi appeared immensely proud to provide.

In Loving Memory of Jonathan Lee Ielpi,
September 11, 2001

FIREMAN'S PRAYER

*When I am called to duty,
God, whenever flames may
rage, give me strength to
save some life, whatever be
its age. Help me embrace a
little child before it is too
late, or save an older person
from the horror of that fate.
Enable me to be alert and
hear the weakest shout, and
quickly and efficiently to
put the fire out. I want to
fill my calling, and to give
the best in me, to guard
my every neighbor and
protect his property. And if,
according to my fate, I am
to lose my life, please bless
with your protecting hand
my family, friends and wife.*



Ielpi played sound bites of the radio calls fireman sent to each other as the tragedy was unfolding. Arranged chronologically over the span of the hour, it was heartbreaking to listen to these men while being fully aware that they were about to lose their lives. Their heroism has never been more evident.

Even years later, pieces of the planes have been found scattered across Manhattan rooftops. The fires at the site burned for six months. To this day, the medical examiner's office has 10,000 remains that cannot be identified by current DNA technology. Ielpi remarks on his good fortune, as he is the only member of the "Band of Dads," a group of fathers whose children were killed during 9/11, whose child's body was found intact and removed from the rubble. His son's fireman's jacket hangs as an exhibit at the center.

The World Trade Center disaster was the largest rescue attempt in United States history: 15,000 were present, 2,745 died including 343 firefighters and 23 police officers. For Ielpi, remembering 9/11 is about more than simply never forgetting, but about promoting a discussion that can help people who lived through that day understand their emotions. This extends beyond the lives lost on that day. "We don't talk about 9/11 because



(L-R) Lydia Liebman & Lee Ielpi



The Lost Heroes of 9/11

TEACHERS & STUDENTS REMEMBER

Bring your students to the Tribute WTC Visitor Center!

Students build a deeper understanding of the events of September 11th and reflect upon the extraordinary humanitarian efforts that took place around the world. 120 Liberty Street, New York, New York 10006

RESOURCES FOR TEACHERS

The Tribute WTC Visitor Center offers a classroom resource kit that teaches the important lessons of 9/11. Eight videos reveal personal stories from people who were directly impacted by September 11th, 2001 and who in response developed projects to make this world a more peaceful, tolerant place. Each story is accompanied by discussion questions, historical context, research links and project. (Reprinted from literature courtesy of Tribute WTC Visitor Center)

we're afraid of talking about Islam, when really there are many beautiful Islamic people in this world and in our country," Ielpi said. "The Muslim religion needs to be very vocal, but there is a fear of reprisal from radicals."

With a hint of frustration in his voice, Ielpi related his experiences in trying to advocate for greater discussion. He spoke of historians he has encountered who backed away from addressing

9/11 because the event was too "fresh" and therefore impossible to discuss impartially. Yet even if one cannot be impartial, ignorance of the event is clearly worse, according to Ielpi.

As we turn the page of the calendar to September 11, 2011, we should recall not only the lives that were lost but the importance of compassion, man helping man, and striving to achieve an understanding of each other's differences that will eventually pave the way for greater tolerance and peace. #

We remember Landmark College student Peter Alderman, who died on 9/11.



Danny Jaye, Mathematician, Prepares the Next Generation for STEM

By ALBERTO LUZÁRRAGA
& LEAH METCALF

What advice can educators give students who are fearful of learning math and see it as an insurmountable challenge? Math phobia is like stage fright, says Danny Jaye, a math educator and author of the New York State math standards. “You wouldn’t tell someone with stage fright that they should never engage in public speaking.” In spite of the aversion that kids, as well as adults, have toward math as a subject, in every school in which Jaye has taught he has expanded and strengthened the math department.

He has served as the mathematics chair at Stuyvesant High School — the most competitive public high school in New York City — as principal of Bergen County Academies, and he is currently the chief academic officer of Solomon Schechter Day School in New Jersey. Jaye also co-founded one of the most celebrated and influential summer math programs in the nation: the Summer Scholars Academy in Mathematics and Science at City College of New York.

Perhaps this program is one of his most notable accomplishments. Established with his longtime mentor and friend Dr. Alfred Posamentier, Jaye developed the intensive five-

Watch VIDEO of Danny Jaye
& his students at:

EDUCATIONUPDATE.com

week math program for highly motivated high school students. First conceived “literally on a napkin” and started in 2001, Jaye says the program stands apart from other similar programs because it is tuition-free. Having had to endure a litany of funding changes and making due with limited resources, Jaye’s and Posamentier’s program still stands as a model for training future mathematicians and engineers.

Every morning students are presented with a specific problem that will introduce the mathematical theme of the day. Taking a break from their studies in the middle of the day, students have the opportunity to hear from a variety of guest lecturers, whether they are mathematicians, scientists, astronauts, or any number of professionals from a variety of diverse fields. One lecturer attempted and failed to swim the English Channel. Undeterred, he succeeded on his next attempt. These types of lectures, in conjunction with the City College professors who teach at the camp, as well as Jaye himself, all help to reinforce the principle that stu-

dents must “dedicate themselves to a goal” and “never give up,” Jaye says.

Jaye received his master’s degree in math at City College. While sitting in on a high school class in the Bronx, he realized he wanted to dedicate his life to math education. After doing further graduate work with Posamentier, he started teaching math at Stuyvesant High School in 1973 and was ultimately chosen by the principal to chair the math department.

One of Jaye’s first initiatives was to grow the size of the Stuyvesant’s student math team. Jaye cites this as one of his proudest accomplishments, as the team swelled from its original size of 60 students into “a math army” of 450 students, he says. Jaye was able to achieve this exponential growth by changing the perception of what it means to be part of the club. “Math team is for the student who is great in mathematics, as well as for the student who is going to be great in mathematics,” Jaye says.

Jaye is a strong advocate for math education, citing not only its direct applications in academia, but its intellectual benefits as well. “Critical thinking and problem solving mani-



fest itself everywhere. Math forces you to look at things from many different perspectives, and search for non-routine solutions — solutions that are not in front of your face,” he says. More specifically, math research teaches one how to “dig deep to extract information so that one can draw a logical conclusion (from the data).” He encouraged his daughter to apply each year for the city-

wide Math Research Project, not because she had any special penchant for math, but because of the investigative skills that come from examining a topic from the ground up.

Jaye is aware of, and sympathetic to, the struggles some students experience learning math. For these types of students, he explains, the teacher should always make it apparent to students why they are learning what they are learning. He tells students that a world of opportunity awaits those with a strong background in math. As Jaye sees it, educating students in math now is integral to the future success of the country.

On a recent visit to Jaye’s summer program held for the 11th year at The City College of New York, a group of 66 students were enraptured and entertained by Professor Issa Salame who covered questions such as: who really discovered Avogadro’s number; who discovered oxygen; does ice melt faster in tap water or salt water; why might alcohol consumption enhance cigarettes carcinogenic effects, why do you drink red wine with red meat; when were tomatoes first genetically modified? (Find the answers online at www.educationupdate.com.)

Throughout the talk, students burst into laughter while absorbing important information, the perfect atmosphere to maximize learning.

Students interviewed after the session were from Stuyvesant High School and the Queens High School for the Sciences. Many had been guided into an interest in science and math between the ages of 3 and 5 by parents — the majority were interested in careers in math, engineering or medicine. Some planned to apply to the Macaulay Honors College, MIT, Columbia College.

Instrumental in sustaining this remarkable free program for 60 young people were CCNY President Lisa Staiano-Coico, a microbiologist; Dean of Education Doris Cintron; Dean of Engineering Joe Barba. and Provost J.C. Mercado’s predecessor, professor Dan Lemons has also lent support to the program since its inception. #

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- Tuesday, October 4th 5:30 PM – 6:30 PM
- Thursday, October 13th 9:30 AM – 10:30 AM
- Wednesday, October 19th 5:30 PM – 6:30 PM
- Tuesday, October 25th 9:30 AM – 10:30 AM
- Tuesday, November 1st 5:30 PM – 6:30 PM
- Wednesday, November 9th 9:30 AM – 10:30 AM
- Thursday, November 17th 5:30 PM – 6:30 PM
- Thursday, January 12th 5:30 PM – 6:30 PM
- Wednesday, January 25th 5:30 PM – 6:30 PM

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SPECIAL EDUCATION

Lindamood-Bell Method Gives Struggling Readers the Opportunity to Succeed

By ALBERTO LUZÁRRAGA
& LISA CHEN

Learning how to read is more than learning the sounds that letters represent, combining those sounds to create words, and then stringing those words together to create ideas. Reading is a process that engages every part of the brain, combining the sensory and the cognitive on multiple levels. For some people though, and among all age levels, the connections that allow one to automatically process text may not work perfectly. Reading can be a constant struggle, if not an impossible task, preventing these otherwise intelligent people from becoming educated in other areas, and from fully enjoying life.

Lindamood-Bell Learning Processes is an enormously successful tutoring program that for 25 years now has led the field in developing solutions to these reading difficulties, achieving consistently strong outcomes for even the most challenged of students, whether they be young children, adults studying for their GED, or anyone in between. Created in 1986 by speech therapist Patricia Lindamood and reading specialist Nanci Bell, the Lindamood-Bell organization has expanded from its origins in San Luis Obispo, Calif., to 47 different learning sites around the world, including sites in London and Sydney. This year, Lindamood-Bell celebrates its 25th anniversary.

Educators have long debated which method works best for improving reading comprehension. Some have stressed using phonics to sound out and introduce new words; others emphasize the importance of contextual clues in reading. Rather than focus on just one method of reading, Lindamood-Bell's curriculum draws on all of these methods so that these skills can work in unison to strengthen comprehension. In a preliminary diagnostic test, students are evaluated in all of these areas. Instructors then tailor their one-on-one instruction to each student based on their individual strengths and weaknesses.

In order to bolster the connections between mere words and comprehension, Jennifer Egan, center director of the New York and Bronxville/Westchester sites, said that she hopes to help students "make movies in their minds," thereby stimulating both the sensory and the cognitive parts of the brain while reading.

"Only by connecting the sensory to the cognitive can there be a difference in learning," Egan said. "The goal is to build the associations between



Jen Egan

words and imagery until they become automatic."

Lindamood-Bell's results have been impressive. "On average, after about 100 hours of Lindamood-Bell instruction, students have increased their reading levels by one to two full grade levels," Egan said. These gains are confirmed by neurological studies conducted at the Center for the Study of Learning at Georgetown University Medical Center and Wake Forest University Baptist Medical Center. They have shown a measurable increase in gray matter volume for students with dyslexia who have undergone cognitive and sensory training — much like the kind of training that Lindamood-Bell provides.

This kind of first-class instruction does not come cheap. Each program, which runs four hours a day for six weeks, costs approximately \$2,340 per week — about \$112 per hour, Egan said. However, it is hard to argue with success. How else could Lindamood-Bell attract students from places such as Brazil, Saudi Arabia, and the Philippines, places where there is no such kind of special instruction, to attend their programs? This summer, approximately 100 students will take classes at Lindamood-Bell's Manhattan location alone.

Simply from the atmosphere of the Manhattan center, it is easy to see that students appreciate the program. Students sit one-on-one with their instructors in rapt attention. In spite of the intensive work required of them, they seem enthusiastic rather than discouraged. Break time is boisterous and fun, with children running around the room, playing hot potato and blowing bubbles from wands. This July 4th, Lindamood-Bell even hosted a celebration for their students — along with classes for the day.

"The New York City population is very much underserved," Egan said. Right now, she has her eye on establishing another site for New York City, either downtown, on the Upper West Side, or in Brooklyn.

"But our first goal is to get through the summer," she laughed, as several children ran past her. Difficult as the job may be, Egan isn't complaining. Providing help to students who most need it, while also running a thriving business — what's not to like? #

bonds with the horses that lead to greater happiness, confidence and communication skills; and reach new levels of self-esteem as they acquire new skills and learn to overcome challenges and embrace new possibilities.

Since March of 2007, GallopNYC has grown

Berkeley College's New Initiatives For the New Year

By PRESIDENT DARIO A. CORTES,
BERKELEY COLLEGE

Berkeley College, established in 1931, is celebrating 80 years of changing the lives of our students, alumni, faculty and staff. Our College is accredited by the Middle States Commission on Higher Education and enrolls nearly 9,000 students — including more than 800 international students from 93 countries — in baccalaureate and associate degree programs in business, fashion management, justice studies-criminal justice, and others. The College has eight locations in New York and New Jersey as well as Berkeley College Online.

My Strategic Plan - Vision for the Future 2010-2015 addresses academic excellence; athletics; college security and safety; compliance; diversity; globalization; green initiatives; military and veterans' affairs; organizational structures; marketing and communications outreach; relationships with the corporate sector; retention of associates; student success; and technology.

Some Berkeley College 2011-2012 strategic priorities include new academic offerings, additional facilities and our continued focus

on student success through scholarship programs.

One new academic offering includes a Bachelor of Fine Arts (BFA) degree in Interior Design, preparing students for careers in residential or commercial interior design; exhibit design; design management; and merchandising and retail display management.

The opening of our new campus in Brooklyn, New York, located on Duffield Street and Fulton Street is another priority for 2011-2012. More than 100 dignitaries, business and civic leaders from the Brooklyn community celebrated the grand opening in downtown Brooklyn on Friday, April 15, 2011.

The third initiative is the Berkeley College transfer scholarship program, which offers students who have graduated with an associate's degree from another college a competitive scholarship based on their GPA.

It is a very exciting time at Berkeley College and we look forward to another 80 years of providing higher education for future generations. #



Healthy Eating

continued from page 26

not typically found in similar publications — guidelines, for example, on infant CPR and choking 911 and on what foods might help allergies and acid reflux. "I'm an information hunter-gatherer," she says.

The handsome pastel-colored photographs by Basia Ambroziak and graphic design by Clear Light Interactive Corp. ensure that "Sage Spoonfuls" is user friendly. And it's not all about babies and children, as the section called Family Favorite Recipes attests. Huber wants to lay "a strong foundation for lifetimes of healthy choices."

The inclusion of a product line is hardly a hustle because, as the author makes clear, how food is stored is vital. Consumers don't realize that store-bought organic baby food is sterilized to ensure shelf life of 18 months to two years, thus adversely affecting nutrients, vitamins, taste, color and aroma. Homemade is only lightly steamed and never overcooked and most ripe fruit can be pureed without cooking. Commercial products contain additives, salt, sugar, filler and can contribute to hyperactivity. Besides, homemade is economical, especially if you have more than one

from two riders to over 150 each week at three locations in New York City. GallopNYC offers lessons to a core constituency of people with disabilities: almost half have autism, and riders include children with physical disabilities like cerebral palsy, Down syndrome and multiple sclerosis. Also included are teens at risk and kids who have experienced neglect and abuse as well as wounded veterans. Equine therapy can help build empathy in children.

child. It's also the "green" way to go, Huber points out — no garbage of jars, lids, pouches, boxes and, not infrequently, leftovers. And here's a sobering statement: "In 2005, the USDA Pesticide Action Program found 42 different pesticide residues on conventionally grown apple samples."

Born and educated on Long Island, Huber attended Garden City schools and then the University of North Carolina at Chapel Hill, where she studied communications. Her all-American good looks radiate in the faces of her children and her friends' children — the real stars of the book — you can't fake joy when an apple or orange comes your way. What triggered Huber's passion for the subject? "Passion" — the soap, "we're all busy, the soap had just been cancelled, she had Royce [oldest child] and was pregnant with Brendan. She wanted products that were easy to make, convenient and of high quality.

