



Volume : 1
Issue : 02
October 2016

Price : \$ 15

ISSN 2369:3533



Transitions In Global Education

A Research Journal focusing on higher education, Fall Edition 2016

**HONOUR IN
LEADERSHIP**

**FOUR G'S IN
AMERICAN CULTURE**

**FILM REVIEW THE
PROPHET BY
KAHLIL GIBRAN**

**MILLENNIAL –
RISE OF POLITICAL
ENGAGEMENT**

*October
Surprises*





The Cedar Rapids Community School District Welcomes You!

A FEW OF OUR POINTS OF PRIDE

- ★ District students consistently score above the state average on ACT College Readiness Indicators. Our five-year average composite score is 24.
- ★ We celebrate diversity! Over 30 languages are spoken in our schools and we provide English Language Learner programming for students at all levels.
- ★ Over 166 athletic programs and diverse activities are offered in the middle or high schools. From archery to zumba, there is an opportunity for every student to showcase their talents.
- ★ Students looking for the challenge of AP (Advanced Placement) courses, can choose from more than 28 AP courses.
- ★ Innovative learning environments include one-to-one initiatives and other student-centered, technology-enriched learning environments. All classrooms include access to digital resources and whiteboard technology.
- ★ Our outstanding fine arts programs are nationally recognized and celebrated.
- ★ Student teams have brought home some 20 state titles in Academic Decathlon, a competition matching intellect in Art, Economics, Essay, Interview, Language Arts, Mathematics, Music, Science, Social Science, and Speech.
- ★ The District recognizes nearly 1200 students annually for distinguished academic achievements.
- ★ We embrace world cultures, welcoming numerous foreign exchange students to our high school communities each year.



"I extend a heartfelt invitation to students, parents, and educators from around the world to visit our Cedar Rapids schools and city and to experience the programs offered here. I have been involved with the Student Enrichment Program from the start and I am thrilled about the possibilities and opportunities it provides students to learn and reflect; this is the core focus on any enrichment program.

My team and I are committed to supporting the program and those involved with it."

-Dr. Brad Buck, Superintendent,
Cedar Rapids Community School District

"Participating students have the opportunity to study in one of the top high schools in Iowa as part of this experience. We're proud to have high schools named in the Washington Post's list of "America's Most Challenging High Schools." We also offer an innovative project-based learning opportunity - known as Iowa BIG - which provides students opportunities to engage in authentic business, entrepreneurial, and community projects to earn academic credit. Our teachers and administrators are some of the best in Iowa and nationally."



-John Laverty, Board of Education President
Cedar Rapids Community School District



Transitions In Global Education

Volume : 1 Issue : 02 October 2016

Editorial Board

Publisher

Alphonse O'Bannon

Head Coach, Transition Lab University Preparatory School

Lead Editor

N N S Chandra

Educator, Senior Counselor, Trans Web Global

Editors

Dr. Ruth E White

Educator, Trustee Mount Mercy University

Dan Sheffield

Interculturalist, Trainer, CultureShift

Sub Editor

Sohom Bhowmick

Senior, University of Iowa

Student Editor

Achyuth Chandra

Grad Student, McGill University

Bureau Chiefs for South (Chiefs for South Asia and Consultant)

PANKAJ RAI

Director & CEO- India CyberLearning Pvt. Ltd

Bureau Chiefs and Resident Representatives for Europe London

Richard Bert

Portland House, Bressenden Pl,
London SW1E 5RS, United Kingdom
+44 20 7869 8000

Brussels

Richard Bert

Pegasuslaan 5, Diegem, Aéroport de Bruxelles, 1831
Bruxelles, Belgium, Phone:+32 2 709 20 00
Office of Resident Representatives for Africa
Airport Residential Area,
19 Kofi Annan St, Accra, Ghana,
Phone:+233 30 703 8330

Office of Resident Representatives for South America

Av. Paulista, 2300 - Consolação,
São Paulo - SP, 01310-300, Brazil,
Phone:+55 11 2847-4500

Resident Representatives in China

Wade Wagner

Ni Wagner

Resident Representatives in Nigeria

Eric Idehen

Resident Representatives in Ghana

Wisdom Darko

Advisors

Shajid Merchant

Surya Kiran

MV Reddy

Technical Team

Harikrishna kumar V

ISSN 2369:3533

Printed and Published by Alphonse O'Bannon

layout and design by Arun V Dev, Devgrah,

Trivandrum, devgraph2013@gmail.com

Mob: 9961213370. All photographs unless otherwise

indicated are used for illustrative purposes only.

www.tiges.ca

C O N T E N T S



04 About Us

ARTICLES FROM EDITORS

05 October surprises

10 Millennial: Rise of the Political Engagement

19 Honour in Leadership

26 The ACT or the NEW SAT

23 The Sickness of a Nation: Or, How You Should Never Be Too Eager to Grow Up

48 Transweb Tips

FILM CRITIQUE

13 Film Critique - The Prophet by Kahlil Gibran

16 Film Critique - The Prophet_ Manisha

COMMENTARIES

30 "Machine Learning and the Social Safety Net: Improved beneficiary targeting and malnutrition detection in India"

08 Four G's in the American Culture

52 Leadership in LBA

45 Raising Young Innovators through Conceptual Research Experience

ABSTRACT

28 To what extent has state sponsorship aided international extremist groups in their territorial expansion?

30 Machine Learning and the Social Safety Net: Improved beneficiary targeting and malnutrition detection in India

33 An inquiry on the effect of environmental stimuli and stressors on physiological processes and how the brain can adapt to different situations because of its nature of being plastic

36 Boom, gone, again?

39 Beauty of Reading

42 An Amazing Opportunity





ABOUT US

Transitions in Global Education (TiGES) is research journal that publishes a compilation of thoughts, analysis, and ideas on the impact of current trends and events on the global education landscape both at micro and macro levels. Conversely, this journal also publishes content on the impact of global education on current trends and events. TiGES hopes to capture many and diverse perspectives. The sections: Student's Voice, Teacher's Voice, and Parent's Voice present first person insights from those directly affected by current issues. Meanwhile interviews of various movers and shakers of the education landscape deliver a policy perspective. Commentaries and peer reviewed articles supply additional perspectives as well as critical analysis. With a lean toward practice, TiGES aims to deliver content of practical and contemporary import, thereby valuably informing policy makers, academics, parents, teachers, students, and all with an interest in global education. TiGES is an affiliate of Trans Lab University Preparatory School and Trans Web Global, an education consultancy practice based in North America.

N N S Chandra
Lead Editor

OCTOBER SURPRISES



NNS Chandra

Educator, Senior Counselor

Trans Web Global

One International Place,

Suite 4000, Oliver Dr, Boston, USA

syam.chandra@transwebglobal.com

617-245-0868

Education and university admissions coach N N S Chandra has been leading organizations working with hundreds of students, guiding them, counselling and consulting on several areas including university admissions in United States. Chandra is active with and carrying accreditation of several professional organizations like NACAC, OACAC, ASCA, ACA, Study Iowa etc. teaches and consults in North America, speaks in international conferences, presents and give lectures around schools, colleges and other educational institutions around the world. He is also a writer with published works (fiction and non-fiction) currently finalizing his first full collection of short stories.



N N S Chandra

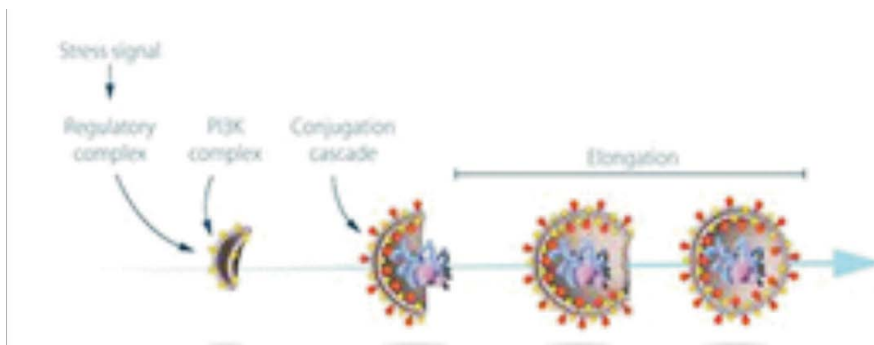
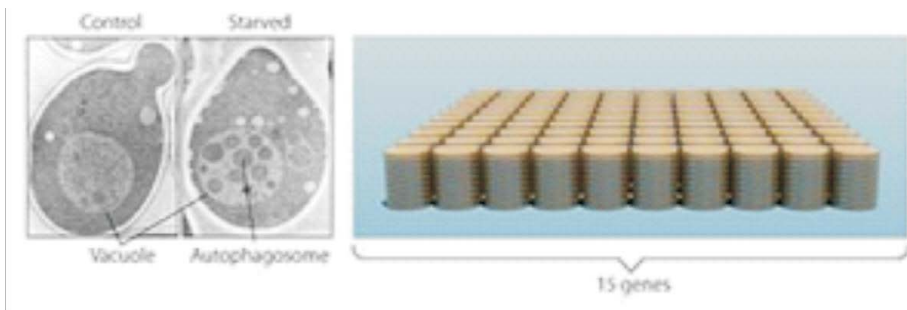
There lies only a month before the American presidential election, and I find it impossible to remember a crazier finish than this. With the leaking of the ‘locker-room talk’ of Trump, to the backroom bank speeches of Clinton, both candidates are spending the last round swinging for the fences. With all that being said, the first surprise in this article is that I am not going to spend all of it talking about politics.

It was Canadian thanksgiving the other day, and in my household (and I suspect, in many others across the greater Toronto area), the dinner conversation started with “Do you think the Maple Leafs are going to make it to the playoffs this year?”. I was surprised to find my instinctual answer was ‘yes’. The life of a Toronto sports fan has not been an easy one in the new millenium, with multiple high-level failures across all divisions of its professional sports teams. Over the last year or so,

however, that gloomy impression has slowly been fading, and with the Blue Jays deep into the baseball post-season, making the playoffs seems not to have to be a surprise for Toronto fans for the near future.

I want to talk about yet another surprise. I want to talk about Yoshinori Ohsumi.

For those who do not recognize that name, don’t feel too bad, because the first time I saw it was when I received the press release from the Nobel Assembly at Karolinska Institute announcing the decision to award him the 2016 Nobel prize in Physiology, for his identification of the mechanisms of autophagy. Now, I know next to nothing about the biochemistry of the human body or the details on this particular avenue of research, but I found myself glued to the notes in the press release, which describes how, in a series of experiment in the early 1990s, Dr. Ohsumi used ordinary baker’s yeast to help discover

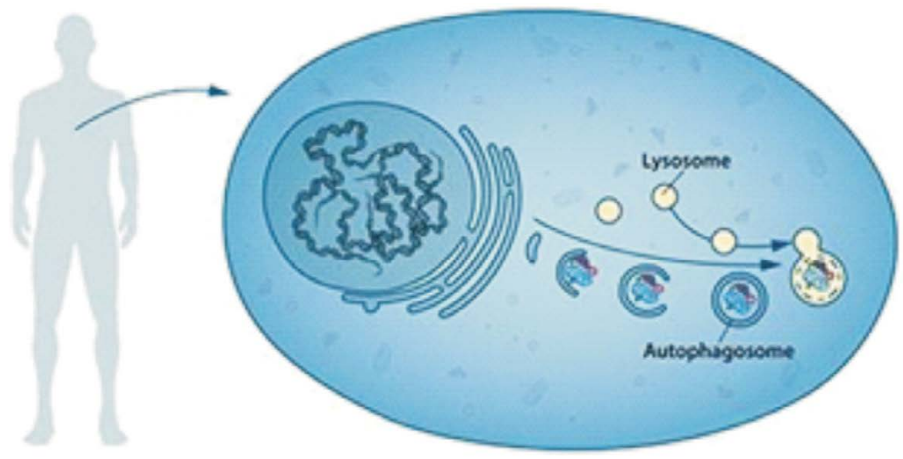


genes essential for the detoxification and internal ‘recycling’ of cells. Defects of this process, as I understand it, can lead directly to many neurodegenerative diseases (such as Parkinson’s and Alzheimer’s), and Ohsumi’s work has lead directly to the development of many experimental drugs to aid in their cure. At the same time that I was reading the fascinating intricacies of that research, I was also going through submissions by high school and college freshmen to the Transitions Lab journal. These were all works of science done by brilliant, young minds (four of them, which we subsequently selected and published here) and I couldn’t help but wonder if I might have been holding the research of a future Nobel prize winner in my hands.

However, amidst the atmosphere of scientific optimism that inevitably follows the Nobel announcements, it is easy to overlook the considerable challenges that still face science and technology education (Ref:

Jenkins, Edgar (ed) (2002) *Innovations in Science and Technology*

Education Vol VIII Paris, UNESCO and University of Oslo) pointing out an European Problem at that time of student recruitment to related programs). As the historian Eric Hobsbawm once wrote, “No period in history has been more penetrated by and more dependent on the natural sciences than the twentieth century. Yet no period ... has been less at ease with it. This is the paradox with which the historian of the century must grapple.” Though he wrote that more than 20 years ago, the present offers just as strong an argument for the validity of his statement.



A recent Gallup poll found that only a quarter of Americans believe humans and other species evolved “without the guidance of God,” while approximately 14 percent didn’t accept the existence of any form of evolution. Meanwhile, 46 percent of respondents said that evolution happened “over time with the guidance of God.” Additionally, the percentage of Americans who consider vaccines crucial for children has declined slightly in the past decade, according to a new survey. This year, 54 percent of Americans said that it’s “extremely important” for parents to get their children vaccinated, a statistic that seems relatively good until you consider that it is down from 64 percent who said so in 2001, according to the poll from Gallup. I believe it is important for the United States not to ignore these damning statistics, just as it is vital to the well-being of all nations around the world, not to hide from the obvious and innate unease with which many treat scientific enterprise.

While we generally have come to accept the importance of elite experts that possess technological qualifications at the highest level (especially in the context of the global economy), I believe we’ve forgotten how



with a basic grasp of the methodology and purpose of science and research (as well as an understanding of their own power to shape that purpose). The products of science should be seen as the products of all humanity, and just as people crowd around the Mona Lisa in the thousands every day, I think they should crowd around and be enthralled by the ever-changing landscape of science. So far however, despite the increasing importance of science in our world, this has not happened.

Yet despite all that, I find myself optimistic. Maybe that optimism comes from my travels around the world, where every day I meet dozens of young, bright-eyed students with hundreds of questions on science and research and education. Or maybe it comes from the fact that 30 years ago, in the small Indian province I was born and bought up, we used to have a total of 6 medical schools; and now, we have more than 45. For inside every child that is given the opportunity to truly learn today, a future citizen is waiting who will be just as enthralled by Yoshinori Ohsumi as I was. And, personally, I can't wait for that future.

Figure 1: Our cells have different

partment and contain enzymes for the digestion of cellular contents. A new type of vesicle called autophagosome was observed within the cell. As the autophagosome forms, it engulfs cellular contents, such as damaged proteins and organelles. Finally, it fuses with the lysosome, where the contents are degraded into smaller constituents. This process provides the cell with nutrients and building blocks for renewal.

Figure 2: In yeast (left panel) a large compartment called the vacuole corresponds to the lysosome in mammalian cells. Ohsumi generated yeast lacking vacuolar degradation enzymes. When these yeast cells were starved, autophagosomes rapidly accumulated in the vacuole (middle panel). His experiment demonstrated that autophagy exists in yeast. As a next step, Ohsumi studied thousands of yeast mutants



(right panel) and identified 15 genes that are essential for autophagy.

Figure 3: Ohsumi studied the function of the proteins encoded by key autophagy genes. He delineated how stress signals initiate autophagy and the mechanism by which proteins and protein complexes promote distinct stages of autophagosome formation.

To end off this article, I want to talk about the final surprise I had even as I put these words to paper: Bob Dylan has won the 2016 Nobel Prize for Literature! For almost 2 decades, his name had been coming up in the list of candidates, but I did not for a moment think that the notoriously selective committee would select a singer-songwriter over poets and novelists and playwrights, but in this era of political disunion, who better to award than the man who single-handedly captured in poetry and music the mood of the last great era of upheaval.

Still, I know there are going to be those of you who are too young to know him or think he is undeserving, and thus I sign off with a stanza from the Laureate himself.

*Take me disappearing through the smoke
rings of my mind*

Down the foggy ruins of time

Far past the frozen leaves

The haunted frightened trees

Out to the windy bench

Far from the twisted reach of crazy sorrow

Yes, to dance beneath the diamond sky

With one hand waving free

Silhouetted by the sea

Circled by the circus sands

With all memory and fate

Driven deep beneath the waves

FOUR G'S IN THE AMERICAN CULTURE

Maybe more than any other country, the United States (US) has been a home for personal, financial, intellectual, educational and religious freedom. In the early 21st Century, though, I believe that these freedoms were under attack. In order to get a sense of where we are and where we're going, we need to look back at where the US has come from. Call it the "Four G's: Gold, Glory, God and Guns."

Dough Wagner

A strong background in executive leadership in the non-profit and municipal and federal government sectors with demonstrated success in such diverse areas as media, marketing, communication, public policy, politics, Lean processes, budgeting, market research, and organizational development.

Specialties:

Professional and organizational development, executive level marketing, communications, public relations and policy making experience, including: United Way organizations and school districts. Local, state and federal government operations; local, state and federal politics, lobbyist, government relations, media and communications (both consulting and on-air personality), crisis and emergency preparedness communications, advertising consultation.



Gold:

From the very beginning of the US, we staked a claim for economic freedom. The first European settlers in what would be the US, approached their community with an approach that favoured joint ownership, the provision of needs regardless of production and a flat hierarchy. Quickly, this proved to be a mistake.

