

# EDUCATION UPDATE

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Volume XV, No. 4 • New York City • MAR/APR 2010  
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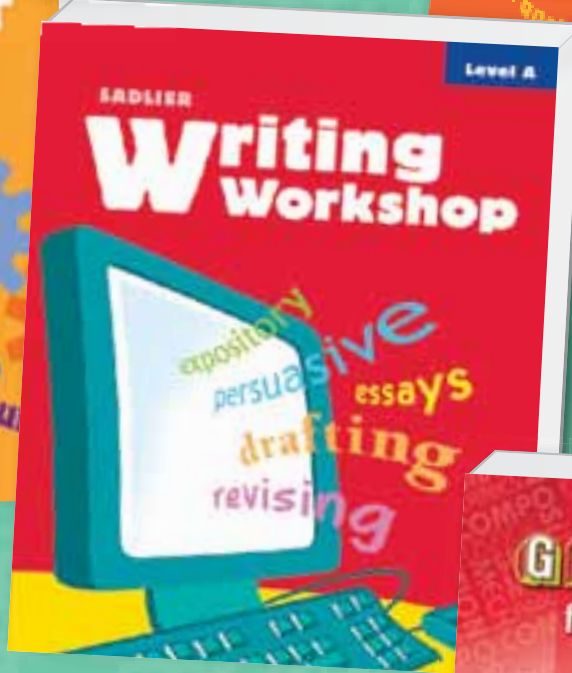
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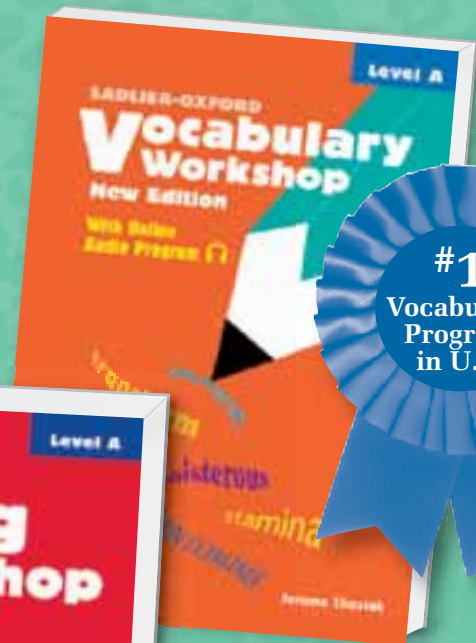
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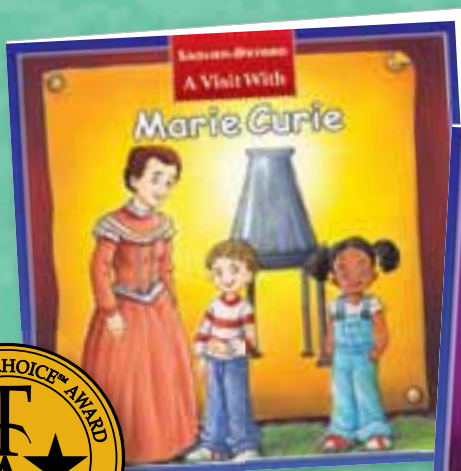
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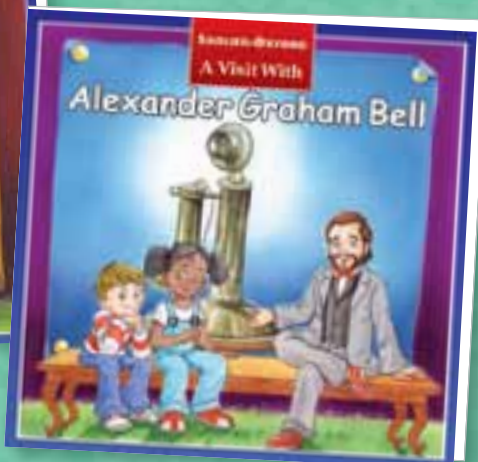
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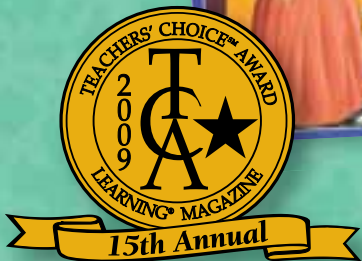
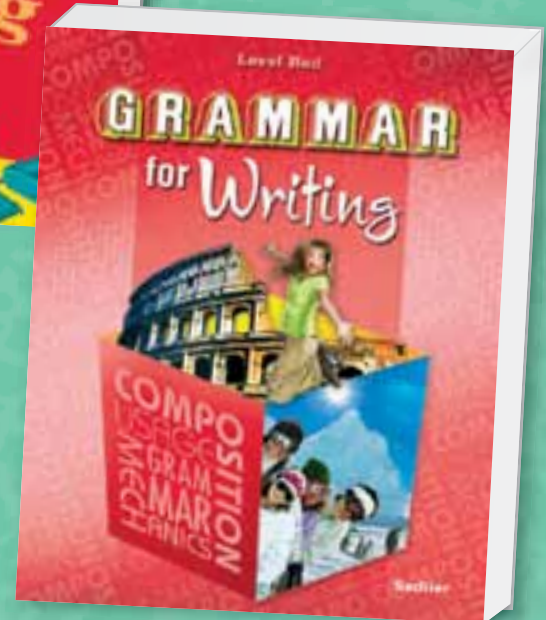
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## GUEST EDITORIAL

*How Far Have We Come?*

By DEAN MARY BRABECK

March is Women's History Month, so this is an apt time to think about the question, "How far have we come?" My own discipline, psychology, has been replete with stereotypical views of women that have created — rather than reflected — reality, especially research about women's leadership ability and interests. In the 1900s, psychology embraced the assertion that women and men belong in "separate spheres." His sphere, they argued, is the public world of achievement, power, and influence. Her sphere, they concluded, is the private world of home, hearth and caring for others. And psychology advanced a number of theories about "women's nature" to bolster that view.

Psychology taught us that women, unlike men, have less achievement motivation and less need for power; that claim was refuted by evidence. Then psychologists told us women feared success more than men; but research showed that was not the case, either. And more recently it has been asserted that women *choose* a "mommy track," which is used to explain why women still make 79 cents to every dollar that men make, why the Senate is overwhelmingly male (83 men vs. 17 women), and why only 2 percent of CEOs in Fortune 500 companies are women.

While it is true that men are more likely to emerge as leaders in laboratory experiments on leadership, dominance and power, the real world is more complex than the research lab, and studies have also shown there are structural barriers (the "glass ceiling," parental practices, etc.) to women achieving the top leadership positions. But times are changing. Historically, men have been more likely to graduate from college, earn professional degrees, and complete their doctorates. Today, at all levels of education, both globally and locally, where women have access to education, they are catching up — and in some cases surpassing — the achievements of men. The results are clear. Hillary Clinton became the first woman to launch a successful campaign for president of the United States (albeit most exclusively in pantsuits). The Ivy League boasts more female presidents than ever before: President Drew Faust at Harvard, President Ruth Simmons at Brown, President Amy Guttmann at the University of Pennsylvania, and President Shirley Tillman at



Princeton; MIT's President Susan Hockfield adds to the list and, recently, the venerable University of Virginia announced that Teresa A. Sullivan will become its first female president.

Even at home in New York, where the faces are intractably male on Wall Street and in *New York* magazine's lists of the "best lawyers" and "best physicians." *Education Update* has kept us aware of women's leadership in our state: Chancellor Merryl Tisch leads New York's Board of Regents; Chancellor Nancy Zimpher heads the State University of New York system; President Susan Fuhrman leads Teachers College, Columbia University; President Elizabeth Dickey leads Bank Street College; President Jennifer Raab leads Hunter College; Christine Quinn is City Council speaker; and Randi Weingarten is president of the AFT.

Of course women are not the majority of university presidents, and I am not arguing there should be a quota. I am only saying that when our theories catch up with reality, new possibilities arise — which reminds me of Samuel Johnson, who once was asked, "Who is smarter, men or women?" Johnson quipped, "Which man? Which woman?"

This March we also celebrated International Women's Day (March 8). IWD is a yearly reminder of the global economic, political, and social achievements of women. In some parts of the world, like China, Russia, Vietnam and Bulgaria, IWD is a national holiday. The first IWD was run in 1911, so we are a year away from the centenary. We have a year to work on adjusting our stereotypes to the new reality of women and leadership. Real progress will have been made when we take for granted women's ability to lead, and when women no longer make headlines for being the "first woman" to lead an organization (or country!). We are a society and a world that needs all the leadership talent we can muster. #

*Mary Brabeck is dean of the Steinhardt School of Culture, Education and Human Development at NYU.*

LETTERS TO  
THE EDITOR

## FAYETTEVILLE, NORTH CAROLINA

*The Incredible Maxine Greene*

## To the Editor:

I am a Ph.D. student at Walden University. While researching many topics for an assignment comparing educational philosophies, I came across your article on Dr. Greene. I adore her work, effort and courage in standing up for our country.

*Theodore Regis*

## BANDUNG, IDAHO

*Freedom Writers: Erin Gruwell*

## To the Editor:

I love it! I just watched the movie, *The Freedom Writers*. I admired her. Her willingness to keep the students was a good example for all of the teachers around the world.

*Rani*

## GLENCOE, ILLINOIS

*High School Reunions: Music and Art, New York City*

## To the Editor:

M&A (as we called the school affectionately) stands for art as well as music, and its halls and studios were filled with the smell of oil paint, linseed oil, works on canvas, paper, ceramics, graphic arts, sculpture, as well as the sounds of chorus, instruments, and orchestra. Our alma mater was written to the melody of the fourth movement of Brahms' First Symphony and starts, "Now upward in wonder ..." Fifty-eight years later, I still gaze upward to that Castle on the Hill, my memory as bright as the first day I climbed that hill from the 135th Street station below.

*Nina Raskin*

## LIMA, PERU

*Bilingual Education for the 21st Century*

## To the Editor:

This one of the greatest articles I've ever read about this topic. I'm glad to have had the chance to come across this interesting piece of writing as I'm doing research on bilingual education.

*Ana Maria Ballesteros*

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New York, NY 10065-5024.  
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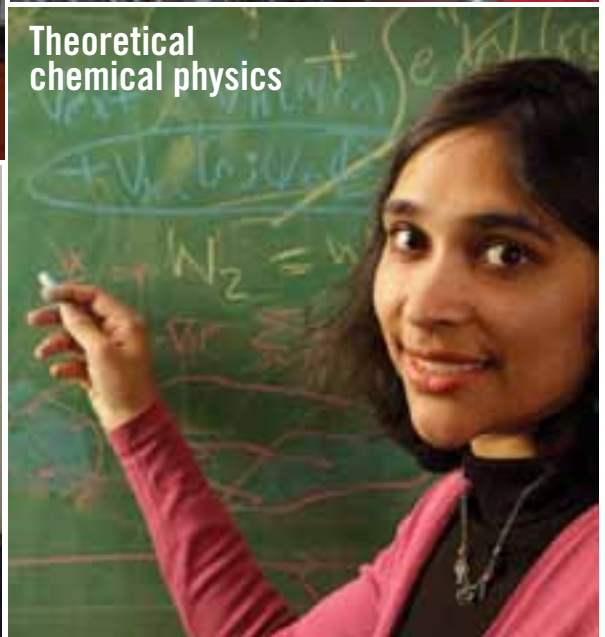
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Spiraling clockwise from upper right: **Dr. Myriam Sarahik**, Distinguished Professor of Physics, City College; **Dr. Neepa Maitra**, Associate Professor of Physics, Hunter College; **Dr. Marie Filbin**, Distinguished Professor of Biology, Director of the Specialized Neuroscience Research Program, Hunter College; **Dr. Lesley Davenport**, Professor of Chemistry, Brooklyn College and CUNY Graduate Center; **Dr. Vicki Flaris**, Assistant Professor of Chemistry, Bronx Community College; **Dr. Mandë Holford**, Assistant Professor of Chemistry, York College and CUNY Graduate Center; **Dr. Maribel Vazquez**, Associate Professor of Biomedical Engineering, City College

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Matthew Goldstein  
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# Teachers College Conference on Educational Equity

## REBELL HOSTS 5TH ANNUAL SYMPOSIUM



Professor Michael A. Rebell

By SYBIL MAIMIN

Everyone is voicing opinions about the federal government's response to the economic recession. The Campaign for Educational Equity at Teachers College, Columbia University got into the act at their fifth annual symposium, "Stimulating Equity? The Impact of the Federal Stimulus Act on Educational Opportunity."

The American Recovery and Reinvestment Act of 2009 (ARRA) is giving states the enormous sum of \$100 billion to be spent on education over a two-year period. After one year, the goal of stabilization, or helping states maintain their pre-recession levels of funding and service, has mostly been met. According to Michael A. Rebell, an attorney and executive director of the Campaign for Educational Equity, who spoke at the symposium, the problem is how the funds are being spent. His research shows "negative effects" on disadvantaged children as promised programs to encourage reform and equity are being neglected in favor of closing budget gaps. This not only defies the "adequacy and equity" provisions of ARRA, charges Rebell, it is also unconstitutional. He explains that, repeatedly, courts have declared that children have the constitutional right to a good education, and that these rights must be respected, even in times of fiscal cutbacks. Acknowledging that Governor David Patterson is in "a difficult situation" and is required by law to balance the state budget, Rebell insists that the constitutional mandate to provide a "sound basic education" to all children is equally binding. To address the problem of shortfalls, Rebell points to "proverbial waste and inefficiency" and proposes cutting costs. He notes constitutional compliance need not be at a set price as long as core services for a sound, basic education are provided. Rebell suggests cost studies to determine how much is needed for core services. He wants rainy-day funds established in good times, zero-based budgeting that requires justification for every program, multi-year budgeting to avoid financial surprises and instability, and school district consolidation for greater efficiency. Calling it his most contentious proposal, Rebell advocates teacher pension reform with a scaling back of benefits.

Respondents to Rebell's remarks suggested difficulties inherent in proposed solutions. Jamienne S. Studley, president of Public Advocates, Inc. and former president of Skidmore College, sees "lots of confusion about



TC President Susan Fuhrman

what investment in education should look like," and difficulties in talking about "shifts, like reallocating from the haves to have-nots." She would like to see the media generate sustained public conversation about educational equity and the political will to effect it. "This is about power," she declared, "and who gets opportunity. Parents who don't want other people's children to get power stand in the way. They don't want to change the way the world looks."

As director-counsel and president of the NAACP Legal Defense and Educational Fund from 2004-08, Columbia law professor Theodore M. Shaw litigated many education matters and learned, "Sometimes when you lose, you win, and when you win, you lose. When politically you can't raise taxes, you can't get a state to fund a remedy. It is always a problem, and worse in hard times." The question is, "How do you make constitutional principles reality?"

By ADAM BLOCH

How much has the stimulus done for education? That question drew some sharply different answers from education experts and researchers at the recent fifth annual Equity Symposium at Teachers College. The two-day conference was titled, "Stimulating Equity? The Impact of the Federal Stimulus Act on Educational Opportunity."

The one point of unanimity among participants was that the extra funds included in the American Recovery and Reinvestment Act, which doubled federal education spending to roughly \$100 billion, have helped save thousands of jobs by closing enormous budget gaps for schools across the nation. But whether the funds have also spurred reform remained up for debate.

Jack Jennings, President and CEO of the Center on Educational Policy, presented a study that surveyed governors and state school superintendents in 44 states and the District of Columbia. Based on his findings, he concluded that the dual purposes of saving jobs and creating change are being met. "The federal government has gotten the attention of the states when it comes to reform," Jennings said.

Jennings said that 41 states are applying to the Race to the Top Fund, and 33 are considering adopting common standards. Of the four "assurances" sought by Race to the Top, schools have had the easiest time implementing new data systems and rigorous standards and assessments. Ensuring reform of low-performing schools and the effectiveness and equitable distribution of teachers has been harder. "It's common sense,"

Governor Patterson did not come to office wanting to cut education, Shaw explained, but "he faced a different reality." Politics and legalities are in conflict. How do we reconcile them? To Rebell, even in difficult times, we "must establish the principle that core constitutional rights are sacrosanct." #

Jennings explained, "because to address teacher effectiveness and low-performing schools, you have to deal with local districts, colleges of education, just a plethora of different forces." Most importantly, in an economic sense, Jennings estimated that stimulus funds have created or saved between 250,000 and 300,000 jobs.

Jessica Wolf and Daniel Yaverbaum, a policy director and researcher at the Campaign for Educational Equity, respectively, presented a survey of their own that was far less optimistic. "We don't believe these four assurances are being met," Yaverbaum said. "They're simply not at the forefront of district policies. When we asked how districts were doing with reform, we got reactions ranging from laughter to disappointment."

The survey looked at 20 states and, according to Wolf, revealed that stimulus money was largely successful in maintaining educational funding. The money was often applied to Title I and Individuals with Disabilities Education Act requirements. Other uses included new hardware, new software and expanded professional development. Most of the funds, however, were used to avoid layoffs. "It is not clear if this will have long-term effects," Wolf said.

The final study was presented by Bruce Baker, a professor at Rutgers University, and David Sciarra, the executive director of the Education Law Center. They focused primarily on funding formulas and also reached worrisome conclusions. According to their findings, stimulus funds had no impact on the fairness of state formulas and may have enabled disproportionate cuts in poverty areas. Moreover, fiscal years 2011 and 2012 will probably require large budget cuts in most states. "Many states used this to make the distribution of their funds to high-poverty areas worse," Sciarra said. "Congress had no idea what they were getting into and no idea how bad, how regressive some of these funding formulas were." #

*continued on page 28*



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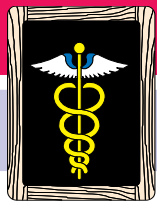
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# MEDICAL UPDATE



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• 7

## NEWYORK-PRESBYTERIAN HOSPITAL PRESIDENT AND CEO DR. HERBERT PARDES SPEAKS ON HEALTH CARE REFORM

Dr. Herbert Pardes has shared his thoughts on national health care reform and President Obama's health care summit. Dr. Pardes leads NewYork-Presbyterian Hospital, ranked among the nation's top hospitals by *U.S. News & World Report*. He is a nationally recognized expert on health care reform who has provided his insight to *The Economist*, *The Wall Street Journal*, *The New York Times*, CNBC, MSNBC, NPR and Fox Business News.

"I think what is going to be involved here is a collective responsibility, and I think we as individual citizens throughout the country have to realize that we play a role in health care reform," says Dr. Pardes. "We need to improve our IT system, strengthen quality and safety, implement malpractice reform, streamline billing practices, and work with health care consumers to improve the health of the population."

He addressed several topics related to health care reform:

### What are the top priorities for health care

### reform?

- Provide access to health coverage to all people in the U.S.
- Maintain the highest quality of medicine that is available in the U.S.

### How can academic medicine improve overall quality?

- Evaluate best information technology to improve care and hold down costs.
- Test quality measures to make sure our standards for care maintain best practices of quality in health care.
- Train more physicians and nurses to meet health care demand.

### What should be changed in health care reform bills?

- More resources should be used to train new doctors and nurses to care for the 30 million more people who will have health insurance.
- Disproportionate Medicare funding should be amended so the nation cuts funds only after the number of underinsured drops.

• Regional differences in Medicare costs should be studied to better reflect true costs for health care by region as well as quality differences.

### How can health care reform hold down costs?

- Reduce or eliminate unnecessary costs by reforming medical malpractice and standardizing insurance forms, which alone can eliminate \$500 million to \$700 million in health care costs.
- Health care costs vary regionally, so costs in the Northeast will be different from the Midwest.

### How can health care policy make the public healthier?

- A tremendous amount of the expense of health care in this country is related to behavior; we can save money by helping people to eat healthy, quit smoking and exercise.
- Schools can improve health care by raising health education to the importance of science and math, and coordinating health education, gym and school nutrition programs.

• Incentives should be implemented by insurance companies and employers to encourage healthy behavior.#

*Herbert Pardes, M.D., is president and chief executive officer of NewYork-Presbyterian Hospital and NewYork-Presbyterian Healthcare System, and is nationally recognized for his broad expertise on health care reform, health policy, hospitals, health care technology, mental health, research, education and clinical care. He has been named one of Modern Healthcare's "100 Most Powerful People in the Healthcare Industry" and Modern Physician's "50 Most Powerful Physician Executives." Prior to joining the hospital in 1999, Dr. Pardes served as dean of the faculty of medicine at Columbia University College of Physicians and Surgeons. Prior to that, he served as director of the National Institute of Mental Health and as U.S. assistant surgeon general during the Carter and Reagan administrations, and was also president of the American Psychiatric Association.*

## CHILDHOOD OBESITY AND ITS EFFECT ON SELF-ESTEEM

By MARGARET LEWIN, MD, FACP

More than 30 percent of American children are overweight (50 percent in African-American and Latino communities), and more than two-thirds of obese children over the age of 9 will become obese adults. The resulting medical problems of diabetes, premature heart disease, stroke, gallbladder disease, degenerative arthritis, breathing problems and sleep apnea, as well as cancer of the uterine lining, breast, prostate and colon are well-known, but the psychological problems surprisingly less so. Society in general responds negatively to obese individuals. Obese children in particular are often socially stigmatized and face discrimination from their peers, teachers, and even physicians and nurses — often leading to poor self-esteem. Self-esteem refers to an individual's sense of his or her value or worth — a favorable or unfavorable attitude toward one's self. Formal studies show that parents' and peers' acceptance weigh most heavily on many children's sense of self-esteem. In a country with very thin celebrity role models and where it is common to say, "you can never be too thin," being obese can be devastating to self-esteem, especially during childhood and adolescence.

Children can be cruel, especially to overweight peers who are often teased about their weight. Although any child whose physical appearance or intellectual capacity differs from the norm often is subjected to merciless teasing, it can be worse for obese children — who are blamed for their "different-ness" and closely watched (and criticized) in their eating and exercise habits. Studies have shown that obese children tend to have a smaller circle of close friends, leading to isolation and loneliness. Parents often join in the torment even if they are also overweight. It can be difficult to escape from the self-image of unattractiveness and body dissatisfaction.

Formal studies suggest a relationship between self-esteem and health. Whether obese or not, adolescents with poor self-esteem are more likely to engage in early sex, less likely to use birth control, have higher rates of teen pregnancies, are more likely to use tobacco, alcohol and illicit drugs, and to attempt suicide. Obesity can

also lead teenagers into binge-eating, sometimes purging as well. In 2007, a study reported a 20-year research of obese adolescents in Upstate New York. They found that obese girls were nearly four times more likely than normal weight girls to suffer major depression and anxiety disorders as adults.

Obese children can have a brighter future. This year, Sacher published the results of a randomized, controlled British trial of the MEND (Mind, Exercise, Nutrition, DO it) program, a family-based community intervention for childhood obesity. Parents and their obese children attended eighteen 2-hour group educational and physical activity sessions held twice weekly in sports centers and schools, followed up by a 12-week free family swimming pass. Compared to the controls, the study children not only reduced their weight and waistlines and increased their cardiovascular fitness and physical activity levels, but they also had significant improvement in their self-esteem.

Doing something about childhood obesity and related issues of self-esteem is a kindness, but we also need to do so in our own self-interest. The economic consequences of childhood (and subsequent adult) obesity are staggering and threaten to overtake our health care system and national budget. For these reasons, Michelle Obama, Surgeon General Regina Benjamin, The Centers for Disease Control and Prevention, Federal Trade Commission, Food and Drug Administration, Department of Agriculture, and the nation's mayors and other local leaders are placing a high priority on combating this growing problem. It will require enormous investing in education, availability of food in schools, making healthy affordable food more accessible in low-income neighborhoods, building schools within walking distance of residential areas, and building playgrounds and walking and biking paths. It will involve setting standards for marketing food to children and reconsidering the nutritional value of foods available on supermarket shelves. These investments are worth it — both to us and our nation's children. #

*Dr. Margaret Lewin is chief medical director of Cinergy Health.*



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## REBECCA SCHOOL LOOKS AT THE BIG PICTURE

By MCCARTON ACKERMAN

It's difficult enough for many parents with special-needs children to find an appropriate education for them, yet one school is not only looking to do that, but to educate the entire family. The Rebecca School, located in the Murray Hill area of Manhattan, has quickly become one of the primary centers for autism education and training in New York City. Now in its fourth year of operation, the school works with 109 children from ages 4–18. Its primary focus is on children with neurodevelopmental delays in relating and communicating.

"We're always looking at the child holistically," said Tina McCourt, program director at the Rebecca School. "We believe every behavior is a communication. They're doing it for a reason and it's our job to make it functional. Instead of saying 'hands down' if they're flapping, we're trying to understand why they do it."

The 68,000-square-foot, six-story facility is the largest school in New York City specifically devoted to autism. Facilities include two art rooms, which include a pottery wheel and kiln, a large gym featuring a rock climbing wall, and a rooftop playground. Classes have a 2:1 student-teacher ratio, with eight children, one teacher, and three teacher assistants in each classroom. Children work individually and in small groups throughout the day. Classes at the Rebecca School are year-round and also include a six-week summer program, but the school closes early on Fridays to allow time for continued staff and parent training.

In addition to offering activities found in traditional schools such as art, science and reading, all students receive services in areas such as speech, occupational therapy and physical therapy. The school also focuses specifically on sensory integration. Each classroom has a sensory corner with items such as a beanbag chair and trampoline that children may use at any time. "If I need coffee, I know that I need to get up and get some, which is a skill that some of our students don't have," said McCourt. "We want them to get sensory breaks throughout the day instead of when they become disregulated, and we want them to become self-regulated. Many of our students will say when they need a break now. They've been given the tools to read their own bodies."

The Rebecca School also places an emphasis on activities outside of the classroom. Students regularly take part in field trips and community outings, giving them the chance to practice newly learned skills in different settings. "We want these to be skills that they can use in an outside environment," said McCourt. "We're looking at the whole child and not just the child in the classroom."

