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GUEST EDITORIAL

Tragic Shooting in Connecticut

By HAROLD KOPEWICZ, MD

Weeks after the tragic shootings at Sandy Hook Elementary School, we still have no idea what might motivate a young man to open fire on first graders and the teachers trying desperately to save their students. We will probably never know. But as details slowly emerge about Adam Lanza and his family, we are getting glimpses of a mother and child locked in a struggle with psychiatric illness that left a young man severely troubled.

We don't yet know what Lanza's diagnosis was, or if he even had a diagnosis. Blaming a particular disorder for his behavior is pointless and unfair, but we hope this tragedy can become an occasion to discuss the change we need to bring to the treatment of psychiatric disorders. While mental illness very rarely leads to premeditated violence, untreated mental illness often leads to disruptive or explosive behavior that puts tremendous stress on parents and siblings, as well as classroom teachers.

And it leads to isolation and frustration of the kind that drove a mom named Liza Long to write a piece called "I Am Adam Lanza's Mother," which has gone viral on the Web. Her son has threatened to take her life and to take his own, and has been arrested and hospitalized numerous times. "We still don't know what's wrong with Michael," she writes. "Autism spectrum, ADHD, oppositional defiant or intermittent explosive disorder have all been tossed around at various meetings." We don't know if Nancy Lanza was afraid of her son, but we do know, from friends and acquaintances, that she struggled to get help for him.

Unfortunately, Liza's story is not unusual.

Some 15 million young people in the U.S. have a psychiatric disorder — and less than half will get any attention. There are three main reasons this public health problem exists: shame and stigma keep families from seeking help early on; institutional barriers limit access to mental health care; and there is not enough research focused on developing innovative, evidence-based treatments.

Instead of getting kids — and their desperate parents — the help they need, we often place the blame on parents, teachers, the media, or the children themselves. We speculate freely about things like diet or immunizations being contributing factors.

The bottom line is this: we simply don't treat disorders that occur from the neck up with the same respect, compassion and scientific rigor as disorders that occur in any other part of the body. And we won't be able to change that until we are able to de-stigmatize psychiatric and learning disorders.

Difficulty getting access to care is another big reason why psychiatric disorders in children and teens often go untreated. Health insurance often pays only a fraction of the cost of the outpatient services, and may not cover the intensive behavioral interventions that are proving to be effective for dealing with many disruptive behaviors in young children. There are just 7,500 practicing child and adolescent psychiatrists in the whole U.S. — far fewer than are needed. Those who do practice are often forced because of managed care to limit patients to cursory 15-minute medication management visits, ignoring the more time-



consuming behavioral treatments and psychosocial interventions that could be life changing.

Then there is the lack of innovative treatments on the medication side; we haven't seen a truly new, original drug for childhood psychiatric disorders since Prozac was released in the 1980s.

While mass shootings are rare, the pain of untreated psychiatric disorders is common and the social cost quite steep. These children are more likely to have academic failure, drop out of school, use illicit drugs, be a bully and be bullied, and have interactions with the legal system than typical kids. Teachers know first hand how disruptive children with emotional problems can be to an entire classroom and how difficult it can be to get these children effective treatment.

We are scared of illness we don't understand. Fifty years ago we were afraid of cancer. Twenty-five years ago it was AIDS. Now it's time to understand mental illness for what it is: disease of the brain. We need to spread the word. We need to start training more professionals on evidenced-based psychosocial interventions and treatments. And we need more investment in research so we're able to identify biological markers of risk, improve diagnosis and test whether treatments are effective by tracking real changes in the brain.

None of this is easy. But talking about children's mental health is doable, developing new treatments is essential and science is critical if we want our children to have healthy, enjoyable and productive lives — and if we want to give parents like Liza Long and her family the help they need and deserve. #

Harold S. Koplewicz, M.D., is a leading child and adolescent psychiatrist and the president of the Child Mind Institute. For more information, go to childmind.org, which also offers a wealth of information on childhood psychiatric and learning disorders.

LETTERS TO THE EDITOR

NEW YORK

Center for Educational Innovation-Public Education Association

To the Editor:

Thank you for the excellent coverage *Education Update* gave of our luncheon for Joe and Carol Reich.

You do a great job covering education. I enjoyed reading many of the stories you presented. Yours is one of the best papers that conscientiously presents what is good and noteworthy about public education.

*Seymour Fliegel,
President,
CEI-PEA*

NORTHBORO, MASSACHUSETTS

Mentors 'Irreplaceable' for Women in STEM

To the Editor:

I enjoyed reading your article and I cannot agree more about encouraging women to focus on math and science. The Northboro Junior Woman's Club is sponsoring a Woman & Science seminar for middle school girls with

women presenters and interactive workshops. Do you have any ideas for funding such a seminar? Thank you.

Martha Michalewicz

DENVER, NEW YORK

*Sandra Priest Rose, Founder & President,
Reading Reform Foundation of New York*

To the Editor:

I just read "Sunday Is For The Sun," and, as expected, it was wonderful. Congratulations!

Joy Hakim

CHESAPEAKE, VIRGINIA

Prison College Programs Unlock the Keys to Human Potential

To the Editor:

I have a friend who is currently an inmate at Ft. Dix Federal Correctional Institute, in NJ. Is there any educational opportunity available that he can use in his mentoring program designed to reduce recidivism? Any info would be appreciated.

Kathleen Mitchell

EDUCATION UPDATE

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The World of the Sightless: Dr. James Kutsch



By JOAN BAUM, Ph.D.

Arguably the grandest epic poem in the history of the English language, “Paradise Lost” (1651), was written when John Milton was blind. But the celestial light emanating from this iconic work only proves the deep truth that Milton expressed two years later in the essay “Second Defence of the People of England”(1653): “It is not so wretched to be blind, as it is not to be capable of enduring blindness.” Of course, not just enduring, but triumphing over it, an achievement exemplified by the life and work of Dr. James A. Kutsch Jr., CEO and first blind president of Seeing Eye, Inc., the oldest existing guide dog school in the world, located in Morristown, N.J. His personal and professional accomplishments, not to mention his articulate advocacy in the spirit of Milton, are in their own way epic — heroic and instructive, particularly his motto: don’t wait for someone else to solve your problems, be part of the solution.

Blinded toward the end of his junior year in high school by way of a backyard chemistry experiment that went wrong and cost him not only his eyes but right hand, Jim Kutsch rose to the challenge of finding meaning in his life and then campaigning for others with similar disabilities — trying to correct misimpressions about the blind and developing technology to enhance their lives.

Blessed with loving parents and dedicated teachers who read to him and coached him through his senior year of high school, he went on to a rehab center in Pittsburg, Pa., where he learned braille and did a “test drive” with a dog brought in from Seeing Eye. In a way he was primed to believe in the Seeing Eye mission because when he was a kid, before the accident, he and his family enjoyed watching the

Sunday night Disney show “Atta Girl Kelly” about a seeing eye German Shepherd. He was also determined to succeed. Like all graduates of Seeing Eye, he kept returning for successor dogs (he has had seven).

He earned a bachelor’s degree in psychology, a master’s degree in computer science from West Virginia University and a doctorate in computer science from the University of Illinois. He learned to type, took tests orally, listened to books on tape. This was in the “old days” he laughs (he has a great sense of humor), before sophisticated voice technology. His doctoral work included designing the first talking computer for the blind. He feels fortunate that his intellectual drive led him into science and technology, problem-solving fields, and onto a career path that combined experiential and administrative skills. He became vice president of strategic technology in Convergys Labs and went on to be vice president of computing and network services and later chief information officer at AT&T Universal Card Services. He also taught computer science at West Virginia University.

By the mid 1990s, he was on the board of trustees at Seeing Eye and then in 2006, was asked to be its president. Seeing Eye had been and remains “very meaningful” in his life, he says. There was no way he could not, would not, accept the challenge to ensure the continued success of the now 83-year-old organization, figuring out new ways to use technology while continuing to lecture widely across the country on the art — and science — of matching dogs and people, people and technology, and people and people. Mentoring is at the heart of all he does, he says.

Students come to Seeing Eye from all

continued on page 5

Education Update Interviews Patrick Anderson, Gold Medal Paralympic Winner



Watch the online video
interview at:

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

Interview By DR. POLA ROSEN
Transcription By ERICA ANDERSON

Patrick Anderson, a Canadian, went to the University of Illinois on a basketball scholarship and is a current Hunter student majoring in music.

He demonstrates a triumph of the human spirit in overcoming the odds. Anderson explains: “When I was 9, I was at a friend’s place and his parents came home and they had been drinking, and they were arguing and they lost control of the car and ran into me and some other kids that were in front of the house. Fortunately, no one else was hurt but I was between the car and the house and lost both my legs below the knee.”

Despite the loss, after a month and a half he was eager to get back to school, and to sports. He shared with us that his large family and church community provided enormous support to help him get through this difficult time.

“Even though I spent my tenth birthday in the hospital, it was the best birthday of my life,” said Anderson, “because I got so many presents from everyone.”

Anderson feels there’s a silver lining to every cloud. Some of the mentors in his life included his school principal, who introduced him to a wheelchair basketball camp.

He used to go home from school in a wheelchair with his best friend, a girl who gener-

ally got better grades. His competitive spirit motivated him to work hard so that he could get better grades than she did. He tried to use prosthetics on the walk but they were painful and very uncomfortable.

After a competition in Athens when he was 21 years old, a prosthetic company, Hanger, Inc., provided him with artificial limbs that helped him walk. He’s still walking on one of the legs that they made for him.

“I found a wheelchair is a really liberating and empowering piece of equipment,” Anderson shared. He couldn’t understand the prejudice and the stigma that people ascribed to wheelchairs.

Rosen underscored Anderson’s positive attitude to which he responded: “The accident is only one bad thing, but so many good things came out of it.”

Rosen said, “Maybe the terrible accident had the silver lining of empowering you to become so outstanding in paralympics.”

“I finished high school a year early because I was so motivated to start playing college basketball at the University of Illinois,” said Anderson. While in college for 15 years he studied math, history and jazz guitar and is finally at Hunter College finishing a music degree.

Education Update salutes Patrick Anderson for his spirit and endurance. #

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Peter Yarrow & Charlotte Frank, Co-Founders of Operation Respect



(L-R) Dr. Charlotte Frank presenting Rabbi Rachel Ain with Operation Respect: Don't Laugh At Me



(L-R) Dr. Charlotte Frank & Peter Yarrow

Peter Yarrow, of Peter, Paul & Mary fame, shared his vision recently for safe school environments, as well as his songs, at an event hosted by the Women's League of Sutton Place Synagogue. Together with Dr. Charlotte K. Frank, he co-founded the organization Operation Respect. The special evening began with Frank's remarks.

Operation Respect is a non-profit organization that aims to assure each child and youth a respectful, safe and compassionate climate

of learning where their academic, social and emotional development can take place free of bullying, ridicule and violence.

Yarrow's life's work has always been to use music in bringing people together for a more peaceful and compassionate world. To that end, it provides educational resources on respect and conflict resolution through a free classroom-based program "Don't Laugh at Me," which has been used in over 20,000 schools worldwide. #

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Kutsch

continued from page 4

over the country and Canada for a month to work with a trained service dog. Selection is essential since there is no one size fits all. Considerations include temperament (of both dog and person), height and physical surroundings. Some people like to walk fast, or travel — labs are up for that. In college, he needed a "go-go" dog, but at AT&T one that would "sleep under the executive conference table." Urban areas and rural areas each come with their own demands. Many people think of guide dogs as "chauffeurs" — Rover, go to the bank — but it is the owners who must know their environment.

Four breeds of dog are trained at Seeing Eye: German Shepherds (about 30 percent), Golden Retrievers, Labrador Retrievers and, with the assistance of geneticists, crossbreeds of Labs and Goldens. The dogs are first adopted as puppies by families and learn socialization skills, a period that lasts approximately 15 months. A philanthropic organization, Seeing Eye also links with schools by way of a fundraising program, Pennies for Puppies, where kids might get to sponsor or name a dog.

Trained staff then trains the dogs, with staff members going from apprentices to instructors

in a three-year period. Applicants must have college degrees and, of course, love animals. They should also be outdoors people because training goes on ten hours a day in all manner of weather. Does it all work? According to exit interviews with graduates and surveys for returning students, Seeing Eye's success rate is phenomenal — 93.4 percent say they are more mobile now with a dog; 83 percent described their overall Seeing Eye experience as excellent (13 percent good). But another mantra also guides Jim Kutsch: "Always pleased, never satisfied."

The public still needs to be educated, he says. People who put on a blindfold for a brief period and then say they can't manage are wrong. Their "five-minutes-of-blindness" experience hardly comes close to what a blind person can indeed do with proper and compassionate instruction, Kutsch explains. There is also the matter of what technology can do. No Braille buttons on the elevator? For a three-story building vertical button alignment will signal the floors, but what if the elevator stops? What floor is it on? Such obstacles, he is determined, can yield to imaginative technological solutions — programming a GPS for the blind pedestrian, for example. And more. Is it surprising to learn that Dr. Kutsch is also an avid sailor and tandem bike rider? #



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A Proposal for Deaf Science Education

By DEREK C. BRAUN, Ph.D.

We've seen a sudden increase and remarkable success in deaf scientists and physicians since 1980, including a MacArthur genius. This cannot be due to cochlear implants, because implantation in children was not widespread until the 1990s; most of the successful deaf individuals whom I know do not have implants. It's more likely because of legislation, from 1973 onward, securing educational access for deaf individuals, particularly to post-graduate programs.

As a deaf scientist and educator, I observe that deaf education is commonly viewed through the lens of fixing what is broken, as opposed to focusing on students' usually intact mental faculties. I have observed teachers not fluent in American Sign Language (ASL) assume that their deaf students were not intelligent, because the teachers could not understand their rapid, complex ASL. During my graduate program's orientation, a professor asked me "Can you read and write?" The interpreter and I could barely believe the question.

Recently, a New York Times reporter asked me whether I thought ASL was an obstacle in deaf science education. ASL is a relatively nascent language with a smaller vocabulary than English. I was happy to report — and lucky that the reporter understood — that spatial representations are integral to ASL grammar, and this is a benefit. One student recently



told me that she could not imagine the extreme difficulty that speaking teachers must have in explaining concepts in science because spoken language is so linear. Deaf people may have other advantages as well. Dr. Peter Hauser at Rochester Institute of Technology has found that in areas of the brain normally used for hearing, this loss is reassigned, producing cognitive gains in visual perception.

The prevailing attitude that deafness represents a constellation of losses, particularly cognitive ones, permeates our society and taints deaf education with low expectations. Even deaf college graduates natively fluent in ASL who wish to become primary or secondary edu-

cators of deaf children must obtain a Master's degree in special education, yet they can teach hearing children without one!

Until now, deaf individuals have not had many educated deaf role models to emulate, to adamantly hold up as examples for disbelieving teachers, insisting that "if she did it, then I can, too!" At Gallaudet University, we recently built a biological research laboratory where deaf undergraduates are mentored by deaf faculty and staff, with meetings conducted in ASL. We have trained 31 deaf students since opening in 2009. Our assessment data show that our students' attitudes toward science, and confidences in their abilities, have improved significantly beyond the national average for students enrolled in similar undergraduate research experiences.

I propose retiring the paradigm of "the deaf" as holistically broken. Let's have the expectations in deaf education match those of hearing peers, like the deaf superintendent successfully did at Maryland School for the Deaf. Let's recognize American Sign Language as a language and solution, not as part of a syndrome. Let's cultivate educated deaf role models. Ultimately, let's create an environment where deaf children grow up with both the subtle and overt expectation that they can accomplish great things. #

Dr. Derek C. Braun is the director of the Molecular Genetics Laboratory and a biology professor at Gallaudet University.

"You measure the degree of civilization of a society by how it treats its weakest members."



—Winston Churchill

"A nation's greatness is measured by how it treats its weakest members."

—Mahatma Gandhi

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Child Mind Institute Raises Over \$6.4 Million at Third Annual Child Advocacy Award Dinner



(L-R) Harold S. Koplewicz, MD, Michael Milham, MD, Nora Volkow, MD, The Honorable Christine C. Quinn, Michael Fascitelli



(L-R) Donald Trump, Michael Fascitelli, Melania Trump, Al Roker, Brooke Garber Neidich, Harold S. Koplewicz, MD

The Child Mind Institute raised over \$6.4 million recently at its third annual Child Advocacy Award Dinner at Cipriani 42nd Street. These funds allow the Child Mind Institute to continue its life-changing children's mental health care by pursuing scientific breakthroughs and expanding education and outreach efforts. This includes wide-ranging work with children and families across the New York area in the aftermath of Hurricane Sandy.

The event honored Michael D. Fascitelli, chief executive officer and trustee of Vornado Realty Trust, and Nora Volkow, M.D., director of the National Institute on Drug Abuse (NIDA). Fascitelli was the recipient of the 2012 Child Advocacy Award for his transformative philanthropic contributions to the cause of children's mental health and the establishment of the Child Mind Institute.

"There's nothing more important than our kids," Fascitelli said as he accepted the award, which was presented by his son Nick. He spoke on behalf of himself and his wife, Beth, who are both members of the Child Mind Institute Board of Directors. "We all have many great causes that we support, but this one has the most direct impact on the future."