The book took two and a half years from concept to creation. Six mom friends assisted, including some who initially claimed they had no time to prepare homemade food, were not cooks and lacked information. Conversion was fast and inevitable. #

"Sage Spoonfuls" launches on September 13 when Huber will appear on "Good Morning America." See www.sagespoonfuls.com for further information and videos.

More formal research shows therapeutic riding offers concrete benefits. A recently completed study by Bass and Llabre confirms "that children with autism between the ages of 7 and 12 showed improved cognition, communication, and motivation after participating in specific equine-assisted activities." The research shows that riding, grooming, and interacting with horses had a noticeable, positive effect on study participants. #

GallopNYC

continued from page 10

certified instructors, riders become more agile as they increase flexibility, coordination, strength and motor skills; develop emotional



BOOK REVIEW

The Family ADHD Solution

The Family ADHD Solution: A Scientific Approach To Maximizing Your Child's Attention And Minimizing Parental Stress

By Mark Bertin, M.D.

Published by Palgrave Macmillan: February 2011; New York, 230 pp.

By **MERRI ROSENBERG**

Having a child who's diagnosed with ADHD is a challenge for families. Not only are they coping with behavioral issues, like classroom outbursts, or difficulties with other children, but sometimes parents have to confront skeptical grandparents or well-meaning friends who doubt that ADHD even exists.

Mark Bertin, a developmental pediatrician, who has a private practice in suburban Westchester and is also director of Developmental Behavioral Pediatrics at the Westchester Institute for Human Development, wants to offer parents some practical strategies to help their children—and themselves.

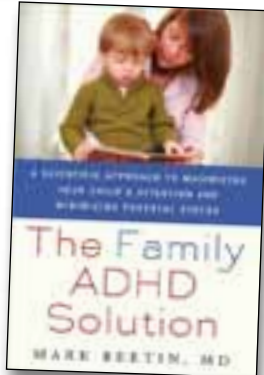
The underlying tool he offers is practicing mindfulness, a way to “pay more attention to

our actual experience and less to the random, anxiety-provoking clutter that constantly fills our minds, allowing us more consistent access to our own wisdom and clarity.” Bertin suggests that such awareness can help parents of children with ADHD reduce their own stress levels and be better able to help their children manage ADHD.

He helps parents understand that “Parenting style matters in ADHD. While this is not the same as saying parenting causes ADHD, different methods of parenting tend to be more effective and more likely to minimize symptoms.”

The book is accessible, structured with a welcome clarity. Dr. Bertin explains what ADHD looks like, suggests specific techniques and strategies to deal with children who lose focus, can't stay organized, or have poor impulse control, and offers practical methods that parents can use to better handle their own anxiety and stress.

I imagine that families struggling on a day-to-day basis with the challenges of having a child with an ADHD diagnosis will welcome this as an invaluable addition to their coping kit. #



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continued on page 9

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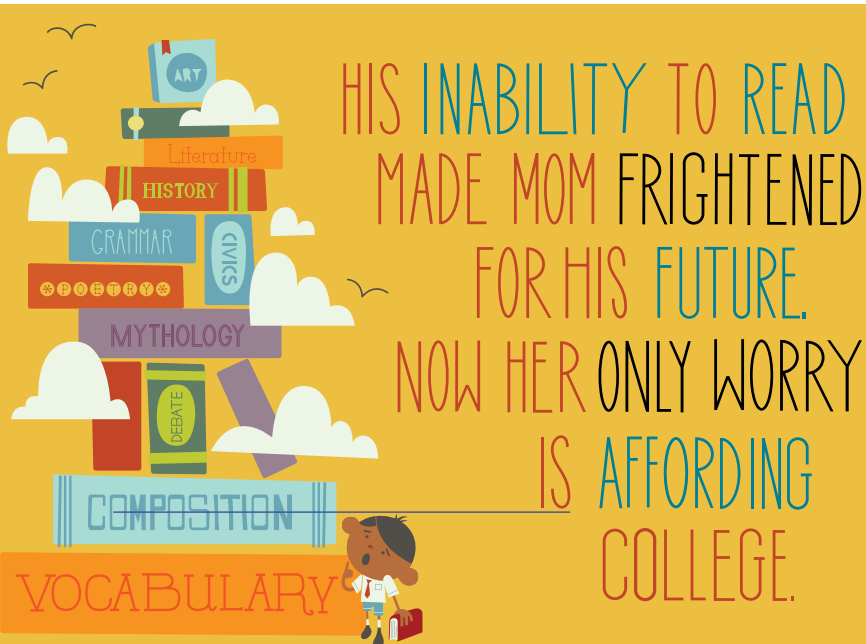
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An Interview With Shael Polakow-Suransky, Chief Academic Officer, NYC Dept. of Ed.

By ALBERTO LUZÁRRAGA

There are some people for whom no matter where the conversation goes, or what topic it covers, he or she would have something intelligent to say, some valuable piece of knowledge to share. That's Shael Polakow-Suransky, the second in command for the Department of Education, under the new chancellor Dennis M. Walcott.

Polakow-Suransky readily showed his breadth of knowledge, experience, and insight. A former principal and a graduate himself of a progressive school in Ann Arbor, Mich., it became obvious as to why Polakow-Suransky is so highly regarded as a forward-thinking reformer.

Take, for instance, the question of why Scandinavian schools are the envy of the world.

Polakow-Suransky said that in Finland, the top quartile of college graduates are applying to be teachers, whereas in the U.S., top performers often go on to careers in law or business, not education.

"Creating a situation where more of those folks want to be teachers is key, and part of that is making sure that there is sufficient compensation." He said that in Washington, D.C., teachers could opt for less job security and higher pay earlier in their careers. "That's a really interesting model that we should consider," he said.

Polakow-Suransky's reality is focused on shoring up regular deficiencies in the New York

City school system as a whole, as well as reversing the current impediments on public schools at the local, state and national level. One such failure, or "train crash," as Arne Duncan has referred to it, is No Child Left Behind, the 2001 law designed so that each state would reach a proficiency standard by 2014.

"The ironic thing about it is that it asks states to design their own tests. Most states have designed tests that are norm-referenced, which means they are essentially graded on a curve, which means by definition that some groups pass the test and some groups don't. There's no logical way mathematically for those two things to work well together. You aren't going to reach your goal of everyone passing," he said.

Similarly, while Polakow-Suransky notes that New York City has increased graduation rates from 50 percent in 2002 to 65 percent now, he is equally concerned with making sure that graduation means something substantive, in that graduates should be ready for college-level work. This means developing skills like "using evidence in your writing to support your ideas," he said, or "taking information and using it, not just in the situations where you first experienced it, but in new situations," goals which the new proficiency standards are meant to address.

Many of these new goals require giving teachers and administrators more tools to help them succeed.

"Teachers can be very isolated from one



another and if there's not a structured place to examine what they're doing and reflect on it, then they might never get around to it," he said. "I think everyone needs to be learning and growing. If you aren't, you're going to feel frustrated and stagnant. Having a structured

place to have that kind of conversation among colleagues is very important."

It is for this reason that he advocates for "teachers' teams," a popular model in Europe, where teachers meet regularly in order to look at their students' work and discuss how to improve their teaching strategies.

For those wary of bold reformers, they should take solace in knowing that Polakow-Suransky is intimately aware of what it takes to implement a novel educational policy, as he was the founding principal of Bronx International High School in 2001, a school of 350 students designed specifically to serve those who score at or below the 20th percentile on the Language Assessment Battery and have been in the U.S. for fewer than four years. In spite of the challenges this school would naturally face, it has been a model of efficiency, earning

consistently high scores on peer-review measures.

Navigating the oft-contradictory goals of innovation with consistent quality is a task Polakow-Suransky seems uniquely qualified to undertake. #



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TECHNOLOGY IN EDUCATION

Leaders in Technology at The School, Columbia University

By ALBERTO LUZÁRRAGA

In an era of rapid and constant technological change, change that alters and improves the ways we communicate and do business, it is often schools that are the last to see the benefits of new technology. Teach21, a recent conference held at The School, the independent school associated with and funded by Columbia University, looked to counteract this trend, inviting teachers, principals and other instructors to glimpse the ways in which The School has integrated recent technology into their classrooms to the benefit of their teachers and students.

One of the seminars, "Collaboration with New Media in the 21st Century Classroom" highlighted the ways in which a school or even a single teacher can incorporate new computer tools to enhance the classroom experience for their students. Instructor Karen Blumberg, a technology coordinator at the school, led the seminar and sought to provide attendees with a slew of examples on how this technology is implemented, touching on topics as diverse as student created movies, to how to enhance student collaboration on various projects, to smart and safe Internet practices.

Blumberg demonstrated how a school can strengthen student involvement in their course works and achieve better organization skills through Google Docs, Google Sites, and other Google resources. Google Sites in particular has allowed classes to better organize academic resources into one location.

Citing the example of a particular Spanish class, she showed how the students put all of their PowerPoint presentations on Hispanic artists online in the same location. This way, students could more easily compare their presentation, parents could glimpse what their children were working on, and teachers could more easily access the individual presentations and assign each one a grade. Similarly, students created their own Renaissance-inspired self-portraits



Karen Blumberg (R) lectures

traits through Photoshop, scanners, and other creative electronic tools, and then uploaded the images of their finished works online. Students were encouraged to offer constructive feedback on each other's work as well as ask each other questions in order to better understand their classmates thought processes in creating each particular artistic vision.

Further, Blumberg and The School at large put particular stress put on smart and safe Internet practices, repeating at length, "everything you do online is public, permanent, and traceable." The School's individual video sharing site, The Tube, their photo sharing site, The Gallery, and other School blogs can only be viewed by members of The School community. That way, if and when students make mistakes on the Internet, their mistakes are contained solely within the school community, no lasting damage is done to the students' online reputation, and the students receive a valuable learning experience on how to better conduct themselves online. Ms. Blumberg refers to this kind of cyber-safety as "security by obscurity."

While not many schools can compete with the electronic resources of The School, with its 1-to-1 student to laptop ratio, amply equipped classrooms, and its many other gadgets, Blumberg reminded attendees that many of these resources are free of charge and can be easily implemented in all but the most technologically deprived of schools, allowing the teacher more time to teach and the student more resources with which to learn. #

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TECHNOLOGY IN EDUCATION

Donald Knezek, CEO of ISTE, Speaks on Technology & Education

By JENNIFER MACGREGOR

REPORTING FROM PHILADELPHIA—Donald Knezek has been a classroom teacher for over 12 years, a technology coordinator, and now as the CEO of the International Society for Technology in Education (ISTE), he is helping to connect educators worldwide to the latest technological innovations for the classroom.

Maybe ISTE is a bit misnamed, he admits, since the organization's goal is to provide insight into learning effectiveness and effective schools. "It so happens that technology is our favorite toy, our tool" to promote effective and relevant learning.

ISTE has grown to 20,000 members in 85 countries since its inception 33 years ago. Though most are from the U.S., Knezek said that membership is rapidly growing overseas. ISTE is diverse not only because of the sheer number of countries its members hail from, but also because of the wide array of specialization they have. "You don't transform education with just technology coordinators, or even with superintendents," he said. The network created by these professionals benefits all members; they have access not only to the vast amount of knowledge ISTE has procured over the years, but to the peer-to-peer sharing that takes place when they interact.

Five years ago, the organization worked to reach out to their "best and brightest," as Knezek put it, and repackaged that information in the form of traditional books, issue papers, conference sessions and a few webinars.

If asked what new devices are on the horizon, Knezek says it's almost impossible to predict. Five years ago, he saw that mobile computing

would become more compact and come down in price. Other than broad predictions, innovation happens too quickly to cast one's gaze that far into the future. One thing is for certain, though: We are just seeing the beginning of this trend. Devices will be untethered, portable, and with high-resolution screens.

He'd recommend a high-end slate or tablet to educators or administrators looking to make the best purchases for their schools. "It's a little bit of a guess," he said. "We don't have the pedagogy all figured out for that. But I can't see recommending somebody go into hard-copy books. Those things change — they're out of date so fast."

The children growing up now, a generation of digital natives, expect their media to be interactive. "They want that click-through capability," he said, which is lacking in traditional print media.

Within five years, he sees every student having a digital learning device. In many cases, the kids are already bringing these mobile devices into the classroom; the next hurdle is to open up accessibility to the school's network. He'd like to see schools and districts team up to purchase content resources, like full-text and primary-source databases that can be accessed anywhere.

While a district may not be able to purchase an iPad for every student, they may be able to supplement for those who can't afford the devices. He sees the free and reduced-price lunch model translating to free and reduced-price tech devices.

Content and knowledge today is not just in textbooks, Knezek said. It's online, and in order to participate in the "real world" outside of school, they will need to be able to make sense of and use this information. #

Howard Gardner, Harvard Prof. Speaks at The School at Columbia

By LEAH METCALF

Howard Gardner, a professor at the Harvard Graduate School of Education and the creator of multiple intelligences theory, opened the education technology conference Teach 21 at The School at Columbia University by sharing thoughts from his new book, "Truth, Beauty and Goodness Reframed." According to Gardner, these fundamental social values are being redefined in the digital age.

Gardner believes that school is where students develop the understanding of how to be an ethical person and gave recommendations on how educators should teach these virtues. Each profession has its way of looking at the world and of understanding what truth is, Gardner said. For example, historians determine what's true by looking



(L-R) Andrew & Howard Gardner

at records and piecing them together; scientists determine their truths through experimentation and observation.

According to Gardner, things are beautiful if they are interesting, have a memorable form, and make the viewer want to revisit them. Gardner said that with the advent of technology, the idea of the "traditional canon" of work is over. What's important is for people to develop individual portfolios of what they like, what they've been exposed to and how "our palate of beauty grows and evolves," he said.

Gardner cites three requirements for something to be good: it must be technically excellent, personally engaging, and carried out in an

continued on page 23

Flipping the Pages of the iPad

By LISA CHEN

At the start of Teach21's "New Dimensions of Reading" workshop at The School at Columbia University, educators warily eyed the neat stacks of iPads sitting on the innocuous kids' tables as 4th grade teachers Kate Chechak and Alison Hendrix introduced their experiment. This year, for a portion of their reading curriculum, students used iPads rather than paper books in iBook clubs.

"Reading glasses, post-it notes, highlighters, and dictionaries are all traditional and essential reading tools, but they're also clunky," Chechak said. She noted the pains of pausing one's reading to flip through a dictionary to look up a new word — a time-consuming process that few actually engage in. All of these tools and functions, however, are aggregated on the iPad and in the free Kindle application that the class uses. These tools enhance students' reading experiences — students can increase text size, highlight terms, and look up words in the application's built-in dictionary and even online with just a few simple taps and swipes of a finger.

The Kindle application is especially useful because of its device-sharing capabilities. This allows for five-student book clubs where students can use the iPad to exchange their opinions, with a teacher also logged in to track

students' thoughts and progress.

In the classroom setting, Chechak and Hendrix found that, despite the initial glitz and novelty of the iPad, students remained highly motivated to read on them. With the iPad's tools, reading became a more interactive experience — for example, the text size function even helped some students improve the fluidity of their reading.

Chechak and Hendrix emphasize the integration of technology to enhance the curriculum rather than to replace it. The iPad does not teach reading and does not replace teachers or lesson plans. "The iBook clubs felt just like paper book clubs. The book's content remained the meat of the discussion, and we still integrated reading lessons in the same way," Hendrix said.