The primary model used for the school is the Developmental Individual Difference Relationship model (DIR), which utilizes the core belief that relationships are the foundation of learning. Each child has a specific program tailored to his or her academic and social needs. "There is no one-size-fits-all model for children with these types of delays, so I wanted to incorporate the DIR model so we could deal with these core issues," said McCourt. "We're trying to understand where the delays in development are, because our kids don't develop in typical stages."

In addition to the child receiving treatment, The Rebecca School incorporates the whole family into the process. Social workers are assigned to each family, and the school provides additional services such as parent training in the DIR model and family counseling. "We know that the family needs a ton of support," said McCourt. "Many parents don't know where to begin in terms of finding resources for their children, and if the family has other children, those siblings often haven't had the chance to talk about what it's like to have a brother or sister with autism."

All of the children at Rebecca School have been able to make progress in their development during their time at the school, and in some cases, some of the students have been able to be transferred into traditional school settings. McCourt said that because the school is relatively new, she expected to see many more of her students making that transition within the next year or two. Perhaps most importantly, these children have now found a place where they feel comfortable learning and interacting with others. "Almost all of our kids come to school happy," said McCourt. "The majority of kids say this is the first time they've ever had a friend. If you walk around here, it's not a quiet school, and we want that. We want the kids talking, to have choices available to them, and for them to make their own decisions." #





## Special Toys for Special Kids

By ANNE MARIE BENITEZ  
& GINA MARANGA

Toys are the “tools of the trade” for working with children with special needs. Through guided play, children with special needs learn skills that are the basis for development. Here’s a short list of great toys organized by age:

### Children Under 1:

Toys that demonstrate cause-and-effect relationships and object permanence — the concept that objects exist even if they are out of sight, like touch- or voice-activated toys that play music. Large manipulative toys like activity mats, snap beads, and stacking rings help babies to learn body awareness and eye-hand coordination.

### Children 1 – 3 :

Encourage labeling and pretend play with shape and color sorters, baby dolls, animals and objects like play foods. Toys to encourage gross motor skills like tunnels, push/pull and ride on. Toys for oral motor development such as horns, whistles, harmonicas, bubbles, and pinwheels.

### Children 3 – 5:

Pretend play and expanded language skills toys — puppets, dress-up sets, Mr. Potato Head, doll houses, cooking sets, barns, and garages. Toys that encourage fine motor skills — chunky crayons, chalk, paints, puzzles, Play-Doh, peg boards. Foster early literacy through big books, audio books, matching games, bingo/lingo. Toys that develop focus and attention — rain sticks, story books, basic computer games. Toys that promote gross motor skills like sit and spin, hop along balls, bean bag toss and toys that encourage early learning concepts like sand and water play toys.

### Children 5 – 7:

Encourage fine, visual and perceptual motor coordination to promote literacy and writing skills, and games that require focus, vocabulary and rhyming to promote expressive and receptive language and concept development. Examples:

Etch-a-Sketch, interconnecting blocks, felt boards, finger puppets, large magnets, musical instruments, word games.

### Children 7+:

Continue encouraging concept development, scientific exploration, math skills, money skills, and creative thinking with toys like a play cash register, 3-D models, balance scales, magnifying glasses, binoculars, bug boxes, gear toys.

### Tried and True Classics:

A jack-in-the-box is a great toy for 6-month- to 1-year-olds. It provides that element of surprise to elicit a response and model early language for baby to imitate such as “Uh-oh!” “Pop!” “Bye-bye,” and open/close. It also provides an opportunity for baby to indicate by gesture, vocalization or verbalization a request for “more.”

Wooden blocks of different shapes, colors and sizes are good for stimulation of cognitive skills. Children, develop age appropriate play skills when they use the blocks to represent things found in their environment, and expand their play schemes when they use other toys in conjunction with the blocks. For example, making houses for dolls, tracks for trains, roads for cars. Blocks can help teach shape and color concepts, enhance creativity and stimulate and conversation about what they are building.

Finger-painting provides a multi-sensory experience. For young children we recommend “edible” paints like puddings. For older children, shaving cream offers an olfactory and a tactile experience. For school-age children traditional finger-paint lets them mix colors while experiencing the tactile and visual stimulation of the activity. Finger-painting in the bath tub makes for easy clean up. #

*Anne Marie Benitez is school psychologist at Block Institute School in Brooklyn, N.Y., and Gina Maranga is director of program operations at Block Institute School.*

## JEWISH GUILD FOR THE BLIND AWARDS COLLEGE SCHOLARSHIPS

The Jewish Guild for the Blind recently announced that it will award scholarships of \$10,000 to each of 16 college-bound high school seniors who are legally blind. The GuildScholar Program scholarships will be awarded prior to the academic year that begins September 2010. The recipients are currently enrolled in high schools in the states of California, Connecticut, Florida, Illinois, Louisiana, Maine, Massachusetts, New Hampshire, New York, North Carolina, Oregon, Texas, Vermont, Virginia, Wisconsin and Wyoming. The GuildScholar Program was created, in part, through a generous grant from the Jeannette A. Klarenmeyer Trust.

A former teacher of one of the winners is also being acknowledged for his role in encouraging and bringing out the best in his student. Each applicant was asked to write an essay about a teacher who is of great importance to him or her. The teacher chosen from among the applicants’ essays will receive a prize of \$5,000.

“We’re mindful of the often unexpectedly large sums of money needed to accomplish a successful transition from high school to a college or university and we think that this scholarship money can be put to excellent use during this phase,” said Dr. Alan R. Morse, president and CEO of The Guild. “At The Guild, we are committed to working toward a more inclusive society. The GuildScholar program will help assure that more blind students are able to enroll in colleges or universities that might otherwise be beyond their reach financially. We’re not concerned with their fields of study, but we are eager to help in the education of this country’s next generation of leaders, a group that must include persons with vision impairment,” he concluded.

The recipients were chosen by a selection committee not only experienced in overseeing programs for blind and visually impaired persons, but also knowledgeable in matters of student financial aid and the non-profit organizations that fund educational programs. The members of the 2010 selection committee were: Allen C. Harris, director of the Iowa Department for the Blind; Patricia N. Lewis, Ph.D., executive director of the AIM Foundation, Houston, Texas; Alan R. Morse, Ph.D., president and CEO of The Jewish Guild for the Blind; Frederic K. Schroeder, Ph.D., research professor, San Diego State University,



Jeremy Morak

former director of the Professional Development and Research Institute on Blindness, Louisiana Tech University, Ruston, La.

The committee chose the 13 winners after a rigorous application process that included criteria such as academic excellence, community involvement, legal blindness, financial need and U.S. citizenship. The 2010 GuildScholar Program scholarship winners are: Ryan Alzman of Normal, Ill., University High School; Carlos Baeza of Rockport, Maine, Camden Hills Regional High School; Nathaniel Book of West Suffield, Conn., Suffield High School; Kyle Coon of Jacksonville, Fla., Paxon School for Advanced Studies; Matthew Cooper of Durham, N.C., Charles E. Jordan High School; Jameyanne Fuller of Concord, N.H., Concord High School; Marcus Meyer Goldberg of Austin, Texas, McNeil High School; Dillon Hawley of East Arlington, Vt., Arlington Memorial High School; Claire Elizabeth Johnson of Portland, Ore., St. Mary’s Academy; Cord LaBarre of Hayward, Wis., Hayward High School; Ashleigh Ladner of Slidell, La., Northshore High School; Andrew Luk of Chino Hills, Calif., Diamond Barr High School; Duncan McLaurin of Jackson, Wyo., Jackson Hole High School; Jeremy Morak of Hewlett, N.Y., George W. Hewlett High School; Helen Georgie Sydnor of Lynchburg, Va., E.C. Glass High School; Daniel White of Watertown, Mass., Watertown High School. The teacher chosen to receive a prize is David Eckstrom of Hayward, Wis., Hayward High School. #

## The GuildScholar Program

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Please log on to  
[www.jgb.org/guildscholar.asp](http://www.jgb.org/guildscholar.asp)



For more information,  
contact Gordon Rovins at  
[rovinsg@jgb.org](mailto:rovinsg@jgb.org)

## SCHOOL CLOSINGS MEET WITH DISAPPROVAL



By YURIDIA PENA

More than 2,000 teachers, politicians, students and community organizers gathered recently at a Panel for Educational Policy meeting as they heard hundreds speak against the city’s plan to shut down 20 New York City public schools.

The marathon session, which took place at Brooklyn Technical High School, lasted well into the next morning. All speakers were heard, and the panel

reached a decision to close 19 of the 20 low performing schools, including the charter East New York Preparatory School and large high schools like Jamaica High School and Beach Channel High School in Queens, Paul Robeson High School in Brooklyn, and Christopher Columbus High School in the Bronx.

Alfred E. Smith, a vocational high school in the

*continued on page 31*





## CARING FOR SPECIAL NEEDS CHILDREN: LUCINA CLARKE HONORED



Herb Scher

2009 Brooke Russell Astor Award recipient Lucina Clarke with Dr. Paul LeClerc, President of the New York Public Library

The New York Public Library's 2009 Brooke Russell Astor Award has been presented to Lucina Clarke, founder and executive director of My Time, a not-for-profit parent support center for advocates, grandparents, and parents of children diagnosed with developmental disabilities and autism. The \$10,000 award was established in 1987 through a gift to The New York Public Library by David Rockefeller, and recognizes unsung heroes who have substantially contributed to improving the quality of life in New York City. Clarke was presented with the award by Dr. Paul LeClerc, president of The New York Public Library.

"The Brooke Russell Astor Award is given to an unsung hero of the community that has contributed greatly to the improvement and enrichment of New York City as Ms. Astor has," said LeClerc. "I am enormously pleased that we have recognized Ms. Clarke, whose tireless work and dedication has improved the lives of countless families in New York caring for a loved one with autism or a developmental disability. The mission preached by My Time, to provide a nonjudgmental and supportive environment, is one of genuine kindness and nobility, traits that are reflective of whom Ms. Clarke is and well worth rewarding."

"Giving parents of children with autism and developmental disabilities a supportive environment that is more sensitive and empathetic to their needs is the mission of My Time," said Clarke. "If I can touch these families' lives by doing this, then I am doing my calling. I want to thank The New York Public Library and Mrs. Astor, whose spirit is looking down on us, for this wonderful award."

In 2004, Clarke, a certified special educator, established a parent support group for families caring for an individual with autism and developmental disabilities in the Canarsie area of Brooklyn. Clarke wanted to provide parents with support and a place where they could discuss issues relating to themselves and their children and not be judged or criticized for being a parent of a child with special needs. The group met on a monthly basis to discuss issues, share their stories, and exchange information relating to autism and other related developmental disabilities. They provided support and networked with other families, conducting workshops on techniques to assist parents in developing functional and social environment at home and in their community. Today My Time continues its goal of giving appropriate strategies and skills to parents and caregivers of children with autism and developmental disabilities. Clarke is continuing to develop relationships with public and private schools, churches, universities, and the community to ensure the awareness and diversity of individuals with special needs are respected, acknowledged and accepted. Clarke was nominated by New York City Councilman Lew Fidler.

Honorable Mentions were awarded to Ingrid Floyd of Iris House and Cynthia Maurer of Visiting Neighbors; each received a \$2,000 prize. Ingrid Floyd, executive director of Iris House, the first community based organization in New York — and in the country — with services designed specifically to meet the needs of women with HIV and AIDS and their families. Iris House is a Harlem based organization named after Iris de la Cruz, a pioneer in the fight against HIV and AIDS

## Failure to Launch

By MACLEAN GANDER, Ph.D.

In the last few weeks, some of the brightest students attending Ivy League and other elite schools received failing notices and had to make alternate plans for the semester. For many, it was their first experience of academic failure — and it left them and their parents scrambling for what to do next.

Many of these students were tops in their high school classes and earned high SAT scores. In college, they were working hard but they just couldn't seem to get any traction. They struggled to wake up in time for class, left long-term assignments until it was too late, and neglected to complete written work without the kinds of reminders and cues that their parents used to provide. Unlike high school, where performance is closely tracked and notice is quickly taken, it wasn't until the very end of the semester that the final reckoning came due — failing grades and academic probation or suspension.

These are not isolated cases. The reality is that there is a large and growing group of bright kids whose brains aren't wired right for a demanding college routine. The strategies and supports that worked in high school when they were living at home are not adequate to the new demands that college places on the executive functions of the brain.

According to current theories of the brain, executive functions are located in areas of the frontal lobe, and they serve as a kind of orchestra conductor, regulating other areas that control planning, goal-setting, language production, and motor activity. Often unconscious, they operate beyond the control of will and motivation — even though the behavior that results when they fail to operate effectively is often judged in moral terms.

Researchers believe that executive function capabilities vary widely, and many also believe that in about 10 percent of cases the difficulties are severe enough to be classified as Attention Deficit/Hyperactivity Disorder (AD/HD), a learning difference that is increasingly seen as lying in the self-regulation systems of the brain. But even those not having an AD/HD diagnosis can and do have significant challenges, especially in a demanding academic environment.

Executive functions are challenged in any significant life transition, from arriving in a new city for the first time, to taking on a new job or experiencing the birth of a first child. While research is not yet conclusive, many believe that first-generation college students, or students

from different cultural or socioeconomic backgrounds, experience the same kind of executive function challenges that students with AD/HD face in college.

Unfortunately, colleges have not yet learned how to deal with the mismatch between the ways some students' executive systems have developed and successful management of college coursework. Even the best college support systems are often inadequate to the challenge, and the number of students who slip through the cracks is very high. More important, even students who manage to muddle through by using support systems and getting extra help from instructors may still not develop the kinds of executive strategies essential to success in the workplace.

Psychiatrists and other physicians can prescribe medications that do have positive effects, although many students report that meds also carry a cost. I would rather see more colleges address the problem by working directly with students to develop self-management and academic strategies. It works beautifully here, where students learn to develop strategies to use their strengths and overcome their challenges.

Every year, about half of the students who come to Landmark College have failed at other postsecondary institutions, including some of the most selective colleges in the country. Eighty percent of the students who entered this past January had left other colleges. Their stories are nearly always the same: good grades in high school, good SATs, and a failure to launch when it came to the new demands of college work. By learning to master "executive functioning skills," these same students can go on to achieve academically and take their place in the world feeling a sense of pride in their accomplishment.

The Obama administration is using stimulus money to increase college access for students from low-income families. This is certainly money well spent. At the same time, the question of college completion is equally important. Perhaps some of the stimulus money should be used to improve results on that score. Unless and until we address the causes that lead to one out of two students dropping out before receiving a degree, opening higher education's doors wider may be an empty victory. #

*MacLean Gander is a professor of English at Landmark College, Putney, Vt., which serves students with learning disorders, with a primary focus on executive function challenges.*

This article was originally published in the February 2010 issue of University Business (Volume 13, Number 2, page 44).

and in women's advocacy. Floyd was nominated by Jennifer Klot, a board member of Iris House. Cynthia Maurer is the executive director of Visiting Neighbors, an organization ensuring that over a thousand seniors maintain their independence and stay connected to their communities.

Over 400 volunteer visitors help seniors alleviate loneliness, provide emotional security, and offer mental stimulation. Visiting Neighbors has enriched the lives of both seniors and volunteers for three decades. Maurer was nominated by New York State Assemblywoman Deborah Glick. #



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## Should DSM-5 Expand the “Epidemic” of Attention Deficit Disorder?

By ALLEN FRANCES, M.D.

Our country is in the midst of a 15-year “epidemic” of attention deficit disorder. There are six potential causes for the skyrocketing rates of ADD, but only five have been real contributors. The most obvious explanation is by far the least likely: that the prevalence of attention deficit problems in the general population has actually increased in the last 15 years. Human nature is remarkably constant and slow to change, while diagnostic fads come and go with great rapidity. We don’t have more attention deficit than ever before; we just label more attentional problems as mental disorder.

The “epidemic” can be traced to a complex interaction among five other contributors: 1) wording changes in DSM-4 (published in 1994); 2) heavy marketing and advertising from drug companies to doctors as well as the general public; 3) extensive media coverage; 4) pressure from parents and schools to control unruly children; and 5) the use of stimulants for performance enhancement.

There is controversy about whether the resulting increased prevalence of ADD should be the cause for celebration, concern, or perhaps both. Some believe that the higher rates mostly reflect the useful identification of ADD in patients who were previously missed. No doubt, increased diagnosis has been helpful for many people who otherwise would not have received appropriate treatment with stimulus medication. But this gain must take into account the serious costs to many others. Some of the increased prevalence of ADD (no one can tell for sure what proportion) results



from “false positives,” people who would be better off having never received a diagnosis. The rapid expansion of stimulant use has undoubtedly led to unnecessary treatment with medications that sometimes cause harmful side effects and complications. There is also a large problem with stimulant abuse for purposes of performance enhancement and intoxication; both lead to the development of a large, illegal secondary market for stimulant drugs.

DSM-5 will become the official manual for psychiatric diagnosis when it is published in 2013. The recently posted first draft contains a number of suggestions that would make it even easier to get a diagnosis of ADD: 1) raising the age before which onset of symptoms must occur, from age 7 to age 12; 2) dramatically reducing the symptom threshold for adult ADD; 3) removing the requirement that there be accompanying clinically significant distress or impairment; and 4) allowing the diagnosis of ADD in those who also have the diagnosis of autism.

In developing DSM-4, we hoped to be careful and conservative. We believed that the diagnostic system should remain stable unless there was compelling evidence that change would be more helpful than harmful. We performed an extensive field trial that predicted (it turned out incorrectly) that our wording clarifications would not



Peggy Fogelman (center) is welcomed as the new Metropolitan Museum of Art Frederick P. and Sandra P. Rose Chairman of Education by Joyce Cowin (L) and Peggy Ogden (R).

change the rates of ADD. Our experience proved that even small changes in the diagnostic criteria can have large unintended, and often unfortunate, consequences (particularly if the drug companies find a way to amplify the effects of their medications).

The changes suggested for DSM-5 are radical and could add fuel to the fire of the already raging “epidemic” of excessive diagnosis and treatment of ADD. I would suggest there be a careful risk/benefit analysis, which should include input from the public and consideration of public policy implications, before any of these changes are made official.

Problems with attention and hyperactivity are very common in the general population. There is no clear boundary to determine when these can be considered as no more than normal variation and when they are best labeled and treated as mental disorder. There are also many causes for distractibility other than ADD, including mood and anxiety problems, substance use, insomnia, stress, overextended scheduling, and many more. If the requirements for diagnosing ADD are too stringent, true cases will be missed. If they are too loose, innocent bystanders will be captured. Right now the criteria are, if anything, too loose, and I fear the results if DSM-5 makes them even looser. #

*Dr. Allen Frances is professor emeritus at Duke University, where he was previously chair of its department of psychiatry and behavioral sciences. He was also chair of the DSM-4 Task Force. See Dr. Frances’ full review of the DSM-5 drafts at <http://www.psychiatrytimes.com/home/content/article/10168/1522341>.*

**Have questions about ADHD or autism?  
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[www.educationupdate.com/allenfrances](http://www.educationupdate.com/allenfrances)**

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# EDUCATION UPDATE'S MIDDLE SCHOOL JOURNALISM INITIATIVE

## ROBERT KENNEDY SCHOOL P.S. 169

PRINCIPAL: SUSAN FINN  
TEACHER: SIOBHIAN McNULTY

## How Are Textbooks Made?

By FELIPE PAU

We recently visited William H. Sadler, Inc., an education publisher, at 9 Pine Street in Manhattan. This company publishes textbooks. They have been doing this for over 175 years. William S. Dinger is the president of the company. He explained that making the textbooks starts with an idea. After the idea, they do research. The research tells them if the idea works. My favorite part of our visit was taking the tour of the art, design and production department. It was really cool to see how designs are made and created.

### BOOK REVIEW

## The Ruins of Gorlan

By MARQUIS BROWN

For my review, I read *The Ruins of Gorlan*, the first book in the *Ranger's Apprentice* series, by John Flanagan. This book is about a 15-year-old boy named Will. He wants to be a Ranger in the Ranger Corp. Rangers are people with bows and arrows. The Rangers battle Morgarth, Lord of the Mountain. My favorite character is Horace. He is an apprentice knight. He is a very good fighter. Horace is Will's best friend. The best part of the book is when Will and Horace train in the battleground. I recommend this book because it is exciting. It is a good story about friendship.

### MOVIE REVIEW

## The Wolfman

By BRANDON DEJESUS

*The Wolfman* was an excellent movie. My favorite character was Lawrence Talbot, played by Benicio Del Toro. He was bitten by a werewolf. Two days later he changed into a werewolf. This movie has a lot of action scenes. My favorite scene was when Lawrence and his father change



The Young Women's Leadership School students cheerfully pose with their teacher Ms. Courtney Fenner (L) and Giovanni Pinto (center), Education Update intern

By GIOVANNY PINTO

For the latest session of the *Education Update's* Middle School Journalism Initiative, students from our two classes traveled to Hunter College to meet with crossword puzzle design expert David J. Kahn, who creates puzzles for *The New York Times* as well as *Education Update*. The students first brushed up on their crossword skills by tackling a previous national science contest crossword. After impressing Kahn by easily filling in the blanks, the session turned to Kahn teaching the students how to create their own puzzles that will be featured in their soon-to-be-published newspapers.

Other sessions included trips to the dialysis unit at the Children's Hospital at Montefiore Medical Center and the Animal Medical Center. Please visit [www.educationupdate.com](http://www.educationupdate.com) to see their writings about these trips. #

into wolves. I recommend this movie because it is really exciting.

### MUSIC REVIEW

## Drake

By TIMOTHY MILLAN

Aubrey Drake Graham, a.k.a. Drake, is a singer and rapper. His parents divorced when he was five. He was raised by his mother in Toronto, Canada and spent summers with his father in Memphis, Tennessee. He started writing songs when he was ten years old. However, he began his career as an actor. He played Jimmy on *Degrassi: The Next Generation*. My favorite song by Drake is "Forever." It is a song for the LeBron James movie *More Than A Game*. LeBron James is my favorite basketball player.

## We Love Justin!

By CATIA ALVAREZ

Justin Bieber is a great young singer that thousands of girls love. Justin Bieber is 16 years old.

He grew up as an only child. He started singing by accident when he entered a singing contest. He was only 12 years old, and he won second place. He started putting videos of himself singing online for family and friends, but other people started watching them too. One of those people is his manager now. Justin knows how to play the drums, guitar, and trumpet. His new album is called "My World 2.0." My favorite song is "Baby." It is about his first love and it is really sweet. I love it and so will you.

## Master of the Moonwalk

By ZAIN ADAMS

Michael Jackson was a pop singer and master of the "moonwalk." He was part of the Jackson Five, which was made up of his family. He was the singer of the group. He moved on to a solo career. One of his best songs is "Beat It" because it teaches you to stand up to bullies. I also like the song "Black or White" because it is about racism.

## THE YOUNG WOMEN'S LEADERSHIP ACADEMY

PRINCIPAL: DR. ALTHEA TYSON  
TEACHER: COURTNEY FENNER

## School Lunch 411

By TYLER COX

When most people think school lunch the last thing that comes to their minds are 5 star meals. This is a reasonable idea; school has been known as a pretty gross meal for generations. For example, macaroni and cheese that stays on the tray when you turn it upside down; liquid mashed-potatoes; breaded fish with orange cheese. But I want to make something EXTREMELY clear. School lunch has really nothing to do with the cooking abilities of lunch ladies. Lunch ladies should get more appreciation than they do. At TYWLS lunch ladies can serve up to 450 girls a day. That's a lot of meals and a lot of rude girls. So, instead of being rude towards the lunch ladies, appreciate the meals they serve you daily.

## Utada Vs. BoA

By NAOMI WHITE.

Utada or BoA? Many fans of the Japanese music culture ask themselves this question probably many times a day. Whether it be when reading a Utada or BoA blog, or fansite on these dominating divas. Who are Utada and BoA? That's what you're about to read.

Utada Hikaru had made her debut in 1999, this being her 11th year as a singer and one of Japan's top since then. First Love was her debut album and was the country's largest-selling album of all time, also three of her albums have been ranked above the Top ten best sellers. She has had 5 albums, one at the Top of the Charts and one of those albums is her most recent (that I have heard), Heart Station. Utada is Japanese-American, growing up right here in Mahattan. A few years back, Utada was diagnosed with breast cancer, but thankfully after a long time fighting it, she was cured of it.

Her mother, Keiko Fuji was an enka (ballad) singer, a popular one at that in her time. Utada has also followed in her mothers footsteps and sings J-Pop, Ballad, R and B, some Rap. Also her father, Teruzane Utada was a very well known musician and producer.



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## California Eye Disease Researcher Martin Friedlander Wins National Vision Award

A national leader in the development of new approaches to the treatment of neovascular eye diseases, Martin Friedlander, M.D., Ph.D., has been awarded The Jewish Guild for the Blind's 2010 Alfred W. Bressler Prize in Vision Science. Dr. Friedlander is currently full professor in the Department of Cell Biology and the Graduate Program in Macromolecular and Cellular Structure and Chemistry at The Scripps Research Institute, one of the world's largest independent biomedical research facilities. He is also staff ophthalmologist and chief of retina service at Scripps Clinic and Green Hospital, both located in La Jolla, Calif.

The Bressler Committee chose Dr. Friedlander because of his extraordinary work with cell biological research and clinical issues of retinal disease, subjects he has pursued from his early days as a junior faculty member in Nobel laureate Gunter Blobel's lab at The Rockefeller University in New York. He trained as a clinical ophthalmologist after building a strong background in protein chemistry and cell biology, a part of his continuing concern for the consequences of retinal disorders for which no therapy existed at that time. His commitment to a career of research and patient care at the highest level brought him to the committee's attention.

At The Scripps Research Institute, Dr. Friedlander's interests focus on the use of biochemical, cell biological and stem cell approaches to understand basic underlying mechanisms of ocular angiogenesis and to identify therapeutic approaches to treating ocular neovascular and neurodegenerative diseases such as age-related macular degeneration and diabetic retinopathy.

He has also had a long-standing interest in translocation and integration of polytopic membrane proteins including rhodopsin and sodium-calcium exchangers. The two research programs are joined by their application to the treatment of neovascular eye disease and inherited retinal degenerations such as retinitis pigmentosa.