With no incentive to produce above the norm, many settlers began to be a net drain on the settlement, to the point where some collapsed and others came close. In response,

individuals emerged from amongst this egalitarian society to lead it. Instead of 100% public property, the private ownership of property was allowed and even encouraged. Businesses developed, specialization of vocations and economic diversity proliferated and a new era was unleashed, in which the individuals were in control of their economy, rather than the crown. This would lead to the Revolutionary War and, ultimately, the creation of a modern type of economy that would separate the West from the rest of the world. GOLD was the goal. Meta-



Doug Wagner

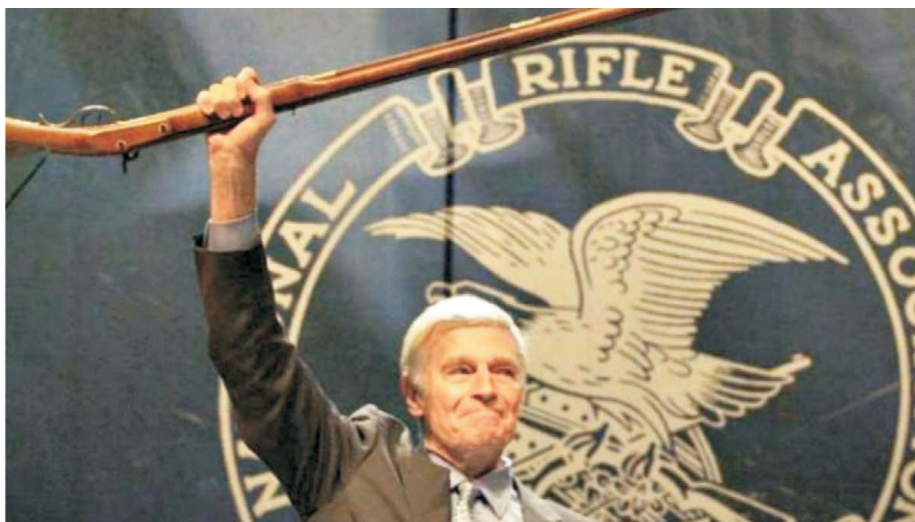
phorically or literally, the accumulation of wealth by common people was both possible and encouraged.

Glory:

Other than royalty and the regency, individual glory was discouraged in the West prior to the advent of the American people. The original settlers in the US were religious puritans and they shunned individualization and encouraged (and in many cases even required) conformity. What was originally glory to the crown was later turned into glory to God. As the concept of GOLD, as explained previously, took hold, the object of individual GLORY became more prominent.

This quest for GLORY is evident in the concept of Manifest Destiny, which reached its modern zenith in the US. In the 1800s, there was no land that an American couldn't conquer, no obstacle that couldn't be forded, and no challenge that could survive American ingenuity. In fact, the greater the challenge, the greater the response. Yes, other societies turned more individualistic, but history shows that they did so in response to the US' aggressive economic stance.

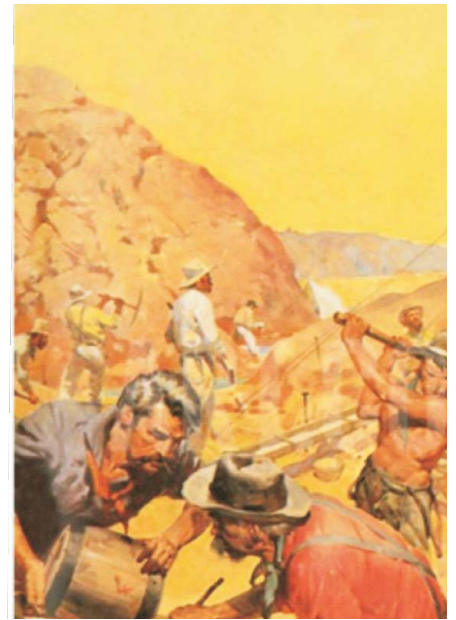
God:



In large part the colonies that preceded the founding of the US occurred because of a desire for the freedom of individuals to practice the religion they desired. The crown that 17th Century Christians were looking toward was on that rested on the brow of Jesus Christ, not an earthly king. But, what made the early religious environment of US that much different is that all religions were accepted. Yes, there were communities founded based on a single sect or denomination, and the Salem Witch Trials showed off the darker side of Puritanism, but, by-and-large, open worship or even non-worship was respected. In the veneration of a higher-than-earthly power, the essence of striving for GOLD or GLORY found its balance. It's because of this balance that the US has been able to achieve so much more in its 240 years.

Guns:

While the topic of gun ownership is controversial, I don't believe it should be. If there's one thing US history has taught us, it's that if individuals are not allowed to possess and bear arms, they will be subjugated by their government. There is no such thing as a beneficent government. There are no rights other



than those granted by God. Government only exists to restrain individuals, and not to give them freedom. Even in the US, this is true. The US Constitution is a negatively posited document, in fact, telling the people what the government can NOT do. Constitutionally, One of the things the government in the US can NOT do take our right to own guns away.

Now, in the past 20 years, there have been a number of mass shootings in the US, and while many have attempted to use these incidents as reason to revoke the right to keep and bear arms, greater society has pushed back. The US is the only country with such liberal gun laws, and I think we're the better for it. Other countries would do well by following our lead.

NEXT:

In the next edition of TIGES, I'll go through each of the Four G's and explain how the popular 21st Century society in the US is attempting to insert a Fifth G: Gutting the Four G's, and why we need to resist this, for the future of America AND the world.

Sohom Bhowmick
Junior, University of Iowa
Sohom-bhowmick@uiowa.edu
319-855-0205

Sohom is a University of Iowa student studying Economics. He is currently studying Economics. A Transitions Labs alumni, well versed with all the programs. Beyond his academics, he works with professors, and in an engaged student. He volunteers in mentoring programs for international students in Iowa, where he collaborates with Iowa Dept. of education, School board, Not for Profits.



SohomBhowmick

MILLENNIAL: RISE OF THE POLITICAL ENGAGEMENT

Young People are the key to our democracy and a large body of research helps us understand their experiences in adolescence and their attitudes which shape their values and the habits in the relation to Politics and Civil Society. Statistics shows us that half of Americans who are enrolled in college from the ages of 18 and 25 are not enrolled in college or have not completed college. The other half are offered more opportunities for civic and political engagement which often give them access to leadership positions in major institutions in United States and around the world.

The Center for Information and Research on Civic Learning En-



gagement have concluded their findings with participant group of 386 college students.

GRAPH 1: CHANGING PRIORITIES OF COLLEGE STUDENTS



Findings

1) Today's College Students are more Engaged than Generation X was- They neither cynical or highly individualistic. These students have a great deal of experience with volunteering activities and who believe in their obligation to work together with others on social issues.

2) Millennials are Involved Locally with others but are ambivalent about formal politics- The millennial appears to be much more comfortable and experienced with direct service than with politics, yet their feelings towards government, politicians and media are complex.

3) Millennials Dislike spin and polarized debates and seek authentic opportunities to discuss public issues- Students perceive debates with no options for compromise and nuance. They do not like the competitive and confrontational atmosphere created by parties. Many have not developed opinions quietly, and this may factor into their aversion to political parties.

At the end of the day students are looking for opportunities for dis-

cussion that are authentic not partisan or competitive. They value discussion where people aren't trying to sell them on anything. Students often cite that the atmosphere created in focus groups are very desirable and effective. They prefer a non hostile and non divisive atmosphere. It seems important to provide opportunities to interact and reflect for students in campuses where campus bodies engagement is minimum.

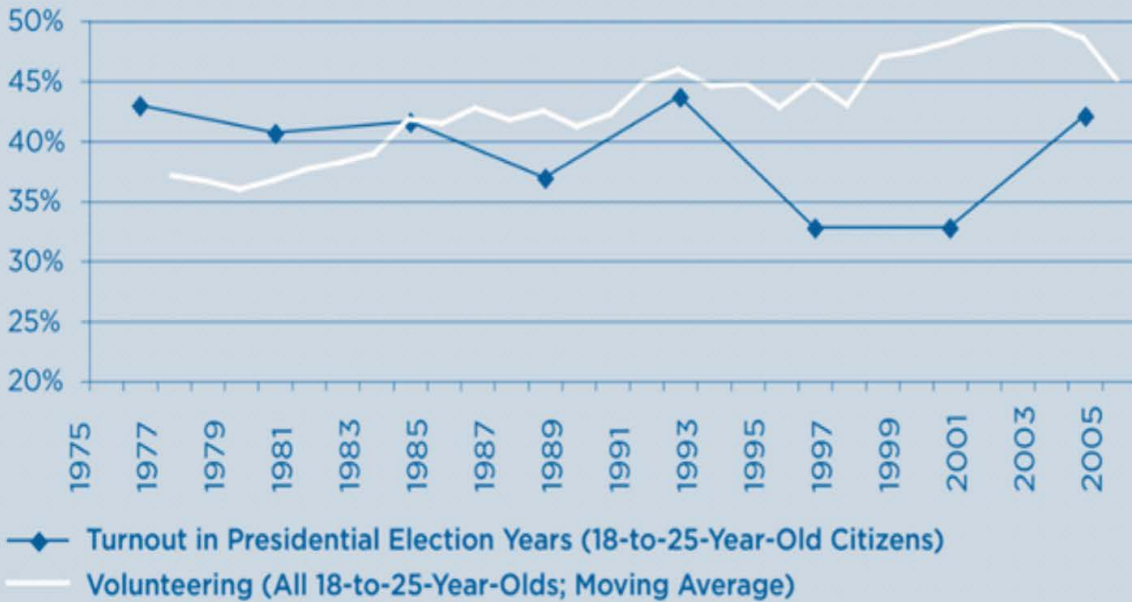
Many students currently see politics as vehicle of change however they strongly believe it is inefficient

and difficult one. Students want to participate and be more involved but they lack the idea on how they can engage or doubt their ability to create an impact. Today's college students are fully engaged with the political system and they do not believe they are adequately informed or able to make a difference. For the most part these students are aware of the importance of policy and politics, conscious that is desirable to be informed and become engaged

Youth voter turnout rose substantially in 2004 and again in 2006, de-



GRAPH 2: VOTING AND VOLUNTEERING RATES AMONG 18-TO-25-YEAR-OLDS



Sources:
Voting: U.S. Census, Current Population Survey analyzed by CIRCLE; Volunteering: DDB Needham surveys analyzed by CIRCLE.

spite modest increases among older voters. Young people reported rising interest in the news and public affairs.

The above graph shows the percentage of people who have been involved in the volunteering and voting. The gap between volunteering and voting has been narrowed largely because voting has been increased along with an increased interest in news and public affairs.

Why has there been a difference?

Millennials have come to an age at a time closely contested national elections, ideological polarizations, war and terrorist attacks. The parties and other groups are making deliberate efforts to mobilize young people to vote and to participate in other ways

The major news events and political outreach efforts have no doubt caught college students' attention and made them aware that politics matters and that they ought to form opinions about

Their voices will be heard and we at TIGES will be promoting their efforts to give them an opportunity to reach people and hear them out. We at TIGES do not endorse any political interests and or believe in any political ambitions. All we believe is to cover the level of engagements and actions that are taking place in our educational societies.

it. Their opinions are in flux, as shown by the ambivalence of many of their answers in our focus groups. But they are trying to pay attention and are actively learning.

This year, we have had the youths from different parts of the world fighting for their believe. Joshua Wong and Nathan Law creators

of the Umbrella Movement who brought ten of thousands of people to protest for pro democracy as they believed for a free movement. The umbrella which represented a symbol of defiance and resistance against the Hong Kong police. Same could be said of Kanhaiya Kumar who was arrested for sedition for having anti-india slogans. He believed that the hanging of a terrorist was not just, and he organized a rally although he wasn't shouting any slogans or anything against the integrity of the country. Over the next issues our editors will be reaching out to students all over the world who are creating an impact and developing civic engagement. Their voices will be heard and we at TIGES will be promoting their efforts to give them an opportunity to reach people and hear them out. We at TIGES do not endorse any political interests and or believe in any political ambitions. All we believe is to cover the level of engagements and actions that are taking place in our educational societies.

FILM CRITIQUE - THE PROPHET

The Beatles, John F Kennedy and Indira Gandhi are among those who have been influenced by the words of Kahlil Gibran's *The prophet*. This book has inspired lyrics, political speeches which have been read in funerals and weddings all around the world. Dr Mohamed Salah Omri, lecturer in Modern Arabic literature at Oxford University, serves various occasions or big moments in one's life so it tends to be a book that is often gifted to a lover, or for a birth, or death. That is why it has spread so widely, and by word of mouth," Kahlil Gibran was a painter as well as a writer by training and was schooled in the symbolist tradition in Paris in 1908. He mixed with the intellectual elite of his time, including figures such as WB Yeats, Carl Jung and August Rodin, all of whom he met and painted. The West hasn't given enough credit to what Kahlil Gibran as he was disdained by English professor. In order for his memory and to this film we are reviewing this movie from a perspective a student and a parent.

Rushil Goud

may probably be the most interesting boy in town. Resident of Mumbai, this 16 year old attends Ecole Mondiale World School in Jubu, where he pursues his Grade 12. His interests lie in behaviour, literature, the abstract and the unconventional. Spending most of his time writing and reading, he may be found in the quirkiest of places. He loves to create stories the most.



Rushil Goud

As a writer, I am vigilant, rather ravenous for inspiration. Mostly, I find myself only exaggerating the ordinary, the banal, and the plain. It's hard to find inspiration when you are immersed in the mimicked, platitudinal life.

But every once in a while comes something that manages to draw your mouth half-open, dilate your eyes till they blur your vision, and transcend you to a place you've never known.

The Prophet is that something.

A movie that not only awakens your consciousness but also lays spiritual knowledge on a plate for you, *The Prophet*, by Roger Allers, is nothing short of a masterpiece. In its flowing, majestic animation, and its

eye-opening poetry, *The Prophet* ticks all boxes of suave, confirming its status as an enlightening, master film.

The Prophet was originally written by Kahlil Gibran, and was published in 1923. The novel contains 26 poems in prose format, interlacing the two literary forms to create a wonderful artwork. Although the film is only an abridged adaptation of the original novel, the underlying essence and meaning of the plot remains intact throughout the progression of the film. The original novel contains 26 poems ranging from crime, prayer, pleasure, beauty, and religion; however, the film, due to its constraints on time, and public interests, has cut down to the most prevalent and common themes of love, freedom, marriage, work, and death.



Kamila, a single mother, works at the house of Mustafa, who is under house arrest. She faces great embarrassment in front of other townspeople because of her daughter, Almitra, who has a great affinity to steal and destruct. Almitra hasn't spoken since her father's death, which makes for the great worry and longing, apparent on Kamila's countenance. Almitra meets Mustafa when she accompanies Kamila to work. She is immediately fascinated with Mustafa, who seems like magic to her. They become closest friends, even before you know it.

Right then, the Sergeant announces that Mustafa has been freed, and must take the ship back to his hometown by the end of the day. Mustafa assents, and on his way to the harbor, he meets the townspeople, who ask for his wisdom. Mustafa pours his knowledge garnered over the years to the desperate, and it is made clear that the town regards him nothing less than a hero. Every poem has its own unique animation owing to the plethora of directors behind the film.

Once Mustafa reaches the harbor, however, he is taken to the fortress.

The chief deems all of Mustafa's work seditious, and commands him to retract all his writings and poems. Mustafa, who has created them with experience and effort, refuses, claiming that they are anything but that. After much refusal, the chief decides to give Mustafa a night to rethink his decisions, and if he chooses to retract his work, he shall be sent home; if not, he shall die.

That evening, Kamila and Almitra help Mustafa escape. However, Mustafa faces his destiny as it comes, and decides to stay put in his lockup. Almitra, who hasn't spoken since her father's death, speaks to Mustafa, and the audience is exposed to her voice for the very first time, like a revelation. Mustafa requests his friends, Almitra and Kamila, to rescue all paintings and writings before the authorities can capture and destroy them.

The next day, Mustafa stands in front of a wall, and also a wall of army men, gun in hand. A flock of seagulls surround him as the army men point their guns towards his head. Kamila and Almitra, who have closely escaped with Mustafa's work before the army arrives, hear a loud thud before them. Kamila knows that Mustafa has been shot, and lives no more. Silence and sorrow spread through the audience. Almitra points to the ship closely, right near the sun at dawn, where she sees the same flock of seagulls, and also Mustafa.

What really stands out in the movie is its animation. Although modest in its quality, not corrupted by any visual effects or VFX, the animation surpasses all limits of imagination and surrealism. The animation efficaciously elucidates the dormant emotions in the reader, and is com-



parable to the animation used in “The Lion King.” Allers’ intentional use of a more rustic, primitive animation is probably to maintain the essence and distinction that most other animations don’t possess. A very countryside, modest feeling is evoked in the reader with Allers’ animation.

The foundation for some groundbreaking animation is the content; in this case, nature. In most of Gibran’s poems and Mustafa’s preach-

es, nature resonates as a prevalent element. Gibran makes allusions to the most unsung elements of nature: the sun, branches, birds, bread and heaven. Whilst Mustafa recites his enriching poems, the visuals that follow are unparalleled in their aesthetics and thought. Every animation is unique to its poem; what remains steady and common, however, is the emotion-evoking element.

The visuals for every poem follow

something like the stream-of-consciousness method. Roger Allers mostly uses nature to analogize most of Gibran’s poems, interconnecting most common, banal elements like birds, the sun, trees and more and augments the diminishing value of them. For example, in Gibran’s first poem, ‘On Freedom,’ the screen morphs into a vivid portrayal of birds being strangled by threads on a tree, and eventually, with their collective strength, they manage to lift the tree from its roots.

A main theme that comes across is awakening and spirituality, without the interference of religion. Commoners tend to associate spiritual understanding with religion; however, *The Prophet* breaks all norms by keeping astray from the path or religion. *The Prophet* is rather free of any religious allusions or remarks. This separates it greatly from the other books that either challenge or promote a particular religion by either adding value to its claims or demeaning other religions. *The Prophet* does not engage in any such religious entanglement, making its greatness even grander.

In a time when conformity was the norm, Gibran projected a framework of thought that was radically different to the commoners. His persona boasts non-conformity, which is apparent in his writings, teachings and preaches. Gibran can be noted as a philosopher, alternative theorist and conscious spiritualist.

Truly, though, *The Prophet* looks to me like a holy book, embedded within it teachings, philosophies, and poems. Truly a magnificent piece of art, *The Prophet* would always be my escape from the world’s harshness.