The evening also celebrated the Child Mind Institute Healthy Brain Network and its game-changing research in childhood psychiatric and learning disorders, as well as the stories of families who have struggled with these disorders. A video, produced by Raeshem Nijhon (Imagine

Health) and Academy Award-winning director Ross Kauffman (Born Into Brothels: Calcutta's Red Light Kids) brought the organization's mission home through personal messages of hope from Congressman Patrick Kennedy, Dr. Thomas Insel, director of the National Institute of Mental Health, Brooke Garber Neidich, Child Mind Institute board chair, and Joseph Healey at HealthCor Partners and Child Mind Institute board member. The MC for the evening, NBC Today Show anchor Al Roker, also spoke about the Child Mind Institute's tireless efforts on behalf of children with mental illness.

"When we officially opened our state of the art and family-friendly facility on May 3, 2011, we were fortunate to have City Council Speaker Christine Quinn declare it Child Mind Institute Day in New York City," said Harold S. Koplewicz, M.D., president and founder of the Child Mind Institute. "So we take our citizenship in the city community very seriously. When Hurricane Sandy made life so arduous for so many children and families here, we knew we had to do something to help and we are now present in over 100 schools across the city."

In collaboration with the New York City Department of Education, Child Mind Institute trauma and public health experts are working with school guidance counselors and administrators to care for the mental health needs of children in the hardest-hit communities. Currently, the Child Mind Institute is serving one hundred

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Reflections on School Days

By EMMA FRANK

Whenever I got discouraged in high school I would always think, "it's okay, just make it to college. In college everything will be interesting and you'll finally do well." In my daydreams my college classes would be engaging and my teachers would be so impressed by my strengths that the problems I had in school would just melt away. I wouldn't be a struggling dyslexic student anymore. I wouldn't need extra time or additional help — I would be just like my classmates. I would never have the dreaded feeling of working really hard on an assignment or test only to receive a poor grade. Obviously that never happened. Instead of magically transforming into the perfect student, I have spent the past three years trying new things, working harder than ever and pursuing my interests. Most importantly in the past three years I have been pushing myself out of my comfort zone — so I not only know my weaknesses, but also ways to overcome them.

The best way for me to summarize this transition is to describe my experiences with Spanish. In middle school I was 'language exempt', which meant that, because of my learning disabilities and the challenges I had in the classroom, I didn't have to take any foreign language classes. When I started high school, I was once again given that option, but I decided against it and took an entry level Spanish course. I did not do well. No matter what tutors I had, what classes I took, how much I cared,

and how hard I worked, I never did well in Spanish. After four years I never took anything higher than a second level Spanish course. Outside of the classroom, Spanish began to take over my life. I spent my summer in Spanish speaking countries, stumbling through conversations with Spanish-speaking host families. I worked a community center that catered to a predominately Spanish-speaking population. I ran programs and had to communicate with the Spanish-speaking parents of my students. Conversationally, I could hold my own, but those abilities never transferred into the classroom. I would fail most of my tests and hand in homework assignments riddled with errors.

In my sophomore year of college, I once again ignored my language exemption and enrolled in another level two Spanish course. Even though I knew it would be extremely difficult, I needed the course so I could apply for a grant. I had developed an interest in Argentina, specifically the charities established in the Jewish community of Buenos Aires. I wanted the grant so I could afford to travel to Argentina and conduct research for my senior year thesis. I knew that the course and the trip would be difficult for me, but I didn't want something like a learning disability to stop me from following through with something this important. The class was very hard, the teacher tried her best to cover the material slowly but I could never seem to keep up. At the end of the semester

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Education at the New-York Historical Society



President & CEO, Dr. Louise Mirrer



Students on a class trip to the N-YHS.



VP of Education, Dr. Sharon Dunn



The first Women Accepted for Volunteer Emergency Service (WAVES) were trained on the Bronx campus of Hunter College (now Lehman College.)

Transcribed BY ERICA ANDERSON

The New-York Historical Society is the oldest museum in New York City, founded in 1804. The museum offers numerous educational opportunities beyond its curated exhibits, including outreach programs for schools and youth, as well as lectures, film screenings and tours open to the public. The recently opened on-site DiMenna Children's History Museum encourages children to experience history by identifying with children of the past and offers a variety of family programs. New York Story, a new multimedia film that orients museum visitors guides them through colonial to present-day New York. The Institute for Constitutional History (ICH),

also located at George Washington University Law School, coordinates a doctoral concentration in constitutional studies offered by seven Ph.D.-granting institutions in the Washington Metropolitan Area and runs several short-term programs.

Dr. Pola Rosen, Publisher (PR): I wanted to talk about the old adage: "If you don't study history, you're doomed to repeat the mistakes

of the past."

Dr. Louise Mirrer, President and CEO, New-York Historical Society (LM): That is absolutely true. There are so many examples of times at which people forget the past and they forget that the past can teach. If they haven't

learned about the experience of previous generations, the good things that they've done and why and the mistakes that they've made and why, then we do have a repetition of things that should not happen at all.

PR: I think one of the purposes of the museum is to highlight and underscore the importance of learning and understanding history.

LM: We always say that education is the cornerstone of all we do. There is such a diminishing focus on learning American history in schools and in colleges. We fill that rhetoric with real meaning.

PR: Can you comment on the Institute for Constitutional History?

LM: The Graduate Institute is a place to learn about constitutional history. Almost no graduate Ph.D.-granting department in the country offers coursework on that topic. A late-stage graduate student or a faculty member can take seminars here or in Washington, and degrees and credit are granted through partner institutions.

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PROFILES IN MEDICINE

Dr. Sally Shaywitz, Yale U School of Medicine

By JOAN BAUM, Ph.D.

“It’s time to call things what they really are,” declares neuroscientist Dr. Sally Shaywitz, the Audrey G. Ratner Professor in Learning Development at Yale University School of Medicine, and co-director of the Yale Center for Dyslexia & Creativity. And she does just that in her best seller, *Overcoming Dyslexia*, detailing how to recognize and treat a disorder that now affects one in five children. Subtitled “A New and Complete Science-Based Program for Reading Problems at Any Level (Knopf, Vintage),” the book lays out not only the latest research about recognizing this brain-based learning difficulty but does so in a compassionate and accessible way that has proven indispensable to parents, teachers, and policy makers. Her book provides “tools” on how to identify dyslexic children and adults and empirical data on the kinds of resources that can make a difference at home and in school, including specific methods that can strengthen reading decoding and fluency. Dyslexic readers can indeed “overcome” some difficulties and in the process, gain self-esteem, so essential a component in any pedagogy.

For sure, as Shaywitz notes, there’s confusion, if not downright denial, about dyslexia — but there need not and should not be. While learning to read and accessing and retrieving a spoken word are often problematic, the ability to think and reason and have empathy are not affected, in fact, are marked strengths in those who are dyslexic. As many role models out there show, dyslexic individuals can achieve because logic and reasoning are not adversely affected by dyslexia. The list includes, for example, financial services innovator Charles Schwab, the writer John Irving, the renowned attorney David Boies (he didn’t learn to read until the 3rd grade!) and a host of well-known innovators, scientists, physicians, and even poets. She emphasizes that slow reading should not be confused with slow thinking, nor should word retrieval difficulties and lack of glibness be misunderstood as lack of knowledge.

What is dyslexia? Shaywitz offers this definition: dyslexia is an unexpected difficulty in reading, in relation to an individual’s level of intelligence, age, grade or professional status. It emanates from difficulty in accessing the individual sounds of spoken words so that there is a predictable array of symptoms, including [difficulty with] spoken word retrieval, reading ease and speed, spelling and learning a second language.” She emphasizes that awareness of the basic difficulty in dyslexia allows educators, evaluators and parents to know what signs to look for to recognize dyslexia. Importantly, dyslexia is a clinical diagnosis based on a synthesis of an individual’s history, observation of his or her speaking and reading and test results. Shaywitz reminds us that tests are only proxies, it is the reality of an individual’s real life experiences that are of primary importance



in diagnosing dyslexia.

So why, Shaywitz wonders, are many school systems slow to acknowledge what can be done, and why don’t schools of education include such information and training in their curricula? Parents turn to teachers and schools for enriched understanding and effective interventions for what they see in their children. Teachers need to know about specific approaches that make a difference. Policy makers such as Louisiana Governor Bobby Jindal and LA State Superintendent John White and LA Congressman Bill Cassidy, M.D. understand and are leaders in helping educators introduce effective techniques that can identify dyslexia as early as possible. What are some signs? Preschoolers who don’t “get rhymes” or kids who don’t know how to pull letter sounds apart — a “b” in “blue” that then can be recognized in another word beginning with “b.” Technology can certainly aid in such efforts, especially where extensive reading of texts constitutes the heart of an academic discipline.

In 1998, Shaywitz points out, Congress seemed to acknowledge an “epidemic” of reading problems — she was one of 13 professionals who served on a National Reading Panel that carefully reviewed data and publicized the evidence of what approaches and methods are most effective in teaching reading. Dyslexia affects all manner of learners, she emphasizes. In fact, NAEP (National Assessment of Educational Progress) flagged as 57 percent the number of children of college graduates who were not reading at appropriate age levels.

A Phi Beta Kappa graduate of CUNY who

was first interested in law, until a beloved mentor at City College, the late mathematician Bernard Sohmer, encouraged her to pursue science. Shaywitz was awarded a full scholarship to The Albert Einstein College of Medicine and there were sown the seeds of her mission to overcome dyslexia. At Yale, where she works with her husband and her colleague, Dr. Bennett Shaywitz, the Charles and Helen Schwab Professor in Dyslexia and Learning Development, and Chief of Pediatric Neurology, she recalls when she got a call one day to see children with learning difficulties and was immediately “intrigued” and “touched” by what she saw — the despair of the children and their parents, the failure of others to look into the latest research. Extremely helpful have been the findings of brain imaging studies where Dr. Bennett Shaywitz has led the application of fMRI to understanding the neural basis of dyslexia. Dr. Shaywitz notes that, “brain imag-

ing has made a heretofore invisible disability visible; there can no longer be any doubt as to the reality of dyslexia.”

Shaywitz is understandably proud of the many teachers and parents who have read her book or attended her presentations who write to her and refer to her book as their “bible.” She has been and continues to be involved in the classroom and working with regular and special education teachers in study groups. She notes the charter schools in the CT area her Center has partnered with, an effort that produced many benefits, most importantly to the children themselves.

Dyslexia is universal, found world-wide (“Overcoming Dyslexia has been translated into among other languages, Japanese, Chinese and Korean). Dyslexia affects every segment of our society, the most affluent as well the most disadvantaged; children who are highly gifted and can read accurately but not automatically as well as average children who continue to struggle to identify single words. It’s “shameful,” she says, that more is not being done, particularly in schools with large concentrations of poor and disadvantaged youngsters who are often dismissed as slow or retarded. She repeats that sobering statistic — one in five. #

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Music Heals the Heart



Bobby Davis music therapy student

By LYDIA LIEBMAN

Healing comes in many forms. For stroke victims, music has been proven to be one of the best forms of healing.

The theory of music being used as a medicine is not a new concept. The first use of music therapy dates back to the 8th century. Hippocrates was said to have used music therapy in ancient times and Alfarabius, famed Arab scientist of the 9th century, wrote the widely respected memoir “The Book of Music” about the healing powers of music.

Charles Herman M.D., New York-based plastic surgeon and chief medical executive at Pocono Medical Center in East Stroudsburg, Pa., is a strong believer in the healing power of music. “As a surgeon, I listen to classical and jazz music routinely in the operating room,” Dr. Herman says. “I feel that it really helps my concentration. I also have patients that bring in their own music to be played during surgery.” Researchers have found that music can help the mind in doing repetitive tasks, like surgery is for surgeons.

Patients have a better outcome recovering motor functions if they have music therapy as part of their recovery process after a stroke. “Some very scientific studies have shown that music after surgery can help patients tolerate pain and deal with anxiety much better than those that do not listen to music following surgery,” Dr. Herman says.

The reason for this, as explained by Dr. Herman, is that different neurotransmitter levels increase and decrease according to the type of music being listened to. Serotonin and dopamine, the neurotransmitters responsible for mood, can lift when exposed to music.

“PET scans can show certain areas of the brain that are stimulated by music. These parts of the brain happen to be the same places that are important for motor functions and mental tasks,” Dr. Herman says. “Music is increasing the activity in these parts thus making those areas develop and get their function back.” Music has also shown to lower blood pressure and raise oxygen levels.

Studies have shown that patients can have



Dr. Charles Herman

a better outcome recovering motor functions if they have music incorporated into a physical therapy regime following a stroke. Bobby Davis, a senior music therapy student at Temple University, recounts that music is often used in physical therapy situations he encounters.

“If a patient is just learning how to walk again after a stroke, you’ll have the patient laid out on a stretcher while slowly angling them upright,” Davis cites as an example. “While they’re doing this, I sing along with the patient or engage them in music we’re listening to.”

Davis says that this type of exercise uses music as a tool to empathize with the patient and support them. “You’re basically saying to the patient ‘I know this isn’t fun, but I’m right there along with you,’” he says. Generally speaking, patients that use this type of therapy have a more positive outcome regaining motor functions than those who do not practice music therapy.

This type of therapy is not limited to cardiovascular patients. Deborah Engler, a health professional based in Boston, underwent a gastrectomy in January 2011 to remove carcinoma tumors.

“The first major surgery I had was an emergency lung surgery and I didn’t have any time to prepare, but for my second surgery I really started to look into the idea of using music before, during and after and I think it made a huge difference,” Engler says.

She explains that she conditioned her body to relax when she listened to a certain type of music so that during the surgery her body would default to that reaction. “If anything, it made me less panicked and I found that I didn’t need as much pain medication following the surgery as long as I listened to music,” she says.

There is no denying that music possesses a unique healing power. Due to the success rate of patients like Deborah Engler, many hospitals have started to incorporate music therapy as a mandatory part of their recovery programs. #

Lydia Liebman is a student at Emerson College and Berklee College of Music in Boston.

Hunter College Provides Accessibility for All Students

By VALENTINA CORDERO

A philosophy that promotes self-determination, self-advocacy and self-awareness exists for students with disabilities in New York City in a comprehensive accessible environment. The venue is Hunter College where the Office of AccessABILITY has been fulfilling its mission since 1988. Helping students with special needs to succeed in schools is the mantra of the center.

This office provides services to all students with different needs; it works in collaboration with all divisions and departments of the college in order to enhance the educational experience for those students. One of the partners in this project is VESID (Vocational & Educational Services for Individuals with Disabilities), which, in partnership with CUNY, created the Linking Employment, Academics & Disability Services (LEADS) project. The goal of VESID is to assist students in defining a career ambition. In addition, it provides funding for book vouchers, transportation assistance and tuition based on students’ financial status.

Students have to get appropriate medical and therapeutic assistance from qualified local practitioners and follow the right health regimens. They have to be able to function independently and seek assistance in a reasonable manner.

Other colleges in the city that have special



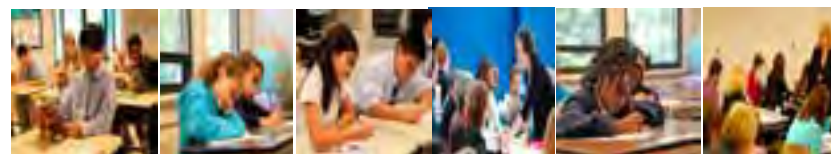
Hunter College President Jennifer Raab

programs for students with disabilities include Barnard College dating from 1978. Its ODS (Office of Disabilities Services) helps students with invisible needs, such as chronic medical conditions as well as visual and hearing problems. Moreover, it assists those who have problems in participating in college activities. At NYU the Henry and Lucy Moses Center for Students with Disabilities provides students with a strong system of support including obtaining appropriate services and help.

Teachers College at Columbia University provides educational opportunities for those students and give them a chance for success. #

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Do NY High School Admissions Serve At-Risk Students

By MOHAMMAD IBRAR

In middle school, students make one of the most important decisions of their lives, which will set the permanent course of their educational careers — applying to their choice of New York City's public high schools. And this year is no different, with more than 70,000 New York City middle school students proactively selecting a high school based on great educational programs, extracurricular activities and high graduation rates. Yet, New York City's lowest performing students are at a disadvantage in this process.

The CUNY Institute for Education Policy at Roosevelt House and the Research Alliance for New York City Schools at NYU collaborated to present a panel discussion called "New York City's High School Admissions Process: How Well Does It Serve At-Risk Students," which addressed preliminary research findings conducted by Lori Nathanson and Christy Baker-Smith, research associates at NYU. Their research illustrated the growing educational disparity at-risk students face compared to students who academically perform well, and it served as a basis for speakers and panelists to discuss the current New York City high school admissions system, how it fails to address inequalities and its need for reform.

According to Nathanson, "on average, at-risk students' first-choice schools are generally low-performing schools, compared to their high-achieving peers. Even when at-risk students choose a selective school as their first choice, they are less likely to receive that choice." This stratification very early on in students' lives will have long-term detrimental effects, she said.

Nathanson categorized at-risk students stating that majority are male, mainly black or Hispanic, and more likely to have free or reduced lunch. Additionally, 51 percent of at-risk students are English language learners or special-ed students, leaving the remainder, almost half, as students without any learning disabilities still at-risk. Nathanson emphasized how the admissions methods influence student choices and school matches, all the way down to the admissions book, which is the ubiquitous household tool used by families to begin the application process. The phone-book sized reference book provides varied information related to school types, demographics, location, peer composition and graduation rates. Parents and students leverage this information to select appropriate schools.

"The average first-choice school for at-risk students has a 68 percent graduation rate, whereas, their high-achieving peers prefer schools with a 78 percent graduation rate," Nathanson said.

