School Receives $10 Million From Michael and Judy Steinhardt

The Steinhardt School of Culture, Education, and Human Development has received a $10 million gift from Wall Street financier Michael Steinhardt and his wife, Judy, a Trustee of the NYU Institute of Fine Arts and co-chair of the American Friends of Israel Museum.

The donation matches their $10 million gift in 2001, when the school was named in honor of the Steinhardts. The combined $20 million is the largest gift in the history of the school, which was created in 1890 as the School of Pedagogy — the first professional school established at an American university devoted to the study of teaching and learning and the preparation of educators. The Steinhardts’ $20 million contribution is also one of the largest gifts to an education school in the United States.

“I am uniformly pleased with the progress and quality of the school stewardship under Dean Mary Brabeck,” Michael Steinhardt said. “I’m excited about its prospects.”

Brabeck became dean of the Steinhardt School in 2003. She had served as dean of Boston College’s Lynch School of Education since 1996.

Pianists Perform Back-to-Back Bach

The piano studies program hosted its first Bach Night in December with two back-to-back recital programs celebrating the music of Johann Sebastian Bach. Graduate and undergraduate pianists joined forces to present Bach’s complete “Well-Tempered Clavier” (1722-40), a Baroque masterwork that contains forty-eight preludes and fugues, two in each of the twenty-four major and minor keys. The event was conceived by adjunct assistant professor Miyoko Nakaya Lotto. Master’s student, Shinae Kim, coordinated the performances of the 27 pianists involved. The marathon concert drew enthusiastic listeners from across the NYU community and New York City.
Two Grants for Metro Center for Research and Bi-lingual Services

Steinhardt’s Metropolitan Center for Urban Education has received a $481,000 grant from the Bill and Melinda Gates Foundation to study the effectiveness of single-sex, K-12 schools for Black and Latino male students.

The three-year study will compare the effectiveness of single-sex vs. co-educational schools in meeting the academic and social needs of low-income, Black and Latino male students. The researchers will examine all-male, predominantly Black and Latino primary and secondary schools in New York City, Atlanta, Portland, and Chicago.

“With this grant from the Gates Foundation we will be able to investigate these new single-sex schools that are proliferating across the country without the benefit of any research to guide their development,” said Pedro Noguera, executive director of the Metropolitan Center and professor of teaching and learning.

Noguera is also the lead researcher of a $3.1 million grant made to the Metro Center by the New York State Education Department Office of Bilingual Education and Foreign Language Services to establish and operate a state-wide Spanish language Bilingual Education Technical Assistance Center. The Center is intended to support the improvement efforts in districts and schools on behalf of English language learners (ELL), with the overall goal of reducing the achievement gap among ELL students.

The Metro Center is part of the Institute for Globalization and Education in Metropolitan Settings.

Brown Receives Grant to Study Impact of Four Rs Program

Joshua Brown, an associate research scientist in the Department of Applied Psychology, has received a grant of $524,340 from the William T. Grant Foundation to examine the impact of a social-emotional learning and literacy program on classroom in New York City. The 4Rs Program — Reading, Writing, Respect, and Resolution — trains and provides ongoing coaching and support to teachers in implementing a developmentally appropriate social-emotional learning and literacy curriculum. This study, to be conducted with Fordham University Professor Stephanie Jones, will estimate the impact of the program on change in classroom practices and climate. The study takes place in 270 classrooms in 18 New York City public elementary schools with 2,400 low-income, racially and ethnically diverse third through fifth graders.

Frank Tang Honored

Frank Tang, a clinical professor of foreign language education in the Department of Teaching and Learning, was the recipient of the 2006 James A. Lydon Distinguished Service Award from the New York State Association of Teachers of English to Speakers of Other Languages (NYS TESOL). The award honors a NYS TESOL member who has contributed long-term and distinguished service to the organization and to the TESOL profession.