FILM CRITIQUE - THE PROPHET

Kahlil Gibran's *The Prophet* is an animated film adapted from Kahlil Gibran's book *The Prophet*. The film produced by

Salma Hayek and directed by Rogers Allers. It collaborates the artistic talents of 9 different animators to bring eight of the Lebanese poet's most famous pieces from *The*

Manisha
*is Orchestrated over 200 commercial-
sand infomercials from pre-produc-
tion to to post-production for popular
National Television Stations such as
Sony TV, SAB, UTV, Discovery,
Animal Planet, Discovery Turbo
and Science. Her Documentary's:
Zambia Diaries, Born To Play.*

*As a Producer
Bollywood Film – Aryan - Hindi
Short Film – Aur Achanak -
Hindi*



Manisha



Prophet to life.

The movie's story is about Mustafa, (voiced by Liam Neeson) a foreign poet, a painter and a deemed political activist being held under house arrest. Tending to his daily needs is his housekeeper Kamila (voiced by Salma Hyek), a widowed mother of Almitra, a mischievous young girl who has lost her voice in grief but when she does speak its Quvenzhané Wallis who delivers her lines. Supported by a guarding soldier Halim, Seagulls, a vicious sergeant and eager villagers the movie unfolds itself in a walk through a fictional Mediterranean Village in the form of 6 recitals and Two songs.

The beauty about the book "The Prophet" by Khalil Gibran is that it has the most profound life lessons conveyed in the simplest possible way. Nothing that is in it is not written elsewhere, but yes, it has been conveyed in the most un-complicated manner. Which is what I think the author would have expected from the movie, something the

*As a child I have
watched Lion King
more than a 100 times.
And as an adult when
I watched it again with
my child I still cried, I
still laughed, I still felt
the pain and yes I still
felt the goose bumps
when the falling rain-
drops turned into a
spectacular stampede of
wilder beasts.*

movie fails to deliver.

"Un-complicated" is the word of my choice here for a reason. If you read the book it is simple. In fact, despite the immense popularity of Khalil Gibran's writing, the Prophet was panned by many critics who thought his writings were simplistic and naïve. But it was because of this simple, "un-complicated" writing style that he appealed to the masses and that is why it has spread so widely across cultures.

What the movie has done is completely different. Sure enough it has some of the best animators, creative thinkers, conglomeration of art, colorful, swirling and transforming animations, but are they simple?, are they un-complicated to usual young fans of animated dramas?, my answer would be "NO". For instance the piece on Freedom directed by Michal Socha with the crows, the caw's, the Grill man, the snake was dark and confusing to a

point that my younger son completely lost interest in the movie and had a completely unrelated sets of questions like "why did the snake eat the crow?" Or "why did the big crow kill the small one?". It may represent freedom to a more mature audience, but if the film way anyway aimed at a more mature audience then why animate it in the first place?

Two of the other segments include couples kissing fairly passionately. The Love segment has a very visual display of lovers getting injured and blood, The complexity of the other segments, the dialogues and the big themes might be a bit overwhelming for a younger audience and that brings me back to my earlier argument that if it was not meant for younger fans then why animate it and take away from the life changing lessons that the book has to offer to older audiences or even teens who can benefit from thought-provoking exploration of life's bigger issues.

The "On work" segment directed by septuagenarian artist Joan Gratz may be visually mesmerizing the constant swirling and changing vignettes of other segments may appeal to the eye but they fail to transform you to a level of consciousness that the book would have even if it were just simply read to you without the music or the 2D animation.

By far John Sfar directed "On Marriage", is perhaps the only vignette that illustrated the message in a very "un-complicated" way through an intimate tango that lovers should retain a sense of self within their togetherness. It's clear, yet again, not maybe for the younger audience.





The music is uplifting and matches the mood. Irish siren Lisa Hannigan and Glen Hansard's duet, "On Love," is a delight, and Yo-Yo Ma contributes his talents to the reminiscent score by Gabriel Yared. Neeson's instantly recognizable Irish accent provides depth to the voice of Mustafa, however a combination of various accents including Irish & American seem like a misfit in a ottoman/Mediterranean city.

As for the producer of the film, Salma Hayek there is nothing not to like in her. She is known to have a mind of her own. Her passion towards her work is nothing less than inspiring. She goes for the unconventional and as a producer of the Prophet, she has not only embodied the first Arabic poet in her film, but also brought together the work of independent animators who've maintained their freedom of ex-

pression in a commercialized industry.

Renowned for his work in Lion King Roger Allers has considerably reworked the narrative wraparound with mixed results. As a child I have watched Lion King more than a 100 times. And as an adult when I watched it again with my child I still cried, I still laughed, I still felt the pain and yes I still felt the goose bumps when the falling raindrops turned into a spectacular stampede of wilder beasts. Sure enough the makers of "The Prophet" did not have the budget to create visual miracles created by 600 Disney artisans for Lion King,, but you don't need money to create magic.

The book, "The Prophet by Khalil Gibran" is a literary masterpiece of 26 prose poetry. Sure enough the task of showcasing all this profound wisdom in a single movie is

magnanimous task and calls for a lot of hard work and passion very visible throughout the film. How I wish the intent of the messages would have been as visible. Simple is easy and easy is understood. In the early 19th century critics critiqued Gibran's work for being simple, so of-course they will love this not so simple experimental movie. But did our younger audiences benefit from it? Did the movie have a mass appeal? Did all those in troubled relationships gain any wisdom?

All in all, the animations, mischievous Almitra, the scholar Mustafa, the fictional Mediterranean Village, the opinionated authority figures and the eager villagers leave much to be desired. The film reflects the passion of all who participated in but fails to portray the passion, the intent or the message of the auhor.. Kahlil Gibran.

Alphonse O'Bannon
Head Coach, Transition Lab
University Preparatory School
2220, NE Ave, SW,
Cedar Rapids, Iowa 52404
Alphonse.obannon@ytransitionslab.com
319-533-5095

Alphonse O'Bannon is Business and Motivation Coach. He is the Head Coach at Transitions Lab University Prep School (TLUPS), the founder of the LBA foundation (non profit organization inspire hope in tomorrow's leaders, believers and achievers.), member of Study Iowa, associated with NACAC, OCACA, ACA and ASCA, and a veteran US Marine Corp

HONOUR IN LEADERSHIP

FOREWORD

Our publisher Alphonse O'Bannon was invited for the commencement speech for the National Honors Society which has been known in helping and accredited students who show excellence and dedication in their aspirations. This speech by our editor talks about four key pillars of the National Honors Society- Scholarship, Character, Service and Leadership. We thought it will be an honor for us to publish his whole speech which inspires and motivates students to excel in future endeavors.

Alphonse O'Bannon

Good evening. My name is Al O'Bannon. I am the Head Coach and Founder of a Cedar Rapids-based non-profit called the LBA Foundation. I graduated from LaSalle High School back in 1985. This was before Regis and LaSalle merged to form Xavier High School. I'm proud of my Cedar Rapids heritage. I have traveled the world and I could move anywhere I want. But I have always chosen to come back and stay here. Let me explain to you why...

I am and will always be a child of Cedar Rapids. I grew up on her streets, in her gyms and churches, attending her schools and trying to figure out what my purpose in life was. I wasn't the greatest student, but when I enlisted in the military, it wasn't because I had no other choices; it was because I wanted to see

the world and learn a trade.

Early on in my military career, I learned the concept of service. Service to your fellow enlistees, service to your superiors, service to your country. While serving outside the United States, I was introduced to other populations, other people, other mindsets and ideas. I saw groups of people working in sometimes poor conditions, while living a life that you and I would be jealous of.

What made their lives different, and I've seen this even more recently while traveling in India, is that they were working for a purpose they had invested in. They weren't working for "the man," they were working for themselves and/or their families. Now, a lot of this was subsistence work...just barely making it. But the people I've run into, from



Kingston, Jamaica to Mumbai, who are working for something they see as their goal...everything they do is in service to others so they can achieve their goal.

When I came back to the states, I worked for others, within their structures, but never felt the same kind of excitement that I saw on the faces of the people I saw in other places. Soon, I figured out that the entrepreneurial spirit they exuded was alive and well in me. It was time to do something about my Jones for working for myself.

This is where I encountered the four pillars of the National Honor Society: Scholarship, Character, Service and Leadership.

In LBA, the L,B and A stand for Leaders, Believers and Achievers. IN the community I grew up in, I saw the lack of youth who were

ready to claim the mantle of leadership from the generations that preceded them.

Now, don't get me wrong. There are several organizations in our community that provide great resources, but none that served the mind, body and spirit to create not only a whole student, but an intact human being. So, I started there.

The center of everything in your life, in my life, is our Statement of Purpose. What are we doing here? What goals do we have? How are we going to achieve them? What resources do we have at our disposal? What resources do we need?

I knew I wanted to...needed to serve my community and our youth through this non-profit venture. And, I started filling out my Statement of Purpose, just like every student that comes into the program

does. By doing this, we get a better understanding of what makes each of us tick.

- Are we self-serving, or do we derive more pleasure from serving others?
- Do we believe in schools of bricks and mortar, the school of life, or a balance of the two?
- Do the ends justify the means, or are we called to a higher purpose?
- What do I need to become the best leader or team member possible?

The Statement of Purpose...so many kids come into our program... so many adults come into our program...and it clarifies everything for them. You all are smart. The cream of the crop...the top of the heap. Have you ever taken the time

to sit down and write up your Statement of Purpose?

When my students did, they realized they had dreams that conflicted with their actions. We reviewed them and, honestly, some decided they didn't want to put in the work necessary to not just drive toward their dreams, but park outside them, knock on the door of opportunity, walk in and buy that house and live in their dreams.

They listened to the negativity around them. They listened to the popular media and e or I world we now live in that is all about instant gratification. They walked away. Some, I've never heard from again. Others, I have heard of...through arrests, obituaries...white, black, brown, the color doesn't matter. These were my kids. I wanted to give them an opportunity to achieve their dreams...to believe that they were worthy of the purpose they were originally put here for.

You see, I was put here to serve. I could be somewhere making six figures, vacationing in the Caribbean every year. I chose something different. I have made the choice to serve my community, my kids. You. I hope you don't mind that I count you among my kids. Although this might be the only time you ever hear my voice or see my face, I know you'll take away from this evening one thing. Statement of Purpose. And that's all I need. With that, I've served you and the future of this city, state, country and world.

One of the problems in our city and in cities across the planet is that when leaders poke their heads above the fray, they call that prairie dogging in office cultures, there are always people waiting to take a metaphorical shot at them. We are al-

ways taking out our next generation of leaders because all we do is bitch at them until they run out of steam and walk away from serving others. How do we reverse this process? Well, there are two ways:

1. We can try to shut all the nay-sayers up, which will never work, or;
2. We can build a new, better generation of leaders, steeled by the best and brightest mentors in our community...

Heck, we don't even need the best and brightest...we need people who are dedicated to serving others by stepping into the gap to mentor this next generation.

Growing up, I never thought of people who were my mentors. I had family, I had friends, and there were adults surrounding me. Looking back, it's hard to distinguish who were or were not mentors in my life, but that's not a bad thing. The good thing is that I can look back and see their handiwork in my life today.

My mom, siblings, my friends and the families we were close to all served as mentors to me during critical stages in my development. Today, I think of them and how they served me with a "tech" analogy and call them "myCloud." These people seamlessly handed off information about me to one another without me ever realizing it. This information they passed about my growth was key to keeping me moving in the right direction, and even nudging me back onto the path if I strayed.

We all want to have myCloud, either to be someone at the center, or to be the one in the Cloud, itself. Today, the problem is we don't take enough time to get to know

the people who need mentoring. Instead, we react on the basis of quick information, like the first thing we see or hear from an individual; even letting our biases get in the way. Instead, we need seek to talk to and then listen to our youth.

Every moment can be a teachable as long as we build relationships and effective communication.

Unfortunately, our society is a society constantly on the run. There is division in our households and in our community. There are too many fatherless households, meaning we have kids in our community without mentors. Single mothers are working hard to make ends meet and our kids are left without the most critical mentors there can be. Where are the mentors stepping into the gap? This isn't a criticism on single mothers or "normal" nuclear families; it's simply a call to ask the question to find if there's an acceptable answer.

And being a mentor is so much more than just the educational part of our kids' life. It's about having honest conversations with real people who don't walk like you, talk like you, or think like you. It's unfortunate that today we're having real funerals for real teenagers and this has got to stop.

We can avert this crisis in our community through more effective mentoring. So, today, as soon as you finish reading the period at the end of this essay, ask yourself, "Who is in myCloud?" If you don't know, then find someone. If you know someone, reconnect with him or her. And, if you have someone you mentor, tell them to pass myCloud on to another person. Stand in the gap. Help our next generation become better leaders, believers and achievers through effective mentor-

ing.

By doing this, we are teaching effective leadership. Leadership. Leadership. I can't say it enough. Say this with me. I want to be a leader. I wait to be a leader. I want to be a leader.

Out of the LBA Foundation, we've created the LBA Academy to bring a balance to the lives of our next generation of leaders. Mind, body, spirit, local, international, intentional, experiential. We've found a way to integrate our Cedar Rapids students with international students, giving them the opportunity to mentor someone who is not familiar with the idiomatic English or the customs of American society.

We give our students the chance to lead by example, and then we allow them to self-govern each other. This is the most entrepreneurial thing most anyone has ever done, and we're doing this with students your age! Yeah, we keep an eye on them, but it's to create a higher mentorship, allowing them to mentor themselves!

Did anyone notice a word I used in the last little part I said? Entrepreneur? Did anyone get a tingle up their spine when they heard that word? If you did, then you're like all great leaders. Great leaders, from the beginning of time, have had the ability to understand how leadership and service work together to foster great leadership skills. But what about the darker side of leadership? Isn't there another intangible that comes into play?

There's an old quote, "The true character of a person is not defined by what they do in front of a crowd, but instead what they do when no one else is around." You've heard that before, right? It's more than

just true, it's exemplified everyday.

One of the goals with the LBA has been to translate our efforts with youth in creating Leaders, Believers and Achievers to not only the classroom, but giving many of these students what might have been their first ever look into what their future at a college or university would look like.

When you leave this school next year and enroll in an institution of higher learning you may run into a student working through a program we are integrating with LBA, and creating what we call LBA Academy. Many of you started your march toward college back when you were in 9th grade. You, or your parents, understood the need for rigorous scholarship. Your hard work will land you in the college or university of your dreams.

For others, though, they need a little extra, and maybe the classroom isn't the place they excel. In the LBA Academy, we strengthen our kids' college resumes through what many international programs have been doing for years. It's more than standard exam test prep, and it allows students the opportunity to grow in a much more organic environment.

I'll say the same thing to you as I say to them as they start working their way through honors exams we proctor, and helping them through research methodology and research programs that may result in published works; everything you do reflects on your ability as a scholar. You never know when a single, mundane decision you make might turn into either the greatest opportunity you've ever had, or the greatest failure you might ever experience.

I work with students from India who come to the US for college, and they are entrepreneurs before they even get to the states. In addition to their school and course work, they find a way to carve out a niche in their area and not only make money, but they get a better understanding of business practices. Now, I'm not suggesting you head out and register your company with the Secretary of State, but consider whatever extracurricular opportunity might do for your advanced schooling. How can you use your life experiences in your academic life? The best students in school, and the best students of life, find a way to integrate their everyday life into the scholastic life.

So, your to do list for tonight... write out your Statement of Purpose for now through the summer. Write another one for the next school year...and then write another for the next four years after that. If you feel it, don't stop there. Keep these documents handy and review them frequently. Take them to a mentor and get an honest review of both the documents and your progress. These will be the road maps for your future.

Integrate service into your plans. Never be afraid to have an accountability partner to help you, and someone for you to help. And when you've made the big time...never forgot where you came from. This city will be here for a long time. Pass on your knowledge, your leadership abilities, and the integrity you will have learned throughout your journey. You'll always be a child of Cedar Rapids, too, just like me. Now, go out there and Lead, Believe and Achieve.

Thank you.

THE SICKNESS OF A NATION: Or, How You Should Never Be Too Eager to Grow Up

I was less than 48 hours into my return to India after an absence of more than 5 years, during which time I had completed one degree, and began another. For the first time, I would be seeing the country I had been born in through (relatively) adult eyes, examining it through a filter of academic and general experience I had not been privy to on all my previous visits. One of the people I most wanted to listen and talk to in this new state was a cousin I hadn't done either with for a long time, and so the first trip I took was to his college town in the eastern province of Assam. His appearance had changed, leaner and added goatee, and his character had changed too. He was still as charming, affectionate and kind as I remembered, but there was a subtle hardness to him now, an edge that I figured must have come from the 6 years he had spent training and practicing medicine in rural India. Despite his warning that I might see more than I can handle, I jumped at the chance to tour the hospital he worked and studied at, interested to know more about what had altered him in the last few years.

The first impression I had of the hospital was positive, beyond all expectation. It was an impressive building, with front walls painted a pristine white, glass and steel criss-crossing across its architecture. It seemed spacious, expensive, and clean, bustling with the activity

As we passed the Staff Only sign on the door, I realized perhaps his warning had been an understatement.

of white-uniformed professionals I had come to associate with hospitals in North America. I was ready to dismiss my cousin's warning as the cynicism of the over-worked, until he led me inside the hospital proper. As we passed the Staff Only sign on the door, I realized perhaps his warning had been an understatement. The walls and floors were covered in grime and dirt, desperate patients of skin and bone clothed in rags were lying on the floor waiting for care (how many hours had they been there?), the ever-present reek of disinfectant was tinged with the heavy aftertaste of human waste and blood, and cries of pain and agony echoed through the dimly-lit halls. It felt at the time as though I was walking through a nightmare, and the tales my cousin was telling me did not help the feeling; tales in which, faced with such a severe lack of resources, staff at the hospital were forced to re-use needles and sutures or fashion them out of improvised material; in which the dying were forced to wait hours for

Achyuth Chandra
Grad Student,
McGill University 440,
25 Des Pins, Montreal,
Canada

achyuth.syamchandra@mail.mcgill.ca

Achyuth is a former IB student who is now pursuing an honour major in Cognitive Science with a minor in Political Science at the University of McGill and planning on beginning a Master's degree in counseling psychology in the fall of 2015. He is actively involved in the McGill Debate Team, several creative writing organizations in McGill (including VP of the Paper's Edge), and plays tennis and boxes on his down time.



Achyuth Chandra

treatment, or refused it outright; where, due to a crippling absence of seasoned doctors, interns and students were forced into complicated procedures above their level of experience with disastrous outcomes. At the end of my visit, I was shellshocked, traumatized not only with what I had seen but with the nauseating comprehension that this was the norm for dozens and dozens of millions of people in India.