The Scripps Research Institute received a major grant in 2007 from The National Eye Institute for pre-clinical research on the use of adult bone-marrow-derived stem cells in the treatment of diseases and disorders of the eye. The goal of the research team, under Dr. Friedlander's leadership, is to develop new, cell-based approaches to treatments for patients who are losing their sight because of neovascular and retinal degenerative diseases. More recently, Dr. Friedlander and Scripps were awarded another large grant from the California Institute for Regenerative Medicine for the use of chemical biological approaches and induced pluripotent stem cells to generate autologous grafts of retinal tissue for the treatment of atrophic macular degeneration.

Dr. Friedlander received his M.D. from the State University of New York Downstate Medical Center, his Ph.D. from the University of Chicago and his A.B. from Bowdoin College. He completed his residency in ophthalmology and retina fellowship at the Jules Stein Eye Institute at the University of California, Los Angeles. Before joining the staff at The Scripps Research Institute in 1993, Dr. Friedlander served on the faculties of The Rockefeller University and UCLA. The Bressler Prize in Vision Science at The Guild was established in 2001 through a generous bequest of Alfred W. Bressler (1905-1999). #

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## WOMEN SHAPING HISTORY

## GUEST EDITORIALS

## Empowering Educators & Students Through Digital Transformations

By CHARLOTTE K. FRANK, Ph.D.

As an educator for nearly a half-century, I've experienced many changes in the world of education to improve teaching and learning. Now more than ever, we know that education is truly beginning a profound change worldwide, incorporating new technologies and preparing students to participate in today's knowledge-based global economy.

This transformation, which includes new digital tools in education, more collaborative learning models, data-driven instruction and formative assessment, is trying to change the way teachers teach, students learn, and parents/caregivers engage in classrooms around the world. Without question, it's a different world today and we must adapt with the times to survive and succeed.

America's economic growth and vitality depend on our ability to develop and maintain a strong, educated workforce rooted in the mastery of 21st-century skills, like creativity, collaboration, adaptability, critical thinking and problem solving, as well as the basics. To develop such a workforce and drive student achievement, with learning a mouse click away, we must accelerate the use of technology in the classroom.

Today's students are digital natives who are surrounded by technology in all forms. For educators, this presents an unprecedented opportunity and challenge to develop increasingly digital resources to reach millennials with the tools they already use outside the classroom and empower them to become self-directed and collaborative learners.

Newly developed all-digital and hybrid digital-print learning solutions provide teachers with greater customization opportunities to personalize instruction and help students acquire the skills they need to learn subject matter, learn how to

think critically and acquire 21st-century skills.

Starting early is key. McGraw-Hill Education's Center for Digital Innovation, for example, developed Planet Turtle, an imaginative and fast-paced mathematics instructional system for K-3 students that utilizes engaging graphics, social interaction and continuous advancement to higher levels as the student masters each challenge. With Planet Turtle, students become engaged in building computational fluency early on, getting a head start on developing skills crucial to success.

As learning solutions evolve to become more customizable and adaptive, so do instruction and assessment. Recent digital innovations enable teachers to use student data, obtained from online activities and assessments, to inform instruction and develop and continually refine the most effective teaching methods for each individual. For example, Acuity, an all-in-one assessment system, provides classroom-based interim and formative assessments designed to advise teaching and improve student learning and achievement. By measuring proficiency and tracking progress, these assessments allow instructors to target instruction and predict student performance.

Information, as we all know, is power, and providing real-time access to it on both the teaching and learning sides of the equation can only make teachers and students smarter.

Naturally, transformations as massive as a digital revolution in education can be daunting and intimidating especially for digital immigrants. Change is a scary proposition. But we owe it to our current and future generations to be leaders and change agents every step of the way. #

*Dr. Charlotte K. Frank, is senior vice president of research and development for McGraw-Hill Education of The McGraw-Hill Companies.*



## Patricia Grodd, Poet & Trustee

By JOAN BAUM, Ph.D.

When Patricia Grodd says she supports "poetry for everyone," she means everyone. For over a dozen years, as a Kenyon College trustee, she has been the sponsor of the annual Patricia Grodd Poetry Prize for Young Writers. The contest is open to high school sophomores and juniors from all over the country. Selected by David Baker, the editor of the *Kenyon Review*, winners receive a full scholarship to the two-week residential summer Young Writers Workshop held at Kenyon College, and publication in the *Kenyon Review* — not bad company considering that this prestigious 70-year-old literary magazine has published, among others, John Crowe Ransom, Robert Lowell, Boris Pasternak, Bertolt Brecht, Dylan Thomas, Maya Angelou, Derek Walcott and Woody Allen. The advisory board, alone, suggests putting on sunglasses. But not to dismiss the young prize winners: as Ms. Grodd points out, their poetry is publishable, as is. One of her prompts in initiating the program was her dismay that too few people felt comfortable with poetry; she even met some who actively disliked it, feeling, no doubt — and with good reason — that it was not always accessible. By instilling a love of poetry in the young, says Ms. Grodd, she felt she could turn the situation around, especially in showing how poetry directly serves emotions. "Didn't Freud say that it was the poets who discovered the unconscious?"

A trustee also of the Council of Literary Magazines and Presses (the impressive list includes most of the nation's best known periodicals and independent presses), Ms. Grodd recently instituted a downtown annual Spelling

Bee for Pulitzer Prize winners, "a hoot," she says that she started "just for fun." It's led by the editor of the Oxford English Dictionary, and would you believe — of course you would — that eliminations start with the most famous Pulitzer Prize authors? The October event is attended by students, teachers, and professional writers.

Despite all this involvement it's her work with adults that particularly delights her, Ms. Grodd says, and that involves her as teacher and psychotherapist. For some time now she has been an active group leader in poetry workshops for schizophrenics. We use "the real stuff," she points out — Wordsworth, Coleridge, Byron, Shelley, Keats — the Romantics are favorites and reflect in part her graduate studies at Columbia (her undergraduate degree is from Kenyon College). As opposed to contemporary poetry, some of which tends toward the oblique and the arcane, the "emotionally laden" Romantics — and Victorians — seem to address immediately the kinds of sentiments with which her adult students can readily identify and feel a "healing content." Such poetry can prove "redemptive," "transformative." "Poetry can't be wrong." Its meaning can change with each reading, and over time may deepen significantly, but there is no doubt: as release, is effective.

Ms. Grodd says she began to get interested in the therapeutic aspects of poetry when she was working at the Lenox Hill women's shelter some years ago. One prize student, she recalls, went on to write for Hallmark greeting cards.



## Charting A 21st Century Vision

By DEBORAH SHANLEY, Ed.D.  
DEAN, BROOKLYN COLLEGE

The wonderful aspect of a month devoted to "something special" is an opportunity to reflect on what special is. As someone who had access to incredible women from an early age, it has given me pause to reflect on a recent experience that changed my life. As an invited Commissioner, to the independent, bipartisan National Parks Second Century Commission, it became apparent how previous lessons learned shaped my participation. Our charge, to chart a 21st century vision for the National Parks Service <http://www.npsa.org/commission/>.

You can imagine how excited I was to learn of my appointment and to join recognized names of women that brought so many riches to the discussions based on who they are and what journey they have traveled and continue. There was a (Ret.) Supreme Court Justice, CEOs, a senior correspondent from PBS, chief scientists, explorers of the deep blue oceans, Board Chairwomen and academics. Wow!

As we visited a range of parks over the year, held public hearings to capture the voices of

the public, other stakeholders, including NPS representatives, a visionary report emerged calling for "dramatic enhancements to the National Parks System." One of the most exciting recommendations was expanding the National Parks idea to nourish place-based life long learning, enhance civic engagement and begin the introduction of stewardship at an earlier age in our schools.

Join us in thinking about our recommendations, how we collectively as a nation can "provide meaningful new opportunities for Americans — especially young people and diverse communities, to become connected with our shared national heritage."

Devote some time this month, to explore our report and envision the limitless potential that is yet to be realized. Let's work together to ensure that this report does not sit on a shelf but rather help us think of new ways to braid our resources, help strengthen our democracy and protect the land we love known as our National Parks — America's Best Idea. #



## Jamienne Studley: Attorney & Advocate

By JOAN BAUM, Ph.D.

The etymology of "advocate" reminds us of the link between mission and process. The word comes from Latin *advocare*, to summon, to call, in the sense of pleading a cause before a tribunal. In the romance languages, of course, an advocate is a lawyer. And so it is with Jamienne S. Studley, a graduate of Harvard Law School, who is entering on her sixth year as the president and CEO of Public Advocates Inc., a nonprofit organization in California "that challenges the systemic causes of poverty and racial discrimination by strengthening community voices in public policy and achieving tangible legal victories advancing education, housing and transit equity"; in short, advancing civil rights and community voice. All things being interdependent but not being equal, it seems fair to say that the most all-embracing of civil rights and community issues these days is education. And, arguably the most recalcitrant. And the most challenging, especially in tough economic times.

A former college president (Skidmore College) and deputy and acting general counsel of the U.S. Department of Education under President Clinton, with a resume that testifies to a rich career in education, Ms. Studley is a magna cum laude graduate of Barnard College. She now holds an adjunct faculty position at Stanford Law School, teaching Public Interest Law and Lawyers, and serves as chair of the San Francisco Ethics Commission. This past December she was named by Education Secretary Arne Duncan to the National Advisory Committee on Institutional Quality and Integrity, advising on matters of accreditation and accrediting agencies. It is her work at Public Advocates, however, that realizes a dream about promoting equity and responsibility that began a long time ago, "at the dinner table," to be exact. Educational opportunity for all was engrained in her upbringing.

Her father had been a school board president

Attendance at all her sessions has gone up dramatically. Groups of 12-14 students have become groups of 40, and are then divided into smaller circles. Students are urged, first, to read the recommended poems to themselves — at least ten times — and then, in the group, to read them out loud. Heat the Voice of the Bard, as William Blake once wrote.

Ms. Grodd has also worked with adult students at Y's, in prisons and at various service organizations, treating the mentally ill. She is especially pleased, however, with her work at Gilda's Club,

back in Fallsburg, N.Y., a position he occupied for 46 years, having come to the board only one year earlier. During his tenure, he created one central school district out of five and moved to ensure that all children in the Fallsburg Central School District received the best public education possible. It was in the family where Ms. Studley first learned that knowledge must be leveraged and that alliances are essential at local, state and national levels. Applied to education in California, this hard-won appreciation of strategic alliances meant that her organization would seek allies to advance "making rights real." It's a difficult, ever renewable charge, not that impossible for San Francisco, perhaps, where advocacy is a familiar enough genre, but much more challenging for outlying areas. Nonetheless, "we have a responsibility to all children," she says, "even as a disproportionate amount of money is going to the most advantaged schools."

Regarding education, Ms. Studley notes that Public Advocates proceeds generally in three ways: gathering important information that can be committed to efforts toward "tangible change"; publicizing "opportunities to learn" that would mitigate if not erase disproportionate funding by districts and individual schools; and trying to influence both the public and political will to provide more funding by working with all constituencies, union leaders, community leaders and political leaders. If a blanket is too short to warm all the bodies in bed, she points out, simply moving it around or stretching it will do nothing. A bigger blanket is needed. Public Advocates seeks to "shine a strong spotlight on areas of inequity and unfairness." It has been at this mission for 40 years. "We're still looking for a way to crack through." #

Attendance at all her sessions has gone up dramatically. Groups of 12-14 students have become groups of 40, and are then divided into smaller circles. Students are urged, first, to read the recommended poems to themselves — at least ten times — and then, in the group, to read them out loud. Heat the Voice of the Bard, as William Blake once wrote.

Ms. Grodd has also worked with adult students at Y's, in prisons and at various service organizations, treating the mentally ill. She is especially pleased, however, with her work at Gilda's Club, the nonprofit support network for cancer patients (mostly women) and their families, started in memory of Gilda Radner (d. 1989). So much of what is done for cancer patients is restricted to the medical side, including physical therapy, Ms. Grodd notes, but what about the mind, the soul? Many of her students tell her that they take poetry with them to read during chemo sessions. For someone who started out long ago in fashion, Ms. Grodd credits a poetry teacher, Galbraith Crump and the novelist Ian McEwan in pointing her toward rewards of the inner-life. #





## WOMEN SHAPING HISTORY

**Arleen Auerbach, Ph.D.**  
**Scientist, Rockefeller U**

**Career Choice:** When I was in college in the mid 1950's, I decided I wanted to go to Medical School and become a physician. I knew then that I wanted to specialize in Pediatrics and do research on genetic disease.

I didn't have a single mentor who thought it a good idea for a woman to become a physician if her life goals including marriage and having kids. I was advised instead to go to graduate school and study for a Ph.D.

I eventually had a chance to finish my PhD in human genetics, and became most interested in genetic predisposition to cancer, which was a very new field at the time. I stumbled upon the rare genetic disease "Fanconi anemia" as a graduate student, which is a recessive syndrome that results from genomic instability leading to both birth defects and cancer. I decided that focusing on this very rare condition might lead to a broader understanding of these major health problems.

**Challenges:** Among the greatest challenges I faced was the problem of being marginalized as a woman with a family trying to lead a research program at a major research institution. Although it is a lot more common now for women to finish medical school, it is still very difficult for women to meet requirements to obtain tenure in the time frame allowed, which coincides with the years that women need to get pregnant and raise young children.

**Accomplishments:** I am most proud of the fact that my research made a major contribution to the development of banking of umbilical cord blood saved from the placenta at the birth of a child, which has stem cells that can be used for transplant to cure aplastic anemia and leukemia. Children with Fanconi anemia were the first to be treated with this life-saving technology, which demonstrated that it could have wider applications. These studies eventually led to the idea of using pre-implantation genetic diagnosis (PGD) along with in vitro fertilization (IVF) to conceive "savior siblings", who were disease-free and had the identical tissue type to the sick child in need

of a transplant. I am very proud that this work led to the saving of lives of both children and adults. I recommend a book that was published this week by one of our Fanconi parents, Laurie Strongin, "Saving Henry, A Mother's Journey", to better understand why I am proud of this accomplishment.

**Turning point:** In 1958 I dropped out of graduate school after obtaining a Masters degree, although I was in a PhD program at the time, to get married and raise children. But I felt something still missing from my life, and had a strong desire to obtain more knowledge in the relatively new field of human genetics, finish my degree and have the opportunity to do research that would contribute to society drove me to return to graduate school.

**Mentors:** I felt a great lack of encouraging mentors as a student. I consider my husband an influential mentor, who encouraged me to return to graduate school and has always been supportive of me to go as far as possible with my research career. My most influential scientific mentor was a research collaborator, Dr. Hal Broxmeyer, who I met early in my research career when he was at Memorial Sloan-Kettering, working on hematopoietic stem cells. An important thing that he told me, which encouraged me when I faced great challenges in my career, was that "the trouble was that I was always 5 years ahead of my time" and the trouble wasn't with me, but with the understanding of others.

**Advice:** Women should get as much education as they can, in a field that really interests them. I also advise women who want to have a family as well as a career not to delay having children for too long while they advance their career. I have seen first hand in my work with families trying to have more children, how a woman's fertility often drops off at a younger age than they expect. For me now, one of the greatest joys of life is being young enough to enjoy playing with my grandchildren, while having had the satisfaction of a challenging career in Medical Research. #

**Joan Prados, Great-Niece of Edgar Degas**

**Career Choice:** At this time I am a tour guide at the Edgar Degas House in New Orleans. The great French Impressionist, Degas, was my great-great-uncle so this is a natural fit for me. My interest started in 1999 with the "Degas in New Orleans" exhibit at the New Orleans Museum of Art. I realized how little I really knew about my family and began studying at that time. I am lucky to have been able to turn this into a career for my retirement years. My job here began in 2003 upon my retirement from teaching.

**Challenges:** The challenges in education are well-known. I spent many years dealing with these problems. Now that I am retired, I have more freedom to enjoy less-high-pressure pursuits. I am glad now to be able to concentrate on giving enjoyment to others and further educate in a relaxed manner.

**Accomplishments:** Feeling that I have made a difference in people's lives has been my greatest accomplishment, be it the children I have taught or those whose interests lie in history, art, etc. I feel grateful that I have furthered the culture of our unique city and the legacy of Degas. Also, just giving enjoyment to these visitors is a great reward.

**Turning Point:** The greatest turning point in my life has been my retirement from teaching in 2003. At that time I knew I would continue to educate. I considered going back into the tour guide business in the city. The Degas House was looking for guides at the time, so this was a perfect fit. A whole new career was born.

Another turning point for me as well as everyone else in New Orleans was Hurricane Katrina. After losing almost everything, I have begun to realize

that it is important to concentrate on what is most important in my life. How do I want to spend my life now?

**Mentors:** Several people have been important in my selection of careers. My mother influenced me because she was vitally interested in the welfare of children. Aside from teaching school, she also ran her own ballet school, established a day camp in the summer at a time when access to such programs was very limited, and she volunteered as an art teacher in a children's home. These were some of the ways I was guided toward education. During my teaching career I had several administrators who were very encouraging and gave me confidence when it was lacking.

An interest in the life of Degas also originally came from my mother, Degas' great niece. She worked closely with the museum when the portrait of her grandmother, Estelle, was purchased in the 1960s. Of course she was always anxious to see the Degas works of art wherever possible. David Villarrubia, director of the Degas House, Historic Home, Courtyard and Inn, has been a mentor for the past seven years. His dedication to making it "America's most treasured masterpiece of Impressionist History" has been an inspiration to me.

**Advice:** My advice to young people would be to identify what is really important in life. Find a passion and pursue it. It makes life exciting to go to a job you love each day. #

**Ulli Kotanko, M.D.: Overcoming Adversity**

**Career Choice:** Throughout my high school years I was always interested in biology and science and felt a strong need to care for people and I therefore continued on to medical school in Innsbruck, Austria. During my studies, I developed an autoimmune disease affecting my vision, resulting in a gradual decline of my visual acuity. The condition was treated with laser therapy and high doses of steroids, and I was forbidden to read for weeks and was ordered to sleep sitting upright. Nevertheless I managed to finish medical school a year after I got married and later moved to Graz, Austria, where in the following years our two wonderful daughters were born. Naturally, by then I would have started as an intern in a hospital, but realized that my vision had deteriorated to a degree that I was unable to work as a physician and therefore focused my energies on my family and strived to adjust to this new situation. Some years later I began to study NLP (Neuro Linguistic Programming), and despite my disability I completed the training and became a certified NLP health coach. I work with people from all walks of life who suffer from various health problems or are experiencing existential issues in their lives.

**Challenges:** One of the biggest challenges I have faced in my life was to realize that I would never be able to work as a physician after all the effort and time devoted to medical school. My visual acuity dropped by more than 90 percent, thus requiring technical aids for reading, compromising my ability to follow the visual aspects of lectures and training courses, not

to mention the challenges of everyday life — the inability to read labels and price tags, to simply cross a city street, and finally, needing to ask for help.

Currently, I am in the process of relocating to New York City to join my husband, who heads a medical research institute, and I look forward to setting up my coaching practice in the Big Apple.

**Turning Point:** The day I received the official document telling me that I was disabled and unemployable as a physician left me deeply depressed; nevertheless I was convinced that I would somehow succeed in life. The second turning point was when I discovered NLP, which is now opening several professional opportunities for me.

**Mentors:** The most important people at my side are my husband, Peter, and my family. They have always supported and positively influenced me. Dr. Gundl Kutschera, the founder of the NLP center where I was trained, is a positive role model for me. Her attitude towards life has helped me to discover my inner resources and my own personal power. I have learned how to think positively and change my attitude towards many old beliefs and overcome resentment.

**Advice:** Everyone can cultivate the inner resources and the personal power required to lead a successful life. By recognizing and acknowledging your own values, you can align your goals and attitudes with them to navigate toward a fulfilling future. #

**Deborah Eldridge, Dean  
Lehman College**

**Career Choice:** I came to education through the back door, having been a student of child development who did extensive study and research on children's development in a laboratory school. I was certified as a teacher as an outcome of my course of study, provided I completed student teaching. It was then that I fell in love with the challenge of teaching and the opportunity it gave me to make a difference in the lives of others. As a child of the '60s that was an important component of our thinking — to make a difference and a better world. And as women we had yet to realize the full platter of opportunities that are open to women today. I was then, and still am today, motivated by making a difference and energized by the possibilities of the future, rather than the limitations of the past.

**Challenges:** My greatest challenges have been to overcome/resist/educate others regarding the stereotypes associated with being in the field of education ("if you can't do, you teach" was the old saying and mindset) and overcoming the stereotypes of being a woman in higher education administration. In both cases I have resolved those issues through hard work, reasoned critique, and personal commitment to excellence.

**Accomplishments:** I am proudest of the students I taught who have accomplished greater

things than I have; of the writings I have authored or speeches I have given that addressed the "heart" as well as the mind; and of the two children I have raised who are good people to have on earth.

**Turning Point:** My turning point came long ago, when I lived in Colombia, South America for three years as a Peace Corps volunteer. I learned to speak another language fluently and I learned to listen to multiple perspectives with enthusiasm. I also learned to dance. All three things changed my life and the enjoyment I've had living it.

**Mentors:** My second grade cooperating teacher, Carol, who mentored me in how to be a great teacher who cared about the achievement of every student in her class; my Peace Corps supervisor in Colombia, Beryl, who recommended me to take her job when she left (my first administrative position); my thesis supervisor at the University of Texas, Tug, who saw in me the things I didn't yet see in myself; and a few people here in the New York City area who might not appreciate it if they saw their names in print, but they know who they are.

**Advice:** Live the dream — your dream — and reach out to those who can help you do it! #

Visit our archives of **Outstanding Women**  
**Shaping History** on our website  
[www.EDUCATIONUPDATE.com](http://www.EDUCATIONUPDATE.com)

Read about **Dr. Janet Alperstein** on our  
website on **March 12th.**





## NANCY PLOEGER, PRESIDENT MANHATTAN CHAMBER OF COMMERCE

**Career Choice:** I fell into it, as I have done my entire working life. One thing just led to another and I was very lucky to have met great people who mentored me and gave me a chance. I am from St. Louis and have always believed in the community, which is what was appealing about the chamber position.

**Challenges:** I left a high-level, well-paying job to start my own business, representing commercial photographers, with one partner. It was a very challenging business, and while I was trying to get the business off the ground I took a part-time job to bring in extra income. I learned how hard it is for small businesses. After one year of trying to get advertising agencies to use my photographers and break into the business, we finally gave up, as it is not an easy sell no matter how good your photographers are. So I stayed with the part-time job, which turned out to be a 12-year career with a growing company. I think always you must keep your eyes open and stay flexible in the career department!

**Accomplishments:** In my career, I'm proudest of helping to grow New York Sports Clubs from 5 clubs to over 30. In the chamber, I'm proudest of the support we have given to small businesses struggling to stay alive in this city and the support we have given to the non-profit and educational community to support quality of life



issues and educational initiatives. A community consists of all these components, and I think we have been doing great work to create a win-win for everyone.

**Turning Point:** My turning point was clearly moving to New York after college and living in the collage of this great international city.

**Mentors:** Both my parents, for teaching me the value of hard work, teamwork and community, and my mentors at Federated Department Stores and New York Sports Clubs.

**Advice:** Stay flexible, network, never think you are set for life, and keep trying new things! And volunteer in your community to make it a better one for you and all city denizens! #

## PAT WINCHESTER THE GOOD DOG FOUNDATION

By EMILY SHERWOOD, Ph.D.

**W**hen Pat Winchester was recently transplanted from Virginia with her husband, James, who was offered the job as chief of nephrology at New York City's Beth Israel Medical Center, she quickly set about making herself useful in the Big Apple. With her good-natured, fluffy golden retriever, Dougal (as a Scot, she has given all her dogs Scottish names), she enrolled in The Good Dog Foundation training program to become a Good Dog Team, and within a matter of weeks, the pair had become certified to provide dog therapy services. Offered her choice of placements, she accepted assignment at Beth Israel Medical Center's in-patient drug rehabilitation program, assisting addicted patients and families on the road to recovery from substance abuse to enhance their relapse prevention skills.

At first, the rehab patients were skeptical: "Half of them thought Dougal was a drug-sniffing dog," joked Ms. Winchester, whose calm, unassuming manner, combined with Dougal's docile nature, soon won over the patients' hearts. "The dog gives them unconditional love. They don't have to live up to anyone's expectations," she added.

Ms. Winchester and Dougal are one of hundreds of human/dog teams who have been trained to provide therapy in New York, New Jersey, Connecticut and Massachusetts since The Good Dog Foundation was created in 1998. Under the premise that every dog inherently has the power to heal, the nonprofit Good Dog provides a mandatory six-week training period devoted to instruction for both dogs and handlers during which adult volunteers learn not only to work therapeutically with their dog, but also to interact comfortably and confidently with all types of patient populations in a variety of situations. Dogs are trained, through positive reinforcement only, to hone their temperaments and gain the necessary mannerisms and skills to navigate a health care environment and become therapeutic



agents.

The Good Dog Foundation was founded somewhat fortuitously by film and TV producer Rachel McPherson, who was doing research for a documentary that would feature therapy dogs when she realized that it was against the law to take dogs into a New York hospital. She promptly switched gears, pouring her energy into creating The Good Dog Foundation and successfully changing New York state law to allow therapy dogs into health care facilities. McPherson, along with her papillon, Fidel, subsequently helped to escort families of victims to Ground Zero in the days after 9/11, recalling, "I knew that therapy dogs would give the gift of unconditional love, which all of the traumatized family members so badly needed. Fidel helped people who couldn't be consoled in any other way." Good Dog's highly regarded work at Ground Zero (the organization received awards from the ASPCA and the American Red Cross) led her to create a disaster response course for Good Dog volunteers, and shortly thereafter the Mississippi Department of Mental Health enlisted Good Dog teams to assist grieving families in the aftermath of Hurricane Katrina.

The program has gained strong paw-hold since its inception over a decade ago: currently more

## VERONICA KELLY DIR. SPECIAL PROJECTS THE BOWERY MISSION

By JOAN BAUM, Ph.D.

