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GUEST EDITORIALS

The Minds That We Will Need in the Future

By HOWARD GARDNER, Ph.D.

So much of our current discussion about education is about matters that could be deemed technical or political—Should we have charters or vouchers? Should NCLB be maintained, revised, or scuttled? How do we recruit and retain the strongest teaching candidates? Is home schooling good or bad? Against this background, it is salutary to step back every once in a while and ask a big question: What minds should we be cultivating in our young persons?

In my just published *Five Minds for the Future* (Harvard Business School Press, 2007), I argue that we can and should nurture five kinds of minds:

1. The disciplined mind. Students should learn the ways of thinking associated with the major disciplines, in particular mathematics, science, history, and at least one art form. A disciplined mind does not simply know information; it approaches issues, puzzles, and products in expert ways.

2. The synthesizing mind. Nowadays everyone is inundated with information. How do we decide what to pay attention to, what to ignore; how do

we organize critical material so that it is useful to us; and how do we communicate to others? The synthesizing mind has strategies for selecting and organizing materials effectively.

3. The creating mind. Almost everything that can be done by machine will soon be so executed. Ever more, individuals must remain one step ahead of the technology: raising new questions, creating new methods, devising works that could not have been designed algorithmically. The creating mind is ever on the lookout for what is novel but can ultimately be deemed acceptable by knowledgeable others.

4. The respectful mind. In an era of globalization, we can expect to encounter individuals of the most diverse backgrounds, interests, and goals. No longer can one live in splendid isolation. We need to cherish these differences, and know how to work effectively even with those with whom we have little in common. The respectful mind affords others the benefit of the doubt and seeks to make common cause, whenever feasible.

5. The ethical mind. While the capacity to respect arises early in life, an ethical stance requires an abstract attitude. The ethical worker

asks: "What are my responsibilities as a worker, as a professional? The ethical citizen asks, "What do I owe my community, my region, the world at large?" An ethical mind acts according to principles even when such action may go against one's own self interest.

As I reflect on these minds, I discern both the temper of the time and the evolution of my own work. For many years, as a psychologist, I was interested principally in discipline and creativity. But the advent of the new digital media impressed on me the 'synthesizing imperative.' As a scholar, I used to think that my responsibility ended when I finished my studies or my writings; but when I saw how my work could be abused, I realized that my responsibilities were much broader. And that is when I began to think seriously about the importance of respect and the need for an ethical stance, if we are to be good workers and good citizens.

Howard Gardner, the Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education is the author of the recently published Five Minds for the Future and co-author of Good Work: When Excellence and Ethics Meet.#

America: Time to Make a Sound Investment in the Arts

By ROBIN BRONK

Isn't it time America invested in arts education again? Every dollar and each minute spent on arts education is an investment, paying us back with improved student performance, a more vibrant economy, and a richer American culture. Despite the obvious benefits to our society and our fond memories of school art projects, we somehow have lost our way.

At the federal level, we spend less than 65 cents per student on arts education each year. And at the state and local level, resources are being cut, and the new emphasis on teaching only what can be tested leaves many schools' arts education programs to die on the vine. In fact, a report by the Center for Education Policy concluded that instructional time for arts and music has fallen 20 percent since the enactment of No Child Left Behind.

Of course, schools need to focus on improving academic standards, but the notion that we can only teach either arts or reading is a false choice. Put simply, art in schools only benefits the teaching of the three Rs. The research is overwhelming; students involved in the arts do better in school, score higher on tests, and are more likely to graduate. Study after study concludes that arts involvement improves scores in both reading and math from the earliest grades through the SATs.

Beyond improving basic academic scores, ignoring the arts hobbles our country's ability to compete economically. The movie business, the music industry, theater and non-profit arts organizations are vital engines of our economy. Hollywood alone accounts for 1.3 million jobs and more than \$30 billion in wages. Beyond the

direct impact of arts jobs, however, fostering creativity and imagination in our kids is essential to our economic survival. In today's global economy, America's competitive edge isn't price. Our secret weapon is our creativity and innovation. Refusing to invest in that creativity is penny wise and pound foolish.

Ultimately, though, society isn't judged only on test scores and economic statistics. We miss the bigger picture if we ignore the importance of art to the great American experiment and our attempt to build an enduring cultural heritage. "We must teach [our students] the rich artistic inheritance of our culture and an appreciation of how fine music enriches both the student who studies it, and the society that produces it," said Ronald Reagan. "The existence of strong music and fine arts curricula is important to keeping the humanities truly humanizing and liberal arts education truly liberating."

At The Creative Coalition, we know first hand the importance of the arts. For many, arts education was a lifeline through troubled years, and all of our members depend on America's creative spirit for their livelihoods. We've got to find the resources and the time to keep arts alive in schools. If we don't, we shortchange our kids, jeopardize our prosperity, and starve our culture.#

Robin Bronk is the Executive Director of The Creative Coalition (www.thecreativecoalition.org), the leading 501(c)(3) nonprofit, nonpartisan social and public advocacy organization of the arts and entertainment community focusing on issues of public importance, particularly the First Amendment, arts advocacy and public education.

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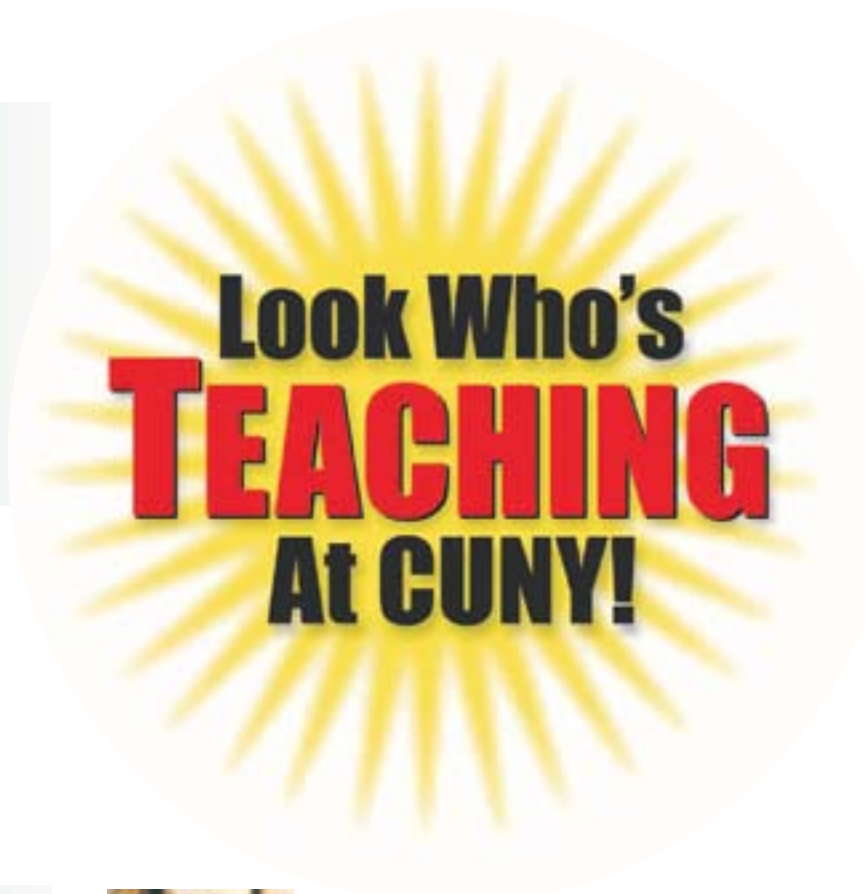
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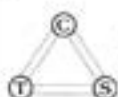
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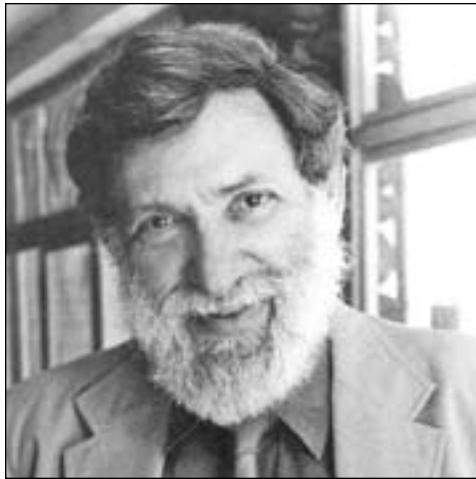
APRIL IS NATIONAL POETRY MONTH

A TRIBUTE TO POET LAUREATES AROUND THE NATION

By POLA ROSEN, Ed.D.

During April, National Poetry Month in the United States, each state selects a poet laureate. *Education Update* interviewed two poet laureates. We hope you will discover a host of emotions and inspiration to write your own couplets, sonnets or iambic pentameter, as the spirit moves you.

John Hollander, Connecticut



Jerry Bauer

At what age did you start writing?

At about 14, I started to write for my high-school newspaper, and became one of its editors at 16, when I also wrote the humor column. I had been writing bad lyrical verse for a couple of years, but turned to comic and satiric light verse, which I occasionally put in my column. I was also—along with a few intensely literary friends (all of whom ended up as physicians and medical researchers)—reading modern literature totally outside of school work: Harry Levin's brilliant and recently published James Joyce provided us with an introductory guide-book and a couple of us even went down to a meeting or so of the James Joyce Society at Gotham Book Mart. I still wanted to be a journalist when I started college, at Columbia (the huge preponderance of my classmates were returning WWII veterans—I've always likened my undergraduate days as being at college surrounded by many older brothers) and wrote nothing but news copy for the daily paper my first semester; subsequent to that, I became interested in the study of literature and published a few very bad poems in the Columbia Review, the literary magazine. My first writing in verse that I have since been able to acknowledge as serious were some translations from Les Fleurs du Mal that I did as a freshman in college; they were certainly better written than any of my own

"poems".

Can you share some of the inspirations for your writing?

I've never thought of "inspiration" as applying to anything I have experienced, so I'll have to be silent in this case. I would never have written a poem without having read and heard many others from many times (and, indeed, songs in other languages), so if you'd like you could say that my inspiration has come from poetry itself.

What are some of the challenges you've faced?

Always, trying to get better and trying to avoid turning out products or ever making a cheap shot; continuing to write in a world which, owing to the decline in American education over the past sixty years, has become increasingly unconscious of history and deaf to the articulated sound of both verse and prose unless it is the transcription of vernacular spoken dialogue.

Describe turning points in your career as a writer.

Deciding, early in college that I wanted to write poetry; my decision to be a teacher, which meant doing scholarly criticism, getting a Ph.D. and teaching literature, and thereafter having to cope with the complex relations among teaching, writing criticism, my poetry.

Who were/are some of your mentors?

If you mean "teachers", in school (at the Bronx H.S. of Science) a teacher both of English and German named Harry Rothman; at Columbia, Mark Van Doren, Lionel Trilling, Moses Hadas, Andrew Chiappe, Meyer Schapiro; at Harvard, Reuben A. Brower, I.A. Richards and Roman Jakobson; but also my friends and fellow-students at Columbia Allen Ginsberg and Richard Howard, from whom I learned vast amounts; Harvard--Stanley Cavell, Richard Poirier, George Kateb; and then there were the people who I felt were teaching me when I was young from the pages of their writing—George Bernard Shaw in from sixth grade on; W.H. Auden (long before I ever got to know him) from my senior year in high-school, and George Orwell, starting in college. And after that all the great poetry and fiction and philosophical writing in which I immersed myself. In the case of the poets, it was often that I needed to be taught by one how to deal with another—quite often, an earlier—one:

Robert Dana, Iowa

At what age did you start writing?

Do you mean well, or just writing? I started probably sometime around the age of 13 as a freshman in high school, but the poems were pretty awful. I didn't start writing really well until I was 24, after a couple of years at the original Iowa Writers' Workshop. That would have been around 1952. I published my first poem in Poetry in 1954.

Can you share some of the inspirations for your writing?

Inspiration isn't a word I use very often. Someone once said, "Writing is 1% inspiration, 99% perspiration." I believe that. If you mean what "sources" my writing arises from, I'd reply "The ordinary work of daily life." The possibility of a poem is always there, right in front of you. You may not be open to it, or you may be too lazy to develop the image or the theme or the possibilities of language, but it's there. Some of my best work has its start when I'm literally sweating--pruning roses on a hot day, chopping kindling, riding an overheated bus to a reading at some college or other.

What are some of the challenges you've faced?

Mostly just staying alive. I was an orphan at 8 years old during the Great Depression. I was barely 18 and a discharged veteran of WW II, just drifting, when I strayed into college in 1949. I've survived some serious surgeries over the years.

As far as literary challenges are concerned, just surviving a workshop class under John Berryman's very critical eye was a major test.

Wallace Stevens and Hart Crane took me back to Whitman, for instance, and Milton showed me just why Spenser was so great and remarkable, but so did Joyce.

List some of your favorite books/poems.

There are too many to list, and "favorite" is too problematic if you care as much about a great many poems, novels, works of history and philosophy as I do. If you'd narrow the field for me, I might perhaps be able to talk about which books or authors' oeuvres were most important for me at what moment, or, say, my favorite 19th-century American poets (I'd then say Emerson, Whitman, Dickinson, Melville, but also the minor fin-de-siècle poet Trumbull Stickney.)#



Describe turning points in your career as a writer.

Well, being a student in the Iowa Writers' Workshop where I studied with Karl Shapiro, Robert Lowell, and John Berryman was crucial. The workshop was tiny then and underfunded—the Berryman class consisted of only 13 students. But what students my comrades were!! Donald Justice, W. D. Snodgrass, Jane Cooper, Philip Levine, Robert Bly, Henri Coulette! The workshop was a hothouse of intelligence and criticism and work.

