

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



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CUTTING EDGE NEWS FOR ALL THE PEOPLE

Photo by Edward Reed

CATHLEEN P. BLACK NYC SCHOOLS CHANCELLOR



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THE EDUCATION
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GUEST EDITORIALS

New Chancellor Must Halt the Dropout Rate

By HOWARD DODSON

Intrinsically contrary to popular opinion, continuing to raise the test scores in the public school system is not the biggest challenge facing the new chancellor of New York City's public schools.

Mayor Bloomberg and Chancellor Klein have made raising test scores the primary measure of educational performance. Much still needs to be done in this area. However, the number one challenge facing the chancellor and the schools system is stopping the school system's persistent, horrendous dropout rate that is destroying the lives of 50 percent or more of black and Hispanic students who are enrolled in schools but drop out before they graduate.

Each of them is a casualty of a dysfunctional system that is ultimately failing half of the children it purports to serve. Each is a candidate for a failed, dysfunctional life. The school system is supposed to prepare these young people for life and give them the skills and knowledge needed to successfully negotiate a rapidly changing, demanding world. Yet, for upward of 50 percent of those who enroll, it is doing anything but that. Increases in test scores notwithstanding, there is some question as to whether those students who manage to graduate are equipped to meet the challenges that the 21st century holds for them.

You see, most studies of the educational preparation students need to compete in the 21st century have concluded that they need the equivalent of 16 years of schooling. Neither the public school system nor the structures of higher education we currently have in place are capable of serving more than 10 to 12 percent of the students who actually graduate from school. Colleges and universities now pride themselves in the number of students they do not admit. This, they say, is a reflection of the increasingly competitive nature of their admissions and the high standards they have established and maintained. The other high school graduates who don't get admitted to four-year colleges see the prospects for their future success declining, if not vanishing.

The societal impact of this underdevelopment of our potential is significant. Without a highly



trained educated workforce, our nation will not be able to compete in the larger global political economy. The United States has already slipped from being one of the top-five producers of talent to the 20's among developed nations. The future of America itself is at stake if these trends continue.

The challenges facing graduates of New York City public schools increase exponentially for dropouts. A significant percentage of those who leave school before graduating are already being tracked to fill the state's growing prison industrial complex. A disgracefully disproportionate percentage of the incarcerated, like the dropouts, are black and Hispanic young people whom the system has failed. If the options for high school graduates without a college education are so grave, one can imagine the limited life-sustaining, meaningful options that will be available for those 50 percent or more who never graduate.

That the overwhelming majority of those who are at risk (like the majority of children enrolled in New York City public schools) are black and Hispanic is of special concern to me. The New York City public school system was never designed to educate black and Hispanic children. Indeed, for more than 200 years a prevailing assumption questioned whether or not black or Hispanic children could be educated at all. This assumption has influenced the policies and practices that are still alive in the day-to-day functioning of the system. If teachers and educators begin with the assumption that their students can't learn, you can predict with certainty that they won't. The high dropout rate is likely a by-product of this systemic malfunction. The new chancellor needs to focus attention on stopping the hemorrhaging — halting this horrendous rate of attrition.

Students' alienation from the schools is likely a reflection of the New York City public school system's alienation from them, their history and their culture. The new chancellor needs to root out racists' assumptions among black as well as white teachers and educators. She needs to reconstruct the educational and learning experiences around the 85 percent "minority" student population rather than continue to assume that what works for the white numerical minority population will work for the true majority. She needs to retrain teachers throughout the system,

The Future of New York City Schools is in Good Hands

By MAYOR MICHAEL BLOOMBERG

New York City's new schools chancellor, Cathie Black, is taking over a school system that has undergone dramatic improvement. Thanks to the tremendous work of our talented teachers and principals, the involvement of parents, grandparents, and guardians, and the bold leadership of the outgoing schools chancellor, Joel Klein, we've transformed New York City's public school system from a dysfunctional failure to one that the Obama administration has called a model for the nation.

By any measure, graduation rates and achievement levels — after decades of being flat — are up substantially. Violence in the schools is down dramatically. And New York City students are outpacing students in the rest of the state and the country. But we know we still have so much more to do to ensure that every student learns the skills they need to pursue their dreams — and I have great confidence that Cathie Black can help lead our schools to the next level.

Cathie Black has spent her career in the private sector helping companies improve their performance. But she is much more than a highly skilled manager. She understands people. She understands the skills young people need to succeed. And she understands how to help drive and inspire them to excel. She also understands what it's like to have obstacles to success. As a woman who began her career at a time when many women were not given senior level positions, Cathie has always been a trailblazer, determined to succeed. And I have no doubt she will keep New York City at the forefront of public education.

Already, Chancellor Black and her colleagues at the Department of Education are working on the next generation of school reforms. For example, in order to fully prepare our students for college and careers in the 21st century, we need to make sure the curriculum they are learning teaches all the crucial skill sets. That's why we're adopting new Common Core standards, a rigorous set of national standards for math and literacy. Our team at the Department of Education is already working on strategies to implement the Common Core standards in our schools as quickly as possible.

As we seek to improve what our students are being taught, so too will Chancellor Black do more to help support and develop our teachers.

grounding them in substantive knowledge of the "majority minority." She needs to consult with dropouts as well as teachers and parents to find out what else is causing them to become disillusioned with school. And she needs to rethink the core curriculum and put a greater emphasis on black and Hispanic history and culture.

The time to start making these changes is now. #
Howard Dodson is the director of the Schomburg Center for Research in Black Culture.



This means emphasizing fair evaluations for teachers, which will help schools build a culture where teachers receive regular feedback and support for their professional growth. We ought to be able to reward highly effective teachers, and also identify those who are struggling. Building better teacher evaluations is a mission everyone — students, parents, and teachers themselves — will benefit from.

Unfortunately, due to the national recession, we also have some very tough budget decisions ahead of us. The charge I've given to Chancellor Black is to do everything possible to keep as many dollars where they belong: in the classroom, supporting effective teaching and learning. As someone who has spent a career managing large budgets and stretching every dollar, I know she is more than up to the job.

Chancellor Black has been visiting schools across the city, talking with parents, teachers, principals, and students, and listening to their concerns, ideas, and suggestions. With all of us working together, I know that we can continue raising the bar and helping more and more of our children succeed — not just in public schools, but in college and careers. #

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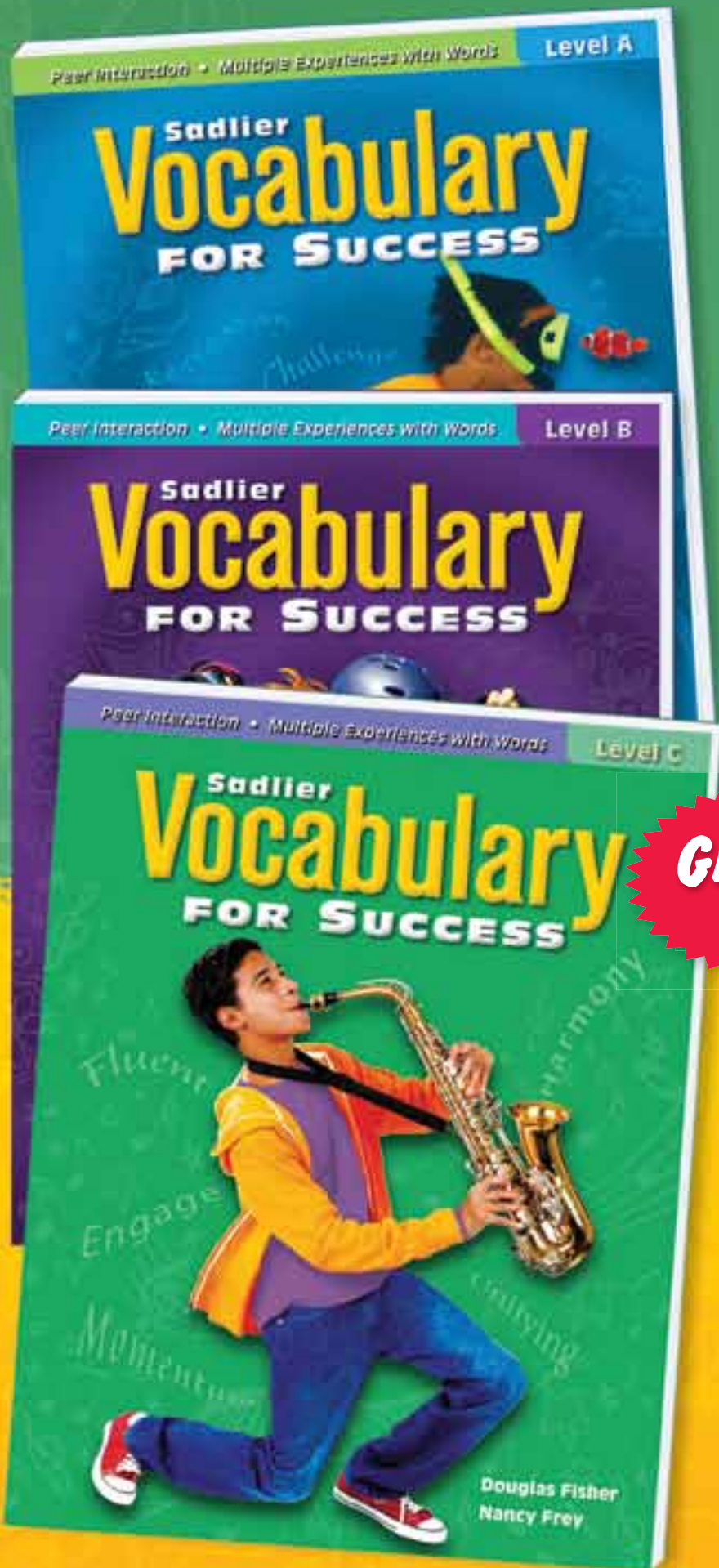
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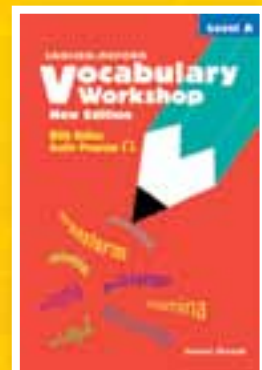
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GUEST EDITORIAL

Good Teacher Training Equals Heightened Student Learning



By SANDRA PRIEST ROSE



lassroom teachers are being penalized for their students' poor test scores. We must recognize that teachers face different students every year with different abilities, and the factory model of manufacturing cannot apply to educating human beings.

We must also recognize that we give new teachers none of the training they need in preparation for their job. Schools of education teach about educational theories; they do not teach how to teach actual subjects. Education students read about Freud, Pestalozzi, Maria Montessori, whole language reading, phonics. They never learn how to teach reading, writing, spelling, comprehension, history, science, arithmetic, history of music and art. They have to learn through

painful experimenting. Teachers only learn how to teach after years of experience, trial and error, and a few years of failing to give students what they need. The fault lies in the lack of training they received.

A model of training teachers in the teaching of reading, writing and spelling has been developed by Reading Reform Foundation over a 30-year period that has proven to be successful for the teachers and their students. It requires hard work and dedication on the part of the mentors as well as teachers being trained, but it works.

The classroom teachers take a 40-hour course in one of the Orton-Gillingham approaches to teaching reading, writing, and spelling. These are systematic methods that teach in step-by-step ways an analysis of the English language that make its spelling and pronunciation logical. The teachers, and subsequently their students, learn that 87 percent of English is logical and subject to phonetic rules. Careful handwriting and accurate spelling precede reading. Everything is taught by using all the senses: seeing, hearing, speaking (muscles of the mouth) and writing (muscles of the arm and hand). This multisensory teaching helps fix learning on the brain and makes learning and remembering easier.

The course is then followed up by twice-a-week visits to the classroom teacher by a highly trained, sympathetic mentor. Together they plan lessons to be used in the classroom. The mentor first demonstrates and models, then gradually lets the classroom teacher take over more and

more. This program of 160 hours of training (40 hours in the course, 120 hours of classroom visits) results in well-trained teachers who are secure in teaching the subjects for which they have been trained.

Meanwhile, the students benefit from the logical teaching they are receiving as well. Their enthusiasm as they recite the sounds together, put them into words, and read aloud with confidence is palpable. These classes are alive with full participation and excitement. Solid gains in test scores provide additional proof of how much the students have learned.

The confidence engendered in the children by acquiring real skills also is bolstered by reading exciting or instructive stories and literature. Legends and myths can be read to the students in first and second grade until they can read on their own.

Some of the third-graders in a bilingual class read a child's version of "The Odyssey" in English this past year. When asked to write to thank the donor of the books, one child said, "Why? He didn't write the Odyssey. Homer did!"

Thus, the true purpose of good training for the teacher comes full circle in the intellectual ferment that can be created in the minds of the students in an inner-city school. #

Sandra Priest Rose is a reading consultant and a founder of Reading Reform Foundation of New York. She can be reached at info@readingreformny.org.

LETTERS TO THE EDITOR

BOCA RATON, FLORIDA

Designed With The Best of Intentions: The Fault Line in Support For Special Education

To the Editor:

NCLB promised positive changes. The law promised to have schools focus on students with disabilities, but states, districts and schools have systematically found ways to decrease the size of the group so that they do not count in a school's performance — changes in Florida resulted in students with disabilities being excluded from Adequate Yearly Progress calculations in 42 percent of the schools.

The system needs to change so all schools must focus on improvement in performance and all are held accountable for helping students with disabilities to succeed.

Mark Halpert

RICHMOND, VIRGINIA

Kurt Landgraf, ETS Pres. & CEO Refocuses Premier Testing Organization

To the Editor:

Mr. Landgraf mentored me while I was employed at DuPont Pharmaceuticals. He is an asset to our society. He is awesome. I only hope my grandson can emulate Mr. Landgraf in the future.

Horace Jeffries

NEW YORK, NEW YORK

An Interview with Dr. Kwando M. Kinshasa, John Jay College

To the Editor:

I find this is a very important article. You have given light on racism in a country that still practice such ugliness. Black students in this country have the need to know of these things.

Tyrone Henderson

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UNION LEADERS SPEAK

The Inconvenient Truth About 'Waiting for Superman'

By ANITA GOMEZ-PALACIO

Recently, the education conversation has been dominated by praise for and critiques of "Waiting for Superman," the new documentary on American education. I usually do not become involved in these public discussions on schools, which happen often now that education has become a "hot" topic for celebrities and billionaires. But the current hullabaloo over this movie caused me to reflect that the charges in this movie could not be left unaddressed.

For those educators who haven't seen the movie, I can sum up the plot easily enough: Unions are to blame for most problems in the schools and charter schools are the solution to all the ills. Poverty, drugs, absentee parents and other inner-city issues with which we're all familiar, well, as the kids say, "Not so much."

Such a facile, silly charge shouldn't even merit a response, but unfortunately, many non-educators, who haven't set foot in a school in years, are taking the movie's indictment as gospel.

I am a firm believer in pointing out problems that need to be addressed. No Child Left Behind and Race To The Top helped raise awareness that many school systems were failing, among others, English Language Learners and special-education students. "Waiting for Superman" is successful in that it has helped focus the general population on problems within school systems, which most of us, I think, believe is a good thing. After years of inattention, the spotlight is welcome.

But the problem is this: The movie is being seen by people who don't understand the subtext of the conversation, or how complicated education is. The movie's message is easy: Public schools are

sub-par. Teachers are awful. Charter schools are the salvation. Easy charges, easy solutions.

Well, I do hope that this conversation continues, but I certainly want it to become deeper than the one "Waiting for Superman" is generating. The movie panders to people's emotions. It's oversimplified and unbalanced. We must broaden the conversation without condemning all of our public schools. Many public schools nationwide, contrary to popular myth, are flourishing. Many public schools outperform the local charter schools despite the fact the public schools must admit all children, which isn't the case for all charter schools.

The movie glosses over facts that would complicate its message. For example, it holds up Finland as a nation with a model school system. Not once, does the movie mention that teachers are unionized in that country. The movie tips its hat to the successful Green Dot charter schools without once mentioning that they, too, are unionized.

The movie also fails to point out the disparity of resources. The Harlem Children's Zone is practically anointed the messiah of school systems, yet we never learn about the Wall Street millions behind the scenes, money that is unavailable to our public schools. This inequity can't be brushed away, and yet, it was.

Good ideas are welcome, but let's stop perpetuating the notion that no one before the present-day group of reform-minded educators ever noticed we have issues reaching our most at-risk children and that only they have the solution. It simply is not so. #

Anita Gomez-Palacio is the executive director of operations at the Council of School Supervisors and Administrators.

College Board Program Highlights Role of School Counselors (PART I)

By JOAN BAUM, Ph.D.

Own the Turf, the College Board's new program aimed at strengthening the image and performance of the nation's school counselors by way of offering strategic guidelines to help inspire and prepare youngsters for college and careers, is responding to a growing concern that teachers and parents and even guidance counselors themselves can't do it all. Own the Turf can also trace its recent debut to data that show that school counselors play an increasingly critical role in getting students into college and staying in college. For Patricia Martin, vice president of the newly instituted National Office of School Counselor Advocacy (NOSCA) of the College Board, the campaign to give guidance counselors, particularly in middle schools and high schools (some districts already involve elementary schools), greater "voice" in the national dialogue, could not come a moment too soon. A nationally known leader in the reform of school counseling, as well as a former teacher, supervisor of counselors, high school principal and school administrator in Prince George's County in Baltimore, Md., Martin (a B.A. in mathematics, an M.A. in School Counseling) comes to her position as VP of NOSCA with passion as well as experience.

Certainly the fact that "one-quarter of U.S. high school students drop out or fail to graduate on time" and "almost one million students leave our schools for the streets each year," as U.S. Commissioner of Education Arne Duncan recently reported, only reinforces the need to establish and enhance a "college-going culture" within the nation's schools, districts and communities. As is, data show that school counselors in many districts of the country, particularly those in large urban areas, are burdened with a student-to-counselor ratio of 467:1, and that's only the national average.

The idea, however, Ms. Martin notes, is not to advocate for hiring more counselors — although that would be desirable — but to provide a "comprehensive" program for counselors across the country that can serve as a "focused agenda" with "a road map" and "toolkit materials," including best-practices strategies that can be shared in person or online. The goal is to make college and career preparedness more effective, especially for the growing number of youngsters who are the first in their family to be college bound. Many prospective college freshmen, often minority, immigrant, poor, do not understand the extra-curricular requirements of attending college — getting and paying for required health services, for example. Between the end of June and early September there's a lot youngsters have to do after having been admitted to college. NOSCA, then, may be considered a professional development initiative for school counselors, K through 12.

We know how to assist kids with the admissions process, Ms. Martin says. What we don't know is how to ensure that, once admitted to a two- or four-year school, the kids stay there — matters essentially involving academic preparedness (including proper sequencing of, say, algebra to calculus courses), and financial support. Are all counselors aware that much of this kind of information, though complex, can be accessed online?

After studying existing College Board programs, the newly formed NOSCA identified eight basic components, all of which, ideally, should be addressed by the time youngsters are graduated from the 12th grade. Some of the pieces are familiar to counselors, but the need is for all of them to be, as well as for implementation to start early, in elementary school.

Please see Part II online at: www.EducationUpdate.com.

PENSION SHORTFALL IS WALL STREET'S DOING

By MICHAEL MULGREW

New York's professional hand-wringers are leading the public fight against union pensions and benefits, calling them major causes of the city's fiscal distress. Tabloid editorialists belabor worker pension "abuse," and conservative think tanks beat the drums for reducing worker benefits.