**D**oubters, cynics, stand aside. Veronica Kelly, volunteer extraordinaire for The Bowery Mission, is The Real Thing: a dedicated, deeply committed advocate of The Bowery Mission's special program for women, a former medical sales representative who, on retirement in 2000, began to turn her skills to helping establish and then serving the 131-year-old institution's Upper East Side residence for homeless women. Retired? "I'm working longer and a lot harder," she says with a knowing laugh. Purposeful, with a tenacious energy offset by modesty and a sense of humor, Ms. Kelly recalls how the mission's now-thriving five-story brownstone came into being.

A familiar figure at Bowery Mission holiday events, Ms. Kelly recalls how at one, she was asked if she would consider being a "personal shopper" for women who came to the shelter for clothing. She said yes and found herself working with another woman, checking Dress Barn donations and trying to assure that the women did not get odd-sized ensembles. She and her partner hit it off and between them felt that they had done a good job. Only when the event was over did she learn that her teammate was herself homeless. It was, says Ms. Kelly, one of those "life changing moments" you hear about, but this time it had happened to her. The woman had been living in a church, but clearly performing — "we were equals." That realization — there but for the grace of God — made Ms. Kelly feel "very blessed ... we could all be in her place."

She soon found herself scouting for a building where such women, homeless and alone, many newly released from prisons or rehab centers, might live while they received assistance — Christian guidance as well as vocational and social assistance. She got into gear, gathering ten like-minded philanthropically disposed women to work with her, a volunteer group that included a decorator who would ensure that the quarters they settled on would be appropriate and attractive. Ms. Kelly remembers how when they met, they held hands and said a prayer — another "life changing moment." And thus was born the Bowery Mission's special home for women, now in its sixth year — the only faith-based live-in shelter for women in the city and a house "created with work and love." And Veronica Kelly became its PR operations guru, with an indefatigable refusal to accept No.

Designed to accommodate 20 women, mostly minorities of an average age of 49, the building, once acquired by the mission, underwent extensive and costly rehabilitation. Ms. Kelly went into cold-calling mode and outreach. The results, she said, were wonderful, though she never hesitated, and still does not hesitate, to say with humor and charm that generous donations by businesses could be even more generous. The owner of Gracious Home, for example, after sending what Ms. Kelly gently called a "hodgepodge" of



wonderful items, himself came to see the mission premises and then invited the shelter board to shop directly from the store. Home Depot was also one of the first to respond, as were Bed, Bath & Beyond and a major floor company. Some of the acquisitions were inspired, including a bookcase to contain photos of the women who live in the house at the time. The women, 40 or so who come through each year, have stays of between nine and fifteen months, with two to three women sharing a bedroom and with each woman taking on various monthly management assignments in the house.

But The Bowery Mission already ministers to women and to children "caught in the cycles of poverty, hopelessness and dependencies of many kinds" and offers numerous programs that provide compassionate care. So why this new facility? Women have needs that differ from those of men, Ms. Kelly points out, and thus they need special attention, wardrobes and staff trained to deal with anger management, community living, and accepting responsibility. It costs approximately \$400,000 a year to run the house, a number that includes sleepover staff, teachers, administration, three meals a day for 20 women (medical and dental needs are also provided), double of what it costs to minister to the men at the mission downtown.

The Bowery Mission Board has been fully supportive, though at first it was skeptical that Ms. Kelly and her volunteer group could find the funding to turn a decrepit building into a warm and welcoming shelter, with a garden no less, and to maintain it. They did it, of course, and the site now contains a Tree of Hope, where donations may be made in a woman's name. Funds that are not used directly for the garden go to continuing restorations and repairs and acquisitions — elevators, second-generation computers, utility upkeep.

How successful has the house been? The women get jobs, saving approximately 75 percent of their salary, and some of them — remarkably successful — have already given back. It's a "true and honest place," Ms. Kelly says, but she still pushes for more, at galas and graduation ceremonies. #

than 800 Good Dog volunteer teams work in over 200 facilities throughout New York, New Jersey, Connecticut and Massachusetts. Volunteers have their choice of settings, which can include hospitals, schools, community facilities and disaster response sites. Autistic children as well as youngsters who are coping with bullying, learning disabilities, and illnesses show dramatic improvements after canine therapy, while human/dog volunteer teams help thousands of adults cope with AIDS, Alzheimer's, heart disease, cancer and depression. Indeed, Ms. Winchester has just embarked on a new initiative with Beth Israel cancer patients who are undergoing che-

motherapy and radiation treatments, a 50 patient study investigating whether animal-assisted visits improve adherence, quality of life, and symptoms during patient treatment. "These patients are in dire situations. Sometimes their care feels dehumanizing," explained Ms. Winchester. "[Dog therapy] is a way of escaping from the moment you're in."

To help spread the word about the healing powers of dog therapy, Ms. McPherson has just written a book, titled, *Every Dog Has a Gift: True Stories of Dogs Who Bring Hope & Healing Into Our Lives*. It's about "the joy, healing, and love that blossoms when dogs and people interact." #



## WHAT'S UP DOWN SOUTH EXCLUSIVE INTERVIEW WITH MICHELLE RHEE, CHANCELLOR OF DISTRICT OF COLUMBIA PUBLIC SCHOOLS

By ADAM SUGERMAN

**T**he 2007 version of the NFL's Miami Dolphins suffered through a disastrous one-win season. A few weeks before the saga ended, the organization hired football guru Bill Parcells to run its football operations. Parcells helped revamp the front office and the coaching staff with personnel who were doggedly persistent in revamping the team. The result? Partial success. Many of the players on the 2007 Dolphins became lynchpins for the playoff bound 2008 team. But the 2009 team missed the playoffs as long-suffering fans continue to clamor for the Dolphins to end their Super Bowl drought.

So what does football have in common with struggling school districts? Attitude and determination! On June 12, 2007, Washington, D.C. mayor Adrian Fenty gained authority of the district's public school system (DCPS). He then hired Chancellor Michelle Rhee, the Bill Parcells of the capital's school district. A protégé of New York City's Joel Klein, Ms. Rhee has taken the reins of DCPS, and in a few years, has helped turn the district around on many levels. Yet in her own words, "My goal in this, and the mayor and I set these goals together when we started, was to be the highest performing urban school district in the country and close the achievement gap between white kids and kids of color in the city, and I think that's absolutely achievable."

So how is DCPS going to accomplish this? Ms. Rhee implements best practices and established research to make improvements districtwide. In one study, many students not performing at grade level have less instruction time than students who perform above grade level. Thus, Ms. Rhee implemented the "academic power hour" in all district public schools, "Saturday's College" at the public high schools, and a more comprehensive summer school. The "academic power hour" is an after-school program that is specifically for children who are not operating on grade level. The first hour is focused on academic intervention. After that, children work on their dance, music, and academics. According to Rhee, "We think that it's one of the reasons why we've been able to see such huge gains in such a short period of time because we've essentially added an hour onto the school day without formally lengthening the school day and the school year."

Ms. Rhee might not win every popularity contest, but clearly she is making a positive mark on the system. Students are earning higher scores on standardized tests, many in the community view the city's schools more favorably, and D.C. is a finalist to receive Race to the Top funding. What has helped Ms. Rhee immensely to shake up the system is the fact that she is not a career superintendent, nor does she intend to be. Just as important is that her two children are students at one of the city's magnet schools. She launched her professional career right out of Cornell by joining Teach for America and was placed in the Baltimore Public School system where she taught inner-city children for three years; during her last two years, she worked with the same group of children. Then she went on to earn her master's degree in public policy with a concentration in education policy from Harvard, and eventually launched the New Teacher Project, a nonprofit organization that "develops solutions for school districts, state education agencies, nonprofit agencies, and unions to change how schools and other organizations recruit, select and train qualified teachers and staff in schools that



are difficult to staff."

Thus, Ms. Rhee has developed criteria in hiring personnel. When she hires principals, for example, she looks for three characteristics. First is for a prospective principal to be "okay with controversy" if it means "doing the right thing." One of the critiques of which Ms. Rhee griped was that many D.C. school administrators are "conflict-averse" and so they cannot, or will not, make decisions that will anger people. A second condition is that a prospective principal be a good manager of children and adults, especially through change. Communicating effectively, knowing when to tighten or to loosen control, and providing an inspiring and compelling vision for the community are paramount. Finally it is imperative for the principal to be passionate about this work because "even at the end of the day," says Ms. Rhee, "we're so far behind compared to where we need to be." A principal must be fully committed to this mission.

During her time with DCPS, Ms. Rhee has had run-ins with unions, but her bottom line is to base decisions on what is good for the children. On the issue of DCPS firing teachers and school administrators, she states, "it's a balance because it's about developing a process that, on the one hand, is fair and transparent, yet, on the other hand, is expeditious." She added, "Resources must not be siphoned from the schools. For example, people remain on the payroll for a long time while their cases are investigated. Taxpayers get weary of the system when they hear of these cases." So what is a reasonable amount of time for due process? Ms. Rhee says about two weeks. In terms of effectuating change, that would come from the superintendent's office, a collective bargaining agreement with the union, or a legislative body.

Ms. Rhee also brings business acumen to the job. According to Ms. Rhee, at one time, DCPS enrolled as many as 140,000 students. Now it serves 45,000 kids. Each year for 30 years, the district had been losing students, but this is the first year that enrollment didn't decrease from year to year. Because the district has underutilized facilities, she is looking to collaborate more with the community to put these facilities to work.

Regarding charter schools, Ms. Rhee is completely in favor of the concept as long as the charter schools are effective. Failing charter schools should be closed down. To those who opine that charter schools siphon money from public schools, Ms. Rhee responds by taking the point of view of children and parents. Effective charter schools provide more opportunities, especially in those instances where the alternatives are big, bloated bureaucracies. "Washington, D.C. spends more money per capita on its public schools than any district in the country, and look at the results. It's resulted in 8 percent of the children in this

For the past 14 years, *Education Update* has been honoring "Women Shaping History." While it is a time to reflect on the achievements of women in the past, it is also a time to recognize the achievements of contemporary women who have made and are continuing to make outstanding contributions in various fields. Some of the women who have appeared in *Education Update* in the past have been:

Maya Angelou, Suzanne Wright, Teresa Heinz Kerry, Laura Bush, Edith Everett, Sandra Priest Rose, Dr. Lorraine Monroe, Laurie Tisch, Renee Fleming, Marilyn Horne, Erica Jong, Kerry Kennedy, Eleanor Roosevelt II & Jane Goodall.

Questions that were asked of all the women are: How did you choose your current career? What are some of the challenges you've faced; how have you resolved them? What are some of the accomplishments you're proudest of? What would you describe as a turning point in your life? Who have been the most influential mentors in your life? What advice would you give to young people today?

## DORIS CINTRON, DEAN THE CITY COLLEGE OF NEW YORK

**Career Choice:** I came from Puerto Rico when I was four years old. I grew up in the South Bronx and attended New York City Public Schools. I experienced the best and the worst these schools had to offer student populations with diverse and immigrant backgrounds. And as I moved along the trajectory of being "educated" (often fraught with minefields) I experienced, both inside and outside the classroom, the power of discovery, imagination and resiliency, and the transformative, life-changing power of gaining knowledge about yourself and the world.

From an early age, because of my personal experiences and seeing what my family and community experienced, I knew I had to be a catalyst for change. That is why I entered the education profession. For me providing a good education is about creating positive change, it is about human and community development, about providing access and awakening possibility and responsibility.

**Challenges:** Challenges have been many, some unique to me and many universal to growing up female and being a member of an immigrant group on the margin of a larger society. I don't think listing them is as important as stating that resolution comes when you realize that often the particular challenge is not unique to you. That support can come from where you least expect it and learning to see and seize opportunity is critical for success. Resolution comes when you "show up" and engage with others to identify problems and take responsibility for finding solutions.

**Accomplishments:** I can't isolate one accomplishment from another. Every success and failure has been a building block for a new accomplish-



ment — some major and others not — that have shaped my personal and professional life.

I take great pride in being the mother of an extraordinary daughter who is bold, independent and socially responsible. She has benefited from many talented educators.

**Turning Point:** The turning point in my life was the moment I made the conscious decision to live by my own definition of who I am.

**Mentors:** My mentors have been my family, my friends and my community. They have also been the countless individuals who remain invisible, who quietly triumph over misfortune, who show resiliency, grace and courage every day and who never fail to see you and prop you up.

**Advice:** Take every opportunity to learn, challenge yourself to always do better, never let others dissuade you from dreaming big and never be the first to say no to your dreams. Get an education and encourage everyone else you know to get one, too. #

city being on grade level. More money does not equal better outcomes."

In response to the idea of students starting college after completing the 10th grade and passing an exit examination, Ms. Rhee says, "we need to strike a balance. For a 15-year-old to go off to college is pretty young, especially from an emotional and a developmental standpoint." She added, "We should be building more bridges so a high school student should be able to take college-level courses so they would be better off when it's time to go to college." Right now, Rhee doesn't believe that DCPS is doing enough to build these bridges.

When asked what school districts could do to replicate the success of her district, Rhee immediately responds with two ideas. The first is to replicate the governing structure. In areas

where superintendents report to school boards, decisions take much longer to make. But when a school district leader reports directly to the mayor, the leader can present an idea and receive permission to proceed without endless debate, or to trading votes or making backdoor deals. Another implementation could be an easy-to-use teacher evaluation tool that is transparent. The evaluation tool that DCPS uses is online, and its key components are that 50 percent of a teacher's evaluation is based on how well students progress academically.

So what is going to occur first: the Miami Dolphins winning their first Super Bowl since the 1970s, or DCPS becoming the top performing city school district in the land? #

*Adam Sugerman is co-publisher of Education Update.*





## HUNTER COLLEGE CELEBRATES 200TH COMMENCEMENT

By JAN AARON

"Look, there he is," a young woman seated near me said to her friend as she recognized one of the cap-and-gowned among the graduates filing into Hunter College for commencement. "Way to go," she called out, clicking her camera as he glanced at her.

The exercises marked Hunter's 200th commencement; out of approximately 1,300 candidates for graduation, about 600 participated in the ceremonies. Jennifer J. Raab, Hunter's president, congratulated them. "You've reached a most significant milestone in your life," she said. She made special mention of some graduates who had persevered and, despite their hardships, economic or personal, earned their degrees.

"Your Hunter education has equipped you to meet the challenges of a world that is rapidly changing politically, economically, and technologically," she said. She urged the graduates to be part of the next generation of responsible leaders who will make a difference wherever they apply their knowledge and skills. "Endless opportunities lie before you," she said. She charged them to carry on Hunter's commitment to community diversity and service to others. "You'll always be part of the Hunter family," she said, as at least one student was glimpsed wiping a tear from her eye.

Commencement speaker Kerry Kennedy, one of the nation's foremost human rights activists and leader of more than 100 human rights delegations around the world, sent graduates forth to make a difference. Citing apartheid in Africa, she said, "People overturned this oppression — people, not the government." She mentioned a South African woman who was forbidden to visit her imprisoned son. "She went through a door to see him," she said, urging students to open



President Jennifer Raab

new doors.

Prominent philanthropists Barbara and Donald Jonas received the President's Medal for focusing their philanthropic giving on nursing through the Jonas Center of Nursing Excellence. Speaking for the couple, Mr. Jonas celebrated the occasion. "This is an extraordinary afternoon. It's the first day of the rest of your lives," he said. Touched by the award, he added, "Nursing has always been among our passions, and it always needs support. We have tremendous respect for those in this field."

Renata Vaysman, valedictorian, thanked Hunter "for all the tools they have given us." She urged her classmates to look forward, never to look back, and also to remember to have a little fun along the way. "You earned it," she said. Cheers rose, diplomas were distributed, and a blizzard of sparkling confetti fell, drawing the day to a festive finish. #

## REFLECTIONS ON HUNTER

By GIOVANNY PINTO

In the days before graduation, as I busied myself with trying to get more than my allotted two tickets for the more than 20 family members who wanted to attend the ceremony and find a nice, affordable restaurant where we could celebrate, I stopped, took a breath and it hit me: College was over.

Hunter was not my first choice for college. I had intended to go to Johnson and Wales University in Providence and become a chef. When the cost of tuition materialized, I realized it was a lost dream that a single mother from the Bronx couldn't afford. Luckily my high school had required all students to apply to CUNY. I was accepted to Hunter, a shock to many kids and, later, myself, "How did you get accepted to that smart school?"

The summer before classes started I was introduced to the school by an orientation program. I met new friends and even caught up with an old middle school buddy. I felt better; although not my first choice, Hunter was the right choice in the end.

When I entered, I was a film major. During my time at Hunter I have at some point unofficially been a psychology major, history major and sociology major. Officially, I graduated with a double major in media studies and creative writing.

One stand-out moment that summarizes my experience at the college was when one journalism professor who, after embarrassing me in front of the class because I did not do the assignment, called for a 10-minute break. He then led me to the cafeteria and, after buying me a soda, told me, "You know, you remind me of myself. We come from the same place. Where we come from people don't necessarily care and we aren't given the same opportunities as other people so it's easy to mess up." Having come from the New York City public school system, I wasn't used to this level of individual attention. The conversation ended



with my professor telling me I had something in my writing and that I was going to face bigger obstacles than an assignment I didn't want to do along the way to success.

That's how it has been at Hunter. Teachers are invested not only in the quality of your work, but also in your well-being. Sure I took some required classes that had hundreds of kids, like Weather and Climate or Film 101, but where else would we meet college sweethearts in labs and lifelong friends from other majors?

I've had esteemed, published, award-winning professors in the media department as well as in the creative writing department. They always pushed and encouraged me to do better while acknowledging the talent I do have. Through my classes I've had experiences that have shaped and molded me: I helped my fellow Bronxites in giving them a voice in the *Hunts Point Express*, and attended a range of events, from a Golden Gloves boxing match to a rally organized by a family fighting to name a street after their grandfather.

It was through Hunter that I made the numerous

## PRESIDENT DARIO CORTES

### BERKELEY COLLEGE'S FAST-GROWING APPEAL

By EMILY SHERWOOD, Ph.D.

The Berkeley Advantage: It's a term many New Yorkers have heard, if only subconsciously, as the rapidly growing Berkeley College, which started as a secretarial school in 1931 but now educates some 8,000 students on seven campuses in New York and New Jersey, broadens its appeal throughout the greater metropolitan area.

President Dario Cortes, who has been at Berkeley's helm for only 16 months but admits to being a fast learner, was only too happy to discuss his ambitious goals for the college when *Education Update* caught up with him at his colorfully appointed Midtown office, an inviting space that is adorned with sculptures and artwork from his travels to Argentina, Mexico, China, and Brazil and is often filled with students who are encouraged to stop by and talk. "We give opportunities for those students who probably never thought they could get a B.S. or an A.A.," he explained, noting that two-thirds of Berkeley's student body is African-American and Latino, and that many come from economically disadvantaged families and must work either full- or part-time while attending school. Many students are fully funded through Pell Grants and financial aid, or they take out student loans (the college also provides \$28 million in annual grants and scholarships to qualified students). With these demographics in mind, Berkeley offers a flexibility that allows students to "graduate in a timely fashion and in the right field of study so they can get jobs," according to Dr. Cortes. To promote flexibility and expedite career preparation, Berkeley offers early curricular concentration in a pre-professional field of study ("they take courses in their major from Day 1"), ease of scheduling ("our last class ends at 10 p.m. so they can fit us into their work schedules"), a full complement of online courses that they can take anywhere in the world (there's even a Memorandum of Understanding with the Navy allowing sailors to take online coursework), and on-the-job internships that impart real world job experiences. "We seek out professors who are practitioners — they are people who can bring to the classroom the practical applications within a given field," he summed up. More than 20 career services professionals collectively specialize in each field of study and actively pursue job opportunities for every student, and the results speak for themselves: Berkeley's graduate employment rate is a staggering 90 percent.

As a proprietary institution, Berkeley is proud of its corporate ethos. "It's a very simple model," explained Dr. Cortes. "We look at the bottom line very carefully. We benchmark everything we do. We have no tenure. We do student satisfaction reports. These are the things adults are



President Dario Cortes

looking for today!" Faculty receive recognition awards in a variety of areas, including innovation, adaptability, and leadership, while corporations who choose to partner with Berkeley (called Corporate Learning Partners) receive tuition discounts for their employees.

Among his many goals for the future, Dr. Cortes is committed to enhancing Berkeley's academic rigor, expanding globalization initiatives (study abroad opportunities, global curricula, faculty exchange programs, and more), strengthening "green initiatives" that support the Bloomberg initiative of reducing the carbon footprint by 30 percent in ten years, developing more programs for the military, and supporting more community responsibility initiatives. He's just presided over a sweeping administrative change whereby the five major schools — Business, Liberal Arts, Professional Studies, Continuing Education, and Graduate Studies — will be headed by deans ("it allows for a sense of identity and recognition"), and he's breaking ground on a new campus in Brooklyn while putting the finishing touches on an MBA program that will begin in 2011.

"I transform an institution because of my desire to innovate," summed up the energetic Dr. Cortes, who — with seven campuses to oversee — added with a touch of well-deserved pride, "I walk around a lot." The peripatetic president, who has a Ph.D. in Latin American studies from the University of Illinois and a cadre of academic credentials from some of the top schools in the U.S., credits his mother with being one of the most significant mentors in his life. "We all need people to encourage us to move to the next level," he reflected thoughtfully. Indeed, Dario Cortes is proving that many times over as he provides the tools, resources and vision to lead 8,000 Berkeley students into the 21st century workplace. #

**David J. Kahn, who writes the EU crossword puzzle, will be hosting a fun-filled crossword puzzle program at the 92nd Street Y in April. A crossword enthusiast's delight! Learn to think outside the box while you're working inside the boxes. Work your way through a crossword ESPECIALLY written for the Y.**

**Date And Time:**

Thursday, April 22, 2010 At 7:30 P.M.

**Location:**

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Tickets Can Be Purchased At The Box Office or Online at [www.92Y.org](http://www.92Y.org)

connections that continue to this day, even after I graduate. I got my current job through the career development office in my sophomore year. They have been my second family throughout school, encouraging me through each final and paper. Through the CUNY Journalism and Media Job Fair I got my current internship at *Education Update* and met a great mentor, Dr. Pola Rosen.

And these are all aside from the numerous friends I've made from all walks of life.

Although writing papers deep into the night, snapping jokes on the bridge, sleeping on the couches, partying in Thomas Hunter, and surviving off of curly fries are all over, I leave Hunter College equipped with the tools and connections to chase my dreams. #





## ABOUT RUSSIA WITH LOVE

By KATARZYNA NIKHAMINA

"What is the Russian equivalent for 'Life sucks,'" asked a classmate in my Intro to Russian class at Columbia University. "You can't say that," said our teacher, Nina, "because it's not true." Three years later in Moscow, a talkative stranger on the Arbat pedestrian mall told me this aphorism: "Just when you think you have hit bottom, you notice a knocking from below." Such moments are characteristic of the Russia I know: frank realism with inroads of rosy optimism.

My obsession with all things Russian has its origins at Stuyvesant High School, where I met Ilya Nikhamin, now my husband. We almost didn't meet, let alone marry: back when I was an applicant to the school, I arrived at the admis-

sions exam as the doors were closing. My father, who drove me there, had decided to try out a shortcut.

Stuyvesant did not offer Russian, so I studied Spanish and French and dreamt of college. In the meantime, Ilya lent me CDs of Vladimir Vysotsky in concert. Vysotsky was famous for hundreds of witty and satirical songs about life in the Soviet Union. I hunted for the lyrics online and spent hours listening to his garrulous voice, deciphering vocabulary, references.

In the spring of 2003, I attended Days on Campus, Columbia's accepted students event. I went to a Russian III class taught by Alla Smyslova. I knew I wouldn't understand much, but it was the only class that met that day. I

loved the professor's teaching style, the grammar handouts she made to explain the elaborate case system, the rules for verbs of motion. I could live like this, I thought.

In order to study abroad junior year through the C.V. Starr-Middlebury program, I had to cram most of the required core classes into my first two years at Columbia. The program also required a year of Russian literature in the original, so in the summer of 2004, I went to Middlebury College for an intensive nine-week immersion program. I placed into the third-year class, with only one year of formal training. Vysotsky had not sung in vain. At Middlebury, we all lived by the famous language pledge, agreeing not to speak anything but Russian. We tinkered with Cyrillic, watched films, sang, cooked and hiked, all in Russian.

Upon returning from the summer program, I continued Russian at Columbia. Finally, in September 2005, I went to Moscow. The Middlebury program let me take all my classes with regular Russian students in the literature department at the Russian State Humanities University, which meant I enjoyed all the frustrations (and rewards) of unnumbered classrooms, inscrutable reading lists, and terrifying four-person seminars about Dostoevsky at 8 a.m. — sometimes I was the only student there, but the show went on.

In the fall of 2005, there were nine American students studying in Moscow with the Middlebury program; in the spring there were five. I was the only one who stayed for two semesters. I was impressed by how well we adhered to the lan-

guage pledge. We even played Scrabble in Russian. We spoke in English only in our final days. My friends told me I was the same in English, as in Russian. That I had conveyed my personality in a foreign language was a testament to how much I had learned. I owe that success largely to my host family. Every night I would share the day's events with whoever happened to be in the kitchen. I had to find words to describe every impression — or lose it.

"Welcome back to the free world," a friend told me when I returned to New York in June 2006. It did not seem so free. The subway was subject to endless service changes — unheard of in Moscow, where the state-of-the-art Metro features trains every 30 seconds during rush hour. Food prices

*continued on page 20*

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Melessa Avery, *PS 273*  
William Bassell, *Long Island City High School*  
Linda Beal-Benigno, *PS 312*  
Jaynemie Capetanakis, *PS 69*  
Monique Darrisaw, *Academy of Urban Planning*  
Kathleen Elvin, *Williamsburg Preparatory School*  
William Fiorelli, *PS R037*  
Ann Gordon-Chang, *PS 85*  
Marc Harris, *PS 04*  
Liset Isaac, *PS 192*  
Brett Kimmel, *Washington Heights Expeditionary Learning School*  
Rafaela Landin, *PS 08*  
Giselle McGee, *PS 58*  
Rosemarie Nicoletti, *PS 197*  
Kathleen Peknic, *PS 18*  
Yvrose Pierre, *PS 753 K*  
Myrna Rodriguez, *PS 206*  
Patricia Tubridy, *ChannelView School for Research*  
David Vazquez, *Urban Assembly Bronx Studio School for Writers and Artists*  
Alicja Winnicki, *PS 34*  
Erica Zigelman, *MS 322*

To find out more about the program or nominate a New York City public school principal with three or more years of experience, visit [www.cahnfellows.org/nominate.php](http://www.cahnfellows.org/nominate.php) or contact us at [cahnfellows@tc.edu](mailto:cahnfellows@tc.edu).