Later, Robert Frost, Stephen Spender, Denise Levertov, Ted Solotaroff, James Laughlin—all of these people were important to my development in one way or another at one time or another.

Who were some of your mentors?

Well, the list above might serve as an answer. It's hard to choose among them. If forced to, I'd say Lowell, Berryman, and Spender were the most influential and in different ways. Lowell saw something in my poems before I recognized it myself, and he encouraged me to go on writing. Berryman was a scourge. He tolerated no cheap language, clumsy syntax, and sentimentality. In short, he drove me to improve, to work harder, and to expect more of myself. I think of him often. Spender came into my life much later, in the early 1970's. I'd already been publishing in the best literary magazines in the country by then—Poetry, The New Yorker, The Sewanee Review. From Stephen I learned what real literary greatness is, what decency is, and how to handle in a low-key way whatever literary success it may be your good fortune to achieve. How to go lightly, you might say.

List some of your favorite books/poems.

Fiction: Hemingway's Collected Short Stories; F. Scott Fitzgerald's The Great Gatsby and Tender Is the Night; Saul Bellow's The Adventures of Augie March, Herzog, Henderson The Rain King. Poetry: Robert Frost, Collected Poems; some of Ezra Pound's Cantos; Elizabeth Bishop's The Complete Poems; Robert Lowell's Life Studies; John Berryman's The Dream Songs; William Carlos Williams's The Complete Poems; and on and on.#

In Memoriam: Ronald Croft

This is a tribute to a great man, Ronald Croft, a church organist and beloved father of Dr. Rodney Croft, a surgeon in London. The funeral was a lovely service with great choral and organ music and a reading of Tennyson's "Crossing the Bar".

*Sunset and evening star,
And one clear call for me!
And may there be no moaning of the bar,
When I put out to sea,
But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from out the boundless
deep
Turns again home.*

*Twilight and evening bell,
And after that the dark!
And may there be no sadness of farewell,
When I embark;*

*For tho' from out our bourne
of Time and Place
The flood may bear me far,
I hope to see my Pilot face
to face
When I have crossed the bar.*

According to Dr. Rodney Croft, Tennyson uses the metaphor of the sand bar at the estuary mouth as the frontier between life and death. He wishes to sail out on the flood tide when the bar does not moan as it does at low tide with the sea rushing against it. He hopes to see his Pilot face to face (i.e. God). Dr. Croft said, "It's a great poem for just such an occasion, very allegorical and so meaningful. It's the end of an era, but I am so grateful for my father's life and the enormous impact it had upon me."#



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NUTRITION: PART 3

Overweight? Eating Too Much Junk? Call a "Fat Buster."

By LISA K. WINKLER

If you have termites, you call an exterminator. If you have a leak, you call a plumber. If you're sick you call a doctor. So if you're overweight or just want to eat healthy, whom do you call? A nutritionist. Lisa Cohn makes house calls. Like a "Ghost Buster," she attacks fat. She goes through clients' kitchens, from cupboard to cupboard, refrigerator to freezer, trash bag in hand, and throws out what people shouldn't be eating.

Cohn, president of Park Avenue Nutrition & Spa, believes eating properly is a life skill, akin to learning how to set goals, manage finances, and get along with others. As nutrition and fitness have become national and state government priorities, more people are seeking professional advice from nutritionists, who assist in planning menus and creating diets, and like Cohn, show families what to throw out—and keep out of homes. "We need to be more forward thinking. Families need strategies to make measurable changes," Cohn said in a telephone interview with *Education Update*.

Some of first steps for managing eating habits begin at home and with pediatrician visits. Cohn believes that well baby visits and child physicals, should chart body mass similar to how weight and height are monitored. The tendency to allow children to gain weight without control, says Cohn is irresponsible. "In the past, we've been more forgiving with kids. People say, 'oh, he'll grow out of it. It's just baby fat. Or she's very active; she's growing fast.'" These attitudes lead to overweight children who are more likely to develop early diabetes, high blood pressure, and asthma.

Once the kitchen has been fat-proofed, the next step, Cohn believes, is to make children responsible for their own decision making. "The parents' role is to supply the right foods. The child's is to taste and choose and make themselves happy," said Cohn.

Providing fresh, unprocessed foods, with a lot of fruits and vegetables, can also prevent food allergies. As consumers have become more accustomed to processed foods, which are made with many substances, and are high in sugar, allergies have increased.

"Go back to the basics; think about what food



Lisa C. Cohn, MMSc, MEd, RD

should be made of. It's not from a box with a list of ingredients a mile long," said Cohn.

Cohn commends schools for the many efforts they've taken to alter school lunch and snack offerings. Schools are further addressing nutrition through health classes. But, expecting schools to assume the entire burden is unfair, she says. "It's the schools' job to teach content areas." In addition to school and parent support, Cohn believes the city has to become more involved. "Families in New York City need more facilities for fitness," she said.

A Long Island native, Cohn's interest in nutrition stems from an early fascination with the brain and how it works. She realized that food feeds the brain, like it feeds the entire body. She credits her passion for healthy food to her mother, who emphasized family meals and prepared food that were not only nutritious but aesthetically pleasing. "My mother nourished the whole person. The food wasn't ornate, just simple and fresh." In her first job, with the Ford Foundation, Cohn established health education programs around the country. "Nutrition is an intuitive, natural thing that should be part of daily life," she said. #

lcnutrition@aol.com

CAREERS

Forensic Pathologist Mark Taff Describes Real Life Crime Solving



By EMILY SHERWOOD, Ph.D.

For many years before his profession was made glamorous by such television shows as *CSI* and *Law and Order*, forensic pathologist Dr. Mark L. Taff has been routinely investigating sudden, suspicious and violent deaths in New York City and its environs. The crimes Taff investigates aren't solved in an hour, though, and they're usually more complicated than TV might portray. In a fascinating in-person interview, Taff spoke to *Education Update* about how he works to uncover the truth in his unique medical profession, when the cause of death is due to traumatic injuries, poisoning, or other outside forces.

For a guy whose resume is peppered with seemingly bizarre cases ("Death by fraternity hazing," "The Santa Claus Syndrome: entrapment in chimneys," and "Graveside deaths" are some of the more tantalizing titles among the several hundred articles he's published), Taff will be the first to tell you that he starts with what he calls "an index of suspicion....As a forensic pathologist, I've been trained to think 'dirty.' I take the approach that everybody I speak to is a murderer until otherwise proven and everyone has been murdered until otherwise proven...and I always work backward from the worst case scenario to a natural death where everybody can go their merry ways and bury Grandpa without any further ado," he explains.

But that doesn't mean his investigations are driven by preconceived notions or intuition. Quite the contrary. "It's always better to do a complete autopsy than a partial autopsy; it's always better to do a general toxicology screen than not do [one], because once you deviate from protocols and procedures that have evolved over the last thirty years, once you start taking shortcuts, it comes back to burn you," states Taff emphatically. Every death investigation follows a prescribed six-stage protocol: case history; death scene findings; autopsy (including external exam of clothing, fibers hairs, etc. and internal, surgical exam that looks at organs, tissues, fluids and the like); laboratory examination of specimens (toxicology, serology, trace evidence, etc); bureaucratic/business preservation of the autopsy report; and signing the death certificate.

Taff could recount numerous investigations in which the crime scene suggested a false reality but where adherence to careful forensic protocol led him to an often unexpected truth. In one of Taff's more unusual cases, a young man who had just broken up with his girlfriend was found dismembered on the Long Island Expressway. Upon arrival at the scene, first responders observed what looked to be a vicious murder. Yet following investigation, Taff and his colleagues ruled the death an intentional suicide, brought about by the victim's purposefully leaning out of the passenger side of a compact car and hitting a stanchion while driving. The case revealed six of eight criteria that typically indicate vehicular suicide, including a lack of brake marks, a fixed roadside object, driver intoxication and a psychological history of depression. "You connect the dots," concludes Taff succinctly.

While Taff firmly believes that following the evidence will lead to the truth, he'll also concede that sometimes there are limitations to science. "Even the bad guy can win out with a little luck and timing," he admits, adding that cases where "you find a pool of blood and bullet holes but someone has whisked the body away" become circumstantial and require good detective work to find the perpetrator. Even with the best pathology and detective work, though, not every case of homicide goes to trial. By law, Taff has an obligation to report deaths where there is suspected foul play to the prosecutor or the district attorney. But that's where politics come into play: "Then they go through their motions to decide how much evidence they have, and—based on the police investigation—how good a case they have, and they will sometimes prosecute some cases more vigorously than others. Some cases are so-called winners and some cases are so-called losers, and there's a lot of politics that go on in the district attorney's office," explains Taff.

With a twenty-year career under his belt (he's now one of three people in New York State completely engaged in private practice, providing second opinions to medical examiner's offices or working collegially to witness a first autopsy), Taff shows no signs of slowing down. In the words of his former mentor, Dr. Werner Spitz of Detroit who wrote the seminal textbook on forensic pathology, his most difficult case is "always the next one." Each crime presents a unique challenge that keeps his work fresh: "I don't see the mundane. I see the bizarre. There's always a new twist," he remarks. And he's halfway through a book with the working title of *Forensic Vignettes* that will put some of his real life cases to paper for a more popularized audience. No doubt there will be a burgeoning market for Taff's book, as people are dying to satiate their age-old curiosity about "who done it" and "how." #

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on page 22.

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CORPORATE CONTRIBUTIONS TO EDUCATION

An Interview with Deloitte COO Joseph Fennessy

By EMILY SHERWOOD, Ph.D.

It's a cold, sleet-driven Friday morning in March and Joe Delaney is late for work at his Manhattan office of the global accounting firm, Deloitte. But it's not weather problems or subway snafus holding up Deloitte's hard-working Eastern Regional Director of Alumni Relations: Delaney was busy volunteering his time to teach a 7 AM class at Norman Thomas High School, where he and his Deloitte colleagues are helping students prepare their school's virtual business for an upcoming international fair. Delaney's generous volunteer commitment is part of a NYC Department of Education-sponsored Virtual Enterprise (VE) program that takes place in public high schools citywide, in which students simulate a business that they run all year long with the guidance of a teacher and business partner. (An astonishing 70 Deloitte professionals teach or train teachers at Norman Thomas and three other VE programs in the city.) The virtual business that Norman Thomas has created is a firm much like Deloitte, fictionally named ACT Professionals (the acronym stands for Accounting, Consulting and Tax Professionals); Deloitte's other virtual businesses are in the fields of printing, insurance, and travel. "We work with the students from organization to business plan writing to business plan presentation to selling and marketing of services to the actual business fair," explains Delaney. In preparation for an April 30 year-end, Delaney is helping his students to get their numbers together for their annual report: "Of course it's crucial that we do very well at our international fair and

sell our products and services," he adds with an enthusiasm that makes it hard to discern whether he's the student or the teacher. Virtual Enterprise represents but a small sliver of Deloitte's community service "portfolio", bringing new meaning to the term corporate social responsibility. Perhaps their most visible volunteer effort culminates on Impact Day, scheduled this year for June 8, when 20,000 Deloitte employees nationwide – a staggering 50 percent of their total workforce – will take a day off from work to participate in more than 500 hands-on community service projects, cleaning city parks, painting dilapidated buildings, and facilitating literacy programs in schools and libraries, among hundreds of other unpaid jobs. There's more: Deloitte is one of the NYC sponsors of Youth About Business' (YAB) New York Summer Business Camp, a two week summer program for high school seniors located at Columbia University where students engage in a business competition by performing a mock merger and acquisition activity. "The students become the CEO, CFO, CIO, and COO," explains Deloitte's Northeast Region COO Joseph Fennessy. "Some of them will represent an actual company who is going to be acquired (the acquiree) and others will represent the company who is the acquirer. They will go through due diligence and other activities that are involved in one company acquiring another." Deloitte also has embraced the mission of the nonprofit international Junior Achievement (JA) program, which seeks to educate young people to value free enterprise, understand business and



economics, and develop workforce readiness. Deloitte's own senior partner, Ainar Aijala, is the worldwide chair for Junior Achievement, and some 44 Deloitte employees volunteer their time to teach an introductory business curriculum about five times a year in the city high schools. In an interesting and effective student-mentor partnership, JA students often work side by side with Deloitte employees on Impact Day. Deloitte's deep commitment to giving back seems hardwired into their corporate culture. "Our culture is one that supports lifelong learning and encourages people at all levels to share their knowledge and their experience," explains Fennessy, who himself is a powerful role model by volunteering

his personal time in his Nassau County community, with an impressive array of honors and awards reflecting his many local contributions. "It's such a wonderful feeling for us to share our knowledge and skills with individuals who really don't have much depth or breadth in the business world," he adds sincerely. At the end of the day, Deloitte believes that their investment in the future of young people will pay off many times over, as new generations of workers "become impactful players in the business community," in Fennessy's words. The benefits may even be as overtly tangible as identifying and nurturing future clients and employees. "The war for talent is big," notes Fennessy. "From a business perspective, engaging with young people who will ultimately work for us benefits and enriches the firm." Deloitte offers a select number of internships to students beginning in their freshman year of college, as long as they are enrolled in an accounting program and maintain a high GPA. Twelve current Deloitte interns and 3 full-time Deloitte employees began as high school students in one of the many Deloitte mentorship programs. Interestingly, 14 of those 15 new employees speak a second language fluently. "For a firm like Deloitte, with global commitments and responsibilities, imagine having staff people who can speak Mandarin, Cantonese, Korean, Spanish and Polish...They reflect the great diversity of the NYC schools that we can tap into." By mentoring aspiring young business students, Deloitte has clearly discovered a win-win solution with rich payback for both the young people and the firm. Bottom line analysis would probably reveal, however, that the ultimate winner is society.#

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MARK YOUR CALENDARS! SUMMER SOLSTICE APPROACHING

The summer solstice will occur on June 21, marking the beginning of summer and the start of a new season. As it draws near, parents and teachers can educate children about our planet's seasons using Washington biologist Ron Hirschi's new picture book, "Ocean Seasons."