The facts about the pension system tell a different story. First, city pension benefits are generally modest; second, the reason the city's contributions to pension funds have risen has everything to do with the global economic crisis that cost state and city pension funds more than \$100 billion in lost value.

Let's start with the myth that city workers' pensions are unsustainably generous. The average pension for a member of the city's Teachers Retirement Fund in 2009 — and this includes the pensions of many principals and upper-level administrators who started out as teachers — was \$42,235 per year. Retirees from the city's other large civilian union, District Council 37, collect average pensions of only \$18,000 per year.

Like many employers, the city makes contributions to the pension funds of its employees, most of whom make required contributions from their salaries (in addition, many employees also make voluntary contributions to 401K-style supplementary plans). The amount that the city contributes varies by year, but in the past it has been as low as 4.3 percent of payroll for the teachers' system. Annual contributions have climbed to 30 percent to make up for investment losses, but as the stock market recovers in future years, that level will diminish.

In order to help the city meet its obligations, the United Federation of Teachers stepped forward last year and negotiated a change in pensions that the city said would save it \$100 million a year.

The city's pension funds could recoup millions of dollars more if they were permitted to sue the Wall Street firms whose trading mistakes and criminal actions caused the massive losses. The



legislature should modify the Martin Act — the law that allows the state to pursue wrongdoing on Wall Street — to let pension funds bring such suits.

Taxpayers, particularly those in higher brackets, should also be part of the solution. During America's great expansion from 1950 to 1980, the wealthiest 1 percent of Americans collected about 10 percent of total income. As of now, the nationwide percentage is 23.5 percent, and in New York City, the top 1 percent of earners take in nearly half — an astounding 46 percent — of all income. Yet a large piece — \$4 billion annually — of the huge deficit New York state is facing is due to the planned expiration of income tax surcharges on the highest earners.

The attack on city-employee pensions is just the opening salvo in a campaign to "balance" the budget by reducing the services important to the great majority of the people who live and work in this city, from schools to sanitation and health care. Working- and middle-class New Yorkers who make this city their home can't afford to let this attack succeed. #

Michael Mulgrew is president of the United Federation of Teachers.

This article first appeared in Crain's New York Business.

Report Calls for the Overhaul of Teacher Education Programs

By RANDI WEINGARTEN

Teacher education programs should provide more clinical experiences for teacher candidates, forge stronger partnerships with school districts, focus on both content knowledge and pedagogy, and improve candidate selection and placement, according to a report released by a panel of experts. The panel was convened by the National Council for Accreditation of Teacher Education (NCATE). The following is a statement made by the president of the American Federation of Teachers, Randi Weingarten.

NCATE has used research, common sense and the experience of everyday educators to create a blueprint for thoughtful and dramatic improvements in the way America's teachers are prepared for their careers. Rather than engage in a false choice about whether to continue the status quo or eliminate college-based teacher education programs altogether, NCATE wisely has focused on what is best for students.

The council's call for prospective teachers to receive more clinical experience is a smart first step in a profession that sees nearly half of teachers exit in their first five years of teaching. The recommendation that teacher education programs work more collaboratively with school districts will help ensure that teacher preparation and hiring are more closely aligned to the needs of communities. Other recommendations — from establishing new research standards to revamping higher education staffing and instruction — also



will help upgrade and update teacher education programs.

NCATE recognizes that improving teacher education programs will require a broad partnership that includes teachers unions, school districts and colleges of education. We urge all stakeholders to look past the ideological arguments and work collaboratively, as NCATE and the American Federation of Teachers have done, to improve public education. The AFT has taken this approach in our effort to revamp teacher development and evaluations, which is now moving forward in nearly 60 school districts. #

Randi Weingarten is the president of the American Federation of Teachers.

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(L-R) front row: Paula Berg, Virginia; Amy Sichel, superintendent, Abington School District, Pa.; Kathleen Kelley, superintendent, Williamsport Area School District, Pa.; Karen Salmon, superintendent, Talbot County Public Schools, Md.; Gal Geva, senior, Wingate Institute, class president, participant in the America-Israel Friendship League's Citizenship through Sports Exchange program; Charlotte Frank, chair of the Executive Committee of the America-Israel Friendship League; Tali Koren, American-Israel Friendship League Delegations coordinator; Ben Cohen, sophomore, Wingate Institute. Back row: Gail Green, retired music teacher, Mich.; Lorraine Domenech, Va.; Herbert Berg, retired school district 5 superintendent, Lexington and Richland counties, S.C.; Daniel Domenech, executive director, American Association of School Administrators; Ruth Burkins, retired educator, Va.; Rodney Green, superintendent, East China School District, Mich.; Joseph Gertsema, superintendent, Yankton School District, S.D.; Pamela Bieling, registered nurse, Mich.; Mark Bieling, superintendent, Paw Paw Public Schools, Mich.

School Superintendents Delegation Travels To Israel

By CHARLOTTE K. FRANK, Ph.D.

As chair of the executive committee of the America-Israel Friendship League, I recently led a delegation to Israel, which included the executive director, Dan Domenech, and superintendents of schools in Michigan, Pennsylvania, South Dakota, Maryland, Virginia and South Carolina, who are members of the American Association of School Administrators. This provided an opportunity for these educational leaders and members of their families, most of whom are also involved in education, to visit a variety of K-12 schools, colleges and universities, like Bar Ilan University. One school, the ORT Astronomy and Space High School and College at Ma'ale Adumion, which has its own rooftop planetarium, showed how students went directly to the air force academy as well as college in Israel. Because of their defensive needs, graduates do not go directly to college or careers. In this case, in view of their academic capabilities, the students can go to college and the military at the same time.

The delegates also visited an Israeli Arab community, Regional Council of Gilboa, the Multi Cultural School, where a majority of the students passed the Bagrut Exam, a requirement for graduation. In southern Tel Aviv the superintendents visited with the principal of the Bialik Rogozin School, where most of the students are children of immigrants to Israel. In addition, they saw Time To Know, a digital personalized learning program being implemented in mathematics and English as a Second Language for elementary school students. Later the superintendents explored with the principal the positive results of using the program.

They also learned at a meeting with the director general of the Ministry of Education that Israel has fallen in the ranking of the International PISA test results because the religious ultra orthodox students, a growing population, do not study the secular subjects and are not prepared for the exams. These meetings enabled the American visitors to become acquainted with Israel's diversity of faiths, ethnicities and political views.

In addition, the delegation met government officials, visited Yad Vashem Holocaust Memorial, and the memorial to the Righteous Gentiles who initiated their own safety network for endangered Jews. The superintendents also saw the holy places of the three great monotheistic religions in Israel.

The delegation also met with the participants in the Young Ambassador Student Exchange program, comprised of high school students and their teacher chaperones from New York City, Virginia Beach, Tulsa, Okla., and Tucson, Ariz., who were visiting Israel to live with host families throughout the country. This is in reciprocation



for Israeli students having just visited the schools and homes of American hosts.

As a result of their exposure to Israel and its effect on students, the superintendents appreciated the value of supporting delegations from their own communities to be part of future Young Ambassador missions, which encourage global friendship among today's youth, who will be tomorrow's leaders. Geography, world history and economics, as well as other studies, come to life for student-travelers as well as for the superintendents.

The Young Ambassador Student Exchange and Superintendents/Educators Missions started more than 25 years ago between New York City and Israel. As the then-executive director of curriculum and instruction for the New York City Public Schools, my colleagues and I developed the curriculum, which included the size and structure of the New York City educational system, the content to be taught, and the requirements for promotion and graduation. This was in addition to getting a sense of how New York City fit into the structure of New York state and the rest of the United States. When the Israeli students of all religions and ethnicities lived with New York City students and families of equally diverse characteristics, they became familiar with Israeli Jewish, Arab, Christian, Bedouin and Druze students who in turn have lived with American Jewish, Christian, Muslim and Asian families.

Strong friendships between the students, their families and educators have grown over the years because of these shared experiences. #

Charlotte K. Frank, Ph.D., is the senior vice president of research & development at McGraw-Hill Education of The McGraw-Hill Companies.

PLANTING THE SEEDS FOR A BETTER WORLD

By ADAM WERTHEIMER SUGERMAN

Upon landing at Ben Gurion Airport in the Tel Aviv suburbs, I was impressed by Israel's efficient use of land. It seems that every vinkl, or nook, has been planted with a commercially viable crop, such as citrus and almonds. Along the roadsides, though, I felt a connection with both my zeide and suegro, both of whom love to work with the earth. Grandpa read about plants in his native shtetl Shershev (today in Belarus) and was able to procure an agricultural visa to Argentina before settling in Brooklyn with a small plot of land. In Florida, my father-in-law has been experimenting with varieties of bougainvillea, which when left to grow on their own, become thorny and entangled, yet whose flowers delight the eyes with vibrant colors when the weather turns warm and sunny. Some of our bougainvillea, or veranera, flowers exhibit pentacolor hybrids having been created from cuttings spanning lilac, orange, pink, purple, burgundy, violet, white, and yellow hues.

The creation of modern Israel is synonymous with the veranera. Today the nation is interwoven with the experiences of sabras and immigrants, intersecting ethnicities and religions forever studied under the world's microscope. Secular, religious, and ultra religious Jews—Sephardim, Ashkenazim, Mizrahim, Teimanim, and then broken down into subgroups, many of which overlap—live alongside secular and religious Sunni Muslims, Druze, Bedouins, Baha'i, and diverse Christians, among them Armenian Catholic, Greek Orthodox, Roman Catholic, Protestant, Maronite, Coptic, Syrian Catholic, Chaldean, Melkite Greek, and more recently, Mormons. There are now small communities of Buddhists and Hindus. Even more recently, a huge influx of Russian Jews and smaller waves of Ethiopian Jews arrived. Compelling stories emanate from refugees from Ethiopia, Eritrea, and the Sudan along with workers from the Philippines, Colombia, Nigeria, Sri Lanka and others.

But just as intertwined and complex, modern-day Israel also equates to practicality, directness, and the ability to focus on a problem and resolve it. Israel has no other choice. She is a nation that is small in territory — about the same acreage as New Jersey — and is able to support a large population despite the fact that it has fewer natural resources, especially lack of water, than most locales. Israel's most important assets are its intellect and creativity. Just as important, it is a nation of laws, and has built a system that can criticize itself constructively without tearing itself apart, which is very uncommon as a society throughout human history.

A group of U.S. school superintendents witnessed this incredible human experiment from

November 17 through November 23 first hand. The delegation, sponsored by the America-Israel Friendship League (AIFL), met with students, faculty members and administrators of K-12 institutions and universities along with expert analysts in history, security and government. The group was led by Dr. Charlotte Frank, senior vice president of research and development at McGraw-Hill and chairperson of the executive committee of the superintendents listed above.

Here are a few of the participant's perspectives:

Dr. Sichel: The thing I wanted to take back with me, more than anything, is that the friendliness, the openness of the culture and the blending of religion and cultures. It's so diverse here. And when we talk about diversity in the United States, we really don't have a finger on what the diversity is. I see here that it works really well. I hope that will continue. On an educational perspective, here the people are dealing with the same things we're dealing with. We have high ability students, we have lower performing students, and we have students in-between. And we're all trying to find ways to reach these students. It was good to see the cooperativeness that was just so special to me. We talked so much and we heard so much, and it is so important, especially now, to share ideas.

Dr. Salmon: It was life-changing especially my perception of Israel. My views were so shallow. Now they've deepened and I have many things I need to think about, to read more about so I have more knowledge when I talk about Israel. I am very interested in sending students to the YASE program. I want to talk about culture shock, applications, and how to get the process initiated. I wish my own daughter had had this opportunity before she graduated high school.

Dr. and Mrs. Berg: We were impressed with the Holocaust Museum and the fact that history is repeating itself with the experiences of the refugees coming into Israel from Darfur via Egypt. The Center doesn't let the collective voices of the Holocaust die.

Dr. Domenech: Superintendents make outstanding ambassadors. Through their exposure to programs such as the one AIFL offers, they are able to bring back new perspectives to their communities. [Ed: When Dr. Domenech was at the Kotel (the Wailing Wall) he saw that people were placing small folded pieces of paper with their hand-written messages. He wished peace and health for his grandson Robby, who was born during our week in Israel.]

Over the following months, please visit www.educationupdate.com for in-depth descriptions and analyses on topics pertaining to Israel and AIFL.#

INTERNATIONAL EDUCATION: ON LOCATION IN ISRAEL

Penn Superintendent Shares Views

By AMY F. SICHEL, Ph.D.



No Child Left Behind's requirement to review disaggregated data forced us to, in the words of Jim Collins in "Good to Great," "confront the brutal facts." While our students' overall performance was significantly above state and national averages, the disaggregated data revealed two achievement gaps: African-American and special education students.

In response we developed our "Opportunities to Learn" initiative, which began with a district-wide committee led by the superintendent and consisting of over 100 teachers, administrators, students, parents, school board members and community representatives. Under this initiative, we developed and implemented a plan to "de-track" the secondary school program to include, to the maximum extent possible, students with Individualized Education Programs in mainstreamed classes and to organize the school day schedule to provide academic support opportunities where needed. The plan resulted in each core subject area offering only two levels of rigorous college preparatory instruction — a college preparatory course and an Honors/Advanced Placement course. We also implemented extensive professional development to prepare for the demands of de-tracking and, by the inclusion of special education students in regular education, college preparatory courses.

Since the implementation of this initiative, the disparity between the performance of our All-Student group and the African-American and IEP disaggregated groups has been narrowed significantly, while the All-Student group has improved as well. At the secondary level the disparity has been reduced by between 5 and 19 percentage points. In three years the All-Student group in mathematics has improved from 77 percent to 81 percent proficient, the African-American group has gone from 55 percent to 65 percent proficient, and the IEP group has gone from 31 percent to 65 percent proficient. In reading, the All-Student group has increased from 82 percent to 85 percent proficient, the African-American group has gone from 67 percent to 73 percent proficient, and the IEP group has gone from 42 percent to 58 per-

cent proficient.

I was fortunate to be invited to this fall's America-Israel Friendship League's School Superintendents Delegation to Israel — where we toured several schools that operate quite differently from our schools here; we noted a range of teaching methods, curricula, and student achievement. We visited the ORT Astronomy and Space High School and College, a very impressive, high-level institution. It is considered one of the best high schools in the country, and Principal Nisim Yaluz was recently honored with Israel's top educator award. After Jerusalem, we began briefings at the Ministry of Foreign Affairs, met two deputy spokespersons, and visited the International Center for Enhancement of Learning. We visited several cultural and historical sites, including the awe-inspiring Yad Vashem Holocaust Memorial — Israel's official memorial to the martyrs and heroes of the Holocaust. We had a very informative meeting with Dr. Shimshon Shoshani, director general of the Ministry of Education, where we learned more about education and education philosophy in Israel. We heard some of the same issues that we experience, including the need for financial assistance from government and ongoing issues to narrow achievement gaps.

In Tel Aviv we met Karen Tal, a school principal who has become a media celebrity. Her school, Bialik Rogozin, was the most diversely integrated school we saw on our trip. It very much resembles a large, urban American school. During her five-year tenure, Principal Tal has increased the graduation rate from 28 percent to 73 percent. Bialik Rogozin is affirmation that an outstanding principal and dedicated teachers are the primary ingredients needed for school transformation.

Our experiences in Israel were both educational and provocative in nature. They make me think about all the good we do in U.S. schools and in our own schools in the Abington School District, and they have provided several ideas for future growth as well. #

Amy F. Sichel, Ph.D., is the superintendent of schools of the Abington School District in Pennsylvania.

Mich. Superintendent Shares Views

By RODNEY P. GREEN, Ph.D.



Gail and I were privileged to be a part of the Superintendent Delegation to Israel sponsored by the America-Israel Friendship League. This was a tremendous "once in a lifetime" experience for us. We were able to learn many things about the political system, the religious system and the educational system of Israel. We especially enjoyed the time spent at the Western Wall and the old city of Jerusalem. We'll never forget the view of the Mount of Olives and the old city from a nearby lookout.

We had great visits with many important people during our visit, but the highlight had to be the Bialik Rogozin School in Tel Aviv (urban multi-

cultural school). We especially enjoyed the music classes and the performances of the students. One of the things we noticed over and over in our visits to the schools and speaking with staff and students is how similar Israel schools are to U.S. schools. Students in

Israel seemed very much the same as students in our home districts. One big thing we take away from our trip to Israel is that even though we're from different parts of the world we have more in common than we realize. Students and staff from Israel and the U.S. are more similar than they are different.

Impressions of Denasia Gilley, Lehman HS Student Ambassador

Denasia Gilley from Lehman High School in the Bronx said that she will always carry the knowledge she has acquired from her journeys to Washington and to Israel, and she appreciates the cohesiveness in her traveling group, which included students from Israel, New York, Tucson, Virginia Beach, and Bartlesville, Okla. When Ms. Gilley found out that she was going to participate in the Young Ambassador Student Exchange program, she proudly told her friends. Some of them responded with "people ride

on camels," "isn't it [Israel] in the desert," or "be careful, Israel's under siege, and there are missiles flying everywhere today." Gilley was impressed with the amazingly diverse population of Israel: Jewish people, Arab people. And it is the birthplace of Jesus Christ. She was pleasantly surprised to find out that the Israeli and U.S. student ambassadors have many interests in common, for instance they listen to the same music and enjoy a similar sense of freedom that democracies promote. #

Time To Know, An Israeli Company Merges Technology & Teaching

By GILLIAN GRANOFF

When I sat down to discuss Time To Know, a groundbreaking education organization that uses technology as a tool to help teachers teach, I'll admit I was skeptical. To me the concept of replacing a teacher with a computer seemed analogous to removing an artist from the helm of his portrait. As Dovi Weiss, the chief pedagogical officer of Time To Know, began to speak about the evolution of the project, my preconception of high-tech businessmen designing curriculums without an understanding of the needs of educators and teachers was quickly dispelled. After a successful career in the high-tech industry, Weiss began to yearn to do "good work" — he embarked on a second career as a teacher. After receiving two prestigious degrees in the field, he met Shmuel Meitar, an Internet mogul and entrepreneur, looking for a partner to help him invest financial success and background in technology into helping him reform the field of education.

Their meeting was more than a marriage of convenience. Meitar saw in Weiss the talents and experience needed to help him implement his vision of using Israeli advancements in technology to transform the field of education. Together they became pioneers of a new approach to using technology to enhance the work of educators. Time To Know sought to replace the methodology of using technology as a way to put teachers

"in a box," trying instead to integrate the work of technology and teachers through a more interactive approach. Their goal is to use technology not to replace the work of teachers but to empower them with the tools to teach a wide range of students more effectively. The program attempts to provide a consistent experience for each student, while simultaneously catering to their independent learning styles.

Their philosophy is constructivist in nature. Time To Know strives to create active learners and independent thinkers by redefining the way schools teach. Replacing the methods of teaching to the test and providing answers that students are later meant to regurgitate, their method uses engaging computer exercises that challenge students to find their own solutions to problems. Lessons are based on systemized learning structures designed to cultivate consistency and flexibility in an environment where teachers can work freely to address a wide variety of student needs.

Time To Know provides each student with a computer. The computers use adaptive lesson plans on each topic of the teacher's choosing. This innovative strategy enables each student to work at his or her own pace within the same classroom. The computers inform the teacher if a student is struggling on a specific exercise, enabling the teacher to provide one-on-one support to individual students without interrupting

the continuity of the curriculum for everyone else. This innovative application of technology in the classroom makes the teacher available to support the work of a wider range of students; special-needs students can work side by side with higher-performing students. As a result, the system helps eliminate the stigmas, isolation, and low performance rates resulting from placing students in tracked classrooms.