Education Policy Breakfast Series Tackles Poverty: The NYC Anti-Poverty Initiative

Along with Steinhardt Professor of Applied Psychology Larry Aber, Gibbs discussed The New York City Anti-Poverty Initiative, newly created to help reduce poverty and increase economic opportunity in New York City. Aber, a scholar on the influence of poverty on education and a member of Mayor Bloomberg’s Commission for Economic Opportunity, was among those whose counsel shaped the initiative. Among the recommendations: preventative strategies to keep at-risk youth in school, and improving the life chances of children under five through universal pre-K education.

Ford Foundation Study on Higher Education Subject of Institute Conference

The Steinhardt Institute for Higher Education Policy hosted researchers, policy-makers, and faculty from Canada, the United States, and Mexico for the Alliance for Higher Education Policy Studies (AIHEPS) conference in January. The conference was the culminating meeting of a $1 million, seven-year, Ford Foundation sponsored study that examined how state, provincial and federal policies shape higher education performance in the three countries.

AIHEPS researchers began the study assuming that differences arising from each country’s unique history, economy, and governmental structure would make it challenging to make useful international comparisons. They concluded, however, that similarities among the three nations abound and appear far more consequential than the differences. The study determined that globalization creates convergence across national boundaries and that affects the ways that higher education systems are designed and governed, planned and prioritized, and funded. A book on the study’s findings is scheduled for publication by John Hopkins University Press in 2007.
Arum Wins Fulbright New Century Scholars Award

Richard Arum, a professor in the Department of Humanities and Social Sciences in the Professions, has won a Fulbright New Century Scholars Award to conduct a comparative study of the American and Israeli higher education systems during the 2007-08 academic year.

Arum is currently engaged in a 15-country analysis on how inequality in access to higher education is related to system expansion, differentiation, and market structure. Under the Fulbright award, Arum will extend this cross-national analysis of access to higher education in collaboration with colleagues at Tel Aviv University.

Aronson, Corcoran Receive Grants

Joshua Aronson and Sean Corcoran have received grants from the Carnegie Corporation of New York and the Russell Sage Foundation, respectively. Aronson, an associate professor in the Department of Applied Psychology, received a $50,000 award from the Carnegie Corporation for his proposal, “Academic Youth Development: Creating a School Culture of Academic Engagement.”

Corcoran, an assistant professor in the Department of Humanities and Social Sciences in the Professions, received a $132,000 award from Russell Sage to explore the politics of inequality and redistribution of U.S. education finance.

Allen Receives Grants to Research Civic Engagement of Minority Youth, Quality of Early Childhood Centers

LaRue Allen, Raymond and Rosalee Weiss Professor of Applied Psychology, has received an $82,000 grant from the Robin Hood Foundation to identify areas in need of improvement in nine early childhood centers in Manhattan and the Bronx. In addition, she has been awarded a $126,000 grant from the Jacobs Foundation to better understand the factors that contribute to a successful transition to adulthood for immigrant and second-generation youth in France by examining how civic ideas and behaviors vary among them.

Claude Blenman Appointed Director of Faculty Affairs

Claude Blenman has been appointed director of faculty affairs. Blenman recently served as director of faculty services at NYU’s Stern School of Business. Blenman, who received a master’s degree in psychology from NYU’s Graduate School of Arts and Science, has had a 20-year career at NYU. As Steinhardt’s director of faculty affairs, Blenman will coordinate all faculty matters, including searches, personnel reviews, new faculty orientation, and budget planning.
Pulitzer Winner Edward O. Wilson Urges Scientific and Religious Communities to Work Together to Preserve Life on the Planet

Edward O. Wilson delivered a lecture entitled “Exploring a Little Known Planet” in January as part of Nature Network’s membership meeting. The event, co-sponsored by Steinhardt’s Wallerstein Collaborative for Urban Environmental Education, drew a large crowd of more than 200 teachers, administrators, faculty, students, and environmentalists. In his new book, The Creation: An Appeal to Save Life on Earth (Norton, 2006), Wilson makes a compelling argument that scientific and religious communities should work together to address pressing environmental concerns that will affect the future of life on the planet. “Humanity’s self-image has risen far during the past three hundred centuries. First lifted by religion and the creative arts, it can rise still higher on the wings of science,” he said. Wilson called for reforms in science education and noted the importance of creating programs that connect children to the natural world and engage the public in citizen science. A research professor in entomology at Harvard University, Wilson has published 21 books and won two Pulitzer Prizes.