Interestingly, seasons change in the ocean as much as they do on land, and "Ocean Seasons" provides a unique, detailed look at the differences between undersea seasons. Readers will watch new plants and animals come to life in the spring and then see summer oceans glow with sparkly plankton. Next they will follow the autumn winds across the open water and join the humpback whales as they migrate to warmer waters for the winter. Then the cycle begins again as the whales return to the northern waters in the spring.

In fun, fanciful form, Washington illustrator Kirsten Carlson and Sylvan Dell Publishing (SDP) team up with Hirschi to introduce the plants and animals that are joined by the mix of seasons, food webs and habitats beneath the waves. While set in the Pacific, similar changes also occur in the Atlantic.

Like every SDP book, "Ocean Seasons" contains a "For Creative Minds" educational section. The section includes a comparison of land and ocean seasons, ocean food web information and an ocean food web card game. Dr. Thomas C. Eagle, fishery biologist for the National Marine Fisheries Service department of NOAA, and Rita Bell, education programs manager at the Monterey Bay Aquarium, have vetted the picture book for scientific accuracy.

An award-winning children's book author, Hirschi has written over 50 children's books and

spends most of his days studying aquatic wildlife. Several of his titles have been named Best Science Trade Books of the Year, and he has also received the John Burroughs Nature Book Award. When Hirschi is not researching or writing, he enjoys taking young students into the water to explore and discover salmon, seals and other creatures by netting for fish, planting kelp forests and exploring tide pools. In fact, one such trip is what inspired "Ocean Seasons."

"I was out on the Strait of Juan de Fuca with a home school class one October night," explains Hirschi. "On this field trip, we were netting, observing and carefully releasing fish. The waves splashed around because it was incredibly windy, but the kids eagerly and tenderly examined their catches by lantern light. It came to me how much kids loved the ocean, no matter the season or the weather. I realized I would probably not have many of these nighttime opportunities again, and it is my hope that 'Ocean Seasons' might show other children the beauty of the sea and its creatures."

Carlson, who also illustrated SDP's "The Giraffe Who Was Afraid of Heights," is fascinated with nature and animals. Her love of the natural world led her to choose a career in illustration after pursuing her master's in marine science at California State University-Moss Landing Marine Laboratories and receiving her master's in Scientific Illustration from the University of California-Santa Cruz

"I believe that picture books are a wonderful way to connect children and families with nature," adds Carlson, "and I enjoy combining science and art to create illustrations that inspire those connections."#

Middle School Reform Discussed at LIU's School of Ed

Students in grades five through eight face challenges at critical points in their development. Prompted by persistent findings of high drop out rates and low test scores, the problems facing New York City middle schools, their contributing causes, and potential solutions were discussed recently at Long Island University's Brooklyn Campus School of Education. Special attention was given to the unique challenges experienced by many poor and minority students in grades five through eight. Norm Fruchter, director of the Community Involvement Program at the Annenberg Institute for School Reform at Brown University and author of "Urban Schools, Public Will," addressed participants, and cooperating principals responded with approaches to middle school reform. An audience of middle school principals and parents, along with Long Island University Brooklyn Campus faculty members, students, cooperating school principals, and two cohorts of aspiring principals attended. "New York City middle schools hold the least experienced teachers, and evidence the greatest class and race disparity," observed Evelyn Castro, associate dean of the School of Education at the Brooklyn Campus, adding, "These years are marked by a precipitous decline in test scores, especially in the gateway subjects of math

and science, which directly affects high school acceptance and drop out rates, and subsequently impacts higher education and career opportunities." New York City's steep high school drop out rate of more than 140,000 can be linked to the experience students have in middle school, when adolescents undergo rapid physical, emotional and cognitive changes. Students during this time require expert teaching and support to foster skills and confidence for the all-important high school application process. "As an institution that prepares educators to work in a major center of urban education, the Brooklyn Campus School of Education considered it an essential part of our mission to have hosted this presentation on middle school reform in New York City," said Cecelia Traugh, dean of the School of Education. "It is our goal to address this pressing problem with empowering solutions, which include informed involvement on behalf of parents, the development of interesting curriculum and supportive structures by teachers, and student appreciation of the importance of their middle school experience," she explained.

For more information, call Evelyn Castro at (718) 488-1385, or Juan Rodriguez at (718) 488-1055.#

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IMAGES OF WOMEN IN CONTEMPORARY AFRICAN ART

By MELVIN TAYLOR

The Sankaranka Gallery will host an exhibition, "Images of Women in Contemporary African Art", from April 1 through May 20, 2007. The exhibition is a selection of works which show/depict the condition of women in Africa. The works show images of beauty, joy, pleasure, and sadness. They also show images of women as victims of rape, torture and other forms of sexual exploitation. These works leave the inescapable conclusion that African women live difficult lives. They are the strong workforces of the continent---at home, in the fields, and at the marketplace. Although there is an emerging image of the modern, educated woman, who has begun to make a significant impact in politics and other professions, she is in the minority. For the vast majority everyday is filled with hard work under very hard conditions. The Sankaranka Gallery, located at 111 Front Street, Suite 206/230, Brooklyn, NY 11201. There will be an Opening Reception on Thursday, April 5, 2007 from 6:00pm to 9:00pm. Gallery Hours are every Wednesday through Sunday, 12:30pm to 6:30pm. By Subway; Take the A or C train to High Street (first stop in Brooklyn) or F Train to York Street; or 2/3 Train to Clark Street.#



Dream-Land

By SYDNEY KONTOPIRAKIS, AGE 10½

A world of dreams, a place of
Fantasy creatures of dragons
Faeries, mermaids, pixies
Unicorns, giants, ogres and more-
An eternity of souls
To watch over.

How does the hollow horn be heard,
Through the skulls of evil and darkness
Shall we ever know?
Do shadows go to heaven,

While our spirits go too?
We will have to pour the water
Through the four elements.

The world is full of mysteries and
Bubbles flow through the streets.
We will all learn too soon
Follow the silver road
To the golden gates.

Follow your dreams
And listen to your shadows.
A world of dreams, a place of fantasy-
Shall we ever choose?



vertex | vɜːrtɛks | noun 1 the highest point; the top or apex.



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Public Schools: Headed in the Right Direction

By MAYOR BLOOMBERG



reducing the education bureaucracy even further, and giving principals the authority they require to be real school leaders. And because we need highly qualified teachers in every classroom, we're also working to make the job security that comes with teacher tenure a real reward for excellence, not an automatic rubber stamp that protects mediocrity.

Equal funding, great principals, and excellent teachers: They're all vital to improving our schools. But there's another crucial element in this equation; our public school parents. And let me close with a few words to you parents this morning. We need you to help and inspire your children, and also to help us make sure that our schools are doing what's right for them.

From Day One, we've made parent involvement in schools a top priority—which is why, for example, we've hired parent coordinators for every school. They're doing a great job encouraging the flow of information between families and our schools. And last week, we also named the Department of Education's first chief Family Engagement Officer. She's Martine Guerrier, a Brooklyn public school mom, and someone who has long devoted herself to improving our city's schools. She's going to report directly to Chancellor Joel Klein. Her job will be making the parent point of view heard at the highest levels of the Department of Education, and ensuring that DOE policies really work for the people who always come first in New York's schools: our students and their families.#

For the first time in a long time, our public schools are headed in the right direction. Test scores and graduation rates are up. The drop-out rate is the lowest it has been since we started keeping track of it back in the 1980s. And our African American and Latino students are making big strides in closing the achievement gap that has existed for too long between them and their classmates.

But we've still got a long way to go. Despite our progress, more than 40% of students take longer than four years to graduate from high school, and only one-fourth of African American and Latino students graduate with Regents diplomas. Unless we change that, too many youngsters are going to face futures as permanent second-class citizens in today's competitive economy. We can't let that happen—and that's why I believe getting better results out of our schools is the Number One civil rights issue of our time.

To get those better results, we must eliminate the funding disparities that still hobble too many schools—and then hold principals and teachers accountable for higher student achievement. So before the next school year begins, we're going to end a decades-old system of school funding that has rewarded some schools and treated others unfairly. I'm talking about funding gaps between comparable schools that top \$2,000 per student, year after year. That's not right, and we're going to fix it—in a flexible way that protects important programs and services for every student.

The progress we've made in education so far teaches us that great principals make great schools. Now we're taking that lesson to the next level, by

FROM THE SUPERINTENDENT'S SEAT

Taking a Leadership Role at School

BY DR. CAROLE G. HANKIN
With RANDI T. SACHS



We all know that it is important that schools and parents work together in the best interests of the children in order to provide the best possible education. Parents who step up to a leadership role also work cooperatively with one another. The superintendent, the principal, and the teacher all have very clearly defined roles at school. But what exactly is the role of the parent leader? Parent leaders often walk a tightrope in their dual roles as advocates for the children and supporters of the school administration. However, if they keep the following in mind, they can reap the rewards of making a very positive impact on their children's school experience. As a parent leader, you are helping to facilitate what all (or most) parents want. You know you are not there for your own personal agenda or to only help your own children with their individual needs. It's important to be inclusive. Listen to the ideas and concerns of all parents. Be available to talk and listen and try to keep your judgments to yourself. Develop cooperative relations with school officials. Understand the chain of command, and advise other parents to follow that chain—

feel welcome, and help by introducing new parents to others with children in the same grade. You are sensitive to the fact that your school community includes individuals of all different backgrounds, political beliefs, and educational philosophies. Parent leaders can communicate regularly with the principal and agree on what the role of the parent association will be throughout the school year. You can establish a cooperative relationship and one of mutual respect and you will truly be a success as a leader in your school community.#

teacher, principal, assistant superintendent, superintendent. Parent leaders also delegate tasks, share the responsibilities, and are generous with praise and appreciation. Every parent who is involved at school is a volunteer and is giving of his or her time and talents. Parent leaders are in a good position to reach out to new parents. Do your best to make newcomers

MOVIE REVIEWS

WINNING SPORTS FILMS: PRIDE AND OFFSIDE

By JAN AARON

Two movies about young people and sports – “Pride” and “Offside” -- are reviewed this month: In “Pride,” a group of guys goes from ragtag to winners and in “Offside” a group of girls try to see their team become winners.

The central figure in “Pride” is a swim coach Jim Ellis (the terrific Terrence Howard) who has coached swim teams, mostly of blacks, for the Philadelphia Department of Recreation for more than 35 years.

The script by Kevin Michael Smith, Michael Gozzard, J. Mills Goodloe, and Norman Vance Jr. is a somewhat fictional take on his early years when the Marcus Foster Recreational Center was neglected and nearly shutdown. Also featured is comedian Bernie Mac in a fine turn as the Center's lone employee who is hooked on TV soaps.

Ellis isn't a crusader when he first sets on eyes on the graffiti-covered, rundown facility in 1973. He just needs a job. He has been denied employment at a white school by a racist coach (Tom Arnold). Initially, his job is temporary and involves helping to shut Marcus Foster down.

When the city removes the basketball hoops, the boys drift into the pool. Soon, Ellis, who swam competitively in college, is teaching them winning strokes and they are eager to complete. Their first meet is against a Main Line peppy school coached by Arnold and they are humiliated; one boy loses his trunks, they other hits head against the end of the pool. They practice hard and triumph in rematches and new matches.

The young actors playing the swimmers aren't written in depth, but they are attractive and terrific swimmers. The films director, Zimbabwean, Sunu Gonera, captures the era.

In “Offside,” the new film from talented Iranian director Jafar Panahi, the game takes place on a field we never see where the Iranian national soccer team is facing Bahrain for a qualifying match for the World Cup. We can hear cheers and boos from the huge crowd and snippets of



play-by-play. But, the film's featured characters – loyal young girl supporters of the team, some with faces painted the red, white and green of the Iranian flag, never see what's going on.

These unfortunate fans are young women, whose attempts to see the match in the stadium are stopped by the police who enforce strict Iranian rules forbidding mixture of the sexes. Trying to pass as boys, they are rounded up and placed into a pen outside the stadium. Their young soldier guards themselves seem confused and unhappy about guarding them. They'd rather watching the game, or, in one case, watching the cows on the family farm.

The film uses the game to depict the awful way laws and social customs are restrictive and harshly enforced in Iran. At the same time, Mr. Panahi in fact was denied permission to shoot “Offside”. He went ahead under pretext of making another, less controversial film. The jubilant conclusion might be a celebration of his success.#

New York University Child Study Center
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Thursday, May 17, 2007

A Conversation for Students,
Parents & Educators about
Life with Dyslexia

Chuck Close
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5:00 - 6:30 pm

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Chuck Close, Self-Portrait, 2006-07, oil on canvas, 9 x 7 (2 3/4 x 2 3/4)
© Chuck Close, Courtesy PaceWildenstein, New York
PHOTO: Eben Haber/Wilson / Courtesy PaceWildenstein, New York

Friday, May 18, 2007

Join us from 11:00 am to 12:15 pm for the scientific presentation –
“Chromosome to Classroom: Update on the Neurogenetics of Dyslexia”

Frank Balch Wood, M.D., Professor and Section Head, Department
of Neurology, Wake Forest University Baptist Medical Center

Auditorium Alumni A, NYU Medical Center
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KEN BURNS SPEAKS AT THE OXONIAN SOCIETY (PART II)

By DR. POLA ROSEN AND LIZA YOUNG

Ken Burns, legendary documentary film maker of American history, nominated for two academy awards, and several Emmy awards, and for whom the intriguing "Ken Burns" cinematic effect was named recently appeared at the Oxonian Society, participating in an engaging discussion with Joe Pascal, Oxonian Society President, regarding his earliest roots in documentary film-making, his passion for the civil war and challenges and triumphs in documentary film-making. Burns spoke without notes in a compelling, erudite, passionate, logical manner that conjured up the magical charm of Orpheus and his lute. In short, Burns is not only gifted, he's brilliant.