While the Time To Know technology provides curriculums and interactive learning applets for its classrooms, Weiss is quick to clarify that the computer is simply a map from which teachers can design meaningful lessons and empower them to create a successful learning partnership with their students.

The differentiated barometer created by the computers also allows for students to select from a variety of multimedia activities including animations, games, explorations, discussions and collaborative projects. The variety of learning modules created by Time To Know is helping schools to create curriculums that emphasize teaching skills to the student rather than simply teaching to the test, while also meeting the academic standards of each state. They place the power of education back in the hands of the teachers and students.

Allowing students to choose between the different learning modules empowers students to become independent thinkers and to make their own choices, cultivating a sense of autonomy over their own learning. The technology gives students choices between learning activities designed to teach a specific concept, sharpening their decision-making skills and encouraging them to solve problems in a variety of different ways. Students also have the option to navigate between audio, text or visual instructions. The goal is to promote inquiry- and discovery-based learning and to help students sharpen critical thinking and problem solving skills, collaborate with one another, and become self-directed learners.

The program's holistic emphasis replaces the paradigm of using computers simply as a replacement for the teacher with one that uses technology to empower teachers and provide an interactive solution that redefines the dynamic between

students and teachers.

Students are also encouraged to share solutions to their problems with other students in the classroom who may be struggling with similar problems. Stronger students have the opportunity to aid weaker students in a variety of capacities — for example, through e-mail exchange.

After students have completed each exercise, the TTK computer provides the teachers with a report analyzing each student's weaknesses and strengths. The information provided can help these teachers integrate and analyze the data immediately and help teachers select the next day's lessons in accordance with the students' individual needs. The reports not only help the teacher better cater to the needs of individual students, but also ensure that the assessments comply with the state standards.

Though the organization started in Israel, Time To Know has since expanded to Dallas and New York. Dallas has seen a rise in student test scores and academic achievement, and Time To Know is quickly replicating its success in New York. The Time To Know curriculum and technologies currently are used in 30 Israeli schools and 26 New York schools.

According to studies conducted in 2009 and 2010, students using Time To Know in the United States and Israel demonstrated significant improvements in their achievement levels on standardized tests. Time To Know students were compared with control-group students from other schools, which used traditional teaching methods and curriculum. Time To Know students exhibited greater success across the board in mathematics and English language arts.

By using a holistic approach, the Time To Know system has found a surprising and inspiring solution to help accommodate and motivate students from a variety of backgrounds, learning to build on their strengths and not their weaknesses. The system helps to create a positive and collaborative classroom environment, with curriculums that teach to the student broadly, not just to the test. If the mission of the program succeeds and the Time To Know vision is allowed to expand to other cities around the world, they may have found a key to ensure that, truly, no child is left behind. #

INTERNATIONAL EDUCATION: ON LOCATION IN QATAR

Exclusive From Qatar: Education Summit—Truly a View from the Top

Site of the WISE Conference

By VICKI COBB

World leaders in education and more than one hundred journalists descended on the oil-and-gas-rich emirate capital city of Doha, Qatar, recently, for the second World Innovation Summit for Education (WISE). Over 1,200 leading thinkers and practitioners from academic institutions, the public sector, international organizations, private corporations and philanthropic institutions, representing more than 100 countries, attended and networked animatedly with each other, while enjoying the amenities of five-star hotels and first-class service. The stated purpose was to focus on education as a world issue that impacts all other world issues, including poverty, reconciliation in conflicted areas, and the impact of modern technology. The Qatar Foundation, which sponsored the all-expense-paid conference, is a nonprofit organization focusing on education, scientific research and community development.

Qatar is tiny country, about the size of Connecticut, on a peninsula protruding into the Persian Gulf off the southeastern coast of Saudi Arabia. Its population is only 1.5 million but with its successful bid to host the 2022 soccer World Cup, and their asserted leadership position in education culminating in the WISE conference, they are celebrating a newly found global prominence. It is not without some challenges to traditional Islamic values (yes, there will be beer at the World Cup).

Baruch College Promotes Student Exchanges among U.S., Canadian and Mexican Universities

The School of Public Affairs at Baruch College recently announced its receipt of a grant from the Fund for the Improvement of Post-Secondary Education (FIPSE) that will enable student and faculty exchanges among the School of Public Affairs and seven partnering institutions in Canada, Mexico and the U.S.

The grant was awarded as part of FIPSE's North American Mobility Program and will provide approximately \$159,000 to the School of Public Affairs over a three-year period. The unifying theme of the grant is the role of civil society organizations in sustainable community development. The award is designed to help participating institutions align their curricula on civil society and support the exchange of students and faculty interested in the role of non-governmental organizations in civic culture. Baruch College is the U.S. lead, with the University of South Florida as the second U.S. partner. Canada's Carleton University is the overall lead.

Commenting on the FIPSE grant, Dean David S. Birdsell termed it "a splendid opportunity

Dr. J. Michael Adams, President,
Fairleigh Dickinson University

There were two main themes in the conference: Improving Education Systems, which addressed the need to modernize, reinforce and expand inherited educational systems, and Exploring Innovative Trends, which focused on developments in educational theory and practice. The objective of the conference was to produce actionable ideas. WISE is a global collaborative established by the Qatar Foundation under the driving force of Sheikha Moza Bint Nasser, the first lady of Qatar. The chairman of WISE, Sheikh Abdulla bin Ali Al-Thani, Ph.D., said: "The perennial theme of WISE is 'Building the future of education.' The evolving complexity of this venture requires a response which is collaborative, international and highly flexible, engaging with new tech-

to internationalize our curricula, something the School of Public Affairs is committed to doing." Varying levels of civic engagement in the U.S., Canada and Mexico will allow both students and faculty to study and compare "what policy environments look like in other nations," he added.

Under the terms of the FIPSE grant, a total of 58 students from the eight participating universities will embark on semester-long internships abroad. In addition, the consortium partners will create a new course on sustainable community development and the role of civil society. The course will combine research, training, and curriculum development, using shared resources, tools and reading lists. The course will be multi-disciplinary and open to students at all participating institutions whether or not they are selected as program interns.

Additionally, according to Professor John Casey of the School of Public Affairs, author of the project proposal, sustainable community development is "a key issue in supporting the integration of immigrants who move between

CISCO Executive Bill Fowler Speaks

VICKI COBB, EDUCATION UPDATE: What is the thinking behind the leadership initiatives in education taken by the Arab states culminating in the WISE conference?

BILL FOWLER: I think the Middle East countries — and of course it's not fair to talk about them as a bloc because each one has its individual needs, wants, idiosyncrasies — but what they're doing as a group is creating a level of excitement. You need only to drive over to Education City here in Doha and see the degree to which their international partnerships in higher education and the way that that is turning into how they want to innovate and solve their problems in elementary and schools education. So they're actually creating waves of people rethinking — in essence, they're not new players, 34 years old, but in terms of being on the world stage and going from other countries that are developing, to countries that genuinely want to be, and that are, investing in being leading in terms of education. It's created this nexus, that's why WISE [was created] in the first place — to bring people together to talk about these things.

They are doing what every system does, which is wrestling with their own problems of tradition and culture, and how you create a 21st century workforce. Unlike most places in the world they are dealing with a resource-based economy that is finite, so that they know the clock is ticking. And when the clock strikes 12, they have to have globally competitive economies that are information based or exchange based or relationship based, because when the oil is gone, nobody will be here unless they have successfully created that. And therefore they have to have the workforce as educated in the same way that Singapore has educated its workforce.

If you think about what Singapore had to do based on no resources — they import their water — it's a little different here, and Doha is one level of that, you go to Abu Dhabi it's another, go to Dubai it's a whole entirely different thing. But all of them are working in different ways and that's why I say each of them is unique. They're working in different ways to get to that point where they have a viable economy for their citizens post-oil. And it's a fascinating job. #

Watch the **EDUCATION UPDATE** Live Video Interview with Dr. J. Michael Adams, President, Fairleigh-Dickinson University & Bill Fowler, Director of Global Education, Cisco Systems from the WISE Conference in Doha, Qatar online at EDUCATIONUPDATE.COM

nologies, sharing best practices, and rethinking funding models. Our actions need to bridge the gap between formal and informal learning and embrace life-long learning."

Many prominent Americans participated in the conference. Dr. J. Michael Adams, president of Fairleigh-Dickinson University and president-elect of the International Association of University Presidents, presided over a breakout session titled "Education and Reconciliation," which discussed the role of education in post-conflict areas like South Africa and Northern Ireland. Dr. Carol Bellamy, chair of the Education for All/Fast Track Initiative and former director of UNICEF, participated in a session on access to quality education for all. Dr. Allen E. Goodman, president and CEO of the Institute of International Education, moderated a panel on leadership models that are crucial to advancing education. Nancy Pelosi, the outgoing speaker of the House of Representatives, addressed the conference via video, as did Professor Jeff Sachs, the director of the Earth Institute at Columbia University. James Bernard, worldwide director of Partners in Learning, Microsoft, cautioned that "innovative teachers are 'islands' unless they have the support of school leaders, and innovative schools are 'islands' without the support of an innovative education system." Dr. Scott Cowen, the president of Tulane University, spoke about the unprecedented opportunity of New Orleans, which had one of the most under-performing school districts in the nation, to rebuild after Katrina with a 32 percent improvement in student performance. His focus was on strategic financial management

NAFTA countries, in particular Mexican immigrants to the U.S and Canada."

The FIPSE grant will create a tri-lateral partnership with the long-term goal of fostering an international team of trained professionals able to develop and teach sustainable community development in a way that is responsive to local social conditions and needs while also maintaining a broader cross-cultural perspective.

to reconstruct both K-12 schools as well as the Tulane campus.

One of the highlights of the conference was the final plenary address of Lord David Puttnam, who has produced many award-winning films including "The Killing Fields," "Chariots of Fire" and "Midnight Express." Since 1998 he has turned his attention to education and currently serves as the chairman of Futurelab (UK), an independent nonprofit organization that is dedicated to transforming teaching and learning, making it more relevant and engaging to 21st century learners through the use of innovative practice and technology. "If we are to be serious about innovation and improvement, then I believe that governments everywhere will have to treat investment in teaching and learning with far more consistent commitment than has tended to be the case in the past. In this incredibly fast-moving environment, that means focusing a lot more time and attention on the continuous professional development of teachers than there has ever been previously."

The immediate results of the conference, which were announced on the last day, are:

- The establishment of the WISE Prize for Education — the world's first major international prize for education to raise the global awareness of the importance of education for all societies. The winner will receive an award of \$500,000.
- The launch of a WISE publication and Web portal that will record major achievements and initiatives in international education to be complemented by an enhanced WISE Web site in 2011.
- A call for the establishment of a taskforce dedicated to education-system rebuilding in Haiti from the ground up. The taskforce will create a concrete action plan to be implemented by the world community.

In addition WISE has called for an acceleration of best practices and support for innovative ideas in education. More than 40 projects and initiatives have been identified by participants at the summit.

If the Qatar Foundation intends to make WISE the most significant education conference in the world, they are well on their way. #

See the interview in this issue and the video with Dr. Adams at <http://www.educationupdate.com>

The FIPSE collaborative includes the following North American colleges and universities: Carleton University, University of Victoria, and Cape Breton University (Canada); Benemerita Universidad Autonoma de Puebla, Universidad Autonoma de Tamaulipas, Tecnologico y de Estudios Superiores de Monterrey (Mexico); and Baruch College and the University of South Florida (USA). #



MARYMOUNT SCHOOL LAUNCHES INNOVATIVE PROGRAM



Headmistress Concepcion Alvar & Students

By JUDITH AQUINO

Students at Marymount School, an all-girls high school in the Upper East Side, proved that philanthropy is a lesson best learned through research, creativity and teamwork.

Stephen P. Hanson, founder and president of B.R. Guest Restaurants, which includes eateries such as Dos Caminos and the Atlantic Grill, donated \$300,000 to fund the Youth and Philanthropy Initiative program at Marymount School. YPI is a Canada-based program that introduces 9th- and 10th-graders to social issues and how charities are addressing them through a semester-long contest. Hanson has two daughters who are students at Marymount.

“One of the parents [Hanson] came to us one day and said he learned about a program that would be a great way to teach kids about philanthropy,” said Dr. Stefan Cornelis, a history teacher and co-coordinator of the YPI program. “What he suggested complimented perfectly what we try to teach our students about social justice and charitable giving.”

To participate in the contest, students work in teams of four to identify a social issue affecting New York City, such as teen homelessness or domestic violence, determine its root causes and think of possible solutions. The students then select one charity that addresses that social issue and learn about the charity’s work, vision and mission.

The research process involves on-site visits, interviews with the organization’s employees and the people they serve, as well as reviewing financial records online to learn how the organization operates with regard to finances, ethics, and accountability. The students present their findings in a funding request to a judging panel, and the team who makes the most convincing case for why donors should support their cause receives \$5,000 for the charity.

The judges included Patricia Harris, the first deputy mayor of New York City, and Serafin Mariel, the former CEO of New York National Bank. Twelve groups made funding requests. The social issues the students researched included human trafficking, teen pregnancy, homeless LGBTQ youths and other issues.

Hanson announced the judges’ decision: Inwood House, a teen pregnancy center, was the recipient of the \$5,000 check. The four runners-up were each awarded \$500 to donate to their charities.

In addition to this sum, a multiplier effect took hold when the global philanthropy unit of JPMorgan learned of the projects and offered an additional \$20,000 toward the Ali Forney Center, the focus of one Marymount group, whose mission is to support LGBTQ homeless youth.

The students also made presentations to the philanthropy unit of Bank of New York Mellon to be considered for additional funding. The George

Link Foundation (managed by BNY Mellon) made their final determinations before their fiscal year end, announcing that they had selected three of the organizations identified by Marymount School students: The Go Project, Children of Bellevue, and Nazareth Housing. Each of these charities will receive a \$25,000 grant this year. The managing director of BNY Mellon, Joseph M. Samulski, remarked that the presentations “prepared by the girls were directly instrumental in assisting the Link Board in selecting them to receive a grant for this year.”

“We’re very proud of our students,” said Headmistress Concepcion Alvar. “They not only learned about the importance of philanthropy, they also learned valuable skills in public speaking, research, and how to make a convincing presentation. These are skills that will give them great advantages as they continue to move forward.”

Working closely with charity groups gave many of the girls a new perspective of the issues they researched, said one student.

“This project helped me put a face to the issue of homelessness,” said a student whose team visited the Ali Forney Center. “It’s not just something you would read about in class.” #

SUMMIT ON CHILD WELFARE BRINGS EXPERTS ACROSS THE GLOBE TO NEW YORK



(L-R) Elba Montalvo & Matilda Cuomo

International delegates and child welfare experts from an estimated 50 countries gathered recently in defense of the world’s most vulnerable members at WorldForum 2010. The summit marked the 21st annual gathering of the International Forum for Child Welfare (IFCW) and celebrated the theme “A World Fit for Children: Advancing the Global Movement.” Across four days of presentations, panels, and workshops, participants debated topics that critically impact the lives of children worldwide, as they take stock of current obstacles, debate future strategies, and exchange promising new research.

WorldForum 2010’s parallel Youth Forum provided a platform for new voices, as it heralded the UN’s International Year of Youth, which began August 12th, 2010. Young people ages 16 to 25 spoke about their experiences with child welfare systems and led panel discussions, workshops and presentations.

“Too many children are born in dire situations and lack the opportunities they need and deserve,” said Elba Montalvo, executive direc-

tor of the Committee for Hispanic Children and Families (CHCF). “WorldForum 2010 provides access to one of the greatest tools to confront inequity and injustice—knowledge. By sharing our knowledge, expertise, and hope, together, we can create a world fit for children.”

“Throughout my career as a children’s and family advocate,” said Matilda Raffa Cuomo, former first lady of New York State, founder/chairperson of Mentoring USA and Mentoring USA/Italia and Spain, and co-chair for WorldForum 2010, “I have witnessed the profound difference that a trained, caring mentor can make in a child’s life. Collectively we can accomplish even more. It is vital that globally active organizations partner together, with local and grassroots efforts, as we mobilize in a changing and unprecedented global environment.”

Underscoring the urgency of the forum’s task, a core set of sub-themes has been drawn from landmark child welfare documents such as the Convention on the Rights of the Child, the UNICEF Child Protection Strategy, and the United Nations Millennium Development Goals. #

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BLACK HISTORY MONTH

FROM SLAVERY TO SUCCESS: 3 GENERATIONS OPERATE SYLVIA'S RESTAURANT

By JOAN BAUM, Ph.D.

Sylvia's is so well known that "restaurant" or "soul food" need not be added to the name. It's an Institution and one that next year will be able to boast a half-century presence in Harlem. It may attract the likes of Bill Clinton, Nelson Mandela, Caroline Kennedy, Jesse Jackson, Al Sharpton, Magic Johnson, and many others, but Education Update can verify that everything that's been said about the cuisine and courtesy at this iconic uptown Southern-food dining spot at 328 Lenox Ave. (originally at 127th St.), including its legendary 85-year-old proprietress, is true. There she was, a few months ago, in the larger dining room. The restaurant had just opened for lunch, and frail that she was, 85-year-old Sylvia Woods was sitting quietly, a granddaughter at her side, nodding, smiling to those who stopped by to say hello. How many other well-established restaurants could claim to have their founder still on the premises, holding court? To Sylvia, the Queen of Soul Food, however, being there, as her son Van Woods remarks, was natural, inevitable, a part of her work ethic and cultural heritage. She was, she is, "unique."

Many restaurants might claim to have good soul food, but what really sets Sylvia's apart, says Woods, echoing his wife's enthusiastic



Sylvia and her son, Van Woods

comments, is a projected "sense of family." Dining guests are treated as though they were kin. Until recently, when she was stronger, she would take time to greet folks as they came in. Then she would walk around, inquiring if they were enjoying themselves. There was nothing rehearsed about it. Sylvia was the real deal. That same strong belief in family values — and her wider sense of what family can mean as community — prompted the creation a few years ago of The Sylvia and Herbert Woods Scholarship Endowment Foundation (named in part for her childhood sweetheart and beloved

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HOWARD DODSON: 25 YEARS OF LEADERSHIP AT SCHOMBURG CENTER

By JOAN BAUM, Ph.D.

At the helm for over 25 years of the New York Public Library's Schomburg Center for Research in Black Culture — not just the country's, but the world's premier institution of its kind — Howard Dodson Jr. will hardly be retiring when he steps down from his position as director. When pressed though, as to where he will next take his formidable learning, his articulation of the significance of the African experience in American history and culture, and his dedication to improving the education of the nation's teachers as well as students, he coyly smiles. It's not yet time to say. But for sure, his passion and energy will not diminish.

Meanwhile, he's enjoying the gala-filled period between his announcement that he will be leaving the center and, he hopes, the assumption of other possible transformative positions. A breakthrough conference, The State of African American and African Diaspora Studies: Methodology, Pedagogy and Research, organized by Dr. Colin Palmer, director of the Schomburg's distinguished Scholars in Residence program, which Dodson inaugurated, paid tribute earlier this month to Dodson's work and legacy. The star-studded two-day celebration, which brought together leading education and political leaders from around the country and several international representatives, took place at the Schomburg Center and at the Graduate Center of The City University of New York, co-sponsor of the conference. On January 24, in honor of the birthday of Schomburg founder, Arturo Alfonso (Arthur) Schomburg, and continuing the Dodson celebrations, the center will hold a special fundraiser for its Junior Scholars Program for 11- to 17-year-olds, another Dodson initiative and one of several devoted to encourage younger people to take advantage of the center's holdings.