Alumna Endows Scholarship Fund

At 97 years old, Teresa Aversa (MA ’60; ADCRT ’63) may be the Steinhardt School’s oldest graduate. Recently, the nonagenarian made a gift of $300,000 to create the Teresa V. di Lustro Aversa Endowment Fund for Foreign Language Education. Aversa’s gift to future students is a gesture that comes after a lifetime of giving. She helped educate many members of her family because she believes that “a student should go as far as he can go.” A talented linguist and teacher, Aversa began tutoring when she was 15 years old and taught French and Spanish in Scarsdale, New York. Aside from great genes for longevity, Aversa inherited a passion for education from her mother, who “believed in education for girls.” Aversa made a gift to the Steinhardt School because it was here that she was “received like a lady and treated so nicely. And I got the most wonderful education,” Aversa said, “It really opened my mind.”

INTERSESSION FINDS STUDENTS STUDYING RACE, CLASS, AND THE ARTS

During January intersession, more than 150 Steinhardt students traveled to destinations at home and abroad to take part in special faculty-led colloquia designed to enhance their understanding of other societies. The Deans Scholars and University Scholars went to New Orleans to explore the concept of the American Dream. Graduate students in Dance Education and Drama Therapy went to Uganda to participate in a two-week cultural arts exchange with teachers from Uganda and local school children. Steinhardt Dean Mary Brabeck took a group of students to Mexico to research education and health services among different socioeconomic classes. “Learning with the undergraduate honors students from Steinhardt was a rare and wonderful experience,” Brabeck said. “Before going to Mexico, the students were hungry for knowledge, read voraciously, and worked to frame questions for their research projects. While in Mexico they tirelessly explored the richness of Mexico City and Puebla, intelligently questioned the lecturers, probed our guides for information on the culture, and slept very little.”

Alumni Reunion Weekend

SAVE THE DATE
NEW YORK UNIVERSITY
ALUMNI REUNION WEEKEND
MAY 11–13, 2007

Ashley Thiele, a participant in Urban and Rural Perspectives on Psychology, Health and Education, the Deans Research Colloquium trip to Mexico, snapped the shot above and wrote: “In Teotihuacan, we toured the ancient Indian pyramids, guided by a local curandero, or healer. He taught us about the many traditions the Indians have passed down, including this handshake exchanged between friends, which he demonstrated with Dean Brabeck.”
How can research universities be good community citizens?

Joseph McDonald
Professor, Teaching and Learning, Associate Dean for Community and Global Initiatives

When a research university gets engaged in its community — when its researchers take the time to understand the complex contexts they study and to help the people who live and work in these contexts make sense of research findings; when the faculty arranges its curriculum to be situated as much off-campus as on through internships and service learning projects; and when students take full advantage of this — then the university gains much in knowledge-generating power. We’re rich in this kind of engagement at NYU. This is why the Carnegie Foundation for the Advancement of Teaching recently awarded the university special status as “distinguished in curricular engagement, outreach, and partnership practices.” Steinhardt is the premier contributor with so much of its research and curriculum situated beyond Washington Square — in the city’s clinics and hospitals, performance venues, schools, media outlets, art and cultural institutions — really, community-based organizations of nearly every shape and purpose.