Joe Pascal (JP): Until you came onto the scene, most documentaries were thought as a still-life drawing. Your documentaries seemed to increase the depth of understanding of the subject matter while entertaining the audience with beautiful language, images, and weaving it together into a dramatic story.

Ken Burns (KB): I work with a lot of amazing people who make my job as a kind of conductor, that much easier. The key to this is that if you just tell people what you know, use documentary as essayist tool, a didactic tool, an expository tool, you fail to use all of its brain, or all of its possibility. If you trust that it has an artistic life as well, that we spend so much of our lives in a rational world where we explain things, and there's a safety there, and we quite rightly eschew the nostalgia and sentimentality that governs cruder impulses, you then also neglect to notice that in our lives which matters most to us, which are these deeply complicated emotional connections that we have, which are actually much more precise, we just lack the language to articulate it, but much more

precise than the rational world that we live in. So I decided early on that I wished to engage a documentary film which not only be expository, but interested in the art of documentary; that is to say in composition, form, style, language, in use of music, sound effects, and how you put it together, but also, much more important, in a content that was rooted in an emotional archaeology and not just a physical archaeology that was attempting to resurrect the dry dates, charts and facts. And I think it's the emotional context that is the glue that makes the most complex of past events stick in our minds, but also in our hearts, permanently part of who we are now, and not just part of some abstract, unable to employ historical past.

JP: How did the Ken Burns effect come about—which is so aptly named after you—where you take a viewer into a frame by focusing on one of the images in the picture.

KB: As the son of the amateur photographer, as a student of still photographers, I see the still photograph as the essential building block, the DNA...I like a film that uses a great deal of motion picture, but I still like the still photograph as a kind of anchor that reminds you that motion pictures are in fact still photographs 24 times per second. It seemed to me that in so many documentary films there was sort of a terror; most people didn't want to choose subjects until the advent of newsreels. And when they did have to use a still photograph they were so happy that they could get to motion pictures as if that was truer, and they would exhibit pictures at arms length, almost apologetically, whereas it seemed to me that these pictures are often our closest representation of the reality we are trying to come to terms with.

From the very beginning of the Brooklyn Bridge



film, we were going inside these photographs. The greatest compliment I've ever had was at the premiere, in a little function room at the Brooklyn Museum, of my film, back in 1982, where this woman said, "Where did you get the newsreels of the building of the Brooklyn Bridge?" And I said, "Ma'am, it was built between 1869 and 1883; there were no newsreels." She said I'm talking about the film of the blocks of stone being taken up to the top of the towers..." I said, "Ma'am, those were still photographs." And she replied, "No they weren't..." So, I've done that; I've thought of employing this energetic, exploring eye that trusted, almost like that feature film maker that I wanted to be, that trusted that image could come alive, so I treat a still photograph the way a feature film maker would a long shot.

Jump ahead 25 years, and I get a call about three and a half years ago from a man named Steve Jobs who said I need you to come out and visit. So I went out there, and he led me into this room with two guys, sitting there very excited. They had apparently been working, for many years, trying to perfect a thing which they felt

they had finally perfected and had wanted to put in all new Apple computers that following January; they had called it as a work in progress, the Ken Burns effect because it permitted you to take your still photographs that you had downloaded, and to zoom and to pan. I said, "Well, I don't do commercial endorsements." And their faces dropped. I said, "my wife runs a non-profit and if you will give me computer equipment that I can give to her, then you can use this..."

JP: Most of your documentaries are parts of the fabric that make up the United States. Please explain this continuous theme and why it's important to you.

KB: I am interested in how my country works. I'm interested in looking at it, celebrating it, but also being critical. I never thought when I made the first couple of films in American history that I would stay there. I assumed the next film would be something else, and it hasn't been. I think if I were given 1,000 years to live I wouldn't run out of topics of interest.#

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Calendar of Events April 2007

Conferences

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HISTORY NOW LOOKS AT THE AMERICAN WEST

The institute is pleased to present the ninth issue of history now, a quarterly online journal for history teachers and students, available at www.historynow.org. The issue examines the american west, with essays by some of the most eminent scholars in the field. As always, history now accompanies these scholarly essays with imaginative and accessible supporting material and lesson plans. Don't miss this issue's interactive feature -- "a view of the west" -- a photographic tour of the late 19th and early 20th century american west.

2007-07 HISTORIANS' FORUMS IN NEW YORK CITY

For the 11th straight year, the gilder lehrman institute presents distinguished scholars and historians to lecture on their most recently published books and answer audience questions. The historians' forums are open to the public and are followed by a reception and book signing. Check out the 2007-2007 schedule and buy tickets: www.gilderlehrman.org/institute/public_lectures.html

FEATURED DOCUMENT

The institute regularly features documents from the gilder lehrman collection. In the spotlight this week is a broadside, printed in 1805 in new york city, which illustrates the atrocious treatment of slaves. See the broadside and read the transcript: www.gilderlehrman.org/collection/docs_current.html

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MEMOIRS OF AN EX-CAMPER

By JUSTINE RIVERA

When I was nine years old, I went to a sleep away camp for the first time. It was part of a program called the Fresh Air Fund; a lot of my mother's friends had sent their kids to the camp so, of course, my mother decided to do it too. I remember being nervous and excited waiting with the other kids at the George Washington Bridge bus terminal. I had made friends before I even boarded the bus. I went to the Fresh Air Fund for a total of three times, the first time going to Hidden Valley, the second time in Friendly Town, and the last in Camp ABC (I had always thought the "ABC" part was meant to be educational for us, but I recently found out that it stands for Anita Bliss Coler). Each time I learned a lot of things and gained some great experiences.

I loved the first time I went. There were two pools: one was only open to the kids who knew

how to swim; the other was a smaller pool for non-swimmers. Not knowing how to swim, I was always stuck in the smaller pool, and if I went to that same camp today I would most likely be forced to stay in the small pool again.

I remember the nature walks we had, and how we went to a small cabin-like building. There was a bunch of dead insects stored in some wooden boxes with glass windows. I was so excited to see a deer on one of our nature walks. It was so majestic the way it stood there staring at us, and then slowly walking away.

I remember signing up for the games activity, assuming it would include board games and things like that. I was annoyed when we ended up at a big grass field and we had to play sports. At first I hated the fact that I had to run and catch and be in the hot sun, but after a while I forgot all that and enjoyed myself. It was during one of the

baseball breaks that I learned how to braid dandelions together from one of the counselors. I also learned from the same counselor that the dents in the backs of my shoulders were dimples. I was shocked at this new discovery of myself, let alone the discovery of the fact that you could have dimples in other places other than your cheeks.

Now that I look back, I remember my counselors with a fondness. There were three of them supervising the six of us in the cabin, and they were always so nice. They were like big sisters to us. I remember when one of them had put a French braid in my hair. It seems silly, but at nine years old, having a French braid in my hair made me feel pretty.

I also remember arts and crafts, and creative writing. In one of the activities in creative writing, we took our favorite things (animals, colors, places and more), and wrote a story that involved all of them. The activity was different and at that time and age, who would've thought that writing could've been so much fun? I really liked the arts and crafts

activity we did. I have always loved art in one way or another, and it wasn't that much different when I was nine. I had never worked with wax and we used blocks of wax to carve in our favorite pictures and words. The one I made had a heart carved with the word I at the top and mom at the bottom: "I heart Mom". I remember when boarding the coach bus to go back to New City, and later home, I was upset that I lost my wax carving.

When I think of the Fresh Air Fund I just think it was one of the greatest parts of my childhood and a great part of my growing up. I have a lot of great memories of those days. I still have the black and white photo I took of a dandelion surrounded by geese that were at least one-third my size (this was while I was in Camp ABC). Every time I take a trip out of the city by car, smelling the trees and the fresh air brings back memories of the wonderful times I had.#

Justine Rivera is a student at the American Sign Language School in NYC and an intern at Education Update.

A Horace Mann Student Looks Back at Life on a Farm

By DAVID MAIMIN

It was the first summer of WWII in 1942 when all eligible 18-34 year olds had been called into military service. There was a shortage of farmhands to work on the farms. I and a group of New York City high school boys volunteered with a high school teacher to live on a farm in Mad River Valley, Vermont and work on surrounding farms to replace the young farmers in service.

Each morning local farmers would contact our teacher asking for workers. The farmers were poor

so our teacher set the minimum wage at 50 cents a day. Although a daily wage of 50 cents seems paltry today, at the time we could buy a one-gallon can of maple syrup from the general store for one dollar. Transportation to work assignments was via a Model A Ford driven daily by the teacher. He packed 17 people into the car—4 in the front seat, 9 in the back (3 on 3 on 3), and 4 on the running boards (2 standing on each side). If a farm was up a steep hill, the boy assigned to work there had to hike up to his job because the overloaded

car could not make it up the hill.

Most of our work involved haying, which was different from today. Now, hay is cut by tractors, rolled into huge bundles and covered with plastic wrap. Then, the farmer cut the hay in the field with a horse-drawn cutter bar, let the hay dry, and raked it into windrows (long rows). We would then tumble the hay into manageable rolls, lift the bundled hay with a pitchfork, and heave it onto the hay wagon. In the barn a large fork in the ceiling was lowered to clamp onto a section of hay in the wagon. A horse would pull the clamped hay up by means of a rope and pulley. The fork would reach the ceiling, slide along a track over the haymow, or loft, and drop its load. The dirtiest job was standing in the hot, dusty haymow and spreading the hay evenly across the entire hayloft. This procedure was repeated until the hay wagon was empty and was sent back to the field.

The summer of '43 I was fortunate to be employed at a farm that paid \$1.50 per day. The farm was run by a spry 84 year old (who would

sometimes run into town to see his 18 year-old girl friend), and his family. The farm was typical of the time with an outhouse and electricity but no telephone. The chores were the usual, including hoeing, shoveling out the cow stalls, pitching hay, and mowing away (spreading out) the hay in the barn. I worked for this family again in the summer of '44, when my pay was raised to \$1.75 per day. About twenty years later I visited the farm—only the farmer's son and wife were still there. They proudly pointed out their indoor bathroom and phone. They told me that most of the young people had moved away as they lost interest in farming. Today the ski industry and second homes have replaced the farms bringing some measure of prosperity to the region. Fortunately, the state of Vermont has seen fit to protect the environment and preserve its natural beauty. When I return to the area, I can still see the fields where I labored and remember fondly some of the farmers for whom I worked.#

A Camp with an "I Can" Attitude: Supporting Children Facing Challenges

By AMERICAN CAMP ASSOCIATION


Special is one way to describe every day at Camp Twin Lakes outside Atlanta for campers facing physical and emotional challenges—just another ordinary, spectacularly amazing, packed day is another way—a camp where kids get to be kids first, and challenges? Well, we'll get to that later. In important ways that count, Twin Lakes is a regular camp—full of other kids, counselors, activities, friends, but one thing parents really want to know is what happens when they are not there. The campers and counselors at Twin Lakes want you to know—a lot of fun happens for starters.

How about coming inside? Twin Lakes Director Dan Matthews is your guide.

Med Check with a Twist
Those doctors and nurses are waiting as Kara and her friends make their way to the Med Lodge—only these doctors and nurses don't look like doctors and nurses—today they look like they've stepped out of a jungle safari in their grass skirts and pith helmets. You've just got to laugh and young Kara is tickled that Janet, the nurse, keeps stepping on the tail she's attached to her spotted costume.

"When children's worlds often revolve around medical checks and procedures, then our staff

continued on page 23

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IN THEIR OWN WORDS: MMC COLLEGE STUDENTS DISCUSS THEIR LEARNING DISABILITIES

By JACQUELINE BONOMO, Ed.D.

In my almost ten years as full time learning specialist and Assistant Director of the program for Academic Access at Marymount Manhattan College, I have felt the deep gratification of witnessing the graduation of students who, a generation or two ago, might not have even attempted college. When asked by parents of prospective applicants the ingredients that promise success in a liberal arts college, Director Ann Jablon and I mention three essential ingredients—being “otherwise qualified,” acceptance and understanding of one’s own weaknesses, and a solid work ethic. In carefully reviewing psycho-educational reports of applicants, we look for students who are intellectually qualified, who have average and above average strengths in verbal reasoning, information, and comprehension and whose grades in high school courses indicate they can meet reading and math requirements. The student’s severity or combination of weaknesses cannot be so great as to make compensation unlikely. A learning disability should not be confused with overall low intellectual functioning, which indicates college is not a good match for the individual. Those applicants who don’t score at least a 450 on the Critical Reading section of the SAT are given the opportunity to show they can read on a college level by taking the Nelson Denny, a shorter test. Finally, through personal interview and examination of recommendations and teacher comments, we



“Having Dyslexia and ADD isn’t very different from having a disease such as diabetes. It’s just that my conditions are neurologically based. But it’s who I am and part of me.”

attempt to select those individuals who evidence self-acceptance and a willingness to work hard to overcome weaknesses. Often these candidates are driven by a strong goal orientation. But, enough talk of the abstract, ideal learning-disabled applicant. Perhaps the writing of Access students themselves will communicate the variety of people possessing these qualifications and encourage others like them to pursue college studies.