In looking back on his professional life as an activist educator, Howard Dodson describes his career as a series of self-imposed assignments that began a long time ago when he was in high school in Chester, Penn. A youngster who excelled academically, he loved learning, but one day discovered its perils when a group of fellow students ganged up on him and tried to pressure him not to do so well on exams. Well, more than pressure — they were bullying him, and he found himself carrying a knife, he confesses — "this is the first time I've told this to anyone." He wavered. When they came at him again, however, the moment became climactic. He held firm, he would not give wrong answers on tests, and he would not use his weapon. He would arm himself with more significant tools and try to change the playing field, try to make academic turf more engaging for teachers and for students. Not that his own intellectual achievements were too easy but rather than he began to feel that the quality of education being offered to blacks was not challenging or inclusive enough.

Dodson has never taken his eyes off the primary need to improve education for new generations of African-Americans by way of inspiring them to know about and appreciate their history and culture. To that purpose, he turned the Schomburg into a jewel in the crown for the retrieval, preservation, interpretation and dissemination of black culture by expanding the center's collections of books, manuscripts and artifacts and exhibiting them there, and online. Under his leadership the physical space at Lenox & 135th Street was reconstituted as a 75,000 square-foot complex and made digital friendly. The mission was also reinforced and enhanced by way of trav-



eling exhibitions and collaborations with various organizations that focus on black studies as well as on ethnic and gender studies.

An inkling as to what the future may hold for Dodson may be intuited from his continuing research into how textbooks deal with the Black Experience, including the "mind-boggling" fact that black studies may have improved since the 1970s, but the "vast majority of schools, colleges and universities still do not make the African-American experience a core element" of their curricula. An occasional survey course in literature or history on "the oldest people in the human family" is hardly adequate, he says. Though the 1980s saw improvement in addressing these needs, thanks particularly to organizations such as Interracial Books for Children, subsequent analysis of new history texts around the country, a study which Dodson spearheaded, revealed disappointing so-called progress: paragraphs on blacks, women and The Civil War were merely added at the end of chapters, not integrated into main discussions. The same old chapter contents, particularly as these related to militarism, colonial times, religion, and immigration, remained the same, with this remarkable observation: The Irish, the Italians, for instance, "mysteriously became white" once they were here for a while. Significant Pause.

Ironically, though, as Dodson notes, some of the immigrant groups covered in the textbooks still suffer from stereotyping. The Scotch-Irish, for example, are said to have made for the frontier because it was a natural move for a "ruffian" immigrant population. But wait a minute! Of course they made for the frontier, East Coast opportunities were all taken! The 1980s might have produced "more sophisticated texts," Dodson concludes, with a knowing play on words, but "the master narrative has not changed." Carter G. Woodson founded Black History Week (now Black History Month) in 1926, but where are the facts he uncovered?

Howard Dodson, Jr. has a degree in social studies and secondary education from West Chester State College, a Master's in history and political science from Villanova, and studied in the doctoral studies program at the University of California at Berkeley. He served for two years in the Peace Corps in Ecuador and is a much-published author of books and articles. It's inevitable that in his so-called retirement he will be pursuing with passion and fervor "the structures of advocacy" as these might link funding for education with the economic purposes of schooling, especially for those hitherto underserved. #

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and TRIBUTE TO HOWARD DODSON

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For Event Information, visit: www.schomburgcenter.org/gala

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NEW EDUCATION LEADER IN NYC

CATHLEEN P. BLACK TAKES
THE HELM AS CHANCELLORBY MARISSA SCHAIN
AND JENNIFER MACGREGOR

Many New Yorkers were perplexed and surprised when they learned of Mayor Michael Bloomberg's appointment of Cathie Black as the new schools chancellor, a woman with extensive experience as a business and media leader, but with no hands-on experience in education.

Black gained acclaim as a leader in the publishing world as the former president and chairman of Hearst Magazines, which houses *Cosmopolitan*, *Marie Claire* and *Harper's Bazaar*, among others. She also served as president and publisher of *USA Today* and then served as executive vice president of the paper's parent company, Gannet.

Black is a "superstar manager who has succeeded spectacularly in the private sector," Bloomberg said. "She is brilliant, she is innovative, she is driven — and there is virtually nobody who knows more about the needs of the 21st-century workforce for which we need to prepare our kids."

Black replaces Joel Klein, the previous chancellor appointed by Bloomberg. Klein has accepted the position of executive vice president of News Corporation after serving as chancellor since 2002.

Several parents and teachers who were inter-

viewed by NY1 news in the days following the announcement of her appointment reacted with shock and disappointment. Some parents called her too much of an executive manager and not enough of an experienced educator. They expressed concern that her role as the chief of education will be too difficult to handle without any prior experience and knowledge of the public school system.

In order to take the helm of New York City's public schools, Black needed a waiver from State Education Commissioner David Steiner because she does not have the background in education required by state law for the position. After an initial rejection, the waiver was granted after a compromise between the mayor and the commissioner was reached.

The compromise led to the creation of a deputy position that would report to the chancellor. The deputy, Shael Polakow-Suransky, will become Black's second-in-command and will hold the title of chief academic officer. With a long resume in the New York City public school system, Polakow-Suransky will oversee instructional programs and educational policies.



Spencer T. Tucker

Since her appointment, Black has visited schools in every borough. She visited the Bronx public school P.S. 109 in November to meet with local students, their parents and the media. She toured the classrooms of pre-K through fifth-grade students and even read the classic children's book "Caps for Sale" to first graders. Principal Amanda Blatter of P.S. 109 called Black "a natural in the classroom."

Geoffrey Canada, the leader of the Harlem Children's Zone and a prominent figure in education in New York City, expressed approval of Mayor Bloomberg's appointment of Black as the new schools chancellor in an interview with *The Daily News*. He said that she will have a fresh pair of eyes and a new outlook for the Department of Education.

"Going with a traditional educator at this point in time that does not have outside connections would have been a mistake," Canada said. "If we're going to improve education in the short term, we need to go outside the traditional education hierarchy," he told the *New York Daily News*. #

AMERICA'S BLACK PATRIOTS

For Love of Liberty: "The Story of America's Black Patriots." A three-disc DVD. Directed by Frank Martin and Written and directed by Frank Martin and Jeff Stetson. Halle Berry, on-camera host; Avery Brooks, narrator; and Colin Powell introducing various segments.

By JOAN BAUM, Ph.D.

This three-disc film package is quite an achievement — artistically and pedagogically. In the Ken Burns tradition it integrates photos, archival footage, black-and-white images, historical paintings, voiceover narration, excerpts from poetry and prose, contemporary shots of historical areas, reenactments of historical events, and commen-

taries by dozens of personalities (among them, Morgan Freeman, Bill Cosby, John Travolta, Ossie Davis, Robert Duvall, Danny Glover), and music. All three discs capture and keep attention. Burns is quoted on the cover, pointing out what should be obvious but may not be — that the over 235-year history of black patriots is "relevant to all Americans." Indeed, the story should be an integral part of curricula in our nation's schools, colleges and universities, where textbooks may not adequately address the narrative [see accompanying article on Howard Dodson.] An argument could also be made that the discs be seen abroad, especially in countries where black soldiers in the 20th century fought and died, among them the U.K., France, Germany, Belgium, Italy, Japan, Korea, Vietnam (where 7,264 African-American

fighters lost their lives), and now North Africa, Iraq and Afghanistan.

The film, which ran on PBS early last year, might now make for interesting small-group viewing, a kind of home movie night series for friends or a gathering of community folk at a local center. For sure, each segment can generate discussion, some segments even eliciting surprise. Remember the Black Panther Party? Is it generally known that the name first belonged to the First Negro Tank Division that landed in Normandy?

Said to be 10 years in the making, the discs feature voices of familiar personalities, an impressive lineup led by the on-air host, Halle Berry, the actor Avery Brooks, who provides narration, and General Colin Powell, who, as the credits say, plays himself. The titles are: "For Love of Liberty," "Will the Negro Fight?" (as though Crispus Atticks, an escaped slave, didn't answer that question with his life five years before the Revolutionary War in Boston when he charged the British) and "The World at War."

The overall theme in all its tragic irony remains front and center on all the discs, starting when enslaved African-Americans are shown risking their lives "for love of liberty" during the Revolution, believing they would be freed. Promises were broken. During the War of 1812, for example, Andrew Jackson said the right thing and praised black heroism, but when he decided to run for president, action didn't follow words. Still, blacks continued to serve. Even after President Truman signed Executive Order 9981 in 1946, desegregating the military, it would take three more years for it to be acted on (black veterans, especially those decorated for bravery, were often said to be "uppity"; others, like George Dorsey, came home from war only to be murdered. World War I had its own share of horrors: lynchings not infrequently would "mar the triumphant homecoming of the Harlem Hellfighters." As Colin Powell remarks on Disc I: "[African-Americans] served without their nation ever serving them. Their story was suppressed."

Still, they continued to serve and were often sent to do the most dangerous jobs. Not by accident is the film's opening shot of a cemetery — a reminder — "The bones of black men whitening the battlefield."

"For Love of Liberty" is no screed against racism, though it could be — and some might say it should be. Instead, it makes its points by showing what blacks did heroically for their country, even before it was a country, and long after when, ostensibly, equality was a stated given. The film tries to answer the question: Why did black men and women fight so valiantly for freedoms they didn't enjoy? And why did they continue to volunteer, aware that they were often distrusted, denigrated, despised? In a way, the election of Barack Obama continues the theme of "For Love of Liberty" because the president of the United States is commander-in-chief of the armed forces.

Promotional material indicates that "For Love of Liberty" has been "endorsed by a broad coalition of supporters, including all the major African-American veterans groups and civil rights organizations, prominent senators and congressional representatives, along with leading members of the filmmaking community."

Depending on the education level, teachers can request "For Love of Liberty" in one of three formats: High School, College and University, and Public Library (Education Update screened the university edition). These differ only in length of total time and focus on archival footage. "The High School set includes the entire four-hour documentary, reformatted into seven classroom-length, stand-alone sequences of approximately 31 minutes each. The University set includes the entire four-hour documentary, reformatted into five classroom-length, stand-alone sequences of approximately 45 minutes each. The public library set includes the entire four-hour documentary, formatted into two episodes as it was originally broadcast on PBS."

Brief summaries of topics covered on each disc can be found at <http://www.ForLoveofLibertyeducation.org>. #

Sylvia's Restaurant

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husband), which "disburses four-year partial [college] scholarships to children of and around the Harlem community."

The growth of Sylvia's — which includes a catering service, real estate and a product line, is a remarkable tale of dedication and focus on the part of a young girl from rural South Carolina. Borrowing money from her mother who mortgaged her Hemingway, S.C., farm, Sylvia has been quoted as saying: "I knew I had to make it or else my mama was gonna lose her farm. So I gave it all that I had to give." Did she ever! "She did the grunt work," says her son, and she truly "loves" people, and "not in a 'mushy, mushy' way. Her love is as much rock determination as compassion. And smarts: she would offer home-style Southern food that would appeal not just to blacks but to whites as well, making each think of another time, enshrining different memories up North. Van Woods chuckles: who would think that the food would also become attractive to Asians?"

Woods is continuing in his mother's entrepreneurial footsteps. He was the odd one out among

his siblings who all got involved directly in the restaurant. He went off to college and majored in political science and sociology ("it was the sixties"), but family and business opportunities beckoned in the 1980s. He refers to himself, humorously, as the "expansionist" in the family. Some years ago, after the restaurant moved to its present and larger location, and at the suggestion of a consultant friend, he began to consider a product line. He recalls saying one day, "Mom, I'm going to take a picture of your pretty face and put it on a jar for barbecue sauce." And so he did, a move "borne out of love." He then began to study product development and food production and display and began to burnish his reputation as the expansionist. Sylvia's products now include mixes, canned foods, sauces of all kinds, sausages, soups, spices, beauty and skin care items and two cookbooks.

Although plans are under way for a full-size restaurant in Washington, D.C., a main innovation, says Woods, will be Sylvia Express, starting in the D.C. and Maryland areas, smaller editions of Sylvia's that will feature take-out and key-item purchases. For further information check out www.sylviasrestaurant.com.



15TH ANNIVERSARY CONGRATULATIONS FROM AROUND THE NATION

A Passion for Education - Ad astra per aspera By POLA ROSEN, Ed.D.

It all started with a belief in the power of education to change people's lives and enable them to "reach the stars through hard work." The passion for sharing knowledge with others has never diminished over the years. The excitement of seeing the newspaper come together each month with an array of people, places and events in education has never ceased. The thrill of new ideas, new programs, helping others lead more fulfilling lives will always continue to inspire me. Most of all, watching the excitement of a child learning will never cease to amaze me.

Dr. Matthew Goldstein, Chancellor, The City University of New York

On behalf of The City University of New York, I send my warmest congratulations to *Education Update* on its 15th anniversary. This special milestone offers an opportunity to celebrate the outstanding work of Dr. Pola Rosen and her staff in keeping educators, parents, and public leaders across New York and New Jersey informed of critical issues in education — whether reform initiatives, innovative teaching and research, arts programs, special education, or student performance. Along the way, the newspaper has energized and strengthened the educational community across the metropolitan area. *Education Update* is widely read at CUNY, and we applaud its success and the dedicated efforts of its staff to advance quality education for all students. Here's to many more years of telling the stories that matter.

Dr. Howard Gardner, Hobbs Professor of Cognition & Education, Harvard Graduate School of Education

Although I don't live in New York (unless you consider New York to be a suburb of Boston!), I regularly peruse *Education Update*. In a compact format, the publication captures the salient events, ideas, and personalities of the greater New York educational tapestry. Not only am I better informed as a result of *Education Update*, but I can engage in discussion with my three New York-based children, each of whom is involved in the New York educational scene. In addition, Pola Rosen and her colleagues enable various 'good works' around the city. Congratulations on your 'crystal' anniversary.

Dr. Jerrold Ross, Dean, St. John's School of Education

Education Update is New York's best window to the world of education. Whether announcements, opinion, information, or just sharing a common vision with an eye to the future, *Education Update* performs these functions in a way that inspires even more positive action in a world that longs for such good news.

Dr. Marcia V. Keizs, President, York College

On behalf of the students, faculty and staff of York College/CUNY, congratulations to *Education Update* on reaching a milestone 15 years serving the education community. May your leadership continue to make its mark on 21st century educators and administrators of our city and state. Congratulations!

Dr. Mary Brabeck, Dean, Steinhardt School of Culture, Education, and Human Development at NYU

I congratulate *Education Update* on its 15 years of solid, in-depth reporting on education and on the people and programs that shape our community and our nation. The newspaper serves as an invaluable public forum where our best thinkers can shed light on the issues we all care about. Reading the paper never ceases to enlighten and educate me. My colleagues and I at NYU's Steinhardt School of Culture, Education, and Human Development wish the staff at *Education Update* all the best on your impressive accomplishment. We look forward to being part of your community of readers for years to come.

Dr. Jennifer Raab, President, Hunter College

Congratulations to *Education Update* on 15 years of invaluable education reporting. There is no better central resource for information and opinions about New York City's most vital institutions — its public schools. We at Hunter College applaud Dr. Pola Rosen and the entire staff of *Education Update* for their outstanding service to our community and wish them all the best on the next 15 years.

Margaret I. Cuomo, M.D., President, Italian Language Foundation, Inc.

Happy 15th Anniversary, *Education Update*! Thanks to the extraordinary vision and dedication of the dynamic Dr. Pola Rosen, *Education Update* provides thousands of parents, teachers, students and others with timely topics in education, health, and other subjects of critical importance. I look forward to learning and growing with you in the years ahead.

Margaret M. Grace, Board Chair, Grace Outreach

Congratulations to *Education Update* on its 15th anniversary. Pola Rosen's vision, compassion, and remarkable leadership created a newspaper that is truly the leading educational resource for all. *Education Update* continually highlights key issues, initiatives, and individuals that have a profound impact in the education sector. On behalf of the Grace Outreach program, thank you for keeping us all informed and wishing you many more years of great success.

Dr. Alfred S. Posamentier, Dean, School of Education Professor of Mathematics Education Mercy College

The first 15 years of *Education Update* has demonstrated that there has previously been a sore void in the news coverage of one of society's most important issues: education. *Education Update* has beautifully filled that void and has provided its extensive readership with well written articles on a wide range of educational issues. Kudos to Dr. Pola Rosen, the paper's publisher, for her extraordinary dedication to making this paper the wonderful success that it has been now for the past 15 years. Happy anniversary, *Education Update*!

Dr. Christine Cea, NYS Board of Regents

Happy Anniversary!
Sincere congratulations to Dr. Pola Rosen and *Education Update* as you celebrate 15 years of keeping the education community well informed and in supporting our youth with specially designed programs that encourage and inspire their educational pursuits.

Gary M. Hecht, Superintendent, District 75 Citywide Programs

Thank you for sharing the letter from one of your Bronx interns, as it is encouraging to know that our students do touch the lives of others in a very positive way. I'd also like to thank you for your continued commitment to our students in enabling them to see that if they have a dream, they can achieve anything they set out to accomplish. Congratulations to *Education Update* on your 15th Anniversary.

Jay Hershenson, Senior Vice Chancellor for University Relations, The City University of New York

There are many education mayors, governors, and presidents but there is only one "education publisher." That is you, Pola Rosen: the extraordinary force of nature behind the fifteen years of "Education Update."

I have often marveled how in a city like ours that is so huge, serving nearly 9 million people, how it is possible for New Yorkers to know about and appreciate the ever-changing landscape of education. "*Education Update*" is there to capture the essential elements of the challenges and successes, captivating readers by showcasing the people behind the innovations and the issues, and sharpening the focus so that greater awareness and understanding are assured.

You truly render an outstanding service, equaled only by the special recognition you bestow annually on teachers, professors and administrators who devote their careers to the enrichment and the elevation of the students we all value so deeply. While it is still invariably true that no good deed ever goes unpunished, it is equally true that all of the good-deed doers chronicled in "*Education Update*" rarely go unrecognized. That is an enduring tribute to the thoroughness and thoughtfulness of you, Pola, and your dedicated staff, assisted by many CUNY interns over the years, I might add with a dose of pride.

So here is to your continued success during the next fifteen years! May education continue to flourish in both the city itself as well as within the lively, well-written pages of "Education Update!"

Jeffrey S. Wiesenfeld, Trustee, The City University of New York

Despite the fiscal gloom which surrounds us, we are potentially in a new golden age of public education in New York, with improvements in both our New York City public schools and our great CUNY system. Your reporting, through the pages of *Education Update*, has been instrumental in prodding all of us to keep "our eye on the ball" as well your role in saluting and reinforcing the accomplishments of so many.

While our public schools have much further to go than CUNY (our GEM! under Chancellor Goldstein), we at least have hope that learning and physical conditions will continue to improve. This is precisely why *Education Update* has, and must continue, to strenuously advocate for standards and a general governmental commitment to education. Knowledge — not polemics, not politics, not revisionism, not patronage — must be the sole order of the day. Please continue your advocacy for many years to come as part of this movement!

Eric Nadelstern, Deputy Chancellor, Division of School Support & Instruction, NYC Public Schools

Education Update is the best place I know to keep abreast of developments in P-16 education in New York City and beyond. I look forward to each issue, read it cover-to-cover, and learn more about recent developments and events than from any other single source.

Please keep up the great work, Pola, and thank you for your invaluable contribution.

Best wishes for continued success!

Erica Jong, Award-winning Author

You have created and sustained a great resource for education! Mazel Tov!