The iPad workshop did provide a new perspective on classroom reading. After the presentation, teachers used the iPads firsthand and were impressed by its ease. Many remarked that the flipping motion of the iPad felt just like the pages of a book. Another teacher attested to the fluidity of reading with a larger font size.

"The tools are handy and don't interrupt the flow of reading," said Collegiate School teacher Alex Hekking. "I thought I would miss the turning of the pages, but I didn't even notice a difference." #

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Rockefeller University's Great Science Program for High School Students

By ZARA JAMSHED
& MARISSA SCHAIN

A 14-acre idyllic oasis in the heart of Manhattan, Rockefeller University, which is shaded by old trees and multi-colored flowers along the scenic East River, houses one of the best summer science programs for high school students in the nation. It also has the most Nobel laureates on staff in the country.

Recently, high school and college students across the country presented their finished research to show the progress they achieved during the 2011 Summer Undergraduate Research Fellowship Program and the Summer Science Research Program for High School Students and Teachers.

Fifty-six high school students and 17 college students had the opportunity to work in one of the campus' 70 scientific research labs during the summer, conducting experiments and collecting research. During the program, each student was matched with a graduate or post-doctoral student and together they would create hypotheses, run tests and draw conclusions. The research is on cutting-edge topics of interest for the 21st century and quite challenging in nature.

The Collaborative Research Center was filled with 71 final projects from the science research program participants. Ted Scovell, director of



Ted Scovell

the science programs, expressed his excitement of the progress the students had made during their short stay, underscoring the wonderful surprises of science.

"If you do an experiment, and you're surprised, that's discovery," he said.

He also mentioned that science doesn't always happen over a summer; it takes years to complete. However, there were a few students who had made tremendous discoveries during the session. Joseph Obiajulu was one of them.

Obiajulu studied the identification of genetic elements conferring heterologous gene expression capabilities in *Streptomyces albus* in the Brady Lab. During his stay, he was able to combine the attributes of two different bacteria to create a new type of bacteria that could be created into an antibiotic. A junior at Union County Magnet High School, Obiajulu said he likes to take what is made and turn it into something new, using his knowledge of biology, physics and engineering. He has been interested in science since a "moment of spark" in third grade when



Joseph Obiajulu

he saw the metamorphosis of a caterpillar into a butterfly. He would definitely recommend the program to other students interested in science.

"The first week you feel very clumsy. It's a very humbling experience. But over time, you start to think

in a scientific way," he said.

"It's a very rewarding program, because you get to do a real science job in a real lab to get a real result," said Lucian Li, a senior at Stuyvesant High School.

One returning high school student took a different approach and compiled a video presentation. Hyewon Kim from Mexico wanted to try something different and created an abstract video called ArtScience, the search for artistic beauty in a scientific field. Last year, she, like all the other students, made a poster, but this time, she wanted to "embrace what comes to [her]." Kim described how she was always interested in both the arts and science. The video medium gave her the freedom to explore her environment and discover visual similarities between the

two. For example, her video shows her walking down eight flights of stairs in the dorms she was staying in and how she correlated that to the double helix of DNA, an example of science in everyday life.

"Here, we see the beauty of science," she said. Kim will be going to Princeton University in the fall.

"One of the benefits of this program is how it's different from a normal high school science class," said Emily Harms, the assistant dean for graduate studies at Rockefeller University. "In a normal classroom, you know the answer. In this program, you're asking questions with no answers so you can see what a research career is really about."

"We love the kids who have never done research before," Scovell said. "We look for kids with a love of science. This one kid, his grades weren't great, but in his essay he talked about his experience building a computer and fixing his car. That's love for science."

Scovell is looking to expand his program into the school year to create longer lasting relationships with the students because of the positive experience that so many of the participants had.

"It's nice to be in a place where everyone likes science," Obiajulu said. "You're not afraid to crack the occasional scientific joke." #

ROBOTICS: TECHNOLOGY TRAINING FOR YOUNG MINDS

By LEAH METCALF

During the FIRST (For Inspiration and Recognition of Science and Technology) Robotics Showcase held recently in the public atrium at Sony's U.S. headquarters in New York City, the Education Update team met with Corrine Doron, senior manager of programs at the Sony Wonder Technology Lab. A museum educator by training, Doron has worked to expand the scope of the lab's educational programming, making them more accessible to New York City students. Doron believes the responsibility of museums and educational exhibits is to be "more than just field-trip destinations." Museums should directly support classroom learning, and should become more actively integrated into community dialogue about education and education reform; a museum is successful if it helps kids "develop a passion for life-long learning," she said.

In her role, Doron creates and executes public programs about technology. The Sony Wonder Technology Lab is free, and offers both self-guided and guided tours. The lab, which currently houses more than 20 interactive technology and entertainment exhibits, also allows students to share and showcase their own work. The target age for the museum is 8 to 15, and it sees more than 200,000 visitors per year.

Doron runs public New York City-area programs such as Sci-Tech workshops, two-hour long weekend programs for students aged 8 to 15, and Tech for Tots, a shorter program meant to introduce kids aged 3 to 6 to technology.

The goals of the program are to improve visual literacy and communication skills, as

well as to introduce students to the latest forms of technology. The Sony programs emphasize cross-disciplinary learning. Doron discussed how art and technology are increasingly synonymous.

Sony also hosted a FIRST Robotics League and FIRST Lego League showcase. FIRST, founded by Segway inventor Dean Kamen, is a competitive engineering design and building organization, with over 3,000 teams in the United States. FIRST Lego is for elementary school students, and FIRST Robotics is for high-school students.

Team 395, better known as "2 Train Robotics," is the FIRST Robotics team from Morris High School in the Bronx. Stan Bellis, who has been coaching the team for seven years, stated that FIRST Robotics is the "best way to get kids hooked on the sciences." Engaging kids in the sciences is crucial, and the younger, the better, he said.

Miguel Sperz, who attends Mercy College and also works for the Department of Education, got his start at FIRST Robotics. Weade Williams is a graphic design student at the Art Institute in SoHo and a robotics participant. Teams normally have

about 10 members and allow for students to become familiar with the basics of the competition material, such as computer programming and handiwork.

The yearly registration fee for a FIRST Robotics team is \$275; with the cost of individual tournaments, travel, and upgrade kits, the yearly cost per team approaches \$5,000. FIRST Lego teams are given a large map, and

the robots from their kits must be programmed to traverse the map. FIRST Robotics teams must design, program and build a robot to meet a seasonal design challenge.

In this time of increasing emphasis on science and technology education, evidence suggests that FIRST provides a successful model of how community involvement can increase student interest in these areas. #

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Obesity and Nutrition: Eric Goldstein and Laurie Rose Benson, NYC Dept. of Ed.

By ALBERTO LUZÁRRAGA
& LEAH METCALF

Eric Goldstein, the CEO of SchoolFood, the NYC Department of Education division of food and transportation, has worked to improve the healthfulness, as well as the taste, of the 860,000 meals New York City provides to public school children. In 2006, the Mayor's office made several changes in cafeterias across the city, replacing white bread with whole wheat, and whole milk with skim and reduced-fat chocolate and white milk. High fructose corn syrup was also eliminated and fiber content was increased.

In addition to the physical challenge of getting the resources in place to improve New York City lunches as a whole, there is the political, and potentially more vexing challenge, of shifting public opinion to accepting that such changes are valuable and necessary.

The New York City Department of Education has worked since 2009 to implement a more robust District Wellness Policy, a policy that raises the standards not only for school food, but also of physical activity and physical education.

The program Garden to School Café, for instance, allows select schools to plant their own urban vegetable gardens and give special

lessons on the virtues of eating greens, while incorporating a heavy dose of veggies in the school entrées, such as spicy veggie burritos, colcannon, and squash stew. The Move-to-Improve curriculum seeks to supplement basic physical education, which often does not provide the full, recommended exercise regiment, with additional small workouts incorporated within a class curriculum.

This is all part of the "calories in, calories out equation," says Laurie Rose Benson, president of School Wellness Programs of the Department of Education. According to Benson, school lunches are just a piece of the puzzle for solving childhood obesity. With a mountain of public feedback to guide them, New York City officials and Benson updated the city's School Wellness program in 2010, making it more robust and comprehensive.

Yet Goldstein knows that the greatest obstacle to the SchoolFoods initiative is not public opposition, but something much more simple. When asked about the most difficult challenge of having uniformly healthy meals across New York City, Goldstein says, "I love that question because it's easy to answer. The main challenge really is money."

Goldstein voiced his disappointment at the lack of federal support for the Child Nutrition

Reauthorization Act, a major initiative of Michelle Obama, along with the fact that salad bars and other healthy food initiatives are not reimbursed by the federal government. Healthy food options are almost always more expensive to provide than fatty, heavily processed foods.

All of these programs can prove to be in vain if fatty foods that can be attained outside of school prove more attractive to kids than school lunches. High school students, and those in poorer areas especially, are likely to skip out on school-provided lunches. A stigma is associated with school lunches, not only for their historical mediocrity, but also for the embarrassment of needing to receive a free lunch, something middle- and high-school students can understandably be sensitive about.

As Jan Poppendieck, author of "Free for All: Fixing School Food in America," said, "There is no group in our society struggling more to preserve their self-esteem than 13-year-olds." Under Goldstein's tenure, participation rates have increased, from 28 percent among high school students in 2006-2007, to 38 percent in 2009, with similar gains in elementary and middle schools.

Dr. Nicholas Freudenberg, professor at the Hunter School of Public Health and co-author of two reports on urban obesity and school

lunches, said that the next step for SchoolFood is "to ensure that these innovations are brought to all schools and funded in a sustainable way."

In light of the ongoing recession and the budgetary restraints, Freudenberg advocates for local, state, and national policies that do more to make healthy food affordable, including, "taxing unhealthy products like soda, forcing food companies to pay for the health-related costs of products they promote and using public institutions like schools, child-care programs and universities to promote healthy eating."

There is no quick fix for sub-par school lunches and the accompanying issue of childhood obesity. Whether it be funding, distribution, public opinion, or a host of other issues, there will always be a series of hurdles to delay progress. That they are making headway, albeit limited and deliberate headway, is cause for celebration. For that, they should garner the public's general support. #

Special to EDUCATION UPDATE:

The Harvard School of Public Health

answers our questions on nutrition. Go to:

EDUCATIONUPDATE.com

Prof. Nicholas Freudenberg, Hunter College, Shares Insight on School Nutrition

Education Update (EU): What is your concept of an ideal school food program?

Nicholas Freudenberg (NF): The ideal school food program serves children tasty, healthy food; works to reduce both hunger and food insecurity on the one hand and obesity on the other; and seeks to develop lifetime healthy eating.

EU: What do you perceive as the greatest

challenges to a successful school food program?

NF: The greatest challenge is convincing school and elected officials that school food programs are an essential part of education and that investing in school food and nutrition education programs now contributes to better educational and health outcomes and saves taxpayer money.

EU: How have New York City public schools benefited (or not) from national programs looking to improve childhood health and nutrition? Which programs stand out?

NF: Many national programs help New York City — and other — schools to develop model programs to, for example, learn to cook in school, grow food in their school yard, or visit local farmers markets. These programs show that different approaches to school food are possible but few have been expanded to cover many schools or serve the children with greatest needs.

EU: Are there any national initiatives you would like to highlight as being particularly worthy of being implemented in New York City public schools?

NF: Some advocates have called for free school lunch for all — an effort to remove the income testing that stigmatizes school food in many places, reduces participation, and increases the administrative costs. In other places — small local efforts as far as I know, not national ones — parents or food groups have worked to prevent national food and beverage companies that profit by promoting unhealthy food to children from any participation in school food programs.

EU: Does the demographics of a neighborhood have an impact on school food?

NF: Neighborhoods have an effect on school food in two ways. In poor neighborhoods, more children are eligible for free or subsidized school meals, giving the school a larger and more stable base of funding for school meals. On the other hand, poor communities often

have more food outlets that serve unhealthy food, providing competition for school food programs. If school food programs don't serve food that is appealing to children and young people these other food outlets will win their business.

EU: How do you think nutrition should be reformed on college campuses?

NF: Most universities regard their food programs as revenue streams for ancillary services rather than as programs that can improve current and future health of their students. Rates of obesity and food-related health problems are soaring among college students, as with other populations, making this focus particularly problematic. College food services should provide students with healthy, tasty and affordable food.

EU: Can you share your thoughts on budgetary constraints and nutrition?

NF: In our current economy, unhealthy food is usually more available and cheaper than healthier food. We need to develop local, state and national policies that turn that around. By subsidizing healthy products instead of unhealthy ones, taxing unhealthy products like soda, forcing food companies to pay for the health-related costs of products they promote and using public institutions like school, child care programs and universities to promote healthy eating, we can develop food policies that support rather than undermine the nation's health. #

Nicholas Freudenberg, Ph.D., M.P.H., is the Distinguished Professor of Urban Public Health at Hunter College, City University of New York.

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INTERVIEW WITH CUNY NEW COMMUNITY COLLEGE PRESIDENT SCOTT E. EVENBECK

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interview at:

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TRANSCRIBED By ZARA JAMSHEH

Dr. Scott Evenbeck, the inaugural president of the soon-to-be newest community college in the CUNY system, took time to chat with Education Update publisher Dr. Pola Rosen at his office on the college campus across the street from the 42nd Street library. Dr. Evenbeck described the students' academic cohort groups and a reality- and experience-based curriculum at New Community College, which is the name of the institution. The idea of the groups and this particular curriculum was implemented at Indiana University under Dr. Evenbeck. In the last 16 years, according to Dr. Evenbeck, the graduation rate more than doubled.

The following is an excerpt from the interview, which is available on video and in print at www.educationupdate.com:

Dr. Pola Rosen (PR): I know you are newly arrived from Indiana University. What were some of your initiatives there to improve student performance and increase graduation rates at Indiana University?

President Scott Evenbeck (SE): I think the most important thing that we did there was to have faculty and staff work together to reengineer the beginning students' complete experience. Rather than waiting until the start of school, most of the students start in the summer program. When they entered in the fall semester, they had a coordinated curriculum where they took their classes in cohort groups taught by an instructional team of a faculty member, an academic adviser, a student mentor, and a librarian. That cohort of students moved to other classes together and that course also included service experience. After the student got started, they had a coherent curriculum rather than what students often experience, which is a random set of courses that are not coordinated and where they don't know anyone. We more than doubled the graduation rate since 1996 and we can attribute that to what happened to the students in the first year for the most part.

PR: You've written a book about helping sophomores succeed. Do you feel the first year is more crucial for success than the second year?

SE: Right — because if they don't make it through the first year, they won't get to the second year. And so there's been this huge wave led by John Garner, who used to be at the University of South Carolina to help institutions, faculty and staff really focus in on the first year. So that's what we did back in Indiana



and that's very clearly what the planning committee envisions for New Community College: to really have a coordinated, thoughtful curriculum in the first year, so that students make it to the second year, and then once they're in the second year, one of the things that happened on many campuses is to think, well, we fixed everything in the first year, so the second year will take care of itself — and that isn't the case.

PR: Will there be a core curriculum here at the New Community College?

SE: There will be. All the students will come to a bridge program, a three-week block program in the summer where we'll work with them on reading, writing, math, but also to talk with them about our expectations for what it takes for them to be successful. In the first semester, the centerpiece of the curriculum is called the City Seminar, which has three components: a reading-writing component, a quantitative reasoning component; the innovative part will be based on interdisciplinary case studies based upon life in New York City. Immigration, sustainability, and things that are intrinsically interesting to the students that come to life in this city will be what the students are studying.