Jane Bear-Lehman
Associate Professor, Occupational Therapy

It's an objective for occupational therapy curricula to enable the student to learn how to engage in and use research. As the coordinator of academic research coursework, I have found it to be of mutual benefit to design research projects for the students that link our academic institution and the clinical practice setting to form collaborative research teams. One of our collaborative research teams have begun to study how the use of an interactive metronome during occupational therapy for children with ADD or ADHD enhances the child's sense of their own timing, sequencing and coordination skills. Another team is looking at the adaptive equipment hip surgery patients use during rehabilitation therapy. Our goal is to develop honorable, trusting, mutually respecting relationships with our clinical partners and we hope that these liaisons will facilitate beneficial professional growth to the person, the profession, and to society.

Beth Dixon
Associate Professor, Department of Food Studies and Public Health

Right now our department is involved with helping day care centers identify ways to improve the diets of preschool children and their families. Through a grant with the New York City Department of Health and Mental Hygiene, students from all programs in our department visited 30 centers in underserved communities in the South Bronx, East/Central Harlem, and Central Brooklyn. They surveyed the daycare directors about the current policies for food and nutrition, observed what the children ate in the classrooms, and also spoke to parents about their food shopping and preparation practices. Some of the findings from our study — like making sure children had healthy foods (fresh fruits and vegetables) and beverages (low-fat milk and water), influenced the city’s new nutrition policies for group daycare centers that went into effect on January 1, 2007. We are now extending our work to identify ways to improve the children’s physical activity opportunities at daycare centers.

Frances Stage
Professor, Department of Administration, Leadership and Technology

In our program in higher education, graduate students work in internships and fieldwork experiences that serve the University and the community. Probably the most direct service is in roles that ensure that students in the community make up a meaningful percentage of admitted students. Students who work in admissions, the financial aid office, and advising offices are all a part of a process that values the participation of New York City’s students on our campus. We also have students who work in the Higher Education Opportunities Program Office, more directly helping local students make the transition from high school to New York University. Additionally, our students volunteer in high schools in the spring, spend hours helping students complete their college applications and federal financial aid forms. NYU, with its high-quality college and professional schools, and location in a densely populated and diverse city, has a wealth of opportunities for good citizenship.
Grants and Gifts

The Jewish Foundation for Education of Women has pledged a new grant of $262,500 in support of scholarships for master’s program students who are preparing to become teachers of mathematics or science in the New York City public school system. The Foundation has generously supported Steinhardt’s Department of Teaching and Learning since 2000.

Joanne Abbot Green (Music Business, BS ’80), and her husband, Bobbie Haber, arranged for NYU students to receive 500 free student admissions to the CMJ Fall Music Marathon in Manhattan’s Lincoln Center. The gift, worth $147,500, was provided to Steinhardt’s Program in Music Business through the couples’ company. Joanne is the founder and executive producer of the CMJ Music Marathon. Bobbie, founder and CEO of the CMJ Network, has served as an executive-in-residence with Steinhardt’s Music Business program.

Michael Cunningham (Graphic Communications Management, MA ’96, PhD ’05), gave $100,000 to support the Steinhardt annual fund and the Steinhardt Institute for Higher Education.

The New York Community Trust awarded $35,000 to support “Project Hope,” created by Perry Halkitis, professor of applied psychology and associate dean for research, and his team of researchers. The team is investigating the recent, dramatic rise in the use of crystal methamphetamine, and a related increase in the spread of HIV-AIDS.

The PEW Research Center has pledged $15,000 to “Rethinking Global Migration – New Realities,” a research project headed by Marcelo M. Suárez-Orozco, Steinhardt’s Courtney Sale Ross University Professor of Globalization and Education, and co-director of Immigration Studies at NYU.

Nellie Guencheva Gipson (Visual Arts Administration, MA ’96), and her husband, Robert Gipson, have provided a $15,000 gift to the Department of Art and Art Professions, most of which will support a graduate fellowship fund. The gift was provided through the Tianderrah Foundation.