Alan Kadish, M.D., President & CEO, Touro College

On behalf of Touro College, it is my pleasure to congratulate *Education Update* on reaching an important milestone, your 15th anniversary. *Education Update* keeps the faculty and students at Touro College not only informed but ahead of the curve. Your articles are consistently engaging and cover the significant issues in contemporary education. Your perspectives are valuable and reach broad and varied audiences. My best wishes for your continued growth and success as you continue to pursue your dedication to journalistic excellence in the field of education.

Dr. Tomás D. Morales, President, College of Staten Island, CUNY

On behalf of the students, faculty, staff and alumni of the College of Staten Island, I send my heartfelt congratulations to *Education Update* on its 15th anniversary. For the past decade and a half, *Education Update* has served teachers, administrators, students and advocates for quality public education as an accurate and innovative source of news and information. The *Education Update* Web site has a wealth of information that educators, parents, and teacher-education candidates have come to rely on. We are all indebted to Dr. Pola Rosen and her staff for their groundbreaking approach to addressing the issues faced by the educational community throughout the community.

Dr. Richard Guarasci, President, Wagner College

In these critical years when all of our nation's resources are to be tested mightily, there is no more important issue than preparing the next generation of Americans for engaged democratic citizenship, productive careers and open minds. Higher education maintains a primary role in preparing the next corps of K-12 teachers who will educate and inspire those youngsters. Our ability to understand, conceptualize and implement the very best teacher education programs and graduates depends on our professional literacy for the issues on the ground in the schools and communities. *Education Update* is a hugely important vehicle for our work in colleges and universities. Pola Rosen has led this important work that is so valuable and essential. Wagner College is delighted to be working with Pola and her staff and we cherish our partnership. Congratulations on this important anniversary.

Dr. Carole Hankin, Superintendent of Schools, Syosset Central School District

My sincere and enthusiastic congratulations to publisher and editor Dr. Pola Rosen on the 15th anniversary of *Education Update*! As both a reader and a contributor, I know that *Education Update* is a tremendously valuable resource, consistently offering high-quality articles that address timely and relevant concerns in the education arena. The publication is truly in a category of its own. The featured articles and topics regularly facilitate discussion and collaboration among those directly involved in education, as well with those representing the various sectors that make up our communities across the regional metropolitan area.

Dr. Rosen deserves recognition and applause for her unwavering commitment to maintaining the newspaper's focus on improving the educational experience for students. I am confident that under Dr. Rosen's leadership, *Education Update* can look forward to celebrating anniversary milestones for decades to come, and will continue to be one of the most trusted educational resources in the nation.

Karen Winnick, Award-winning Illustrator and Children's Book Author

Education Update serves and elevates everyone in the community of educators. Congratulations on the anniversary of your 15th year. There is much to be learned in the pages of your wonderful newspaper.

**Dr. Charlotte K. Frank,
Senior Vice President of Research
and Development,
McGraw-Hill Education**

Over these 15 years, Dr. Pola Rosen and her team have highlighted and spread the message of what makes a difference, who has been involved in these effective practices, where this has taken place in the tri-state area and often national settings, why the reports must be shared and, most of all, how we can connect and adopt/adapt what is working and important. Dr. Rosen, I look forward to continue studying with your printed words.

**Magee Hickey,
WCBS-TV Reporter**

Congratulations on 15 outstanding years of *Education Update* and the wonderful work of Dr. Pola Rosen. I have always been impressed in particular by the Special *Education Update*. Dr. Rosen has so much to be proud of, particularly by inspiring young people to choose careers in journalism. I also have loved the way *Education Update* honors outstanding teachers. Is there anything more important than being a great teacher?

Congratulations on 15 stellar years and here's to 100 more!

**Randi Weingarten, President,
American Federation of Teachers**

The last 15 years in public education have been an unprecedented time, as we try to move our schools from an industrial model to a knowledge model. But with this effort, we have had both many false starts and successes. Through it all, *Education Update* has covered the education landscape in the metropolitan area with authoritative coverage and thoughtful insights.

Education Update adheres to important educational principles — follow the evidence; consider varied viewpoints; involve parents, educators, and community members; and remain focused on providing all children with the best education possible.

Education Update doesn't just cover education and public schools; it has really affected students' lives. Through internships and programs in public schools, Dr. Pola Rosen and her staff have shared their expertise with countless students. And we are especially proud of the teachers *Education Update* honors each year.

To Pola, and all those involved in the success of *Education Update*, we wish you many more years leading the way toward excellence in education journalism.

**Nancy Ploeger, President,
Manhattan Chamber of Commerce**

Congratulations to you on the 15th Anniversary of *Education Update*. We have known each other since you started the publication and kudos to you for your passion and drive in covering this very important community in New York City! You have done a masterful job over these past years and through your publication, you have helped to educate the general public on what is going on in our school systems. The Manhattan Chamber of Commerce focuses not only on supporting the business community, but in helping support the social fabric of our city. And as such, our support extends to education as we are looking at the future employees, business owners and corporate leaders graduating from our schools. Thank you for all you do to help us all keep on top of education in our city and for your unending coverage of the important issues and initiatives in this sector! And congratulations on your continued growth!

**Francie Alexander, Chief Academic
Officer, Scholastic Inc.**

Happy 15th Anniversary, *Education Update*. As a faithful reader, I'm in awe of how one of my favorite publications not only keeps me informed but also inspires me with stories of great teaching and learning. Congratulations, Dr. Rosen and team. May you keep publishing for many more years.

**Dr. Debora Spar, President,
Barnard College**

On behalf of the entire Barnard College community, I want to offer heartfelt congratulations to *Education Update* for 15 years of exceptional journalism and leadership in the field of education. Barnard is especially proud that Dr. Pola Rosen, a devoted member of the Class of 1963, has made such an important contribution to this vital and award-winning newspaper. Educators, students, parents and leaders in business and government have benefitted from the insights shared in *Education Update* on critical issues of the day. Dr. Rosen has also taken the time to note the journalistic accomplishments of her fellow Barnard alumnae, and for that we are most grateful. The College is delighted to share in this special anniversary and sends its best wishes for continued success.

**Ernest Logan, President,
The Council of School Supervisors and
Administrators**

The Council of School Supervisors and Administrators, and I personally, applaud Dr. Pola Rosen and *Education Update* on the publication's 15th anniversary. *Education Update* has provided our members — the school leaders of New York City — with consistently relevant, in-depth information on education issues and trends. A truly democratic voice, *Education Update* reaches out to and publishes a uniquely diverse array of education experts from the K-12, higher education, advocacy, organized labor and foundation worlds. As the publication has grown and continually adhered to high journalistic standards, it also has served as a good neighbor to students, teachers and school leaders. Its internships and awards programs have enriched the entire New York City education community through public recognition of excellence. CSA congratulates and thanks Dr. Rosen and *Education Update* on a job masterfully done.

**Dr. Kimberly R. Cline, President,
Mercy College**

On behalf of Mercy College, I extend sincere congratulations to *Education Update* on its 15th anniversary. As publisher and editor in chief, Pola Rosen is exceptional at covering the broad spectrum of key education issues across the New York City region. *Education Update* is a leader in bringing these issues to the forefront of those who have a passion for ensuring that students receive the highest quality education possible. We celebrate this significant milestone with the paper's dedicated staff and look forward to many more years of *Education Update's* contributions to the educational community with superior journalism.

**Peter Gorham, Executive Director,
Kennedy Child Study Center**

It is with great personal pleasure that I convey the best wishes of our board and staff on the 15th anniversary of *Education Update*. Because of the hard work of Dr. Pola Rosen and the staff of *Education Update*, the publication has become the premier source of professional information within New York's educational community today. The insightful reporting on hot-button and emerging issues, as well as the in-depth interviews with leaders in our field, is simply invaluable. I am especially pleased with the extensive coverage that has routinely been provided to special education. When all is said and done, there is no other publication in New York City like *Education Update*. Keep up the great work!

**Lewis E. Lehrman,
Senior Partner, L. E. Lehrman & Co.;
Founder, Gilder Lehrman Institute
of American History; Trustee, Gilder
Lehrman Center at Yale University**

Education Update is a crucial publication for all of us interested in the educational formation of our country's children and grandchildren.

**Dr. Arthur Levine, President,
Woodrow Wilson National Fellowship
Foundation**

Congratulations. You have done a superb job and *Education Update* is a wonderful resource.

**Dr. Lisa Staiano-Coico, President,
The City College of New York**

On behalf of the students, faculty and staff of The City College of New York, I am delighted to join all of those who care about education in congratulating Dr. Pola Rosen and *Education Update* on fifteen years of insightful coverage of arguably the most critical issues of our times. We all owe an enormous debt of gratitude to Dr. Rosen for her commitment to the importance of investing in the future of our children and our society by investing in a world-class education for all. She has been unafraid to examine the challenges we face as educators, and has strengthened us all through careful examination of innovative responses to those challenges. My colleagues and I look forward to many more years of *Education Update*.

**Dr. Lynda J. Katz, President,
Landmark College**

On behalf of the students, faculty and staff of Landmark College please accept our congratulations on this, your 15th anniversary. *Education Update's* mission of serving the parents and students as well as the professional educators of New York City is indeed a unique concept and one that you and your staff have performed expertly throughout your brief history. I am extremely grateful for the focus you place on topics of interest to students who learn differently. Please accept my best wishes for continual success.

**Dr. Judson R. Shaver, President,
Marymount Manhattan College**

Thank you for the opportunity to share a few brief words on this wonderful occasion.

Marymount Manhattan College congratulates *Education Update* on the occasion of its 15th anniversary. *Education Update* has been a wonderful resource to our entire community. Particularly in this day and age when information moves so quickly, it is extraordinarily helpful to have access to the magazine's thorough and reliable reporting on developments in our field, links to related organizations, challenging editorials, interesting interviews, and feature articles.

**Dr. John J. Russell,
Head of Windward School**

As former Superintendent of Schools and the current head of Windward School, I have firsthand knowledge of *Education Update's* well-deserved reputation for excellence in educational journalism. Over the past 15 years, under the inspirational leadership of Dr. Pola Rosen, *Education Update* has evolved into much more than an extremely informative newspaper reporting on issues important to all members of the broader educational community. It has become a vital venue for sharing ideas that help shape the course of education from pre-school through university in the New York metropolitan region. Dr. Rosen and her colleagues have also provided recognition for deserving students, teachers and administrators providing the motivation necessary to overcome daunting challenges to achieve new heights. In addition, *Education Update* online is yet another vehicle that promulgates information about groundbreaking research and highly effective programs. Its blogs provide a forum for the kind of rigorous debate that the educational community should always foster.

Congratulations on 15 years of excellence in the service of the students, parents, teachers and administrators. As the head of a school for students with special learning needs, I especially want to commend and thank you for your tireless efforts on the behalf of all students. I look forward to *Education Update's* next decade of success.

**William Sadlier Dinger, President,
William H. Sadlier, Inc.**

On behalf of my brother Frank Sadlier Dinger and our colleagues at William H. Sadlier Educational Publishing Company, I would like to congratulate and commend *Education Update* on its 15th anniversary. Like so many other New Yorkers involved in education, we have come to depend on Pola Rosen and her dynamic editors for their insightful reporting on all that is current and important in the educational community.

Thanks to *Education Update's* initiative to inspire students to seek careers in journalism, Sadlier was pleased recently to host a group of students from P.S. 169 in Manhattan, the Robert Kennedy School. The visit gave us, as publishers of grammar, writing, and vocabulary texts, the opportunity to share with these students how textbooks are made and to engage with them in a lively discussion of the language-arts skills so critical to a career in publishing.

Sadlier, therefore, knows firsthand that *Education Update* is not only the go-to educational newspaper in New York and New Jersey but also that it represents a dedicated group of professionals who are committed to the furthering of high-quality education in the metropolitan area.

We wish you continued success. *Education Update* is truly making a difference.

**Richard Kessler, Executive Director,
The Center for Arts Education**

From the Board of Directors, staff and constituents of The Center for Arts Education, I am so happy to be able to applaud Dr. Pola Rosen for her first 15 years as founder, publisher and heartbeat of *Education Update*. We are all so very grateful for the wonderful work she and her colleagues have accomplished in bringing a diversity of issues and people in education to a wide audience.

There are few who provide this sort of space in such a gracious and professional manner. We congratulate and thank you, and look forward to the next 15 years!

**Shelia Evans-Tranumn, New York
State Associate Commissioner
Emeritus of Education**

Over the past 15 years I have watched your readership and leadership expand throughout New York State and the country. Your newspaper defies the traditional opinion that in order to expand circulation, you have to talk about the negative images that are present in a story. *Education Update* is upbeat, relevant, factual and innovative. Its focus on bringing people, thoughts and ideas together to create a better system of education is truly needed in today's climate and truly appreciated by your readership. Thanks, *Education Update*, for being a beacon of light through stormy times.

**Dr. Bonnie Brown,
Superintendent Emeritus,
District 75**

On behalf of the staff, students and parents of District 75, which serves 23,000 severely challenged youngsters with a wide range of cognitive, sensory, emotional and physical issues, we congratulate you on the celebration of the 15th anniversary of *Education Update*. Since the inception of your newspaper, you have been a friend, advocate and supporter to students with special needs and their families. Your work has highlighted our challenges, offered insightful ideas and methods for improving quality of life and you have been there to celebrate our successes.

As we revisit our work with you over the years, we cannot neglect to mention the amazing journalism project you designed and implemented for the middle school students at P.S. 169 M, The Robert F. Kennedy School. Under your supervision and guidance, students were taught the inner-workings of newspaper writing and publishing, from interviewing to drafting, editing, revising and finally publishing a periodical. Students who had rarely ventured out of their neighborhoods or school



Dr. Gunter Blobel, Nobel Laureate from Rockefeller University and his wife Laura Maioglio, owner of BARBETTA RESTAURANT in the theater district, wish to celebrate *Education Update's* 15th anniversary by offering a 15 percent discount when dining at BARBETTA. 321 W 46th St., New York, NY 10036 (212) 246-9171 barbetta100yrs@aol.com

Congratulations to EDUCATION UPDATE on 15 years of service to the education community.

The New York Times
inEDUCATION
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continued from page 15

environments were given an opportunity to visit the Animal Medical Center and meet veterinarians, interview Chancellor Joel Klein and visit your offices at Hunter College and watch a paper being readied for press. *Education Update* expanded their view of the world, gave them opportunities to learn social skills as well as literacy curriculum and simultaneously improved their self-esteem. The students' feedback spoke for itself when they stated that their outings with you were the best days of their lives.

You have held an annual Special Education conference where you bring together the most prominent educators/scientists in the field of special education, professional staff and parents.

Thank you, *Education Update*, for your friendship, recognition and support for special education stakeholders. We hope your efforts will be continued in the future to give voice to the voiceless and empower those who cannot fight individually for themselves. As your constituents, we say "bravo" and "thank you."

**Dr. William L. Pollard,
President,
Medgar Evers College**

On behalf of Medgar Evers College of the City University of New York, please accept my warmest congratulations as *Education Update* celebrates its 15th anniversary. This year, Medgar Evers College also marked a crucial anniversary - celebrating four decades since its founding. Located in Crown Heights, we are a fast-growing campus with a diverse array of degree programs, award-winning faculty, dedicated student scholars, and a central mission of providing educational opportunities to the Central Brooklyn community.

Embracing a student-centered philosophy that focuses our efforts on helping students become their best selves, we at Medgar share your enthusiasm for the academic enterprise. Your publication's vast contributions to the educational arena are widely recognized. The high journalistic standard of your award-winning newspaper is evidenced by its cogent, in-depth interviews with leaders of thought, industry and art from renowned authoress Dr. Maya Angelou to "lion of the senate", the late Senator Edward Kennedy.

I salute and applaud publishers

Dr. Pola Rosen and Adam Sugarman, the editors, writers, and staffers of this vital newspaper for your commitment to reporting on far-ranging education issues to a dedicated readership comprised of parents, teachers, students, guidance counselors, principals, tertiary institutions, foundations, elected officials, and business leaders.

Again congratulations and thank you for your enduring commitment. Best wishes for all your future endeavors.

**Dr. Maritza Macdonald,
Sr. Director of Education and Policy,
American Museum of Natural History**

Congratulations to the leadership and staff of *Education Update* for giving the "education profession" a voice for good practices over the years. At times of extreme change and entrepreneurial as well as professional commitments to teachers and students, we feel that your journalistic sense has left the "empty part of the glass" to the rest of the media; and that your reporters, cameras, and

articles focused on the inspirational and effective. For this, we are grateful.

Museums, gardens, zoos and other cultural venues have always been recognized in your work. In your reporting our institutions are places of learning and beauty for families, teachers, and students. The second decade of the 21st Century will be another one of educational transformation. We count on *Education Update* to give voice to possible new inventions and commitments that enrich our urban lives.

**Concepcion R. Alvar, Headmistress,
Marymount School of New York**

On behalf of the Marymount School community, I would like to congratulate Dr. Pola Rosen, on her tremendous leadership of *Education Update*. Celebrating its 15th anniversary, *Education Update*, has provided a forum to discuss the most pressing education issues affecting students, parents, and educators. Its mission is to highlight and promote best practices, illuminate educational

trends, and to present a variety of opinions about topics in order to generate authentic dialogue. Positioned at the center of debate for the past 15 years, *Education Update* provides a forum to read and respond to education issues of the moment. Congratulations to Dr. Rosen and her strong team.

**Dr. J. Michael Adams, President,
Fairleigh Dickinson University**

It is my great pleasure to congratulate *Education Update* for 15 years of outstanding service to education and the public interest. *Education Update* has built an exceptional reputation for high quality journalism and has informed and enlightened readers about the most important issues facing education. Through its influence, outreach and community service efforts, it has further inspired countless individuals to improve themselves and make a difference in their world. I look forward to reading your stories and applauding your accomplishments for years to come. #



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THE NECESSITY OF PROFESSIONAL DEVELOPMENT

By JOHN J. RUSSELL, Ed.D.

The American Association of School Administrators (AASA), which represents school superintendents from across the country, recently published *A Cliff Hanger: How America's Public Schools Continue to Feel the Impact of the Economic Downturn* (AASA, 2010). The report gloomily predicted that 50 percent of the superintendents who responded to the survey that was the basis of this report will reduce or eliminate funds for professional development in 2010-11, up from 22 percent in 2009-10 and 9 percent in 2008-09. Budget cuts in areas that directly impact student learning and achievement, like lack of funds for professional development for teachers, are detrimental to all students and especially for students with learning disabilities. Plans to drastically reduce professional development stand in stark contrast to the recommendations of the International Dyslexia Association (IDA) that are found in the new Knowledge and Practice Standards for Teachers of Reading (IDA, 2010).

The IDA report begins by stating that reading difficulties are the most common cause of academic failure and underachievement. The National Assessment of Educational Progress consistently finds that about 36 percent of all fourth graders read at a level described as "below basic." According to the IDA between 30 and 50 percent of students are at risk for inadequate reading and writing development. The report posits that most of these at-risk students are ineligible for special education services and are dependent on the instruction given in the regular classroom.

The IDA report goes on to describe the scope of the problem and clearly states the reason why professional development is so important in supporting classroom teachers and the at-risk students they teach:

"Teaching language, reading, and writing effectively, especially to students experiencing difficulty, requires considerable knowledge and skill. Regrettably, the licensing and professional development practices currently endorsed by many states are insufficient for the preparation and support of teachers and specialists. Researchers are finding that those with reading specialist and special education licenses often know no more about research-based, effective practices than those with general education teaching licenses. The majority of practitioners at all levels have not been prepared in sufficient depth to prevent reading problems, to recognize early signs of risk, or to teach students with dyslexia and related learning disabilities successfully." (IDA, 2010)



The IDA standards identify professional competencies that are necessary for teaching students with reading disabilities and learning differences. It is important to note that these standards are applicable for all teachers of reading, general educators as well as specialists (Spear-Swerling, 2010). The IDA standards are built on the large body of research documenting that teachers must be knowledgeable of the oral and written language concepts as well as the most effective research-based instructional practices (Budin, Mather, & Cheesman, 2010).