PR: Currently there are about 85,000 students enrolled at CUNY community colleges, a 40 percent increase in the past decade. To what do you attribute this enormous rise in community college enrollment?

SE: Around the world there's widening participation in higher education, of recognition by family members and young people and returning adult students that they're not going to be able to participate in the economy without simple secondary education. And particularly in New York City so many of the students are low income, first generation — they're immigrants, they represent diversity and they're going to define the future of the city. #

Touro College of Osteopathic Medicine Dean Installed

Dr. Martin Levine, DO, associate dean for educational development at Touro College of Osteopathic Medicine (TouroCOM), was installed as president of the American Osteopathic Association (AOA) at the organization's annual meeting in Chicago.

Like M.D.s, DOs complete four years of basic medical education and are fully licensed physicians. DO's receive additional training in osteopathic manipulative medicine, which gives them a diagnostic and therapeutic advantage in providing the most comprehensive care. Osteopathic medical schools encourage their graduates to become "primary care" physicians and practice a "whole body" approach.

"On behalf of all of Touro, we congratulate Dr. Levine on this prestigious appointment," said Dr. Alan Kadish, president and CEO of Touro College. "With his distinguished background, training, and dedication, the profession will be well-served with his appointment as its 115th president. We are fortunate to have such a prominent leader among our ranks."

A resident of Short Hills, N.J., Dr. Levine has been the recipient of numerous awards including being named to the Best Doctors listing by New York Magazine every year since 1999, and being honored repeatedly as a Best Doctor in New Jersey Monthly magazine. He

was named Physician of the Year by New Jersey Association of Osteopathic Physicians and Surgeons (NJAOPS) in 2000. Dr. Levine has been a member of the AOA's board of trustees since 2000 and maintains a family practice in Bayonne, N.J. and Jersey City, N.J.

As president of the AOA, Dr. Levine will lead an organization of professionals dedicated to improving healthcare for families. The AOA is a member association for the 78,000 osteopathic physicians (DOs) in the U.S. and for all osteopathic medical students. It serves as the primary certifying body for DOs and the primary accrediting agency for all osteopathic medical schools.

"I am honored and proud to have the opportunity to guide our professional family of physicians, which works diligently to promote public health and encourage scientific research," said Dr. Levine. "I view the coming year as a continuation of my work as a dean at TouroCOM, where we created a unique medical school in the Harlem community — one known for its health-care disparities — and where we have made significant progress in closing critical gaps in health-care education and delivery."

TouroCOM was founded in Harlem in 2007 with a special mission to train physicians who have a special interest in working in underserved communities. #

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BRONX CHILDREN'S MUSEUM DREAM BIG EVENT AT HOSTOS COMMUNITY COLLEGE

Featured Speakers include Surgeon General Benjamin and Supreme Court Justice Sotomayor

By GIOVANNY PINTO

President Felix Matos Rodriguez hosted a festive culmination of The Bronx Children's Museum's Dream Big Initiative at Hostos Community College. The guests of honor U.S. Surgeon General Regina Benjamin and U.S. Supreme Court Justice Sonia Sotomayor were joined by U.S. Congressman Jose Serrano and publisher Richard Stein, a leading proponent in establishing the Museum.

The Dream Big Initiative works with children from local community-based programs and motivates youngsters to dream big and work hard to accomplish their goals. The theme of the program for this year was health and the children partook in arts and dance classes from local organizations such as Pregones Theater and ¡Retumba!

Dr. Felix Matos Rodriguez, Hostos Community College President, stressed the dedicated role of the College in building and promoting community resources such as the Children's Museum, and to encourage the children to feel pride as they achieve their full potential.

Supreme Court Justice Sonia Sotomayor, who was born and raised in the Bronx and whose mother attended Hostos, lauded the kids of the Dream Big Initiative for taking charge of their lives and their health. She described moments of her own childhood, including living with her grandmother, dealing with type 1 diabetes, learning how to inject herself with insulin, and growing up in the projects. She stressed that the children could overcome their own adversity as she did if they possessed the drive to succeed. Dr. Benjamin concurred by talking about her experiences in the primary care clinic she founded in a small town in the Mobile, Ala. area. The clinic was destroyed during Hurricane Katrina in 2005 and then, the day before reopening in 2006, it burned down. Despite these setbacks, she continued treating her patients—many of whom didn't have other access to primary health care—in their homes until the clinic was rebuilt.

Dr. Benjamin had a special request for the adults at the event. "I hope you will continue to support programs like the Bronx Children's Museum," said Benjamin. "We need these types of programs and places for them to learn, have fun, and be inspired to become Supreme Court Justices and Surgeon Generals," she said.

After remarks by all notable guests and a slideshow showcasing the five-week program, the children performed dance and drama pieces for the audience.

The Bronx Children's Museum is slated to open in late 2013. The Bronx is currently the

Watch our live VIDEO coverage
of the Dream Big Initiative at:

EDUCATIONUPDATE.com



Top Row (L-R) Surgeon General Benjamin & Hostos CC President Rodriguez



Supreme Court Justice Sotomayor

only borough in New York City that lacks a children's museum. Until the opening, the Museum has launched the Mobile Art Bus dubbed the 'BCM ON THE GO BUS' that has been transporting exhibits and programs throughout the borough.

See a video of the event, including an exclusive interview with Hostos Community College President Felix Matos Rodriguez at www.educationupdate.com. #

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College of Staten Island (CSI) Foundation Board Elects Dr. Christine Cea as President

By TERRY MARES

The College of Staten Island (CSI) Foundation Board of Directors recently elected Dr. Christine D. Cea '88 as its new President. Dr. Cea is currently a researcher at the New York State Institute for Basic Research in developmental disabilities. In addition, she is a member of the New York State Board of Regents. Her experience at CSI includes former President of the Friends of CSI, and Adjunct Lecturer in Psychology and Sociology. She is Chair of the Staten Island Developmental Disabilities Council, and a member of the Borough President's Advisory Board on Disability and the Board of Directors of the Staten Island Mental Health Society.

She also serves on the local Office of Mental Retardation and Developmental Disabilities Human Rights Committee on Informed Consent, and she was honored as a Woman of Distinction by Soroptimist International for her work as a rights advocate for people with disabilities. Dr. Cea received her Bachelor of Arts degree in Psychology from CSI, and her Master of Arts degree in Psychology and her PhD in Developmental Psychology from Fordham University.



CSI President Dr. Tomás D. Morales, commented, "The Foundation is proud to have Dr. Cea, a CSI alumna with long and distinguished history of service to the people of Staten Island and the State of New York, as its new Board President. Her experience and commitment to the College will be valuable assets as she directs the future of the Foundation."#

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At CCNY Solar Roof Pod Volunteers Learn Skills

More than 100 students from the Bernard and Anne Spitzer School of Architecture and Grove School of Engineering are members of Team New York, CCNY's entry. For almost 18 months, they have been designing and building the Solar Roof Pod, a solar-powered house specifically designed for installation atop urban commercial, institutional or residential buildings.

At least five days a week, they work on the project at a rooftop construction site on the plaza level of CCNY's Marshak Science Building. After it is finished, the two main modules and other components of the Solar Roof Pod will be transported to Washington, D.C. There, Team New York will reassemble, operate and open it to visitors on the National Mall for judging in the Solar Decathlon.

"This project is important to how we teach students," said associate professor of architecture Christian Volkmann, one of the team's faculty advisers. "They pick up skills related to detailing and construction technology as well as interdisciplinary work and coordination in a much better way."

"Students are not only gaining the experience of building a house, but have an opportunity to be part of something larger that could help the environment," said Dr. Jorge Gonzalez, a professor of mechanical engineering

"We're learning a lot more about building a



L-R: Farah Ahmad and John Vlahakis

house than you could from a textbook," noted Farah Ahmad, a fourth-year architecture student. "There are so many layers to construction and all systems have to work together. It requires a lot of coordination because one mistake could mess up everything."

Through their participation in the Solar Decathlon, students in the Spitzer School of Architecture and Grove School of Engineering have gained a new appreciation for the complexities of construction. By integrating their understanding of how systems and people work together to build a project into the design process, they have gained a competitive advantage for their careers that will deliver benefits to employers and clients alike. #

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THE NEW YORK BOTANICAL GARDEN

Museum of Mathematics Hopes to Inspire, Promote Math Education

By JOAN BAUM, Ph.D.



Glen Whitney

A year ago mathematician Glen Whitney, in an informed and heartfelt op-ed for *Newsday* pointed to but also explained the continuing poor performance of New York State school children on standardized exams. Central to his theme of reforming not curricula but attitudes, of generating motivation that would translate into the "thrill" of exploring mathematics and an appreciation of the aesthetics of patterns, numbers and shapes, was his proposal "to create cultural institutions" that could "help people rediscover the beauty, relevance and excitement of mathematics."

Now, one year later, his dream to realize one such place is a mere months away from opening, a place not only for students but for adults, including math teachers and, arguably even more significant, for prospective teachers, to be found among those starting to visit the Museum of Mathematics next year. Whitney, the executive director of the museum, mentions Neil deGrasse Tyson, director of the Hayden Planetarium at The Rose Center for Earth and Space, who has cited the "life-altering" exhibits at the Museum of Natural History when he was a child for turning him on to astronomy.

Location was important, says Cindy Lawrence, chief of operations at MoMath. Museums can be expensive — entrances fees plus the cost of having lunch somewhere prohibitive. But MoMath faces a park, so families can bring lunch from home for a picnic. The site, located at 11 E. 26th St. between 5th and Madison avenues, is also readily accessible by public transportation.

When it opens early in 2012, MoMath will be the first such museum in the country. Though institutions such as The New York Hall of Science in Flushing Meadows Park in Queens, N.Y., The Liberty Science Center in Jersey City, N.J., and the Exploratorium in San Francisco have spaces devoted to math, these areas tend to be supplements to exhibits on the scientific disciplines — biology, chemistry, physics, Whitney says. He adds that in most cases the math in these science centers is not up to date in content or as cutting-edge technology or, even more important, as engaging as it could be. Many

so-called interactive exhibits are behind glass. To Whitney, "interactive" means "beyond the glass cases," touching, involving hands and body." Yes, virtual museums have important roles to play but real sites trump Web sites. The most attractive feature of the traveling Discovery Center-Math Midway, he notes, has proved to be an exhibit

of a square-wheeled tricycle! Kids want to feel it, try it, figure it out.

It's not enough to present math as useful, Whitney says, though showing how real-world applications are at their heart mathematical — new routing arrangements for phones, analyzing extractions of shale — helps demystify math, but telling students to use a quadratic equation, for example, means little if there is no explanation about why the equation works, or why the equation is "beautiful." Indeed, the fact that mathematics was one of the seven liberal arts helps remind people of its connection to form, not formula. In this regard, Whitney notes that non-mathematicians are important in conveying what he and Lawrence call the "mathy" quality of their endeavors — as can be seen in the spectacular geometric sculptures of George Hart, who has become chief of content at MoMath.

It's unfortunate that there is so little quality math teaching in the nation, and particularly in the lower grades. Elementary teachers, it's been shown, often choose this field because it requires little in the way of mathematical achievement. Whitney hopes MoMath will counter this tendency. As such, revising math curricula or shuffling the sequence of topics — algebra, geometry, trig, calculus — is less important than understanding the reasons why concepts and formulas work — learning, for example, that gauging the path of a billiard ball on a diagonally designed table depends upon coordinates.

Yes, Whitney recognizes the uphill battle in trying to convince parents that the kind of education MoMath would provide in exhibits and as suggested pre- and post-visit classroom activities is as valuable as are the demands of standardized testing, but he hopes that MoMath will be significant in establishing a mathematical culture. #

Carole Hankin

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as, "How old are you?" "Where do you live?" "What grade are you in?" Providing a little information ahead of time can help children feel more at ease in all social situations. When you're having adult company at home or attending an event where adults will be present, discuss in advance what your child can expect. Tell them who will be there, what type of food will be served, and how long you'll be visiting. In a situation where some or all of the adults may be people you don't know very well, it's

also important to make younger children aware that they may only answer questions when you or another adult family member is present.

Giving your children the opportunity to practice basic social etiquette in conversations with grownups results in lasting personal benefits. Children who are comfortable around adults will have the confidence to ask their teachers questions when they're uncertain of what's expected, and to speak up when they have something to contribute. In addition, engaging in conversation with adults helps children develop greater vocabulary and communication skills — advantages that increase their opportunities for lifelong success and enjoyment. #



The Imagination Summit at Lincoln Center Institute



Charles Wald



Tony DeRose



Kira Bir Sethi



Cameron Sinclair

By **LYDIA LIEBMAN, LEAH METCALF
MARISSA SCHAIN AND JENNIFER
MACGREGOR**

According to executive director Scott Noppe Brandon of the Lincoln Center Institute, organizer of the second international Imagination Summit, “imagination and creativity plays out in everything we do. How do we incorporate it into learning?” Educators, foundation heads, innovators, artists and writers all came together from different parts of the world to explore the answers.

A panel of innovators shared their experiences with using an imaginative approach to solving problems and coming up with solutions.

CAMERON SINCLAIR **Architecture for Humanity**

“Innovation is a spark but creativity is a journey,” said Cameron Sinclair, the CEO and co-founder of Architecture for Humanity, an organization that helps communities in need.

Sinclair, a London native, explained that he became an architect because of bad architecture. “I looked at what was around me and I said, how can we change this?” Sinclair had one goal in mind: create better communities for those in need. With only \$700 in his pocket, Sinclair left London for New York City.

It was in New York that Sinclair’s idea for Architecture for Humanity began. After only 12 years since the inception of Sinclair’s concept for Architecture for Humanity, the organization is currently working on 400 projects in 44 countries. Two million people are either living or working in structures developed by the organization today.

“We take these really creative architects and embed them in the communities. The community designs with us and we pay them,” Sinclair said.

Sinclair doesn’t quit until the job is done.

Sinclair has a theory he calls urban acupuncture, which entails reconstruction beginning at the heart of the problem — the most dangerous and violent section of a city, and begins with positive change there. Citing a particular area of high crime in Africa where people were “raped, killed and dumped,” he said the organization began developing the area until there was a decrease in crimes and a 200-percent increase in perceived safety. Sinclair made it clear that this perceived safety is extremely important because “if people perceive safety, they congregate. And the more people get there, the safer it is,” he explained.

He expanded upon how similar events have taken place in Sri Lanka, Brazil, Rwanda, Kenya, Afghanistan, Lesotho and more. Each country had a different story, attesting to the creativity of his team.

Fifty percent of all Architecture for Humanity projects focus on post-disaster care. His team is currently working on the reconstruction of Haiti after the devastating 2010 earthquake, and also played an instrumental part in post-Katrina efforts.

“Architecture is where life happens,” Sinclair concluded. “This is the vessel of life — what architecture is really about.”

TONY DEROSE **Pixar**

Tony DeRose is a senior scientist and lead of the research group at Pixar Animation Studios. He and his team won an Oscar for the studio’s 1999 short film “Geri’s Game,” about an elderly man playing chess in the park.

“At Disney, Pixar is about inspiration and relevance and working with colleagues,” he said. He brought this sentiment to the Young Makers Program to give kids a chance to do just that — create, imagine and invent. The first Young Makers Program was held in the Bay

Area in 2010.

Kids involved with the program work with a mentor and present their project at the Maker Faire at the Exploratorium in San Francisco.

DeRose and his two sons worked on several projects together and he knew it would be a great experience for other kids. Thus the Young Makers Program was born.