Joseph Viteritti, a Hunter College professor of public policy, urban affairs and planning, commented on this conclusion stressing that at-risk students and their parents were making a rational choice as to not waste time apply-



Dean David Steiner

ing to schools where the student would not be accepted, nor would they excel.

During the panel discussion, David Steiner, Founding Director of CUNY Institute for Education Policy, asked for a solution: "Should we institute affirmative action academically, and simply say to schools that they don't have a right to say no to weaker academic students?" Clara Hemphill, senior editor for the Center for New York City Affairs, said that there are only a handful of great schools in New York City that are in high demand, and that becomes a problem when every child in New York City applies to those schools. Viteritti continued by stating that choice isn't the solution; rather there needs to be more good schools — schools that have the same programs as schools that are in demand.

Robert Sanft, chief executive officer of the Office of Student Enrollment of the New York City Department of Education, tacitly agreed with the solution, but added that time is needed for great schools to be created and effective programs to be developed. The ever-changing dynamics of the admissions process is difficult to control, as the clamor for certain schools fluctuate and attraction to certain programs waiver, but the DOE is implementing a strategy to transform poor-performing schools into smaller schools, which are proven to be more effective learning environments, as well as to convert under-achieving schools, in areas that have a high percentage of at-risk students, to emulate schools that have a track record of success, he said. "We can always do more, and we have to do more ... in seeing our schools be successful and our students be successful."

Jonathan Fanton, interim director of the Roosevelt House Public Policy Institute, echoed the words of Franklin D. Roosevelt: "There is probably a wider divergence today

The New York Public Library Previews New Plans



The future entrance landing, after the NYPL expansion.

By JAN AARON

The New York Public Library recently announced a \$300 million renovation of its 102 year-old main branch at 42nd Street and Fifth Avenue, which will preserve its past and link it to the future. You'll still pass the friendly lions and mount the palatial marble stairs as the casual reader and the dedicated scholar have since 1911 when the library opened. The renovation will innovate spaces inside.

Recently, Norman Foster, head of the London firm Norman Foster + Partners, in charge of the renovation, unveiled a scale model of the new plan, which envisions melding the new addition and the Carrier & Hastings neo-classical design. "We won't mimic the design, but respect it," he said. Foster's firm specializes in updating icons — just two examples are his addition to The British Museum in London (2000) and the distinctive 2006 glass skyscraper he designed, to top the Hearst Tower, a 1928 limestone landmark on West 57th Street.

Basically, the library plan calls for demolishing seven floors of outdated stacks in the back of the building. They will be replaced by a light-flooded open space, where people will be able to check out books, use computers and take advantage of library services.

Original plans moved most of the library's

books to stacks in New Jersey, which provoked criticism from scholars and writers. An additional \$8 million donation will be used to create more space for books beneath the new circulating library, so 3.3 million of the research library's 4.5 million volumes will remain on site.

The marvelous Rose Main Reading Room will remain unchanged, as will the lecture hall downstairs called "The Celeste Barton Forum." Many other rooms, unused for years, will be reopened: One room, which still has doll-sized window seats, once a children's library, will be enhanced and restored to its original use. The new plan also calls for a teenage center and below ground education spaces. Other rooms, unused for decades, will be converted into work spaces to accommodate 300 writers, scholars and researchers.

The Mid-Manhattan branch across the street opened in 1970 and the smaller Science, Industry and Business Library on Madison Avenue 34th Street will be melded into the main branch. Funds from the sale of these buildings plus \$150 million promised by the city will finance the expansion. Renovations start in 2013 and the expected completion date is 2018. The newly renovated library, at 100,000 square feet, will be the largest public space in the city. #

in the standard of education between the richest communities and the poorest communities than there was one hundred years ago; it is, therefore, our immediate task to seek to close that gap We all know that if we do not close this gap it will continue to widen, for the best brains in the poor communities will either

have no chance to develop or will migrate to those places where their ability will stand a better chance." #

[David Steiner stressed, although, this was the first event, the official launch of CUNY Institute for Education Policy will occur on May 9th.]



Intrepid Becomes an Educational Carrier



President Susan Marenoff-Zausner



Dr. Nicole Vartanian, VP of Education



By **MOHAMMAD IBRAR**

With over 50 years under its mast, the Intrepid has served the nation since WWII. It was a forerunning vessel of technological advancement, displaying the United States military's prowess and the nation's capability to produce some of the greatest minds that spearheaded the development of the monumental ship, which remains docked in the New York harbor. Yet, the Intrepid continues to serve the nation through interactive educational and leadership programs for children from K-12 at the Sea, Air, and Space Museum.

The Intrepid Museum is home to numerous spaceships, aircrafts, sea vessels, exhibitions, as well as the Intrepid itself, all of which are historical artifacts that add to the reason why the Intrepid is an ideal learning environment for Science, Technology, Engineering, Mathematics (STEM) and History. Visitors can

enter, see, touch, hear, and, even, smell the history and STEM in all its bolt-and-steel glory aboard the Intrepid with comprehensive tours and interactive learning activities.

Apart from engaging the public as a sight-seeing museum, the Intrepid offers applied STEM, History, and Leadership learning programs and resources for students and educators. "Everything we do here at the museum... revolves around giving back to our youth... we run over 800 educational programs every year," said Susan Marenoff-Zausner, President of the Intrepid Museum. The Intrepid serves as a hands-on, "exciting" learning experience for students, where they can learn about STEM in a "real" environment.

The museum further expanded its educational outreach by creating programs that cater to individuals with special needs. The Access School Program is designed to provide

a rich learning experience for students who are deaf, blind, disabled, autistic, or those who have dementia.

The museum follows New York City Department of Education's (DOE) guidelines when developing programs and resources for teachers and students, ensuring that they get the most out of their learning experience. The DOE collaboration has led the museum to develop a distance-learning program, Intrepid Sails, where museum educators visit classrooms to provide an adaptable multimedia session in two distinct subjects. The session can also be delivered via the Internet. These Virtual Investigations involve experiments and historical accounts of the soldiers aboard the Intrepid.

Dr. Nicole Vartanian, Vice President of Education of the Intrepid Museum, said, "we're really trying to think constantly of ways to keep our programming and curriculum

current and connected to NYCDOE goals... to make this a living and learning experience for students." Programs are highly interactive, providing online resources, pre-visit and post-visit activities and exercises, lesson plans, and much more. In spite of that, Vartanian stressed the drive for online learning as the museum tries to extend the onboard, interactive-learning experience over the Internet without undermining the teacher-student relationship.

The Intrepid was decommissioned and recommissioned multiple times in its long career, and it now appears to be unofficially recommissioned with a strong educational focus. Zausner stated it is necessary to increase the research conducted on the resources and classes offered by the museum to increase its efficiency, relevancy, and real-world application for students. "And maybe someday there will be a degree [granting] program." #

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NY Historical Society

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PR: Sharon, would you share some thoughts with us about the DiMenna Children's Museum and the education programs here?

Dr. Sharon Dunn, Vice President of Education, New-York Historical Society (SD): The DiMenna Children's History Museum is a remarkable resource. It not only shares things in our collection that children would never get to see otherwise, but it helps them think about what it might have been like to be a child a hundred years ago. We wanted children to come away with a sense of empathy.

PR: Do you have many school groups come in?

SD: Last year we served about 800 schools, including the DiMenna program and our other education programs that use the entire museum. We have wonderful trained educators who do outreach in schools and who lead programs here. We developed a very interesting five week residency program called the Art of History. Elementary school students study American history and art history, and then they create something in the visual arts, which illuminates what they've learned.

PR: The latest initiative that I want to speak about is the one in Washington D.C. in the White House with First Lady Michelle Obama.

LM: We have a fabulous internship program for high school students, for which we were recently honored with the 2012 National Arts and Humanities Youth Program Award. The students learn how to be historians writ large. Our institution has a full complement of people who work around history in very surprising ways, conservation, for example; apprentice yourself to our chief conservationist and you'll learn a lot about chemistry.

PR: What schools are the students from?

LM: The vast majority of the couple hundred thousand students that we reach are in New York

City public schools. We see our mission as reaching students who might not enjoy the benefit of an enrichment program in history. History is fabulous, it's interesting, it's like detective work and it's exciting but it is so deadened often when it's taught in schools. We see ourselves as the main place to come see how exciting and important history is.

PR: Can you tell us a little bit about the new World War II exhibit? 900,000 New Yorkers were involved in the war effort.

LM: New York at large was absolutely instrumental to the production and manufacturing of everything from aircrafts to ships, to deploying men and women overseas, to doing all the training. Huge swathes of the city were taken over by the machinery of war.

PR: The war also added to the economy of New York City.

LM: War is a terrible thing, but it really was an engine for economic development in this city. People had jobs as a result of the war, and many of them were women who hadn't worked previously or didn't have the opportunity to work. But with the men away, the world of women's work really expanded. The war was a savior for many people who had suffered during the depression. # *This interview has been edited and condensed.*

Watch the video and read more of the transcript at EducationUpdate.com

Reflections

continued from page 8

I went to the head of the Spanish department when it became very clear, despite my best intentions, that I was failing the course. We spoke for about 45 minutes, I explained my situation and what a failing grade in this course would mean for my future plans. He was not sympathetic to my cause and did not understand why having a language-based learning disability would impact my abilities to receive a passing grade in a language course. I remember our conversation very well and would like to share a piece of it now.

Professor — "We have a standard program, a great program. You will not find a better program than ours. This is one of the best departments around."

Myself — "Professor, I don't mean to be rude but..."

Professor — "Oh please, go ahead, I've been rude to you this whole meeting."

Myself — "Yes, well, I don't mean to be rude but I don't want to believe that a program that offers no differentiation for atypical learners is the best program around."

Professor — "Yes, well, I don't know what to say."

Our meeting ended soon after that. I ended up passing the course, even though I had failed the final, with the help of a friend who worked with me for six hours on the last day of finals week correcting old assignments so they could be resubmitted and graded. I went off to Argentina a month later and had an amazing time. While there I attended Spanish classes that were small and personalized to the group's abilities. I read in Spanish every day at the archives I visited.

But I want to revisit that day one more time.

The Magical World of Beatrix Potter at Morgan Library



By VALENTINA CORDERO

Picturesque surrounding with exquisite discipline, a combination of spontaneity and discipline: these are the works of Beatrix Potter, a natural scientist but in particular an illustrator and a unique artist. She is well known for her children's books featuring stories such as "The Tale of Peter Rabbit," deeply influenced by fantasy and imagination. The book was printed in 1902, and it has been translated in 36 languages with 45 million copies sold. The Morgan Library is celebrating her career with an exhibition that shows 22 picture letters preserved in private collections, the Morgan's holdings, and other institutions in America and England for the first time.

In addition to that, there are watercolors and early drawings, and her most important books accompanied by the manuscript that inspired them. "She was the best-seller in her period," said John Bidwell, curator and head of the Department of Printed Books and Bindings. He added: "What people don't know is that Peter Rabbit started with a private communication including letters to individual children." Her intensive study and attention to natural history underlies her celebration of the British landscape and the country life. Indeed, her works retain the simple joy and playful

I have no shame in saying that on the day I had failed my Spanish final and been dragged through a semester's worth of incorrect assignments, I broke down. I cried in my near empty dorm room in front of a few friends. They were all supportive but one said something that stuck with me and I revisited every time I encountered a language-based issue in Argentina. He said that I didn't need a classroom to learn. That just because I didn't succeed in one context, didn't mean that I couldn't thrive in others. That just because a department couldn't provide me with a proper environment to learn, doesn't mean that there isn't an environment suited to my needs out there. I found that ideal environment in Argentina. I had small class sizes, full immersion, personalized attention, and I was reading content specific to my needs and interests. I was surrounded constantly by my biggest chal-



lenges, Spanish.

immediacy from private letters that she wrote for real children on subjects drawn from day-to-day experiences. She corresponded with more than 40 children. The earliest and the most important of her letters were for sons and daughters of her former governess, Annie Moore. In fact, she wrote Peter Rabbit for Moore's eldest child, Noel, and other stories in 11 letters to him that now are at the Morgan.

Turning all these letters into books, according to Bidwell, is something really fascinating, like the miniature letters and the toy mailboxes that she used to send the letters to children, examples of her extraordinary mix of spontaneity and discipline. She also took an interest in figurines based on the Peter Rabbit characters. In 1922 the Chorley Rubber Company obtained the permission to include her characters in a line of toy animals. Over the decades, the book has generated a lot of merchandise, such as clothing, dishes, videos and foods.

This exhibition will continue until January 27th to show the life of a person that, with her imagination in creating animals that behave as real animals, was able to portray a new world of adventure for children and to raise their spirits. #

allenge, Spanish.

I'm not fluent in Spanish. I can't always pronounce things correctly, my sentence structure isn't always correct, and I do not have a solid grasp on most advanced grammar concepts. But I don't let that stop me anymore. I live in my college's Casa de Hispanica. It's a small suite with six students who speak Spanish to one another in the common spaces and participate in Spanish speaking events. I am the only student in the suite who doesn't take any Spanish courses.

I hope that in the future, educators can address the needs of atypical students in the foreign language learning process. Language exemption isn't a solution, it's an excuse to not fix the problem. #

Emma Frank is a junior at the College of Wooster.

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FROM THE SUPERINTENDENT'S DESK

Dealing with Bullies at Home

By **DR. CAROLE G. HANKIN**
with **EMILY WOOD**

Bullying has become an unfortunate occurrence in today's society, with thousands of children throughout the country getting taunted on a daily basis by their peers both inside and outside of school. Great strides have been made by educators to combat issues of bullying within the school setting in recent years, working diligently towards providing a safe haven against anyone who verbally or physically harasses another student. The implementation of the Dignity for All Students Act in New York State has now provided legal safeguards and a required safe environment for all students — one that is free from bullying, harassment and intimidation.

Protection of children from ridicule at schools has been vastly improved, but what happens when the bully is in your own home? This situation presents a significant challenge for any parent, as actions and consequences within a family can have a much deeper impact than in a school setting. Siblings who bully one another can drive a permanent stake in

their lifelong relationship. Parents can address this issue as they see fit, perhaps by holding communal family time where issues can be discussed in an open and welcoming environment.

The complicated issue arises if the bully is a cousin or other family member outside of the immediate family. At a family gathering, one child starts victimizing his younger cousin, leaving the second child upset and hurt from the critical remarks. An even more challenging situation surfaces when groups of children deliberately leave someone out at said family gathering. As a parent, what do you do? You don't want to damage the relationship, but you can't always reprimand someone else's child.

Your first instinct may be to directly scold the bullying child or group, which may or may not be the correct action depending on your family's dynamic. Generally, approaching the child's parent will afford you the opportunity to make them aware of the situation, take action and together brainstorm ideas to combat this type of behavior in the future. The parent will be able to effectively communicate with



their child to ascertain exactly why he or she feels the need to bully. This will be more beneficial for all parties in the long run because negative behavior can be addressed and altered before it becomes a bigger problem.

Schools regularly stress the importance of character education, with a focus on providing a secure atmosphere for all students. Peer mediation and adult intervention are two proven methods that can successfully tackle

a bullying problem. For more serious situations, parent and principal meetings, as well as involvement of a psychologist, are required. These same approaches can be translated into the home setting, bringing a sense of safety and stability if your child is having difficulties with a relative.

There is never one easy answer of how to deal with bullying and, as such, each situation needs to be dealt with on a case by case basis, whether at school or in the home. Regardless of whether your child is the bully or victim, continued kindness, compassion and empathy are important traits that should be encouraged in every child, as they will help them become a better member of society. This approach, infused with enduring understanding from parents, will facilitate an open flow of communication — the first line of defense to prevent harassment, discrimination and victimization, the cornerstones of bullying. #

Dr. Carole Hankin holds a B.A. from Sarah Lawrence College, two master's degrees and a Doctorate of Education from Columbia University, and a certificate from Cornell Labor Relations School. She has served as the superintendent of the Syosset Central School District for 23 years and is on the boards of the Mathematics Museum of New York and the Peconic Bay Medical Foundation.

Behind the Scenes at the Research Labs in the New York Botanical Gardens

By **MOHAMMAD IBRAR**

Education Update was recently invited to tour the New York Botanical Gardens. Rather than surveying the garden grounds like most people, we went behind the doors and into a state-of-the-art research facility, where we witnessed some of the most intensive and groundbreaking research in progress in the field of botany and natural conservation; the real-world applications of the research are limitless.

Our tour began in the William and Lynda Steele Herbarium, which stores over 7,000,000 collections of plants and herbs from around the globe, some dating back to the 1700s, including some of Charles Darwin's first findings in the Galapagos Islands. James S. Miller, PhD, Dean and Vice President of Science at the Garden, led the way and presented the aged plants, which are stored in temperature and moisture regulated safes. "The collections are available to anyone conducting significant and relevant research ... we have cooperative training relationships with six universities." Research students from these universities and from around the world were seen throughout the herbarium and laboratory, actively conducting research.

Researchers from around the world collaborate with the NYBG on a number of biodiversity-conservation and independent projects. The NYBG itself is engaged in research in Asia, the Caribbean, Central and South America, as well as North America. According to a 2012 press release, "Botanical Garden Scientists named 81 species of plants and fungi" in just one year. To which Miller replied, "this also shows how little we know about the plants on Earth and



Dr. James S. Miller

how far we still have to go to get a comprehensive catalog of them." Additionally, the NYBG is involved in developmental programs where they teach and train scientists and researchers overseas in conservation practices to maintain biodiversity efforts.