Having Dyslexia and ADD isn’t very different from having a disease such as diabetes. It’s just that my conditions are neurologically based. But it’s who I am and part of me.

Students’ Share Their Thoughts about ADHD

At a young age I knew some things were different about me. (One school I attended for a few months posted gold stars under names for getting 100% on spelling tests. I remember not having any stars under my name (and probably never would) and that was upsetting). From second through fourth grades I attended a school dedicated to teaching the way each student learns best. Children were assigned to classes according to level of academic functioning, not age. I learned to read using the Orton-Gillingham system, and I learned how to learn in the manner that best worked for me. One of the areas in which I flourished as a child was in theater. I made many friends there and found lots of other children that also had learning differences. This led me to my degree program in theater with a concentration in arts management. In college, sometimes I need

to hear something in a way that someone might not say at first, so I have to ask the professor to try again to explain in a way that makes sense to me. Some students may not want to do this, but I feel I have every right to learn to the best of my ability and to be given every opportunity to succeed. In the Access Program, in weekly sessions with Dr. Bonomo, I have learned invaluable study techniques,

including active reading and recitation. The program gives me the skills I need to thrive at the college level and is instrumental to my success. K.H., junior

My senior year of high school, I underwent weekly visual therapy treatment at SUNY Optometric College. While the therapy did not work for me, it did help me learn more about my print reading disability. It showed me some

of the problems my eyes have following the words on a page and that I have the approximate reading rate of a first or second grader. My freshman year of college I spent several hours one Sunday afternoon looking at the same page of one of my textbooks without being able to read to the end of a paragraph. For a while I was able to complete reading using audio books through Reading for the Blind and Dyslexic and with the assistance of my learning specialist at MMC. But the RFBD did not have all of the books

assigned. The Access Program introduced me to the Kurzweil 3000 program, which reads aloud word documents. If you attach your computer to a scanner you can also scan books or pages and convert them into audio files for Kurzweil to read. While the software often has trouble reading some things correctly, the program has done a very impressive job with most of the books or newspaper articles I have thrown its way. I now use Kurzweil to read everything for all of my classes and probably would not be graduating without it. N.H., Senior

I never thought I could graduate college. Since first grade I always doubted myself and worried about my grades. I have always known that I had trouble with writing and reading comprehension. The Access Program has given me encouragement to get help in the areas that I need, while giving me confidence in those areas I can do on my own.

I have had an internship at the Burberry Public Relations Department for three years, and am the President of the Communications Honors Society. I also completed my Communication degree with a Business minor within four years. B.T., Senior

Throughout school, I had always been stronger in math than in reading and writing. Testing in my senior year revealed I had very solid potential in these areas, but needed some instruction. Tutoring sessions in the Access Program helped build my vocabulary, reading, note taking, and

INCLUSION FOR PEOPLE WITH DISABILITIES

By SYBIL MAIMIN

A much-needed conference on “Building a Culture of Inclusion for People with Disabilities,” recently held at UJA-Federation of New York, offered strategies, goals, and personal experiences that clearly have universal applications. Noting the major commitment by the agency, senior vice president Louise Greilsheimer explained, “Inclusion is the responsibility and obligation of the entire community, not just caregivers.”

We live in a time of “diagnoses” and constantly changing definitions and terminologies. Ignorance, stigma, and discrimination are widespread, and people with disabilities often lead unnecessarily lonely, sad, and misunderstood lives. Their abilities and talents go untapped. Featured at the conference were excerpts from a very moving film, “Praying with Lior,” starring a charming 12-year-old boy with Downs Syndrome who is surrounded by love and support. A young classmate accepts the boy’s presence, observing, “How we treat Lior is a test for us.” Filmmaker, Ilana Trachtman noted we rarely interact with any of the millions of people with disabilities. “Where are they,” she asked. “They are hidden, sort of undercover,” but increasingly, like Lior, their stories are coming out. Lior’s father and fervent advocate, Rabbi Mordechai Liebling, stressed the need for a paradigm shift in attitudes and a recognition that inclusiveness can be enriching for all. “One who gives, gains,” he promised. “We don’t like to be confronted with our own frailties and mortality. That’s why we put disabled people away.”

While there is clearly a need for more understanding of disabilities and inclusion, many fine programs that grapple with the issues are already in place. The conference was an opportunity to share best practices, identify challenges, and rally for expanded efforts. Rabbi Dianne Cohler-Esses, who has two children with learning problems, decried a society so focused on success and achievement that “there is no room for those who are different.” She applauded her daughter’s special education school where she is “not a stranger in a strange land.” She is made to “feel good in everything” and her disabilities do not stand out. Lisa Ginsburg of Ramapo for Children, a residential summer program for children with social, emotional, and learning challenges, stressed the importance of highly trained staff with “back pockets full of skills.” Relationship building is key to impacting a child, she advised. Programs of inclusion do not start at the grass roots, emphasized Dr. Jed Luchow of the Board of Jewish Education of Greater New York and a special education professor. They must be believed in and mandated from the top and implemented by staff below with the help of continuous training and support. He spoke of the 1990 Americans with Disabilities Act which moved the discussion from physical access (as required by a 1973 law) to Universal Design for Living (UDL), a set of principles and guidelines that gives a new definition to accessibility. The design of products,

writing skills. T.M., freshman

Overcoming Attention Deficit Disorder has been a most challenging, yet rewarding experience. I had problems concentrating and completing assignments, as well as organizing everyday aspects of my life. I let this disorder take control. I avoided medication and using the proper resources. After struggling in school and other areas, I decided to make a change for the better. Since enrolling in the Access Program, I started to take medication and receive tutoring and coaching. I learned the value of time management and designed a realistic approach to my life. I received help in creating a schedule that organized my time by setting a certain number of study hours aside for the number of credits I



Ilana Trachtman & Rabbi Mordechai Liebling

learning materials, and means of communication must accommodate diverse abilities and styles. The whole idea of inclusion is “universality,” he explained.

Typically, the disabled are “served, not heard,” said Marc Arje of the Hebrew Educational Society (HES) and its Special Needs Family Center. As increasingly diverse and demanding populations emerge, organizations are becoming more progressive and supportive of inclusion. Change is gradual as staff move from resistance to assistance and, instead of expelling those who act differently, try to find ways to help them. Bonnie Waring of the Sam Field Y in Queens explained its CAP Connects for families living with autism offers an array of services including Basketball Buddies, a mentoring program that has local high school players teach basketball to children with autism. One mentor exclaimed, “Never before have I wanted so much to see a ball go into the net.... These children are incredible.” A sober note was offered by Rabbi Judy Cohen-Rosenberg of Federation Employment and Guidance Services (FEGS) and its Partners in Caring program: “It is hard to have a disability. Kids who are left behind are sad and overwhelmed. . . . It is difficult to struggle as a parent of a special needs child.” Lawrence Lieberman, a parent attending the conference, spoke of countless legal battles with the city to have special programs provided in public schools for his son, Eric, now 19, who has cerebral palsy. Lieberman is working to assure his new local community center accommodates the disabled. “Access is important,” he said, “But once inside the building, programming must also be accommodating. Universal Design principles ensure that equipment is usable by all.”

Conference attendees left reaffirmed in their convictions that people with disabilities should have the same rights as other members of society and should be seen and treated as “people,” not conditions or diseases. The challenge is transmitting this attitude to the general public.

On May 5, *Education Update* is hosting the first citywide Special Education Conference for teachers, administrators, and parents. Held at City College of New York on 137th Street and Convent Avenue, the conference will address autism, ADHD, and inclusion. For information email: ednews1@aol.com

was taking. Another important skill I learned was recitation and visualization for test taking. Before learning these techniques I just thought I was a bad test taker. The skills that I learned could help anyone who feels trapped in that category. You don’t try to memorize the material word for word, but put it into your own words and visualize it when possible. Using this method I created mock tests beforehand and performed better on actual exams. I would recommend tutoring and coaching for anyone who wants to learn how to better succeed in school and in life. J.R., junior

Jacquelyn Bonomo, Ed.D., is Learning Specialist and Assistant Director of the Program for Academic Access, at Marymount Manhattan College.

DR. HAROLD KOPLEWICZ ESTABLISHES NEW EDUCATIONAL PROGRAM FOR ASPERGER ADOLESCENTS AT NYU

By JOAN BAUM, Ph.D.

The effervescent, indefatigable idealist, Dr. Harold S. Koplewicz, founder and director of New York University's Child Study Center is once again moving quickly and efficiently with his top directors to expand psychiatric programs and services for children and their families in NYC. This September, under the leadership of Lynda Geller, PhD., Clinical Director of the Asperger Institute; Xavier Castellanos, M.D., Director of Research; and Glenn Hirsch, M.D., Medical Director, the NYU Study Center will launch a research-based, full-day educational program and range of clinical services for eight academically gifted adolescents with Asperger Syndrome (AS). The key word is "adolescents." Ninth graders are at an age when the academic and social demands become more intense. For students with Asperger syndrome, appropriate support and instruction in social and emotional areas are critical if they are to develop the necessary skills for later life success. While many students with AS function well enough through elementary school, the challenges of secondary education may overwhelm even the brightest of students. AS, a neurobiological developmental disorder, is part of "the autism spectrum," although within the medical community there are various interpretations about the nature of the relationship between AS, a "high functioning autism," and the more general disorder. The NYU Child Study Center, however, will speak with one voice about the

students who will be its first cohort in the fall and about how best to address their needs. New facilities are already under construction near Lexington Avenue and 32nd Street. Those diagnosed with AS, so named for Hans Asperger (1906-1980), an Austrian psychiatrist and pediatrician, tend to have social and communication skills difficulties similar to those diagnosed with autism, but AS may not yield to early identification because so many AS youngsters are at normal or superior levels of intellectual development and do not always manifest the kinds of learning disabilities typically associated with autism. The educational component of NYU's Asperger Institute—known as the Lab for Advanced Learning and Teaching—has already begun recruiting its first students, by way of referrals from schools and parents. It is intended to be a world-wide model for the integration of academic and social curricula, treatment, and state-of-the-art research. The goal, as Dr. Koplewicz says, is to have the Institute develop innovative, collaborative approaches "that foster the talents and dreams of



Dr. Harold Koplewicz

children with Asperger Syndrome." Dr. Castellanos is enthusiastic about doing "groundbreaking" research at the Institute. The timing of the Institute's establishment could not be better. Interest in AS began to accelerate just a few years ago when the urgency of addressing the disorder in the adolescent population became apparent, Dr. Castellanos says. He lauds the numerous national and international advisors—leaders in the field of neurology, psychiatry, brain imaging and early intervention strategies—who assisted Institute personnel in defining its mission and concentrations. His hope, he says,

is to reduce the time it usually takes to make a difference to youngsters who already have spent too many years feeling ostracized or marginalized because of poor social and communications skills. The Lab will offer ample opportunity to conduct evidence-based research. Dr. Hirsch adds that while the educational program must limit the number of students participating in the inaugural year, an overarching goal is to develop and assess new specialized programs and services and to provide outreach consultation throughout the city and beyond. As the director of the clinical component, Dr. Lynda Geller speaks passionately about the need to make AS students accepted and comfortable. To that end, the educational program will apply home-schooling methods in a small group setting, a strategy she calls "cooperative home



Dr. Castellanos



Dr. Geller

schooling," Students in the NYU program will receive individual and group academic tutoring from specially trained faculty and staff and also extensive counseling that will address their social needs. Because AS students (like AS adults) have difficulty relating to their peers, it is "critical for them to have an opportunity to find each other and develop supportive relationships," Dr. Geller says. It is also important for their parents to find each other, so the Child Study Center will also focus on adult and family support groups. Many students with autism wind up in special education classes; AS students, by contrast, can often be found in the mainstream, where they suffer terribly from being teased and being "different." The Institute would acknowledge their differences but also make them feel capable of finding their way in the real world. Although the cost of participating in the Institute is steep at this start-up point, Dr. Geller notes that there are ways public school adolescents might be able to participate.#

For more information see: www.AboutOurKids.org or call (212) 679-3565.

FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT

WHAT IS COGNITIVE BEHAVIORAL THERAPY (CBT)



By GLENN S. HIRSCH, M.D.

Freud discovered the unconscious; or rather the effect of unconscious motivation in our every day lives. This important concept led to a theory of the treatment of psychiatric illness that depended on an individual's understanding and awareness of his or her own unconscious motivation. It was hoped that this awareness would lead to more rational action and decision-making.

In the 1960s, a psychiatrist named Aaron Beck, based on his work with Freudian psychotherapy and recognition of some of its inadequacies, developed Cognitive Behavioral Therapy (CBT). CBT is based on a model that connects thoughts to feelings and that supposes that it is not the events in our lives that upset or traumatize us; it is the meaning we give to those events. As an example, a child who is depressed and has done poorly on a test may think, "See, I am such a failure, I can't do anything right, I will never amount to anything. Why bother going to school? I can't learn anything."

Research has demonstrated that forms of CBT, originally utilized to treat depressed adults, can be effectively used to treat depression, anxiety, and obsessive-compulsive disorder in adults, adolescents, and children. CBT has two important components. The "C" helps patients change their automatic, negative, and often flawed thinking about a situation. The "B" helps people change their behavior and how they react to a situation.

CBT is a problem-focused treatment with a carefully structured and planned step-by-step procedure with expectations for activities and homework between sessions that help build skills. A large component of this treatment is teaching the child and family about the disorder (anxiety, depression or obsessive-compulsive disorder) and the details of the therapy. CBT therapists provide the family and patient with useful 'tools'

and techniques to help fight the symptoms.