Harriet Kupferberg (Home Economics, BS ’54), has contributed $20,000 to Steinhardt’s graduate fellowship fund.

Hassan and Correne Tabbah (Stern ’78), contributed a 6’1” Yang Chang concert piano to Steinhardt’s Department of Music and Performing Arts Professions.

Two alumnae made generous gifts to the School through their wills. Ms. Marguerite Britton (Social Studies Education, MA ’43) provided more than $75,000 for the Steinhardt School and Anne H. Addington (School Psychology, BS ’73), has made a gift of $10,000.

Visit Steinhardt’s new website: www.steinhardt.nyu.edu.

Robert Burnham (1928-2006)

Robert Burnham served as dean of the Steinhardt School from 1983 – 1990 and retired as professor emeritus in 1996. He came to Steinhardt from Ohio State University-Columbus, where he had been dean of the College of Education and acting vice president for communications and development.

Burnham earned a doctorate in educational research at Stanford University in 1972. At a time when a computer on every desktop was a revolutionary idea, Burnham encouraged his faculty to envision how computers and new technology could assist them in teaching and research. To that end, he helped organize an International Teleconference on Uses of Microcomputers in Education in 1983.

Burnham retired to Vermont and his wife, Patricia, reports that together, the Burnhams “enjoyed hiking, gardening, and cross-country skiing, and being involved in the greater community.” He spent 10 years providing vision and leadership for natural resource conservation and community economic development projects in Vermont’s Northeast Kingdom.

Betty Comden (1915-2006)

A graduate of the Class of ’37, Steinhardt alumna Betty Comden came two credits short of earning teaching certification. She enrolled in the School of Education’s dramatic arts program, and 62 years later took home NYU’s honorary doctorate degree. Comden was one-half of the duo Comden and Green, a team who wrote screenplays and songs for movies and musicals, including Singing in the Rain, Bandwagon, and Bells Are Ringing. The team wrote the lyrics for the musical On the Town, and Comden was always a little disappointed that the first line of her famous song, “New York, New York, it’s a helluva town: the Bronx is up and the Battery’s down,” was altered for the film version because the “h’ word violated Hollywood Production Code. In her lifetime, Comden won 6 Tony Awards, Kennedy Center Honors, and “living landmark” status from the New York Conservancy. A friend to the Steinhardt School and a mentor to its music theatre students, Comden remembered her alma mater fondly in her 1995 memoir, Offstage. “I had studied the classics and the classics provided one with high standards,” she wrote. “The emphasis had been on Shakespeare, Shaw, and Sheridan. What better background can one have?”
Age-Defying Fitness: Making the Most of Your Body for the Rest of Your Life

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It doesn’t take much to make one aware of our terrible postures (derived from computer use, lack of training, laziness) as we look at people walking in the streets. Posture must be emphasized throughout one’s working day and during all exercise activity. None of us wants to be that old humped over man or woman.

We must all think of our bodies as working machines. We would never decide to not put oil in our cars or to make the necessary repairs to keep an engine going. And yet, we never stop and think that our bodies need attention on a regular basis to keep that machine functioning smoothly and fitfully over an increasingly long lifetime. Prevention of many of the aging problems is possible with an appropriate program of posture, strength, balance, flexibility, and aerobic activity. And most importantly, when embarking on a fitness program when one is in the baby boomer age bracket, it should not be undertaken without a consultation by a physical therapist to assure that one will be doing the right kind of activity in each of the five domains of fitness.

School Receives $10 Million From Steinhardt

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Under Brabeck’s tenure, the Steinhardt School has launched a range of initiatives including the opening of the Institute for Globalization and Education in Metropolitan Settings (IGEMS) to study the effects of immigration and globalization on urban education, as well as an initiative with New York City’s Department of Education and the City University of New York to create The New York City Partnership for Teacher Excellence.

GRAD STUDENT LEADS RESEARCH ON HANDWRITING

In a world that relies heavily on typing everything, people sometimes forget the importance of good handwriting.