We took the elevator up, and followed Dr. Miller into a large dark room, where researchers were photographing plants. Miller revealed the mammoth project that was underway: to digitize the plant archives for greater transparency and global collaboration — The World Flora,



Research Lab

which will serve as an online reference of the world's plants. It will also support international conservation initiatives. According to the U.N. Convention on Biological Diversity, 100,000 plant species are endangered worldwide. The online catalog will provide invaluable information on sustainable plant usage, natural medical research, and environmental risks plants experience. The NYBG is working in tandem with three other botanical institutions to create the first online World Flora by 2020.

We soon entered through the back door of

the laboratory facility, where hundreds of plant DNA were refrigerated; plant specimens, stored in chemical bottles, were prepped for research and dissemination. Miller explained the process in which these DNA samples are created, stored, and utilized in the laboratory and abroad for research purposes. He emphasized that there are so many different applications that this research can support, including drugs that have the potential to treat diseases, or possibly, cure them. "Clearly, plant diversity has not been exhausted, and there is still great potential in the plant world," said Miller.

At the end of the tour, Miller stated that the research conducted at NYBG is the foundation for all plant studies, as they are engaged in discovering, categorizing, and amassing data about plants for all further research. Furthermore, he did not distinguish the importance of studying particular plants; rather, that all plants deserve equal attention. He quoted Henry Thoreau, "The weed is a plant whose value has not been determined." All of the programs at the NYBG are tailored toward increasing the understanding and significance of plants to society and the world, from visiting the garden to educational programs to international research endeavors. "That's our mission." #

Recruitment of Native-speaking English Teachers (NETs) for Primary and Secondary Schools in Hong Kong

THE EDUCATION BUREAU OF THE HONG KONG SPECIAL ADMINISTRATIVE REGION CORDIALLY INVITES YOU TO APPLY FOR THE NET POSITIONS IN PUBLIC-SECTOR PRIMARY AND SECONDARY SCHOOLS IN HONG KONG.

ROLE

NETs are required to teach English as a second language to Hong Kong students and assist in teacher and curriculum development in public-sector primary schools (for students aged between 6 and 12), secondary schools (for students aged between 12 and 18) and schools for students with Special Educational Needs (SEN).

QUALIFICATIONS FOR APPOINTMENT

Applicants should be native-speakers of English or possess native-speaker English competence.^{Note 1}

Preference will be given to applicants with experience in teaching English as a second/foreign language.

Priority will be given to applicants who possess the following:

(A) For secondary school NETs

- (i) A bachelor's degree in English Language or English Literature or English Studies or Linguistics** or a Modern Language** **OR** a Bachelor in Education degree (major in English or a Modern Language**, but not primary education specialist) from a Hong Kong university or equivalent;
- (ii) A Post-graduate Diploma in Education (PGDE) majoring in English or equivalent; (iii) A Teaching of English as a Foreign Language or a Second Language (TEFL/TESL) qualification at least at the diploma level, or equivalent; and
- (iv) At least 1 year's post-graduate experience of teaching English (**preferably** as a second or foreign language) at secondary school level or above.

(B) For primary school NETs

- (i) A bachelor's degree in English (i.e. majoring in English Language or English Literature or English Studies or Linguistics** or a Modern Language**) from a Hong Kong university or equivalent;

(ii) A recognised teacher training qualification in primary education; and

(iii) A TEFL/TESL qualification at least at certificate level, or an equivalent course of study recognised by EDB (e.g. a Post-graduate Diploma in Education majoring in English).

Consideration will also be given to candidates not fully meeting the above requirements. Please visit the EDB's website: <http://www.edb.gov.hk/index.aspx?nodeID=262&langno=1> for the other categories of qualification requirements for appointment to the NET position.

**** A degree in Linguistics or Modern Languages should be one in which English is the major language studied.**

For appointment in schools for students with SEN, preference will be given to candidates who have special education training and/or experience in teaching students with SEN.

TERMS AND CONDITIONS OF APPOINTMENT

- The appointment will be on a two-year contract basis normally from 16 August 2013 to 15 August 2015, subject to renewal after expiry.
- The salary scales are:
 - (a) **For secondary school NETs** – from around HK\$23,530 to HK\$54,665 (approx. USD3,017 to USD7,008) per month (12 months a year).
 - (b) **For primary school NETs** – from around HK\$22,405 to HK\$45,505 (approx. USD2,872 to USD5,834) per month (12 months a year).
- An end-of-contract gratuity together with the employer's contribution to the Mandatory Provident Fund (MPF) that equals to 15% of the total basic salary drawn during the period of the Contract may be granted subject to the employing school's recommendation.
 - Subject to the employing school's recommendation, a cash retention incentive equals to 5% OR 10 % of

basic salary may be provided to eligible NETs for the satisfactory completion of the third and fourth year OR the fifth year of continuous service onwards in Hong Kong respectively. The incentive is not payable for the first two years' of continuous service.

- Passage, baggage and medical allowances AND a special allowance of HK\$16,859 (approx. USD2,161) per month are provided for appointees whose normal place of residence is outside Hong Kong. (A NET will not be eligible for the special allowance if his/her spouse is currently receiving the same allowance or any housing benefit from his/her own employer.)

- **The salary, the terms and conditions of service to be offered are subject to the candidate's qualifications and post-qualification teaching experience and the prevailing conditions at the time the offer of appointment is made.**

APPLICATION:

Applicants applying for both the primary and secondary school NET positions should complete separate standard application forms. Online applications are available at <http://www.teachaway.com/teaching-public-schools-hong-kong>. Completed applications should reach Teachaway on or before March 1, 2013.

For further information, please contact either Teachaway: 1-855-1-TEACHAWAY, 1-416-628-1386 email info@teachaway.com or Education Bureau Hong Kong : (852) 2892 6498 email netrecruit@edb.gov.hk

NOTE 1:

Native speakers of English are people who acquire the language in infancy and develop the language through adolescence and adulthood within a community where English is spoken as the first language. Native-speaker English competence refers to the ability to use English fluently and spontaneously, to give grammatically accurate responses in communication and to write or speak creatively.

Non-native speakers of English, i.e. people who have not acquired the language in early childhood, are also suitable for employment as NETs if their English competence is not different from that of native-speakers in terms of fluency, accuracy and creativity in language use.



DR. HAROLD S. KOPLEWICZ

Dr. Koplewicz is one of the nation's leading child and adolescent psychiatrists and president of the Child Mind Institute, an organization dedicated to transforming mental health care for children everywhere. Dr. Koplewicz founded the NYU Child Study Center in 1997, and was director of the Nathan S. Kline Institute for Psychiatric Research from 2006-2011. Dr. Koplewicz was honored by the American Psychiatric Association, the American Society for Adolescent Psychiatry, and the American Academy of Child & Adolescent Psychiatry. He is repeatedly recognized in America's Top Doctors, Best Doctors in America, and New York Magazine's "Best Doctors in New York."



An award-winning, master clinician and advocate for children and teens with psychiatric disorders, Dr. Koplewicz is regularly featured on The Today Show, Good Morning America, Good Day NY, ABC's NIGHTLINE, Anderson Cooper: 360, PBS: Frontline and MetroFocus, and Huffpost LIVE. He has been a guest on The Oprah Show, NPR and is quoted and contributed in the New York Times, USA TODAY, The Wall Street Journal, The Daily Beast, Parents Magazine, Scholastic, Babble.com, Huffington Post, and other national publications, blogs and websites. Since 1997, he has been the editor-in-chief of the Journal of Child

and Adolescent Psychopharmacology. Dr. Koplewicz is the author of several acclaimed books, including *It's Nobody's Fault: New Hope and Help for Difficult Children and Their Parents* and *More Than Moody: Recognizing and Treating Adolescent Depression*. #

Follow Dr. Harold Koplewicz on Facebook at facebook.com/HaroldKoplewiczMD, and on Twitter at twitter.com/DrKoplewicz.

DR. CHRISTINE CEA

Dr. Christine Cea received her doctoral degree in Developmental Psychology from the Graduate School of Arts and Sciences at Fordham University and completed a post-doctoral fellowship as Associate Director of the Developmental Disabilities Project at Fordham's Center for Ethics Education. At present, Dr. Cea conducts research at the New York State Institute for Basic Research in Developmental Disabilities (IBR) on Staten Island, where she has worked for the past eight years.



In her work, Dr. Cea has authored articles and chapters concerning the rights and ethical treatment of persons with disabilities. Most recently, Dr. Cea co-developed and published a health promotion program curriculum and support staff guide that are now being used in Staten Island District 75 schools and group homes to encourage adolescents and adults with intellectual disabilities to lead healthier lifestyles. Dr. Cea also serves as a consulting editor to the journal, *Intellectual and Developmental Disabilities*.

In her community, Dr. Cea advocates for better services, fairer treatment, and enhanced quality of life for persons with disabilities and their families. She Chairs the Staten Island Developmental Disabilities

Council,

In April 2009, Dr. Cea was appointed to a five-year term on the New York State Board of Regents. She holds the seventeenth seat on the Board, representing the newly created Thirteenth Judicial District of Staten Island. She Co-chairs the Adult Career and Continuing Education (ACCES) Committee on the board. #

CEO NANCI BELL

Nanci Bell, M.A., is the Chief Executive Officer for Lindamood-Bell Learning Processes, an organization dedicated to helping children and adults learn to their potential. Ms. Bell and Patricia Lindamood founded Lindamood-Bell in 1986, and today there are 50 Lindamood-Bell Learning Centers across the US, UK, and Australia. Lindamood-Bell also partners with schools nationally and internationally to teach educators how to use Lindamood-Bell® research-validated programs and processes to provide literacy development for students. Under Nanci's direction, the organization is involved in research collaborations with MIT, UAB, Wake Forest, and Georgetown University. It has received recognition from the U.S. Department of Education, Newsweek, Time, US News and World Report, Neuron, NeuroImage, CNN, and PBS.



Nanci researched and developed key programs that have gained Lindamood-Bell its reputation as a source for real solutions for individuals with learning challenges. Her background is in the field of reading, with extensive experience in clinical instruction for language and literacy disorders.

After coursework at Harvard University, Nanci developed the theory that imaging the gestalt is a critical factor in language comprehension and analytical thinking. Primarily interested in solutions, Nanci developed specific steps to stimulate the dual coding of imagery and language. Hence, the book: "Visualizing and Verbalizing

for Language Comprehension and Thinking®". Continuing to pursue a goal toward research and solutions, Nanci wrote another book and program to stimulate the dual coding of imagery and language for reading and spelling: "Seeing Stars® Symbol Imagery for Phonemic Awareness, Sight Words, and Spelling®". She co-authored the books "Vanilla Vocabulary: A Visualized/Verbalized Vocabulary® Program", "On Cloud Nine® Visualizing and Verbalizing for Math", and "Talkies® for Oral Language Comprehension and Expression". #

PRESIDENT JENNIFER RAAB

Jennifer J. Raab is the 13th President of Hunter College, the largest college of the City University of New York. Her role includes championing professors and students who have to overcome hardships to achieve success. Cases in point: Professor Robert Greenberg, Senior Associate Dean of The School of Arts and Sciences who is blind and Patrick Anderson, a music major who is a paralympic star.



Since assuming the presidency in 2001, she has led a successful effort to enlarge the faculty and recruit distinguished professors and artists. Hunter has won new levels of government awards, private grants and philanthropic contributions and launched the first capital campaign in its history. Major changes include the renovation and reopening of the historic Franklin and Eleanor Roosevelt House, which is now the Public Policy Institute at Hunter College. The reforms and improvements are reflected in Hunter's rising national standing. The Princeton Review has ranked it among the Top 10 "Best Value" public colleges in the nation for three consecutive years, and 7th among the Top 10 public regional universities in the North by U.S. News & World Report's in 2012.

President Raab's role as an educational leader continues her long career in public service, from lawyer to political campaigner adviser to government official. Her career in government began in 1979 when she became special proj-

ects manager for the South Bronx Development Organization, an agency that played a critical role in the renewal of one of the city's most distressed areas, and she was later named director of public affairs for the New York City Planning Commission.

President Raab went on to become a litigator at two of the nation's most prestigious law firms where she quickly earned a reputation as a strong but fair advocate and was subsequently appointed Chairman of the New York City Landmarks Preservation Commission. #

KEYNOTE SPEAKERS IN SPECIAL EDUCATION

DR. BENNETT A. SHAYWITZ

Bennett A. Shaywitz, M.D. is the Charles and Helen Schwab Professor in Dyslexia and Learning Development, Chief of Pediatric Neurology and Co-Director of the Yale Center for Dyslexia & Creativity at the Yale University School of Medicine. Both a child neurologist and neuroscientist, Dr. Shaywitz is a leader in applying functional magnetic resonance imaging (fMRI) to understand the neurobiology of reading and dyslexia in children and adults. These studies identify a neural signature for dyslexia, making a previously hidden learning disability visible, and for the first time demonstrate the brain basis for the lack of fluency in dyslexia. Dr. Shaywitz is currently studying reading and dyslexia in a disadvantaged population of middle-school children attending a charter school network. He is also using fMRI to investigate attentional mechanisms in reading and dyslexia.

The author of over 300 scientific papers, Dr. Shaywitz' honors include election to membership in the Institute of Medicine of the National Academy of Sciences and recipient of the Distinguished Alumnus Award from Washington University. Dr. Shaywitz was selected, along with Dr. Sally Shaywitz, as recipient of the Lawrence G. Crowley Distinguished Lectureship at Stanford University; The Annie Glenn Award at Ohio State University; the Distinguished Lectureship at Bank Street College of Education; the Stoll



Distinguished Lecture at Pennsylvania State University. Dr. Shaywitz currently serves, along with Dr. Sally Shaywitz, on the Boards of the Park Century School and the Westmark School and on the advisory subcommittee for reading disabilities for DSM-5, and has previously served on the Scientific Advisory Board of the March of Dimes; he has been selected annually for Best Doctors in America and America's Top Doctors. #

DR. SALLY E. SHAYWITZ

Sally E. Shaywitz, M.D. is the Audrey G. Ratner Professor in Learning Development at the Yale University School of Medicine and Co-Director of the Yale Center for Dyslexia & Creativity. A physician-scientist, Dr. Shaywitz, carries out brain imaging, cognitive and longitudinal studies of reading and dyslexia and consults on children and adults who are dyslexic; she is passionately dedicated to ensuring that scientific progress is translated into policy and practice. Dr. Shaywitz is the author of over 250 scientific articles and the highly acclaimed *Overcoming Dyslexia* (Knopf, 2003). Dr. Shaywitz, an elected member of the Institute of Medicine of the National Academy of Sciences is annually selected as one of the Best Doctors in America and America's Top Doctors.

Dr. Shaywitz originated and championed the Sea of Strengths model of dyslexia which emphasizes a sea of strengths of higher critical thinking and creativity surrounding the encapsulated weakness in getting to the sounds of spoken language found in children and adults who are dyslexic. Her most recent work provides the long awaited empiric evidence for the unexpected nature of dyslexia.

Dr. Shaywitz' awards include an honorary Doctor of Science degree from Williams College; the Townsend Harris Medal of the City College of New York; the Annie Glenn Award for Leadership from the Ohio State University; and the Distinguished Alumnus Award of the Albert Einstein College of Medicine.

She currently or has recently served on the National Board of Learning Ally and on



National Board of the Institute for Educational Sciences of the US Department of Education. Dr. Shaywitz served on the National Reading Panel and the Committee to Prevent Reading Difficulties in Young Children of the National Research Council. Most recently, Dr. Shaywitz co-chaired the National Research Council Committee on Gender Differences in the Careers of Science, Engineering and Mathematics Faculty. Dr. Shaywitz currently serves as a Trustee of the Park Century School, the Board of the Westmark School and on the advisory subcommittee for reading disabilities for DSM-5. #

DR. CECELIA McCARTON

Dr. Cecelia McCarton is the Founder of The McCarton Center for Developmental Pediatrics, a diagnostic and treatment center dedicated to childhood developmental disorders and The McCarton School, a school serving children with autism spectrum disorders. Dr. McCarton is also the Founder and Executive Director of The Children's Academy, an integrated, multidisciplinary, K-3rd grade school for children with speech and language delays, as well as The McCarton Foundation for Developmental Disabilities. Early in her career, Dr. McCarton developed an affinity for children displaying special needs. She completed her residency in Pediatrics at the Bronx Municipal Hospital Center. Dr. McCarton received two post-doctoral fellowships from the Department of Psychiatry at the Albert Einstein College of Medicine and the Rose F. Kennedy Center for Research in Mental Retardation and Human Development. Dr. McCarton served as Director of the Clinical Research Unit at the Rose F. Kennedy Center. She has taught pediatrics for over 30 years and is currently a Clinical Professor of Pediatrics



at Albert Einstein College of Medicine. Dr. McCarton's work has been published extensively in medical books and journals. #

PROFESSOR LIZA BURNS

Liza Burns is an Associate Professor at Landmark College. She received a Bachelor of Science in Special Education from Keene State College and Masters of Education in Language and Literacy from Harvard University School of Education. She is a founding member of Landmark College's Language Intensive Curriculum. In addition to teaching Communications courses, she is actively involved in study abroad programs for students with learning differences. She piloted Landmark College's Netherlands Program in July 2012 and is currently the Communications Department Chair at Landmark College. Liza lives in Putney, Vermont with her family. #



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THE DEAN'S COLUMN: MERCY COLLEGE

President James A. Garfield's Contribution to Mathematics

By ALFRED POSAMENTIER, Ph.D.