As stated previously, there is a significant disconnect between the preparation teachers need in order to meet these standards and what they actually get in their pre-service education courses. In one of many studies that confirm the lack of teacher knowledge of the structure of language, Cheesman et al. (2009) found that only 18 percent of first-year teachers could distinguish between phonemic awareness and phonics instruction.

Deficiencies in teacher preparation can be addressed through professional development, but only if school budgets provide the funds. If schools are going to reduce academic failure and underachievement, comprehensive professional development is a necessity. #

John J. Russell, Ed.D. is the head of Windward School in White Plains, New York.



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35TH ANNIVERSARY OF INDIVIDUALS WITH DISABILITIES EDUCATION ACT

By RANDI WEINGARTEN

Our nation has made great strides in educating students with disabilities in the 35 years since enactment of the Individuals with Disabilities Education Act, but we're not at the finish line yet.

Students who were traditionally segregated in residential or self-contained settings are now included in a variety of classrooms and educational settings. The number of students with disabilities progressing through high school programs has increased more than 35 percent. Colleges and universities are creating post-secondary opportunities for students with a range of disabilities, including intellectual disabilities.

Even as we celebrate this progress, we recognize that we must do better. We need to improve pre-service and in-service training for teachers and paraprofessionals, protect educators who speak up when students don't receive services required under IDEA, and fund rigorous research to determine what programs are truly effective in educating special needs students.

Also, underfunding continues to plague efforts to serve these students. Thirty-five years ago, lawmakers recommended that the federal government fund up to 40 percent of the total costs, but even with the recent infusion of stimulus funds, the federal commitment has been barely half that. Budget cuts, personnel shortages, and ill-conceived education policies have hit the special education community harder than most. All these come at a time when the needs of students with disabilities are as acute as ever. For example, the



numbers of children and youth on the autism spectrum are growing at an alarming rate and are stretching limited resources in our nation's public schools.

The late Congressman Hubert H. Humphrey, a tireless advocate for people with disabilities and a longtime AFT member, once said, "the moral test of government is how it treats those who are in the dawn of life, the children; those who are in the twilight of life, the aged; and those in the shadows of life, the sick, the needy and the handicapped." Creating IDEA 35 years ago was a wise and compassionate action, but today we have a moral obligation to do even more to help the most vulnerable members of our society. #

Randi Weingarten is the president of the American Federation of Teachers.

Guild Awards College Scholarships to 16 High-achieving Students from Nine States



**Michelle Hackman, student at
John L. Miller, Great Neck HS**



Alan Schorn, teacher at Great Neck

The Jewish Guild for the Blind (The Guild) 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 2011. The recipients are currently enrolled in high schools in the states of California, Florida, Illinois, Indiana, Maryland, Missouri, New York, Oregon and Texas. 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 them. 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 Alan R. Morse, JD, PhD, 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," Dr. Morse continued. "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 said.

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 selection committee are:

Karen Gourgey, EdD, Director of The City University of New York's Baruch College Computer Center for Visually Impaired People;

Patricia N. Lewis, PhD, Executive Director of the AIM Foundation, Houston, Texas;

Alan R. Morse, JD, PhD, President and CEO of The Jewish Guild for the Blind;

Thomas A. Robertson, former Associate Commissioner of the New York State Commission for the Blind and Visually Handicapped;

Frederic K. Schroeder, PhD, Research Professor, San Diego State University, former Director of the Professional Development and

Research Institute on Blindness, Louisiana Tech University, Ruston, La.

The committee chose the 16 winners after a rigorous application process that included criteria such as academic excellence, community involvement, legal blindness, financial need and U.S. citizenship. The 2011 GuildScholar Program scholarship winners are:

- Karen Arcos of Los Angeles, Calif. — John Marshall H.S.
- Thomas John Carroll III of Glenview, Ill. — Glenbrook South H.S.
- Katelyn Chandler Corey of Culver City, Calif. — Notre Dame H.S.
- Sarah Gonzales of Atlantic Beach, Fla. — Mandarin H.S.
- Constantine Greanias of Valencia, Calif. — Valencia H.S.
- Michelle A. Hackman of Great Neck, N.Y. — John L. Miller-Great Neck North H.S.
- Ann Kwong of El Monte, Calif. — John Marshall H.S.
- Catherine Lei of Elk Grove, Calif. — Franklin H.S.
- Emma Liu of Bethesda, Md. — Walt Whitman H.S.
- Wai Hin Judith Lung of Monterey Park, Calif. — Temple City H.S.
- Maayan Malter of Wilmette, Ill. — New Trier Township H.S.
- Christopher Meyer of Kokomo, Ind. — Kokomo H.S.
- Sylvia Modesitt of Martinsburg, Mo. — Community R-VI
- Lance Matthew Norris of Spring, Texas — Klein Oak H.S.
- Isaac Edward Prah of Portland, Ore. — Metropolitan H.S.
- Trent Underwood of San Diego, Calif. — Rancho Bernardo H.S.

The teacher chosen to receive a prize is:
Alan Schorn of John L. Miller-Great Neck North High School

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The Jewish Guild for the Blind is a not-for-profit, nonsectarian agency serving persons of all ages who are visually impaired, blind and multi-disabled. The Guild offers a broad range of programs that include: medical, vision, low vision, psychiatric and rehabilitative services, managed long-term care (GuildNetSM), Adult Day Health Care (GuildCareSM), schools and educational training programs for independent living. In addition, The Guild's education and training program, SightCareSM, for people who work with and care for persons with vision loss, addresses the special needs of thousands of people nationwide. #

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The King's Speech: Speech Therapists Analyze How King George Overcame Stuttering

BY DR. PHIL SCHNEIDER
& URI SCHNEIDER

As educators and clinicians, we focus a great deal on theory, content and methodology, both in training and in practice. But when we examine what had the most significant, positive, and lasting impact on our lives, the answer is our relationships with others.

Stuttering, (called "stammering" in England) refers to sudden, involuntary stoppages in the ability to produce the desired word or sound. It is not simply a speech issue. It usually requires that the speaker is engaged in a meaningful communicative speaking situation. Therefore, most people who stutter do not do so while singing or acting. When a person is speaking out in a state of rage, stuttering is often reduced, possibly due to limited cognitive-linguistic complexity.

Approximately 5 to 10 percent of all children go through a phase of stuttering, but only 1 percent retain it into adulthood. At this time, it is clear that stuttering is caused by some brain-related neurologic dysfunction that occurs intermittently. There is no known explanation for why people acquire stuttering or why most do not retain it into maturity.

Stuttering can be exacerbated by stress but it is not caused by stress. In fact, stuttering often causes stress.

Therapy can be very helpful to people who stutter. For some individuals, it can help to eliminate the issue permanently, for others it helps on a temporary basis and for others it may be of limited benefit. There is some evidence that appropriate early treatment is highly effective. In general, the key to productive therapy is finding the right professional for your needs.

A new film called "The King's Speech" captures the essence of a therapeutic relationship in a manner that is both dramatically magnificent and

meaningfully realistic. While the film's theme focuses on the King of England's stuttering, the film's lessons of how to face challenges and overcome fear with courage can easily be transposed to any of the many circumstances we face — and how the role of a teacher or clinician could be a valuable part of the process.

Unlike most American films, this film does not conclude with a magical ending and a miraculous cure or some stroke of therapeutic genius. In fact, as clinicians, we are deeply grateful that this film shares a more powerful story.

Each of us is challenged in some way at some point in our lives. And those challenges and limitations often become lifelong parts of who we are, for better or for worse. But the choices we make about how to live with those challenges and limitations can help us define our lives for the better.

The job of the educator/therapist is an interesting challenge. It is part science and part art. It engages both our intellect and our emotional selves in a soul-searching role. We combine our hope and passion with endless patience and acceptance for the slow, imperfect, often unpredictable journey.

We strongly urge everyone to see this film, now nominated for seven Golden Globes, including Best Motion Picture of 2011. The King's Speech is a wonderful teaching tool for students, professional educators and therapists because it opens the dialogue of what it means to become "that heroic person" — the helping professional in the lives of people who strive to transcend their set of limitations and life's hurdles. #

To learn more about the challenge of stuttering from the perspective of the person who stutters or from the perspective of the therapist, see "Transcending Stuttering: The Inside Story" and "Going With the Flow: A Guide to Transcending

Stuttering" at www.schneiderspeech.com/media.

Phil Schneider, Ed.D. CCC-SLP and Uri Schneider, M.A. CCC-SLP are partners in Schneider Speech Pathology, a private practice with offices in Nassau, Queens and the Bronx. They specialize in stuttering, voice, learning and public speaking; working with both children and adults and present locally, nationally and abroad. For questions or comments, email info@schneiderspeech.com or visit www.schneiderspeech.com.



(L-R) Uri Schneider & Phil Schneider

[Ed: The King's Speech is a highly acclaimed new movie underscoring how stuttering afflicts children and adults and the techniques that enable them to be triumphant in its conquest. It was of particular interest to me because my father, a

linguist and highly intelligent man, suffered with intermittent stuttering and shared how he had tried Demosthenes' technique of putting pebbles in his mouth to help himself.]

WORKSHOP JOINS FRONTLINE EDUCATORS AND ACADEMICS

By BECK LEE

Gathered in the stately meeting room of the Center for Modern Psychoanalytic Studies on West 10th Street was a crowd that included dropout counselors, truant officers, special education teachers, and assorted other professionals who work on the front lines with special needs students in our city schools. But there were also an equal number of psychoanalysts in the room, from academics and clinical practitioners, to graduate students with little exposure to inner-city schools. What brought them together? Dr. Sheila Zaretsky, an author, family counselor and veteran inner-city educator, was there to forge what she sees as a vital collaboration in the field of education.

Her talk, "Kids in Treatment," was a presentation for therapists, teachers and parents that took place in early December, was more of a workshop than a lecture. Throughout the lively program Dr. Zaretsky illustrated her approach to working with resistant, disruptive and often self-destructive adolescents and teenagers.

"I think a lot of harm is done when we resort to structural remedies and standards of control for students," Dr. Zaretsky said. "This may seem to be the best way to handle unruly students, but it's the worst. Empathy and identification are the only reliable way reach the hard-to-reach."

Peppering her talk with colorful anecdotes from her over 30-year career teaching at Seward Park High School on the Lower East Side and West Side High School in Spanish Harlem, Dr. Zaretsky frequently referred to her creative use of what is called the "joining technique." A hallmark of modern psychoanalysis, joining strives to reduce stress and lower resistance by validating all feelings, even negative ones.

"When a student of mine got up to leave my



Dr. Sheila Zaretsky

class without permission, I didn't tell him he was out of line, wrong, or going to get in trouble. I didn't forbid him to leave. All these techniques would fulfill his master plan, which was to disrupt. He wanted to be oppositional. But when I asked him what I had done to make him want to leave, I got him to reflect, just for a second. He pulled this several times, and eventually he stayed."

When a participant asked why she couldn't just ask such a student to explain his reasons for leaving, Dr. Zaretsky was clear. "The point isn't to put him on the spot and make him justify himself. You're pushing him to become even more egotistical," she said.

"We need to help students be comfortable with all feelings. There is so much stress in life, but an inordinate amount with children facing adversity," she said. Joining acknowledges feelings so that students can gain awareness and even become accountable. A litany of bad behaviors were mentioned, many in vivid detail, by the teachers and guidance counselors in the room. In each case, Dr. Zaretsky advocated joining. "Sometimes you have to out-crazy the crazies," she explained. "Do not be afraid of what's inside. If it doesn't have a way to come out, it will be surely become pathological."

At the conclusion of the talk, the frontline educators and counselors happily mixed with the academics, clinical practitioners and graduate students. Dr. Zaretsky mingled freely, noting that she was pleased to "join" these two groups. "A group like this really has a chance of figuring out counter-productive behaviors and helping students change the patterns to help themselves." #

Dr. Sheila Zaretsky is the author of "Reaching the Unreachable Child: Using Emotional Wisdom to Help Children Recover from Negativity and Despair" (Full Court Press)

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FINANCIAL AID

Funding for Graduate School

By JOHN S. MYERS

Attending graduate school is an expensive endeavor. But it is an attainable one with proper and early planning. So while you're gathering your transcripts and writing your personal statements, you should be developing strategies for how you're going to finance your education. Do not wait until your admission letter arrives to start thinking about paying for graduate school.

There are three main sources of financial aid for master's and doctoral study. These three sources offer several types of aid that are often combined to provide an overall funding package.

I am providing some general information and strongly advising you to do the legwork and read all the fine print.

Institutional Aid

Financial aid received from the college or university you're attending is considered institutional aid. This could be defined as a scholarship, grant, or fellowship. These forms of aid do not have to be paid back. Typically these types of aid are offered to selected candidates based on academic merit or financial need or some combination of the two. Usually, there is no separate application and you're automatically considered

during the application review process.

Scholarships and grants are awards that provide for the cost of tuition and are applied to your bill. In addition to general school scholarships, generous alumni often give donations to establish named scholarships. These awards may have certain eligibility restrictions, such as scholarships for blue-eyed students, or scholarships for student in selected majors. These scholarships often require a separate application on which you indicate you meet the eligibility criteria.

Fellowships are typical awards for doctoral study and often provide full tuition support for multiple years. They might also provide health insurance and a living stipend. More generous fellowships also provide a housing subsidy.

Graduate assistantships, teaching assistantships, and research assistantships are types of aid that may require some form of work in return for receiving a tuition award or stipend.

Government Aid

For the most part, need-based aid from the government comes in the form of student loans. To receive consideration, you'll need to submit the Free Application for Federal Student Aid (FAFSA – <http://www.fafsa.ed.gov>).

There are two major loan categories to consider, the Stafford subsidized and unsubsidized student loans, and the Grad Plus student loan. Loans typically provide for the cost of your education after institutional aid has been applied. Loans are

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TEACHERS COLLEGE

Dr. Gordon Gee Discusses Transforming Higher Education



President Susan Fuhrman, Teachers College



President Dr. Gordon Gee, Ohio State University

By SYBIL MAIMIN

It was an exuberant homecoming as Dr. Gordon Gee, president of The Ohio State University, came back to his alma mater, Teachers College, Columbia University, Ed.D. 1972, to give a talk titled “Transforming Higher Education.” Having held the top post at more colleges than anyone else, including two times at Ohio State, and twice being the highest-paid university president in the country, Gee’s journey since TC has hit some extraordinary peaks, but has also been somewhat controversial. In a highly criticized move, he left the presidency of Brown University after a brief stay to accept a substantially larger salary from Vanderbilt. As described by the Teachers College president, Dr. Susan Fuhrman, higher education today is also in a precarious state, facing budget and program cuts, retention problems, and the challenge of seeing other nations assume our leadership position.

According to Gee, who has 30 years of university experience, while the world has changed, “Education remains important, but it is lost, and has lost its way. American universities are broken.” Universities are not a business, he advised. They are the cultural and social centers of our nation, which relies on an educated citizenry for its future. Creativity should be the centerpiece. He remarked that on a trip to China the minister of education repeatedly asked how we teach ingenuity and creativity, showing an understanding of the importance of learning how to think. He noted that, formerly, the richest men in the world were industrialists but, today, the richest person — Bill Gates — is concerned with ideas and their potential.

The economic recession and general turmoil provide “an opportunity to think about change,” Gee said. We need to recapture our ingenuity and nurture the talent that will sustain us. No Child Left Behind does a disservice, he said. Students may learn how to take a test, but we do not know

how to measure creativity. Future universities need to be more unified, creating partnerships within an institution and between institutions. He cited community colleges as important places that must be included in education networks. Gee explained that leadership is essential during the change process and suggested that small, selective institutions, like Teachers College, are well-suited to the role. They can set high standards and train individuals who will take charge in other institutions. He advised leaders to have thick skins and good senses of humor. Laugh at yourself, or “get burned out or burned up,” he cautioned. Create change, live with it, and move on.

Gee also said that he thinks tenure can be positive as a way of recognizing serious worth if frequent tenure reviews are in place, and that the value of technology depends on whether “we control it, or it controls us, a battle we’re not necessarily winning.” He is concerned about the current “scattershot” tech approach and wants more attention paid to content and quality. He questions distance learning, saying human contact, whether in the classroom or in informal settings, is essential. On the SAT question Gee advises that rather than emphasizing test scores in assessing college-readiness, “the real determinant of who will succeed is who is willing to work hard.”

After listening to President Gee, Shannon Gilkey, a TC student who taught for five years and earned a master’s at Oxford, was most interested in the idea of more interdisciplinary cooperation, explaining that this idea is being advocated in higher education in England. John Allegrante, a professor of health education and deputy provost at TC, also liked the idea of partnering, in his case, with the community. He believes that, as it tries to reform itself, higher education has a crucial stake in how the public schools are performing as well as in the health of America’s children. #

There are several foundations, professional associations, and social organizations that offer aid for graduate school. These organizations typically do not require payback of scholarships but may ask you to provide updates or reports back to the organization. There is usually an application and review process that is specific to the organization.

Another resource of external aid is your employer. Check with your benefits office to see if your company offers a tuition remission benefit for graduate school.

No matter the source of aid, it’s very important to follow all instructions and meet all deadlines. The following will provide greater details on some of the information provided here:

- U.S. Department of Education, Federal

HUNTER COLLEGE

LEADERSHIP CONFERENCE TACKLES WOMEN’S ROLES IN SCIENCE



President Lisa Staiano-Coico, CUNY



President Jennifer Raab, Hunter College

By JUDITH AQUINO

CUNY students streamed into the Kaye Playhouse at Hunter College last week to listen to distinguished scientists discuss the challenges they face as women at the 6th annual Women’s Leadership Conference.

The conference’s theme, “Breaking Boundaries in Science and Health: New Careers and Challenges,” highlighted the limited opportunities women encounter in science-related fields, despite their accomplishments.

The conference was organized by Jay Hershenson, CUNY vice-chancellor and senior staff coordinator for the planning committee of the conference. He also created the Women’s Leadership Internship Program, which places CUNY students in the offices of elected women officials.

Female students outnumber their male counterparts in universities and are slowly closing the pay gap with their male peers. However, even though women make up half of the nation’s workforce, studies show that few women hold the highest-paid leadership positions in various industries, including science.

“The fact is women still face the extra burden of gender stereotyping,” said Jennifer Raab, president of Hunter College. “But we know if you remain determined, you are going to succeed.”

Wit and a strong work ethic are often effective tools for combating sexism in the workplace, said keynote speaker, Cornelia (Cory) Dean, the senior science writer at the New York Times.

“When I had just started working for the Times, people referred to me as ‘that little girl’ but I never let that stop me and I often spoke back,” Dean said. “The sexism may not be as overt as that anymore, but as women, we still have to struggle every step of the way.”

Finding a mentor and honing your negotiating skills are important steps to take when developing any career, said Dean. “Never sell yourself short and make sure you find someone who can help you move up.”

Dean was followed by a panel of six CUNY professors and scientists conducting research in areas such as biology, chemistry and biomedical engineering. Moderating the panel was City College President Lisa Staiano-Coico, a



Jay Hershenson, CUNY Vice-Chancellor

nationally prominent researcher in microbiology and immunology.