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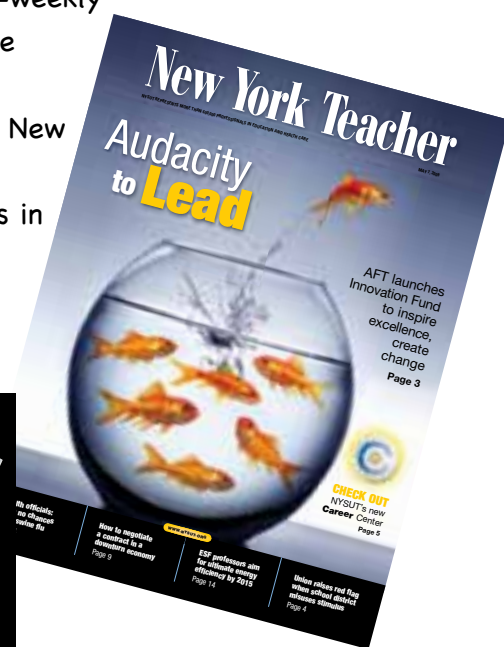
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## MUSIC, ART &amp; DANCE

*Hilton Head Symphony Orchestra*

By JOAN BAUM, Ph.D.

At a time when organizations everywhere, particularly those in the arts, are suffering from the effects of the current economic downturn, the Hilton Head Symphony Orchestra is enjoying a continuing crescendo of support and recognition. The past year, the prestigious International Piano Competition, under the aegis of the symphony, garnered the kind of attention marketing moguls envy. The orchestra itself has set a number of records — an increase in returning and new subscribers, an expansion of its outreach programs with local schools, and an allegro-paced commitment to strategic planning. Needless to say, Mary Briggs, executive director and chief operating officer of the orchestra, is delighted and sanguine about the future.

Located on Hilton Head Island off the South Carolina coast, the 14-year-old symphony, under the direction of conductor Mary Woodmansee Green, has established itself as a key player in the \$1.5 million budget category, a level defined by the League of American Orchestras, but that fact alone hardly explains the organization's success in attracting and keeping subscribers. For a community of only 36,000 to 37,000 full-time residents, Hilton Head has managed to engage a relatively large number of individuals — as distinct from corporations or businesses — to support the orchestra's mission. One reason may be that Hilton Head has a good number of financially comfortable retirees "used to excellent music," says Ms. Briggs. But imaginative marketing has also played a major role.

Approximately 70 percent of the orchestra's support comes from individuals who like its "more flexible scheduling." Where many organizations offer full-season subscriptions to a fixed number of concerts, Hilton Head offers sets of three, six or nine concerts, a "mix and match" selection that has proved popular, especially with those watching their wallets as well as with the "snow birds" who go away for the winter but want to remain part of the "family." Also "helpful" to the organization in keeping costs down is its Pay-for-Service policy, whereby musicians, many of whom play in Charleston and Savannah, augment their income and love of music by being recompensed for rehearsal and performance time only.

Though affiliated with the orchestra for only a couple of years, Mary Briggs had a long and successful career in arts education and arts administration. A student of piano and voice from childhood, she spent 25 years as a teacher and then administrator in Alaska, working in programs for

gifted and talented youngsters. In her brief tenure at the orchestra, she has already strengthened two education ventures: 1) a local boys and girls after-school club for over 200 children in grades K-4, starting with the recorder, and 2) a strings program for schools that have lost their funding in this area. Ms. Briggs has also been instrumental (pun intended) in expanding camp programs during vacation time. "It's so important to support the young and encourage concert competitions." Winners of school competitions, such as a high school freshman who won the concerto competition last year for violin, are invited back to perform.

Because so many subscribers choose the three- or six-concert series, the orchestra is able to survey them about preferences and forward findings to relevant committees. Not surprising, pops concerts come out on top, and were sure-fire hits last year at holiday time. A two-night Gershwin concert also sold out fast. Those who prefer only classical, however, will be amply rewarded this year and next, Ms. Briggs notes. During the week-long round of the piano competition, approximately 12-17 of the 20 competitors go into the schools as "music ambassadors." The 2009 winner, Michail Lifits, will return this year to play with the orchestra and will go on, as many semi-finalists do, to win other prestigious competitions around the country and globe.

In 2011 the International Piano Competition will inaugurate a Young Artists Competition for youngsters ages 13 to 17, and the winners of earlier rounds will receive cash prizes and summer scholarships. The regular piano competition, where the average age of competitors is 25 to 26, so grew in stature last year that 40 percent of the audience came from out of the area, a boon to local businesses to be sure.

The orchestra pays attention not only to its subscribers, but to other arts disciplines as well. Last year, the theme Art in Music resulted in a program book with original art, some of it reflective of artists' interpretations of performers and rehearsal performances. In 2011 the theme Music and Dance should prove equally inspirational. #



Mary Briggs

*CUNY Chancellor Matthew Goldstein Addresses CEI-PEA*

THE REMARKS BELOW ARE  
EXTRAPOLATED FROM A SPEECH  
GIVEN RECENTLY BY  
CUNY CHANCELLOR GOLDSTEIN

Welcome to 2010: what I'm calling the Year of the Community College.

This country's community colleges are the largest and fastest-growing sector of higher education. They enroll almost half of all undergraduates. And they are the focal point of national and state economic recovery efforts; they provide affordable degree and training programs for the country's skilled workforce. But most of the country probably knows next to nothing about community colleges.

CUNY's six community colleges serve more than 88,000 degree-seeking students. Over the last decade, we have seen enrollment increase by an astounding 43 percent at our community colleges. CUNY is not alone. In 2008, the share of young people attending college in the United States hit an all-time high. And it's an increase that took place entirely at community colleges. More and more students, especially in this economy, understand the incredible value that a community college education offers: quality plus accessibility. In fact, almost 20 percent of Americans who earned doctorates in 2008 attended a community college at some point.

So who goes to community colleges? At CUNY, three out of five community-college students are women. About two-thirds are black or Hispanic. About 46 percent say that their native language is not English. And three-quarters come from families earning \$40,000 or less. These students come from diverse backgrounds and have a range of aspirations. They need, and deserve, the best education we can offer. And we need their skills and talents. As the nation's economy continues to become one requiring more sophisticated skills, advanced degrees are increasingly necessary. A new report indicates that jobs for those with associate degrees are expected to grow twice as fast as the national average.

Yet at a time when our country needs more college graduates, we are instead losing ground. If our country is going to compete globally, it must educate locally, by helping more students succeed to the highest levels possible. It has been gratifying to see that recent national and local initiatives recognize this fact. Mayor Michael Bloomberg's "Gateway to the Middle Class" initiative pledges \$50 million over the next four years to CUNY's community colleges to increase the city's skilled labor force. The goal is to graduate 120,000 New Yorkers by 2020.

These are promising and welcome initiatives. But a troubling reality remains: the national three-year graduation rate for urban public community colleges is about 16 percent. Poorer students and students of color are not only under-represented in higher education nationally but are also less likely to graduate with a degree. A significant reason is the disconnect between students' skill levels and what is expected of them in college.

This is why improving students' preparedness for college is so important. Many students don't take enough college-preparatory courses in high

school. One well-known researcher put it this way: "The academic intensity of the student's high school curriculum still counts more than anything else...in providing momentum toward completing a bachelor's degree."

No one knows that better than my friend and colleague Joel Klein. Almost 70 percent of CUNY enrollees come from New York City public schools. So it's imperative that we work closely with the schools to ensure that students are prepared. CUNY has in place several collaborative programs with the DOE to encourage college readiness and participation. These include College Now, a dual enrollment program that serves about 20,000 public high school students, as well as a middle grades initiative and 11 early-college schools.

One of our newest and most promising partnerships with the DOE is called the CUNY-

DOE College Readiness and Success Working Group, which grew out of conversations I've had with Chancellor Klein. The initiative brings together both systems to find the specific factors that determine college readiness and success and to improve both. Representatives from CUNY and the DOE are combing through research to pinpoint stumbling blocks and identify curriculum alignment issues between high school and college. The group will be able to tell high schools how their graduates have performed at CUNY—a piece of information every teacher should have—and to identify promising programs that can be scaled up.

We set out in 2007 to create a new program specifically designed to help community-college students graduate in a timely way and gain employment. The ASAP initiative—which stands for the Accelerated Study in Associate Programs—was created with the support of Mayor Bloomberg, in partnership with the New York City Center for Economic Opportunity and the New York City Council. It began with just over 1,000 students and is now under way at all six CUNY community colleges. ASAP students receive financial incentives, such as tuition waivers for eligible students and free monthly Metrocards and use of textbooks. They agree to attend full-time in order to immerse themselves in the academic material. They are grouped together in cohorts to take small classes in convenient scheduling blocks, in order to better concentrate their time, develop a support network, and complete their assignments. All of them receive comprehensive academic, advisement, and career development services to help maintain their focus. Taken together, the program's components are designed to reduce uncertainty and create clear pathways.

Our goal for ASAP is ambitious: a three-year graduation rate of 50 percent, substantially beyond the national average.

Our most recent data show that 46 percent of ASAP students are projected to graduate in just two and a half years—well above a comparison group's 16.9 percent projected rate. And based on all predictors, we expect a three-year graduation rate of 60 percent for our ASAP students.

We must be willing to try new ideas, to reconsider what we thought we knew.#



Sy Fliegel, Pres., CEI-PEA &amp; CUNY Chancellor Goldstein

*SAT Grammar Tips: Common Conundrums*

By FRANCES KWELLER, J.D.

Accept: "verb/to agree": I accept the fact that I must take the SAT.

Except: "Apart From": I love everything about high school except the SAT!

Effect: "Result": The effect of studying relentlessly for the SAT will hopefully be the obtaining of a very high score.

Affect: "To Influence": Kweller Prep SAT affects many people positively.

Fewer: "Countable number": She scored fewer points than I did on the SAT (because she didn't go to Kweller Prep).

Less: "not a countable number": She studies less than I do.

Then: "time": First you study, and then you pass!

Than: "compare": She studies more than I do.

To: "place": I go from home to Kweller Prep tutoring.

Too: "also": After studying, I make time for fun too.

It's: "It is": It's hard to get a perfect score on the SAT without practice.

Its: "possession": Despite its complicated questions, the SAT is a coachable test.

Farther: "physical distance": My home is farther from Alaska than it is from Kweller Prep

tutoring.

Further: "a degree": With Kweller Prep tutoring, you will go further than your friends will in preparing for the SATs.

Could of / should of / would of / might of are INCORRECT. Instead, use could have/should have/would have/might have.

Incorrect: I could of scored higher on my SAT.

Correct: I could have scored higher on my SAT.

Their: "possession" Kweller Prep students score higher on their SAT's.

They're: "they are" The SATs are hard, but they're not impossible.

There: "a location": You'll find your practice test over there, on the desk.

Theirs: "possession": Can you tell your SAT score apart from theirs?

There's: "there is": There's no reason why you can't get a good SAT score with practice.

That: "restrictive": The test that you prepare for best will feel the best.

Which: "nonrestrictive, by the way" The SATs, which were always hard for me, seem easy now.

*SAT Tips By Frances Kweller, J.D. founder of Kweller Prep SAT, Intense Prep for Intense Kids; visit [www.KwellerPrep.com](http://www.KwellerPrep.com) for more or call 1800-631-1757*

*About Russia*

continued from page 19

seemed exorbitant — I kept converting dollars into rubles. It felt like a transgression to go into the Butler Library stacks at Columbia — in Russia most stacks are not open to the public. I missed reprimands from strangers in the street for not wearing a hat. I missed the smoky Internet cafes where I earned suspicious stares from gamers by virtue of my lightning typing. For a long time I took extra napkins at Starbucks: in Russia,

you can't assume there will be toilet paper.

Ilya and I got married a year after I returned from Russia — mere weeks after my graduation from Columbia. The party was held at Pirosmani, a Georgian restaurant at Avenue U. The guests chanted "Gorko, gorko," Russian for "Bitter, bitter," a traditional cue to the bride and groom to kiss and make the bitter, sweet. #

For more prose by Katarzyna Nikhamina, and for announcements of upcoming performances, please visit <http://www.themayorshotel.com>.





## CAREERS: SPORTS REFEREE

# KERRY FRASER OF NHL KNOWS THE SCORE

By RICHARD KAGAN

What is it like to be a referee in the National Hockey League? What does it take to get there? Once you are there, how do you stay sharp and on top of your game, despite the many obstacles one faces? *Education Update* was afforded an up close and personal view of a day in the life of Kerry Fraser, who, at age 57, has worked an astounding 30 years in the league and holds the current record of games worked as a referee (over 1,860, and still counting). We saw him officiate a recent hockey game between Tampa Bay and the host New York Rangers at Madison Square Garden.

Every time Fraser steps on the ice to work a game, he sets a new record. Including the Stanley Cup playoffs, he has officiated more than 2,000 games, a record that likely won't be broken for a long time. At 5-foot-7 and 156 pounds, Fraser's well-honed physique belies his inner strength — his character, which has made him of the top officials in the game.

Fraser said he has 30 home offices, the hockey rinks that are spread all over Canada and the United States. He flies in and out with other officials, does the game, and flies off to another city. Recently, he flew back and forth from Western Canada to Philadelphia 3 times in a row. He has flown over 150,000 miles — and gets to keep all the frequent flier miles; as a result, he has each of his seven children fly around the country to meet him and stay with him while he works games.

Fraser's rise to the NHL is a unique story. Each referee or player has his own version of how he got to the big time. Fraser learned to skate while he was learning how to walk. He played hockey as a youngster, making the All-Star team with the Sarnia, Ontario Minor Hockey Association. His team won All Ontario Minor Hockey Championships four times. Then he played in junior hockey as captain with the Sarnia Jr. Bees for three seasons. Fraser then became interested in officiating and refereed some Industrial League games when he was 15 with players much older than he was. It was there he learned to be assertive in dealing with players. Following the 1972 season he was not drafted into the NHL, and a family friend advised him to get serious about becoming a professional referee. Fraser attended an officiating school in August 1972 and was scouted by the legendary Frank Udvari, a hall-of-fame referee. He was invited to the NHL training camp for referees and was signed to an NHL contract and assigned to the American Hockey League to work as a linesman.

That was when it all began. He became a minor league referee in 1973 and didn't make it to the NHL until 1980. Fraser left the game for two and a half years to try a career in retail clothing, but he missed the game and came back. He did his first NHL game, the Minnesota North Stars vs. the Colorado Rockies, in October 1980. "What I learned from that first game was that I had a lot to learn!" said Fraser. He had been at the top level of the minor leagues, and now he was in the NHL. "You slipped to the bottom of the ladder at the next level, and I had to work hard to establish myself at the highest level of the game," Fraser admits. He made an effort to work on establishing relationships with players and coaches and gradually gained a reputation for being fair and honest, gaining their trust. He was there to stay: "I didn't want to just enjoy a cup of coffee, but planned on sticking around to eat the entire buffet."

Now, some 30 years later, a poll of NHL players has rated him the best in the league. "They like to see me not because I backslap. It's because they know what to expect," Fraser said. "I've established a certain standard, credibility, and rapport. I have worked in developing relationships in a profession where often we are treated with disrespect, the 'Kill the Ump' sort of mentality. I have attempted to treat disrespect



with respect." Indicative of the respect he tries to show players is his routine at faceoffs. Whenever he has to drop the puck he states, "Players, will you put your sticks down please." If they swing, he repeats, "No, I need your sticks down please."

The game changed for the better for Fraser and other referees when the NHL instituted a two-referee system before the 2000-2001 season. Before that year, Fraser would often skate eight miles per game; now, with two referees, he skates only between three and four miles a game. He says the game is improved by having another set of eyes. The officials work as a team, patrolling certain zones of the ice, one facing the oncoming action, the other trailing it.

In the game we attended, Fraser showed great communication and chemistry with his fellow officials, referee Francois St. Laurent and linesmen Derek Manson and Brad Lazarowich. Tampa Bay took an early 2-0 lead, but the Rangers came storming back, scoring 4 goals in the second period to take control of the game, which they won 5-2. The game was highlighted by a rare penalty shot when New York's Sean Avery was pulled down from behind while trying to score on a breakaway. St. Laurent had the best view and made the call. During another play, a Tampa Bay defender shot the puck out of the ice into the stands, an illegal play, causing the referees to conference and then call a delay-of-game penalty.

For those interested in playing hockey or becoming an official, Fraser recommends that you play to the highest level you can to learn the game, the players, and the coaches; be a student of the game, learn from the veterans, do a lot of listening, and analyze what you could have done better. "If you come in thinking you know more than someone who has been around a long time, you are not going to survive, you are not going to succeed," Fraser said. You need to officiate as many games as you can. Join USA Hockey, which has a grading level in place. Start at grade one and work your way up. Then you can enter into their database. Play hockey at college, or in the junior ranks, and officiate games while you play. If you are good, the NHL will find you. They scout for talented refs, and the good ones are spotted readily. Have the drive to be the best you can be. Love the game. Fraser admits he still loves the game. He comes to rink with a boyish enthusiasm and a determination to see that the game is played fairly.

Before the end of this season, his last, Fraser will work another game at Madison Square Garden, where he officiated both his 1000th, and 1,500th games. It will be a fitting end to a great career, one that will surely lead him to the Hockey Hall of Fame. #

## Jeridore Heads To Iona College After Stellar Play at Francis Lewis

By RICHARD KAGAN

Francis Lewis' girls' high school basketball is over. The Lady Patriots (19-5) of Fresh Meadows, Queens lost to Manhattan Center 42-36 in the PSAL quarter-final round, ending the year for one of the city's powerhouse teams. Regularly they would make it to the championship game at Madison Square Garden at the same time that March Madness was dominating college basketball world.

This year the team will have time to pause and reflect. But Sabrina Jeridore, 18, a 6-foot-3 senior who played center for Francis Lewis, is still practicing. She received a four-year basketball scholarship from Iona College and will play for the Lady Gaels as a freshman in the fall. That's quite a feat for someone who went to three high schools in three years and made the adjustment at Francis Lewis to maintain her grades, all while playing solid, strong basketball.

Jeridore, who averaged 10 points and just under 11 rebounds a game, a double-double, was highly recruited by colleges during her junior year. She chose Iona because of its proximity to New York City, the size of the school, the school's competitive program, and because she liked the coaches and players. As she completes her senior year, Jeridore seems to have a promising future.

When she landed at Francis Lewis from Bayonne High School in Bayonne, N.J., it took her a while to adjust, but then she settled in. "I was always a good student," said Jeridore. She found that her favorite subject is math, although she does well in English. When asked how she finds time to study and play a varsity sport, Jeridore said, "You have to have discipline. I manage my time. I'm not quite there yet. It does take a lot of hard work. I'm able to stay on top of my game." She takes that same approach with basketball. "I'm a gym rat, working on my game," she said. "There is always somebody



working on their game. There is always someone better than you. If you want to be number one, to be the best, you have to work hard. That's my motto," Jeridore said.

Her basketball coach, Steven Tsai, in his first full season pacing the court, said Jeridore provided much-needed senior leadership after one of the team's starters, point guard Kelly Robinson, injured her knee. "Besides being one of the better players, she is a force," Tsai said. "Emotionally she is one of the main leaders on our team." Tsai said she was active both on the offense and on defense. In one game against St. Michael's H.S., Jeridore scored a rare triple-double, scoring 13 points, grabbing 13 rebounds, and blocking 10 shots. She ranks it as one of the best games of her career. St. Michael's is one of the best teams in the metro area, and the Lady Patriots came up short in that game, but Jeridore's play stood out.

Now she works out with her trainer, Bruce Bishop. They work on all aspects of basketball: speed, endurance, shot selection, and breaking down plays that come up in a game are some of the elements she's been focusing on.

"It's gonna be different," Jeridore says of playing at Iona. She has attended many games of her future team and likes what she sees. "I'm preparing for it now. I'm definitely up for the challenge." #

## CAREER GEAR

By GIOVANNY PINTO

John Singletary shifts through a few racks of suits, looking for something that will catch his eye. Already dressed sharply in a beige suit, white collared shirt and red tie, he stops mid-rack when he sees something that is to his liking. Maintaining the swag and smoothness of a jazz player from the Duke Ellington era, he picks up a solid blue designer suit and wails, "Woo this one right here, it's sharp boy."

A few seconds after picking out his suit, the man attending to him suggests a light blue shirt with a matching striped tie. Singletary happily nods his head in agreement. Minutes later he is trying on everything in front of the mirror as his attendee measures his hem. He arrogantly but playfully adjusts his collar and glances a smile right back at himself.

"The mirror don't lie man," said Mr. Singletary, "I'll take it."

What seems like an ordinary occurrence in department stores and tailor shops across the city is in fact happening at an office located 36 floors high in the heart of financial district. Mr. Singletary is in the offices of Career Gear, a non-profit organization that helps disadvantaged men find clothes for job interviews, as well as with job retention and advancement skills. Its motto is: "A suit — a second chance."

The suits are all brand new, donated from companies such as Men's Wearhouse and Brooks Brothers. The organization also boasts a warehouse bigger than the men's department at Macy's Herald Square, with over 15,000 suits. "There is a misconception that Career Gear just gives out clothing," said Michael Obertacz, program director at the organization.

Career Gear works hand-in-hand with job development agencies, which help men who are unemployed, homeless, formerly incarcerated, or former

substance abusers; these agencies help with career placement and job placement. Once set up with an interview, they are then given a referral to Career Gear.

Mr. Singletary, 57 from Brooklyn, was referred to Career Gear through Contract Employment Agencies, which works with his parole CEO. "I will never be stagnant again," said Mr. Singletary, when asked how Career Gear has altered his life; he was also referring to a rough patch he hit in his life in the '90s when he got involved in drugs that eventually led to other things and into jail.

When the men are successful on their interviews they are invited back to be part of the Professional Development series. The program is an evening workshop that meets once a week. Here the men learn valuable skills, such as financing and budgeting, how to deal with workplace conflicts, and how to build their resume, among others. For every workshop the men attend they obtain a voucher for another article of clothing, such as a shirt, shoes, or tie. After 6 months in the retention program they get a voucher for a brand new suit. The idea behind it is to build a wardrobe as you build workplace skills.

Another mission of the company is to help the men's families and communities as you help the men themselves. Giving the men a fresh start helps them be better fathers and help their families by paying child support payments, bringing income into the family, and bringing food onto the table. They become more responsible adults and help their community, which in turn makes New York a better place.

William Simms, 68 from Brooklyn, found Career Gear through the V.A. Hospital and left retirement to work at the organization. He often gets letters back from men he has helped telling him thank you for helping them get the job. "I Love it here," said Mr. Simms, "I'll be here as long as possible." #



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### David Copperfield

by Charles Dickens  
(Penguin Classics, \$9)

It is better than television. It is a novel I never wanted to put down. The characters are larger than life and it is one of this novelist's most cohesive novels. It is *David Copperfield* by Charles Dickens. With such characters as Mr. Micawber, Uriah Heep, Dora, Aunt Betsy and Peggotty among others, Charles Dickens has created a colorful world of the past and yet one of the present in his presentation of human nature through the thoughts and actions of his characters.

Dickens' use of first person narrative to produce David Copperfield's memoir makes for a focused story as the subject of the book is Copperfield, his thoughts, actions and the people he encounters in his life. Much of what he writes is autobiographical as shown in an excerpt from John Forster's *Life of Dickens* which relates Dickens early life and shows the parallels with Copperfield's.

In addition to this excerpt in the penguin classic edition of *David Copperfield* (\$9) there are extensive footnotes, a comprehensive introduction to the novel as well as appendices on chapter outlines and draft titles.

David Copperfield was the subject of much lively discussion at a recent Kill Your TV Reading Group (KYTV) meeting. KYTV will discuss the 2009 National Book Award Winner for Fiction, *Let The Great World Spin* by Colum McCann on Wednesday, April 7, 2010 at 7 P.M. and will

discuss *The Mayor of Casterbridge* by Thomas Hardy on Wednesday, May 5, 2010 at 7 P.M.

Sit-n-Knit will meet, Tuesday, March 16, April 6 and April 20, 2010 at 7 P.M. The Sacred Texts Group led by literary agent Richard Curtis will continue its discussion of *The Gospel of John* and the Talmud on Monday, April 12, 2010 at 7 P.M. Children's Story Time led by Lily continues every Monday at 11 A.M. People who participate in those groups will receive 20 percent off all in store purchases made at the time of those meetings.

Meanwhile, Logos Bookstore has greeting cards, music, books and gift items for St. Patrick's Day, Lent, Easter and Passover. Come on over.

#### Upcoming Events At Logos

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Transit: 4.5.6 Subways to Lexington Ave and 86th St. M86 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave). M15 Bus (1ST and 2nd Aves.)

## REVIEW OF

### Looking at Art in the Classroom

#### Looking at Art in the Classroom: Art Investigations From the Guggenheim Museum

by Rebecca Shulman Herz  
Published by Teachers College Press, Columbia University,  
New York and London, 2010: 160 pp.

By MERRI ROSENBERG

In these economically challenging times, subjects like music and art are often at risk as school administrators seek to trim budgets. Here's some timely ammunition to help art teachers — and classroom teachers who are reluctant to see art given short shrift — make a compelling case for art's contribution to their students' intellectual and creative development: *Looking at Art in the Classroom: Art Investigations From the Guggenheim Museum*.

Author Rebecca Shulman Herz, who manages the Solomon R. Guggenheim Museum's Learning Through Art program and has led workshops for art educators, classroom teachers and museum educators, presents in this compact, well-designed text (especially the appendices at the back, with a checklist and useful Web sites) an exploration of precisely how the "Art Investigation" works.