The United States is one of the few countries in the world that presents high school students with a year's course in deductive geometry. This has a long history going back to one of the first English adaptations of Euclid's "Elements" by Robert Simson, whose book "The Elements of Euclid" published throughout the 18th and 19th centuries in England, and by Adrien-Marie Legendre, whose 1794 geometry textbook paved the way for Charles Davies to write the first American model textbooks in the 19th century that set the course for today's high school geometry class.

There is lots of history that can enliven the geometry course as well as every mathematics course. We owe it to our students to make our mathematics courses come alive. Enriching our instruction with some unexpected anecdotes can be very effective. For example, the fact that president James A. Garfield contributed to our knowledge of geometry can be fascinating — not to mention the ingenious outcome of this contribution.

You can begin by asking your class what the following three men have in common: Pythagoras, Euclid and James A. Garfield (1831-1881), the twentieth president of the United States.

After some moments of perplexity, you can relieve the class of its frustration by telling them that all three fellows proved the Pythagorean theorem. The first two fellows bring no surprise, but President Garfield? He wasn't a mathematician. He didn't even study mathematics. As a matter of fact, his only study of geometry, some 25 years before he published his proof of the Pythagorean theorem, was informal and alone.*

While a member of the House of Representatives, Garfield, who enjoyed "playing" with elementary mathematics, came upon a cute proof of this famous theorem. It was subsequently published in the New England Journal of Education after being encouraged by two professors (Quimby and Parker) at Dartmouth College, where he went to give a lecture on March 7, 1876. It begins:

"In a personal interview with General James A. Garfield, Member of Congress from Ohio, we were shown the following demonstration of the pons asinorum**, which he had hit upon in some mathematical amusements and discussions with other M.C.'s. We do not remember to have seen it before, and we think it something on which the members of both houses can unite without distinction of party."

By this time the students are probably motivated to see what a non-mathematician U.S. President could possibly have done with this famous theorem. Garfield's proof is actually quite simple and therefore, can be considered "beautiful." We begin the proof by placing two

congruent right triangles ($\triangle ABE \cong \triangle DCE$) so that points B, C and E are collinear as shown in the figure below, and that a trapezoid is formed. Notice also that since $m\angle AEB + m\angle CED = 90^\circ, m\angle AED = 90^\circ$, making $\triangle AED$ a right triangle.



The Area of the trapezoid
 $= (1/2)(\text{sum of bases})(\text{altitude})$
 $= (1/2)(a + b)(a + b)$
 $= (1/2)a^2 + ab + (1/2)b^2$

The sum of the three triangles (also the area of the trapezoid) is
 $= (1/2)ab + (1/2)ab + (1/2)c^2$
 $= ab + (1/2)c^2$.

We now equate the two expressions of the area of the trapezoid

$$(1/2)a^2 + ab + (1/2)b^2 = ab + (1/2)c^2$$

$$(1/2)a^2 + (1/2)b^2 = (1/2)c^2,$$

which is the familiar $a^2 + b^2 = c^2$, the **Pythagorean theorem**.

There are over 400 proofs*** of the Pythagorean theorem available today; many are ingenious, yet some are a bit cumbersome. However, none will ever use trigonometry. Why is this? An astute student will tell you that there can be no proof of the Pythagorean theorem using trigonometry, since trigonometry depends (or is based) on the Pythagorean theorem. Thus, using trigonometry to prove the very theorem on which it depends would be circular reasoning. Encourage your students to discover a new proof of this most famous theorem. #

Alfred Posamentier, Ph.D. is the Dean of Education at Mercy College and the author of numerous books and articles on mathematics.

** In October 1851 he noted in his diary: "I have today commenced the study of geometry alone without class or teacher".*

*** This would appear to be a wrong reference, since we usually consider the proof that the base angles of an isosceles triangle are congruent as the pons asinorum, or "bridge of fools."*

**** A classic source for 370 proofs of the Pythagorean theorem is Elisha s. Loomis' "The Pythagorean Proposition" (Reston, VA: NCTM, 1968).*

MERCY COLLEGE PRES. KIMBERLY CLINE CONTINUES FORGING NEW PATHWAYS



Mercy College continued its commitment to trailblazing education initiatives this year with the launch of the Bronx Achievement Pact and the Bronx Parent Center. The programs harness the best educational minds at the college in the service of improving high school retention and graduation rates in the Bronx.

High school students will be able to take courses for college credit and to maximize their overall college readiness. In addition, the program provides opportunities for parents to become empowered and learn how to become more involved in their children's educational lives.

"A quality education is the critical factor in achieving economic success, personal satisfaction and social stability," said Mercy College President Dr. Kimberly Cline. "We are excited to undertake this revolutionary initiative with our committed partners, and we look forward to further collaboration with additional partners as we move ahead."

Mercy College partnered with Harry S.

Truman High School in the Bronx to pilot the Bronx Achievement Pact in September. The program will expand until all Bronx high schools with a graduation rate below 70 percent can join the Bronx Achievement Pact.

"Student success in school — both in achievement and aspiration — is largely a function of the dedication of the adults guiding the students," said Mercy College School of Education Dean Alfred S. Posamentier, Ph.D. "The Mercy

College School of Education is dedicated to producing first-rate teachers and administrators for the Bronx Achievement Pact and Parent Center that will serve the entire borough and should be a paradigm for the rest of the city."

These programs were among many successes for Mercy College in 2012, a year that also included an A rating from Standard & Poor's — the first in the college's history; creation of the Centers of Excellence in the School of Business; and campus enhancements including new science labs and the new state-of-the-art turf athletic field. #



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Andres Reyes '13, who was offered a position with Level 3 Telecommunications based on his hands-on experience collaborating with the company while earning his M.B.A. at the Mount, was attracted to the excellent graduate programs held in a small classroom setting and the SPCS faculty's personal attention.

"At the Open House, I had a chance to speak with the professors and, in particular, Dean of the School of Professional and Continuing Studies Edward Meyer," Reyes says. "We talked about the program and what kind of attention the students would be getting...I prefer a classroom where there is a free exchange of ideas and one has to defend their views against the scrutiny of others. At the Mount, not

only was this type of learning possible, it was encouraged."

Due to the in-depth research encouraged by his Mount faculty, which he conducted on the telecom industry, the structure and finances of Level 3, and its competition, Reyes is on track to reaching his dream to be CEO of his own company.

"I gained a job in this increasingly competitive economic climate," he says. "I am truly grateful to the Mount for giving me the necessary tools to get the job. I learned a lot through the collaboration."

James Vazquez '06, '12 M.B.A. also credits the Mount with providing the tools, guidance, and support he needed to succeed. He grew up near the Mount and knew he would eventually attend one of its exceptional, affordable programs. While in graduate school, he landed a job with J.P. Morgan Chase & Co., where he is assistant vice president and senior client service professional in the bank's Government Services-Connecticut and New York Region division.

"The College created a sense of security in obtaining a degree," Vazquez says. "I knew that I could approach professors and other faculty with confidence that they would do their best to help. The College has built a reputation of producing capable students." #

COLLEGE PRESIDENTS DISCUSS FUTURE OF HIGHER EDUCATION

By JOAN BAUM, Ph.D.

In case you're invited onto Jeopardy and asked about the new buzzword in higher education, here it is: MOOC. MOOCs, an acronym for Massive Open Online Courses, were front and center at the 25th Annual Higher Education Media Dinner recently at The Penn Club of New York. It wasn't planned that way — it just happened. The media dinner brings together college and university presidents and representatives from the media, print and online. The theme this year was Innovation — "both new undertakings and issues that remain to be discussed," but MOOCs quickly became a focus, both for what they promised, for some at the more technologically oriented colleges, but also for what they posed as concerns, especially for learning in the liberal arts.

An offspring of distance education but extending to thousands of people all over the world by way of the Web, MOOCs can be taken by anyone interested in a subject and need not be tied to registration or credit. Institutions of higher education are looking at MOOCs as potential models for saving money and making money, especially given the prospective enrollees growing up on social media. Of course, MOOCs were not the only topic under discussion.



Arizona State University President Michael Crow moderates the discussion

The Higher Education "dialogue," organized by Virgil Renzulli, vice president of public affairs at Arizona State University, and presided over by Michael M. Crow, President of ASU, continues the tradition of inviting college and university presidents and their staffs, and reporters and editors from the media to come together in conversational exchange. Many had attended previous dinners, but some invitees were new.

Attending presidents this year included Jim Barker of Clemson University, Mark Becker from Georgia State University, Catharine Hill from Vassar College, Gloria Larson of Bentley University, Lester A. Lefton, Kent State University, David Maxwell of Drake University, Rich Morrill of The Teagle Foundation, G.P.

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Rally for Compromise: 'Get It Together'

By LEAH METCALF

Recently, 75 students from Columbia University, New York University and Pace University led a protest march and rally to demand the United Federation of Teachers and the New York City Department of Education come together to decide on a new teacher evaluation system. The college students organized under their schools' chapters of Students for Education Reform and were joined by current New York City public school students. The students created this rally to prevent what they see to be an unconscionable potential outcome of a failure to negotiate: if the United Federation of Teachers and the Department of Education do not agree on a new teacher evaluation system before a January 17th deadline set by Governor Cuomo, New York City schools will lose 4 percent of state funding, which by all estimations amounts to at least \$250 million dollars. This cut in funding will be cause principals to reduce staff and remove programs such as art and music from schools. As an organizer of the rally, the author supports a compromise before January 17th and urges readers to contact the United Federation of Teachers and the Department of Education to ask for a compromise.

In May 2010, former Governor Patterson signed law 3012-c which created teacher evalu-

ations in their current form in New York State. The law created a four-tiered teacher evaluation scale which grades teachers from student achievement data and teacher observation data. Each district in New York State has to create their own rubrics for grading teachers. The goal of this system is to give teachers constructive feedback in order for them to become better teachers.

The march, which lasted one hour, spanned from the office of the United Federation of Teachers to the Department of Education steps. Marchers were guarded against counter-protesters from Columbia University and New York University who protested against a system of teacher evaluations for New York City teachers.

The most impassioned marchers were students and former students of New York City public schools who focused on the current dearth of resources for students in New York City public schools. The consensus of marchers was that New York City public schools cannot afford to lose 4 percent of their budget because New York City public schools already lack adequate resources. Protestors held signs that read "Get It Together", which was the name of the rally, and argued that students need compromise more than anything else, compromise

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THE ETHICS COLUMN

Genetic Fingerprinting: DNA Testing's Double Edge

By JACOB M. APPEL, MD, JD

In 2009, police in Maryland arrested Alonzo J. King Jr. for assault. As authorized under that state's DNA Collection Act of 1994, which allows law enforcement to collect DNA from those arrested for violent offenses, the authorities acquired King's genetic fingerprint and tested it for matches in their database of unsolved crimes. The result was a link to an open rape case — for which King was subsequently convicted. His



lawyers have since challenged the underlying law as a violation of King's Fourth Amendment right to freedom from unreasonable searches and seizures; a Maryland appellate court concurred. Now the United States Supreme Court has agreed to hear the matter, opening the door to what may be the first major bioethics decision of the decade.

DNA has long been a tool of the defense bar. More than 300 prisoners have been freed as a result of DNA testing, including eighteen from death row. (Many of these cases are horrific: James Bain of Florida spent 35 years in prison for a crime he did not commit.) At the same time, DNA also has the potential to convict the guilty. Courts have long upheld other "invasions of privacy" such as fingerprinting and the use of line-ups as reasonable methods of police investigation. They have also sanctioned greater threats to bodily integrity than cheek swabs, including forced blood draws for accused drunk drivers. Should so-called genetic fingerprints be treated differently?

Unquestionably, the amount of information available from a suspect's DNA far exceeds what can be obtained from traditional police methods. A cheek swab might reveal propensities for disease or expose false paternity.

In the wrong hands — such as those of life insurers or unscrupulous employers — such data could prove harmful. Of course, the same is true of patients' medical records, which in the wrong hands might expose them to humiliation or economic disadvantage. But King's DNA appears to be in the correct hands. Certainly, he has a right to have that DNA held securely.

However, much like medical records, the utility of a broad DNA database — which can solve and prevent acts of extreme violence — seems to outweigh the risk of exposure.

Defendants claim that taking DNA from those arrested, rather than merely those convicted, treats them unfairly. One obvious solution would be to establish a database that contains everyone's DNA. Until that proves economically and logistically feasible, starting with those arrested for violent acts — and statistically, more likely to have committed unsolved crimes — seems a reasonable approach. Needless to say, if one has not actually committed an unsolved crime, one has little to fear. (All of this might change if synthetic DNA ever enables criminals to plant misleading genetic material at crime scenes; although Israeli research shows this is theoretically possible, it is not yet a practical concern.)

The purpose of the criminal justice system is not to give everyone a fair chance at acquittal. Rather, it is to increase the likelihood that the innocent go free and the guilty do not. The state of Maryland must find means to keep Mr. King's DNA stored securely; the Supreme Court should find a way to keep him off the streets. #

LAW & EDUCATION

PENN STATE REVISITED— THE FREEH REPORT

By ARTHUR KATZ, ESQ.

Compliance with law and ethical codes does not happen automatically. It must be taught and then encouraged through monitoring and enforcement.

Last year at this time, I wrote a column in this space entitled "The Tragedy at Penn State" and bemoaned the lack of a so-called "tone at the top," the principal culprit in my view.

As events subsequently unfolded, the law firm of Freeh Sporkin and Sullivan, which had been retained by The Pennsylvania State University Board of Trustees in late 2011, issued a report in July 2012 chronicling various events regarding Gerald Sandusky's abusive behavior at Penn State and how the behavior was handled. However, the report, now known as The Freeh Report, is serving a more important and lasting purpose. The last chapter of the Freeh Report entitled "Recommendations for University Governance, Administration, and the Protection of Children in University Facilities and Programs," should be required reading for all educational administrators, regardless of the educational setting.

In writing its recommendations, the Freeh Report briefly set the stage for the tragedy that occurred at Penn State, by listing certain shortcomings at the school, including (i) failure by the governing body to fulfill its oversight functions, (ii) failure to make reasonable and thorough inquiry once preliminary information was obtained, (iii) leadership that discouraged dissent, (iv) lack of awareness of applicable current laws and relevant guidance, and (v) attempting to maintain the status quo despite the turmoil. However, Penn State was not alone and many of our educational institutions, after some soul-searching and honest analysis, could come up with a list that has one or more of the



same issues.

Thus, the recommendations made by The Freeh Report should be reviewed by each educational administrator, and conscious effort should be made to carry out the recommendations in his or her respective institution. The recommendations, in essence, are merely a common sense approach to fostering

compliance with applicable laws and current guidance relating to a school's and child welfare, and present a starting point for a school's compliance review.

A total of 120 recommendations, divided into eight categories, are made in the Freeh Report relating to: (i) underlying culture, (ii) administrative structure, (iii) responsibilities and operations of the governing board, (iv) compliance guidelines and reporting misconduct, (v) integration of the athletic department into the school's community, (vi) oversight and procedures of school's security force, (vii) actions to make a safer environment for children, and (viii) monitoring change and measuring improvement.

The recommendations make for interesting reflection and include:

Vigorous examination and understanding of the school's culture in order to, among other things (i) create a stronger sense of accountability among the school's leadership, (ii) establish values and ethics-based decision making adherence to the school's principles as a standard for all faculty, staff and students, and (iii) promote an environment of increased transparency.

Appoint a person with the responsibility and

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Dean Mary Brabeck, NYU Steinhardt School of Ed Holds Panel to Discuss Common Core Standards

By ERICA ANDERSON

Policymakers, education leaders and other members of the local and national education community met recently to discuss goals, aspirations and concerns regarding implementation of the Common Core State Standards. The meeting was hosted by New York University's Steinhardt School of Culture, Education, and Human Development. New York is one of 45 states and 3 territories that have formally adopted the standards and plans to implement the standards by 2014.

Guest speakers included New York State Department of Education Commissioner John B. King, Jr.; Dane Linn, Vice President of Education and Workforce at Business Roundtable and a leader in the development of the CCSS Initiative; and New York City



(L-R) Dean Mary Brabeck,
Dr. Pola Rosen,
Shael Polakow-Suransky
& Dr. Charlotte Frank



(L-R) Dane Linn,
John B. King, Jr.
& Shael Polakow-Suransky

Department of Education Chief Academic Officer Shael Polakow-Suransky moderated by NYU education professor James Fraser.

The Common Core State Standards (CCSS) are a rigorous, consistent and clear set of knowledge and skill expectations for students in K-12. These guidelines cover English language arts (ELA) and mathematics and are internationally benchmarked, evidence-based and intended to better prepare students for colleges and careers.

The standards were developed by teachers and education leaders across the country along with the National Governors Association Center for Best Practices and the Council of Chief State School Officers, to create a uniform set of expectations that states could voluntarily

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BOOK REVIEW

Review of 'The Community College Career Track: A Guide for High-Schoolers, Career-Changers, Parents and Advisors'

The Community College Career Track: A Guide for High-Schoolers, Career-Changers, Parents and Advisors

By Thomas J. Snyder

Published by John Wiley & Sons, 2012, Hoboken, New Jersey: 232 pp.

By MERRI ROSENBERG

Community colleges have gotten a lot of attention recently. Not only has President Barack Obama cited them as a cornerstone of an efficient and effective means of training people for whatever new economy awaits, but more and more families are taking a new look at community colleges because of sticker shock from traditional four-year colleges.