Staiano-Coico started the discussion by inviting the audience to ask the panelists questions about their experiences pursuing careers in science. The topics included work/life balance tips, advice on how to overcome a fear of blood, and advice on how to respond to discriminatory treatment from peers and mentors.

“Request a private meeting with that mentor as soon as possible,” said Dr. Eleanore Wurtzel, a professor and chair of the CUNY Plant Sciences at Lehman College. “Use that time to explain your concerns and document everything. If there is no improvement, seek out someone with a higher authority.”

Staiano-Coico reminded students not to be discouraged by the challenges they may encounter as aspiring scientists. “Science is a very competitive field,” Staiano-Coico said. “If you let someone persuade you to give up, it just makes it easier for them to succeed.” #

Funding

continued from page 20

types of aid that need to be paid back. There are interest rates and payback schedules that need to be considered, so read up and be informed.

Federal Work-Study provides part-time on-campus jobs for graduate students. The program encourages community service work and work related to the recipient’s course of study.

The U.S. Department of Veterans Affairs offers education grant assistance to qualified U.S. military service members and their families.

There are some scholarship programs, like the TEACH Grant, which require a service commitment in return for receiving scholarship support.

Aid from External Organizations

Student Aid (<http://studentaid.ed.gov>)

• U.S. Department of Veteran’s Affairs (<http://www.va.gov>)

• FinAid (<http://www.finaid.org>)

• FastWeb (<http://www.fastweb.com>)

John S. Myers is director of enrollment management at the NYU Steinhardt School of Culture, Education, and Human Development.



THE DEAN'S COLUMN

The Irrepressible Number 1

By ALFRED POSAMENTIER, Ph.D.

There are often unusual phenomena in mathematics that pique one's interest. This is not a trick. Yet mathematics does provide curiosities that appear to be magic. This is one that has baffled mathematicians for many years and still no one knows why it happens. Try it, you'll like it — or least the students will!

Begin by asking your students to follow two rules as they work with any *arbitrarily* selected number.

If the number is odd then multiply by 3 and add 1.

If the number is even then divide by 2.

Regardless of the number they select, **they will always end up with 1.**

Let's try it for the *arbitrarily selected* number 12

12 is even, therefore, divide by 2 to get 6.

6 is also even so we again divide by 2 to get 3.

3 is odd, therefore, multiply by 3 and add 1 to get $3 \cdot 3 + 1 = 10$

10 is even, so we simply divide by 2 to get: 5

5 is odd, so we multiply by 3 and add 1 to get 16.

16 is even so we divide by 2 to get 8.

8 is even so we divide by 2 to get 4.

4 is even so we divide by 2 to get 2.

2 is even so we divide by 2 to get 1.

No matter which number we begin with (here we started with 12) we will eventually get to 1.

This is truly remarkable! Try it for some other numbers to convince yourself that it really does work. Had we started with 17 as our arbitrarily selected number we would have required 13 steps to reach 1. Starting with 43 will require 27 steps. You ought to have your students try this little scheme for any number they choose and see if they can get the number 1.

Does this really work for all numbers? This is a question that has concerned mathematicians since the 1930s, and to date no answer has been found, despite monetary rewards having been offered for a proof of this conjecture. Most recently (using computers) this problem, known in the literature as the " $3n + 1$ Problem," has been shown to be true for the numbers up to $10^{18} - 1$.

For those who have been turned on by this curious number property, we offer you a schematic that shows the sequence of start numbers from 1 to 20. (See Schematic 1)

Notice that you will always end up with the final loop of 4-2-1. That is, when you reach 4 you will always get to the 1, and then, were you to try to continue after having arrived at the 1, you will always get back to the 1, since, by applying the rule [$3 \cdot 1 + 1 = 4$] and you continue in the loop: 4-2-1.

Does this *really* work for *all* numbers? This amazing little loop-generating scheme was first discovered in 1932 by the German mathematician Lothar Collatz (1910-1990), who then published it in 1937. Credit is also given to the American mathematician Stanislaus Marcin Ulam (1909-1984), who worked on the Manhattan Project during World War II, and to the German mathematician Helmut Hasse (1898-1979). Therefore, the scheme (or algorithm) can be found under various names.

A proof that this holds for all numbers has not yet been found. The famous Canadian mathematician H. S. M. Coxeter (1907-2003) offered a prize of \$50 to anyone who could come up with such a proof, and \$100 for anyone who could find a number for which this doesn't work. Later, the Hungarian mathematician Paul Erdős (1913-1996) raised the prize money to \$500. Still, with all these and many further incentives, no one has yet found a proof. This seemingly "true" algorithm then must remain a conjecture until it is proved true for all cases.

Most recently (with aid of computers), the " $3n + 1$ Problem" has been shown to be true for the numbers up to $18 \cdot 2^{58} \approx 5.188146770 \cdot 10^{18}$ (June 1, 2008). That means, for more than 5



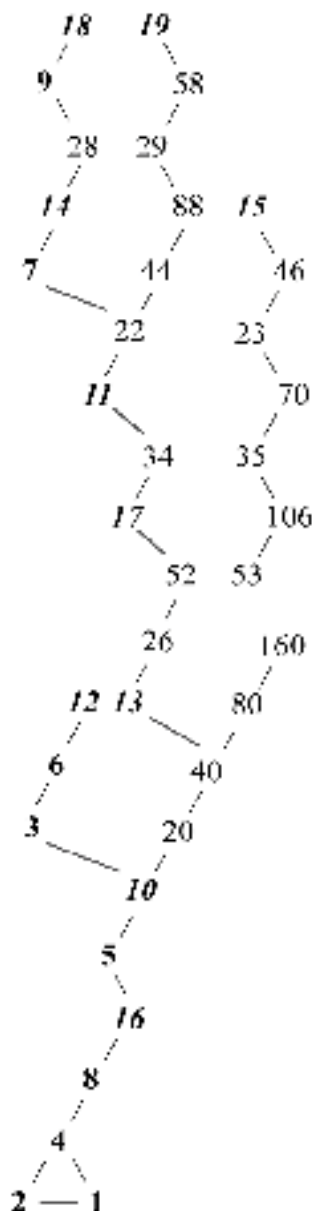
Quintillion [in Europe: trillion] it is proved.

We don't want to discourage inspection of this curiosity, but we want to warn you not to get frustrated if you cannot prove that it is true in all cases, for the best mathematical minds have not been able to do this for the better part of a century! Explain to your students that not all that we know or believe to be true in mathematics has been proved. There are still many "facts" that we must accept without proof, but we do so knowing that there may be a time when they will either be proved true for all cases, or someone will find a case for which a statement is not true, even after we have "accepted it."

With this unusual demonstration you should begin the year 2011 with a favorable view of mathematics.

Dr. Alfred Posamentier is dean of the School of Education and professor of mathematics education at Mercy College. He is also author of over 45 Mathematics books, including: Mathematical Amusements 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.

SCHEMATIC 1



Barnard College Spends An Evening with Heroes, Mortals and Myths

By JUDITH AQUINO



Debora Spar

What defines a hero or heroine? Why do we need them? Barnard College President Debora L. Spar invited guests to tackle these questions while exploring the "Heroes, Mortals and Myths in Ancient Greece" exhibit at the Onassis Cultural Center in Midtown Manhattan.

"Barnard likes goddesses, as you can see in our newest building, the Diana Center, and our one statue on campus, which is dedicated to the goddess Nike," said Spar during a Barnard alumni event at the Onassis Center. The Amazons (female warriors) were not Greek and yet were admired by the Greeks for their strength and independence, as seen in their depictions in various painted vessels, said Professor Helene Foley, chair of the Barnard Classics and Ancient Studies Department.

"Intelligence, youth and strength were some of the characteristics that the Greeks valued in their heroines, which still resonates with us today," Foley said. The exhibit featured about 90 objects from the Archaic, Classical and Hellenistic periods, many of which come from major museums across North America and Europe. The Walters Art Museum in Baltimore organized the collection, and the Onassis Center is its final stop after having travelled to the Frist Center for the Visual Arts in Nashville and the San Diego Museum of Art.

Barnard alumni and students made their way in a single file through the subterranean exhibit, which was located in the lower level of the Onassis Center. The exhibition began with four

figures — Odysseus, Hercules, Achilles and Helen — as seen on painted vessels and in sculpture. Later sections included athletes, soldiers and other local heroes.

The king of the island of Ithaca, Odysseus, is famous for defeating the Trojans with a wooden horse. Known for overcoming obstacles by relying on his wits, a krater attributed to the Sappho Painter showed Odysseus making his way to safety while strapped to the

underbelly of a sheep. Hercules, the son of Zeus and the mortal Alcmene, was strong enough to strangle snakes as an infant. A row of vessels showed him overpowering Cerberus, the Hydra and the Erymanthian Boar, among others. Achilles, the nearly invincible warrior, was admired for his military exploits. Many of the objects, however, portrayed him in a non-military fashion: being tutored by the centaur Chiron, playing board games with Ajax, and releasing Hector's brutalized body after pleas from Priam.

The woman whose face allegedly launched a thousand ships, Helen, was depicted on a red and black bell-krater with her husband, Menelos. A description of the vessel tells us Menelos was about to slay his wife, but dropped his sword upon gazing on her beauty.

Maryl Gensheimer, a Ph.D. candidate of Greek and Roman mythology at New York University and the guest of a Barnard alum, said she found the exhibit well-curated. "It's a great excerpt of Greek mythology," she noted. "I'm excited to see all of it." #

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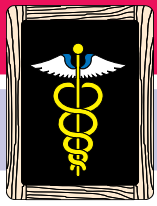


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RED DRESS CAMPAIGN RAISES AWARENESS FOR HEART DISEASE



The women of EHE International are featured at the Metropolitan Opera House in iconic red dresses to raise awareness for Heart Disease, the number one killer of women in the US.

The women of EHE International, a leader in preventive healthcare for 98 years, are participating in a national campaign to raise awareness for heart disease. Shedding light on the issue for the past eight years, EHE International created a compelling campaign designed to educate the American public about this disease. Many of the risks associated with the disease can be managed through education, lifestyle behaviors associated with nutrition and physical activity, avoidance of smoking and regular physical exams. In order to participate in this awareness campaign, EHE women are required to have heart screenings and comprehensive health checkups.

The significance of wearing a red dress is not only about being stylish and fashionable, it is a powerful proclamation that women in America are taking responsibility for their heart health. EHE International is the only company in the United States to offer this service to their female staff. A window display located in the heart of Manhattan at 10 Rockefeller Center highlights the campaign throughout the month of February.

This year's photo, taken at the Metropolitan Opera, captures the beauty and glamour of EHE International's women. The red dresses they wear represent the seriousness and severity of heart disease. According to the American Heart Association, as many as 35 percent of all female deaths are caused by heart disease and more than one in three female adults has a form of cardiovascular disease.

Since 1913, EHE International has been the recognized leader in preventive medicine. Its clinical protocols are specifically designed for the early detection of preventable disease and its associated risk factors, supported by robust personal coaching and wellness tools and resources, and its industry-leading educational and social engagement platforms. The company is well-known for its corporate-sponsored employee benefit, "EHE & Me," a patient-centered approach to preventive care and lifestyle management programs specifically designed for integration into self-funded, employer-sponsored medical plans. #

Experimental Vaccine Sets Sights on Lung Cancer

An experimental immunotherapy may someday become the newest weapon against lung cancer. Physician-scientists from Weill Cornell Medical College and Columbia University Medical Center are enrolling patients with non-small cell lung cancer (NSCLC) at New York-Presbyterian Hospital as part of an ongoing Phase III trial.

The experimental immunotherapy is intended to prevent cancer recurrence in patients who have already undergone surgical removal of the tumor. The therapy works by exposing the body to a protein called melanoma-associated antigen-A3 (MAGE-A3), normally produced by lung cancer cells.

"By exposing the body to the antigen, the immune system is primed to attack the cancer," says Dr.

Nasser Altorki, principal investigator for the study.

The MAGE-A3 protein is classified as an Antigen-Specific Cancer Immunotherapeutic (ASCI). ASCIs are meant to trigger a specific response, telling antibodies and T-cells of the immune system to recognize and attack the cancer cells.

"We are hopeful that if this investigational therapy continues to show encouraging results in clinical trials that it may become a new weapon against non-small cell lung cancer," explains Dr. Joshua R. Sonett, the study's principal investigator. "Because the vaccine augments the patient's own immune system, it may be less toxic to normal cells and can be used even when standard chemotherapy is needed. It is a win-win situation."

Comprehensive Autism Treatment Center Coming to New York-Presbyterian Hospital

New York-Presbyterian Hospital, along with its affiliated medical schools Columbia University College of Physicians and Surgeons and Weill Cornell Medical College, announced its collaboration with the New York Center for Autism to establish the Institute for Brain Development, a comprehensive, state-of-the-art institute dedicated to addressing the pressing clinical needs of individuals living with autism spectrum disorders and other developmental disorders of the brain, across their lifespan.

The institute, situated on the hospital's 214-acre campus in White Plains, N.Y., will be a center of excellence for best-practice evaluations and treatments. It is expected to open in 2012 and will be a resource for community-based providers and families.

According to the U.S. Centers for Disease Control and Prevention, autism spectrum disorders affect one in 110 children and one in 70 boys. An estimated 1 million to 1.5 million American adults and children live with an autism spectrum disorder.

Through an integrated clinical program and affiliations with other organizations, the Institute for Brain Development will create a fertile environment for the development of innovative diagnostic and treatment services, training of health care professionals from diverse disciplines, and the rapid integration of findings from clinical and translational research into practice.

The New York Center for Autism, led by Laura Slatkin and Ilene Lainer, and with a generous contribution from Marilyn and James Simons of the Simons Foundation, has provided essential guidance and support in the formation of the Institute for Brain Development. Additional support for the institute is provided by Autism Speaks, North America's largest autism research and advocacy organization, founded by Hospital Trustee Bob Wright and his wife, Suzanne.

"We are sincerely grateful for the support of the autism community, especially New York Center for Autism's contribution and leadership as well as the seed money from Marilyn and James Simons, which make the Institute for Brain Development possible," says Dr. Herbert Pardes, president and CEO of New York-Presbyterian Hospital. "Their dedication to improving health care resources for patients with autism spectrum disorders will change the lives of countless individuals and their families."

"As parents of an autistic child, my husband, Harry, and I are especially gratified that the New York Center for Autism could play such an important role in making this Institute a reality," says Laura Slatkin. "We are honored to be working with three outstanding institutions to bring this important initiative to fruition."

The Institute for Brain Development will care for patients at all life stages, from infancy through adulthood, with the whole spectrum of developmental disorders including autism and those with Asperger's syndrome and high-functioning autism.

For children with autism, the institute will take a unique approach that works closely with parents to guide them as they arrange for care in their home community. These innovative "gap services" are crucial for the child and family

as they plan for the child's development and future treatment, says Dr. John Walkup, director of child and adolescent psychiatry at New York-Presbyterian Hospital/Weill Cornell Medical Center and vice chair of the Department of Psychiatry at Weill Cornell Medical College.

"In the current care system, families often have the burden of finding and coordinating care for their child," Dr. Walkup says. "The institute will serve as a bridge, linking children and their families to a full spectrum of interventions." A comprehensive array of evaluation and diagnostic services will help identify the issue early, which, Dr. Walkup notes, will improve the child's chances for optimal development and socialization.

The institute's multidisciplinary clinical team comprises physician-faculty from Columbia University Medical Center and Weill Cornell Medical College in pediatrics, psychology, neurology, psychiatry and other disciplines, as well as specialists in speech and language, physical, occupational and behavioral therapies.

"Our coordinated and integrative care approach will facilitate collaboration among experts from each discipline, improving patient care across the board," says Dr. Jack Barchas, chairman of the Department of Psychiatry at Weill Cornell Medical College and psychiatrist-in-chief at New York-Presbyterian Hospital/Weill Cornell Medical Center. "In addition to ensuring the development of best practices, it will minimize stress on patients and their families and provide the most sophisticated care under one roof."

Alongside its mission of comprehensive care, the institute will support work to advance effective new treatments and train the next generation of brain development specialists. "Cutting-edge research and innovative clinical techniques allow us to provide the most advanced care for children and adults with autism," says Dr. Bradley Peterson, chief of child and adolescent psychiatry at New York-Presbyterian Hospital/Columbia University Medical Center and director of MRI Research at Columbia University College of Physicians and Surgeons. "For example, one of the more unique treatment methods that is currently being developed here at New York-Presbyterian is the use of computer-based techniques to teach non-verbal children with autism how to read. By using written language and mathematics, which operate on different neural systems than spoken words, we're taking a back-door approach to engage thoughtful communication in these children."

"Autism treatment and research is a top priority at New York-Presbyterian, Weill Cornell Medical College and Columbia University Medical Center," says Dr. Jeffrey Lieberman, chairman of the Department of Psychiatry at Columbia University College of Physicians and Surgeons and psychiatrist-in-chief at New York-Presbyterian Hospital/Columbia University Medical Center. "The establishment of the Institute for Brain Development is a critical component of a major initiative to understand the nature of this devastating illness, to develop treatments to limit its effects, and ultimately to prevent its occurrence." #

P.S. 34 Students Learn About FDR's Four Freedoms

By JENNIFER MACGREGOR

Forty years ago, Franklin Delano Roosevelt addressed the nation and delivered what would become known as his "four freedoms" speech. Students at P.S. 34 in Manhattan, named the Franklin D. Roosevelt Public School, honored that anniversary recently by learning how Roosevelt's words are still resonating today.

William J. vanden Heuvel, the former ambassador to the United Nations and chairman of the Franklin D. Roosevelt Four Freedoms Park, talked to students about the meaning of the speech and took time to answer questions that the fifth-graders had prepared for him.

Rob Morrison, anchor of CBS 2 News This Morning and CBS News at Noon, introduced the ambassador while engaging the assembly of 10-year-olds with examples of what life was like in 1941 when the president made his speech: there was no Internet, TV was a luxury and a stamp cost 3 cents.

The auditorium then fell silent when a clip of Roosevelt started on the projector. The four freedoms Roosevelt extolled are freedom of speech, freedom of religion, freedom from want and freedom from fear. Vanden Heuvel told the students that these four freedoms have become cornerstones of our democracy and are vital to the democracy of other nations as well.

The students then had an opportunity to ask vanden Heuvel questions they had prepared.

When asked what the tone of the country was like when Roosevelt passed away in 1945, vanden Heuvel said the president's passing immensely saddened the country, especially since some Americans didn't even remember any president other than Roosevelt. "They had such a feeling of identity with him," he said.

Vanden Heuvel was 15 when Roosevelt died.



(L-R) Rob Morrison, anchor of CBS 2 News This Morning and CBS News at Noon joined with Joyce Stallings-Harte, P.S. 34 Franklin D. Roosevelt PS principal, and Ambassador William J. vanden Heuvel, chairman of the Franklin D. Roosevelt Four Freedoms Park

He was so overwhelmed by his death that his class bought him a bus ticket to attend the funeral in Albany, N.Y.

Another student asked why the Four Freedoms Park, which is currently being constructed on the southern tip of Roosevelt Island in the East River, is taking so long to complete.

Vanden Heuvel said that the project came to a halt after the architect who designed it, Louis Kahn, passed away in 1974. Since then there have been budget setbacks, but now the park is on schedule to open in the fall of 2012. Visitors will be able to use their cell phones to learn about the history of Roosevelt and the challenging time when he led the country through the Great Depression and World War II.

"The momentum is with us" for completing the park, he said, adding that it will be a gift to the city and to the world when it is completed in 2012. #

AFRO-LATIN DANCE 'TOUR OF SCHOOLS' THRILLS STUDENTS

By JUDITH AQUINO

It was 10 a.m. at a school assembly and teen girls screamed his name as he swiveled his hips and winked at the audience. His name is Frankie Martinez, artistic director and founder of the Abakuá Afro-Latin Dance Company.