Healthcare is a complicated issue to understand, and even harder to discuss. Inevitably the conversation becomes emotionally charged, and the actual topic at hand is forgotten, in lieu of a focus on heated differences in opinion on ethics and macro-economic policy. In light of that, let me strip myself of some emotion and present the basic facts pertaining to the discussion. The private healthcare sector in India today remains what the vast majority of the Indian people use. In rural areas, approximately 63% of people use private over public healthcare, while in urban cities that figure jumps up to as high as 70%.¹ This discrepancy varies wildly from state to state, but as a whole, it is obvious to see that the population trust and use privatized healthcare more than the public sector, despite it also costing much, much more. In 2014 for example, the average cost of hospital care by a public utility was approximately Rs 6 000 (~90 USD), while at a private clinic that same year, the average cost jumped to more than Rs 25 000 (~375 USD). Combining these statistics with the fact that it has been estimated less than 20% of Indian citizens have any form of health insurance (in interesting contrast to China, whose insurance penetrates roughly 95% of the population), it is not difficult to see why more

and more Indian families (both rural and urban) are being forced to dip into their life savings in order to get the minimum care they feel they deserve. These healthcare payments are pushing households into The obvious next question to ask is, why do people feel forced to resort to expensive private care, when (especially for the very poor) public care can be had for vastly cheaper sums of money? The answer that most Indians point to is the lowered perceived quality of care that public institutions provide. Despite government initiatives such as the National Rural Health Mission, rural areas in India continue to struggle to attract experienced healthcare professionals from urban markets, leading many public healthcare utilities to be staffed by inexperienced interns, forced into rural practice as part of their schooling. In addition to the lack of experienced staff, public institutions also struggle with longer wait-times, limited resources and irregular working hours. One cause of these factors is a severe lack of funding. **Out of the 190 countries the UN collects information on health expenditures from, India was ranked 175th, currently devoting 1.4% of their GDP to public health; comparable to war-torn Yemen (1.3), and even less than hurricane-ravaged Haiti (1.6).** To put this figure in further context, note that the average expenditures for the least developed nations is 1.9%, while for heavily indebted poor countries, the figure increases to 2.5%.

The lack of government funding might be acceptable if the caliber of the private healthcare market was high, as some suggest it is. In a recent policy research paper by the World Bank Development Research Group, Dr. Jishnu Das and

co. presented direct evidence on the quality of healthcare in low-income settings. They did this by ‘auditing’ a representative sample of public and private healthcare providers in one state in India, by sending out a trained collection of standardized patients, and therefore objectively testing the response. Three main findings were reported in the study, the first was that the private healthcare clinics staffed mainly unqualified professionals, but at the same token they spent more time with patients and checked off more essential history and examination items than public providers, with no major differences in quality of treatment and diagnosis. Second, doctors with both private and public practices exerted higher effort and were more accurate with their treatment recommendations in their private work. The third finding was that there was a strong positive correlation between quality and prices charged in the private sector, whereas there was no such connection in the public sector. Dr. Das concludes that market-based results in an unregulated private sector can provide better incentives for the provider and thus better outcomes for the patient than a more centralized, regulated setting in the public sector. Though he admits the quality of care in both sectors is low, he points to the demonstrated difference in provider effort to suggest that, even in the presence of free public healthcare, people might still prefer private clinics.

However, there are other experts who would disagree with his diagnosis, and point instead to the rampant and insidious corruption associated with the private healthcare sector. A recent report in the BMJ by Arun Gadre, from Kolkata, exposed the extent of this malpractice. He in-

interviewed 78 doctors (of which the overwhelming majority were private practitioners) and found that kickbacks for referrals, irrational drug prescribing and unnecessary interventions are commonplace. Examples of ill treatment included gynaecologists performing sonography without necessity in pregnant women, then constructing false reports of abnormalities, or a referring general doctor advising a large series of laboratory tests despite no indications of illness. **In one particularly damning anecdote, Dr. Gadre describes being told of pathologists being paid by referring doctors to label healthy patients as having diabetes so that they are dependent on the referring doctor for life (and thus provide a steady stream of income).** In Dr. Gadre's report, in contrast to Dr. Das, he identifies the "commodification of healthcare" as the primary cause of these systemic issues, and opines that a universal healthcare with heavy social regulation is the answer to India's woes (though he admits that the political will required for this is large).

Still others would deny that there is a problem to either sector at all, and would point to the improvements India has made in the last two decades in the presence of malnutrition, the incidence of disease, and the rate of infant mortality (among many other outcomes) as an indication that India is in fact improving in leaps and bounds. In an article in the Harvard Business Review, for example, Dr. Vijay Govindarajan argues that American hospitals should in fact be learning from the techniques and adaptations of Indian hospitals; in the paper, he suggests that many of the items of common complaint about the healthcare of India are in fact fea-

tures and not bugs, designed to cut cost dramatically compared to the American alternative. He points to the frugality of Indian hospitals, who shorten the lengths of suture strings, re-use steel clamps used in open-heart surgeries, and order smaller maternal beds; he views the over-utilization of interns, nurses and students as essential 'task-shifting', freeing up experienced doctors to do more important procedures; he suggests that the lack of rural hospital resources allows them to specialize in what they need for diagnosis, routine treatment and follow-up care while diverting cases with more attention required to urban centers, thus creating a more efficient model of healthcare delivery. At first blush, this argument holds a lot of sway, but much like the hospital I visited, the initial impression falls away under closer examination. Govindarajan argues that a similar quality of care to American hospitals can be achieved through these methods, but to arrive at this conclusion he only examines 9 of the premier hospitals in India (all of them in the private sector). Does the frugality, the task-shifting and the lack of all but basic essentials provide a high quality of care in the vast majority of Indian hospitals, for the vast majority of Indian people? I believe the plateaued rate of improvement of every relevant

healthcare outcome in India, compared to other developing nations, point to no.

So, ultimately, what is the reason for the failure of healthcare in India? Perhaps it is in the innate commercialization of privatized healthcare, leading to a system of corruption and malpractice. Alternatively, it could lie in the fundamental failures of public healthcare to function without the incentives of unregulated wages. Could it be in the lack of government funding, leading to the degradation of quality in both the private and public sectors, and in the subsequent lack of penetration of health insurance? Or maybe there is no failure at all!

To me, any, and even all of these answers would be welcome, because all these answers come with things that can be done, policy decisions that can be implemented to reverse those outcomes. But as I walked back out of the dusk-lit hospital halls with my cousin on that sticky, summer day, another possible truth arose unbidden and unwanted in my freshly-adult mind. Maybe India just has too many people and too little resources to do anything more significant towards combatting the paralyzing issues it faces.

Maybe, this is simply the best we can do.

International Institute for Population Sciences and Macro International. "National Family Health Survey" (PDF). Ministry of Health and Family Welfare, Government of India (2007). pp. 436–440.

Chauhan, Chetan. "Most Indians Prefer Private Healthcare Services over Govt Hospitals." <http://www.hindustantimes.com/>. N.p., 05 July 2015.

Johar, Zeena, and Xue Ying Hwang. "Despite Their Economic Strides, China and India Lag on Health Care." *Yale Global*. N.p., 17 Dec. 2015. Web. 14 Oct. 2016.

Sekher, T. V. "Catastrophic Health Expenditure and Poor in India: Health Insurance Is the Answer?" *International Institute for Population Sciences* (2011): n. pag. Print.

International Institute for Population Sciences and Macro International. "National Family Health Survey" (PDF). Ministry of Health and Family Welfare, Government of India (2007). pp. 436–440.

The World Bank. "Health expenditure, public (% of GDP) [Data file]". *World Development Indicators* (2012). Retrieved from <http://data.worldbank.org/indicator/SH.XPD.PUBL.ZS?>

Das, Jishnu, Alaka Holla, Aakash Mohpal, and Karthik Muralidharan. "Quality and Accountability in Healthcare Delivery." *World Bank Development Group* (2015): n. pag. Web.

Devorajan, Shanta. "The Inconvenient Truth about Public and Private Health Care." *Brookings Institute*. N.p., 29 Nov. -0001.

Govindarajan, Vijay. "Delivering World-Class Health Care, Affordably." *Harvard Business Review*. N.p., 18 Aug. 2014.

Balarajan, Yarlani, S. Selvaraj, and S. V. Subramanian. "Health Care and Equity in India." *Lancet*. U.S. National Library of Medicine, 05 Feb. 2011.

THE ACT OR THE NEW SAT

Shajid Merchant

has spent over fifteen years teaching Mathematics, Economics and Business Management to students learning the IB, A levels and IGCSE curricula. An engineer and MBA by training and a teacher by accident, today he runs his tutoring center, Edukraft, in Mumbai. He is also the Academic Director of TLPS.



Shajid Merchant

Admission officers at North American Universities determine college readiness with the help of standardised tests like the ACT or the SAT scores. The ACT is scored out of 36, whereas the New SAT is scored out of 1600. These tests help admission officers measure quantitative skills, understanding of some subject areas, writing and reading skills. If you want to get admission in your dream university, you need a high test-score, for which you need to take the right test.

Neither The ACT nor the New SAT is harder or easier when compared to each other. I have observed that

there are some students who are made for The ACT and some are made for The SAT. Therefore, my first advice to students is to find out which test they should be taking. Before you start preparing for these tests, take a diagnostic test with an expert, who can help you predict your score and advise which test suits you best.

There is no point in taking both the tests, as they show the same thing to an admission officer. Whether you get 36 on The ACT or 1600 on The New SAT, it means the same to an admission officer. However, in preparing for both the tests, you will surely lose out on precious time. Start with the right test and

New SAT vs. ACT

Sections

Reading	52 Questions/65 min.	40 Q/35 min.
English	44 Q/35 min.	75 Q/45 min.
Math (calculator)	38 Q/55 min.	60 Q/60 min.
Math (no calc)	20 Q/35 min.	
Science		40 Q/35 min.
Essay	Optional/50 min.	Optional/30 min.

Math Topics



Time



Scoring



optional. Though, it is optional to take the essay section, I usually advise students to take it. The New SAT, gives more time per question - 70 seconds per question, - whereas The ACT gives 49 seconds per question. However, the questions tend to be harder on The New SAT compared to The ACT.

The ACT science section is not at all difficult to master, and has nothing to do with science. With The New SAT, there is no way you can escape science completely, as there are science questions in each of its three sections. In the same way, the no-calculator section in the New SAT, should not scare students away, as calculation without calculator can also be mastered. Both tests do not have negative marking. The ACT never had, the old SAT had, but the new SAT does not.

Also, if you are bad with mental mathematics, then The ACT is a test for you. The ACT needs you to be calm. If you can manage this with extensive practice, in a test environment, like an exam hall, where tests are timed properly and breaks administered, then you can easily get over the time limit constraint.

To conclude, it is not important which test you take, but it is extremely important that you take the test meant for you. Take expert advice, before you select the right test. Remember, a university admission officer wants to see a lot more on your application, not just your grades and standardized test scores. Make the right choice of trainers who can help you and guide you and take you through these tests successfully.

the journey will be easy. Let us look at how similar or different these exams are.

The ACT comprises of four tests: Reading, English, Math and Science. Whereas, The New SAT comprises of three sections: Reading, Writing

and Language test and Math.

In terms of the time duration, both tests are more or less the same. The ACT is a 2 hours 55 minutes exam with a 40 minutes optional essay. The New SAT is a 3 hours test with a '50 minutes essay' which is

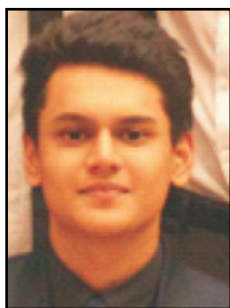
ABSTRACTS

Dear Readers

Over the past three months we have been accepting submissions from students all over the world. We at TIGES believe in promoting research and encourage students to publish their works. Without research mankind would not have evolved and achieved the accomplishments we are currently able to enjoy. Our editors have been reading all the entries that we have received and we are pleased to say that our future generation have the grit and determination to deliver quality level of research work which will change dynamics of our current lives. The editorial team has decided to publish four abstracts of the students whose topics range from psychology to economics. If you are interested the full research you can email us at editor@tiges.ca

TO WHAT EXTENT HAS STATE SPONSORSHIP AIDED INTERNATIONAL EXTREMIST GROUPS IN THEIR TERRITORIAL EXPANSION?

I am Aish Sandeep, a grade 12 student pursuing the International Baccalaureate Diploma Programme. My favourite subjects are Mathematics and Physics and my interests include global politics and international relations. My aim is to reduce the chance of 'human extinction' by exploring unknown places in the solar system and living in more sustainable habitats.



Aish Sandeep

During 2015, Aish Sandeep, conducted a study on the overall effect of state sponsorship on the territorial expansion. The study included data analysis and evaluation to gauge the extent of the effect of state sponsorship on this expansion. The working hypothesis is that state sponsorship has allowed the ISIL greater funds, allowing them to mobilise more resources ultimately resulting in an increase in the rate of territorial ex-

pansion and an increase in the overall territory occupied by the ISIL.

Extremist groups receive their finances from various distribution channels but these can be broadly classified into three channels: the first is state sponsorship or the endorsement of terror groups by one country to attack other countries that are enemies of the sponsor country, the second is non state sponsorship or the endorsement of terror groups by particular individuals for their personal benefit and



The American Government released a list of state sponsors of terrorism which consists of three nations: Iran, Sudan and Syria, furthermore according to an American report Iran and Syria have been aiding the Islamic State by providing them finances through various distribution channels

the third is private financing which consists of both legitimate means (business, trade, etc.) and illegitimate means (extortion, kidnappings, drug trafficking, etc.)

The American Government released a list of state sponsors of terrorism which consists of three nations: Iran, Sudan and Syria, furthermore according to an American report Iran and Syria have been aiding the Islamic State by providing them finances through various distribution channels.

The aim of this paper is to determine how effective state sponsor-

ship has been for prevalent extremist groups and how it has enabled them to acquire greater territory. This aim will be approached in two sections of this paper, the first in which data on state sponsorship collected by various organisations will be studied and the second section will consist of the details of the conclusions drawn after conducting a detailed analysis of the data.

The researcher conducted preliminary analysis by collecting secondary data on the total revenue of the ISIL and what portion of it is accounted for by state sponsorship, after which data on the territory occupied by the ISIL over the years was gathered.

The study conducted through this paper will serve as an effective means of gauging the extent of the prevalence of state sponsored terrorism and will also critically analyse its effects on not only territories in the area of prominence of these extremist groups but also on international peace and stability.

This paper will identify and analyse the impact of state sponsorship on not only the financial stability of extremist groups but also how state sponsorship has affected the mobilisation of resources, manpower and how it has ultimately affected the territorial expansion that these groups have achieved over the last few years. ■

Sundquist, Victor H. "COMBATING NON-STATE ORGANIZATIONS' DEEP REACH Understanding The Expanded Influence of Non-State Actors and the Methodologies Required To Counter Their Future Growth." n.d.: n. pag. School of Advanced Military Studies. United States Army Command and General Staff College, June 2012. Web. 4 Oct. 2016.

Vark, Rene. "State Responsibility for Private Acts of Terrorism." *Terrorism and the State : Rethinking the Rules of State Responsibility* 2006th ser. 11 (n.d.): n. pag. Institute of Law - University of Tartu, Nov. 2006. Web. 4 Oct. 2016.

"State Sponsors of Terrorism." U.S. Department of State. U.S. Department of State, n.d. Web. 10 July 2016. <<http://www.state.gov/j/ct/list/c14151.htm>>.

"Country Reports on Terrorism 2015." Bureau of Counterterrorism. United States Department of State Publication, 2 June 2016. Web. 10 July 2016. <<http://www.state.gov/documents/organization/258249.pdf>>.

MACHINE LEARNING AND THE SOCIAL SAFETY NET: IMPROVED BENEFICIARY TARGETING AND MALNUTRITION DETECTION IN INDIA

Ronak Upadhyaya, 18, is a freshman at the University of Southern California, where he is majoring in Computer Science/ Business Administration and is working towards a minor in Mathematical Finance.

"Right now, I'm thinking about becoming a strategy-consultant upon graduation. I wish to help businesses solve organizational performance problems," he said. "But whatever I do, it will have something to do with tackling complex, multidisciplinary problems."

He graduated from Oberoi International School, Mumbai, India where he pursued the International Baccalaureate Diploma Programme. His interests in entrepreneurship, mathematics and public policy are a result of a curious

mind with a passion for problem solving. Over the past three years, he has been actively involved in his local community. He cofounded a pro-bono consulting group to offer information about traditional financial and welfare services like savings accounts, identification cards and money transfers to lower socio-economic groups in Mumbai.

He has also worked as a counselor at Teach for India, teaching young students programming languages. Currently, Ronak is an active member of several of clubs and organizations on campus. His love for finance inspired him to join the Trojan Hedge Fund Group and the Trojan Investing Group at USC. He also joined the Los Angeles Technical Consulting Group, which offers technical consulting to organizations in the Greater Los Angeles Area, as he continues pursuing hobbies that increase his appreciation for uncovering creative solutions to difficult problems.