As Thomas Snyder, president of Ivy Tech Community College in Indiana, explains, "If you think of higher education solely in terms of the traditional model of four residential years on campus, you're setting your sights too narrowly."

The purpose of this book is to offer practical advice for high school students and their parents, as well as those adults who need to retrain after an industry or career vanishes, who might find community colleges a useful alternative. "America's unique higher educational resource, the community colleges, can give you the higher education you need and want," writes Snyder. "You can achieve and sustain your individual American dream without incurring a mountain of debt."

That's undoubtedly a welcome message to many higher education consumers. Not only do many community colleges offer a rigorous academic program, but their lower cost alleviates much of the debt burden that many liberal arts graduates confront. And the fact is that many highly selective four-year colleges welcome students who've done well at community colleges, opening doors and enabling opportunities that might not otherwise have been available to a graduating high school senior.

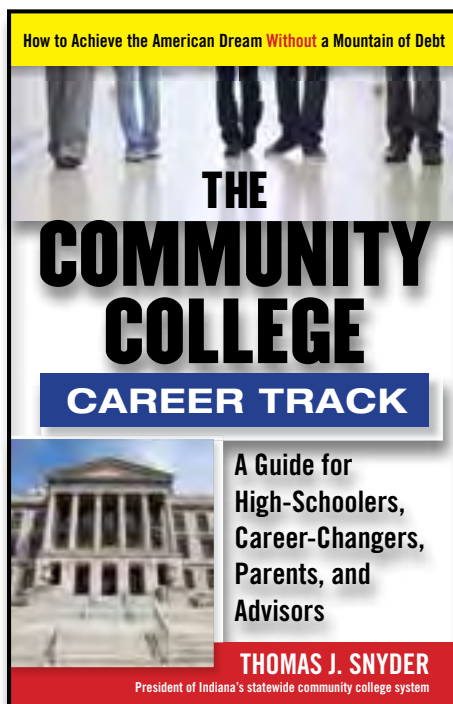
When I wrote about where Westchester high school students went to college, I remember my surprise to find out that Westchester Community College was the top destination. Perhaps I shouldn't have been. The race for super-elite college admissions isn't one that applies to all.

There are other advantages to community colleges, especially for adult workers who have to update their skills to stay competitive — and employed.

When President Obama mentioned a single mother in North Carolina who found a well-



Tom Snyder



paying job after receiving laser and robotics training, the author notes that "The vital role of community colleges in workforce training and retraining should come as no surprise to savvy businesses of all sizes."

In a rapidly changing economy, where new fields emerge as others disappear, the network of more than 1,000 community colleges across the nation is an invaluable resource for students and companies alike. Since these colleges have as their core mission worker training, Snyder argues fiercely that companies and community colleges should work closely

BOOK REVIEW

Review of 'The Man Who Wouldn't Stand Up'

The Man Who Wouldn't Stand Up

By Jacob M. Appel

Published by Cargo, 2012: 300 pp.

By MERRI ROSENBERG

My only regret about this book is that deadline pressures prevented me from saving it for one of my plane rides South; meaning it as a compliment, this is the rare thing, an intelligent beach book.

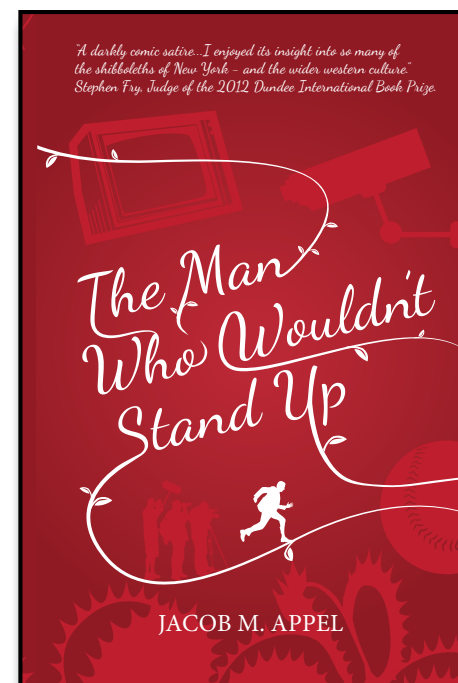
I had such fun immersed in its energy that I broke my cardinal rule of not working Christmas Day, intent on finishing it. Think Tom Wolfe's "Bonfire of the Vanities", mixed with any of Carl Hiassen's wickedly absurd takes on South Florida, and you have "The Man Who Wouldn't Stand Up."

Here's the premise, which Jacob Appel works in a delightful way, sending up the political theater of New York City situations, PC attitudes and stereotypes. Arnold Brinkman, a failed academic (appreciate the shout-out to Barnard's greenhouse) and successful horticulturist living an all-too-recognizable West Village life with his artist wife, takes his wife's nephew to a baseball game at Yankee Stadium. When he doesn't stand for "God Bless America", his life is upended in unforeseen ways.

The media descends on his well-appointed townhouse, placing him and his wife under siege. Brinkman's misguided efforts to straighten things out only make things worse, as the story takes on a life of its own.

As Appel writes, "His entire existence felt like an enormous misunderstanding, a colossal failure to make himself understood."

Without giving away the plot, Brinkman ends up a fugitive, labeled a terrorist and compared, improbably, to Osama Bin Laden, (the story is set in 2004), and survives by hiding out in the hipster precincts of Brooklyn, joining forces



with a truly eccentric criminal, and returning, literally, to his foraging roots.

Brinkman's descent from the bourgeoisie is swift, yet surprisingly friction-less. "Arnold was amazed at how easily he adjusted to his newfound life of delinquency," as Appel explains.

Appel, a columnist for The Huffington Post, is also a doctor, bioethicist and lawyer whose more than 200 stories have been published in major literary journals. This is his first novel, which won the 2012 Dundee International Book Prize.

I defy any reader to look at tabloid headlines again, or the absurd stories pushed out relentlessly on cable news and the web, and not think of this smart, witty satire. #

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EDUCATIONUPDATE.com

to align their needs and curricula, to provide companies with skilled employees and workers with much-needed jobs.

Some of the successful partnerships he cites include Washington state's Edmonds Community College with the Aerospace Futures Alliance and Walla Walla Community College with Economic Modeling Specialists

Inc.; North Carolina's Central Piedmont Community College's training program designed with manufacturers and several Ohio community colleges working with the biotech and health care industries, among others.

This is an important and helpful addition to the already plentiful collection of college advising materials. #



Review of 'Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level'

**Overcoming Dyslexia:
A New and Complete Science-Based Program
for Reading Problems at Any Level**

By Sally Shaywitz, M.D.

Published by Alfred A. Knopf, New York: 2012: 414 pp.

By **MERRI ROSENBERG**

Dyslexia, the most common and most scientifically informed learning disability, is sadly often misunderstood, under-identified, untreated and un-accommodated by educators. Those affected are usually smart, high-functioning people who are frustrated by their difficulties with reading quickly. It's a huge issue in the nation's schools, affecting as many as one out of five students.

Sally Shaywitz is a physician specializing in dyslexia, offering both genuine clinical concern with a scientist's dedication to finding answers to seemingly intractable problems. Shaywitz is a neuroscientist and pediatrician, a professor at Yale and co-director of the Yale Center for Dyslexia & Creativity. Compassionate and erudite, Shaywitz wrote this book to bridge the gap between discoveries in the lab, and their implementation in the classroom.

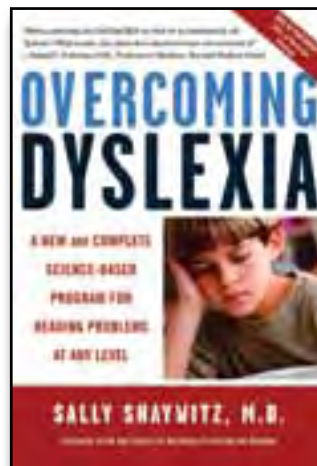
Being a successful reader is critical to success in school and beyond — Shaywitz' thorough

book is a welcome lifeline for families struggling with dyslexia and a must for all educators and policy-makers.

She writes, "Reading is often the key to realizing a parent's dreams for her child...Reading problems have consequences all across development, including into adult life." Further, she writes, "The inability to read fluently leaves its mark on young adults who are dyslexic...as they try to cope with large volumes of written work."

But there's no need to despair. One of the book's many welcome features is an epilogue sharing the stories of successful people who've struggled and ultimately succeeded. They include the late playwright, Wendy Wasserstein; the author, John Irving, and physician, and chief executive officer of the Cleveland Clinic, Dr. Delos (Toby) Cosgrove.

She is a knowledgeable and persuasive advocate for this population. One of her many poignant, and powerful pieces of advice, is



that parents "make sure that the strengths, and not the weaknesses, define the child's life."

Reading the book, it is as if a good, knowledgeable friend is sitting next to you explaining, clearly and simply, what causes dyslexia, how it manifests itself at every age level, in very young children, school-age children, young adults and adults, and critically, how it can be identified and remedied. Dyslexia is a difficulty accessing or noticing the individual sounds

making up a spoken word, a necessary step for linking the letters to the sounds they represent and ultimately, for reading, and also for spelling, retrieving words when speaking and learning a foreign language. The fact is that, unlike speech acquisition, which is natural and instinctive; as Shaywitz writes, "reading is acquired and must be taught" and provides proven, evidence-based methods for effective instruction. One of her major messages is that children should receive such intervention before they fail, both for self-esteem and achievement.

Using actual fMRI images and helpful drawings, Shaywitz describes how brain imaging reveals the inefficiencies in the neural pathways for fluent, rapid reading in dyslexics.

What makes this book invaluable, the go-to book on dyslexia, are the practical diagnostics that Shaywitz includes that parents can use as checklists for their children; lists of books that are suitable at different ages and grade levels; the types of assessments that schools should be offering; word lists to practice, and even independent schools that excel in teaching dyslexic children so that they not only learn to read but maintain their self-esteem. She also gives clear scientific explanations of the need for specific classroom and test accommodations so that it is their ability and not disability that tests are measuring.

Shaywitz urges parents, teachers and dyslexics themselves, to recognize that dyslexia is a "Circumscribed, encapsulated weakness often surrounded by a sea of strengths: in reasoning, problem solving, comprehension, concept formation, critical thinking, general knowledge and vocabulary." She wisely points out that dyslexics are fortunate; we have learned how to teach reading, but have yet to master how to teach the strengths in higher level thinking that characterize dyslexia. #

An Interview with Ilie Wacs

Transcribed By **VALENTINA CORDERO**

He is an artist and fashion designer, who had a very interesting life: from Vienna to Shanghai to Canada to the United States. He studied also several years in Paris. All his experience became a book, "An Uncommon Journey", that he wrote with his sister, Deborah Strobin.

Dr. Pola Rosen (PR): At the age of twelve you went to Shanghai and it became the basis for a book that you wrote with your sister who lives in California. It was an uncommon journey because you went from Vienna to Shanghai, and then to America. All in the name of peace and searching for a new life. Tell us about you at the age of twelve leaving your home and going to a strange city far away.

Ilie Wacs (IW): It was a shock, actually more a shock for my parents than for me. It was a fun adventure. I remember when we went to Shanghai we went to school, an English school. None of the students spoke English, and the teacher spoke only English. We all spoke German, and I remember that for about two weeks we looked at each other blankly. After two weeks, we began to understand a language and we were able to differentiate the sound.

PR: Do you have any outstanding memories of schooling in Vienna: an outstanding teacher or a mentor? In Shanghai was a teacher wonderful to you?

IW: Actually no. In Vienna certainly there wasn't one. In Shanghai there were some helpful teachers, but I can't say that any of them

Watch the online video
interview at:

EDUCATIONUPDATE.com

guided me to my future.

PR: How did you end up going in the direction of art?

IW: During the war, I left school at the age of 15. After the war, I came to the attention of the man that was the head of a committee that was in charge of helping people. He saw my works and he liked what he saw. He had been transferred to Paris. He asked me: 'Would you like to study art in Paris?' 'Yes. Of course I would,' I said. I went to the École des Beaux Arts. That is how I went to Paris.

PR: I am looking at all the magnificent work you have here. Are these the kinds of things you were doing in Paris?

IW: No. In Paris I went to an art school focused on realistic painting.

PR: Paris got you in the direction of realism.

IW: Yes, and when I was at the end of my scholarship, he said to me: 'Well, what would you like to do in your life?' Obviously for me was design of women's clothes. I was a tailor. Men's clothes were not for me.

PR: When you left Paris you went to Canada.

IW: I had to go to Canada because my parents were in Montreal.

PR: And you are glad you did that.



IW: That was the right thing to do.

PR: Was anybody else in the family interested in art?

IW: My sister showed an interest in art, but she didn't do anything in it, and my mom was taking care of the family.

PR: Did you work for a particular designer or company?

IW: I worked for In Originale, which was a very well known upper price clothes house. My father told me: 'Don't start with a cheap designer because you can never go to a better one. For an expensive designer you can always go to a cheaper one'. And he was right about that.

PR: What happened after that?

IW: I decided to have a business for myself called Ilie Wacs.

PR: What are you proud of in your professional life? And in your personal life?

IW: What I am proudest of is seeing people wearing my clothes. I remember the time I went to the Whitney Museum there was a lady wearing clothes of mine. She had lost the label in her clothes, so with a pen I signed my name.

PR: Are any of your labels still around?

IW: Yes, on eBay.

PR: What about your personal life?

IW: I was married for a long time, and then my wife passed away. She was brilliant, we had a terrific partnership. She took care of the business, and I took care of the designing. I was very proud of that. We were together all the time. It is a very good relationship. And I am proud of my daughters.

PR: After many years if fashion, you have gone back to painting. What made you go from the world of fashion to the world of painting?

IW: I never stopped painting.

PR: If your family had not gone to Shanghai, we would not have you here. Is anything special you would like to share with us?

IW: I am asked very often about my experience in Shanghai. It is luck that we went to Shanghai. The other thing I learned is that suffering does not necessarily disable you. It is terrible to suffer. I personally was optimistic, and I want to say that the glass will always be half full. We don't have to worry about small things, just live. Everyday is a wonderful day. #

Expanding Your Network: Relationships Are Key While Seeking Employment

By SAM FULMER

Graduation from college can be one of the most exciting time in a person's life. The accomplishment feels gratifying, the weight of classes and exams is lifted and the world is full of paths that one can take. However, sometimes the hardest part about graduation is knowing how to begin walking that path. Who are the people to talk with? Where does the search begin? How do I know the path I am going to start down is the right one?

Of course, there are millions of answers to these questions that everyone faces when they are entering into the workforce. Advice will come from different people with varying opinions on life post-graduation. The best action one can take when hearing all of this advice? Do not be partial. Take in every piece of guidance possible and try to understand that sometimes a particular person's best path may have to come from the synergy of guidance from two very different people. No one will have all the answers but every answer heard has depth and comes in a different context, which makes it carry a distinct weight.

So my advice to people starting out on their job search: talk to anyone and everyone. Always work to expand your network as best you can. At school, utilize the career services office — they are professionals at helping stu-

dents craft quality resumes and cover letters. Talk to teachers and see how they started out or how they have helped students in the past. Try to converse with classmates about how they are approaching their search; you never know if you may have someone in your network that can help a friend. The truth is that if you help someone with their search they will more often than not try to reciprocate the favor.

Outside of school there are also plenty of opportunities that can be looked into. Always talk with your family, friends and any person in your network no matter how long it has been since you last spoke. People like to help each other if they have the means. So write as many emails or letters as you possibly can. Make as many phone calls as Verizon will allow. At the very least, people love to speak about themselves and their experiences. Let these people boast about the path they have taken and you never know what snippet may be able to be pulled from the conversation. A great way to find a job opportunity is to take chances. Don't shy away from contacting a stranger from Monster.com. This application or email may never get a response or even get looked at, but at least the opportunity wasn't tossed to the side.

In the end, I urge all graduates to use their voice to best position themselves for a full-time position. Searching for a job can be a daunting

Need a Mentor? Go to Camp!

January is National Mentor month, a time to celebrate and encourage the positive relationships that are critical to the development of children and youth — the positive relationships that are developed and encouraged each year at camp.

The idea of a mentor is an ancient one. In Greek mythology, when Odysseus, King of Ithaca, went to battle in the Trojan War, he placed his friend, Mentor, in charge of his son and his kingdom. Today, Mentor has become synonymous with someone who imparts wisdom to and shares knowledge with a less experienced person. Mentoring relationships are special and often life-changing.

The camp experience is uniquely designed to foster these relationships. When counselors and camp staff engage with campers, they are not just teaching — they are using the core elements of positive mentoring relationships.

Camp counselors share and teach through stories and anecdotes. They impart wisdom from their own successes and failures, and offer the insight that comes from experience.

Camp counselors model appropriate behaviors. They show campers how to play fairly, show empathy, and win and lose gracefully.

Camp counselors guide campers through the learning landscape of life. They teach the things that cannot be taught in school — how to live with others, how to build friendships, how to lead, and how to work as a team.

Camp counselors support campers emotionally. They offer reassurance when situations become difficult or overwhelming. Counselors are there to not only lend a hand but to help campers work through difficult moments and feel the sense of accomplishment that comes from conquering obstacles.

These relationships aren't just a nice addition to childhood and young adult development — kids need them. They need nurturing mentors — people outside of their family that take an interest in who they are, root for their successes, and help them learn that failures are critical stepping stones on the path of success.