If the problem is one of anxiety, the next steps might involve developing a chart of the child's symptoms that include what makes them least as well as most anxious; the child might then be taught some relaxation techniques to reduce the feeling of anxiety and tension. Following this, the child is methodically and gradually exposed to anxiety provoking situations in a way that results in the anxiety shrinking. These techniques can also be used to help a depressed child with global negative thoughts. These thoughts might include—"I'm never any good, everyone hates me, and nothing will change." Identifying and correcting this distorted thinking is one of the essential components in treating depression with CBT.

Another essential component of CBT is working with parents and families. Parents are taught how to deal with the avoidance, negative statements, and anxiety that their children are experiencing. Children often look to their parents for reassurance. In their wish to reduce a child's discomfort, some parents will inadvertently exacerbate the avoidance. An example of an effective way to deal with a child's avoidance due to anxiety might be to say, "I understand that you are afraid, but I know that you can handle this, and I am here to help you. Let's solve this problem together. What can you do first?" This and other techniques are useful for helping a child grow emotionally, become increasingly conscientious, and develop more autonomy.

This monthly column provides educators, parents and families with important information about child and adolescent mental health issues. Please submit questions for ASK THE EXPERT to Glenn S. Hirsch, M.D., Medical Director at the NYU Child Study Center at glenn.hirsch@med.nyu.edu. To subscribe to the ASK THE EXPERT Newsletter or for more information about the NYU Child Study Center, visit www.AboutOurKids.org or call 212-263-6622.#

Is your teen's school right for him?



Learn about an individualized educational program for your son or daughter with Asperger Syndrome

The NYU Child Study Center is opening a Lab for Advanced Learning and Teaching for the 2007-2008 academic year for intellectually-gifted ninth-graders with Asperger Syndrome (AS). This state-of-the-art program will provide optimal educational opportunities for gifted learners in their areas of strength, while supplying the specialized social, emotional, and learning support that is lacking in typical school settings. This is a program of the new Asperger Institute at the NYU Child Study Center, dedicated to the development of model educational programs, clinical services, and state-of-the-art research in AS. To learn more, call (212) 679-3565 or visit www.AboutOurKids.org.



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CITY TECH TO COMBINE HUMANITIES & TECHNICAL EDUCATION

By SYBIL MAIMIN

An innovative program to combine the humanities with technical and professional training of students is being developed at Brooklyn's NYC College of Technology/CUNY (City Tech). New York City neighborhoods—their histories, ethnic compositions, architecture, and technological advances—are being studied by fifteen selected faculty members to better understand the interaction between technology and social change. The National Endowment for the Humanities-funded professional development initiative includes visits to five neighborhoods led by architectural historians, a year-long seminar where participants reflect on their experiences and study related texts, and development of enriched new courses and units of study that draw upon insights gained in the program using a "Humanities Across the Curriculum" model. The neighborhood tours are especially relevant for professors at City Tech where one of three students lives in communities being studied.

The five neighborhoods visited are Harlem in Manhattan, Flushing and Jackson Heights in Queens, and Sunset Park and East Flatbush/Crown Heights in Brooklyn. Shifting demographics and the special character of each community as well as the impact of bridges, subways, and various housing types are being looked at. The tour of Harlem, led by Francis Morrone, went from the grand Riverside Church, built in 1928-32 by John D. Rockefeller, Jr. to "stand out on top of a hill" and serve the people of

Harlem, to Morris-Jumel Mansion, today still maintained as the lovely country home with tree-shaded grounds that briefly served as George Washington's headquarters in 1776.

Harlem institutions and culture changed with shifting demographics. It took a boycott to force a popular local department store to hire blacks even as African-Americans became the dominant population in this initially white neighborhood. The Hotel Theresa, opened in 1913 for "white only" clientele, eventually became "the black hotel in New York City...the Waldorf Astoria of Harlem" when other hotels refused to accept black guests. The social center of Harlem, the Theresa closed in 1967 when blacks had become welcome in downtown hotels. The Apollo Theater, opened in 1913 as a burlesque house catering to white audiences, responded to the population shift by changing the types of acts and hiring black performers by the 1930's. Technology turned 125th Street into the commercial and transportation hub of Harlem. The NY & Harlem Railroad (now Metro North) built a station at 125th and Park Avenue in the 1830's. The elevated train had a stop at 125th St. and, at one time, ferry service was available at both ends of the street. The most complex feat of steel construction of its time, the Triboro Bridge, which is accessed from 125th St., was completed by Robert Moses in 1934. Harlem continues to see changes as a rapid pattern of gentrification unfolds. Whites and other ethnics are returning to the neighborhood. Major national retail chains are locating in this previously underserved area.

A national drug corporation reports its new 125th St. store is its highest grossing location in the country. The Apollo is now owned by Time Warner. New housing is being built. Morrone noted that many well-known architects left their mark in Harlem. The King Model Houses, built in the 1890's, were admired as the most beautiful group of houses in the city at the time. The River Houses, low-rise buildings, are considered the most noteworthy of public housing projects.

Jane Mushabec, who teaches literature at City Tech, praised the program, saying, "Our students in tech majors need to be alive to the world they live in." She sees "many applications" for the project. Richard Hanley, an English professor and editor of the internet *Journal of Urban Technology*, was also enthusiastic, describing the ideal teacher as "a humanist who brings technology to the class, and a technologist who can bring humanities to the class." #

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Graduation Ceremony For 121 New Correction Officers

Mayor Michael R. Bloomberg and Correction Commissioner Martin F. Horn today presided over a graduation ceremony for 121 new Probationary Correction Officers. Chief of Department Carolyn Thomas and Norman Seabrook, President of the Correction Officers Benevolent Association also joined the Mayor. The ceremony took place at the John Jay College of Criminal Justice. "With the continued decrease in crime, we are able to reduce both the overall size of our jails system, and our reliance on Rikers Island. We are continually working to make our jails system safe and secure, and today's class of 121 new Boldest recruits are an integral part in the process," said Mayor Bloomberg. "Part of this plan includes also includes moving inmates closer to their home communities and to programs and services that can help them." "With Mayor Bloomberg's support, we have made our jails more secure and safer for the benefit of our inmates, our officers and the public. We are also leading the nation

in efforts to make the system more progressive, providing more support and counseling than ever before to inmates about to be returned to the community," said Commissioner Horn. "I welcome this latest class of new correction officers into our jails and to the important and honorable work they do to protect all of us." Among the graduates, 21 members currently have or have had a family member on the job and 14 have previously served in the military. The class valedictorian was Correction Officer Peter Cangro, and class salutatorian, Correction Officer Lai Wah Kwong. Each of the probationary Correction Officers completed a 15-week training curriculum at the New York City Training Academy in Middle Village, Queens, including training in security, use of force techniques, constitutional law, chemical agents, physical training, communication skills, investigation procedures, first aid and health. The graduates will be assigned to various facilities on Rikers Island.#




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LANDMARK COLLEGE

ASSISTIVE TECHNOLOGY A BOON TO PROBLEM LEARNERS

By SYBIL MAIMIN

Landmark, a two-year college in Putney, Vermont, which prepares students with learning disorders for successful matriculation in four year schools of higher education, achieves its ambitious goals with the help of various tools, including cutting edge assistive technology. The words "Dragon," "Kurzweil," and "Inspiration" are familiar to Landmark students and to educators who have tapped into Landmark's array of professional development opportunities. At Landmark, the latest technology infuses communication, teaching, and learning. The campus is "wireless" and library resources can be accessed online from residence halls and faculty offices. Students must have a notebook computer; required course books are all available digitally. The library, often the source of frustration to

people with learning problems, is attractive and inviting and houses both print and digital resources. Information Technology staff offers training and support to both students and faculty in the use of sophisticated technology. All reinforce the notion that education for students with learning disorders should focus less on remediation and more on recognizing different learning styles and needs. Much current thinking maintains Attention Deficit Hyperactivity Disorder is not just a behavior problem but is a neurological disorder that affects learning; finding special strategies and using assistive tools can lead to previously elusive successes.

Ben Mitchell, Landmark director of admissions and fierce advocate for assistive technology, is dyslexic and hyperactive. He has personally experienced the frustrations and challenges

presented by a society that, "since the invention of the printing press by Gutenberg over five hundred years ago, has been a written-language based culture." The computer has revolutionized communications, yet, says Mitchell, students still encounter "medieval attitudes" that only reward "secretarial skills." Unnecessarily, "lots of people in our society are marginalized because they can't process words." Assistive technology is any equipment or system that helps people with learning problems bypass or compensate for traditional expectations. Available to Landmark students is Kurzweil, a text to speech application that reads aloud from words on a screen, a great boon to auditory learners. On the other hand, Dragon Naturally Speaking is a voice recognition system that types spoken words. Inspiration software

includes a visual mapping system that helps with reading and note taking. Mitchell says studies show interacting with texts in different ways helps comprehension. Landmark offers seminars and workshops on campus and online to professionals wanting to bring these sophisticated technologies to their schools and classrooms. A workshop on the Wilson Reading System (WRS) introduces multi-sensory structured language education. Other courses cover a range of technological approaches for helping students master reading, writing, and study skills. Landmark professor Ellen Engstrom has published a book on "Technology Solutions for Students with LD." #

For information on courses for educators, call (802)387-1662 or contact institute@landmark.edu.

FORDHAM TO ESTABLISH DOCTOR OF MINISTRY DEGREE PROGRAM

Fordham University has been granted state approval to establish a doctoral program in the Graduate School of Religion and Religious Education (GRE) that will be tailored to lay ecclesial ministers and other church professionals. The program, which will have concentrations in pastoral ministry, pastoral counseling and spirituality and spiritual direction, is set to begin enrolling students for the fall semester—making Fordham the only Jesuit university in the country to confer the Doctor of Ministry degree. A doctoral degree in ministry is focused on applied theology. Instead of writing a dissertation, as is the case of a Ph.D. program in theology, students

pursuing the doctorate in ministry will complete a doctoral project.

Lay ecclesial ministers within the Catholic Church can be men or women and the term does not refer to a specific position or title. Lay parish ministers can serve as anything from youth ministry leaders to directors of liturgy or pastoral music. According to a 2005 report by National Pastoral Life Center, the number of lay Catholic parish ministers working at least 20 hours per week in paid pastoral positions increased by some 40 percent from 1990 to 2005. There are now more than 30,000 lay ministers and, according to the report, two-thirds of all parishes have paid lay

ministers working at least 20 hours per week.

Rev. Anthony Ciorra, Ph.D., dean of Fordham's Graduate School of Religion and Religious Education, said that the core curriculum for the program has already been developed, and the initial cohort that will begin in the fall will be limited to 10 to 12 students. After the first year, the program will likely be expanded to allow a larger number of students to enroll, and Father Ciorra said it's possible that additional faculty members will be hired.

A key aspect of the program will be its ecumenical nature, he said, and an effort will be made to reach out to potential students of all

faiths who would benefit from enrolling in the doctoral program.

"I think that in addition to Catholics, people of many other faith traditions will be interested in this program," Father Ciorra said. "The program will also deepen our relationship with the Church in the surrounding area. It takes the resources of the University and puts in the service of the Church."

Founded in 1841, Fordham offers education to more than 15,600 students in its five undergraduate colleges and its six graduate and professional schools. It has residential campuses in the Bronx, Manhattan and Tarrytown, and the Louis J. Calder Center Biological Field Station in Armonk, N.Y.#



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HUNTER COLLEGE

CLASSES IN TAI CHI

By JOAN BAUM, Ph.D.

He's amused by the perception that primarily slow-moving people of a certain age study Tai Chi, as though its emphases on improving body strength, flexibility and energy apply only to those who on doctors' orders are watching their blood pressure, bone density and waistline – all of which are positively affected by studying Tai Chi and related martial arts. Indeed, besides continuing his own eleven-year love affair with the discipline, John Van Wetering, an assistant professor of psychology at Hunter College, has been expanding his teaching of Tai Chi at the college, in conjunction with Master CK Chu's New York center. As a faculty member at CUNY, Dr. Wetering is particularly impressed by the number of men and women, from 17 to 80 and of all ethnicities, expressing interest in Tai Chi, given the "unfortunate" fact that recreational activity or physical education is no longer a requirement at most universities, and health science majors have all but disappeared. The irony does not escape him that less opportunity has been the response to growing need, as scientific studies argue for more efficient exercise of the kind that Tai Chi provides. This Saturday, April 28th – on World Wide Tai Chi Day – Prof. Wetering hopes to help educate those who show up at Bryant Park or Central Park about the benefits – and joys – of Tai Chi. There will be free lessons, demos and literature. He's thrilled that the event will be taking place at approximately the same time as people all over the world will be holding their own Tai Chi teach-ins.

Dr. Wetering, who earned a Ph.D. in Bio-Psychology from The CUNY Graduate School and University Center, is quick to note how much Tai Chi relieves his own stress. When he's not

teaching, he is helping to manage programs at the Kirby Forensic Psychiatric Center, a maximum security hospital for the criminally insane, on Wards Island. He recalls that he was initially attracted to study Tai Chi right after completing his doctoral work, and he came to see how effective it was in reducing tension. Wouldn't any exercise claim as much? His answer is a sympathetic No. So many gyms, with their bright lights, pounding music and fancy technology actually increase stress levels. He's pleased that much of his involvement with Tai Chi is offered to the public for free. The nonprofit Tai Chi Chuan Center of New York, for example, a community outreach program with venues all over the city, attracts a growing number of seniors and retirees. As for working people who say they have no time --what's burdensome about setting aside a brief period of time in your own home, with low lights and no distractions, in the early morning, when energy surges really count? Such a routine would be of particular importance to college students, many of whom have to work as well as attend classes. No expensive fitness centers, no fancy equipment, no gimmicks, "just you, and you can't get hurt," a fact obviously appreciated by medical personnel who recommend Tai Chi as part of rehab and physical therapy.