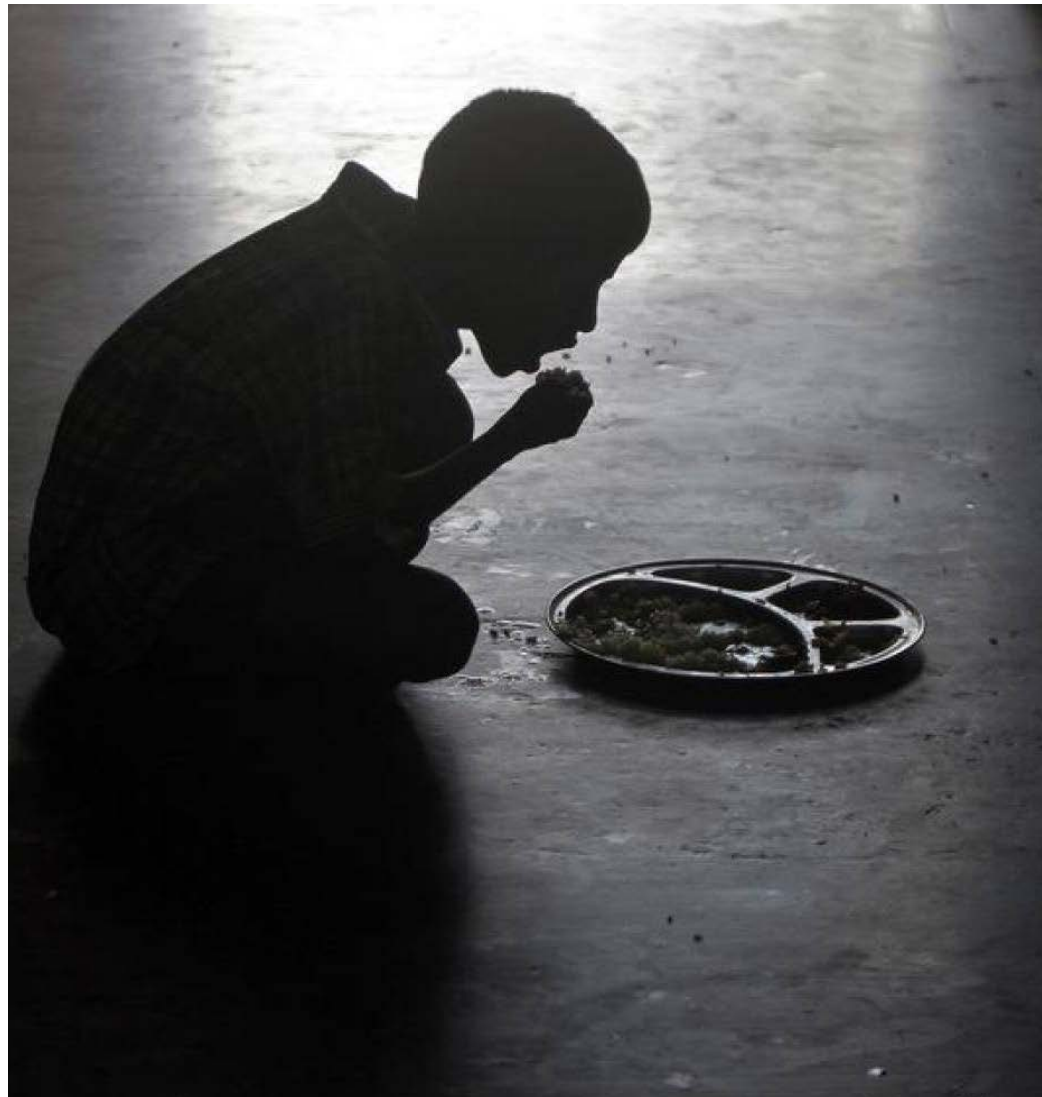


Ronak Upadhyaya

Given the bureaucratic difficulties associated with sophisticated methodologies for identifying target individuals and households for beneficiary targeting and poverty assessment in India, the idea of using proxy means tests (PMT) is administratively desirable. Currently used poverty assessment methods exhibit an inherent inaccuracy at household level; many social safety net programs implemented in India have very low coverage rates, which in turn imply that exclusion errors are large. Moreover, there is considerable geographic variation in coverage and non-poor households are also benefitting from these programs, implying heterogeneity in the effectiveness of welfare services.

India's sheer population size and income heterogeneity have had policy makers preoccupied with the agenda of poverty targeting since independence. India's effort to providing welfare services to its vulnerable populations has traditionally involved three major components. The first principle attempts to resolve low income in average Indian households and raise household earnings through growth, assuming higher incomes provide the ability to be self-sufficient. The second, built on the foundation of providing equal opportunities to all citizens, involves providing public goods and other subsidized services. The third principle is deeply embedded in the idea in the selective targeting; special safety nets and welfare programs are devised

for communities and individuals that are more susceptible to poverty than others. While India's social safety net programs have performed modestly well on the first component, their record on public goods, subsidized services and selective targeting has been woeful. The Integrated Child Development Services (ICDS) programme is one such welfare service; established as an Indian government welfare programme, which provides food, preschool education, and primary healthcare to children less than 6 years of age and their mothers, the ICDS programme is built on the second and third components of the Indian social safety net. While several positive benefits of the programme have been well reported and documented, the World Bank has also highlighted certain key shortcomings including inability to "target the girl child improvements, participation of wealthier children more than the poorer children and lowest level of funding for the poorest and the most undernourished states of India." ICDS programme placement is clearly regressive across states in the country. The states with the "greatest need for the programme and populations with greatest vulnerabilities"—the poor Northern states with high levels of child malnutrition and nearly half of India's population—have the lowest programme coverage. High rates of leakage, low coverage and low incidence of children below the age of 3 corroborate the World Bank's account of the programme. This paper presents a methodology using supervised machine learning techniques with the aim of reducing under coverage and leakage rates of the Integrated Child Development Services (ICDS).



India's effort to providing welfare services to its vulnerable populations has traditionally involved three major components. The first principle attempts to resolve low income in average Indian households and raise household earnings through growth, assuming higher incomes provide the ability to be self-sufficient.

Poverty assessment tests in India usually emphasize on using the ordinary least squares (OLS) regression method to reduce errors in-sample, resulting in an over-fitted statistical model that describes random error instead of the underlying relationship. Dimensionality reduction of the feature space using Principal Component Analysis (PCA) can be performed to determine the most important variables, which create an environment conducive to under nourishment in women and children. The PCA technique finds the underlying variables that best differentiate the datasets; in essence, it is a method of extracting important variables (in form of components)



from a large set of variables available in a data set. It extracts low dimensional set of features from a high dimensional data set with a motive to capture as much information as possible. The Dimensionality Reduction method is particularly useful in evaluating datasets for poverty assessment; the technique will allow us identify the most crucial variables and economic conditions leading to malnourishment in India. Using these identified variables, classification algorithms can be built to achieve a significant gain in detecting malnutrition. These classification algorithms can include ID3 (Iterative Dichotomiser 3) Decision Tree Model, Random Forest Tree Algorithm and the Artificial Neural Network. The classification techniques can provide appropriate and flexible methods to process large amount of data for specifying accurate malnutrition detection, prevention over the survey dataset and reducing cases of undercoverage. Subsequently, this method can

be implemented in developing a tool for accurate poverty targeting in core Indian social protection programs.

In this paper, I have presented methods for the improvement of a particular type of poverty assessment and malnutrition identi-

fication tool. Although this dataset analyzed here, the application of dimensionality reduction methods and classification algorithms to the problems of reducing undercoverage and leakage in poverty targeting should produce a significant gain in accuracy in India. The data mining methods presented here demonstrate the power of computational methods in the subject area of policy making. However, a profound knowledge of the context, setting and the realities on the ground are vital in the research methodology; uncritical use of neural networks and decision tree algorithms only reduces the functionality of the process. Although I have attempted to identify machine learning algorithms to identify vulnerable cases of malnutrition among preschool children, and among expectant and nursing mothers, the methods applied in this paper should be considered for malnourishment identification technique development more broadly.

References:

- McBride, Linden, and Austin Nichols. "Improved Poverty Targeting through Machine Learning: An Application to the USAID Poverty Assessment Tools." *Improved Poverty Targeting through Machine Learning: An Application to the USAID Poverty Assessment Tools* (2015): n. pag. 12 Jan. 2015. Web. 20 July 2016.
- Thangamani, D., and P. Sudha. "Identification Of Malnutrition With Use Of Supervised Datamining Techniques –Decision Trees And Artificial Neural Networks." *International Journal Of Engineering And Computer Science* 3.9 (2014): 8236-241. IJECS. 9 Sept. 2014. Web. 20 July 2016.
- "Integrated Child Development Services(ICDS)." MINISTRY OF WOMEN & CHILD DEVELOPMENT. National Informatics Centre(NIC), 15 June 2016. Web. 20 July 2016.
- "Using Social Safety Nets to Combat Child Malnutrition." *The World Bank. The World Bank*, 23 Sept. 2015. Web. 20 July 2016.
- Lantz, Brett. *Machine Learning with R*. Birmingham: Packt, 2013. Print.
- Hastie, Trevor, Robert Tibshirani, and Jerome Friedman. *The Elements of Statistical Learning: Data Mining, Inference, and Prediction*. N.p.: Springer, n.d. Print.
- Grosb, Margaret E., and Judy L. Baker. "Proxy Means Tests for Targeting Social Programs: Simulations and Speculation." *World Bank Group. World Bank Group*, July 1995. Web. 20 July 2016.
- "Safety Nets and Transfers." *The World Bank Group. The World Bank Group*, n.d. Web. 20 July 2016.
- Ajwad, Mohamed Ihsan. "Performance of Social Safety Net Programs in Uttar Pradesh." *SSRN Electronic Journal SSRN Journal* (2007): n. pag. World Bank Group. World Bank Group, Oct. 2007. Web. 20 July 2016.
- "Social Safety Nets." *Social Safety Nets in India* (1998): 197-206. IHDS India Human Development Survey. IHDS India Human Development Survey. Web. 20 July 2016..p.: Springer, n.d. Print.

AN INQUIRY ON THE EFFECT OF ENVIRONMENTAL STIMULI AND STRESSORS ON PHYSIOLOGICAL PROCESSES AND HOW THE BRAIN CAN ADAPT TO DIFFERENT SITUATIONS BECAUSE OF ITS NATURE OF BEING PLASTIC

Sanjana Jobalia
is an 11th grade student studying in the JNIS IB section. Previously, Sanjana studied IGCSE and topped her school in her board exams. She is currently studying psychology and is very interested in the subject.



Sanjana Jobalia

Several studies have been conducted in the history of Psychology to observe how a change in environmental stimulus can affect an individual in the biological level of analysis and how the brain can adapt in different situations to attempt to find out how individuals vary. Some studies such as the Maguire et al (2000), Rosenzweig et al (1972), Cohen et al (1993) and Kiecolt and Glaser et al (1995) were conducted to attempt to discover a direct relationship between a particular environmental stimulus and a biological process and others such as Cameron's case and the case of H.M (1957) talk mainly about brain plasticity.

The brain is a vital organ in our body and needs support from the environment in order to develop. The principles of the biological levels of analysis state that emotions and behaviour can be a product of the anatomy and physiology of the nervous and endocrine system. This suggests that the brain can affect the personality and development of an individual. However, the main aim of this research is to see how the environment can influence or affect the plasticity of the brain. Neurones in the brain pass electrical messages and form connections as a result of dendrite branching when the body is exposed to a certain stimuli. This increases the density of the brain.

An early experiment conducted based on this finding was that of Rosenzweig et al (1972) also known as the rats study. Baby rats were

placed in one of the three conditions: impoverished environment- with each rat isolated in a cage with no stimulation ; enriched environment- where each rat was placed in a cage with twelve other rats and stimulation; control environment- with three rats placed without any stimulation. During the duration of 30-60 days, the rats were closely monitored and were then euthanized and scans of their brain were made. The results indicated that rats in an enriched environment on an average had 25% more brain density and mass than those in an impoverished environment and had a greater amount of acetylcholine. Although this experiment was criticised on the basis of ethics, it provided a direct relationship between enhanced stimulus and development and thus opened avenues for studies on humans.

A more recent study is the Maguire et al (2000) which aimed at finding a direct relationship between the amount of time spent receiving a particular stimulus and the amount of grey matter in the brain. 16 male, right-handed participants who were taxi drivers were scanned as well as 16 matched individuals who did not drive a taxi. It was observed that since taxi drivers have to go through two years of rigorous training to learn the roads, their posterior hippocampus was much greater than the posterior hippocampus of non-taxi drivers and that there was a direct correlation between the numbers of years each taxi driver had spent working and the amount of grey matter in the brain. This suggested that a repeated activity could also make neural connections. This study lacked ecological validity because the sample was extremely biased but effectively created a hy-



pothesis that le Chatelier's principle could be used to define modern psychology.

In order to study the effect of environmental stress on the ability to recover from diseases (cold virus) which indicates immunity, Cohen et al (1995) used a sample of 394 participants who he divided into two groups: the experimental group- which received a dose of a cold virus; and a control group- which received a placebo saline solution. He also made the participants fill out a survey to interpret how much stress is in their lives. 82% of the sample was infected. The recovery period was observed for the next two months. The results suggested that individuals with less stress took the least time to recover and vice versa. Although harm was caused to the participants, Cohen stated that the scientific benefit of being able to find a correlation between stress and immunity was greater than the cost.

Keicolt-Glaser (1995) set out to find a cause-effect relationship be-

tween stresses and recovery time of a wound. 16 carers were matched according to age and income with 16 non-carers. Each individual was given a punch biopsy and were observed during recovery to find that on an average, carers took 24% longer to heal than non-carers. Carers had also reported that they had more stress in their lives. This study and along with all the other studies showed that the environment can affect the body in different ways and aided medical researchers to try to use this information to treat patients. However, in doing this, new findings were uncovered.

Henry Molaisor or H.M was a boy who fell off his bike at age 9, started getting seizures at age 10 and continued getting them till age 27 when he had to get a bilateral medial temporal lobectomy. Although the initial results of this operation were good- no seizures and procedural memory was intact, eventually it became evident to doctors that H.M had developed retrograde and anterograde amnesia as he could not remember anything two years



prior to his operation and was unable to make new memories. H.M's operation was performed in 1953 when information about the brain and its plasticity was not available.

However, Cameron's case was handled very differently. Suffering from similar symptoms from the age of

three, Cameron's doctors suggested to perform a hemispherectomy. With the entire right hand side of her brain gone, Cameron was immediately given stimuli in the form of exercises and brain games to heal her now paralysed left body. Within four weeks, Cameron was able to walk out of the hospital. MRI scans showed that she was building up grey matter and that the left hand side of the brain was taking over the functions of the right hand side. Now, Cameron is completely normal and is rid of her seizures.

Studies of cases like these suggest that the information that has been collected on brain plasticity has the potential to save the lives of hundreds of patients suffering from various physiological ailments. If environmental stimulus can be provided, the brain has the ability to compensate for the shortcomings of biology. However, with the further research of studies like Hubel and Wiesel (196) and the Genie

case, it is theorised that different physiological processes have different critical periods in which the brain can be plastic. This can lead to the belief that H.M was beyond the critical period in which his brain could be plastic in the function of memory but Cameron still had enough time. Still, the revelation of the brain and its special functions has had tremendous impact on society and the evolution of Psychology.

-
- 1 *Brain Plasticity is the ability of the brain to shape and adapt to a change in the environment. It involves making neural connections.*
 - 2 *The stimulation given, and thus the independent variable in this experiment were in the form of toys and maze training.*
 - 3 *A neurotransmitter which functions in the areas of memory and learning*
 - 4 *An area of the brain specialising in spatial memory*
 - 5 *A principle stating that if stress is applied to a system in equilibrium, the equilibrium will shift so as to tend to counteract the effect of the stress.*
 - 6 *Women who cared for relatives suffering from senile dementia*
 - 7 *A wound 3.5 mm big near the end of the elbow*
 - 8 *Operation which removed his amygdala and parts of his left and right hippocampus*
 - 9 *Removing half of the brain*

BIBLIOGRAPHY

By the time Henry was 27, he was unable to work. (n.d.).Big Picture. Retrieved October 10, 2016, from <https://bigpictureeducation.com/brain-case-study-patient-hm>

Cohen, M. M., Turner, J. T., & Biesecker, L. G. (2004). Reply to Kirk et al. American Journal of Medical Genetics Am. J. Med. Genet., 130A(2), 216-217. doi:10.1002/ajmga.30328

O. (2012). Girl Living With Half Her Brain. Retrieved October 10, 2016, from <https://www.youtube.com/watch?v=2MKNsI5CWoU>

IB Psychology: Rosenzweig, Bennet & Diamond (1972). (n.d.). Retrieved October 10, 2016, from <http://www.thinkib.net/psychology/page/9279/rosenzweig-bennet-diamond-1972>

Kiecolt-Glaser, J. (1995). Integrating Psychological and Immunological Variables. How to Write a Successful Research Grant Application, 137-141. doi:10.1007/978-1-4757-2393-9_16

H. (2010). Meet the girl with half a brain. Retrieved October 10, 2016, from http://www.today.com/id/36032653/ns/today-today_health/t/meet-girl-half-brain/#.V_uGgeB97IU

Younas, R. (2014). Maguire et al (2000). Retrieved October 10, 2016, from <https://prezi.com/iorec7vbe9al/maguire-et-al-2000/>

BOOM, GONE, AGAIN?

Yash Shetty

is currently a freshman at Northeastern University working towards a combined major in Mathematics and Economics, and a minor in Finance. Hailing from Mumbai, India, he graduated from Oberoi International School in Mumbai, where he pursued the International Baccalaureate Diploma Programme. "I love the complexities of the financial world. Investment Banking, playing with numbers to bring about unprecedented economic prosperity to the world, that's what I wanna be doing!"

Yash is already furthering his interests in investing on campus and recently secured a position on the Northeastern Student Value Fund, a select group of students whom the university entrusts with \$175,000 worth of their endowment to play around with, in the real stock market. He is also part of the Finance and Investment Club, famous for having alumnus that accepted positions upon graduation at major firms like Goldman Sachs, JP Morgan, Credit Suisse (amongst others). Actively involved in community service and philanthropy at high school in Mumbai, Yash co-founded organizations that addressed pressing issues in his city. One undertook monthly street clean-ups and the other visited slums, providing financial literacy and other financial services to the underprivileged. Befitting his socially and environmentally responsible character, Yash has joined the Beta Theta Pi fraternity's men of principle, at Northeastern. An avid soccer lover and an immensely talented player at that, Yash has represented professional soccer teams in Mumbai, Colorado and Lisbon. He also possesses masterful skills in playing the guitar and piano. "I guess I am an all-rounder," the 18-year old added candidly.