Each year for millions of children and youth, those relationships are developed at camp. #

The American Camp Association® (ACA) works to preserve, promote, and enhance the camp experience for children and adults. ACA-Accredited® camp programs ensure that children are provided with a diversity of educational and developmentally challenging learning opportunities. For more information, visit www.CampParents.org.

task, but in today's world, building a network and support team can be the most beneficial way to take on the job market. #

Sam Fulmer is currently in a Financial Services Sales Program at Thomson Reuters. He graduated from St. Lawrence University in 2012 with a B.A. in English.

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MEDICAL UPDATE

Dr. Matthew Fink Appointed Chairman of Neurology and Neurologist-in-Chief

Dr. Matthew E. Fink, a leader in stroke and critical care neurology, has been named chairman of the Department of Neurology at Weill Cornell Medical College and neurologist-in-chief at NewYork-Presbyterian Hospital/Weill Cornell Medical Center.

Dr. Fink has served as interim chairman of Neurology and Neuroscience at Weill Cornell and interim neurologist-in-chief at NewYork-Presbyterian/Weill Cornell since 2008. He also serves as chief of the Division of Stroke and Critical Care Neurology at NewYork-Presbyterian/Weill Cornell.

“With his strong leadership, Dr. Fink will continue to advance our neurological patient care, already in a position of high stature, to even greater heights,” says Dr. Laurie H. Glimcher, the Stephen and Suzanne Weiss Dean of Weill Cornell Medical College. “Dr. Fink will maintain and expand our prominent neurological clinical research enterprise and clinical care by increasing collaborations across departments and our institutions, while recruiting and training the next generation of leading neurologists.”

“Thanks to Dr. Fink’s leadership and dedication, neurology at NewYork-Presbyterian/Weill

Cornell is on the forefront of delivering innovative neurological care to our patients,” says Dr. Steven J. Corwin, CEO of NewYork-Presbyterian Hospital. “Dr. Fink is committed to fostering the vital collaborations needed between clinicians and researchers so that we can accelerate the development of new, effective, and patient-centered treatment solutions for devastating neurological conditions.”

Ranked eighth nationally in National Institutes of Health research funding, the Department of Neurology at Weill Cornell Medical College and NewYork-Presbyterian is considered one of the premier academic neurology departments in the world. Weill Cornell physician-scientists have a long history of groundbreaking work, from the



first clinical trial of gene therapy for Parkinson’s disease to the world’s first successful use of deep brain stimulation to treat a minimally conscious brain-injured patient. A large number of current chairs of neurology in departments across North America were trained at NewYork-Presbyterian/Weill Cornell. U.S. News & World Report ranks NewYork-Presbyterian Hospital fourth in the nation and first in New York for neurology and neurological surgery care.

“I plan to expand and advance our mission of discovery for more effective novel and innovative

diagnostics and clinical treatments for neurological diseases. Also, neurology needs more basic science research, and I look forward to working closely with our leading neuroscientists to speed our progress toward novel therapeutics and cures,” says Dr. Fink, who is also professor of clinical neurology at Weill Cornell.

Under Dr. Fink’s leadership, neurology patient care at NewYork-Presbyterian/Weill Cornell has been growing at a rapid pace, with expansion of clinical programs for stroke, multiple sclerosis, neuro-oncology, Alzheimer’s disease and movement disorders. Neurology plans to continue to expand in all of its fundamental missions — treating patients with neurologic disorders, performing clinical research and teaching medical students and residents in neurology. The department provides premier general and specialty neurology care and its clinical faculty includes general neurologists as well as specialty neurologists who have advanced clinical training in their subspecialty. Set within state-of-the-art facilities, the Department of Neurology offers cutting-edge

diagnostic and therapeutic clinical services.

Dr. Fink received his undergraduate degree from the University of Pennsylvania and his medical degree from the University of Pittsburgh. He served as resident and chief resident in internal medicine at the Boston City Hospital. He came to New York City and trained in neurology at the Neurological Institute of NewYork-Presbyterian Hospital/Columbia University Medical Center, where he served as chief resident. He then joined the faculty of Columbia University, became the founding director of the Neurology-Neurosurgery Intensive Care Unit at NewYork-Presbyterian/Columbia and was appointed associate professor of clinical neurology and neurosurgery at Columbia University College of Physicians and Surgeons.

Dr. Fink served as president and chief executive officer of Beth Israel Medical Center in New York, as well as chairman of its Barbara and Alan Mirken Department of Neurology, director of the Comprehensive Stroke Center and co-director of the Hyman-Newman Institute for Neurology and Neurosurgery. He also served as professor of clinical neurology and clinical medicine at the Albert Einstein College of Medicine of Yeshiva University.

Dr. Fink is board certified in internal medicine, neurology, critical care medicine, vascular neurology and neurocritical care. He was a founding member and chairman of the Critical Care Section of the American Academy of Neurology and the Research Section for Neurocritical Care of the World Federation of Neurology. He is a past president of the New York Neurological Society and was recently elected to fellowship in both the American Academy of Neurology and the American Heart Association. Throughout his career, Dr. Fink has been involved in the education and training of students, residents and fellows in the field of stroke and critical care neurology, as well as an active participant in clinical research within this field. He has lectured widely and published many research and clinical articles. #

GOVERNMENT TAKES ACTION ON RADON GAS

Radon is a national health problem, the leading cause of lung cancer for non-smokers, says the U.S. Surgeon General. The federal government and health agencies nationwide have joined forces to promote awareness and encourage radon testing.

Radon is a naturally occurring, invisible and odorless radioactive gas. One in 15 American homes contains high levels of radon. Millions of Americans are unknowingly exposed to this dangerous gas. In fact, a recent study by Harvard University ranks radon as America’s No. 1 in-home hazard. By taking simple steps to test

your home for radon, this health hazard can be avoided.

Radon problems have been detected in homes in every county of the U.S. and caused more American fatalities last year than carbon monoxide, fires and handguns combined. If a home hasn’t been tested for radon in the past two years, the Environmental Protection Agency and the Surgeon General urge the public to take action. #

Contact your state radon office for information on locating qualified test kits or qualified radon testers, or visit RadonMonth.org for more information.

MOVIES

‘August to June’: A Movie About the Concept of Education

By VALENTINA CORDERO

Children have to have a voice, say the filmmakers of “August to June,” a documentary about children in an open-classroom school in Northern California, in the Lagunitas School District. It was shown at Brooklyn New School, in New York. The movie asks viewers to reconsider how we achieve what we really value for our children.

Amy Valens began her teaching career in 1968 in a public school in Dayton, Ohio. She joined the school in Northern California in 1974 and retired in 2006. The movie was made by her husband, Tom Valens, who recorded a full year’s worth of footage from her last year of

teaching. Moreover, the film is the first to ever be sponsored by the California Film Institute.

This kind of school represents an opportunity for these children because it encourages their independence. “The child needs to be addressed and when a child can talk and someone is listening to him it is something very exciting,” said Amy. And the philosophy behind this school is that children can understand their relationship with each other, but also with their teachers, and respecting not only the needs of a classroom, but also the individual needs.

“I enjoy working with a child who is happy and eager to learn, but to be that person, a child needs to feel secure that he or she is accepted.

It is what we refer to as negative emotions [that] can be expressed and explored in a safe and caring way, hopefully leading to something more positive in the long run. I feel very lucky when a child is comfortable enough with me to be honest with her or his emotions and trusts that I will take them seriously,” said Amy. “Young children are naturally curious and excited about learning until we destroy that enthusiasm with too much emphasis on skills and memorization. Children can teach us see the world with eager curiosity and a willingness to step into the unknown if we allow them to keep those qualities themselves.”

This teacher encourages her class by letting

the children plan their own day. This is an emotional and cognitive experience at the same time. The film doesn’t portray that there is only one way to teach children, but, in a provocative and emotional way, it brings into focus a broader vision of what education can be. It gives future teachers hope, but in particular a very good reason to continue teaching.

According to Amy, “our world needs problem solvers, team members, out-of-the-box thinkers, and people who can empathize with the viewpoints of others. Valuing these areas does not interfere with academic learning. In fact, it gives relevance and allows a person to be ready to learn.” #



Caroline Kennedy Honors National History Teacher of the Year

By ERICA ANDERSON

What does it take to be National History Teacher of the Year? Outstanding commitment to teaching American history; a legacy of inspiring students to love history. Using authentic historical documents, artifacts and sites to teach literacy and content beyond the state standards.

Caroline Kennedy presented the award for 2012 to Joshua Bill of Waukegan High School, Waukegan, Ill. The ceremony took place at Frederick Douglass Academy in Harlem, NY, a public flagship history school for grades 6-12.

“There’s no more important job in our society than the teacher,” said Kennedy, attorney, education advocate and author/editor who writes about constitutional law and American history, among other topics.

President of The Gilder Lehrman Institute of American History James G. Basker emceed and introduced representatives of the award’s other co-sponsors: Kim Gillmore, Senior Historian and Director of Corporate Outreach, and Preserve America’s Dr. Clement Price.

Bill was selected by a panel of educators and historians from over 1,000 nominees from across the country. The honor carries with it a \$10,000 grant and an archive of historical resources for his school library.

Bill’s approach to teaching history relies on analysis of primary sources and learning through experience. His students reenact World War I battles in the classroom by erecting walls of desks for trenches, while Bill bangs on garbage cans to mimic the sound of gunfire. The auditorium becomes a courtroom in which students prosecute, defend and deliberate on challenging questions of constitutionality and justice, based on their own interpretations of historical documents.

Bill also inspires students to engage with history outside of the classroom. Students collaborate with the Waukegan Historical Society, create historic markers for downtown Waukegan streets and lobby to preserve historic buildings. He also coaches his students to success in the Chicago Metro History Fair and the Simulated Congressional Hearings Competition.



(L-R) Caroline Kennedy, Maria Pettis (student), Joshua Bill (honoree) and James G. Basker

“For all of us who love history and have ever had that spark of history turn on for us, we know that ... usually it’s because there’s been a great teacher in our lives that has turned on that light for us,” said Gillmore.

Maria Pettis is one such student, now a senior at Waukegan High School. She paid tribute to Bill at the ceremony. “His students are members of a community in which our voices are heard, our ideas are respected, and our own quirky opinions are formed by evidence,” said Pettis. “When teachers are as passionate and hardworking as Mr. Bill, students can’t help but be inspired to respect and love the subjects that they teach.”

The respect is mutual. In Bill’s words, “My students are historians, and in my classroom I’m just another historian. My opinion has no more sway than any of theirs, my interpretation no greater than any of theirs.”

Bill forces students to confront the histori-

cal record with all its intricacies, contradictions and nuances. “Was Thomas Jefferson a hypocrite?” he asks, challenging students to analyze documents left by Jefferson, as well as the descendants of Sally Hemmings, to puzzle out an answer for themselves.

“American history is so complex,” says Bill. “The best we can do is give our own imperfect interpretations, and in their imperfection [my students] become perfect historians in my book.”

Bill roused the audience of educators with a quote from former President John F. Kennedy: “We choose to go to the moon, not because it’s easy, but because it’s hard.” Education in America and the challenges that face us are hard, but we need to go to the moon. We need to show our students that their voices matter and we need more voices in the historical discourse.”

The Gilder Lehrman Institute of American

History supports the teaching and learning of American history through programs and resources for students, teachers, scholars and history enthusiasts throughout the nation. It also provides access to the more than 60,000 original primary source documents in its collection.

HISTORY® and HISTORY HD® produce award-winning original non-fiction series and event specials that connect history with viewers. Their outreach campaigns support historic preservation and history education in America’s schools and communities.

Preserve America is a federal partnership program administered by the Advisory Council on Historic Preservation that encourages community efforts to preserve and enhance the cultural heritage of the United States. Its work fosters greater public knowledge of, and appreciation for, the nation’s past. #

Camille O. Cosby Leads Discussion on How Educational Opportunities Transform Lives

Prince George’s Community College hosts A Legacy of Change: Excellence Unleashed, March 7, in Hallam Theatre at the Largo campus. Produced by the National Visionary Leadership Project (NVLN), the program will be moderated by Camille O. Cosby, producer, educator, philanthropist and wife of actor and comedian William H. Cosby, and feature a distinguished panel of African-American elder visionaries, contemporaries and a



Prince George’s Community College student. Participants will discuss how education transformed their lives. During the unique inter-generational conversation, attendees will learn about the characteristics, qualities and values that contribute to life-long success.

Cosby will be joined by Johnnetta B. Cole, NVLP chairperson and director of the Smithsonian National Museum of African Art.

Panelists include Clifford Alexander, Jr., former secretary of the Army; David N. Dinkins, former mayor of New York City; Dr. M. Joycelyn Elders, former U.S. Surgeon General; Bonnie St. John, Paralympic medal winner; and Malcolm Jamaal Warner, actor, director, and musician.

Co-founded in 2001 by Cosby and Renee Poussaint, Emmy Award-winning network journalist, NVLP records, preserves and distributes the wisdom of extraordinary African-American visionaries who have shaped American history. The interviews are available worldwide on the NVLP website and permanently archived at the Library of Congress.

A Legacy of Change: Excellence Unleashed is presented by Prince George’s Community College in partnership with Prince George’s Community College Foundation, Inc.

Established in 1958, Prince George’s Community College provides transfer and career programs that help students transfer to four-year colleges and universities and prepare them for the workforce. Each year, 40,000 students take part in more than 200 academic programs and workforce development and continuing education courses. #

For more information, visit the college website at www.pgcc.edu. To obtain tickets, contact the foundation office at foundation@pgcc.edu.

CCNY Receives \$1 Million for Renovations to Aaron Davis Hall

The City College of New York announced that it has received \$1 million in capital funding from the New York City Council for renovations to Aaron Davis Hall. Councilmember Robert Jackson, who secured the funding, presented a check for that amount to CCNY President Lisa S. Coico at a ceremony held in the facility.

“Councilman Jackson has been a tireless supporter of City College, and, on behalf of the entire College community, I heartily thank him for obtaining this funding,” said President Coico. “This will further our efforts to make Aaron Davis Hall a premiere Upper Manhattan entertainment venue, and strengthen our ties to the Harlem community by providing a beautiful setting on campus for live cultural events.”

“Home to one of Harlem’s premiere theater facilities, Aaron Davis Hall hosts culturally diverse performances that allow over 35 companies and educational programs to use

this facility,” said Councilmember Jackson, District 7. “The capital funding allocated will restore and repair this institution’s most critical issues, so it may continue to provide New York City’s multicultural audiences with spectacular performances and shows.”

The funds provided by the City Council will support projects to improve the building’s exterior, interior and infrastructure, noted Karen Witherspoon, CCNY vice president, government and community affairs. “The work will make Aaron Davis Hall a more attractive and more advanced state-of-the-art facility. It is a solid investment that will enrich the greater Harlem community, and I join with President Coico in thanking Councilman Jackson for his support.”

Aaron Davis Hall hosts an ambitious, year-round calendar of events, most of which are open to the public. The stunning architecture houses an innovative two-theatre performing



CCNY President Lisa Staiano-Coico

arts complex that presents public performances and exhibitions by City College students, faculty and staff as well as professional artists.

As the cultural hub of upper Manhattan and Harlem, Aaron Davis Hall is the only facility of its kind north of Lincoln Center in Manhattan. Its users include groups like Carnegie Hall, Dance Theater of Harlem, Ballet Hispanico, Harlem School of the Arts and many other community-based and national organizations.

Upcoming events include a celebration of Dominican folklore with composer and musician Iván Dominguez, 2 p.m. Saturday, February 2, and Brazilian dancer and choreographer Carlos Dos Santos Jr. Friday, April 26. In addition, a new exhibition, “Harlem Is...Activism,” which profiles 30 individuals whose dynamic lives and meaningful work helped define the Harlem community, is on display in the lobby through February 28. #

Clark Prize Goes to Art Critic: Ceremony at Explorers Club

By SYBIL MAIMIN

Brian O’Doherty, a charming and accomplished artist, writer, critic, teacher and, to top it off, holder of a medical degree, was awarded the 2012 Clark Prize for Excellence in Arts Writing at a gala gathering at The Explorers Club in New York City. The Clark Prize, established in 2006 at the Sterling and Francine Clark Art Institute in Williamstown, Mass., honors prose that is both “accessible” and “insightful,” leading “broad audiences” to a “genuine understanding and appreciation of the visual arts.”

In making the presentation, Agnes Gund, president emerita of the Museum of Modern Art, said, “It is a terrific prize. There is not enough recognition of critics.” She applauded O’Doherty’s “unique combination of creativity and intellect” and the “diversity and breadth of his work.”

O’Doherty has been an art critic at the New York Times, editor of *Art in America*, writer of many critical essays and influential books on art, and author of two novels; one, *The Deposition of Father McGreevy*, was short-listed for Britain’s prestigious Man Booker Prize in 2000. He was also director of both the visual arts and film and media programs at the National Endowment for the Arts and taught art criticism and writing at Barnard College for 25 years. As an artist, O’Doherty has exhibited in the United States and Europe, including at the Venice Biennale

and most recently, in Berlin in 2012. To indicate solidarity with Ireland, the land of his birth, he signed his work “Patrick Ireland” for 36 years following the killings on “Bloody Sunday” in 1972 until an all-party government was established in 2008.

Accepting the award, O’Doherty confessed his only university training was at medical school, but there he learned how to think, be precise, and have patience. An advocate of preparation, he taught his art history students to learn the difference between process and procedure before tackling the study of major works. His influential book, “Inside the White Cube: Ideologies of the Gallery Space,” emerged out of his own experiences contemplating a string hung in space in a gallery. O’Doherty’s wife, Barbara Novak, respected art historian and beloved professor emerita of art history at Barnard College and Columbia University, noted that receiving the award was especially meaningful

because O’Doherty “is so much a self-made person” and one who “feels you can always do what you want to do if you have the will.”