But Karen Roston, a doctoral student in the Department of Occupational Therapy, believes it’s so essential that she came up with an idea to help some of New York City’s 14,000 children with handwriting difficulties.

Roston, a practicing occupational therapist in the Department of Education, began working with Department Chair Jim Hinojosa and a master’s student three years ago to administer the Minnesota Handwriting Assessment (MHA) test to 82 first and second grade children. The MHA is a cost-effective and efficient method for identifying children with handwriting problems because it takes five minutes to administer and can indicate if a writer has speed, legibility, alignment, size, or space difficulties. Observation during the administration of the test provides information on the child’s grasp of a pencil and his or her writing posture. One important finding Hinojosa noted was that a child’s grasp of a pencil may not be an important indicator of legibility. This may reduce parents’ and professionals’ fixation on working with a child to develop a traditional fine pincer grasp.

The study is also significant because “research shows that students who practice handwriting and who write legibly spell and read better,” Roston said. “They also take better notes and compose written work that is better organized.”

“Research further shows that teachers give better grades on tests and other assignments where the student’s handwriting is legible,” she added.

As a result of the study, the MHA is now a required screening tool for first- and second-grade students in the NYC Department of Education.

The research team will publish their findings in a scholarly journal and plans to use its research to develop strategies that can be integrated into a handwriting curriculum for those children who have difficulties that do not require therapy.

Jazz Studies’ Brian Lynch Wins Grammy for Simpático

Trumpeter Brian Lynch’s the Brian Lynch/Eddie Palmieri Project won the Best Latin Jazz Award for his album, Simpático, during the 49th Annual Grammy Awards in Los Angeles in February. Lynch serves as director of the NYU Jazz Repertoire Orchestra, leads two small ensembles, and teaches an advanced jazz improvisation class in the Department of Music and Performing Arts Professions.

The Brian Lynch/Eddie Palmieri Project was formed in collaboration with ArtistShare, an innovative website-based content delivery system. The album showcases the talents of Lynch and Palmieri with original music by Lynch and collaborative works composed by Palmieri.

A Loaf of Bread, A Glass of Wine

“The taste was explosive,” said Anthony Escobar, assistant director of alumni relations, about a 2003 vintage Cabernet Sauvignon from the wine cellar of Ann Colgin (MA ’85, Arts Administration). Escobar visited Colgin at her IX Estate, a 20-acre property in Napa Valley. Colgin left her career in arts and antiques in Florida, studied at the renowned Sotheby’s Wine Department in London, and began making wine in 1992. Her limited production wines are sold by mailing list and are available at select restaurants throughout the country. To read more about Colgin and her wine, visit http://steinhardt.nyu.edu/alumni.
Small Works: My Mother’s Paspoort

In Small Format, Artist Explores History, Identity, Loss

For three decades the Small Works exhibit at Steinhardt’s 80 Washington Square East Galleries has provided a forum for established and undiscovered artists working in a small format. This year’s Small Works was juried by Jim Kempner of Jim Kempner Fine Art, and included work in every medium imaginable under 12 inches.

Art from 16 Steinhardt alumni and a current MFA student were among the 240 pieces selected from thousands of local and international entries.

At right, My Mother’s Paspoort, a photo collage by Debbie Teicholz (MA ’88). When asked to explain her work, Teicholz wrote, “My art examines the issue of transference to history. I am visualizing memory and loss. In trying to reclaim history, I rip, burn, photograph, and re-contextualize images and artifacts from my family history. My piece Paspoort looks like a relic from a fire. What is a passport? What is identity? Look how glamorous the woman looks. Doesn’t the lighting, the hair, the glance, reflect the photographic ideal of the 1940s? I am altering history in order to hold on to a piece of my identity. The passport in question was my mother’s Dutch passport from the 1940s. During the Holocaust, my father worked with Raoul Wallenberg to forge counterfeit passports.”