So why aren't more people involved? Could the term "Martial Art" be responsible? Yes, says Dr. Wetering, the discipline can involve swords and sticks (ironically, an attraction perhaps for the young), but the idea behind "martial" part is being non-aggressive: "you learn to fight so that you don't have to." You learn how to yield, not a bad lesson for life in general. His new goal is to attract children to Tai Chi by way of "Eternal Spring" classes and to educate parents and care-

TEACHERS COLLEGE

NEW VISIONS IN EDUCATION

By SYBIL MAIMIN

A large crowd, including many advocates of alternative and humanist schools, greeted David T. Hansen at Columbia University's Teachers College recently where he spoke movingly about the purposes and possibilities in education. Taking a lesson from his new book *Ethical Visions of Education*, which includes the ideas and visions of ten of the most important educational philosophers of the twentieth century, he proposed "The Idea of a Cosmopolitan Education as a Response to a Changing World." He describes a cosmopolitan education as one that "encourages people to learn from all contacts in life and not to recoil from what is different." He has "images of human solidarity" and (following the ancient Greek model) "citizens of the world." In addition to these basic values, essential components of a cosmopolitan philosophy are a "moral compass" and "an engine of ideas." Morality is reflected in how we live our lives and how we regard and treat others. Ideas are generated when all subject matter is considered worthy of study and curricula "expand over space and time."

Conditions for a cosmopolitan outlook include

givers about the short and long-term benefits for the classroom. Does Tai Chi work? Dr. Wetering laughs, noting that one new devotee, after just the first lesson, exclaimed, on leaving, that for the first time in a long time he "felt like a million dollars."

Further information can be found by googling Tai Chi, Qi Gong, Nei Kung, the Tai Chi Chuan Center, or simply by writing to Prof. Wetering, c/o Hunter College, Department of Psychology #

"a sense of stability through change" and regard for "the unfathomability of life." Hansen maintains that "life is change...nothing is permanent...all come and go." Yet he realizes that loss of stability is "a highly unsettling fact," so much so that "in our time efforts to freeze stability" are sought, as in fundamentalism. He proposes that stability and instability be seen not as opposites but rather as opportunities to discover another space based on "the permanence of impermanence." A goal of a cosmopolitan education is recognition that "the way of the world is change," an "inviting rather than threatening" truth. The unfathomability of life, the endless cycles of joy and pain, should be embraced for the diversity they represent. Cosmopolitans recognize there is as much diversity within a person and within a community as between persons and between communities. Cosmopolitans do not look for homogenization but, rather, for the endless possibilities given to us. Education does not offer "fixed prescriptives" on how to get on with life; it looks for purpose and meaning. Cosmopolitanism is an approach. In the classroom it helps take us from the local to the global and helps transcend differences.

David Hansen's talk and book were sponsored by the Boston Research Center for the 21st Century (BRC), an international peace group. Executive director Virginia Benson explains, "We need a lot more peace education in the United States...Peace is not just the absence of war, but a culture of caring...An ethical education and character formation for peace will produce people who create this culture for the sake of the human future." David T. Hansen is professor and director of the philosophy and education program at Teachers College.#



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The Charlotte K. Frank Education Classroom at Hunter College

By MERIDETH HALPERN

Hunter alumna Dr. Charlotte K. Frank (MsEd '66) has contributed \$100,000 to the College for the creation of a new model classroom equipped with the latest technology equipment for faculty and students. Named the Dr. Charlotte K. Frank Education Classroom, the room was dedicated at a ceremony on March 19th where Frank, a former New York State Regent and current Senior Vice President of McGraw Hill, was honored for her commitment to Hunter College. The unique classroom—located in Room 1203 of Hunter's East Building—offers 20 laptop computers, SmartBoards, videoconferencing, wireless Internet, iPods and numerous other up-to-date learning tools. Groups of up to 60 may use the room for lectures, workshops, seminars or conferences. Frank has received more than 60 awards for her many years of achievements in education. She was inducted into the Hunter College Hall of



Fame in 1999. "Hunter has played a large part in my career," she says. "It taught me that you had to work hard to achieve, but you can gain great joy from your work."#

Bellwether Award For Innovative Online Student Services Website

For the second year in a row, Houston Community College's innovative Online Student Services Web site been named one of the finalists for the prestigious Bellwether Award, a major recognition for cutting-edge, trendsetting programs at community colleges around the country.

The award is presented by Community College Futures Assembly of the Institute of Higher Education at the University of Florida in three categories: instructional, financial and governance and workforce. The HCC program was one of 11 final nominees, selected from 60 submissions from around the country, in the Planning, Governing and Finance category.

HCC's Online Student Services Web site allows students to "do business with Houston Community College 24/7," said HCC Vice Chancellor for Student Success, Irene Porcarello. "It is a key component of HCC's ongoing initiative to recruit first-time students and to provide the kind of services that will help them succeed and remain in college."

The Online Student Services Web site allows students to communicate with the Student Services personnel in three ways: by e-mail, chat room, and via the "Contact Us" link, and have direct contact with a dedicated online student services advisor. They are guaranteed a reply to any question within 24 hours, if not sooner. All questions from any of the three lines of communication, and the answers from the online advisor, are posted, so that others can benefit from the information.

When visitors log onto the HCC Student Services Online Web site address at (www.stu-

dentservicesonline@hccs.edu), they are asked to choose one of four portals: high school student, new student, returning student or adult education/continuing education student. When they choose their status, they are presented a menu with links to online admission and registration, and also to the wide assortment of information and directions a student in their status might need to know. These range from advising and financial aid to child care, VA benefits, English as a second language and disability services.

According to Millicent Landry, director of OSS, Online Student Services has doubled the number of visits from 30,000 a month to 60,000 a month, and the online advisors have assisted HCC in enrolling and registering 9,875 students in a two year period that began in August 2004. OSS has received more than 760,918 "hits" since inception of the program and logged 18,892,651 accesses to the Web site.

HCC is an open-admission, public institution of higher learning offering associate degrees, certificates, academic preparation, workforce training and lifelong learning opportunities that prepare individuals in our diverse communities for living and working in an increasingly international technological society. The HCC System is composed of six colleges serving Houston and surrounding areas.#

THE DEAN'S COLUMN

FRIDAY THE THIRTEENTH!

By DR. ALDRED S. POSAMENTIER



The number 13 is usually associated with being an unlucky number. Buildings with more than thirteen stories typically will omit the number 13 from the floor numbering. This is immediately noticeable in the elevator, where there is sometimes no button for 13. You might ask your students for other examples where the number 13 is associated with bad luck. They ought to stumble on the notion that when the 13th of a month turns up on a Friday, then it is particularly bad. This may derive from the belief that there were thirteen people present at the Last Supper, which resulted in the crucifixion on a Friday. Yes, this month, April 13, 2007 falls on a Friday!

Ask your students if they think that the 13th comes up on a Friday with equal regularity as on the other days of the week. They will be astonished that, lo and behold, the 13th comes up more frequently on Friday than on any other day of the week.

This fact was first published by B.H. Brown.* He stated that the Gregorian calendar follows a pattern of leap years, repeating every 400 years. The number of days in one four-year cycle is $3 \cdot 365 + 366$. So in 400 years there are $100(3 \cdot 365 + 366) - 3 = 146,097$ days. Note that the century year, unless divisible by 400, is not a leap year; hence the deduction of 3. This total number of

days is exactly divisible by 7. Since there are 4800 months in this 400-year cycle, the 13th comes up 4800 times according to the following table. Interestingly enough, the 13th comes up on a Friday more often than on any other day of the week. Students might want to consider how this can be verified.

Day of the week	Number of 13s	Percent
Sunday	687	14.313
Monday	685	14.271
Tuesday	685	14.271
Wednesday	687	14.313
Thursday	684	14.250
Friday	688	14.333
Saturday	684	14.250

*"Solution to Problem E36." *American Mathematical Monthly*, 1933, vol. 40, p. 607.

Dr. Alfred S. Posamentier is Dean of the School of Education at City College of NY, author of over 40 books on math including *Math Wonders to Inspire Teachers and Students (ASCD, 2003)* and *Math Charmers: Tantalizing Tidbits for the Mind (Prometheus, 2003)*, and member of the NYS Standards Committee on Math.



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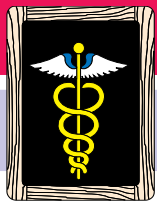
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MEDICAL UPDATE



New York City • APRIL 2007
FOR PARENTS, EDUCATORS & STUDENTS

• 20

Dr. Perri Klass: Doctor, Writer, Professor, Literacy Advocate



"Reach Out & Read" provides reading to children at Bellevue Hospital

By LISA K. WINKLER

Maybe Perri Klass' love of books began as a young child, when her parents, both professors, read to her and brought her to libraries. Or maybe her passion for books, especially children's books, took root when she had her own children and began reading to them and taking them to libraries. Maybe her commitment to integrating literacy with health care began as she traveled worldwide as an infectious disease specialist, seeing firsthand the importance of education and medicine. Whatever the source, there's no doubt that Perri Klass—a doctor, a prolific writer, a university professor, an advocate of early literacy, a wife and mother of three, values reading and books. Klass, author of many fiction and non-fiction books, copious newspaper and magazine articles covering topics about health, parenting, travel, and knitting, received the 2006 Women's National Book Association Award. Her role as medical director of Reach Out and Read, a national organization that trains pediatricians to introduce books during office visits and sponsors reading programs at medical clinics, further allows Klass to champion reading.

"A child that grows up without infectious diseases is a good thing. But a child that grows up without language skills, without books, isn't a pediatric success story," said Klass in an interview with *Education Update* in a patient waiting area at New York City's Bellevue Medical Center. Oblivious to distractions inherent in a hospital, about half a dozen children, of various ages and sizes, clustered around volunteer readers seated on two blue gym mats. A basketful of books—baby board books and picture books, provided the readers fodder for their audience.

Founded more than 15 years ago, Reach Out and Read, now with 2,700 programs nationwide, instills in pediatricians and nurses the importance of linking health and literacy. The program features three components: reading in waiting rooms, discussing reading with patients, and giving children new books to keep. The goal, explained Klass, is that young children will receive 10 free books by age 5 when they enter kindergarten. Beginning with a child's 6 month check-up and with each subsequent physical, the child receives a free book. Trained volunteer readers engage children by reading aloud while children wait for their appointments, and doctors

and other health care professionals discuss with children and parents the importance of reading.

"What Reach Out and Read does," said Klass, her enthusiasm bubbling, "is endorse the fact that the more kids are read to, the more positive attitudes they'll develop about books. It carries over into success in school and language development." She gestures to a curious toddler that wanders from her mother. "Look at her. She's looking for things to learn. Reach Out and Read helps parents realize that their child wants to sit in their laps, hear their voices. It's saying to the child, 'you're making time for me.'"

Born in Trinidad where her father, the late Morton Klass, worked as an anthropologist, Klass then grew up in New York City and New Jersey suburbs. Her mother, Sheila Solomon Klass, taught college English and writing, and is a novelist. Her siblings, David and Judy, are both writers. Klass says she caught the reading and writing bug very young and grew up knowing she wanted to emulate the heroines in fiction who were writers. Among these are: Emily Starr, from Lucy Maud Montgomery's novels, Harriet, from Louise Fitzhugh's ever popular *Harriet the Spy*, and *Little Women's* Jo March, who Klass named her daughter Josephine after.

Klass attended Harvard College, intending to study evolutionary biology. Her interest in parasites and international medical issues, such as immigration, lead her to Harvard Medical School, where as a student, she began writing about her experiences for *The New York Times*. She had her first son while a medical student. With her husband, Larry Wolff, she wrote several articles about traveling with a young child, including how her incessant reading of a picture book, *The Cow Who Fell in the Canal*, kept her three-year-old son occupied while waiting for Wolff to descend the treacherous steps of Mexico's Chichen Itza, a vast Mayan ruin. She attributes a great deal of her success to her husband's patience and tolerance, stressing that medical students need lots of support. "There's no way anyone can go through medical training and at the same time do a good job being someone's spouse or parent. You say, these years will be hard but I'll pay you back." She was the only woman medical student with a child and remembers only two men students with children. Her advice to others: "You can't put your personal life on hold. Having children

changes your life completely, for women and men. No one ever told me, 'you'll really miss your baby.' But it's still worth it," she said.

Her involvement in Reach Out and Read developed "haphazardly" she says, stemming from an interview with one of the founders. She's eager to see the program expand, especially for families where English isn't the first language. While ROR mostly serves populations in public health clinics and hospitals, it can and should, says Klass, extend to private practices. "Just because people aren't poor, we can't assume they know the importance of reading. A lot of kids are growing up with less family contact, with less attention from parents. If everyone is looking at a different screen in the house, that's not serving young children very well."



Dr. Perri Klass

Having first trained professionals at Bellevue's Reach Out and Read program 12 years ago, Klass moved back to New York in August as Professor of Journalism and Pediatrics at New York University. Overseeing the Bellevue clinic—and introducing residents to ROR—is one of her responsibilities. "We want residents to feel so strongly that Reach Out and Read should be part of a primary care environment that they'll insist upon it when they get jobs," she said.

How does Klass find time to do all she does? "I feel like I don't. I feel like I'm always behind, always late and not doing enough. Just like everyone else."