Yash Shetty

The “American Dream” of every average person nationwide, owning their very own home was a sensational statement thrown around left, right and center in the late 90s and early 2000s. This period which could also be termed as the “Boom Period,” saw the creation of the real estate bubble. How did it happen? With interest rates low and the demands for houses skyrocketing, local banks started issuing mortgage loans to borrowers with poor credit rating with a high probability that they would default on their loans. And what made the banks callous enough to stop performing due diligence before issuing mortgages to them? **Mortgage Backed Securities (MBS)** and complex financial instruments called **Collateralized Debt Obligations (CDOs)**, a pool of various different types of loans which were repackaged and sold to investors as a **“Big Bang for the Buck!”** investment opportunity. But when the sheer volume of subprime borrowers, who by 2006 comprised the CDOs almost entirely, began defaulting on their mortgage payments, that’s when the sweet old “American Dream” started to taste not so sweet after all. Billions of dollars’ worth of CDOs became worthless junk and with that they took the share prices

of the gargantuan investment banks, literally, to the drain. **The greed at wall street would bring the entire global financial system down to its knees.**

The creation of a real estate bubble, through the **market manipulation** that took place during Alan Greenspan’s tenure as federal reserve chairman, was one of the major causes of the crisis. During the boom years, real estate turned its status from a consumer good to a financial asset. What made that happen? You guessed it, **Political agenda was at the forefront of causing another crisis yet again!- Banks were under pressure from the Congress to issue more and more home mortgages as a part of their “American Dream” campaign.** It was some coincidence then that Greenspan decided to combat the economic slowdown, in the aftermath of the dot com bubble bust and the 9/11 attacks, with monetary stimulus in the form of lowering interest rates. For instance, the Federal Funds rate dropped to 2.5% from 6.5% by November 2001 and up to 1.75% by December of the same year. **Greenspan justified all the cheap credit by pointing to a “boost in economic activity”.** However, the “boost

in economic activity” was just a euphemism for trying to encourage to borrow more. Meanwhile, **banks were handing out home mortgages like flyers to a Bieber concert—from anyone to everyone** and the lower interest rates just amplified the demand for home mortgages. Subprime mortgages to borrowers with little credit-worthiness were the brain-child of the politicians’ affordable-housing ideology as they tried to increase homeownership at any price.

And how could we forget the game played by the Wall Street banks. Securities fraud, accounting fraud, honest services violation, you name it, they had it all covered! Blind-sighting investors to invest in their bad debt was not the only thing on agenda. Add bribery and perjury to the list of crimes and with that, they had managed lobby government and credit ratings agencies into setting up a system that amassed millions of dollars in personal wealth for them, off the panorama of ruins they were surrounded by, despite most of their firms being in a state of insolvency. **When you have one of your own with the likes of Robert Rubin, former CEO of Goldman Sachs, as the secretary of the Federal Reserve, you could run the financial sector to your own tune.** In 1999, at the urging of Rubin, Congress passed the “Gramm-Leach-Bliley Act” which repealed The Glass-Steagall Act, in place to prevent banks with consumer deposits to engage in risky investment banking activities. With the Act gone, Citi Corp and Travelers Group merged to form Citi Group, the largest financial services firm in the world, leading the way for other American banks to follow suite



and put the common man’s savings in further jeopardy. Surprise, Surprise, the orchestrator of the merger, **Robert Rubin, would later go on to become Vice- Chairman of Citi Group and make 126 million dollars in that capacity.** That’s when the lobbying starts to look like collusion.

However, **the stench of criminality wouldn’t end just yet.** Chairman of the Federal Reserve, Alan Greenspan’s policy of unregulated, free markets, played right into the hands of the investment banks, with them selling Over the Counter (OTC) derivatives such as Credit Default Swaps on subprime mortgages bonds without setting aside a single penny to cover the failure of the CDOs. Moreover, **an investor could purchase a CDS without even owning the insured security himself.** Furthermore, in 2006 the SEC was lobbied by Fed Reserve Chairman Henry Paulson, coincidentally the CEO of Gold-

man Sachs from 1999 through 2006, to relax the capital requirements for investment banks by taking the leverage limits from the previously set 12:1 (1977 Net Capitalization Rule) to as high 40:1 meaning **the banks’ assets could now, almost entirely, be debt funded.** The Credit Rating Agencies joined in on the act. Top ratings institutions like **Standard & Poor** gave even the Investment Banks’ high risk subprime residential mortgage backed securities and CDOs the triple AAA rating, the highest investment quality grade, ignoring all evidence of their high default risk nature. After all, rating your paymasters’ assets lowly is really bad business!

The fallout from all that organized crime was catastrophic to put it euphemistically. The **U.S. government undertook a massive scheme of corporate bailouts,** special lending facilities, unemployment benefits, the economic stimulus package and other support

across the financial sector, administered through some 50 different programs, **amounting to a staggering 23.7 trillion dollars of taxpayers' money** which is equivalent to 157% of US GDP in 2011. Between October 2007 and March 2009 the stock market fell upwards of 50% equating to another 11 trillion of wealth vanished into thin air or about 73% of U.S. GDP in 2011. At least **3.6 million people lost their homes to foreclosures** with some statistics claiming the number to be 5 million! The no. of families under the poverty line rose from 12.5% in 2007 to 15.1% by 2012 accounting for **over 46 million people deemed poor in the U.S. alone.**

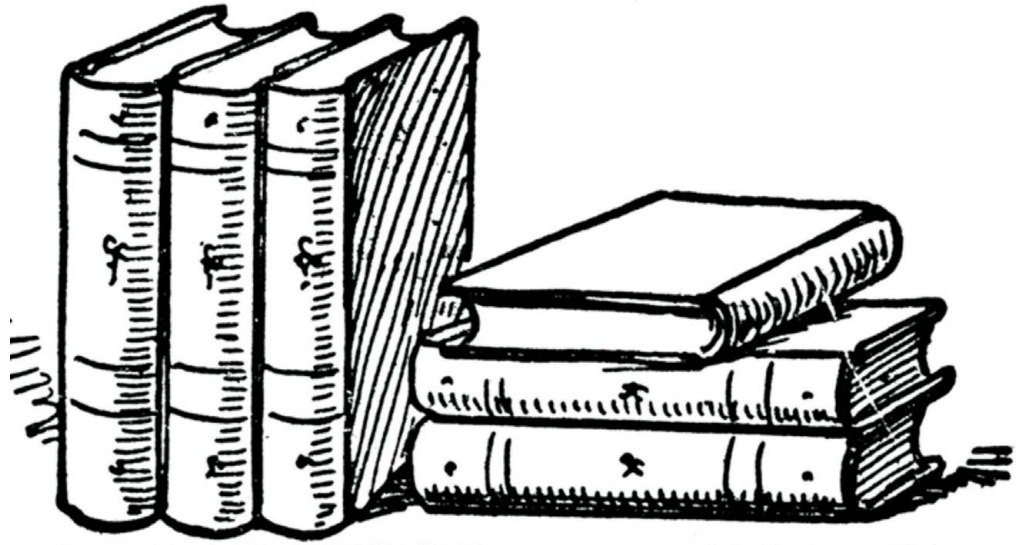
What was most appalling about the crisis was **how complete onlookers-developing nations like India-were affected by the crisis** despite having a financial and banking system that had barely any investments in structured financial instruments. That was mostly because of occurrences like the **withdrawal of Foreign Institutional Investments to the tune of 5.5 billion dollars**, which ultimately funneled down to **2,500,000 million rupees being wiped from the Indian Share market on a single day**, October 10 2007. The Indian IT sector was hit hard too with 61% of their revenue coming from crisis ridden US investment banks on the cusp of bankruptcy. The export Industry also took a hit with exports falling 9.9% in November 2008, in the immediate aftermath of the crisis, due to decreasing consumer demand in the fragile western economies, especially the USA, as it accounted for 15% of **total Indian exports, and trade deficits reached 10 billion dollars.**

Eight years on from the crisis, with Feds determined to keep interest rates low, the **clamor for the return of the demons of the financial meltdown-the CDO-is gathering momentum** from investors looking for big, short-term returns, yet again. This research paper will analyze the causes of the 2008 crisis, scrutinize the measures taken to avert it to check for any loopholes, and will forecast if another gut-wrenching crisis is on the

horizon. It will also provide a list of schemes-inspired by but not limited to **how the Indian banks avoided major losses despite a panorama of failed capitalism** around them-that could be adopted as preventive measures to another economic downturn while still letting the CDOs be in business and perform their highly beneficiary role of risk-diversification, **in the hope of fostering another economic "boom" that will be here to stay!**

WORKS CITED

1. @WhartonKnows. "CDOs Are Back: Will They Lead to Another Financial Crisis? - Knowledge@Wharton." Knowledge@Wharton CDOs Are Back Will They Lead to Another Financial Crisis Comments. N.p., n.d. Web. 14 Oct. 2016.
2. @harvardbiz. "What We've Learned from the Financial Crisis." Harvard Business Review. N.p., 2014. Web. 14 Oct. 2016.
3. "Global Financial Crisis: Causes & Consequences." N.p., n.d. Web. 14 Oct. 2016.
4. "Financial Crisis of 2007–08." Wikipedia. Wikimedia Foundation, n.d. Web. 14 Oct. 2016.
5. Forbes. Forbes Magazine, n.d. Web. 14 Oct. 2016.
6. There's a Deep Rift in the Democratic Party over Whether America Should Bring Back the Glass-Steagall Act. "The Controversial Glass-Steagall Act...in 2 Minutes." CNNMoney. Cable News Network, n.d. Web. 14 Oct. 2016.
7. [Http://www.howstuffworks.com/josh-clark-author.htm](http://www.howstuffworks.com/josh-clark-author.htm). "How Can Mortgage-backed Securities Bring down the U.S. Economy?" HowStuffWorks. N.p., 2008. Web. 14 Oct. 2016.
8. "Examining the Big Lie: How the Facts of the Economic Crisis Stack up." Washington Post. The Washington Post, n.d. Web. 14 Oct. 2016.
9. "Lending to Poor People Didn't Cause the Financial Crisis." Bloomberg.com. Bloomberg, n.d. Web. 14 Oct. 2016.
10. "NATIONAL CENTER FOR POLICY ANALYSIS The Role of ..." N.p., n.d. Web. 14 Oct. 2016.
11. "Dodd Frank: How Rating Agencies Contributed to the Financial Crisis." Sunlight Foundation Blog. N.p., n.d. Web. 14 Oct. 2016.
12. Capitalism A Love Story. Paramount, 2009. Web.
13. "Mises Library." Mises Institute. N.p., n.d. Web. 14 Oct. 2016.
14. "Economist's View." : Did Greenspan Cause the Crisis?N.p., n.d. Web. 14 Oct. 2016.
15. Lucido, By Gary. "How Politics And The Government Caused The Financial Crisis." Latest and Greatest from Chicagoans. N.p., n.d. Web. 14 Oct. 2016.
16. "Heist of the Century: Wall Street's Role in the Financial Crisis." The Guardian. Guardian News and Media, 2012. Web. 14 Oct. 2016.
17. @theglobalist. "The Economic Fallout of the U.S. Financial Crisis - The Globalist." The Globalist. N.p., 2014. Web. 14 Oct. 2016.
18. "UNU-WIDER : Blog : How Will the Financial Crisis Impact on the Developing World and What Can Be Done About It?" UNU-WIDER. N.p., 2015. Web. 14 Oct. 2016.
19. Kingsley, Patrick, and Phillip Inman. "Inside Job: How Bankers Caused the Financial Crisis." The Guardian. Guardian News and Media, 2011. Web. 14 Oct. 2016.
20. "The 2008-2009 Financial Crisis – Causes and Effects." Cash Money Life Personal Finance Investing Career RSS. N.p., n.d. Web. 14 Oct. 2016.
21. "The Economic Crisis and Its Effects." - International Viewpoint. N.p., n.d. Web. 14 Oct. 2016.
22. @pentrusts. "The Impact of the September 2008 Economic Collapse." The Impact of the September 2008 Economic Collapse. N.p., n.d. Web. 14 Oct. 2016.
23. "Global Financial Crisis, Its Impact on India and the ..." N.p., n.d. Web. 14 Oct. 2016.
24. Inside Job. N.p., n.d. Web.



Udit Rai

Udit, born in Washington DC is a student of Grade XI in DPS Greater Noida, in Delhi NCR (India). At the age of 9 years, he was awarded the coveted Microsoft Office Specialist Certification in MS PowerPoint & at the age of 13, he was awarded Microsoft Office Specialist (MOS) Master Level Certification in MS Office 2010 version. He is probably the youngest MOS Master in the world.

At the age of 11 years, he authored a non-fiction book on Sharks- "Sharks- Emperors of the Sea". He is an active blogger since the age of 12, and writes blogs on www.uditrai.com.



Udit Rai

BEAUTY OF READING

I can have you talk with the most influential persons of the world, be it Bill Gates, President Obama, Ben Rothschild or even Pacquiao. I'm not a key international player. I'm just a regular 16 year old. I can even have you talk to the deceased; be it Chanakya, Machiavelli, Lincoln or even Mahatma Gandhi. I'm not a mystic. I'm just a regular 16 year old. I even have a time machine with me. Not really. I'm not delusional. I'm just a regular 16 year old; with a replete library of books.

Yes, you got it. By reading, one can teleport themselves into another

world with different realities. One can learn from Chanakya, consult with Aristotle, chat with Oscar Wilde, discuss economics with John Maynard Keynes; and joke with Groucho Marx; without moving a muscle. This is the beauty of reading; the deceased can come to life through the pages of a book. One can learn the lessons that the greats of history themselves had to learn after immense anguish, great struggle and terrible suffering only by their mere iteration in a book; perhaps even in the words of the greats themselves! Forgive me, but I do not think I can express



the magnitude of this fact by mere words. There is an entire universe of knowledge waiting to submit to you in its entirety. In this way, reading makes one more knowledgeable (and this is a gross understatement). It is due to this fact that the Delhi govt has launched an initiative called the Reading Mela: Wherein the govt shall make available many books of many genres at a selected community centre (for every community in Delhi); where parents and children may go and find access to all kinds of books.

Every great figure of history has had a penchant for reading; be it Mahatma Gandhi, Winston Churchill, Abraham Lincoln, every single has had an interest in reading. Consider the current President of the USA; Barack Obama, is currently the busiest man in the world; and yet not

only reads avidly but also shares his reading list with the general public. It is obvious that there are tremendous benefits to reading. One very significant one is that reading increases the depth of thinking. Consider it for a moment: witnessing a different realm; with different backgrounds, stories, mindsets, prejudices; and then assessing the actions of each of character and relating it with his motives, his ambitions; which are fundamentally linked with his background, it demands a lot of depth and understanding of psychology. In this way, Reading helps one think deeper.

Let us talk of fiction. Like mentioned above, reading a fiction book immerses one into a new reality altogether. With different surroundings, different storylines, different plot twists, different ambitions

guiding different characters, and each character's respective backgrounds shaping his/her ambitions, their actions, and the emotions each attempts to convey; reading a fiction book can be quite helpful in increasing a person's EQ/EI (Emotional Quotient or Emotional Intelligence). In fact, it has been noted that avid readers are more empathetic, and more understanding of subtlety than non-readers. In this way, reading helps connect.

Reading different works by different writers exposes us to different cultures, different mindsets and different psychologies. Each writer, each culture; in fact each person has their own respective outlook towards life, and distinct interpretations of the same events. This exposes us to different ways of expression; different words, different phrases and dis-

tinct idioms. These expand ways of thinking, interpreting, and expressing. Valuable processes; those that make each person distinct, that provide each person their substance. Reading helps increase vocabulary, increases knowledge of phrases and idioms and so on. In this way, Reading makes one more verbose.

We all know about the SAT, ACT or GRE. These are the competitive exams that decide the future of students who wish to go to US University in the US. In order to get admission in to a good college; marks are necessary. And in order to go to one of the best colleges, and by doing so automatically set one's life on a road to happiness, prosperity, and greatness; every single mark counts. The way this fact is linked to reading is that a huge proportion of marks come from the language section; which is dependent on vocabulary and writing skills. The verbosity acquired from reading might just prove to be the difference between getting admission in Yale or a local, run-down college. This isn't an embellishment. That is how important it really is. In this way, reading can get you admission into the world's best universities.

As mentioned before, when one reads, they are exposed to new characters, with distinct mindsets, philosophies, backgrounds and ambitions guiding them in their speech and behavior. When reading about the actions of any character, one has to automatically relate them to all of these. Thus, Reading taxes the memory of the reader. As we know, the mind follows a use it or lose it system. This system works exactly as it sounds. If any function is not being carried out regularly, the mind discards its mechanisms required

for that function. In this way, Reading helps memory.

When one reads different ways of expression, different events happening, distinct ways of carrying them out; it increases the scope of the mind in many different ways. The mind of the reader can thus think in many ways that a mind of a non-reader cannot. This gives the reader a competitive edge not only in work; but in all aspects of life. It enhances the reader to an incredible extent. It makes him more innovative, more practical. The ideas that the reader has already read of may come as a complete surprise to non-readers; and his exposure to various ideas increases his span of thought. In this way, Reading makes one more creative.

In today's technology-based world, there are millions of distractions a person faces every single day. Whether it be a notification on Facebook, a new follower on Instagram or so on; there are so many distractions one cannot help but fall prey some time or later. And so, the average person drifts from work to Facebook to texting, to WhatsApp to interacting with co-workers and back to work within a time span of 5 minute. This is similar to behavior shown by patients suffering from ADD. However, this kind of behavior makes it impossible to read a book. Readers have given up this kind of behavior, for it intervenes in the satisfaction and relief that they obtain by reading. In this way, reading increases focus and concentration.

In today's life, it is all about juggling between relationships, work, friends, or countless other issues modern life presents us with. This inevitably increases the load of

stress placed on a person's shoulders. But it is impossible for a person to transport himself to another realm with all this stress on his back. People have to lose the weight to transport themselves into the universe the book projects them into. This reduces cortisol, a stress hormone responsible for high amounts of adrenaline, weight gain and acidity among many other disorders. In this way, reading makes one healthier.

So; as we have seen so far-

1. Reading makes one healthier
2. Reading increases focus and concentration
3. Reading makes one more creative
4. Reading helps memory
5. Reading makes one more eloquent
6. Reading helps in connecting with other people
7. Reading increases depth of thought
8. Reading can help get admission in the world's best universities.

And these are but a few of many benefits.

So, dear reader of this article, what do you plan to read after this?

Info Credits:

<http://www.myguruedge.com/our-thinking/gre-and-the-graduate-school-admissions-process/the-importance-of-vocabulary-on-the-gre>

<http://www.rd.com/health/wellness/benefits-of-reading/>

<http://whytoread.com/why-to-read-10-reasons-why-reading-books-will-save-your-life/>

<http://www.pbs.org/parents/education/learning-disabilities/types/reading/the-importance-of-reading/>

Picture Credits: ClipArt

I am Aubrey Moore, a sophomore from Washington High School in Cedar Rapids, Iowa. I previously was involved in the student enrichment program, during the summer of 2015. I had such a wonderful experience with all of the kids I met throughout that week. Not only was it spectacular to see the differences and astounding similarities in culture and social norms between the exchange students and I, but it was also a great way to build friendships.