The basic idea is that the teacher prepares three to five open-ended questions designed around a particular theme that will enable students to suggest interpretations of a specific work of art and support their ideas with evidence from the artwork. As Herz writes, "It assumes that information helps to deepen one's understanding of an artwork, but the ultimate goal of these conversations is less to learn in depth about a specific

work of art than to learn how to look at and make sense of art more generally."

And these encounters and experiences, suggests Herz, offer strategies that students can apply across the curriculum. Close observation of a piece of art may translate to careful descriptions of a leaf in a science lab, for example, while students exploring ancient Egypt undoubtedly gain further insight by analyzing pyramids or hieroglyphics.

Just as computer classes aren't designed to produce the next Bill Gates or Steve Jobs, art classes aren't about developing the 21st century's Van Gogh or Renoir. "Art Investigations can help students better understand the choices that artists make, while preparing them to make their own choices as artists," explains Herz. What this particular method offers students is a way of perceiving and acting in the world. She continues, "The goal of most art education programs and classes, particularly at the elementary and secondary school levels, is not to create 30 new artists who will one day see their art displayed at a museum. Rather, it is to teach the students the process of an artist — manipulating media, exploring questions and ideas about the world, careful observation, meaningful choice-making related to the expression of ideas and feelings, and reflection — many of which are the same processes engaged in by non-artists who are curious, engaged and reflective people."

Most educators would, I imagine, consider the development of "curious, engaged and reflective people" the ultimate end product of what they do in the classroom. This book offers another way to get there. #

## 'CATCHER IN THE RYE' STANDS THE TEST OF TIME

By JOAN BAUM, Ph.D.

With the death of J.D. Salinger on January 27, almost 60 years after the first publication of *Catcher in the Rye*, it was inevitable that a major question would be how *Catcher* has stood the test of time, both as recommended or required reading in high schools, and as a source of continuing critical comment in the academic community. Reportedly, the paperback is still selling over a quarter of a million copies a year.

Not too long ago I re-read *Portnoy's Complaint* (1969) to see how that iconic American novel has held up (it has), along with suggesting that the voice of Roth's alienated comic protagonist owes a debt to Holden Caulfield. Regardless, *Catcher* has over time consistently figured in claims of America's literary triumvirate, along with *Huck Finn* and *The Great Gatsby*, all first-person narratives. Adam Gopnik, in a recent *New Yorker* tribute, goes even further, saying of Salinger that "no American writer will ever have a more alert ear, a more attentive eye, or a more ardent heart than his." (Where do the ducks in Central Park go in the winter!)

Holden's distinctive voice is heard in the first sentence: "If you really want to hear about it, the first thing you'll probably want to know is where I was born, and what my lousy childhood was like, and how my parents were occupied and all before they had me, and all that David Copperfield kind of crap, but I don't feel like going into it, if you want to know the truth." He's recently been expelled from school (again) and he's talking to someone (revealed at the end), looking back on his recent experiences. These include the book's opening account of his having lost his team's fencing equipment on the subway. *Catcher* is very much a New York City book.

Of course, today's adolescents have their own vocabulary and idioms — f- and s-inflected verbal tics — but Holden's own mannered expressions ("no kidding," "Oh, I don't know," "vomit," "goddam," "hell," "phony," "Chrissake") capture a timeless sense of adolescent anger and defensive posturing. He's bright and self-deprecating, charming and argumentative, shy and defiant, manic and thoughtful. A more than moderate drinker and smoker at 16, he's depressed, but not to navel-gazing effect. He intuitively sympathizes

with misfits and children. When his beloved younger sister "old" Phoebe questions him about what he wants to do or be, he invokes an image of "little kids playing some game in this big field of rye and all. Thousands of little kids, and nobody's around — nobody big, I mean — except me. And I'm standing on the edge of some crazy cliff. What I have to do, I have to catch everybody if they start to go over the cliff — I mean if they're running — and I have to come out from somewhere and catch them. That's all I'd do all day. I'd just be the catcher in the rye and all." Phoebe points out that in "Comin through the Rye" by Robert Burns, the expression is, "If a body meet a body," not "catch a body." Holden says he knows that now. The difference is telling. Burns' bold, lovely lyric is about sexual readiness. Holden, a romantic and still a virgin (he stops when girls say No!), may not "give the time" to the girls he dates, but he shares with today's active, if not promiscuous, youngsters an ambivalence toward sexually charged expectations in a vulgarizing culture.

A former English teacher, who allows a distraught Holden to visit at 3:00 a.m., writes out something for him, a quotation from the analyst Wilhelm Stekel: "The mark of the immature man is that he wants to die nobly for a cause, while the mark of the mature man is that he wants to live humbly for one." Sounds good, and yet, and yet... Oh, the bliss of heroic yearning when we are young! (How terribly ironic that Stekel committed suicide, which of course Salinger knew.) Salinger wonderfully captures the voice of youngsters of any ethnicity — they want to stand out, to be, to do, to prevail.

*Catcher in the Rye* is a book that is loved, and not just by adolescents. "What really knocks me out is a book that, when you're done reading it, you wish the author that wrote it was a terrific friend of yours and you could call him up on the phone whenever you felt like it." God knows how many tried with Salinger! Too much continues to be written about Salinger's reclusive nature and what Holden may share with his author — a fascinating, perhaps inevitable, pursuit, but one that is finally irrelevant to the book's ability to engage generation after generation. English teachers to whom I have spoken have universally supported its presence in schools. #

## REVIEW OF *I Signed as the Doctor: Memoir of a Cancer Doctor Surviving Cancer*

#### *I Signed as the Doctor: Memoir of a Cancer Doctor Surviving Cancer*

by Laura Liberman, M.D.  
Published by Booklocker.com, Tennessee, 2009: 219 pp.

By MERRI ROSENBERG

Receiving a cancer diagnosis upends most people's safe and familiar worlds. The uncertainty of how to handle the bewildering medical tests and procedures, make decisions about the possible course of treatment — even what to tell family members and friends — can be overwhelming.

Doctors aren't immune to this upheaval, even when they're cancer specialists themselves. Laura Liberman, author of this moving and honest memoir about her experience with an aggressive lymphoma that offered her a 50-50 chance at survival when first diagnosed, unflinchingly shares her bafflement, frustrations, fears and indignities in a way that would resonate with anyone who's gone through a similar experience.

Liberman was a radiologist specializing in breast cancer imaging, as well as a medical professor and researcher at Memorial Sloan-Kettering Cancer Center, when she was plunged



Laura Liberman, M.D.

into the world of "patient." Being on the receiving end of painful injections, coping with chemotherapy-induced nausea, and sometimes uncaring staff enhanced her empathy for her patients. That led Liberman to consider and put into practice even more compassionate protocols

*continued on page 29*





## SCREEN GEMS

By David J. Kahn (Kibbe3@aol.com)

David J. Kahn has been dazzling crossword puzzle fans with his creations for many years. Almost 150 of his puzzles have appeared in the *New York Times*, with many others in the *Los Angeles Times*, the *New York Sun* and other newspapers and magazines. His books include *Baseball Crosswords*, *Sit & Solve Hard Crosswords* and *Sit & Solve Movie Crosswords*.

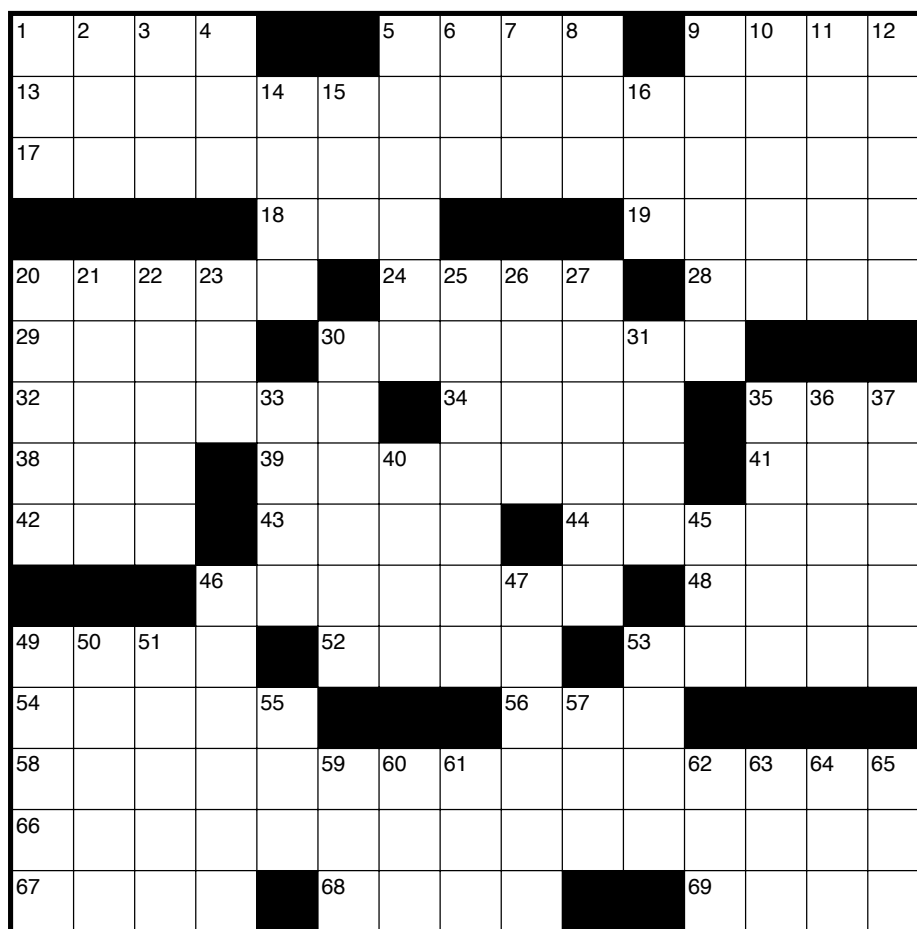
### ACROSS

- 1 Notable 1871 Cairo debut
- 5 Wished to be undone
- 9 \_\_\_ dixit (statement without proof)
- 13 #29 on the list of the American Film Institute's 100 Greatest Movies (2007 Edition)
- 17 #16 on the list
- 18 Goopy stuff
- 19 Wish granters
- 20 "\_\_\_ Turn" (song from "Gypsy")
- 24 The Sundance Kid's girl
- 28 Kind of ladder
- 29 Final notice?
- 30 Maintained, as attention
- 32 Blue hue
- 34 Algerian port
- 35 Dell products
- 38 Essential
- 39 #9 on the list
- 41 When repeated, gung-ho
- 42 Fashion monogram
- 43 "Barefoot Contessa" cooking maven Garten and others
- 44 "Bewitched" witch

- 46 Living organisms in an ecosystem
- 48 So be it
- 49 Foundation
- 52 Greek earth goddess
- 53 Quarters
- 54 Work \_\_\_
- 56 Many A.A.R.P. members
- 58 #6 on the list
- 66 #32 on the list (with "The")
- 67 Don't change, editorially
- 68 Grappling sport
- 69 Team beam?

### DOWN

- 1 Some spots
- 2 Debtor's letters
- 3 Try to collect a 2-Down
- 4 Workout muscles, briefly
- 5 "Baby" pork cut
- 6 One, to Juan
- 7 School web address ending
- 8 Tierra \_\_\_ Fuego
- 9 Turn upside down
- 10 Lang Lang's forte



- 11 Kind of steak
- 12 Singer Gorme
- 14 Endurance, at the box office
- 15 Somme summer
- 16 Tom's "Sleepless in Seattle" co-star
- 20 #57 on the list
- 21 High winds?
- 22 Ancient fortuneteller
- 23 Airport posting: Abbr.
- 25 #69 on the list
- 26 Famous Amos
- 27 Saws
- 30 Shorthand pro
- 31 Author of many quotes?: Abbr.
- 33 XIX tripled
- 35 Teaser, maybe
- 36 Was concerned
- 37 #45 on the list
- 40 Pro \_\_\_
- 45 Light touch
- 46 Deprived (of)
- 47 Caribbean president until February 2008
- 49 Only Baseball Hall of Famer whose 3,000th hit was a homer
- 50 In progress
- 51 Triple Crown-winning jockey Earl \_\_\_
- 53 On the briny
- 55 Co. once controlled by Howard Hughes
- 57 Non-southpaw hurler's designation: Abbr.
- 59 Possessive pronoun
- 60 Calendar abbr.
- 61 Haw partner
- 62 Like Mark Twain's humor
- 63 "How was \_\_\_ know?"
- 64 Suffix with beat
- 65 Conk out

## Review of *Changing the Odds for Children at Risk*

**Changing the Odds for Children at Risk: Seven Essential Principles of Educational Programs That Break the Cycle of Poverty**

by Susan B. Neuman  
Published by Teachers College Press, Columbia University, New York and London, 2009: 240 pp

By MERRI ROSENBERG

"Children at risk" — has there ever been a time that that phrase hasn't popped up in educational and political circles? Despite the best efforts and intentions of advocates and educators, however, the challenges that confront children born into poverty remain daunting.

"Schools will not fail for lack of resources, good teachers, high expectations, or rigorous standards," says Susan B. Neuman, who obviously understands the political and educational landscape: she is professor in educational studies at the University of Michigan, School of Education and was U.S. assistant secretary of elementary and secondary education under former President George W. Bush. She continues, "Rather, schools will fail to significantly close the gap because so many children come from highly vulnerable and dysfunctional environments before they ever reach the schoolhouse doors. ... Today, despite the past 40 years of reform, we have done almost nothing to raise or change the trajectory of our poor and disadvantaged children."

Now what? Forget ivory tower philosophy. Neuman proposes practical prescriptions to change possibilities for children whose circumstances would, sadly enough, indicate otherwise. For starters, forget thinking small. Neuman advocates that, as a nation, we "recast our priorities, to fund programs that have solid evidence of

results — programs that stake their reputation on their abilities to exponentially improve the performance of at-risk children." That's key in her thinking: finding programs that work and can be replicated at a sufficient scale to truly make a difference for children whose homes and neighborhoods are too chaotic and damaged to provide a sufficiently nurturing environment.

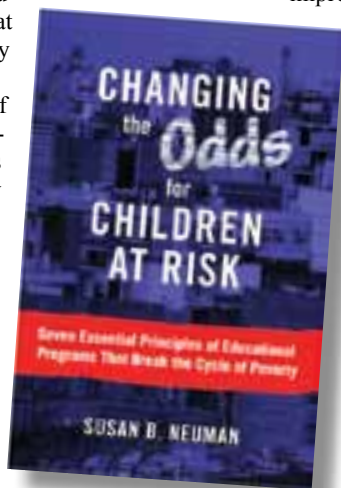
Her seven essential principles include the following: target the neediest children, start early, provide coordinated services, make sure there are trained professionals delivering instruction, improve academic achievement

with high-quality instruction, don't allow good programs to be diluted, and be accountable. "Quality matters for all children, but especially for those who are poor," says Neuman. "It is these children who have the most to lose from poor programs and the most to gain from good-quality ones."

This is a dense, policy-wonkish book, filled with charts, tables (and luckily enough case studies of successful programs to keep one going). Ultimately, Neuman

strongly urges that Americans recognize that schools don't operate in a vacuum, that federal funding needs to be rethought, that evaluation strategies should be improved, and that program results must be monitored relentlessly.

Even though Neuman is an avowed proponent of accountability and reveals a strong outcome-centric bias, there is still much to recommend here. At the very least, her belief that nothing will happen unless we "accept no excuses" challenges those delivering education to America's children to do just that. #



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## MUSEUMS AS EDUCATORS

## The National World War II Museum: Teaching the Lessons of The Greatest Generation



Paul Hilliard flew many missions in this Douglas SBD Dauntless Dive Bomber

By PAUL HILLIARD  
& KENNETH HOFFMAN

The dream of noted historian and author Dr. Stephen E. Ambrose, The National D-Day Museum opened in New Orleans in 2000. The museum focused on the “D-Days” of World War II — the amphibious invasions made possible by the unique Higgins landing craft designed and built in New Orleans. General Dwight Eisenhower said that these Higgins boats “won the war for the Allies.” In 2003, the museum was designated by Congress as “America’s World War II Museum,” subsequently changed its name, and embarked on a visionary expansion to reflect that honor as well as a broader mission: to tell the whole story of World War II — every service, every campaign, every hero.

Dr. Ambrose and current president and CEO Dr. Gordon “Nick” Mueller were history professors together at the University of New Orleans and best friends for three decades. It is no surprise that education was one of the museum’s founding principles and remains at the core of its mission.

The museum’s education department produces a comprehensive and creative range of learning opportunities through educational, thought-provoking, and entertaining programs that explore and bring to life the history and lessons of the World War II era. There are bimonthly, free Lunchbox Lectures on varied topics, from battles and biographies to an exploration of World War II-era high school yearbooks and a comparison of D-Day to the Norman conquest of 1066. Other public programs include the annual World War II High School Quiz Bowl, televised by Cox Cable and even nominated for a regional Emmy award, and World War II Pub Quizzes for adults in the museum’s new Stage Door Canteen. The museum is a teaching resource for educators and students, a community resource for the local area, and a learning resource for a wide variety of local, national and international audiences.

More than 350,000 students have visited the museum since 2000. Whether on a docent-guided tour or self-guided with the aid of an educational scavenger hunt, students understand the meaning of World War II through object-based learning, audio-visual inspiration, and kinetic stimulation. In addition to touring the museum’s galleries, they can experience a screening of *Beyond All Boundaries*, the museum’s new 4-D, multisensory film created with Tom Hanks as executive producer and narrator. Pre- and post-visit materials prepare students for their museum visit and reinforce the lessons learned there.

But learning is not limited to actual museum visits. Virtual Field Trips utilize the technology of videoconferencing to provide live, interactive

programs directly into classrooms across the country, and even internationally. These one-hour programs illuminate the lessons of World War II with artifacts and documents, music, maps, speeches and age-appropriate analyses and discussions of the decision-making of the war years.

The education department offers professional development workshops for teachers on subjects ranging from all theaters of the war to explorations of the diversity of the American experience during the war. Workshops are offered both on-site and via videoconferencing. The museum partners with the Anti-Defamation League to offer area teachers a Holocaust curriculum workshop developed by the ADL, the Shoah Foundation, and Yad VaShem. Other workshop partners have included the Memorial de Caen in Normandy and the United States Memorial Holocaust Museum.

In addition, the museum has created a series of Online Lesson Plans, classroom-ready and available to teachers on our Web site. These lessons conform to national educational standards. While all of the lessons can be used in social studies classes, many are cross-curricular, covering math, science, English/language arts, and even drama. All lessons include creative enrichment activities that make the historical lesson relevant in students’ lives today.

Operation Footlocker provides schools across the country with the unique hands-on opportunity to learn about World War II by handling actual artifacts. These travelling trunks include ration books, V-mail letters, dog tags, sand from the beaches of Normandy and Iwo Jima, wartime magazines, toys, and other artifacts both common and surprising. No weapons or ammunition are included. Footlockers come complete with white cotton gloves for handling artifacts and a teacher’s manual that describes each object and contains directions for conducting artifact “reading” sessions.

Each year, the education department conducts an Online Essay Contest for high school students and an annual Art Contest for middle school students. There is a unique theme each year, and submissions are accepted from 500 students across the country for each contest. Winners receive cash prizes and their entries are posted on the museum’s Web site. Beginning this year, the museum also serves as the state sponsor of National History Day in Louisiana.

The museum continues to expand educational programs and outreach so that all future generations will understand the history, lessons and values of the war that changed the world.

Paul Hilliard is a trustee at The National WWII Museum, and Kenneth Hoffman is education director at the museum.

## SHARPEN YOUR PENCIL

By MICHAEL HABERMAN

As everyone from President Obama on down is talking about “jobs, jobs, jobs,” every day we are seeing new proposals for tax cuts, stimulus spending and other important — but short-term — fixes. Just a few years ago, everyone was focused on a very different problem. Businesses complained that they could not fill all of the positions they had available because young Americans didn’t have the skills required to do the job. At that time, other short-term fixes were proposed, such as increasing caps on visas for foreign workers.

It’s time we stop looking for short-term fixes and start investing in long-term solutions. How do we ensure that, for decades to come, our young people are prepared for the workforce and the business community can get the help it needs? Study after study has shown that the most important factor in determining an individual’s career success is education. Yes, the solution to high unemployment begins in the classroom.

That’s why hundreds of business leaders throughout New York City, and beyond, have joined with PENCIL to help ensure that every child gets the education he or she needs — and deserves. PENCIL provides private sector leaders with results-driven opportunities to participate in improving public education and experience firsthand how their involvement can affect real change in public schools.

Through the PENCIL Partnership program, business leaders bring their skills and expertise into the school community to help principals address their most pressing challenges. With guidance from PENCIL staff, these customized partnerships are helping principals become stronger leaders, engaging more parents in their children’s education, increasing the effective use of technology in the classroom, and providing meaningful career and college awareness and preparedness training to thousands of students. Together, they are providing the learning environment students need to succeed in school — and beyond.



The PENCIL Fellows program provides highly motivated high school students with paid summer internships in some of the city’s most exciting companies across industries — from the Fortune 500 to small and mid-size businesses and consultancies. Through this program, students get invaluable training and hands-on experience, while businesses get affordable, high quality help and play a valuable role in preparing the workforce of tomorrow.

Rather than focusing solely on a quick fix, working together, the education and business communities can, and are, creating systemic change that will impact the workforce for decades.

The solution to tomorrow’s employment problems begin in the classroom — today. #

Michael Haberman is president of PENCIL, a New York-based nonprofit organization that inspires innovative solutions to the challenges facing public education by creating results-driven opportunities for the private sector to participate in transforming schools. To learn how you can play a part in the effort, visit <http://www.pencil.org>.

Education Update salutes Paul Hilliard, benefactor of the Paul & Lulu Hilliard Univ. Art Museum at Univ. of Louisiana at Lafayette, and trustee of the WWII Museum.



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## APRIL IS NATIONAL POETRY MONTH

*Walter Bargaen,  
Missouri Poet  
Laureate*

**Career Choice:** I started to get a sense of what a poem is when I was a junior in high school. I finished scribbling a dozen or so lines on a desk pad and realized that it was a poem and titled it "Requiem." Prior to that, I began to explore the possibilities and power of language in 8th grade, when an English teacher asked the class I was in to write an adult sentence. There were no other instructions. Being the studious, conscientious, hard-working students that we were, it took us about 30 seconds to write something down and hand it in. It took the teacher about that long to toss the papers into the air and begin to rant, calling what we had written childish, simple subject-verb-object. There were no phrases, no engagement, no insight to be found in these sentences. After the shaming, which I took as a challenge, I became curious and wanted to know what more I could do with the written word. I started carrying a pocket notebook to write down whatever caught my attention and haven't stopped for 45 years.

I've always valued the act of writing, not that there weren't moments of doubt, but I could quickly overcome those doubts simply by writing. It's only when I've stopped writing, or I haven't written enough, that doubts begin to creep in and fester. I write to find out what I'm thinking, what I'm feeling, and that keeps me engaged in the world in often surprising ways. Basically, writing is a process of discovery, and the best teacher of writing is writing. I must add that you can't be a writer without being a voracious reader.

**Challenges:** My biggest challenge is finding enough time to write. I won't list all the jobs that I've had, just a few: 12 years as a carpenter, 4 years writing construction specification, and 20 years working with assessment in school districts

**A TRIBUTE TO POET LAUREATES  
AROUND THE NATION**

During April, National Poetry Month in the United States, we celebrate the poet laureates selected by many states. Education Update interviewed poet laureates representing different parts of our nation. 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. Here are their fascinating responses.

1. At what age did you start writing, and when did you know you wanted to pursue writing as a career?
2. What are some of the challenges you've faced?
3. Describe the turning points in your career as a writer.
4. Who were/are some of your mentors?
5. List your favorite books/poems.
6. If English teachers asked you why they should include poetry in their curriculum, what would you tell them? What impact did exposure to poetry in your early years have on you as a young writer?
7. What is the future of poetry? How have forms of instant communication like e-mails and text messages influenced poetry today?

across the state of Missouri. With a full-time job, giving enough time to writing is a challenge, and yet I've now published 13 books of poetry and two chapbooks. In my younger days I tried to write a poem everyday. That doesn't mean that every poem was good. Now, perhaps I write one a week.

**Turning Points:** Concerning turning points in my "writing career," I'd list five, but isn't everyday a turning point? 1) When I was 7 or 8 years old, I realized I was responsible for my own boredom and became an avid reader of everything that I could find. 2) The experience that I've already described in 8th grade English class that thrust me into wrestling with language. 3) The publication of my first book, *Fields of Thonar*, in 1980, which helped firm up my sense of being a poet, and every book since then. 4) Incorporating narrative into my poems. 5) Being appointed to be the first Poet Laureate of Missouri in 2008.

**Mentors/Favorite Works:** I learned to write poetry through reading books of poetry. My earlier influences were: Dismantling the Silence/Charles Simic, *Inside the Blood Factory*/Diane Wakowski, *The Heights of Machu Picchu*/Pablo Neruda, *Reasons for Moving*/Mark Strand, *Silence in the Snowy Fields*/Robert Bly, *Rip Rap*/Gary Snyder, *Crow*/Ted Hughes, *Sea Grapes*/Derek Walcott, and on and on, including polar opposites like Mary Oliver and Charles Bukowski. There are so many good poets, I can't possibly name them all. Every book I read influences me.

**Poetry in Schools:** We know the world by comparison, either directly, metaphor, or indirectly, simile. Poetry is the best opportunity for students to become more sophisticated in their thinking and more engaged with the world. Robert Frost, I think, says it best: "Unless you are at home in the metaphor, unless you have had your proper poetical education in the metaphor, you are not safe anywhere. ... You don't know how far you may expect to ride it and when it may break down."

Poetry also offers the quickest way for students to develop narratives and tell stories. We are story-telling animals. Without our stories we are lost. Stories are essential to our survival. The better students become at telling/writing stories

*continued on page 29*

*Norbert Krampf,  
Indiana Poet  
Laureate*

square one.