NUTRITION FOR CHILDREN WITH DIABETES

By HERMAN ROSEN, MD

Diabetes in children is growing to epidemic levels. Having a child with diabetes creates several concerns: in addition to insulin injections, blood tests and medical exams, the diet presents a special challenge. The recent publication, *You Can Eat That! Awesome Food for Kids with Diabetes* by nutritionist Robyn Webb, M.S. published by Cleveland Clinic Press makes healthful meal planning easy.

Imagine the mindset of a parent when told her child has a diagnosis of diabetes. When the discussion turns to meals and snacks, you are especially concerned. Among the preconceived notions you may have is that your child will never be able to eat sweets again and will have to subsist on bland, steamed vegetables and chicken. Forget about going out for meals at restaurants. But after discussion with your physician and with a nutritionist and with this book, you will soon realize that sweets can be allowed in a certain amount and that your child can have many tasty foods and with knowledge you can eat in restaurants.

In the past few years, recommendations and choices of food for diabetics, adults and children, have been liberalized and therefore allow for a

more appealing and tasty diet regimen. There is room for considerable choice of food for children with diabetes.

The key to managing diabetes in children is to provide adequate calories for growth and development while controlling blood sugar levels. This can be achieved by three basic strategies. First, your child must have adequate amounts of insulin, which can be administered or augmented with the recommendation of your physician. Second, your child must develop lifestyle habits that include daily exercise, proper rest and sleep that will support the immune system and also help to minimize large blood sugar fluctuations. Third, the diet must be selected so as to provide sufficient calories and vital nutrients to obviate blood sugar surges. This book will help with meal planning, choices of carbohydrates and an approach to balanced, healthful eating.

The recipes supplied by this book need to be individualized for your own child and made to fit in to the diet prescription as planned by your physician and dietitian.#

Dr. Herman Rosen is Clinical Professor of Medicine at Weill Medical College of Cornell University.



ADULTS WITH DISABILITIES TAKE ACTION TO HELP OTHERS

By LIZA YOUNG

In a recent panel discussion entitled, "Opening the Gates of Community, Identifying Needs, Advocating for Access, and Becoming Inclusive," moderated by Jeri Mendelsohn and Elise Hahn Felix, Co-Chairs of the UJA-Federation of New York's Taskforce on People with Disabilities, panelists, with great insight and compassion, shared their views regarding challenges to inclusion, and the missions of the organizations they run to optimize life experiences for individuals with disabilities.

Panelist Sharon Shapiro, CEO of *Yad HaChazakah-The Jewish Disability Empowerment Center*, who herself is physically disabled and has a speech disability, related how she founded the organization twenty years ago to facilitate independent living for individuals with disabilities. Relating her perspectives as an individual with disabilities, she indicated that it's the speech impediment, not being in a wheelchair, that has proven the most difficult barrier to surmount. But Shapiro, like the name of the organization she founded, is tough and bright. She copes with people reacting with distress to her speech by "catching their attention, and looking them straight in the eye."

Michael John Carly, Executive Director



Prof. Jed Luchow, Conference Presenter



Young adults advocate for themselves and others



of Global and Regional Asperger Syndrome Partnership (GRASP)—an organization which focuses on educational outreach, advocacy, and negotiating between employers, religious leaders, and sometimes even significant others, for individuals diagnosed along the Autism Spectrum—shared his personal experience with Asperger's

Syndrome, having been diagnosed with it a week after his four year old son received the same diagnosis. For Carly, this diagnosis was freeing, suddenly opening up for him an understanding about his own life. It no longer was about confusion or blame, but an understanding of his differences due to a "difference in wiring." Carly noted how instrumental and enlightening it is for individuals along the autism spectrum to meet and share their experiences. GRASP currently has growing regional support group members in New York and Long Island which are peer-run. As Carly expressed, "individuals with autism go through life trying to explain themselves to the world, but it's much easier when you know there are people who run on the same juice as you."

In sharing their advice on inclusion from a moral and policy-oriented perspective, Shapiro stated the importance of "opening up the child

in each of us. Ask questions that children ask: 'Why? How? When? When seeing someone who's different, approach and get to know them.'" From the point of view of policy, Shapiro indicated that organizational leadership should focus on expanding recruitment and outreach efforts for individuals with disabilities.

Carly would like to see individuals "getting involved," especially with reference to the heavily debated academic and policy discussions surrounding autism, such as the cure debate, the vaccine debate, and how to allocate funding. "The more involved, the more educated we get, the sooner we'll reach a resolution," he stated. Resounding Shapiro's thoughts on empowerment, Carly highlighted the importance of self-advocacy, with employers, and in life in general.#

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Letters to the Editor

SPECIAL EDUCATION

RE: Dr. George Alexiades, Pioneer in Cochlear Transplants

To the Editor:

This paper is so wonderful. I plan to share it with a friend.

Luke Li
Yung Chung Road,
Taichung

RE: National Society for the Gifted & Talented Launched

To the Editor:

Excellent article. Suggesting that elitism is not a criterion is impressive.

Bee James
Laurinburg,
North Carolina

RE: Dr. Temple Grandin

To the Editor:

Temple Grandin is an amazing woman and a great advocate for all people with autism. She has been an inspiration to my husband and I by reading her books and learning from them. Temple Grandin is living proof that there is hope for autism. Thank you for advocating and helping people in the autistic world.

Mariella Kriese
Canada

RE: Education Behind Bars

To the Editor:

My spouse is incarcerated in Auburn Correctional Facility in NY. I was impressed with your article and your interest in "enhancing" opportunities for inmates.

Ralph Brown
Hamburg, NY

To the Editor:

This is wrong! No inmate deserves free tuition! I paid an arm and a leg for my education and I've never, ever been in trouble with the law. All of the prisoners I've ever met are part of the revolving door system. Once they're out they go right back in. Keep them in jail or fry all of them!

Tiffany
Fort Worth, TX

To the Editor:

What a wonderful article and I commend you for all you are doing for these people. I have been helping an inmate in Texas for the past 9 nine years (who has been incarcerated since he was 16 years old). He is very much interested in taking GED classes our only problem is that he is in administrative segregation and remains in a cell 24/7. Although his legal issues are very complex (we are working on those with an attorney), I would appreciate it if there is anyway I could possibly have him prepare for the GED. His and my financial status is poor and therefore we are looking for something very low/no cost. He is very determined to achieve his GED. Is there any advice you can provide me with that I may pass along to him? I thank you so much and pray for all that you are doing for your population. God Bless.

Mary Anne Ferrigno
New York, NY

Camp with "I Can" Attitude

continued from page 11

really knows how to change the tempo of events—and particularly they are not above the silly or downright ridiculous to make things go more smoothly. The kids actually look forward to seeing what's up at the Med Lodge," says Matthews.

With seamless attention to the medical needs, the time flashes by. Once everyone gets an okay from the staff, Kara and her fellow campers are set for activities.

Fish Stories—That Big! Lake Selig, one of the Twin Lakes, is clear and inviting as Kara, Jess, and Tim head to the day's first activity. The dock has been adapted to accommodate Kara's wheelchair so she rolls up, removes one of the fishing poles hanging in a row, and picks the perfect spot. Casting her line out before the others, within minutes she feels that slight tug. Jess and Tim are urging her on with "You've got it!" and "Just hold on!" and Kara with an artful pull raises a small, shimmering bass right up to her face. At Twin Lakes, they have a special twist on Catch and Release, here it is Kiss and Release—so Kara squinches her eyes, puckers her lips, and plants a big one on her lucky catch; her friends are squealing with pleasure. With a hand from the counselor, Kara unhooks her slippery catch and they gently toss the fish back into the water. Now Kara is ready to try again, but she's just as eager for Tim or Jess to get their turn at kissing a fish, too.

A Positively Positive Attitude: "One of our goals is for every child to find a certain level of success at every activity," says Matthews. And Twin Lakes, as well as at so many camps serving special needs children, has gone the extra mile and then some to make sure that adaptive equipment and accessibility ensure campers participate in new and challenging activities throughout the day.

Kara and Jess are ready to ride, and this time their transportation eats hay and definitely isn't motorized. Horseback riding, anyone? The therapeutic riding staff is there to help Kara up on the back of Blue Dream, a buckskin horse, who stands patiently while Kara is lifted aboard and secured on the saddle. "Our horses are astounding, and you see the special bond that exists in the face of each child. Horses and children are on their best behavior for these moments of real fun," according to Matthews. With the therapeutic riding counselors walking on each side, Blue Dream begins a slow walk with Kara aboard. Her smile couldn't be wider; and Blue Dream's

gentle swaying keeps a rhythm that responds to Kara's coaxing.

The Heart of Camp: After a rousing chorus of "Love Is" in the dining hall, what Dan Matthews calls the "heart of camp," the children are off to a rest time in their cabins, a library book in hand, or a quiet activity to share—of course, everyone is appreciative of the time to wind down and savor their accomplishments. Matthews says, "For some children, this is the first time that they have the sustained companionship of other children experiencing some of the same challenges, as well as having a chance to share in the pure fun of trying new activities."

Splash: The afternoon is warming up, the Georgia sun balances overhead—the perfect time for a water activity to cool off. There's a wheelchair ramp into the pool, and Kara is thrilled for the first time under the close supervision of the aquatic staff to guide her chair down the ramp into the warm water. "It's so helpful for children with certain conditions to benefit from the warm water, to exercise muscles, and to gain the independence of movement that water allows. Even the staff loves to get splashed when legs and arms get moving in the water—it's just a perfect place to combine the health benefits with the fun," says Matthews.

For Kara, camp is one place where she can enter a pool without assistance, and for an eleven-year-old girl that is a very big moment.

Nature—Inside and Out: In the shaded, screened Nature Hut, Kara, Jess, and Tim investigate some of the bird nests that campers have collected before they begin their late afternoon excursion down the nature trail. From this outpost at the edge of the woods, they can watch the grey squirrels and brown thrushes gather right outside the windows. It's hard not to talk and laugh when they start out, but the quieter they are the more they will see—animal tracks, beavers at their dams. "It's a chance for campers to look at animals in nature, their habitats, and get a chance to learn as we follow the nature trail through the pines and hardwood forest areas," says Matthews. Kara spots some nuts and ferns she can add to the collection in the Nature Hut.

Close of Day—Lights Out: What's a "good tired"? Ask Kara or any Twin Lakes' camper—it's the sense that you tried something you wanted to, talked with a friend, played a trick on your favorite nurse and got her to really, really laugh, and most of all the extraordinary feeling that you can't wait to wake up and begin all over again the next day.

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Attention-Deficit/Hyperactivity Disorder (ADHD) is the most commonly diagnosed neurobehavioral childhood disorder, affecting between 5-7% of the population. It is a complex disorder which typically impacts a child's functioning across multiple settings. Although medication is often the first-line treatment, a multimodal approach, including behavioral interventions, is often necessary to address deficits in social skills, classroom behavior, and parent-child relations. This course is designed for students who wish to obtain a broader understanding of the impact of this disorder on children's functioning and to learn specifically how behavioral treatments are employed to improve children's functioning in social, academic and home settings. The course will provide a foundation in social learning theory and offer supervised, hands-on experience in applying behavioral principles and procedures. Ongoing discussion with supervisors regarding the clinical expression of symptoms and treatment response will take place daily. Students will also gain considerable insight into the challenges clinicians face in treating children afflicted with this disorder. Finally, students will learn how to employ these same behavioral treatments for kids affected by commonly co-morbid conditions, such as oppositional defiant and conduct disorder.

For more details, contact Karen Fleiss, Psy.D., Co-Director of the Summer Program for Kids, at 516 355 7601 or karen.fleiss@med.nyu.edu

This course is part of the Child and Adolescent Mental Health Studies (CAMS) Minor at New York University - sponsored by the College of Arts & Science and the NYU Child Study Center, this minor was created to provide students with an opportunity to explore childhood mental health issues and their sustained impact on adolescents and health. www.AboutOurKids.org



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RESOURCES FOR CHILDREN WITH SPECIAL NEEDS

Resources for Children with Special Needs, Inc. announces the publication of the long-awaited second edition of *The Comprehensive Directory*. First published in 2000, and now, completely updated, this second edition will contain nearly 3,000 agencies and organizations, serving children and youth, birth to 26, with disabilities, in the New York metropolitan area. Services and programs are for developmental, physical, emotional, and learning disabilities. Programs include schools and education - from Early Intervention through postsecondary, child care and after school program, employment issues, counseling services, adoption and foster care services, residential services, independent living, health care, camps and recreation, parenting programs, homeless and domestic violence shelters, housing information, help lines, legal and advocacy services, mediation, mentoring, and much more.

Information for each agency includes contact address, phone and fax and Web site and email, ages, geographic area, population served, a description of the agency and the services, wheelchair accessibility and languages spoken, and for schools and Early Intervention program, whether or not they are New York State approved. Listings are alphabetical and service and disability indices make searching quick and easy.

The primary audience for *The Comprehensive Directory* includes parents and caregivers of children with disabilities, professionals who serve children with disabilities, including teachers and social workers, physicians, therapists and case workers. Many professional organizations and services are included in the *Directory*. A secondary audience is anyone seeking employment in the human services field. The first edition of *The Comprehensive Directory* proved an invaluable resource of potential employers in the New York metro area.

Information for *The Comprehensive Directory*, as well as Resources other directories, comes from Resources for Children with Special Needs unique data base. Now available on the Web at www.resourcesnycdatabase.org, the database is a free source of contact information, searchable to agency, service term, disability, age and zip code or borough.

For additional information contact Dianne Littwin, Resources for Children with Special Needs, 212-677-4650.
Resources for Children with Special Needs
116 East 16th Street/5th Floor
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