To this day, I still keep in touch with many of the kids that I met.

I think it is important, not just because they were amazing people, but because it is also a great resource to have connections around the world for times later in life. I would love to be a part of this program in the future because I took so much out of it and I think it was great way for two kinds of students, from complete different sides of the world to create a bond for life. That otherwise, they never would have had the chance to make any other way.



Aubrey Moore

AN AMAZING OPPORTUNITY

I was Invited to the Congress of Future medical leaders. Although the congress was sponsored by Harvard, we stayed on a college campus at University of Massachusetts Lowell. The first day consisted of a very intense experience, from getting up at 5am to travel to Boston and then ending the night awaiting the next day at around 11 pm. Arriving at the college campus was a bit intimidating at first because I have never done anything like it, but since I got there I knew it was going to be a time that changed my outlook forever. I got to stay in my own dorm room with a roommate, it was like really being in college. I was nervous about meeting people but it ended up being super easy and it is great to know people who are overachievers and have high aspirations because they understand me. Arriving at the

location where the actual congress was taking place was amazing. It was in the Tsongas Center, which was huge and the amount of my fellow delegates filled the entire arena.

There were three speakers from the first night that really stood out to me. The first was Stree Bose, she is a young and esteemed woman who at the age of 17 won the first ever Google science fair in 2011. After her outstanding talk about how failures are the best way to grow and that they aren't bad things, she left us with 3 things to remember:

1. Find things that matter to you ~ things that need fixing.
2. Find and use as many mentors as possible
3. YOU WILL FAIL ~ keep on smiling (that gives you power!)

She was very impactful and these



things will stick with me for the rest of my life. Secondly, I loved experiencing a speech from Janelle Tam. She discovered anti-aging properties from an experiment with a tree, at the age of 17. The fact that she was so young when she had her calling really spoke out to me. She taught me that it is okay to have a plan for your life but it is also okay to change your plan and find a new perspective. And lastly, by far my favourite from tonight was Chris Nowinski, who was once a college football player and then a wrestler and now is completely fascinated with concussions and CTE. He didn't give many tips for us to pursue our dreams but I was so intrigued and interested in what he was talking about that it made me consider to change my original perspective from neuroscience into possibly sports medicine and that was awesome. This proved to me that I can try things out before I completely dive into something as long I keep working and have pas-

One of my favorite speakers overall was Florent Golberg, US Army Captain (ret.), he received the National Medal of Honor from President Barack Obama. He told us about how he felt responsible for his team, whom he called his brothers and that is why he ran up to the suicide bomber and threw him.

sion and initiative. So after the first day, I knew that I would be grateful for the rest of my life for the opportunity the LBA foundation gave me when they sponsored my going to this event.

The second day was a very long day, there were 3, 3 hour increments of different speakers throughout the day. Out of the multitude of speak-

ers that we heard from that day, there were 4 that I had major take-aways from. The first was a woman named Dr. Deborah Debor and she is a nationally recognized college admissions expert. She left me with a lot of different tips and facts on how to get into the college of my dreams. She also tore apart the four big college admissions myths. This made me understand what I needed to accomplish in the next two years to put me in a position so that I can go where I want to go. Secondly, it was so amazing when my fellow delegates and I were inducted into the society of Torch and Laurel honors society by director Steve Loflin. One of my favorite speakers overall was Florent Golberg, US Army Captain (ret.), he received the National Medal of Honor from President Barack Obama. He told us about how he felt responsible for his team, whom he called his brothers and that is why he ran up to the suicide bomber and threw him. The bomber exploded at his feet and al-

And lastly, a very interesting man spoke to us, his name was Larry Wester, he was the first recipient of a bionic eye. He touched us with his story of how he went blind and it made for a very difficult life. He said that when he received the bionic eye all he could see was light and it brought him to tears because “although light doesn’t seem like a big deal, when you have been in the dark for 33 years, light is fantastic.”

though 4 of his men were lost that day he lived and doctors found a way to completely salvage his leg. The fact that he had showed so much bravery brought me to tears but he

kept thanking us because physicians were the reason he was alive and able to walk and that was astonishing to me. And lastly, a very interesting man spoke to us, his name was Larry Wester, he was the first recipient of a bionic eye. He touched us with his story of how he went blind and it made for a very difficult life. He said that when he received the bionic eye all he could see was light and it brought him to tears because “although light doesn’t seem like a big deal, when you have been in the dark for 33 years, light is fantastic.” he said. Hearing his story just made me remember that although I not only find that working medicine to be fascinating I also want to be able to help people as much as I personally can.

My final day at the congress was bitter sweet. I got to see and hear from some very intriguing people but I also knew that my experience there would shortly be over. I got to start my day with one of my absolute favourite parts of the entire congress,

we watched a live surgery take place. Although, it was a hip replacement and orthopedics is not the surgical field I would like to be involved in, it was still amazing to watch an entire surgery happening right in front of my eyes. We listened to a very inspirational speaker, Bo Eason. He was a retired football player and after he hurt himself decided to use what he learned to educate other people be able to harness their inner power. At first, he used weird analogies to portray his ideas but they were actually very motivational. One of them was “out of 300,000 sperm, you won. So do not tell me you weren’t born to be a winner” he said. I found this creative and humorous and that phrase will always stick with me. He left us with 3 major tips:

1. Personal = Universal

-the more personal your story is the more people can relate and will want to listen

2. Physicality

-use your body
-humans are predators, they were not meant to mosey around

3. Generosity.

-give all that you have all of the time

And then at the end of the night after all of the speakers, we had a huge dance and it was so awesome to interact with a group of people just like me. I still have a group of girls that I talk to from my trip because I know that I made lifetime bonds and we are all going to big things for the world. I could not have asked for a better opportunity. And I am so grateful that I was able to attend such an amazing place and have such a great experience.





RAISING YOUNG INNOVATORS THROUGH CONCEPTUAL RESEARCH EXPERIENCE

Dr Poulomi Ganguly

Dr Ganguly is a techno commercial professional and an expert in Product Development and Commercialization for Emerging Economies, Innovation Pipeline Management, Intellectual Property Strategy, and Strategic R&D Consultancy and is currently Director of Research at CL Educate Ltd. She holds a PhD from Texas A&M University and is a Business Certified Scholar from Texas A&M University - Mays Business School.

Dr Sarvjeet Herald

Dr Herald is Chief Innovation Officer at Scientific Research and Innovation Foundation and is an expert in analyzing patterns in multimedia content types to improve the digital ecosystem.

Dr Herald has served as Researcher & Lecturer in several leading Universities including University of Hertfordshire, UK & Northumbria University and is also a Marie Curie Fellow, University of Southampton.



**Dr. Sarvjeet Herald and
Dr. Poulomi Ganguly**

Innovations are directly linked to the innovativeness of people which is the prerequisite for growth, prosperity and economy of a nation and its citizens. However, in a country, that is India, where 46.6% of population is below 24 years and literacy rate is 74.04% - Innovative Culture, Innovations and the link between them are missing.

Globally, India is ranked among the lowest countries in terms of their capacity for, and success in, Innovation. On the other hand, China which is an emerging economy similar to India is ranked in

the upper quartile of Bloomberg's Innovation Index and Global Innovation Index as an innovative nation. It is rapidly progressing towards being an economic powerhouse similar to USA, but India is not. Therefore, educational institutes and policy makers in India need to reconsider their strategies for raising young innovators.

India is home to one of the largest education system in the world. It has more than 1.4 million schools and more than 230 million enrolments. But our young minds lack original and critical thinking, creativity, collaboration & communication skills which are essential for overcoming



ing dynamic, complex, competitive and uncertain conditions in the real world. They lack these important skills because our culture emphasises on memorizing (learning by heart) the subjects for scoring marks, instead of focusing on deep learning for improving conceptual understanding of the students and ability to apply their learning into new situations.

It is of critical national importance that we enable our youth to acquire and interpret information through critical thinking and improve their cognitive abilities, which will embed Innovation culture in our society and allow research and development of (a large number of) original and innovative process and products in India. Their dissemination globally, as research based outputs (in the form of publications, patents and/or products), will build the brand “Made in India” and allow us to rapidly become an economic powerhouse.

While efforts like robotics, science fairs, design for change, model

UNO do give the school students a platform to explore their talent, there continues to be a pressing need to provide student glimpses into their careers of interest through hands-on experience. As traditional schooling does not adequately equip students with Learning and Innovation competencies (i.e., Critical Thinking, Creativity, Communication and Collaboration) as defined by P21’s Framework for 21st Century Learning, CL Educate Ltd. has started a novel Research-based Learning program for school students known as The Conceptual Research Experience (CRE).

CRE methodology aims at inculcating original thinking, creativity, problem-solving skills in students from classes 7th to 12th. As shown in the Figure 1, the students are encouraged to identify a cutting edge topic of their interest. This could be related to any area such as science, engineering, medicine, law, commerce and humanities. After topic identification, students undergo experiential learning for 26

weeks, through milestone focused research process, to deliver a high calibre concept paper which is fit to be selected in a national or international conference of repute.

Imagine our pride and admiration when our students, all of just 12-17 years of age, from India take the stage and showcase their original, novel research at international conferences in front of world renowned domain experts in areas as diverse as Nanorobots to gravitational waves to pesticide regulations. The young innovator gets a platform to interact with the best of the best role models in his field and realize the essence of the journey to become that world class scientist, economist, teacher, doctor or entrepreneur.

A student of Kothari International School in Noida, for example, working on ‘Use of Thorium for Generating Electricity in India’ aims to help Indian policy makers in decision-making through his research paper, whereas a student of



Figure 1: Process Flow (left to right) of Conceptual Research Experience Program for Students

Indus World School in Indore is exploring a new method to detect faint signals of Gravitational Waves. The response of the students to the on-going CRE program has been very positive, with 88% of the participating students feeling that they have improved their comprehension, problem-solving, creativity, writing and presentation skills. It had made them more engaged with their areas of interests, passions and studies.

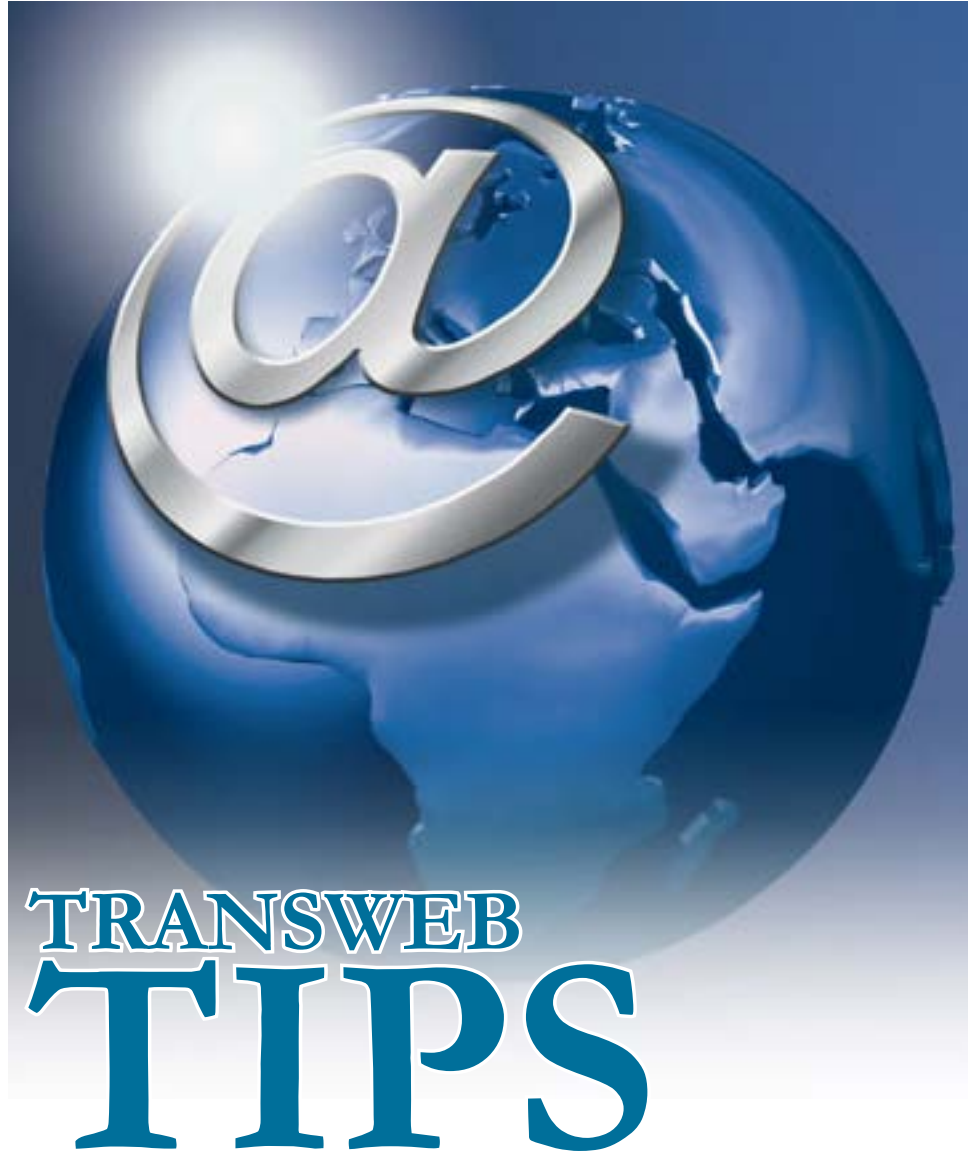
CRE provides skills, knowledge, expertise and support systems that students need to acquire to become successful leaders, workers and global citizens of tomorrow. The early stage opportunity to explore their interests and passions helps them raise their profile, plan their career wisely and become more productive citizens of India. However, in order to embed Innovation culture among students, schools must motivate their student to take the first baby step of being an innovator through Research-based Learning.

Private schools in India will play a very crucial role in raising young innovators who develop new processes or products of social or commercial value at an early stage. This is because the decision to implement a new program rests with the Principal (or Committee/Trust/Society) running the school, in contrast to the Government schools where multiple entities are involved, the process is lengthy and also time consuming. It is easier for a private unaided school to introduce Research-based Learning as a part of the school curriculum because they enjoy the flexibility of creating their own curriculum by the Indian Government. On the other hand, aided schools can easily introduce a Research-based Learning as new Club (similar to cricket/dramatics/science club/ work experience class) for raising young innovators and driving Innovations in India.

Another important factor which makes the role of Private Schools very important within the Indian Innovation Ecosystem is that, when

considering only the secondary and higher secondary school segments, enrolments in private schools account for 63% of the total in contrast to the Government schools which have low student/parent interest. Since, private schools in this segment account for 56% of the total schools in India, they are ideally suited to provide early-stage research and Innovation experience to large number of Indian youth, improve learning outcomes of the students and develop linkages to higher education and industry for transfer of student knowledge and skills to the next level.

Therefore, it is imperative that our corridors of education, that is Schools which are second home of the children, rise up to the occasion and play their role of developing young individuals with an Innovation mindset. Only then can we, as a nation, expedite our growth to becoming one of the largest economies globally by leveraging Innovation as a key driver for growth.



Dr. Ruth E White

*Educator,
Trustee Mount Mercy University
The Academy for Scholastic and
Personal Success, PO Box 2842,
Cedar Rapids, IA 52406
rutb@lbajourney.org
319-775-0740*

Dr. White served as an English teacher, Advance Placement Literature instructor and academic advisor to minority students in the Cedar Rapids Community School District for over 30 years. Currently Dr. White is the Executive Director for The Academy for Scholastic and Personal Success—a college preparatory program for students of color—and serves as an educational diversity and cultural competency consultant for Transwebglobal. Dr. White holds a Ph.D. in English from the University of Iowa and has taught at both the high school and college level.



Dr. Ruth White

I am fortunate to have been able to buttress a long professional career teaching Advanced Placement Literature and Humanities in and outstanding US high school, with some post-retirement work with International (Indian) students around preparation for standardized tests required for matriculation in American Universities. What follows is my subjective assessment of the struggles that the highly motivated and extremely bright students experience in their preparation for assessment tests.

My interaction with these students was facilitated through the technological magic of Transwebglobal which eased me into the world of

international communication via Webex communication. Through these transatlantic sessions, I had the opportunity to actually speak with and get to know, albeit on a cursory level, the students who had consented to work with me on negotiating the ins and outs of the standardized exam. I found these students to be personable, willing, inquisitive and bright. Only a few were arrogant, or presumptuous and none was blatantly disrespectful. It is important to remember that these students were teens, with many of the accoutrements and foibles of US teens.

Underpinning students' signing on with Transweb was a sense that no matter the caliber of education in

their home schools, and in spite of an acceptable level of excellence in math and the science portions of standardized exams, there remained a desire to maximize students' potential for admission to US universities. In addition to focus on test-taking skills, actual practice with materials, and the opportunity for one-on-one Q and A with a faculty person, there remained a desire/need to focus in the language and reading portions of the ACT/SAT tests, which is what I did.

What I found can be collected into three broad categories:

1. Outside/Recreational Reading—As an icebreaker, I asked new students to tell me about themselves—what they liked to do in their off hours, what they liked to read, if they had siblings, etc. I became less and less surprised when more students told me that they did not read beyond what was required for school. There was very little reading for pleasure—very little recreational reading. I strongly recommended that students to begin reading beyond school requirements, and even offered reading lists to students who indicated that they would use them. The test is its own entity, true, but we know that test developers draw from a wide variety of fiction and non-fiction when selecting passages upon which questions will be formulated. Not only do students who read gather a stronger literary base to draw from, they also gain vocabulary, learn about sentence structure, and develop the vaunted critical-thinking skills. Students who begin reading outside of school and who continue to formulate the habit of reading, will very likely score better on language and reading-related tests than those who do not. This is a general admonition, useful

I strongly recommended that students begin reading beyond school requirements, and even offered reading lists to students who indicated that they would use them. The test is its own entity, true, but we know that test developers draw from a wide variety of fiction and non-fiction when selecting passages upon which questions will be formulated. Not only do students who read gather a stronger literary base to draw from, they also gain vocabulary, learn about sentence structure, and develop the vaunted critical-thinking skills.

to students around the globe. Additionally, knowing that the Exam is timed suggests the need to be able to read quickly and accurately, a skill which is honed by wide outside reading practice.