Other local Maker clubs branched out throughout Northern California and over 20 clubs with 100 young makers and 50 adult volunteers participated at the 2011 Bay Area Maker Faire, where 40 team projects were created and presented.

DeRose said that the open-ended nature of the program, which encourages kids to think up an idea and put it into practice using science, technology engineering and math skills, makes for great teachable moments. The mentors encourage the students to come up with creative solutions to problems.

DeRose hopes to start more clubs around the country and that other kids to participate in community building.

“They will have to master technologies that haven’t been invented yet,” he said. “It is crucial to focus on clarity, innovation, invention, the importance of learning on one’s own.”

CHARLES F. WALD **U.S. Army General**

General Charles F. Wald, a retired United States Air Force four-star general, was the final speaker on the panel. Stating that his goal “is to eliminate my job,” Wald framed America’s creativity challenges in light of our increasingly global world. Speaking from his experience of visiting 140 countries, Wald noted that our relationship with other nations is bound to become more complex. Americans must engage in this increasingly global world, “like it or not,” he said.

Remarking that necessity and creativity are closely connected, Wald said that the challenge we face as a nation is to “create environments where people feel creative.” General Wald shared the story of a 44-hour mission from the United States to Afghanistan, from October 6th to 7th, 2001, less than a month after the 9/11 attacks.

Wald said the mission was a technological feat, with data from the plane streaming at high speeds from the air to Langley Air Force Base and Norfolk, Va.

The General used the story of the flight to demonstrate the necessity of imagination and creativity. Wald, noting that the military is not perceived as innovative, averred the importance of creativity in all areas of life. He concluded his comments by saying that creativity must be an integral part of public education.

KIRAN BIR SETHI **Design for Change**

The Design for Change School Challenge, which started in India and has gone on to impact students in over 300,000 schools in 33 countries, had a humble origin. Kiran Bir Sethi’s son came home from school one day, crushed that an essay he had written was not well-received at school. She said the lack of choice students have for their educational career leads to a lack of creativity, empathy and imagination.

She started the Design for Change contest to give children in India —and now across the globe — the opportunity to use their creativity and imagination to envision a better world and put ideas into action. What started with her son now has involved 25 million children being able to say, “I can,” she said.

“We took the imaginative process and demystified it so it became accessible, replicable and, I think, sustainable,” she said.#.

Queens College

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which opened in fall 2009, is so popular, we have a waiting list for this fall. The Summit is attracting students from the greater metro area—and beyond—who recognize that they can reap the benefits of a residential experience and a first-rate education at a very affordable price. #

Ernest Logan

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year or so, unprecedented assaults have been launched against public school teachers and administrators along with an insidious campaign to privatize public schools, a move I believe will ultimately offer fewer opportunities to students. But one thing I know for sure: We will ignore the epithets hurled at us

as we once again focus on our work heeding the needs of students who inspire us to meet the challenges ahead.

Educators, parents and elected officials must stand together to fight those who would, in the name of smaller government, eliminate the proven ladder to success — a quality public school education — for all children and to make sure the middle class remains the middle class.#

Rooftop Gardens

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The terrace views of SoHo, TriBeCa, Park Avenue and Central Park are truly breathtaking. This book is filled with artistic, practical and ecological designs for rooftop gardens. With views of the skyline of Manhattan, one beautiful oasis after the other is the key for serenity and escape in this busy city. #



A Conversation with Zalmen Mlotek, Artistic Director, Folksbiene Theater

Watch the complete, unabridged interview at: EDUCATIONUPDATE.com

TRANSCRIBED BY MARISSA SCHAIN

Zalmen Mlotek, the Artistic Director of the Foksbienne Theater, met with Dr. Pola Rosen, Publisher of Education Update. They discussed how the institution and audiences have changed over the last century, what programs the Foksbienne is involved with today, how Yiddish culture has influenced the work of American iconic artists such as Cab Calloway, Jerry Seinfeld, and Ben Stiller, and how his mentors and his parents influenced his deci-



sion to become active in the Yiddish musical world.

The following is an excerpt from the interview, which is available on video online and in print at www.educationupdate.com:

Pola Rosen (PR):

Congratulations on winning the Drama Desk Lifetime Achievement Award in 2007. The theater was founded in 1915 and is going to be 100 years old. That is quite a milestone.

Zalmen Mlotek (ZM): I'm very excited about that. We're the only existing, professional, continuously running Yiddish Theater in the world. We're the oldest as well. That's no small feat as you can imagine especially in light of the economics of theater and also of changes in

audience. The question is how do we continue this culture when the majority of our audience doesn't understand Yiddish?

PR: We are a multi-national ethnically diverse population in the United States, more than any other nation in the world. You have a new program now called "Soul to Soul." Can you expand on it?

ZM: It's a theatrical concert that basically highlights the African-American musical tradition and a Jewish musical tradition; how the two cultures have worked together and sometimes been on the fence together throughout history. In the civil rights movement Rabbi Abraham Joshua Heschel marched with Martin Luther King. Two African-American young men came to me with the interest in singing in Yiddish. This interest came from their own experiences

as actors and musicians. One was studying the music of Paul Robeson, a great political activist of the 40s. The other one came to us because he was interested in a play that we were doing that called for an African-American actor. I taught them in Yiddish, I taught them how to sing in Yiddish, I taught them the nuances. And they fell in love with it.

We've been doing it now for audiences in Montreal, in the Hamptons. It's a tremendous success. We're now presenting this program with one other American-born actress at the City University schools (Brooklyn College, Lehman College, the Graduate Center and Queens College) this coming September for four free performances. They are a blend of Yiddish music, African-American spiritual and civil rights songs and jazz. #

Linda Sirow, Artist and Teacher

By JOAN BAUM, Ph.D.

Linda Sirow, a city-based artist who summers in East Hampton, has found an ideal gallery for her new show. The exhibit Art Meets Fashion will be displayed in Magaschoni, the 22-year old upscale women's clothing company that defines its elegant sportswear and knitwear collections with adjectives that could easily apply to Sirow's colorful, often subtly hued floral and semi-abstract oil and encaustic designs. On exhibit in two of the company's stores — in Southampton and East Hampton — Sirow's work in the larger, East Hampton venue, nicely complements Magaschoni's textured line and speaks to the intelligent conversation between Sirow and Magaschoni CEO Monica Belag Forman about attractive layout, especially regarding the placement of smaller works near apparel with similar colors and tactile appeal.

A shelf of a single flower paintings, each streaked with thin gouge lines made with a razor, the 10-inch-by-10-inch squares, just called Simple, sit above newly arrived, like-colored cashmere sweaters. Smaller works prevail, floral designs done in encaustic, reflecting Sirow's conversion a few years ago to this "alternative" way of working. She has not, however, given up oils and indeed, in the future, she might well find a way to accommodate both within the same painting.

Encaustic, also known as hot wax painting, constituted for Sirow an important shift in her oeuvre because of what she felt it allowed her to do with layering. An apparently uncomplicated design of a flower against a contrasting background may actually be the result of 20 layers, creating finally a "product that is luscious," she says. Though she has taken various workshops devoted to encaustic, Sirow describes herself as basically "self-taught." She enjoys learning how much she can, or wants to, control melted wax.

Encaustics typically involve heated beeswax, to which pigment has been added, and applying the mixture to canvas. Sirow prefers wood. Some paintings also show that she has affixed objects to the heated surface, as in the series

"Quiet," where what seem to be raised silver washers and gold nail heads create a design with a three-dimensional look.

Because working with encaustic can be challenging due to the heat, Sirow does not introduce the technique to her middle school youngsters at Dalton, where she has been teaching all manner of art (drawing, ceramics, printmaking, painting, sculpture) for close to 15 years. Working with encaustic, though, for all the caution that must be exercised, is nonetheless "safer" than working in oil because there are no toxic materials like turpentine. Though encaustic is for Sirow relatively new, it amuses her to think that "things come back" in the sense that she was ready for heated wax when she was a child because she loved to melt down crayons.

Most of the 27 works on exhibit in East Hampton bear regional or natural-world titles such as "Sag Harbor," "The Noyak Stretch," or "Fauna Reflection," with a large oil painting of pastel-like colored flowers gently brushed out from their center. Another large oil painting, "Venetia" and the window display, "Azure" show Sirow's penchant for lilac, blue, mauve. One of the pleasing surprises of the oils is how, in close up, they seem to exhibit fluid floral patterns, but from a distance compose themselves into clusters. It's not all pastel colors, though, as the 12-inch-by-12-inch series "Summer Storm" and "Spinning" reveal, this last group of small puff balls, in dramatic color. One wonders if down the line there might be explicit textile design. Magaschoni take note.

N.B. The artist and store have arranged for 10 percent of the proceeds from sales to benefit the Child Mind Institute, a mental health care facility for children and teens, with a clinical program focusing on psychiatric and learning disorders.

In East Hampton, Magaschoni is at 2 Newton Lane; in Southampton, at 53C Jobs Lane. Pieces in the East Hampton store will remain on view through Labor Day. #

For further information on the artist visit www.Lindasirow.com. For information on the Child Mind Institute visit www.childmind.org

Harpist Jasmin Bey Cowin Enhances Lives Through Music

By JOAN BAUM, Ph.D.

"Building Bridges," just one of Jasmin Bey Cowin's numerous and diverse multicultural programs for inner-city children and for older adults, having run its award-winning course, could still well describe this innovative educator's continuing work to enrich and enhance the lives of school children and seniors by way of music. Though her career spans the humanities and the social sciences, the specialty that emerged in her adolescent years in Bretten, Germany and that remains at the center of all that she does is playing the harp.

A Fulbright scholar who studied American contemporary harp music and orchestra performance in Houston, and a former vice president of the American Harp Society, New York chapter, Dr. Cowin holds an Ed.D. from Teachers College, Columbia University where she completed a dissertation on the West German and Austrian Harp Repertoire from 1945-1990, and where she now teaches harp as a member of the adjunct faculty. She also has a Diploma for Education and Orchestral Harpist from the prestigious Staatliche Musikhochschule in Karlsruhe, Germany. She grew up in a medical environment — her father was a doctor — and she liked to read Bible stories. The passage about David soothing King Saul's savage breast by playing the harp impressed her.

She had been studying piano since the age of six, but at 13, when she began to assist her father in his practice, she observed that the patients, many on palliative care, who visited her father and his staff were, understandably, distressed. Her father's office was the lower floor of their home. She would help out clerically and perform minor procedures, but she also began to wonder "what more" she might do to ease the troubled souls who came to the office, particularly the elderly. She knew that even among the frail and dying, the auditory sense is the last to go. The image of David and his harp would prove influential.

Completing graduate studies in America, she began to conceive of music programs that would link seniors and school children, and that would



do so where such programs were most needed — in neighborhoods that had few if any such community services in nursing homes, and in low-income, inner-city schools where youngsters were rarely exposed to

music or even motivated to learn. She also worked with the Ronald McDonald House charities. And she began to include literature and history along with music in her presentations, in imaginative ways. "A Day in the Life of Tosca," for example, describes what was going on in Rome on June 17, 1800, the day Puccini's opera takes place.

In keeping with her sense of wanting to make a difference in music education, Dr. Cowin began to concentrate on contemporary music. "What could I do to improve the playing of Debussy," she asked rhetorically. She could, however, make an impact by focusing on contemporaries who compose for the harp. She can only "assume" the emotional prompts of musical compositions of the past, but with contemporary music she can explore emotions with composers and discuss with audiences how those emotions are embodied in the music they hear.

A typical classroom exercise will have her asking elementary school students to write a couple of paragraphs about feelings, which she will then set to music on the harp, improvising. The students read out what they have written, and an interdisciplinary skills match has begun. How does she get around with a harp, by the way? She has a "wheelie," she laughs.

Does it all work — if "it" is understood as engagement, quiet, being soothed? Yes, the classroom itself is evidence, she says. But does it also work, if "it" means promoting academic skills as valuable as math and science? Yes indeed, she adds, and history provides the proof. What were Pythagorean ratios but musical proportions devel-

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Interview with Co-Heads of Avenues: The World School

Watch the live VIDEO
interview at:

EDUCATIONUPDATE.com

Transcribed BY ZARA JAMSHED

Dr. Pola Rosen (PR): Where did the name “Avenues” and “World School” come from?

Dr. Tyler Tingley (TT): There was a process of creation here with many names suggested over time. But I think people like “Avenues” because avenues are pathways, and in most major cities, avenues are the ways that people move from one place to another. This school is a way to help people start on their educational journeys, so it seemed like it had the appropriate connotation.

The “world school” because the concept of this school is that we will have locations in 20 countries around the world in major cities, but we are in fact one school. We are going to run this as one school, one faculty, one student body, one institution, connected by marvelous connectivity that modern telecommunications provides us today.

PR: Tell me about enrollment. What are some of the criteria that you’re looking for in the students?

Dr. Robert “Skip” Mattoon (RM): We just completed an early admissions cycle. We asked for any documentation that students have from their prior schools, and for the younger children we interviewed them with a team of experts who are good at assessing, and then our admissions team got together and made the choices. For students who have been in graded schools prior to this one they presented their grades and so forth.

PR: Did the enrollment number surprise you? Were they what you expected?

TT: We had 51 parent information events during the winter and spring. All of them were sold out. We ultimately had somewhere over 3500 parents who came to these various sessions and the numbers of applications exceeded my expectations.

PR: How will you promote diversity in the student body, including ethnic and financial, as well as children with special needs?

TT: Our admissions outreach program is trying to follow the best practices of other schools and making connections with organizations in town that will help us identify children to bring into our admissions office. We have a financial aid budget that will allow us to bring some socioeconomic diversity to the student body. We haven’t as yet developed a specific plan for children with special needs but I anticipate that we will have those students enrolled and we’re building a comprehensive student support team to help us accommodate those children.

RM: When the 20 campuses of our school around the world are open and running, arguably we’ll be the most diverse school you can imagine, because we’ll have hundreds of Chinese, hundreds of Latin Americans, hundreds of people from Western Europe, all part of one student body. Ty and I like the idea of

having one common newspaper for the entire school so we’ll have contributions from different campuses. Students from this campus will be going to spend time in other campuses and children from that school will be coming here.

PR: What is your plan when a school is in another country? In Buenos Aires, do you plan to have Spanish and English? In the school in China do you plan to have Chinese and English?

TT: The language we’re going to be teaching here in New York is English. But we’re also going to have Chinese and Spanish starting in pre-kindergarten at a 50 percent immersion basis through the fourth grade, at which point their language time will diminish, but they’ll still have intensive language every day through their entire career here at this school. As we move to other countries, depending on what the language is in that country, we may have to adjust the languages offered. For example in Beijing, we may have a small Chinese program for those kids who are trying to maintain their Chinese studies coming from the US, but the Chinese are not going to send their children to school in Beijing for Chinese. They’ll be sending them to that school primarily for English. We’ll adjust that program around the world depending on the sites of the school, but English will be the common language in all of our campuses.

PR: What do applicants say is their main reason for wanting to come to this school?

RM: Applicants and their parents are taken by the idea of a world school. They’re very interested in the immersion program, the concept of having their children be relatively proficient in a foreign language if they come here in nursery school. The notion that families and children can move around the world into our different campuses is very appealing. And many of our families are international families and our policy for them is that if they’re transferred, let’s say from New York to Shanghai, they wouldn’t really need to be admitted to the Shanghai campus, they would just move automatically into it, which is a great use to a lot of parents. Global education has become a mantra of many schools and we’re really doing it in a very complete, thoughtful way.