The Clark Art Institute, a major museum that is an important center for research and scholarship, together with its neighbor, Williams College, offers one of the country’s finest master’s programs in art history. It has old ties to the East 70th Street home of The Explorers Club and, today, the museum maintains a New York office at the site, “Clark South.” The Museum’s founder, Sterling Clark, was a famous explorer in China in 1908-09. His brother Stephen Clark built the fabulous Jacobean revival mansion on the Upper

East Side where he lived until his death in 1960. It was purchased by The Explorers Club and became their international headquarters in 1965.

Grand, yet intimate and atmospheric, the building holds and displays a large collection of precious artifacts contributed by members that tells the exciting, ongoing story of exploration — a fitting place to award the Clark Prize, which celebrates explorations and discoveries in art. #

The Clark Art Institute, located on 140 beautiful acres in the Berkshires about 150 miles from New York City, will pay for transportation and provide guides for school groups visiting the museum for the day.

Child Mind Inst.

continued from page 8

elementary, intermediate, and high schools in Howard Beach, Ozone Park, the Rockaways, Breezy Point, Coney Island, Gerritsen Beach, Staten Island and lower Manhattan.

The Child Mind Institute is dedicated to transforming mental health care for children everywhere. Founded by Harold S. Koplewicz, M.D., and Brooke Garber Neidich, the Child Mind Institute is committed to finding more effective treatments for

childhood psychiatric and learning disorders, building the science of healthy brain development, and empowering children and their families with help, hope, and answers. #

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GREAT FEATURES OF 2012



Exclusive Interview:

Canadian Member of Parliament Mike Lake & Son Jaden Talk About Autism

Transcribed By ERICA ANDERSON

Dr. Pola Rosen (PR): Mike, you are not only a member of Canadian Parliament, but you're the parent of an autistic child. Jaden is 16 years old now. What are some of the things that you've learned about autism? I know that you've had about 36 hours per week of special tutoring and behavior modeling for Jaden, so if you could tell us a little bit about that.

Mike Lake (ML): Jaden was diagnosed at 2 ½. We live in Alberta province in Canada, probably one of the best jurisdictions in the country to live if you have a child with autism for getting treatment. Back then, they were funding all 36 hours a week. What that looked

like was aids, usually university students, taking 3, 6, or 9 hours a week in a team of five that rotated. At the beginning, Jaden couldn't pay attention to anything. So literally it was putting a spoon on the table and saying "Jaden, give me the spoon," and he would look around anywhere in the room except for at the spoon or the person talking to him. And then the aid would grab his hand, put it on top of the spoon and the put it in their hand, and make him hand it over. Then they would give him a treat to reinforce that that was a good thing. That was how it started. #

Watch the interview and read the transcript on EducationUpdate.com Nov/Dec 2012

The Dalai Lama Brings Message of Peace

By JENNIFER MACGREGOR
& VALENTINA CORDERO

At the Stephen A. Ogden Jr. Memorial Lecture on International Affairs, His Holiness the 14th Dalai Lama spoke to an enraptured crowd at Brown University recently about compassion and peace, declaring the 21st century the century of compassion.

Brown University President Christina Paxson introduced the Dalai Lama. "Today we have with us a world leader who commands neither an army nor a navy, who works to resolve,

not exploit, the ideological, cultural, religious and political differences that keep people and nations apart. He has described himself as a simple Buddhist man, yet his message of peace is a part of a profound and continuous work," she said.

He spoke movingly for almost two hours, covering topics including environmentalism, a generational shift in a changing world, and ultimately, about peace. #

Read the article on EducationUpdate.com - Nov/Dec 2012

An Interview with Blind Opera Singer Laurie Rubin

By JOAN BAUM, Ph.D.

She knew early on that music would be her calling, though she thanks her parents for playing classical music on their stereo and her grandparents who introduced her to opera. In elementary school, in a special school for the blind, she had a beloved teacher who would give children instruments to hold and listen to. She fell in love with winds and brass (the

oboe, the clarinet and Oh! that primal French horn.) She was, she confesses with a laugh, a "bad piano student." It was seeing "Phantom of the Opera," however, which she found mesmerizing, that confirmed for her true instrument — voice. At Oberlin, where she went to college, she had the good fortune to study with Richard Miller, a fantastic vocal teacher, and then at Yale, in the opera pro-

Exclusive Interview with

Cornell President David J. Skorton

By DR. JOAN BAUM

On the afternoon Education Update caught up with him, President Skorton had returned just the day before from a visit with Cornell's Asian partners. The university boasts 220,000 alumni in its worldwide community, attracting students from 120 countries. Approximately 10,000 alums live in the city, many of whom signed letters support of Cornell in the competition. Since Mayor Bloomberg's recent announce-

ment, support has only "strengthened." The plan is to "move with all due haste" but in a "thoughtful" manner, he says.

"We're ready to roll up our sleeves in New York," the president says. The city, of course, is where Cornell already has substantial presence — downtown, midtown and uptown. The goal is "to benefit the city." #

Read the article on EducationUpdate.com - Jan/Feb 2012

Lessons on Finland by Finnish Scholar Given at Teachers College

Competition And Choice Should Not Be Drivers Of Reform

By JENNIFER MACGREGOR

Pasi Sahlberg started his talk on his recently published "Finnish Lessons: What Can the World Learn from Educational Change in Finland?" by saying that his book is a story about change: how Finland has been building a system of education that has repeatedly ranked the best in the world. He then said he's not implying that every country should try to repli-

cate exactly what Finland has done, but rather warned against it.

Sahlberg based his talk at Teachers College around answering the question of what Finland did to transform education in that nation, and what practices are relevant for American educators and reformers. #

Read the article on EducationUpdate.com - Jan/Feb 2012

Michelle Obama's Legacy: A Healthier Generation

By ADAM SUGERMAN

Diet and exercise. To lose weight, we need to burn more calories than we consume. If we eat 2,500 calories, but only burn 2,400, we're going to get heavier. Simple math, right? The people of our nation, and of the Western world for that matter, are increasingly becoming heavier.

Empowering people to get healthier is the premise behind the Let's Move campaign, an initiative first lady Michelle Obama helped to launch two years ago. While President Barack Obama has led the way in health-care reform to

provide insurance for most residents of the U.S. by 2014, the health of the American people is in their own hands regardless of universal access to health care.

As part of the campaign, Michelle Obama has visited schools, partnered with professional athletes and worked with community and business leaders to help children and their families develop lifelong habits of eating healthy foods and incorporating exercise into their daily routines. #

Read the article on EducationUpdate.com - Mar/Apr 2012

gram. Her voice, rich and luxuriant, has been described as "darkly complex and mysteriously soulful," by, among others, The New

York Times. #

Read the article on EducationUpdate.com - Sept/Oct 2012



President Judith Huntington and Board of Trustee Member Dr. Joan Freilich celebrate gala at College of New Rochelle

The College of New Rochelle received a gift of a complete Museum Set of photographs by renowned American photographer Ansel Adams. The Museum Set — which includes 75 signed photographs — is one of only ten complete Museum Sets of Mr. Adams' photographs believed to be in existence. The collection was recently appraised at \$2.5 million. This gift was made by Caryl Horwitz, a former faculty member at The College of New Rochelle who donated the collection in memory of Sister Dorothy Ann Kelly, former president of the College who died in 2009. #

Higher Education

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“Bud” Peterson from Georgia Tech University, Kenneth F. Ruscio from Washington and Lee University and Carol Geary Schneider from the Association of the American Colleges and Universities. Media folks came from The New York Times, The Wall Street Journal, CNBC, NBC, Money Magazine, Time Magazine, Dow Jones, The Los Angeles Times, ABC TV, US News, The Christian Science Monitor, the Huffington Post, Bloomberg View, Inside Higher Education and Education Update.

In opening remarks President Crow noted that he had been in Washington, D.C. earlier and heard discussions about innovation in higher education. He said that the mood was upbeat and that many felt that “salvation” was near because of technology. He then asked each of the major academic participants at the dinner to name a recent innovative feature on their campus.

Many responded with wide and various observations about curricula, not just technology, though some noted that “mining data” was helpful in tailoring recruitment efforts and in providing student support. The word “entrepreneurship” was not infrequently invoked, and several speakers argued for stronger links between the liberal arts and business. Others spoke of new programs that addressed “managerial skills”; still others noted the need to get more women into the corporate world.

Many academics noted the connection between innovation and philanthropy. Not untypically, presidents and their staffs spoke of what they had recently instituted and what they hoped to achieve, but also acknowledged unfortunate trends, such as corporate pullbacks

Get It Together

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that will protect their academic resources and create a measure for determining teacher quality. The students argued that to risk the loss of this amount of money politicizes what should be unpolitical: compromise, and compromise now, is more valuable for students than power struggles. Students said the welfare of students currently in New York City public schools was their primary concern. Marchers made clear both parties do want and can achieve compromise, as did the Chicago Teachers Union and Chicago Department of Education over teacher's contracts in the September of this year.

As of January 1st, 2013, the Department of Education and the United Federation of Teachers have not agreed on new teacher evaluation system and have not indicated to the public they are close to a deal. #

in internships, the proliferation of majors and the skyrocketing cost of attending even public institutions. Education Update's publisher Dr. Pola Rosen pointed to the need for required courses in financial literacy.

Although today's college students are digital natives, some presidents acknowledged difficulty in getting the “differently wired” to appreciate learning modes that required extended concentration. Others voiced concern about how MOOCs could be assessed, especially in the social sciences and humanities. The more tech-oriented institutions did not appear to be worried about MOOCs or about the possible dangers of generic learning inherent in master-teacher MOOC lectures, or by the fact that to date, CEOs do not now put much value in online degrees.

As is typical at academic conclaves — there's the stated subject matter and there is the reality. Nothing was rehearsed at this dinner, nothing scripted, and the conversation flowed as easily as wine. #

Brabeck

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adopt, replacing the current standards that vary by state. They were formulated based on the most successful practices worldwide.

The Common Core was designed to address critical flaws in U.S. education, the speakers explained. “First and foremost this work is an equity agenda,” said King. Linn expanded: “We have a moral responsibility to insure that it doesn't matter whether you live in Shaker Heights, Ohio, a very affluent community, or whether you live in the delta of the Mississippi; you should have the same opportunity.”

Both King and Linn emphasized that many high school graduates are not adequately prepared for either college or jobs and need remedial coursework or training. “The challenge is clear; if our mission is college and career readiness, and we're not achieving it, then we've got work to do and that's the work that the CC will help us to do,” said King.

U.S. students' unremarkable performance on international standardized tests has also fueled the reform effort. The 2009 Program for International Student Assessment (PISA) results ranked U.S. students 14th in reading and 25th in math compared to students in 34 countries. Student testing (including the New York State Regents Exams) will be updated to reflect the more sophisticated skill set that the standards demand.

Along with their enthusiasm for the changes, the speakers also spoke of the concerns that “keep them up at night.” At the top of the list is the ability to build capacity among teachers and principals in the given timeframe to help students meet these rigorous standards. The CCSS demand more of teachers, including a deeper understanding of content, especially in math. Successful implementation also depends upon strong principals to act as instructional leaders in promoting the changes, for which they may not be prepared.

Preparing teachers to apply the standards will require incorporating them into teacher education, professional development, and certification requirements. If teachers are not trained in the new standards, “you risk [teachers] saying ‘Oh well this is another list of standards it looks kind of like our existing list of standards,’” said King.

King raised an “under discussed” concern: “How do we make these standards truly accessible for English language learners and students with disabilities?” With achievement already low for these populations, such dramatic changes in classrooms are “going to require real learning about how [to] teach better, [and] support students more effectively.”

The implementation timeline also challenges publishers and professional development providers to produce materials that reflect the standards, leaving them scrambling to catch up.

The speakers tried to combat politicization and “misinformation about the CCSS in a climate where the educational debate often involves camps throwing grenades at each other,” said King.

There are many components of successful implementation. “There's not a silver bul-

Penn State

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subsequent training to become an ethics officer to provide advice and counsel.

Benchmark the school's practices and policies with similar institutions.

Develop job descriptions for key leadership positions.

Develop a mechanism to track employee training mandated by law and school policies.

Standardize, centralize and monitor background check procedures and require updated background checks for employees, contractors and volunteers at least every five years.

Review, develop and adopt an ethics/conflict of interest policy for the governing board, and include training on ethics and oversight responsibilities.

Develop a critical incident management plan, including training.

Develop and fortify whistleblower reporting procedures and retaliation protections.

Develop a strong compliance program to report misconduct more readily, including compliance with the Clery Act and other applicable laws.

Require and provide abuse awareness and mandatory reporter training.

Designate an internal monitor or coordinator and conduct a review, at least annually, of compliance activities.

Involve experience legal counsel at an early stage when a significant issue arises.

The recommendations in the Freeh Report are merely a starting point and are not definitive for any school. Each school system should develop its own guidance to maximize effectiveness.

In reviewing the foregoing recommendations, the educational administrator should keep in mind that although serious problems were uncovered and discussed in The Freeh Report, Penn State was not an institution that was running amuck. Perhaps, with the Penn State episode in mind, the lesson will be remembered. #

Arthur Katz, a corporate attorney, is a member of the New York City law firm Otterbourg, Steindler, Houston & Rosen, P.C.

let here,” said Polakow-Suransky. “Building capacity takes time. This is going to be a multi-year effort.”

The New York State Department of Education has established a support network for these changes, including open resources online to help teachers implement the CCSS and materials to involve and educate the public and dispel common myths, at EngageNY.org. The New York City Department of Education has also introduced its own Common Core Library online as well as training programs that use successful teachers as Common Core Fellows and other forms of professional development.

The event was the first of three education policy breakfasts held by NYU Steinhardt to discuss the CCSS. Breakfasts on Feb. 22 and Apr. 19 will cover “Challenges in Assessment” and “Desired Outcomes and Potential Consequences.” #

Find out more about the series at http://steinhardt.nyu.edu/education_policy_breakfast.



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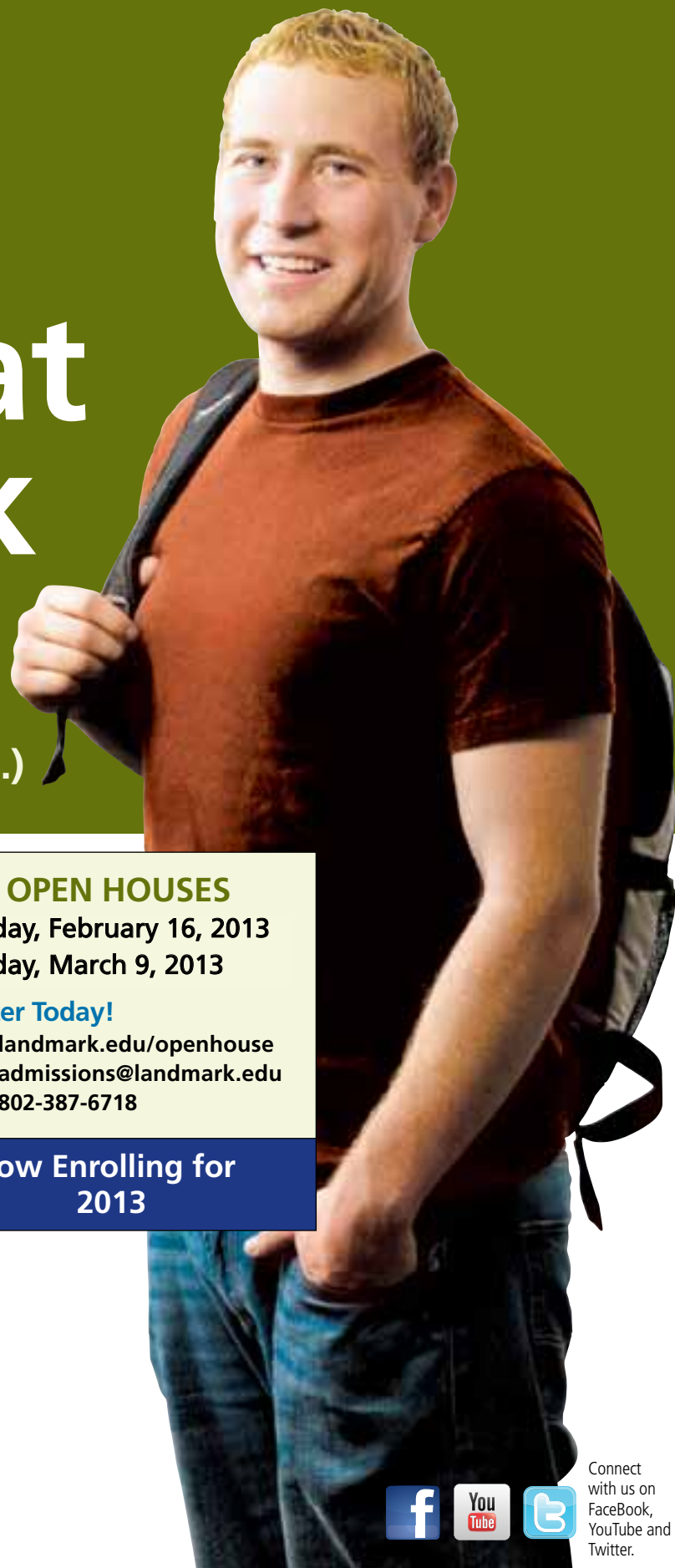
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