2. Cultural differentials in content and vocabulary—While the students I worked with were admirable in their English language fluency, that fluency sometimes flags in a testing situation where passages are from English/American origins, and in which structures and words may have a different meaning or multiple meanings—enough to confuse a test-taker. Take the following short passage, for example:

The blues—a neologism attributed to the American writer Washington Irving (author of “The Legend of

Sleepy Hollow”) in 1807—evolved from African-American folk music. Its beginnings can be traced to songs sung in the fields and around slave quarters on southern plantations, songs of pain and suffering, of injustice, of longing for a better life. A fundamental principle of the blues, however, is that the music be cathartic. Listening to the blues will drive the blues away; it is music that has the power to overcome sadness. Thus “the blues” is something of a misnomer, for the music is moving but not melancholy; it is, in fact, music born of hope, not despair.

For students studying for the exams, vocabulary lists notwithstanding, may falter at the definitions or implications of words like, “neologism”, “cathartic”, or the inverse usage of “melancholy”. While a wide range of recreational readings can help fill these voids, my students testified that outside reading was hot high on their list of priorities.

Taken from a Short Passage practice set, the above-mentioned passage also exemplifies how assumptions of cultural knowledge and understanding can create an environment that tests more than a student's critical thinking/analytical skills. Suppose the student has not studied black history, and/ is not familiar with the blues? Suppose the student has not read enough American Literature to be familiar with Washington Irving and his works? The Assumptions regarding student familiarity with such cultural nuances may contribute to difficulties for international students not accounted for in the testing parameters.

3. As I worked with my students, I also found it necessary to point out that passages can be about



almost anything—from Shakespeare to sushi—and that is important to know how to deconstruct the structure of the prompts and responses. The format is multiple choice—either interpreting a passage, or providing a fill-in-the-blank response. (There is also an optional writing section which is not under discussion here.) It is helpful for students to understand how questions are designed, lest they mark incorrectly in areas in which they are otherwise conversant. See the practice passage below, and tips we discussed, following:

Burgers, fries, pizza, raw fish. Raw fish? Fast food in America is changing. Sushi, the thousand-year-old Japanese delicacy, was once thought of in this country as unpalatable and too exotic. But tastes have changed, for a number of reasons.

Beginning in the 1970s, Americans became increasingly more aware of diet and health issues and began rejecting their traditional red-meat diets in favour of healthier, lower-fat choices such as fish, poultry, whole grains, rice, and vegetables. The way food was prepared began to change, too; rather than frying food, people started opting for broiled, steamed, and raw versions.

Sushi, a combination of rice and fish, fit the bill. Sushi started small in the United States, in a handful of restaurants in big cities. But it quickly caught on. Today, sushi consumption in American restaurants is 40% greater than it was in the late 1990s, according to the National Restaurant Association. The concession stands at almost every major league stadium sell sushi, and many colleges and universities offer it in their

dining halls. But we're not just eating it out. The National Sushi Association reports that there are over 5,000 sushi bars in supermarkets, and that number is growing monthly. This incredible growth in availability and consumption points to the fact that Americans have decided that sushi isn't just good for them—it's also truly delicious.

11. The author asks the question “Raw fish?” in line 1 in order to

- A. demonstrate surprise that sushi is a popular fast food.
- B. highlight the differences between sushi and other fast foods.
- C. express his dislike for sushi.
- D. provide a definition of sushi.



E. suggest that sushi is much healthier than other fast foods.

12. The passage describes Americans' sushi consumption as

- A. beginning for many in college.
- B. important when watching baseball.
- C. taking place primarily in their homes.
- D. a trend due to supermarket marketing.
- E. more than it was five years ago.

13. In line 2, unpalatable most nearly means

- A. not visually appealing.
- B. not good tasting.
- C. bad smelling.
- D. too expensive.

E. rough to the touch.

14. The author supports the main idea of the passage primarily by

- A. describing where sushi is sold.
- B. providing a brief history of sushi in the United States.
- C. comparing sushi to other fast options.
- D. citing statistics about sushi consumption.
- E. describing how sushi is made.

Tips

A. Read the passage. It may seem obvious, but the point is to read the passage critically. While most students read the passage first, and go on to the questions, some students may prefer to read the questions first and then read the passage, seeking answers. Students are urged to underline, look for context clues and parse vocabulary, reading the passage quickly and carefully.

B. Determine the query, and answer only the question asked. (Question 12 offers an open ended prompt that could be answered by any of the options. But what does the passage offer, and what does the prompt ask?)

C. Focus only on the information presented in the query. Outside information becomes extraneous and can lead to errors. (The prompt for Question 14 asks about the main idea of the passage. The student's focus should only be on determining the main idea based on information provided in this particular passage, no matter what he/she knows about sushi.)

D. Know that using process of elimination is a legitimate strategy and is in fact part of the test design. The trick is to understand that the two or three options remaining are often only a shade apart, which necessitates revisiting the question and determining the response which best fits the query. (For question 13, most students would successfully eliminate options D and E as unlikely "near meanings" for unpalatable, leaving three options, each having to do with one of the senses. Knowing that the palate is in the mouth is helpful.)

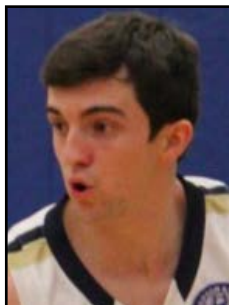
E. Note that prompts often use open words/phrases like "best fits", "most nearly describes", "suggests", and so on. These prompts intentionally avoid definition, or concrete interpretation, focusing instead on analysis, inference, or critical interpretation. (The options for questions 13 and 14 use "most nearly means" and "supports...primarily by" as choices.)

While certainly not exhaustive, this information comes from my personal interaction with international students engaged in test prep with me via Webex. Generally, I was in my basement and students were in their bedrooms. This one-on-one intensive preparation offered students the opportunity to engage in and score practice tests, and perhaps most valuable, analyze choices to determine the logic behind a right or wrong answer. It offered me the opportunity to engage with bright, willing students whose initial motivation was to do well on the ACT or SAT exam as an entrée to a US university, but who ended up with information that carry them well beyond an entrance exam.

Jordan O'Neil

Born in Iowa City, Iowa but grew up in West Branch, Iowa with one older brother. Graduated from West Branch High School in 2010. Received Associates Degree from Kirkwood Community College in 2012. After leaving home and spending one year at Johnson and Wales University in Denver, Colorado, I chose to finish my Bachelor's Degree at Coe College in Cedar Rapids, Iowa, receiving my degree in Business Administration in 2015.

I spent some time volunteering for the LBA Foundation. I currently serve as the Program Supervisor for the evening programming, while also writing grants to help raise money for the Foundation. Being able to spend time with youth is very gratifying as you get to see them grow, and I get to do something I love, instruct basketball skill development. In September 2016, I became a certified adult and pediatric First Aid/CPR/AED. On weekends, I spend my evenings bartending at Monica's in Coralville, Iowa.



Jordan



LEADERSHIP IN LBA

Whether we believe it or not, there are infinite platforms for leaders, it depends on the individual's perspective to actually see it. LBA is all about realizing the opportunities presented to lead. When we utilize our ability to dream, our ability to become leaders will increase. There are few accomplishments in life that are meaningful that we can reach solely by ourselves. Think about it, where would any of us be if it weren't for our parents, guardians, teachers,

coaches, bosses, etc. It seems fairly simple but here are three easy steps to become a LEADER: (1) Find something you believe in, (2) use/develop your platform (3) lead.

You could start a list right now with potential scenarios or situations where someone could use it to take charge. Taking 'charge' doesn't mean you instantly become a dictator and start instructing others what to do, unless this is your choice of leadership. It'll work sometimes, but not every time.

One of the most important things a Leader can do is assessing a situation. Try to gather as much information about the location, people, pros, cons, company, and school, whatever it might be! This helps us with our message and how we relay this message to those listening. How you present your message will have a lot to do with the responses that you get, or don't.

Establishing an environment where those listening feels comfortable responding can be difficult as well. For example, in our evening programming with students approximately aged 12-14, some students have difficulty speaking in front in their peers strictly because of the fear of being laughed at. This is why the environment is vital; it would be very hard for me to get a kid to realize his potential to become a leader

Leaders exist all around us, whether we choose to acknowledge them or not. Some lead just when others are watching; while some live their lives by implementing principles of leaders all the time, whether someone's watching or not. The latter will require you to think less about your actions and just act. The choice is up to you.

if he is just laughed at every time he speaks.

The next step in becoming a leader is getting others to listen AND respond. Some will listen and won't respond; this is perfectly fine. Maybe they are truly trying to digest the information or instructions given and will respond at a later time. Others may listen and respond with some abstract thoughts and ideas but this is good because they could bring unique perspective to the conversation. I will take either of these people over those don't listen to the content but always have something to say or as Stephen R. Covey puts, "Most people do not listen with the intent to understand; they listen with the intent to reply." (7 Habits of Highly Effective People)

Try to imagine every scenario throughout your day. Now try to imagine the times when you have the opportunity to lead. Like I said before, the opportunities are INFINITE. Leaders exist all around us, whether we choose to acknowledge them or not. Some lead just when others are watching; while some live their lives by implementing principles of leaders all the time, whether someone's watching or not. The latter will require you to think less about your actions and just act. The choice is up to you.

One scenario where a Dictator-type approach would actually be effective are emergency situations, as they aren't the best time for debates, so you better make sure you can trust whoever you are taking direction from. You never know when it might be time to step up and BE A LEADER!



DAN SHEFFIELD IN INDIA



విద్యార్థులకు సంస్కృతిపై అవగాహన అవసరం

నాచారం: మూడున్న పదిహేను లకు అనుగుణంగా విద్యార్థులు ప్రపంచ దేశాల ప్రజల సంస్కృతి, సంప్రదాయాలపై అవగాహన పెంచుకోవాల్సి అవసరం ఎంతైనా ఉందని ఆమెరామ వెండిన ట్రిబ్యునల్ ల్యాబ్ ప్రెస్ సెక్యూరైటీస్ డాన్స్ అవ్వారు. యూఎస్ఎస్ఎం సెడిన సెడార్ రాన్స్ కమ్యూనిటీ స్కూల్ ఆర్గర్లలో స్పాడెంట్ ఎన్ఎంఎంట్ ప్రొగ్రామ్లో భాగంగా గ్లోబల్ మైండ్ సెట్ కల్చరల్ సెంట్ అనే ఆంకంపై నాచారం డిజైన్ చేశారు. స్కూల్లో సామాజిక అవగాహన సదస్సును నిర్వహించారు. కార్యక్రమం ఉద్వేగ చదువుల కోసం విదేశీ కాలం వెళ్లవాడన్నారు. ఆయా దేశాల సంస్కృతి, సంప్రదాయాలు, ఆర్థిక వ్యవస్థ తదితర విషయాలపై అవగాహన లేక పోవడంతో ఎంతో మంది విద్యార్థులు చాలా సమస్యలు ఎదుర్కొంటున్నారని విచారం వ్యక్తం చేశారు. విదేశాలకు వెళ్లే ముందే ఆ దేశాల సంస్కృతి సంప్రదాయాలపై అవగాహన పెంచుకోవాలని ఆమె గావించి పెంచుకోవాలని ఆమె సరకు ఉందని తెలిపారు. యూఎస్ఎం వెబ్ సైట్ రాన్స్ కమ్యూనిటీ స్కూల్ ఆర్గర్లలో విదేశీ నిర్వహిస్తుందని తెలిపారు.



ప్రసంగిస్తున్న ప్రొఫెసర్ డాన్

చెక్కి Tue, 26 July 2016
epaper.sakshi.com/c/12032187





TRANSITIONS LAB PREPARATORY SCHOOL

TLUPS Summer Enrichment Program

Your student is amongst the best of the best. But, when competing against their peers, it's important to have that critical "X Factor" to make their application to the colleges or universities of their choice stand out. Trans Web Global's Summer Enrichment Programs offer exactly that opportunity!

We offer programs in Europe, USA and Canada

Spend an adventure filled summer in Okanagan Valley in British Colombia, Canada



The Way of St. James-El Camino de Santiago "The Way" stretches from France to Santiago de Compostela, the site of the remains of Catholic saint, St. James, in Spain. You can join Dan and Doug to discover and discuss the passion of faith, religion and spirituality while discussing Christianity and Islam. We'll discover meaning in written works, architecture and history while walking and riding through the beautiful European countryside.

British Columbia-Okanagan Valley

Close to Vancouver, the Okanagan Valley is home to some of the most beautiful waters and lands in western North America. Join Priya and Robert Pelletier, former sparring partner to Muhammad Ali to discover more about your hidden leadership talents while exploring the outdoors, and learning about environmentalism, volunteerism, anthropology and hiking.

Trans Web Global • 1604 Thirteenth Avenue SW, Cedar Rapids, IA USA 52404



Iowa Academic and Social Summer Program

Iowa City is home to the University of Iowa, a Big Ten university. Join AI to enjoy a rigorous yet enjoyable program designed to expand and stretch your capabilities in academic research and in English language arts skills with a focus on academics...and socialization. Enjoy your time in the Heartland of America, learning more about the people of Iowa and a delightfully welcoming community. Trans Web Global's Summer Enrichment Programs

Please make sure to contact your TLUPS representative to find out more about how you can make the Summer of 2014 the difference-maker for you and your academic career!

2320 E Ave N, Cedar Rapids, Iowa, USA 52402

Boston 617 963 0199, **Toronto** 289-933-2087, **Iowa** 319-533-5095, **Mumbai** 097 692 520 88

<https://www.facebook.com/TransitionsLab> <https://twitter.com/TransWebGlobal>

www.transitionslab.com

CEDAR RAPIDS

#6 Top City for Living
the **American Dream**

-Smartasset.com

Top 50 Overall **Best
Run Cities in America**

-Wallethub.com

Best Run City in Iowa

-Wallethub.com

14th Best City Services

-Wallethub.com

**#1 Best Place in
America to Raise a
Child**

-Smartasset.com

**5th Best City in America
for Young Adults to
Get Rich**

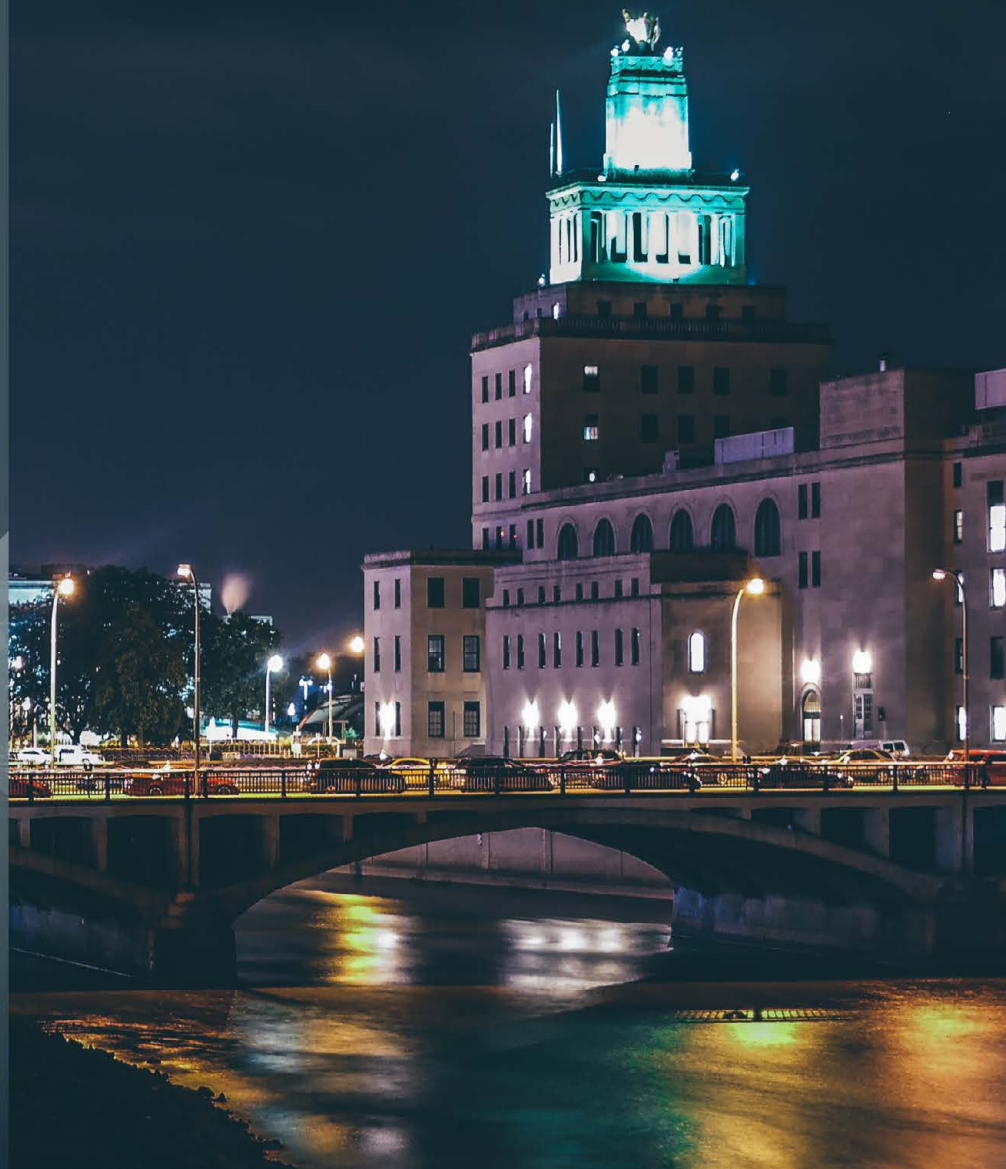
-Moneyunder30.com

All-America City

-National Civic League

"Cedar Rapids is proud to support student enrichment programs. We welcome all to experience the culture, arts, fun and diversity in the City of Cedar Rapids."

– Cedar Rapids Mayor Ron Corbett



CEDAR RAPIDS

City of Five Seasons®