PR: Both of you have spent time and studied in and taught in some of the most prestigious schools in the country. What do you think are the essential elements that you have found that you want to bring to this school?

TT: One of the things that distinguishes really good schools is the expectations that they have for students, for faculty, for all the members of the school community, that we do things in a rigorous, respectful, inclusive manner. I hope that we can build that culture at Avenues.

RM: There is an expectation for those schools that everyone is there for a serious purpose. Everyone is there to have some fun too, but the expectations that the culture sends are very high. I’d also say that it’s important that in any grade school for each child to be well known by not just one member of the faculty, but many, so

that they have a feeling of belonging there, that people know their talents and their skills and they can be brought forward so that hopefully each child can achieve some success.

TT: We have had many programs to try and encourage kids to do terms abroad, but the actual number of kids who can access those programs is not a robust figure. And part of the reason for that is that there are so many requirements that American high school students are trying to satisfy for college. They want to take a particular sequence of courses and if they go overseas, they can’t get those courses. One of the things that the Avenues program will do is remove those barriers because we’ll offer that course in our international campuses. It’s quite possible that students entering in 2012 in nursery school, by the time they graduate 15 years later, that they will have had the opportunity to study on three or four continents, maybe five.

PR: How does being a for-profit school change the way that your school approaches education?

RM: We don’t see any difference. None of the things that we are aspiring to do have ever come laden with some sense that it has to produce a profit, at all. The schools that we’ve been at previously are independent schools, not-for-profit schools, but each of them carries a certain amount of debt which is paid off on an annual basis; there’s an economic reality to that which is not dissimilar to a for-profit school. If you could imagine the project that we have in front of us, establishing a school in New York, plus 20 other campuses around the world, if you were to imagine doing that on a non-profit basis, you would be stopped short. There’s no other way to achieve that mission besides the way that we are doing it. Also, for-profit schools in this country are somewhat unusual or rare, but they’re quite standard in Europe and elsewhere.

PR: Why are they so accepted in Europe but not here?

TT: I don’t know the exact reason for that. I think part of it would be partially tradition and habit. In this country, there is a unique sense that Americans have of their impulse for charitable giving. Education in this country grew up with a lot of that charitable energy behind it. That’s part of the spirit of which this country was founded. But in Western Europe, the Middle East and Asia, the culture is a little bit different.

PR: How do you plan to replicate the



(L-R) Dr. Tyler Tingley & Dr. Robert “Skip” Mattoon, Co-Heads of Avenues, The World School

Avenues model in other countries? What do you perceive as your challenges?

TT: We are designing our curriculum on a template that is cloud-based. We’re writing all of our curriculum in a standard formula, which will be available to all of our campuses. One of the instructions that the school design team had was not only did we have to have the curriculum for Avenues New York, we also had to have a complete starter kit for our other campuses. Once the schools are up and running, we don’t want them to go off-course because it’s important to us to maintain a curriculum thread throughout these campuses so that if a student moves from one campus to the other, they’re not dramatically phased.

PR: It sounds like you’re writing a lot of your own curriculum. Is that correct? Or are you also going to take the best from other nations and interweave that into your curriculum?

TT: There is one major curricular piece that we are generating ourselves called the World Course. The rest of our curriculum is going to be taken from existing curricula, but we may customize it. For example we’re interested in using the Singapore math program in our lower school. The World Course is a curricular thread that runs from kindergarten right through senior year in high school and it is essentially designed to expose the kids to political, geographic, cultural issues from around the world and try to develop their global education.

PR: Do you think that after developing this global curriculum that you’d think about selling it to other independent or private or for-profit schools? Or sharing it in any other way?

TT: I think the understanding is that we will share it but I think it’s not likely we’ll sell it. I think the intention has been that ultimately this will be a resource for other schools to use. #

Howard Gardner

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ethical way. The challenge presented in the 21st century for students is to understand how to be not just a good neighbor, but also a good citizen of the world. To be a good citizen of the world, a challenge that most students encounter on the Internet, students have to learn how to engage in “good play”: how to form a sense of identity, how to understand the role of power, how to deal with questions of ownership and authorship, how to earn trust, and how to participate in the community.

Gardner recommended commonsensemedia.org, as well as his most recent research project, The Good Work Project (goodworktoolkit.com), as places that serve as a commons for educators to discuss ethical issues, what works and what doesn’t in their classrooms, and how to deal with these challenges.

The best way to deal with these questions is to open the discussion with students, and to affirm the value of these virtues in your conversations with them. “We should strive to become good workers and good citizens, not just within our own society, but across the global community,” he said. #

Grace Outreach Changes Lives

By ADRIAN CABREJA

"It's never too late to get an education," says Rebecca Sánchez, whose broad smile was infectious. She would know — she's 56 years old, and she is graduating. Sánchez, and her beaming husband, were one of the 140 women and their families in attendance in a packed auditorium at Immaculate Conception School on East 151st Street in the Bronx recently for their commencement exercises. It was a distinctive — and distinct — graduating class. Composed entirely of women of varying ages and backgrounds, the achievements on display went far beyond the degrees being granted.

Grace Outreach, a non-profit organization that was founded in 2004 by Margaret Grace, began as a GED (General Equivalency Degree) education center servicing low-income women of the South Bronx.

Since its founding, over 600 women have received their degrees. The women at Grace Outreach have many different reasons for not having finished high school. Some of the students were victims of domestic violence. Others are single mothers who found it difficult to find the time to pursue an education while also tending to their children. Some were simply students whose needs were overlooked by the existing educational models, and who were not engaged or motivated to stay in school. Traditionally, the odds are stacked against them. The neighboring Mott Haven neighborhood, one of the poorest Congressional districts in the nation, has had a



Grace Outreach GED graduate Ivy DeJesus accepted her diploma in front of her daughter Crystal

historically low high school graduation rate.

The women of Grace have faced down great obstacles in getting an education, the kinds of challenges that can make finishing school impossible. Lois Grogan, a 34-year-old mother, grew up in East River Houses in East Harlem and lives in the Bronx River Houses now on 174th Street. Grogan says her life has been difficult: poverty, painful childhood, drugs, imprisonment. "It was rough," she says of her upbringing, though she is quick to accept responsibility for her decisions. "I chose to follow the wrong crowd," she says. "I've experienced prison. I've never been on hard drugs, but I did sell for a living." Drug charges turned into four separate jail sentences for Grogan, spanning her teenage years. Her last sentence, which lasted two years, ended in 1998 when she was 21. Soon after coming home on parole, she learned she was pregnant with

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FROM THE SUPERINTENDENT'S DESK

Learning How to Converse With Adults Offers Lasting Benefits for Children of All Ages

By DR. CAROLE G. HANKIN WITH
DEBORAH FRENCH

During a recent visit with my grandchildren, who range in age from 6 to 15, I had the occasion to watch them interact with adults in several different settings. The adults asked various questions of each of the children.

There are many reasons children may hesitate when asked questions by adults. Some are shy, others may feel ill at ease around adults outside of the family, or they may simply be bored among adult company. Many parents make a point of teaching their children fundamental socialization skills for getting along with peers, but it's equally important for children to learn appropriate ways of interacting with adults. Children who learn these skills early have a significant advantage in life.

Parents can begin teaching even very young children to engage with adults comfortably and appropriately. Including the child in adult conversations with family and friends is an excellent way to start. For example, if an adult friend asks your young child, "What did you do today?" you might respond by offering a few

prompts. Ask, "Can you tell Mrs. Smith that you went to your swimming lesson this morning?" Don't be surprised if your words are parroted ("I went to my swimming lesson this morning."); but you can encourage conversation by asking your child to tell Mrs. Smith what went on during the lesson.

Children need to have positive interactions with other adults in order to become comfortable around them. At the same time, they need to learn what is appropriate and what is not. If we want children to grow up to become respectful, considerate, thoughtful and courteous adults, we need give them guidelines for "adult-like" behavior. These include listening to, and looking at, a person who is speaking to them, and responding politely.

Parents can help make children's social experiences more comfortable by reviewing some appropriate responses to routine questions, such

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THE DEAN'S COLUMN

The Testing Crisis

By DEAN ALFRED POSAMENTIER

Cheating on testing and teaching to the test are both wrong! The former is illegal and the latter is educationally fraudulent. As long as teachers and schools are evaluated on the basis of student achievement on standardized tests, the temptation to commit these "crimes" lurks in the air. The recent revelations of these crimes throughout the country — especially in Atlanta — should be signal enough that an alternative assessment must be found.

Through the "Race to the Top" grants, Washington has been encouraging the use of student achievement on standardized tests as the measure of teacher effectiveness. Yet because of the many factors — beyond the teacher's effectiveness — that influence student achievement — not the least of which is home support — this metric should be used sparingly as it is being proposed in New York State, where only 20 percent of the evaluation of mathematics and literacy teachers' assessment will be based on statewide tests. Teachers of subjects such as art, music, physical education and even social studies and foreign language instruction are de facto omitted in this assessment arrangement.

One of the first indicators of the testing significance occurred in New York State in 2003, when it was mandated that students had to pass the Math-A Regents examination in order to receive a high school diploma. So many students failed that a blue-ribbon panel, of which I was a member, was immediately established by Commissioner Richard Mills to study the situation and make recommendations. Aside from the fact that we found the test to be quite faulty and the results were then essentially disregarded, we found that there wasn't enough guidance provided to teachers by

the standards. Although a second committee, of which I was again a member, created new and more useful standards, the word was out that "survival" for teachers and schools rested with student test results. This very much increased the "teaching to the test" syndrome — a practice that by most measures is educationally unsound.

There are a number of options to avoid these "crimes." Tests can be used solely for evaluating student achievement and not that of teachers or schools; or tests for assessing educational effectiveness should be constructed in such a fashion that the test items cannot be anticipated by the teachers, thus avoiding teaching to the test and that the scoring be done external to the school, thereby removing the opportunity for cheating.

We could also avoid the pressure of testing by creating an alternative to "testing" as a measure of the educational program. Principals and teachers could be assessed by independent professionals. This is how universities and their various divisions are assessed.

To avoid one person's preconceived notion as to what effective teaching is, school districts or states ought to create small groups of peers — experienced teachers, not necessarily from the same school — who would evaluate their colleagues in the school. As a matter of fact, the Montgomery County Public Schools in Maryland has for the past 11 years evaluated teachers with their Peer Assistance and Review program (PAR), where a panel of eight teachers and eight principals evaluate teachers and can fire those whom they

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Year-Round Honors Science Program at Columbia U.

By ZARA JAMSHED

The Columbia Science Honors Program (SHP) offers a unique opportunity provided by Columbia University for high school students interested in science and mathematics a chance to go into a higher level of education in this year-round course. The classes are two and half hours long every Saturday throughout the school year from 10:00 am to 12:30 pm. There are a wide variety of courses available from Organic Chemistry to Computer Programming in Java to Astronomy and Astrophysics, even Number Theory and Exploring Black Holes. The program itself is free of charge, which sets the admissions standards incredibly high.

The application process is similar to that of applying to university. Students are required to fill out an online application the year before they hope to take the courses. The application consists of a high school grade transcript, a letter of recommendation from a math or science

teacher as well as a personal essay on the student's love for science and why he or she would appreciate this opportunity.

In addition to the written application, students who wish to participate in the SHP must take an entrance examination at Columbia University. The test is three hours long and consists of questions in various fields of mathematics, such as trigonometry, algebra, geometry and probability. There are also a series of basic questions in the environmental and earth sciences, as well as biology, chemistry and physics. The test is quite challenging, so Columbia is really looking for the best and brightest to participate in the program.

For high-school students in the tri-state area, the opportunity is incredible. To have classes in an Ivy League university campus without paying more than 20 dollars as an application fee is almost unreal. Applications for the 2012-2013 school year are available online.#





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'Dazzling Dinners' Wows Guests With Wonderful Recipes

Dazzling Dinners

By Luci Paul, Billa Reiss Rubenstein
& Michele Salmon.
(254 p.)

By LEWIS BURKE FRUMKES

The first job I ever had was selling cookbooks at the old Brentano's on 47th street and 5th Avenue. Not surprisingly I was fired six months later for changing the staff's name tags to read "Your salesman is Sigmund Freud, or Thomas Mann, or Salvadore Dali." This little prank amused me greatly at the time, but the manager less so. During my brief employment I sold books to the likes of Mrs. Richard Rodgers, Kitty Carlisle, and many other members of the haute monde. I also dated Poppy Cannon's daughter. Who was Poppy Cannon you ask? Poppy Cannon was the celebrated author of Poppy Cannon's Pop-up Cookbook one of our biggest sellers, and her daughter was Claudia Phillippe the daughter of Poppy and one of her famous husbands, Claude Phillippe who was also well-known as "Phillippe of the Waldorf" and the co-owner of a vineyard in France with Alexis Lichine whose wine books I also sold.

During the day as it turned out I sold cookbooks at Brentano's and by night I dined with Claudia Phillippe at the Waldorf Astoria and other fine hotel dining rooms around Manhattan. This is to let you know that I am not a stranger to cookbooks and recognize a good one when I see it. How then could I not enjoy one called "Dazzling Dinners," by Luci

Paul, Billa Reiss Rubenstein, and Michele Salomon, which promises 12 dinner plans with themes like Mardi Gras Dinner, Election Day Dinner, or Academy Award Night Dinner, and 120 original recipes for dishes designed to charm and impress?

The authors have even included a back-up support Web site in case you accidentally stuff the pigs in a blanket with Nova Scotia Salmon, thinking absent-mindedly that they were sea bass balls for your nautical dinner. But joking aside how could you resist making a dish of scallops with orange glaze (the book has illustrations), or a version of the traditional Mardi Gras King Cake served in New Orleans. Legend states that the person whose slice contains the buried doll shall be rewarded with good luck in the New Year. The mother of a friend who was a prima ballerina from Alabama used to serve a King Cake at Christmas time each year and it was so festive and delicious that it makes me warm all over thinking about it — forget that it needs eight hours of preparation.

This book turns you into an impressive home chef who can actually concoct complete dinner plans for theme parties with "wow," as they say. Did I mention the scrumptious-sounding steak noir? Or the curried meatloaf with pomegranate reduction? I think I must have gained four pounds while writing this review. Oh well, here's to good times! #

Lewis Burke Frumkes is an author, radio-show host, and director of the Writing Center at Hunter College. His new book is "Famous Words of Famous People," Marion Street Press.

Soap Star Promotes Healthy Eating With Homemade Baby Food Cookbook

By JOAN BAUM, Ph.D.

How unintentionally fitting and ironic that in 2000, the actress Liza Huber was named Miss Golden Globe, an honor given traditionally to a child of a celebrity by the Hollywood Foreign Press Association. The award is fitting because Huber is the daughter of Emmy-Award winning actress Susan Lucci, longtime queen of the soap, "All My Children," and children — Huber's own — were the spur for her new career as head of Sage Spoonfuls, a company offering advice about nutritious food for babies and kids, a unique product line and a book on the subject soon to hit the media and stores — "Sage Spoonfuls: Simple Recipes, Healthy Meals, Happy Babies." The award is also ironic because as an actress, Huber's best-known role was as a beautiful but conniving femme fatale on the NBC soap, "Passions." These days, Huber's passions are promoting "the best" food — by which she means easy-to-make and good-to-eat homemade.