**Turning Points:** Finally, in 1991, I had two full-length collections of poems accepted by the same publisher, a small press. The first of these came out when I was just months from turning 50. The second one was to come out in two years, but the publisher delayed its publication for two more years, meaning that six years elapsed between the signing of the contract and the release of the book. That took almost more patience than I could summon, but having that first book come out in 1993 was a deep satisfaction because the response to it was so warm and encouraging. I am a poet of place, and my title was *Somewhere in Southern Indiana: Poems of Midwestern Origins*. I am not an academic poet, though I taught for 37 years in universities. I write of the place where my immigrant ancestors settled in the 1840s and people who never had the opportunity to go to college are avid and loyal readers of my work. That means a lot to me.

Also, I must point out that it took me seventeen years to place my first full-length book of poems with a publisher. Then, in 12 years I published six full-length collections and now have published eight with five publishers in 17 years.

Another turning point in my career as writer was moving back to Indiana after 34 years of university teaching and 18 years of directing the C.W. Post Poetry Center at Long Island University. In the first five years I was back, I published five books, four books of poems and a prose memoir about childhood, and a CD with a jazz pianist and composer. Four years after the return, I was named Indiana Poet Laureate, an honor I never thought might happen. Coming home has had its benefits!

**Mentors:** One extremely important mentor was the man who taught me Senior Advanced English in High School. We read an incredible number and variety of great books and discussed them with passion. The man's name was Jack London Leas and he became a friend for life.

*continued on page 29*

*Katharine Coles, Utah Poet Laureate*

**Career Choice:** I wanted to be a writer from the time I first realized people actually wrote the books and poems I loved. When I was 7, I wanted to be a poet and a fireman (we didn't say "firefighter" back then).

**Challenges:** It's a challenge, I think, to keep confidence and faith as a poet in a culture that doesn't value poetry or understand it as fundamental to its fabric. This is especially difficult for a young poet trying to decide whether to pursue a career in poetry against tremendous odds. I faced all that, but I didn't question my decisions.

**Turning Points:** An important one was, in a way, very private. It was the moment when, as a young poet, I realized I had produced a poem in which, for the first time, I had not found, but *constructed* a voice that felt like mine. Another turning point is similar in a way: I returned to poetry after having written a novel and realized that what I'd learned in writing the novel was going to allow me to do much more in my poems.

**Mentors:** Mark Strand, Richard Howard, Cynthia Macdonald, William Matthews, Larry Lewis, Stanley Plumly — all were wonderful

teachers and mentors. The late, great Nelson Bentley, who signed me up at 19 for my first reading.

**Favorite Works:** This is hard — there are so many, and they change. But poets I return to include Dickinson, Yeats, Auden, Bishop, Stevens and Millay.

**Poetry in Schools:** I sympathize with teachers. Many of them dearly wish to teach poetry, but the important lessons poetry teaches can't be measured on standardized tests. As the report just released by the HMPI New Media working group says, "Good poems don't lend themselves to 'correct' and testable readings, but rather encourage engagement, discourse, pleasure and critical thinking." In addition, poems "introduce

readers to vital values, including the pleasures associated with elegance, beauty, difficulty, and precise language." I can't say it better than that.

**Poetry's Future:** The future of poetry is in electronic media as well as in books, but while new media will provide lots of opportunity for formal experimentation, poetry will also always maintain a link to its past, in which passion, precision, and beauty are primary values. That said, we can already see many people are working in modes that are more telegraphic, more fragmentary, and faster. And poets like Nick Monfort are actually writing programs that generate poems for them. At the same time, new media will greatly increase readers' access to poetry of all kinds, and this can only be a good thing. #





## Touro College Mourns the Passing of Founder & President, Rabbi Dr. Bernard Lander

Touro College mourns the passing of its founder and only president, Dr. Bernard Lander, who died in New York City at the age of 94. The cause of death was congestive heart failure.

Dr. Bernard Lander was a builder. Through his years as rabbi, scholar, teacher and administrator, he built his reputation as a man of genius, an advisor to presidents, a sociologist of distinction, a man who moved easily from the Jewish world to the secular world — but above all, as a builder. In the last four decades of his life, starting at the age of 55, Dr. Lander built one of the most extraordinary institutions of higher learning in the world, Touro College, which grew from a single college of 35 students when it opened in 1971 in midtown Manhattan to 29 schools, educating 17,500 students at undergraduate, graduate and professional programs in New York, California, Nevada, Florida, Israel, Russia, Germany

and France. He trained rabbis, doctors, lawyers, accountants, computer programmers and technicians, and he trained them all well. Speaking to a filled ballroom in New York City in 2007, where over 1,400 guests had gathered to celebrate Touro's 36th anniversary, Dr. Lander said: "One should live a long life, but a life of meaning, purpose and creativity. This is the purpose of life and the purpose of Touro."

"I've lost a friend, I've lost a partner, I've lost the man who built this great monument to education, a citadel of learning," declared Dr. Mark Hasten, chairman of Touro's board of trustees and a colleague over many years in building the institution worldwide. "A man like Dr. Bernard Lander comes along once in a generation, or perhaps once in many generations," Dr. Hasten said.

Even as a youth, it was clear that Bernard Lander loved personal interaction and connected easily with

people. Throughout his life and into his nineties, people were in awe of his ability to multi-task — conducting meetings in his conference room at Touro's central office on West 23rd Street, while taking calls on his cell phone and receiving an endless stream of visitors. Until the end of his life, Dr. Lander continued to put in full work days and travel for business and pleasure around the world.

Dr. Lander said he was inspired to launch Touro College after completing a study for Notre Dame University of student unrest on college campuses and concluding that students were reacting to "becoming a number rather than a face." "We have a responsibility to the needs of the world. To serve humanity and society. And so as we build Jewish institutions, we are also building general institutions, irrespective of the background [of the student]."

With Dr. Lander's initiative, Touro College was

chartered by the Board of Regents of the state of New York in June 1970. Following the opening of its first college for men in 1971, a women's division was added in 1974. Dr. Lander opened branches in Los Angeles and Miami Beach. In addition, Dr. Lander also organized a school of general studies, which catered to new immigrants and underserved populations.

Alan Kadish, M.D., who joined Touro in September as senior provost and chief operating officer, has been selected to succeed Dr. Lander as president. "Although I was only able to work with Dr. Lander for a few months, I was overwhelmed by his talent and his passion for education and for fellow Jews. He was a unique leader who carried forth a vision that built Touro into a remarkable institution," said Dr. Kadish. "I look forward to continuing his work and hope that I can justify the faith that he showed in me. #

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## LAW &amp; EDUCATION

## ANOTHER CHILD ARRESTED FOR DESK DOODLING

The New York Civil Liberties Union recently expressed outrage over the treatment of a 12-year-old girl who was handcuffed and hauled to the local police precinct, where she was detained by the New York Police Department for hours for doodling her name on her desk in erasable marker. News of the arrest comes on the heels of a federal class action lawsuit the New York Civil Liberties Union filed challenging the NYPD's practice of wrongfully arresting and using excessive force against children in New York City schools. Among the plaintiffs in that lawsuit is a girl who was also arrested and held for hours by police for writing on her desk when she was only 11.

"This should be a wake-up call to the mayor, the City Council and the Department of Education: There is a crisis in our schools because they put the police in charge of routine discipline that ought to be handled by educators," said Donna Lieberman, executive director of the NYCLU. "We all want safe schools, but that means that our children must be kept safe by those assigned to protect them. There is systemic misconduct by police personnel in the schools, and our children are paying the price. We must overhaul the way New York City handles school discipline."

Alexa Gonzalez, a 12-year-old with an impeccable school attendance record, was arrested and hauled out of Junior High School 190 in Forest Hills by police for writing on her desk in lime green erasable marker, according to reports in the *Daily News*. She was detained for hours in a local police precinct, where she said she "started crying, like, a lot." Her mother told the *Daily News* her daughter has been throwing up since the traumatic arrest.

Since the NYPD took control of public school safety in New York City in 1998, more than 5,000 School Safety Officers, NYPD employees assigned to the schools, and nearly 200 armed police officers have been assigned to the city's public schools. This massive presence makes the NYPD's School Safety Division the nation's fifth largest police force — larger than the entire police force in Washington D.C., Detroit, Boston, Baltimore, Dallas, Phoenix, San Francisco, San Diego or Las Vegas. The number of police personnel assigned to patrol New York City public schools has grown by 73 percent since the transfer of school safety to the NYPD, even though school crime was declining prior to the 1998 transfer and even though student enrollment is at its lowest point in more than a decade.

In August 2008, the City Council introduced the Student Safety Act (former Intro 816-A) with a majority of the City Council signed on as co-sponsors. The act would require quarterly reporting by the Department of Education and NYPD to the City Council and the public on a wide range of school safety issues, including incidents involving the arrest, expulsion or suspension of students, and a breakdown of information by students' race, sex and disability status. This information could be used to craft more effective student safety policies and procedures.

But since its introduction and despite many high profile examples of excessive policing in the schools, the bill has been allowed to languish without a vote. "How unfortunate that a mayor who prides himself on making data-driven decisions withholds information necessary for oversight," Lieberman said. "Speaker Christine Quinn and the City Council must right this wrong and finally pass the Student Safety Act."

SSOs wear NYPD uniforms and possess the authority to stop, frisk, question, search and arrest students. While NYPD police officers must complete a six-month training course before being deployed, SSOs receive only 14 weeks of training before being assigned to schools. School administrators have no supervisory authority over the SSOs who patrol their schools. "Routine school discipline has been ripped from the hands of professional educators trained to work with children and handed over to police personnel trained to work in the streets," Lieberman said. "When I was a kid, writing on the desk or being in the hallway during class used to get you sent to the principal's office. Now our kids are thrown in a paddy wagon and taken to jail, with youth of color and youth with special needs bearing the brunt of these policies."

From 2002 to June 2007, the NYPD Internal Affairs Bureau received 2,670 complaints against members of NYPD's School Safety Division — about 500 complaints annually — even though no effective or publicized mechanism exists for lodging complaints against school safety officers. Families that have lodged complaints against SSOs have reported that, in response, the NYPD simply transfers those SSOs to different public schools. Additionally, according to testimony by James Secreto, then head of the NYPD's School Safety Division, the Civilian Complaint Review Board has received about 1,200 complaints a year about SSOs. #

## National Urban Alliance: Who They Are and What They Do

By RAVIT BAR-AV

"The National Urban Alliance has had a marked impact on Philip Livingston Magnet Academy on a number of levels," lauds Tom Giglio, principal of Philip Livingston Magnet Academy in Albany, N.Y. "As we are in the midst of our third year of NUA exposure and implementation, the feedback from both faculty and students has been consistent in this professional development affecting our climate and culture."

Principal Giglio's testimonial offers a snapshot of effective education reform as seen from the inside out. His experience is matched by thousands of other educators and administrators who have had the opportunity to work with the National Urban Alliance for Effective Education, a leading organization in systemic education reform for more than two decades. NUA's underlying philosophy, driven by the "pedagogy of confidence," has been implemented in urban school districts throughout the country with documented, lasting, and meaningful success. From Seattle to Albany, Bridgeport to Birmingham, the NUA has helped transform once failing urban districts into model representations for what can be achieved when tak-

ing a values-first approach to districtwide reform. NUA work is focused on learning and teaching: building toward high intellectual performance by addressing students' culture, language and cognition. The National Urban Alliance believes that all students, from all social backgrounds, have the capacity to think and achieve at high levels and to extend the current boundaries of their potential.

Mentors in NUA's network plan work with school districts and provide ongoing professional development activities for teachers and administrators to improve classroom instruction and to improve how school communities are organized for sustained achievement. NUA mentors are scholar-practitioners — teachers and university faculty who promote higher student achievement through structural and instructional interventions incorporating the latest research on organizational development, cognition, reasoning, thinking, and higher-order comprehension skills.

NUA mentors go into schools to assess how each one is organized for instruction, examining school climate and how data is used to "tune" instruction to each student by emphasizing teachers' and students' strengths. By demonstrating lessons in

## STUDENT EXPRESSION OUTSIDE OF SCHOOL

By MARTHA MCCARTHY, Ph.D.

Litigation is escalating rapidly involving student out-of-school expression on the Internet. In my last column, I explored a case in which students were disciplined for suggestive pictures posted on MySpace. This column addresses students' postings on Facebook and MySpace that are critical of school personnel. The case outcomes are determined primarily by how courts apply the landmark decision, *Tinker v. Des Moines Independent School District*, in which the Supreme Court held that private student expression could not be the basis of school disciplinary action unless it threatened a substantial disruption of the educational process or interfered with the rights of others.

On the same day in February 2010, two different panels of the Third Circuit Court of Appeals affirmed somewhat contrary lower court decisions regarding students' MySpace parodies of their principals. In *Layshock v. Hermitage School District*, one Third Circuit panel ruled that a Pennsylvania school district failed to establish a sufficient connection to a school disruption for it to discipline a student who posted an unflattering mock profile of his principal on MySpace. Reasoning that schools have less control over students' off-campus expression than they do over their expression at school, the panel concluded that the student had a First Amendment right to post the parody. However, the court rejected his parents' assertion that the school's disciplinary action violated their Fourteenth Amendment rights to direct the upbringing of their children.

A different Third Circuit panel in *J.S. v. Blue Mountain School District* found that a student's

MySpace profile of the principal, although created off campus, threatened a material disruption of the educational process. This panel held that the school did not have to substantiate that a disruption had occurred as long as there was a significant threat. The lower court had gone further in reasoning that a link to a disruption might not be required if the expression invades the rights of others. In this student's mock profile, the principal was depicted as a pedophile and sex addict. The court upheld suspension of the student for the online speech, finding no violation of the student's First Amendment rights.

The following week a Florida federal district court upheld a student's right to sue her principal for disciplinary action alleged to violate the student's free speech rights. The student established a Facebook page criticizing a teacher at school, and the court held that the principal did not have a sufficient expectation that the expression would create a disruption. In Nashville, Tenn., a First Amendment lawsuit may be brought by a student who was expelled for angry Facebook comments about his coaches, including the assertion, "I'ma kill em all." The school district contends that it has valid grounds to discipline students for such threats posted on social networks.

The controversies mentioned here represent the tip of the iceberg in this volatile area pertaining to online social networks. How much discretion school authorities have to discipline students for such off-campus postings that are critical of school personnel remains to be clarified by the U.S. Supreme Court. #

*Martha McCarthy is chancellor's professor and chair of Educational Leadership and Policy Studies at Indiana University.*

## Coping with Failure

By DR. CAROLE HANKIN

Watching your child have an unsuccessful experience is always difficult, but when a child fails in front of an audience, it can be downright heartbreaking for parents to watch. Whether your son or daughter makes a costly error in a Little League game or plays the wrong notes during a school concert, when he or she is stung by embarrassment or disappointment we cannot help but empathize. But it is also up to us as parents to help them move past that disappointment and learn from their experience.

For starters, it is important to emphasize to your child that everyone makes mistakes. This may be common sense to an adult, but children need to be reminded that the mistakes they make are a normal part of every process, and that without them, no one achieves excellence. You might offer some examples from your own personal experience by telling your child about a time you failed at something important. We can't demand perfection from our kids, and they certainly shouldn't expect it of themselves either. The truly important thing is that they always give their best effort — that is something they can, and should, expect of themselves as they grow up.

But what if your child failed because he or she didn't put the effort in? If you suspect that this



may be the case, it is a good idea to sit down with your son or daughter and try to understand what went wrong. Maybe your child is struggling to keep up with the other kids. Maybe the activity is one he or she doesn't particularly enjoy. This can become an opportunity to assess whether the activity is a good match for your

child's interests and abilities, and if necessary, explore other options. You can help them find ways to make it more enjoyable, such as exploring new methods of practice, or encouraging them to try out a new position on the field or a new instrument. Then at the end of the season or at the start of a new grade, whenever the opportunity for change presents itself, your child may like to try a new activity altogether.

Above all, you should understand your child's level of commitment and encourage him or her accordingly. If children can enjoy an activity as strictly recreational, we should encourage them to give it their all and take pleasure in the experience of participating. If the activity is one the child has an interest in pursuing more seriously, help him or her acquire the tools and skills to excel. Let your child's expectations be your guide. #

*Dr. Carole Hankin is the superintendent of Syosset Schools, Long Island, N.Y.*

math, science, reading, and writing with groups of students, mentors coach instructional staff to accelerate student learning. Mentors deliver research-based state-of-the-art theory and practice to school communities and classrooms, creating an environment of collaboration and support. Teaching strategies incorporate 21st century skills, which enable students to graduate with the knowledge needed to continue to higher education.

"This academic year I have been teaching reading at our local middle school," explains Belinda,

a middle school teacher in New Mexico whose school has benefited from the program. "My students just finished taking their mid-year assessments, and out of 45 students, only 4 have not improved their reading scores by at least 10 points. Although rural, 100 percent Hispanic, and the poorest county in New Mexico, our students are very similar to other under-achieving students. ... There is nothing wrong with their ability, it's all due to behavior problems and lack of engagement. Thank you, NUA, for the strategies!" #





## GRACE OUTREACH



(L-R) Ann Tisch, Margaret Cuomo Maier, Margaret Grace & Cathy Black

Grace Outreach offers women a second chance to succeed by helping them earn their diploma, complete college or vocational training and begin rewarding careers.

Margaret Grace, Founder held a wonderful gala at the Metropolitan Club to celebrate the success of the program. Honoring Cathy Black, the gala was attended by Board members Margaret Cuomo Maier and Ann Tisch.

## TEACHERS COLLEGE EQUITY EVENT

By ADAM BLOCH

Calling it “an important stopgap in averting an education tragedy,” Pennsylvania Governor Edward G. Rendell praised funding from the American Recovery and Reinvestment Act, better known as the stimulus bill, for keeping “schools from being completely brutalized by budget gaps.”

Rendell, a former mayor of Philadelphia and longtime advocate for education, was addressing, via video link, the recent fifth annual Equity Symposium at Teachers College. The title of the symposium was, “Stimulating Equity? The Impact of the Federal Stimulus Act on Educational Opportunity,” but the overriding tone was one of apprehension, fear that schools nationwide are about to drive over a “funding cliff” once stimulus apportionments run out over the next two years. “The big challenge is fiscal year 2012,” Rendell said, “because Pennsylvania loses \$2.3 billion in stimulus funding. My hope is that the next governor understands how important education is to the commonwealth. There are some things in America worth raising revenue for.”

The symposium came nearly one year after the stimulus bill was enacted, and the general sense among conference participants was that funds derived from the legislation had saved state budgets from being cut to pieces as a result of drastically declining tax revenue.

Even though the challenges ahead were clearly elucidated by many, Rendell reaffirmed his personal commitment to education and emphasized the need for increased funding for additional programs. He said a catalyzing moment for him came early in his first gubernatorial term when he visited a high school in a poor neighborhood and was asked by students there why they did not have the same technology that richer schools had. “It’s our moral responsibility to see that every child regardless of zip code has the opportunity to reach his full potential,” Rendell said. “That’s the great moral test for the richest country in the world.”

To reach this goal, Rendell argued for increased support for Head Start and other early education programs. He said that Pennsylvania enrollment of children in full-day kindergarten has nearly doubled during his term. He also said he supports the implementation of college-level classes in high schools, targeted funding for the districts that most need it and technological tools like laptops and interactive whiteboards.

For Rendell, the issue of education is one that is essential for the country’s continued prosperity. “We are failing to invest in our human infrastructure,” he said. “The U.S. has always produced the best engineers and scientists. We’re no longer doing that. We have to maximize our opportunities to help kids reach their full potential. There is no issue which I think is going to be more important for our country.” #

## Comments from Around the Nation

The recent fifth annual Equity Symposium at Teachers College drew attendants from across the country. Along with the diversity of the audience came a diversity of interests and opinions on the various presentations and discussions, especially those that addressed the issue posed in the symposium’s title: “Stimulating Equity? The Impact of the Federal Stimulus Act on Educational Opportunity.”

For John Affeldt, the director of the education program at Public Advocates, the impact, while enormous with regard to keeping state education budgets from dramatic cuts, was minimal in terms of producing change. “California got \$6 billion in stimulus money, and under the state fiscal stabilization fund, all the money was being used to backfill the cuts,” he said. “And even then, the cuts were greater than what the stimulus could address. There was no money left over to do proactive reforms. While the state agreed to the four assurances, they really didn’t do anything proactive to deliver on those assurances. California said it was going to do something to address the equitable distribution of teachers; they didn’t do anything about it. There are still gross inequities.”

For Affeldt, the main problem is posed by bad state funding formulas. “The stimulus money did not advance equity,” he said. “It merely exacerbated inequity by relying on existing state funding formulas. For states with bad formulas, the money was dumped there and was distributed regressively. I think that’s a significant lesson — the administration should think about how to enact funding. They should condition state acceptance of funds on the equitable nature of their formulas.”

Affeldt conceded, though, that some reform had come about in California, mostly as a result of Race to the Top requirements. “They took down the firewall between student test scores and teacher evaluations,” he said. “California also lifted the cap on charter schools in order to become more competitive for race to the top. So states have done some significant policy enactments.”

Funding formulas were also the primary

## Marymount Manhattan College Celebrates the Writing Center



(L-R) Judson Shaver, Lewis Frumkes, Eugene Lang, David Podell, Richard Lederer & Mimi Levitt

President Judson Shaver opened the 17th Anniversary Dinner Gala, held recently at the Doubles Club, honoring philanthropist Mimi Levitt and writer Richard Lederer. Lewis Frumkes, the esteemed director of the Writing Center, announced that the venerable Parker Pen Company had elected to become the official sponsor of the center’s 2010 Writers’ Conference in June.

Frumkes presented awards to Levitt and to Richard Lederer, whom he described not only

as this country’s reigning king of language but also as having been one of the center’s first Best-Selling Authors. “I can’t remember the year exactly,” said Frumkes, “But I think it was the same year that we had Shakespeare and Thomas Hardy speak.” Whether it was the exquisite food, the magnificent surroundings, the hysterical remarks of the speakers, or the gorgeous Marymount students who attended the illustrious guests, a good time seemed to be had by all. #

## NYU Steinhardt Launches its Latest Policy Breakfast Series

By JUDITH AQUINO

As the Obama administration increases funding for early childhood education, researchers and education practitioners focused on ways to improve preschool education in the first part of this year’s NYU Steinhardt Policy Breakfast series. The three-part series, “Educational Transitions from Childhood to Adulthood: Research and Policy Initiatives,” kicked off with a talk by Bridget Hamre, associate director of the Center for Advanced Study of Teaching and Learning at University of Virginia’s Curry School of Education. “We’re at a unique point in terms of educational policy reform. There’s a real push for innovation and there’s a lot of money on the table. Early childhood is playing a larger role in this than it has in the past,” said Hamre at the Kimmel Center for University Life.

Under the new federal initiative, the Early Learning Challenge Fund, \$8 billion would be provided over eight years to states with plans to improve programs serving infants, toddlers, and preschoolers. In acknowledging the vast amount of support aimed at early childhood education, Hamre stressed it was important for researchers to “move within our space of opportunity in a very careful way.”

Hamre gave an explanation of the observational tool she and her colleagues developed, which measures three distinct domains of teacher-child interactions in a pre-K setting: emotional support, classroom organization, and instructional support. Known as Classroom Assessment Scoring System (CLASS), the instrument has

been validated in over 2,000 classrooms and is currently used by the federal program Head Start to train its grantees nationwide.

Following Hamre were Steinhardt’s Cybele Raver, professor of applied psychology and director of NYU’s Institute of Human Development and Social Change, and Fabienne Doucet, assistant professor of education. Raver discussed the development of concrete steps that school districts and programs can use to improve classrooms. She described her work with the Chicago School Readiness Project, a federally-funded model that provides professional development and coaching to Head Start teachers. In discussing her use of the CLASS measurement tool, Raver emphasized the need for more resources to help teachers monitor and improve their performance. Doucet addressed the need to promote “school readiness” between teachers and families. There is often a communication gap between parents and teachers that has to be solved, explained Doucet. “We would like to develop a way for parents and teachers to talk collaboratively about the curriculum. ... How can we build on parents’ local knowledge and bring in parents in an organic way?” Cultural awareness is a key component of bridging that gap, added Doucet.

The second part of the series will take place on March 4 and will focus on educational transitions during the middle school years. On April 16, the series will conclude with its final section, which will focus on transitions to post-secondary education, careers, and adulthood. #

concern of Janell Drone, who teaches public school finance at Adelphi University. “I think it’s critical,” she said. “People don’t understand the formulas of how money is allocated. They know how much is available, but they don’t understand how it’s channeled from the federal government to the state and then to the classroom. It’s a difficult procedure to understand. And not enough people know enough about it to ask the right questions.”

Tom Begich came all the way from Alaska to the symposium in New York because he was “curious to see how adequacy issues are being dealt with by stimulus money.” He

came away concerned mainly by whether political gridlock would imperil the cause of reform. “There didn’t seem to be a clear understanding among the participants that the tenor of debate at the highest levels of government has really changed, that it had become really acrimonious,” said Begich, who was representing an organization called Citizens for the Educational Advancement of Alaska’s Children. “Republicans and Democrats simply aren’t cooperating right now. The new dynamic seems like a zero-sum game. Compromise isn’t in the winds right now, and that has a direct impact on educational policy.” #



## Norbert Krapf

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Because of his influence, I became an English major, a teacher, and a writer. I graduated from high school in 1961, came home often to visit family and friends, and always visited him, until his death in 2000, when I flew back from New York to my hometown, Jasper, Ind., to serve as pallbearer. My first full-length collection is dedicated to him and to my parents.

Another important model already mentioned, William Stafford, who mentored others as well, came from Kansas and wrote of his Midwestern origins and ordinary people. He was a poet of the people. He wrote in deceptively simple language that takes the reader below the surface and reveals that mystery resides in the everyday world. He saw the writing of poetry as an ordinary human activity that we all enjoy as children but for some reason, no doubt because of cultural attitudes, come to think is not an adult activity. I am blessed to be a perpetual child in this respect.