Of course, many books out there claim to be about healthy, nutritious and organic food — it's a hot topic, perhaps because so many moms now are older and more educated. Huber is only too happy, however, to note what makes her book special: "Sage Spoonfuls is not about recipes or cooking on demand," she says, but "about cooking whole foods in bulk and storing in the freezer. That way parents have a stock of healthy food available for their babies, by only spending one hour every two weeks." Nothing time consuming, nothing fancy. Unlike other books that tend to be collections of recipes, when it does offer a recipe, includes "hundreds of yummy food combinations," she says. And so, it's not just learning that three pears might make one cup of pear puree — a matter of measurement — but that mixing foods, combining different ingredients, will stimulate a child's interest to try new foods later on.

"Sage Spoonfuls" also contains pointers
continued on page 9

Howard Gardner: Truth, Beauty, and Goodness Reframed

Truth, Beauty, and Goodness Reframed

By Howard Gardner

Published by Basic Books: 2011: New York, 244 pp.

By MERRI ROSENBERG

Whenever Howard Gardner has a new book it's cause for celebration.

This is no exception. Beautifully written, confronting often-elusive philosophical concepts and framing them with clarity and precision, Gardner's latest work offers a rewarding read. When so much in popular media and culture seem to work against any appreciation of such classical virtues as truth, beauty and goodness, Gardner's discussion is a powerful antidote.

As he writes, "...the new digital media have ushered in a chaotic state of affairs. Thanks to their predominance, we encounter a mélange of claims and counterclaims; an unparalleled mixture of creations, constantly being revised; and an ethical landscape that is unregulated, confusing, indeed largely unexamined."

Why should we care about valuing truth, beauty and goodness? Gardner asserts that "such caring is fundamental to our condition as human beings, and has been so for thousands of years." Maintaining these core values, he

suggests, is critical to maintaining our society.

He writes, "Any society that hopes to endure must ensure that these concepts and values are passed on in viable form to succeeding generations. For, if we give up lives marked by truth, beauty and goodness — or at least the perennial quest for them — to all intents and purposes, we resign ourselves to a world where nothing is of value, where anything goes."

Throughout this book, Gardner — who is the John H. and Elisabeth A. Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education, Senior Director of Harvard Project Zero and recipient of a MacArthur Fellowship — provides a thoughtful, reasoned and reasonable road map to imprint the next generation with ways to discern these fundamental virtues.

Ultimately, Gardner believes that — despite the younger generation's reluctance to "privilege" any one authority's definition of beauty, for example — it will be possible in an increasingly global world to "search for a 'good' that transcends individual borders or any single, received sense of moral absolutes."

This work is a refreshing and invaluable contribution to a discussion that must continue to take place, at home, and in classrooms, if our society is to continue and flourish. #

ROOFTOP GARDENS: A GUIDE AND INSPIRATION

By MARISSA SCHAIN

"Rooftop Gardens: The Terraces, Conservatories, and Balconies of New York" is a gorgeous coffee-table photo book of some of the most stunning outdoor escapes New York City has to offer. Contributing landscapers, architects, designers and Manhattan residents compiled pictures of some of the most magnificent rooftop gardens of Manhattan. Written by Denise LeFrak Calicchio and Roberta Model Amon, this book of breathtaking views is an even greater reason that one never has to leave New York for some peace and tranquility. These gardens exude the serenity that is hard to find walking around the city or traveling around on the subway. These are ecological escapes that consist of vegetable gardens, flowers, trees, fireplaces and waterfalls.

"The garden is a source of endless delight to its owners, who admit to enjoying the best of the city and country life — all in midtown Manhattan," authors Calicchio and Amon write. After a long day, coming home to a beautiful rooftop terrace is key for inner peace and self-reflection.

The authors call it "a showcase for nature and art." The outdoor space of these New York penthouses includes "classical elements of earth, water, air, and fire, in addition to a fifth element called ether, which in Greek mythology referred to the pure upper air that the gods breathed."

So much design and history went into creating these magnificent escapes. For example, an outdoor area illuminated by candlelight and surrounded by a canopy is created for multi-seasonal use. This also brings out the elegance of sitting under the canopy, dining with friends and family. The ipeloor — a type of wood — brings earthy elements that are rare to New York City.

Interior designer Sheila Bridges with landscape architect Gresham Lang created a wonderful space with a view of the Empire State Building. This garden terrace includes many summer plants such as annuals, bulbs, and perennials, shrubs, aquatic plants, trees and vines. Furniture made of Indonesian Teakwood (which repels against rain) serves as a beautiful centerpiece as well as an outdoor portable fireplace. A weeping Japanese maple with a figure of Buddha incorporates elements of Asian style.

One of my favorite penthouse views is a garden terrace overlooking Central Park. Yet again using a Japanese maple and crabapple blossoms along with a backdrop of the trees of Central Park is breathtaking. Belonging to Halsted Welles Associates, it is almost like an extension of the park itself. This colorful terrace consists of two levels, one for entertaining around the trees and the other for the Japanese garden, which consists of ivory-patterned cast iron surrounding the garden, which provides shade.

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INTERNATIONAL EDUCATION

The State of Jazz: A Visit to Brazil

By LYDIA LIEBMAN

The International Association of Schools of Jazz (IASJ) is a jazz education organization created by saxophonist Dave Liebman in 1990. Every year, dozens of music students and their teachers from all over the world come together in one city to network, learn and make music.

"It was during my travels to so many places, especially in Europe that I realized the obvious: everyone who is learning an art form like jazz is learning the same materials, though it may be presented in different languages," Liebman says.

"Musicians and teachers in one country didn't know the musicians and teachers in a neighboring country. It seemed that the time-worn concept of networking would benefit everyone."

Liebman was not the only musician who recognized this need. Thirteen different schools from Israel to Ireland agreed with Liebman and decided to create the IASJ. The organization just celebrated its 21st year at Souza Lima Conservatory in São Paulo, Brazil. Forty schools were represented, spanning over 20 countries.

The most noticeable aspect of the IASJ is that, despite the students coming from various cultures and different music education systems, everybody gets along and plays together well.

Guitarist Elvin Rodriguez from the Dominican Republic is studying at Educación Musical, a conservatory in Argentina. He's soft spoken, but his improvisation could blow the roof off any venue. "I enjoy improvising the most. It's the best way for me to truly express my sentiments," he says.

Rodriguez also spoke about his affinity for private lessons. Ironically, his teacher Ale Demogli from Argentina says that his most popular course is improvisation following private lessons. "Private lessons are beneficial because I teach them a new way to approach the guitar," Demogli says of his methods, "I teach them to have a more linear approach to playing — like a pianist."

Rachel Do Nascimento, a vocal student at Souza Lima in São Paulo, and saxophonist Zeke Le Grange from The University of Cape Town in South Africa share Rodriguez's love for private lessons and improvisation. "I love being able to improvise on the bandstand," Do Nascimento says, "because it's the only way I can truly express myself."

All three musicians have the same goal in mind for when they graduate. "I want to go to the states and get my master's," Elvin says, "after that I want to travel with my music as a professional musician."

Ziv Grinberg, an Israeli composition student studying at the Jerusalem Academy of Music and Dance and Ariel Tessier at the Paris Conservatory share these same sentiments.

The idealistic view of the students at the IASJ is mirrored by a more realistic, serious approach by the established musicians teaching them. The music industry is not an easy industry to crack, says Michael Küttner of Mannheim University of Music and Performing Arts. "The music scene in Cologne [Germany] is becoming very commercial. People have less money and therefore



Saxophonist Dave Liebman performs with students from the IASJ

the arts are getting supported less. Even in a culture-forward country like Germany we face these difficulties."

The overall consensus among professors is that finding a job depends on the students themselves. "The climate in Finland for jazz is always improving," says Jussi Kanaste of the Sibelius Academy in Helsinki. "The government is funding many grants for touring and composing and young people are into jazz, but it's up to the students to succeed in music." He elaborates: "95 percent of graduates will get a teaching job, no problem. But being solely a performer is a different story."

In the contained environment of the IASJ or a music school, it can be easy to forget that jazz is not mainstream music. Ronan Guilfoyle of the Newpark Music Centre in Ireland says, "there's a general recognition problem with the music in the eyes of the general public. Jazz doesn't have the same exposure as other music."

Ale Demogli agrees, and says that "radio and television don't focus on jazz. It is much harder for us to get the publicity." With somewhat limited opportunities, how does a young musician make his way into the jazz industry? By exemplifying what the IASJ is all about: teaching and learning. #

Read the continuation of this article at
www.EducationUpdate.com

Regina Peruggi

continued from page 2

tries and speak 73 different languages. Over 50 percent of our students have family incomes below \$30,000. Most struggle to find the means to pay tuition, buy books and purchase Metrocards. But struggle they do, because they believe that education holds the key to a better life for themselves and their families. We who work at Kingsborough believe that, too, and are committed to ensuring their success. It is not surprising, then, that community colleges have been called the "new Ellis Island."

So, as another school year begins, think for a moment about the extraordinary work that is being accomplished by the faculty who teach at and the students who study at our city's community colleges. Support them and be thankful. In so many ways, your life, our lives and the future of this city depend on their success. #

HUNTER COLLEGE SCHOLARSHIP
AWARD WINNERS

Students at Hunter College won prestigious awards and scholarships this past June that will open opportunities for their futures.

National Science Foundation Grant Recipient — Lina Mercedes Gonzalez
Lina Mercedes Gonzalez (Hunter 2009), who is earning a Ph.D. in mechanical engineering at Carnegie Mellon University, is one of five CUNY students to win awards this year under the National Science Foundation Graduate Research Fellowship Program. The NSF granted her \$90,000 over three years to work on a "swimmer" drug-delivery vehicle. It's a nanobot, or a tiny robot, that can be injected into the body to perform medical procedures.

Merage Foundation American Dream — Pooja Shah

Pooja Shah, a senior in the Macaulay Honors College at Hunter College, has been named a 2011 Merage Foundation American Dream Fellow, one of only 10 nationwide. Shah is the fourth Hunter College student to receive a Merage Fellowship, created in 2004 to assist immigrants in achieving the American Dream. Originally from India, Shah is a psychology major with a concentration in behavioral neuroscience and minors in religion and biology. Shah will apply the \$20,000 award toward tuition at the medical school of the University of Rochester, where she will study to become a neurologist.

Goldwater Scholars —

Joseph Cammarata, Celine Joiris

Joseph Cammarata is one of four CUNY juniors in 2011 to win the premiere federally funded Goldwater scholarship to encourage graduate study in the natural sciences, mathematics and engineering. He is majoring in biological sciences with a minor in chemistry at Macaulay Honors College at Hunter College and intends to pursue a Ph.D. in synthetic biology.

Celine Joiris also attended Macaulay Honors College at Hunter College. Majoring in psy-

chology and concentrating in neuroscience, she received a Harcourt Fellowship for undergraduate science research this spring. She studied at SUNY Downstate Medical Center, Johns Hopkins University and the NYU Smilow Neuroscience Center.

Jonas E. Salk Scholarship —

Carolina Salguero, Carmen Taveras

The Salk scholarships are given to outstanding CUNY students planning careers in medicine and the biological sciences.

Carolina Salguero, who earned a double major in biochemistry and economics, focuses on applied structural biology of infectious diseases such as HIV, dengue fever and Lyme disease that affect third-world countries. Through Minority Research Access Careers, Carolina received an undergraduate fellowship funded by the National Institutes of Health and has had summer internships at Harvard and Yale. She attends the Harvard University Graduate School, Department of Molecular and Cell Biology.

Carmen Taveras, a biochemistry and biology major at Hunter College, is interested in cancer biology, specifically cell cycle regulation and signal transduction. She hopes to become a cancer biologist with her own research laboratory. She attends the Columbia University College of Physicians and Surgeons.

Jeannette K. Watson Award —

Kyle Athayde, Agnieszka Gugala

Ten CUNY freshmen and sophomores won the Jeannette K. Watson Fellowship, which provides three years of paid summer internships for professional and personal leadership.

Kyle Athayde will graduate Macaulay Honors College at Hunter College in 2013. With broad interests in English, political science and finance, he aspires to work in politics, writing or education.

Agnieszka Gugala is considering a career as a professor, a mathematician or an architect. As a freshman, she is considering majoring in math, psychology, art or political science. #

Zambia: Where the Wild Things Are—Really!

By JAN AARON

I'm staying at Bushcamp Company's Mfuwe Lodge, near the east gate of Zambia's South Luangwa Park, a haven for 400 bird species and 60 animal species. The park is famous for lions.

Manda Chisanga, Bushcamp's senior resident guide, states that in the last 50 years, the lion population has dwindled from 450,000 to 20,000 worldwide due to interaction with homesteaders, loss of natural habitat and over-hunting.

South Luangwa Park is renowned for lions. Chisanga says, "Conservation is not all that bad here. But it needs restrictions: Hunters take males in their prime because they're more valuable. The old guys can't mate, so there's a decline. There still are lots of lions in this game park."

I board our game vehicle, hoping to see lions. We plow through the bush and grasslands while Chisanga and our tracker continually point out lilac-breasted roller birds, Thornicroft's giraffes, herds of zebra, and several types of antelopes...even an elephant family with baby walking under its mother's belly.

At sundown, we admire ancient baobabs and towering mahoganies, but no lions.

We go on to Livingstone, explore Victoria Falls, and pay a visit to "Walking with Lions." We don't walk with lions, but ride on elephants, pet ocelot cubs and learn there's a plan to import lion cubs from South Africa, and release them into the game parks.

We ended our adventure in Namibia, where we learn that the lion population has increased from around 25 animals in 1995 to 120 today. #

DUAL LANGUAGE ED: CHINESE & ENGLISH

Shuang Wen, PS 184M

By **MARISSA SCHAIN**
& **ALBERTO LUZÁRRAGA**

Principal Iris Chui has years of experience as a bilingual educator, teaching in English and Mandarin Chinese. She believes that the earlier a person starts learning a second language, the better, especially with a language as difficult as Chinese. There are around 5,000 characters in the language. “You need 2,000 to get by,” she said.

Such is the reasoning behind Shuang Wen, a K-8 school on Manhattan’s Lower East Side. At the first dual language and culture elementary and middle school in English and Mandarin on the East Coast when it was started in 1998, students spend half the day taught in English and the other half in Chinese.

“The ABCD’s are learned in English one day, and EFGH’s are learned in Mandarin the next,” she said. “The language is just a tool to deliver the lesson.” The teachers are mostly bilingual. Monolingual [English] teachers are teamed up with monolingual [Mandarin] teachers. They alternate, coordinate, and collaborate.

What is perhaps most unique about the school is how successful it is. Shuang Wen has a 100 percent passing rate on standardized tests and 70 percent of students are placed in specialized high schools. Chui attributes this to a strong staff and the dual language model. Supportive parents

and dedicated staff push students to work harder. Though students only have to stay for the usual school hours, the day might as well include an extra two and a half hours. From 8 to 8:40 AM is optional tutoring, 8:40 AM to 3 PM is normal class hours, and 3 to 5 PM is extra academic support in Mandarin. Ninety percent of the students attend these tutoring sessions. Students who are entering the school and are not yet fluent in Mandarin are required to receive more help.

This is Principal Chui’s first year on the job, having taken the position in June, but she is quick at work at expanding the school’s resources. She wants to incorporate greater instruction in dance and art, as “culture immersion is important if you want to do well in the language” she said. A major project this year will be expanding a dual language library, as well as seeking out more professional development for the staff.