**Favorite Works:** So many I could not list them all. *Leaves of Grass* for starters. We lived for decades maybe 15 miles from the Walt Whitman birthplace, where I had the honor to read several times, and Whitman's shadow is long in my writing life. Again, the mysteries of the ordinary expressed in everyday American language — but don't be fooled, he worked hard to sound natural, revised more than one might think for someone who sounded his "barbaric yawp" across the rooftops of the world. I savor so many sections of "Song of Myself," his great experimental poem, but "There Was a Child Went Forth" and "Crossing Brooklyn Ferry" are high on the list. So many of Emily Dickinson and Robert Frost's poems. Rumi, Basho, Rilke, the authors of the Psalms and Isaiah and Jeremiah and The Song of Songs and Ecclesiastes and the Book of Job, but what about songwriters, a great influence on me, the rural blues singers Robert Johnson and Son House and Lightning Hopkins and Woody Guthrie and Bob Dylan and Lucinda Williams and Patti Griffin. As I often say, poetry and song are kissing cousins, and one mission I have as IPL is to reunite poetry and song, poetry and music, which are in effect one but have been separated by the academy, a bad mistake.

**Poetry in Schools:** I would tell them to relax

and discover how much young people love poetry, the compression and music of the language, the free flight of the imagination in image and metaphor, the glory of finding spoken language compressed to the level of song that speaks to and for all, that gets inside our bodies and settles into our psyches. Don't worry too much about "meaning" at first. People who learn how to read poems can follow their intuitions into them and come out with their intellects also awakened. Reading poems helps people learn how to write, compress their language, express their feelings, become aware of their inner lives. How can that not be of value? Don't feel guilty about having fun reading poetry. Learn from your students. That's what I loved to do and still do when I go in to visit the schools. Be a good learner, don't pretend that you are the ultimate authority figure on what a poem means. Students see through that stance.

**Poetry's Future:** Poetry and song always have a great future. They cannot be stamped out. They are expressions of the human spirit that will out! If a poetry magazine or reading series in one place goes under, it will sprout up somewhere else, like mushrooms in a spring woods. Poetry is an expression of the human spirit, and as long as there are human beings alive somewhere, there will be poets and poetry. As Ezra Pound once said, it matters that great poems get written, but it matters not who writes them. Yes, poetry doesn't sell much in our country, but it's very much alive everywhere, in classes, in bars, in cafes, in libraries and community centers, in concerts where folksingers alternate with poets and jazz trios back spoken-word poets, in slams, in performance poet venues. The Internet has helped poetry spread; there are good poetry sites accessible to all. I'm a lover of the old-fashioned letter who writes e-mails as if they were letters, but I don't much like instant messaging because it interrupts my writing day and sometimes what comes in is drivel and distracts one from important work. But maybe there will be a resurgence of haiku because text messages must be brief and e-mails usually are. Anything that stresses compression can't be all bad, as long as cliché gets burned out! Nothing, no kind of technological development or trend, can eliminate the life force that poetry is. If a government tries to ban poetry, it goes underground and flourishes. #

## Walter Barga

continued from page 25

the better they will be at taking control of their own narratives and less susceptible to demagoguery. Poetry is an excellent medium for stories and the sharing of stories.

**Poetry's Future:** I think the future of poetry is strong and growing stronger. More people are writing and reading poetry than ever before. The role of a Poet Laureate is to share his or her enthusiasms for poetry with the goal of bringing poetry back into the public discourse. With 40-plus state Poet Laureates and a national Poet Laureate, I believe that this is happening more quickly than anyone expected, that is, if my experience similar to the other Laureates. #

## Surviving Cancer

continued from page 22

when she returned to the "doctorr side of the treatment room.

The memoir unfolds through a series of e-mails, mostly to Liberman's close friend, Jen, who is about to deliver her second child, but also to colleagues, other friends, family and physicians. Some of the entries, concerning the specifics of Liberman's treatment, may not interest every reader; more accessible, and often charming, are Liberman's descriptions of hat shopping, exulting in a delivery of dozens of pink balloons, or celebrating the accomplishments of younger women physicians and scientists whom she'd mentored through her role as director of the pro-

gram for Women Faculty Affairs.

Liberman is not above using the "cancer card" to score a dinner reservation at a hard-to-get-into Manhattan restaurant, or snagging a cab when needed.

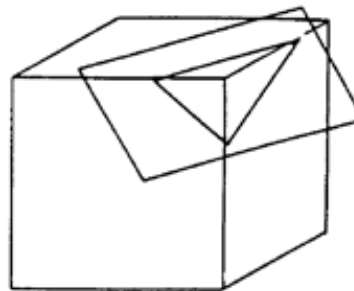
What's admirable is how Liberman chooses to continue to live — attending theater with her teenage daughter, planning a surprise 50th birthday party for her beloved husband, helping her son navigate the college admissions process. It's a powerful reminder that, as Liberman writes, "You have to create your magic in each individual day," or "savor celebrations. It's not all about the cancer!" What might have sounded trite, in a different context, instead is genuinely uplifting, and makes the reader root for Liberman's successful outcome. #

## THE DEAN'S COLUMN

# APPRECIATING GEOMETRY IN THREE-DIMENSIONS: EULER'S POLYHEDRA

By DR. ALFRED POSAMENTIER

We often see geometric shapes in our daily comings and goings. Furthermore, from a scholastic viewpoint, the New York state curriculum has included more three-dimensional geometry into the high school course than previously. Our students can stand to be enriched by this topic — one discovered by the famous Swiss mathematician, Leonhard Euler, in the 18th century. He discovered a lovely relationship among the vertices, faces, and edges of polyhedra (which are basically geometric solids).



You might begin by having students find various polyhedra and count the number of vertices (V), faces (F) and edges (E), make a chart of these findings and then search for a pattern. They ought to discover that for all these figures, the following relationship holds true:  $V + F = E + 2$ .

In the complete cube, the relationship holds true as:  $8 + 6 = 12 + 2$ .

If we pass a plane cutting all the edges of a trihedral angle of the polyhedron (i.e. a cube here), we separate one of the vertices from the rest of the polyhedron. But, in the process, we add to the polyhedron 1 face, 3 edges, and 3 new vertices. If V is increased by 2, F increased by 1, and E increased by 3, then  $V - E + F$  remains unchanged.

That is,  $V + F = E + 2 = (8 + 2) + (6 + 1) = (12 + 3) + 2$ .

We can obtain a similar result for any polyhedral angle. The new polyhedron will have a new face with the same number of vertices as edges. Since we lose one vertex but gain one face, there is no change in the expression  $V - E + F$ .

We know the Euler Formula applies to a tetrahedron (a "cut off pyramid":  $V + F = E + 2$  here is  $4 + 4 = 6 + 2$ ). From the above argument, we can conclude that it applies to any polyhedron that can be derived by passing a plane that cuts off a vertex of a tetrahedron a finite number of times. However, we would like it to apply to all simple polyhedrons. In the proof, we need to show that in regard to the value of the expression  $V - E + F$ , any polyhedron agrees with the tetrahedron. To do this we need to discuss a new branch of mathematics called topology.

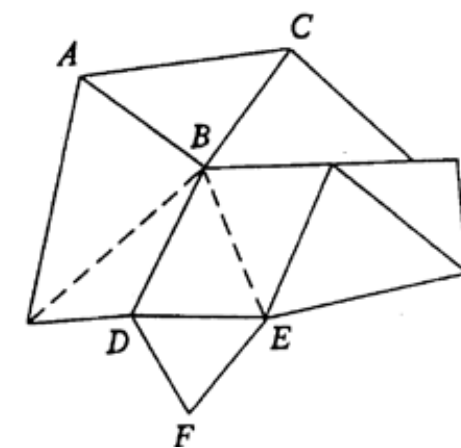
Topology is a very general type of geometry. Establishment of Euler's Formula is a topological problem. Two figures are topologically equivalent if one can be made to coincide with the other by distortion, shrinking, stretching, or bending, but not by cutting or tearing. A teacup and a doughnut are topologically equivalent. The hole in the doughnut becomes the inside of the handle of the teacup. Have students give other examples of topologically equivalent objects.

Topology has been called "rubber-sheet geometry." If a face of a polyhedron is removed, the remaining figure is topologically equivalent to a region of a plane. We can deform the figure until it stretches flat on a plane. The resulting figure does not have the same shape or size, but its boundaries are preserved. Edges will become sides of polygonal regions. There will be the same number of edges and vertices in the plane figure as in the polyhedron. Each face of the polyhedron, except the one that was removed, will be a polygonal region in the plane. Each



polygon not a triangle can be cut into triangles, or triangular regions, by drawing diagonals. Each time a diagonal is drawn, we increase the number of edges by 1 but we also increase the number of faces by 1. Hence, the value of  $V - E + F$  is undisturbed.

Triangles on the outer edge of the region will have either 1 edge on the boundary of the region, as  $\triangle ABC$  in the figure below, or have 2 edges on the boundary, as  $\triangle DEF$ . We can remove triangles like  $\triangle ABC$  by removing the one boundary side. In the figure, this is  $\overline{AC}$ . This decreases the faces by 1 and the edges by 1. Still,  $V - E + F$  is unchanged. If we remove the other kind of boundary triangle, such as  $\triangle DEF$ , we decrease the number of edges by 2, the number of faces by 1, and the number of vertices by 1. Again,  $V - E + F$  is unchanged. This process can be continued until one triangle remains.



The single triangle has 3 vertices, 3 edges, and 1 face. Hence,  $V - E + F = 1$ . Consequently,  $V - E + F = 1$  in the plane figure obtained from the polyhedron by distortion. Since one face had been eliminated, we conclude that for the polyhedron  $V - E + F = 2$ .

This procedure applies to any simple polyhedron, even if it is not convex. Can you see why it cannot be applied to a nonsimple polyhedron?

An alternate to the approach of distorting the polyhedron to a plane after a face has been eliminated can be named "shrinking a face to a point." If a face is replaced by a point, we lose the  $n$  edges of the face and the  $n$  vertices of the face, and we lose a face and gain a vertex (the point that replaces the face). This leaves  $V - E + F$  unchanged. This process can be continued until only 4 faces remain. Then any polyhedron has the same value for  $V - E + F$  as does a tetrahedron. The tetrahedron has 4 faces, 4 vertices, and 6 edges:  $4 - 6 + 4 = 2$ .

This topic will give students a widely enriched outlook into geometric shapes in three dimensions.

Dr. Alfred Posamentier is professor emeritus of mathematics education and former dean of the school of education at City College of New York, author of over 45 Mathematics books, including: *Mathematical Amazements and Surprises (Prometheus, 2009)* *Math Wonders to Inspire Teachers and Students (ASCD, 2003)*, and *The Fabulous Fibonacci Numbers (Prometheus, 2007)*, and member of the New York State Mathematics Standards Committee.





## MOVIE REVIEWS

## AVATAR: AMAZING MOVIE MAGIC

WETA



*Neytiri (Zoe Saldana, right) teaches Jake (Sam Worthington) the skills he'll need to survive on Pandora.*

By JAN AARON

**T**he much-ballyhooed sci-fi spectacular *Avatar* has arrived, and it is a stunning achievement. It is not taken from a novel or old mythology, but a dream in the mind of James Cameron (best remembered for *Titanic*), and the American tragedy in Vietnam is recalled by his story.

Cameron wrote this story many years ago, when the technology to make it did not exist, so he was now finally able to set about creating it with masterminds of the tech world. *Avatar* has brought motion-capture technology to its zenith: Nearly every view of the film's gorgeous imaginary moon, "Pandora," populated by the blue-skinned Na'vi, light-years away from decimated Earth, is computer-generated.

The heartbeat of *Avatar* is a lovely, believable love story, which the technological wizardry serves to enhance. It takes place in the year 2154, three decades after a multinational corporation has established a mining base at Pandora. One corporate executive refers to the locals as "blue monkeys," and forces the conglomerate to engage in Pandora by proxy. Since the atmosphere is poisonous to humans, they dwell in oxygen-soaked cocoons, but they move out into mines and to confront Pandora's creatures in heavy armor and robotics. In addition, a small group of scientists is pioneering a new technol-

ogy in which a remotely-controlled biological body with mixed human and native Na'vi DNA, called an "avatar," is able to walk freely on Pandora without suffering from the perils of the poisonous atmosphere.

Jake Sully (Sam Worthington), a paraplegic Marine veteran, takes his slain twin brother's place in the avatar program as a sort of guinea pig in the hopes that his observations of Pandora and its population might create a more peaceful planet — or a more profitable scenario for the corporation. Without any coaching, Jake must somehow attach his consciousness to his twin brother's avatar, which was grown from his twin's identical DNA. Jake manages to be adopted by a powerful Na'vi named Neytiri (the beautiful Zoe Saldana), and she teaches him how to live in the forest, speak the local language, and the laws of nature.

Cameron gives Jake a paradise to play in — all brilliantly brought to life in 3-D. It's a make-believe world perhaps influenced by Cameron's knowledge of deep sea diving, a dreamscape of flying dragons, magical plants, weird crawlies, floating flowers and wild dogs, all comprising a rain forest with magical, spiritual properties. The film's cast also features Sigourney Weaver as head of the Avatar Program, and Stephen Lang as Col. Miles Quaritch, the corporation's unscrupulous head of security. #

## Toe-to-Toe: A Nontraditional Interracial Story

Strand Releasing



*Louisa Krause (left) and Sonequa Martin (right) in Toe to Toe*

By JAN AARON

**T**he *Toe-to-Toe*, opening in late February 2010, steps over the typical teen racial themes to bring a fresh perspective to the story. Sociologists tell us that interracial friendships often end by age 14, but in this hard-hitting and engaging film from director-screenwriter-producer Emily Abt, a friendship is forged between two high school seniors in Washington, D.C., on their prep school's lacrosse team.

They come from opposite ends of the socioeconomic spectrum. Tosha (Sonequa Martin) lives in poverty in the city's troubled Anacostia area. She is black and wants to rise above her surroundings by doing things that smash racial stereotypes, like playing a sport black girls don't often participate in, and going to Princeton, a school that not many black students from the inner-city dream of attending. Jesse (Louisa Krause), from upscale Bethesda, Md., is ignored by her workaholic mother, Claire (Ally Walker), and is essentially

without a family. Jesse is an exhibitionist who will do anything to get attention. Through Jesse, the film gets frank about teenage sexuality and STDs, a growing teenage health crisis, and director Abt hopes the film will spawn more discussion on the topic.

This interesting story also reverses the usual notion by trouncing certain racial clichés. Here, the inner-city black girl gets nurturing guidance from her grandmother (Leslie Uggams), while the rich girl grows up on her own.

Tosha is bullied by her neighborhood peers for being so studious. The girls' friendship is strained when they both develop an interest in Rashid, (Silvestre Rasuk), a handsome Lebanese deejay, whose presence introduces Muslim customs to the film. Things unravel further when the girls fight on the lacrosse field, and racial slurs appear on Tosha's locker soon after. Jesse is expelled from school and spirals deeper into her self-destructive behavior. In yet another twist, Tosha bails her out and they become each other's salvation. #

## BARNARD COLLEGE RIBBON CUTTING AT DIANA CENTER

By DR. POLA ROSEN

As a Barnard alumna, I proudly attended the opening of the Diana Center, named for the generous benefactor, Diana Vagelos. Roy Vagelos, former president and CEO of Merck and Diana Vagelos and their children attended the ceremony. President Debra Spar as well as trustee Anna Quindlen spoke eloquently of the great benefit to Barnard women and faculty the new building would bring.

And what's in a name? Diana, the Roman goddess of hunting as well as protector of the weak exemplifies a blend of compassion and strength, as does our patron, Diana Vagelos.



*President Debra Spar*



*Trustees, alumnae and faculty listen intently against the backdrop of the gleaming new building*



*Benefactor Diana Vagelos*



## Putting Old Heads On Young Shoulders

By DEAN JERROLD ROSS



A lot is being said these days about assessing the competence of teachers, especially those just entering the teaching profession. The papers as well as our own professional journals are filled with ways in which the city, state, and federal government plan to go about it. In similar fashion, teacher education institutions, responding to the call for such assessment, are collecting evidence that their recent graduates, generally one to five years out, meet a high level of such competence. While this may sound right, the problem is that those creating the means by which teachers will be judged are generally much older and (hopefully, although not always the case) have acquired a set of skills and knowledge based on years of seasoning. Looking back over their shoulders at new teachers often causes them to lose sight of the years it takes to grow from a novice teacher to an expert professional.

They expect that all teachers will be able to manage classrooms, some as diverse as including children who speak anywhere from two to twenty-five different languages, and whose cultural background has not included exposure to American, or even Western, precepts.

They expect these teachers to know how to stem violence that sometimes erupts in their classrooms (this after two hours of preparation mandated by the state). They expect that teachers will possess a high level of understanding of subject matter content related to their own fields, not to mention a wide knowledge of the sciences, humanities, the arts, and the social sciences, in addition to pedagogy. They assume that teachers are aware of the latest literature pertaining to current issues in education, obtained through the media and the Internet, over and above traditional books and journals.

They assert that teachers should know the difference between “No Child Left Behind” and “Race to the Top,” and be aware, at the same time, that educational slogans change every five years or so. They assume that a teacher cannot be without knowledge of the politics both in their schools and their school systems and, in order that they can hope to improve working conditions, be immersed in collective negotiating procedures.

Increasingly, it is a mandate that teachers be familiar with the handling of data to follow the progress of their students and, hopefully, the renewal of their own teaching strategies. It is axiomatic that they also know both state and local standards in each of the disciplines they teach (at the elementary school level, as we know, they are numerous).

From the start they must be adept at working with parents and other stakeholders in their com-

munities. They need to understand how these and other forces evaluate schools. They should understand the school report card, with all its implications not only for teaching but for the value of real estate in their neighborhoods. This is critical to their own survival, even as the report cards themselves have been subject to intense criticism by those who have knowledge of psychomet-

rics and, might I add, also possess a fair amount of common sense.

All of this must precede, or at least be congruent with, knowledge of children (we finally arrive at thinking about the children they teach). Teachers must be expert practitioners dealing with children who have special needs, ranging from cognitive or emotional difficulties to those whose achievement is the product of giftedness or extraordinary talent. Let’s not forget, as well, that teachers must navigate among children in classes numbering as high as 30 or more, must be skilled in methods of differentiated instruction (in plain English, must be able to teach children of vastly different abilities, levels of attention, and widely ranging physical needs, especially in middle schools). A deep knowledge of the developmental level of children at each grade level is also imperative, particularly if the children, including those who have just immigrated to this country, are to meet the requirements of the grade to which they have been assigned. It would be nice, as well, if teachers were able to evaluate research impinging on what and how they teach in order to inform their teaching and give them the tools by which they can evaluate, intelligently, both the curriculum and their students’ progress.

Naturally, assessment of teachers, based on these criteria, is left to those with wiser and experienced heads (we hope). The problem is that the assessors forget how long it took them to acquire all of the above. Yet they expect that young heads have been able to assimilate all of these skills and competencies, if not more, within even a period as long as five years.

So we are feverishly trying to put old heads on young shoulders. That burden, in a profession which is as much an art as a science, is neither fair nor wise, neither just nor sensible. When I was a beginning teacher I enjoyed the company and the commiserations of those who were my age. I also marveled at the expertise of the older teachers who had continued to grow, but who were fortunate enough to have had the years of experience necessary to meet the challenges of our profession. I’ve never forgotten those days, those teachers, and those truths. Others have. #

*Jerrold Ross is dean of The School of Education at St. John’s University.*

## PUT CHILDREN FIRST IN CHARTER SCHOOL DEBATE

By ERNEST LOGAN



The charter school conversation that intelligent adults were having has turned into a shouting match that doesn’t put children first. It’s time to modulate our voices and communicate as grown-ups. We have some anti-charter people screaming about how charter school advocates are profiteers who want to leech all the money from traditional public schools, bust unions and privatize all education. We have some pro-charter people crowing that charter schools are a panacea for all our educational woes and have a divine right to run roughshod over traditional public schools.

None of these extreme views are helpful. Voices have risen to a hysterical pitch as states compete for Race to the Top funds. But in New York state, we have a thoughtful Board of Regents chancellor, Meryl Tisch, who advocates raising the charter school cap even though New York already has more than any other state. On the federal level, we have Education Secretary Arne Duncan, who supports charter schools while carefully scrutinizing the mixed data and pledging to shut those that fail.

These public officials are hardly running off the rails. CSA welcomes charter schools as a supplement to traditional public schools, a sound way of increasing choice, and an additional spur to innovation and competition. Charter schools are public schools that are relieved of some constraints so that innovative methods may be tested to reach specific academic goals. Because they receive public money, they are prohibited from charging tuition and from rejecting students on the basis of academic achievement, special needs, or English language proficiency. The best of these schools often grow from community roots, nurtured by devoted school leaders, teachers and parents who want to try new ways of educating their youngsters. All charter schools may be unionized so that administrators and teachers enjoy fair wages and benefits. So far, CSA represents school leaders at nine New York City charter schools, most of which sprang from the community. Schools that are not community-based, started by for-profit companies, are sometimes in the game to grab easy money from the public till. For-profit charter schools are a contradiction in terms and should be discouraged.

Charter schools that honor the spirit of the New York State Charter Schools Act of 1998 and have student populations that mirror the demographics of their communities should have financial parity with traditional public schools in the same district. Several analyses indicate that charters in New York City, and perhaps in the rest of the state, do not enjoy this parity. The charter school funding formula is complex and flawed, and the state should correct it. Charter schools receive less money per student than traditional district schools; they receive no facilities aid. Because

of how the formula works, which is based on what district schools spent two years prior, charter schools face a time lag in terms of funding. This is especially problematic for unionized schools, where pension and salaries are based on current contracts. Another funding freeze will financially cripple the ability of successful charter schools to meet the promise of the 1998 act to “increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at risk of academic failure.”

At the same time, some charter schools enjoy outrageously unfair advantages. Some districts, including New York City, provide favorable treatment to some charters even though they break rules and make a charade of accepting students unconditionally. These charters actively recruit promising students, skimming them from traditional public schools. When the time comes for city and state tests, special needs, ELL and underachieving students who “slipped in” are forcefully steered back to traditional neighborhood schools, often too late for per-pupil funding to accompany them. Such charter schools enjoy artificially inflated test scores, whereas the traditional schools that take in the more challenging students at the last moment suffer artificially lower scores. Because charter schools are a hot trend, critics suspect that they receive preferential treatment in terms of facilities and accountability measures. Even though research indicates disappointingly mixed results for charter schools, a school system like New York’s occasionally seems more than willing to lace public schools with boutique charters and provide them with the best space in the building, the bulk of supplies, and a ton of favorable publicity. This trend leaves whole communities fearing that the city will close some of their traditional schools to make way for unproven charters. According to *The New York Times*, quoting data from Stanford University’s Center for Research on Education outcomes, “37 percent of charter schools [offer] a worse education than children would have received had they remained in traditional schools.” In the end, the charter school mania that presupposes superiority undermines the reputation of all charters.

High-quality charter schools are playing an important role in improving our nation’s education system. Toxic rhetoric and partisan tactics, both pro and con, hurt everyone. Harping on the high-handed or shady practices of a few charter school organizations encourages some public officials to treat all charters unfairly. And presuming that charters are superior encourages other public officials to overestimate their abilities to the detriment of all other schools. The only absolute truism is that we owe our children all the good schools we can give them. #

*Ernest Logan is president of the Council of School Supervisors and Administrators.*

## School Closings

*continued from page 9*

Bronx, survived the ax due to the community’s outcry to keep it open. However, the city still plans to phase out the architectural engineering and building construction technology programs. Therefore, students will only be able to enroll in the automotive technology program. Also, the city is proposing to move Bronx Haven High School, an existing transfer school that serves students in grades 9-12, and the New York City Charter High School for Architecture, Engineering and Construction Industries into Alfred E. Smith’s campus. East New York Preparatory School will be the fourth charter school to close. The school opened in 2006 and has been under scrutiny for financial mismanagement, shortening their school days, and its low performing students.

At the meeting, council member and a longtime advocate of New York City public schools Robert Jackson addressed the closures. “This leads our students to the prison pipeline,” he said. Mr.

Jackson’s testimony at the hearing questioned the fairness of closing schools whose demographics consist largely of high-needs students who are from low-income households or are homeless. Furthermore, he stated that the Department of Education failed to provide the necessary resources to these students. “The DOE has not revealed what, if any, steps were taken to help at-risk schools and did not adequately consult with the school communities before marking them for closure,” said Mr. Jackson in his written testimony.

“I’m here in solidarity [with] all the teachers, students and administration who have been targeted this month,” said Lisa Donlan, president of the District 1 Community Education Council in Manhattan. Many students from the schools slated to close attended the meeting to show their support. “I will be upset, sad, miserable, because it’s not just a school; it’s a family,” said Jennifer Bamba, ninth-grade student from Global Enterprise, which is scheduled to begin its phase-out process this spring.

The Panel for Educational Policy is comprised of 13 members. The mayor appoints eight panelists, leaving the five borough presidents to each appoint a member.

The city has phased out 90 schools since Mayor Bloomberg took control of the New York City public school system in 2002. Larger schools have mainly been affected by these closures. Smaller schools and charters have replaced most of the large high schools. “The reformation movement in New York City high schools is about closing them,” said Michael Mulgrew, president of the United Federation of Teachers. Mr. Mulgrew threatened to sue the city if the process for these closures were not legal. “I will assure you, we will be seeing you in court,” he added. Just days after the meeting the UFT and the NAACP filed a suit against the Department of Education.

“How can you possibly be the only ones to

decide what schools remain open,” said Scott Stringer, Manhattan borough president. School closures are determined by several factors. Every year, the state releases a Schools Under Registration Review (SURR) list, identifying the schools that are furthest from meeting state standards and face the possibility of closure if they do not make improvements required by the state education commissioner, David Steiner.

Mr. Steiner announced this year’s removal of 14 schools from the SURR list as well as the addition of four schools to the list. His statement also announced that starting next year, graduation rates will be added to the SURR accountability criteria; schools will be identified if their combined English language arts and mathematics performance places them among the lowest achieving in the state. These changes will result in an increase in the number of schools that will be identified as SURR next year. #





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