Some see Shuang Wen School as too demanding for young children; certain parents have pulled their children out in protest based on the amount of homework their children were given. Whatever the legitimacy of their concerns though, if their children do in fact stay in the school, they will graduate incredibly well prepared for the academics of high school, as well as a world where Chinese is an ever-growing aspect of a global economy. #

DUAL LANGUAGE ED: ITALIAN & ENGLISH

La Scuola Italiana

La Scuola Italiana Guglielmo Marconi, the K-12 bilingual Italian school on East 96th Street in Manhattan, represents an option for those looking to receive a special kind of education built around the Italian language and the national Italian curriculum.

Aimee Freedman, an English teacher at the school, spoke about the school’s dual language curriculum. The school day is split into Italian and English halves. Italian-speaking instructors give lessons in math, history, Italian language and music, while English-speaking instructors teach English, science and other subjects. It is not long before the students are equally comfortable in both languages, Freedman said. “You see it at lunch time and gym time ... instead of speaking and thinking in one language they lapse between the two.”

Because funding comes from the Italian government, the school is required to adhere to certain guidelines from the Italian consulate. This involves a very different — and in many ways more rigid and intensive — approach to teaching than the U.S. system.

The differing teaching styles can create culture shock. In Freedman’s first year of teaching, Italian instructors only familiar with the heavily textbook-oriented approach to science were aghast that the school had a fish tank with a tadpole — apparently this kind of hands-on science is not very common.

“You are given the flexibility and dynamism of the American system combined with the rigor and formalism of the Italian system. With

these two methods, students are ultimately able to tackle problems more competently than if they had been exposed to only one type of curriculum,” she said.

Despite the clear benefits conferred by a bilingual education, this unique feature ultimately proves to be a challenge for the enrollment of the school. While kindergarten classes can easily have over 20 students, by middle and high school this number can dwindle as low as single digits. Entering students who speak only Italian or English would be at a tremendous disadvantage if they were to enter the school after a certain point in their schooling; it’s rare to find older students transferring to the school. For those students who do remain at the school through their senior year, they will find that their diplomas are honored in both the United States and the European Union. Many students leave for university in Italy after graduation.

In spite of these difficulties, Freedman is confident that there is plenty of demand for the kind of education La Scuola provides, but that is simply a matter of increasing the general public’s awareness of the school in order to keep enrollment high and further bolster its reputation.

Students leave La Scuola more capable of navigating a multicultural world because of the transcultural approach to learning.

Language skills become skills that can be implemented for life in the United States, Italy, or elsewhere. #

PARENTS’ PERSPECTIVES

My Twins are Trilingual

By **KATHLEEN LOMAX, M.D.**

I am the mother of 5 year-old twins who are trilingual: native English speakers, fluent in Spanish from an exclusively Spanish-speaking nanny, and growing proficiency in Mandarin from an immersion preschool.

Before I had children, I knew I wanted them to have the benefit of being bilingual since I have felt the lack of bilingualism in my own work life quite acutely. I am a physician who trained in the southwest and east coast and found the inability to easily communicate with the Spanish-speaking patients to be a serious impediment to providing excellent and efficient medical care. And I worked in medical research laboratories for many years with each lab experience being filled with Chinese scientists. The Chinese researchers would try and teach me phrases and I was literally deaf to the tones of Mandarin, making it impossible to replicate the phrases.

I researched early childhood acquisition of foreign languages and learned most kids can easily pick up (multiple) foreign languages when they are very small, and that this window

of easy language learning ends by age 4-6, that is, before kindergarten or 1st grade for many kids. Since I work full-time, I hired a nanny when the kids were born and chose a person who was fluent in Spanish, and then, importantly, I instructed her to only speak Spanish to the kids (which she has done since the girls were 4 weeks old). Also, when the girls were newborns, I heard about a new Mandarin immersion preschool opening in the area. The girls have attended the Chinese immersion program since they were in Mommy and me classes at age 1. They have continued with half-day 5 days a week preschool there from age 2-3, and full-day preschool there since then.

I chose the immersion pathway to give them the greatest options when they are older, covering Spanish, a language quite commonly spoken here in the US, and Chinese, a language that could be quite predominant in their working lifetime. And instead of asking why choose something beyond monolingualism, perhaps the most appropriate question is “Why not?” #

Kathleen Lomax is a physician who lives in Millburn Township, NJ.

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Jeremy Travis

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scholarships for study and research at John Jay. The program was created in 2002 by Princeton University to honor the memory of the public service heroes of 9/11 who had studied at John Jay.

Among the newest 9/11-related initiatives at John Jay are the Christian Regenhard Center for Emergency Response Studies and the Academy for Critical Incident Analysis. These institutes are already producing and disseminating high-quality scholarly research in vitally important areas.

John Jay's experience on 9/11 has become an indelible part of our history that goes beyond the tragic loss of so many students and colleagues. In the years since, the value of our historic mission of "educating for justice" has never seemed so obvious, so significant and so imperative. The cadre of students who have graduated were provided with a new vision of an education in justice that has imbued them with the skills, insights and passion to become positive agents of change.

Now, as we look to our future with the opening of a dazzling new campus building this fall, we will also remember those we have lost. The atrium of the building will house a 9/11 memorial that includes a sculpture created from a piece of steel from the World Trade Center, on which will be inscribed the names of those we lost. This memorial, along with the programs and initiatives we continue to implement, will speak to our unique mission and our commitment to both honor the memories of those who died and to remedy social problems of our city, nation and world. #

Grace Outreach

continued from page 24

her daughter. "I realized it was finally time to get my life together," she says.

Introduced by a friend to the programs at Grace Outreach, Grogan signed up when registration time came. She passed the GED exam after two months with the instructors at Grace Outreach, scoring 250 points above the passing grade. She credits her supporters, including her family, and the teachers and staff at Grace Outreach for helping her focus. "I'd see people and tell them, I'm back in school and they'd say, 'you go!'" she says.

While Grace Outreach began primarily in 2004 as a GED education center, it has since expanded considerably. It has grown into a far more diversified agency that also offers college preparation programs, specialized math boot camp classes, and a full array of career services and events. The goal is to provide comprehensive support to the students and graduates as they begin college, vocational training and new careers.

The acquisition of the GED, argues Andrew Rubinson, the executive director at Grace Outreach, is transformative — and far-reaching. "We are here to celebrate a milestone," explains Rubinson, "and an improvement that will contribute to ... the overall fabric of the Bronx." The opportunity for these women to become more

Michael Mulgrew

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schools and never provided any of the help it said it would. Instead, it cynically declared the schools were performing poorly and moved to close them again in 2011.

It's another lesson in inequality. These are schools with large numbers of high-needs learners and some of the most disadvantaged students in our city. These students are as entitled to an education as any other students, yet the DOE refuses to provide the resources and support needed to teach them, and instead moves to close their schools and push them further to the margins.

Universal public education is one of the foundations of a democratic society, an idea pioneered by Americans in the last century and under attack now by "reformers" who think education should be run as a competitive marketplace rather than treated as a universal right.

That is why we, as educators, fight for educational equality — we fight for all of our students and all of the children of our city. It is why we are fighting for all children to have equal access to school facilities and why we are fighting to stop the DOE from simply abandoning struggling schools and disadvantaged students. It is why we care not just about teacher layoffs that would devastate education inside the classroom, but also about child care cuts that would push already struggling families into crisis; why we think closing libraries is bad and giving another tax break to the rich is unconscionable. It's why 20,000 people turned out recently to protest the mayor's budget and why we will continue to do whatever it takes to pass a city budget that's fair to all of our students and the citizens of our city. #

economically secure by pursuing their education and acquiring real job training creates a new model of success, and breaks through cycles of despair, he says.

Grace Outreach employs 13 experienced personnel members, including tutors and teachers. The organization charges no tuition, and works closely with its students to prepare and give them a strong foundation in mathematics, reading and writing. It also looks to recognize specific areas of academic weakness, which, for some individuals, might have led to previous failed attempts at obtaining GED's at other institutions.

Many graduates have already begun to take definite steps for new futures. Twenty of the graduates have applied and were accepted to colleges. Freshly armed with a GED, many of the students are seeking out new jobs right away, and looking to higher education in a year or two.

Deidre Green, another Grace Outreach graduate, plans to go to Hostos Community College and pursue an MBA. Her mother at her side, she added that she currently has many business ideas, and that she wants to further understand business in order to be effective in the world of commerce.

Rubinson, who has also done community-based work in northern Manhattan, points to the women's commitment. "It's the enthusiasm these women show," he says. "It's amazing."

Rubinson also believes that the program would

Testing Crisis

continued from page 24

deem incompetent. A panel such as this — one supported by the teacher union — is quite likely to provide an acceptable level of objectivity.

As we strive to maximize the effectiveness of our schools, we still need to define the traits of a good principal and teacher and develop ways to measure them, just as we do — often subconsciously — when we evaluate lawyers, and doctors. Then we need to establish a panel of evaluators that would minimize any prejudices that could both negatively or positively affect the assessment of a teacher. If this is done right, then there should be a very positive correlation between teacher effectiveness and students' scores on standardized tests, minimizing the use of test results to evaluate instruction and then sharply reducing the counter-educational practice of "teaching to the test," and not to mention cheating!

Finally, as the chief indicators of an effective school, principals and teachers need to be treated as professionals, assessed professionally, and have their position earned on the basis of true merit. This will take the teaching profession to higher levels, encourage the brightest candidates to seek the profession, and, above all, provide us with a stronger educational program. #

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 Amusements 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.

have never been the success that it is today if it were not for the intelligent and dedicated faculty that serves the women in the programs. He is quick to urge other women in situations where they might feel hopeless to consider the success stories of the Grace Outreach women. "We can help [women] realize and figure out their goals," he says. #

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Harpist

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oped and manipulated with a monochord, a sound box with one string. She also references Johannes Kepler's music of the spheres.

A highly regarded soloist as well as co-founder of the New York Harp Duo, and first chair harpist for the New York Women's Ensemble, Dr. Cowin still makes time to lecture, do translations of texts on music and pursue research on music therapy and music appreciation and history, including opera. She is also working toward the completion of a certificate at The Center for Modern Psychoanalytic Studies. And, oh yes, she is preparing a repertoire for a 9/11 memorial concert that will take place at a German church in Manhattan. Not incidentally, she also notes that she is the proud mother of a 10-year-old boy. #

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How Sweet It Is!

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*.

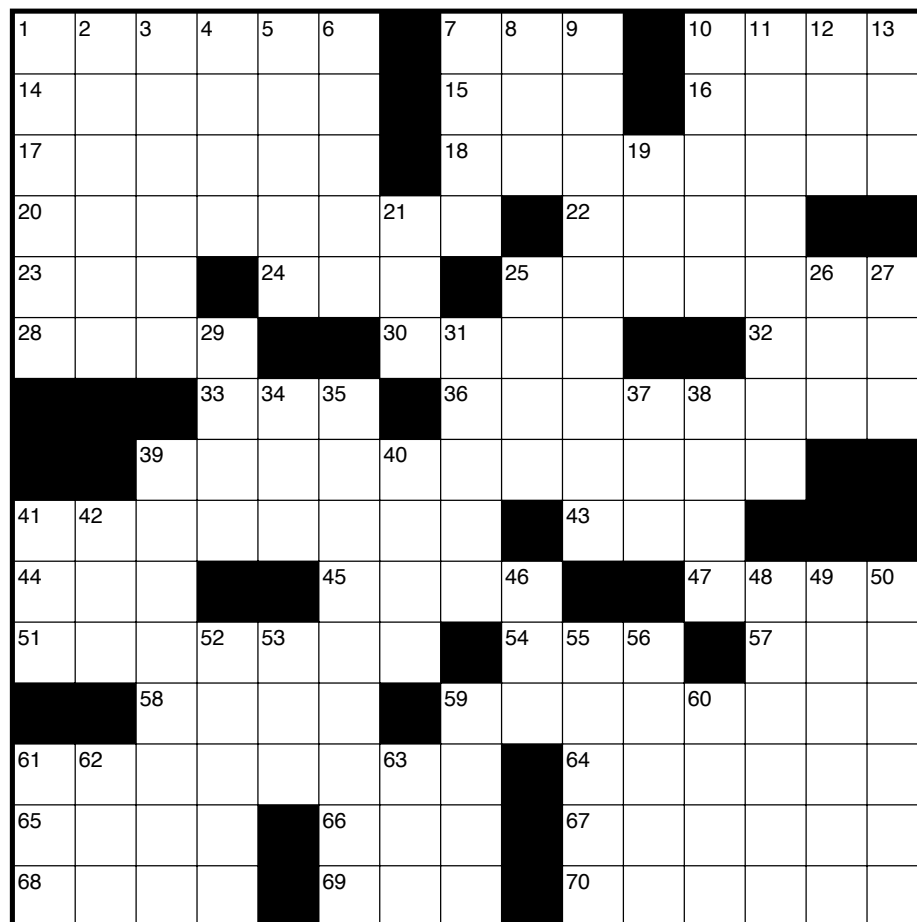
ACROSS

- 1 Mystic of old late-night TV
7 Dude
10 Ballpark figure, briefly
14 Low score
15 Sales ____
16 "Horrors!"
17 Hotel supplies
18 Ingredient in 39-Across
20 With 59-Across, another name for 39-Across
22 See 8-Down
23 Dust remover
24 ____ Paulo
25 39-Across, for one
28 Iditarod vehicle
30 "Now just a sec!"
32 Ball girl?
33 Baba feature
36 Tubside bottles
39 Sugary concoction ... and this puzzle's theme
41 Props and scenery
43 Orch. section
44 Pokey man?
45 Dates
47 Bank no.
51 It's needed to make 39-Across
54 "____ Just Not That Into You" (2004 best seller)
57 Word with show or know

- 58 Steve Carell title role
59 See 20-Across
61 Ingredient in 39-Across
64 Band aide
65 Frank
66 Lingo suffix
67 Polo grounds?
68 Earned
69 Like some Twizzlers
70 Contacts, e.g.

DOWN

- 1 Flag
2 ____ magnetism
3 Back out
4 Holiday air
5 Two of Henry's six wives
6 Jai alai basket
7 Cheese on a cracker
8 With 22-Across, a place to chill
9 D'Oyly Carte productions
10 Billionaire financier George
11 Broadcasters and such
12 Santa ____ winds
13 QB Brady
19 Comedian Bill, familiarly
21 A.A.A. offering
25 Oven feature
26 Yeshiva subj.
27 SuperStation inits.
29 Bummer
31 Taper off



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53 Schlepper on wheels
55 Olivia's co-star in "Captain Blood"
56 Fern-to-be
59 Feeder filler
60 Genesis forecast
61 T.L.C. provider
62 Clear Air Act org.
63 Practice

CHILDREN'S WRITINGS

Hurricanes

By Avi Ruthen, Carlisle Public Schools, Mass., Second Grade

I am as powerful as God
I tear down anything in my path
I am stronger than steel and very fast,
though in the center of everything is still
But as a hurricane I can also form
tornadoes and tsunamis
After the journey, I die down till
I disappear

I am a soccer ball

By Amar Ruthen, Carlisle Public Schools, Mass., Second Grade

Ouch!
Why do people keep kicking me?
I'm not doing anything
wrong but they
only kick at me.

Where is this place?
It's icky and loud.
Everybody is shouting.
Goal!

I really don't know
what it means.

Help!
A giant is picking me-
Oof!
Ow!
Another giant is-
that's better.
A good place to rest.

Owww!

I don't know but
I hate this place!
As soon as-ouch!
it's over I'm-ow!
going to get-ouch!
out of here.

Screeeech!
Game over!
Finally!
Finally!
Finally I can rest.



Gavin as Batman

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