Tight budgets and an emphasis on test-based results have left little room for the arts, forcing education leaders to be more creative in finding ways to expose their students to artistic performances.

In the 800-seat auditorium of the Frank Sinatra School of the Arts in Queens, students and teachers sat riveted as the Abakuá dancers sashayed, stepped and spun across the stage to the beat of African drums.

"It was a fabulous performance. They danced non-stop for an hour and their energy and skill was amazing," said Principal Susan Finn. "When they offered us a free performance, we jumped at the opportunity. We were also very interested because it included a Q&A session so our students could learn more about the cultural aspect of the dances."

As part of its initiative, The Tour of Schools, Abakuá aims to provide free performances and workshops for schools in each of the five boroughs.

"We have long assessed an urgent need for increased performing arts in public school education," said Emanuel Blackett, director of Development and Education at Abakuá. "With The Tour of Schools Program, we were able to reach students directly...Based on the elated reactions and insightful questions offered by students, we are confident that we are reaching our kids."

The company received an equally energetic response from the International School at Prospect Heights in Brooklyn. Abakuá's Tour of



Schools Program coincided with the opening of the high school's new Cultural Center & Dance Studio, which was funded by the office of the Brooklyn Borough President Marty Markowitz.

The students' reactions to the dance group were "priceless," according to Dariana Castro, coordinator of special programs at the International School at Prospect Heights.

"Our students typically don't have access to performances of such caliber," she said. "A student in particular who is usually disengaged, stayed for the duration of the program. He returned to school the next day and walked into my office to express how excited he was about having had the opportunity to attend the performance."

Performing before students provides an experience that is altogether different from performing in other venues, such as Lincoln Center, said Frankie Martinez.

"We should have done this sooner but we're very happy to be doing it now," he said. "The kids' responses have been amazing and we're looking forward to performing in more schools." #

For more information, visit www.abakuadancers.org.

FROM THE SUPERINTENDENT'S DESK

'Gimme a Break!': Kids, Like Adults, Need a Vacation From Stress

By DR. CAROLE G. HANKIN
WITH DEBORAH FRENCH

How many times, in the midst of routine chores and daily frustrations, have you said, "I need a vacation!"? Adults do need to retreat at times from the stress of everyday life — so it shouldn't come as a surprise that children, too, need to "get away from it all" occasionally.

I recently spent some time with my nine grandchildren, and our time together resulted in minor interruption of their regular routines. Interestingly, the short interlude turned out to be just what they needed: they all said they were glad not to have their "extra" activities, such as sports and music practice, for a few days. My 14-year-old granddaughter even added that she was relieved not to be on Facebook all day and night. (She told me there are ten different ways of reaching her on her computer — some of which I never knew about!) Children and teens today are bombarded with so much information, so many activities and choices, it can easily get out of control, creating an unhealthy level of stress.

As we know, enjoyable activities can produce stress, just as upsetting or frustrating events can. Stress isn't all bad; when any kind of out-of-the-ordinary demand is placed on a person — child or adult — the body responds by releasing chemicals into the bloodstream. This reaction is what enables us to rise to the challenge, whatever it may be. The goal isn't to eliminate stress altogether, but to recognize in our children those times when stress may have built up to a level that sends out a warning signal: "I need a vacation!"

Depending on age, signs of stress in children

and teens can vary widely; in general, though, if you notice negative changes in behavior, difficulties in interactions with others or complaints about feeling sick, these may well be indicators of stress overload. Better than waiting until those signs appear though, is to plan mini-breaks for your child from time to time.

Vacations from stress don't need to involve travel, and they don't have to be costly. Giving your son or daughter permission to substitute a routine activity with a more relaxing one can be enough at times. But remember that kids, like adults, may be feeling stressed without realizing it. Sometimes, rather than just giving your "O.K." for your child to skip soccer practice or a piano lesson, you may need to actually make an executive decision to declare a short hiatus.

You might plan a relaxing evening at home with the family or some other enjoyable (stress-free!) event. Keep in mind that children often experience stress from activities they enjoy. I'm quite certain that my granddaughter, for example, would not have elected to remain off of her computer for a few evenings had we not been together — yet the experience caused her to realize that, despite the pleasure she derives from it, even Facebook can be stressful when engagement is nonstop.

Preventing overload requires a little extra attention and perhaps a bit of creativity, but the benefits for your child are significant. Keep an eye out for those extra activities that may be overburdening, and once in a while, say "bon voyage!" to stress. #



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THE BOY IN THE BOAT: LIFE LESSONS LEARNED AT CAMP

By STEPHEN WALLACE, M.S. Ed. & BEN SEIFER

As summer begins, parents are finalizing post-school plans for their children. Often, those schedules will include camp for a week, a month, or more. Some kids will attend day programs, others will enjoy overnight experiences. Their activities may be specialized, or include a little bit of most anything. Regardless of the exact ingredients, these children will learn the true meaning of what summer camp is all about.

Among other things, camp provides children with the opportunity to connect with nature, to participate in human-powered activities, and to benefit from personal relationships. Many young people who attend camp experience an increase in their self-esteem (independent research has found 92 percent of them say that the people at camp helped them feel good about themselves) and are able to establish a true sense of independence. Kids also say that because of camp, they developed lasting friendships, became team players and learned how to care.

One Boy's Journey Through Camp.

Ben was the boy in the boat: a gregarious go-getter whose journey through camp was inextricably linked to sailboats on the water. The lessons he learned at camp originated from, or were reinforced by, the challenges he faced as a skipper, navigating the uncertain and constantly shifting conditions of wind, tide, crew, and competition. Learning lessons about self-reliance, self-confidence, exploration, and responsibility — which are all important metrics of a successful summer camp experience and harbingers of what follows.

Below, Ben and I take turns talking about what those metrics mean to each of us.

Self-Reliance

Steven Wallace (SW): Developmental dictates eventually steer young people away from dependence on their parents and toward independence and self-reliance. In psychological terms, it's called developing an "internal" as opposed to "external" locus of control — meaning that what formerly was other-directed ("Do this," "Don't do that") is now self-directed ("I should do this" and

"I shouldn't do that"). Shorn of long-established support systems, kids at camp must identify the resources that can help them meet personal and group goals, resolve conflicts, and find success.

Ben Seifer (BS): When my parents' SUV moved out of sight, I was, for the first time in my nine years of life, on my own. It didn't hit me right away that the next morning my mom wouldn't be there to wake me up, my dad to help me sail, or even that I wouldn't come home at the end of the day to find my bed nicely made. My camp counselors introduced me to something new: adults who would show me the way but not hold my hand the entire time. I did a lot of active learning. I would always try something the first time and if I couldn't figure it out on my own, my counselors would be there for guidance.

Self-Confidence

SW: For campers, becoming self-reliant is predicated on having the self-confidence to succeed educationally and socially. In turn, self-confidence is born of a positive sense of oneself: the experiences one has (and one's evaluation of those experiences) and how closely one's achievements match one's expectations. Campers gain self-confidence when they find meaningful, fulfilling educational and social experiences at camp, interpret those experiences correctly, and have reasonable, achievable expectations for success.

BS: At my summer camp, activity awards were handed out at assemblies. Campers' names were read aloud as they walked onstage to the sound of applause. In retrospect, I realized this simple act served a much greater purpose than just handing out certificates. It is not always essential for campers to become the best at whatever they choose to do, but it is essential that they feel they've accomplished something. Publicly recognizing a camper for his or her accomplishments builds self-confidence.

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High School Swimmer Overcomes Cancer With Courage

By RICHARD KAGAN

Grace Waller, 18, is a senior at DeKalb High School in DeKalb, Ill. DeKalb is the home of Northern Illinois University. She is scheduled to graduate next spring and in the fall, and will swim for Oakland University in Rochester, Michigan. She earned a four-year scholarship that will greatly assist her while at college. Waller's story takes some pretty dramatic twist and turns. Waller was diagnosed with osteosarcoma, a bone cancer that shows up in adolescence.

Waller was in her mid-teens when she came down with the diagnosis. She has been a swimmer most of her life, swimming every day in practice for more than 10 years.

Eight months out of the year, she swims up to three and a half hours a day. She swam the breaststroke in meets for the DeKalb Barbs, her high school team. Then cancer was discovered in her right knee.

She had six rounds of chemotherapy before her operation, then she had surgery that took six inches of femur bone from her right leg and most of her knee. It didn't appear too likely that she would be back competing in the pool. The doctors put in a titanium rod in her leg, and she had a knee replacement. She underwent 15 more rounds of chemotherapy after the surgeries.

How did she deal with this trauma? Waller said she went back into the pool. She swam between rounds of chemotherapy treatments, as a form of therapy, to soothe her soul and calm her mind. In the pool she found some solace and a place that she

felt at home.

Her dad, Brad Waller, an attorney in the DeKalb area, speaks of his daughter's determination with admiration. "To have 21 rounds of chemotherapy, inpatient, ravaging her body, watching her white cell counts, receiving blood transfusions, to accomplish what she has is truly remarkable," he said.


Waller had just finished her chemo rounds in the fall of 2009. But she was weak and lost strength in her leg because the surgery took 20 percent of her right quadriceps muscle. Despite this adversity, she swam in the state sectionals held at St. Charles East High School not far from DeKalb. She couldn't dive off the blocks, so she started from the pool and finished near last in her event, the 200-yard freestyle. She had switched strokes, having to give up the breaststroke due to the pressure put on her leg. So Waller worked on the freestyle, with the help of her club coach, Brian Bickner of the DeKalb Country Swim Team. She swam in the 200-yard and 500-yard freestyles. She became a mid-distance and distance swimmer requiring endurance, discipline and stamina.

"I never thought about not swimming," said Waller. "I want to push my body," she said. "Push through the pain."

Last fall, Waller was in remission — her scans showed no return of the cancer, and her chemo rounds were finished. Her hair grew back and so did her strength.

"Swimming is a sport that you really can't perfect," Waller said. "[You] are setting new goals, trying to achieve new goals. Swimming requires a lot

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of self-motivation. I do believe I have a lot of that."

In the meet at the sectionals, held at St. Charles North High School this past November, Waller swam in the 200-yard freestyle and won the event. She looked up to find her parents and saw everyone standing. She received a 30-second standing ovation from the crowd, who knew of her trials overcoming bone cancer. "It was very nice," Waller said. When she got out of the pool she got hugs from her teammates.

Her dad, a former basketball player at Northern Illinois University, knew what she had gone through. "This was the most emotional sporting moment I had ever been involved in," he said.

She continues to swim with her local YMCA club and has qualified in the 200- and 500-yard freestyle events at the nationals to be held in Ft. Lauderdale, Fla., this April. Her five-foot-nine-inch frame is filling out and she is regaining her swimming stroke.

Bickner, her coach, has been supportive. Waller has a goal of "trying to get back to where she was"

before she became sick, he said.

"I love getting in the pool," she said. "Swimming is a great team sport." She and her teammates have been friends for years.

Waller missed the second semester of her sophomore year and the first part of her junior year at school and has worked hard to make up the classes. Her swimming coach, Leah Eames, came to her home three days a week to offer encouragement and tutor her in math. She caught up and is on track to graduate this spring. She said her favorite subjects are science and English.

Now she is enjoying the life of an 18-year-old and is back at DeKalb High School. "I love being back at school," she said. She credits her family, including her mother and a brother and sister, coaches and friends, for giving her care and support.

She has scans every three months and they indicate she is cancer free. Her doctors are optimistic. Her dad says, "So far, so good." "It's been a better 2010 than 2009." #

92 Street Y Wonderplay Conference Focuses on the 21st Century Child and Family



Ellen Galinsky



Edward Hallowell

By JUDITH AQUINO

Families today are living fast-paced lives that are increasingly influenced by rapidly changing technological advances. Experts in education, child development, psychology and related fields offered advice at the 92nd Street Y's Annual Wonderplay Conference to help parents and educators slow down and understand the value of community, collaboration and creativity as they raise children in the 21st century.

"Instead of focusing only on test scores, parents should also be asking themselves, does the child feel connected at home and at school?" said keynote speaker Dr. Edward Hallowell, an adult

and child psychiatrist, author and founder of the Hallowell Centers. "Our days are packed with distractions. Families need to work on reconnecting interpersonally."

The theme of the conference, "Working with the 21st Century Child and Family" was based on the concept that children today are growing up in a world that is heavily influenced by digital devices and increasing demands. It is up to parents and educators to prepare children with the resources they'll need to thrive as adults. The afternoon portion of the conference included seminars focused on ways to encourage creative thinking, positive social interactions and con-

Small Longwood Church Feeds the Hungry

BY FAUSTO GIOVANNY PINTO

Every Saturday Pastor John Udo-Onkon wakes up at 3 a.m. to park his two vans along 162nd Street, around the corner from his church, Word of Life Christian Fellowship International. The vans reserve a patch of sidewalk for his food giveaway program, which feeds as many as 600 people every Saturday, according to the church.

By 5:30 a.m., a line has begun to form at the tables piled with food. On a recent Saturday, Mary Martin was the first person in line. In 13 years of going to food pantries, she says, this is one of the best she has found. "Everything is fresh, people wear gloves, the quality of food is good," she noted.

By 6:30 a.m., volunteers begin to arrive to help with that morning's food deliveries. Many are former recipients who have returned in gratitude to help. As the pastor and his wife work with the volunteers, he greets the regulars and welcomes newcomers. The line itself is a test of need, he says. "Anyone can line up, but if you stand in line for that long, three hours, you need food."

At 9:30 a.m., as it comes close to the time for the line to start moving, high school and college kids start pouring in. They have come to volunteer

as well. Pastor John's wife, Felicia, is quick to organize them. "Why are you here? Come on no standing around. Let's move it," she commands. By then both sides of the street are packed with people waiting. One side is reserved for the disabled and elderly, the other for everyone else. Grandmas, kids, immigrants and Vietnam veterans are among those waiting. Udo-Onkon says Iraq war veterans have also joined the line from time to time.

At 10 a.m. the line starts to move. Volunteers offer clothing, books, chicken, apple juice, cream cheese and whole crates of grapes. "Food stamps aren't enough," explained Lydia Llano, as she moved toward the volunteers distributing food. "You go to the supermarket and come out with nothing. Here you get everything."

A sobbing woman approaches the pastor. He stops what he's doing and pulls her aside. They bow heads. A few minutes later, the woman hugs Udo-Onkon and walks away, calm, and wiping away old tears. Later, Pastor John explains: The woman's husband had just passed away. Though she was not a member of his church, she lived nearby, and when she needed comfort she turned to him.

Go online to read Part II: EducationUpdate.com

structive play.

There are seven essential life skills that every child needs, said Ellen Galinsky, president and co-founder of Families and Work Institute, a non-profit organization that conducts research on changes in family dynamics and the workplace.

"Children are born with amazing learning capabilities and we need to help them begin developing the skills they'll need," said Galinsky, who was also a keynote speaker.

The seven essential life skills Galinsky identified were: focus and self-control, perspective and training, communication, making connections, critical thinking, taking on challenges, and being a self-directed and engaged learner.

The best way to teach children these skills is to adopt them ourselves, Galinsky explained.

"It may not be easy, but what better way to teach a child than to show him or her what you mean through examples," she said. #

GRAND MASTER

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*.

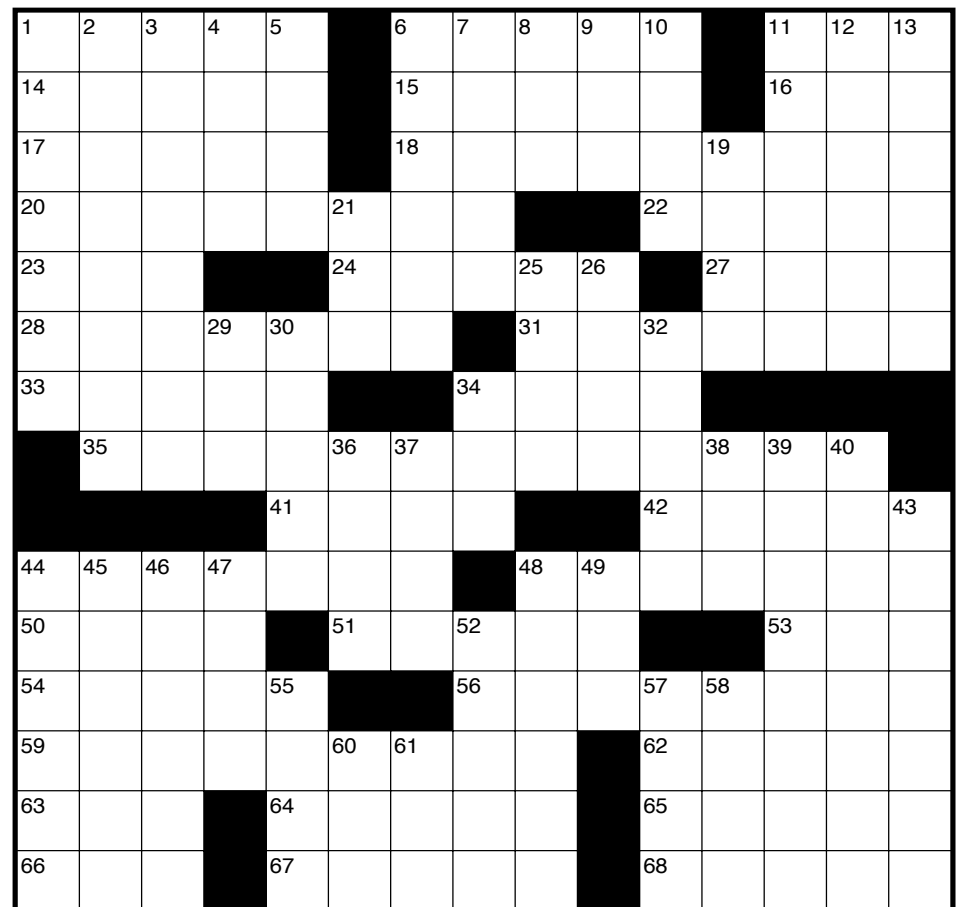
ACROSS

- 1 NAACP ___ Awards
6 Met highlights
11 In what manner
14 Some child watchers
15 "Holy smokes!"
16 Sugary suffix
17 Chips in chips
18 Home of baseball's Lehigh Valley IronPigs
20 Heel style
22 Insertion mark
23 Part of a tuba's sound
24 Convened again
27 Completely smitten
28 Euripides tragedy
31 Honcho
33 Patisserie offering
34 Tiger or Ray, e.g.
35 "That's a possibility"
41 Whizzes
42 Goes bad
44 The best policy, in a saying
48 Kind of idol
50 Hot spot
51 "Alas"

- 53 Goo in a do
54 String ties
56 Barometer reading
59 Music legend who wrote 18-, 20-, 31-, 35-, 44- and 56-Across
62 Driver's offer
63 Uganda's ___ Amin
64 Barnes's partner
65 Unaccompanied
66 "The Wasteland" poet's monogram
67 Turner in a subway station
68 Pagoda sounds

DOWN

- 1 Having trouble
2 Devilfish
3 Dirty Harry, e.g.
4 Highlander
5 In ___ (actually)
6 Playing marbles
7 Hershey caramels
8 Suffering
9 Draft pick?
10 Harmony
11 "Yippee!"
12 One of the SUNY campuses
13 Charged
19 Makes it?



- 19 Makes it?
21 Uno + due
25 Willing follower?
26 Level
29 Poker champ ___ Ungar
30 Some office staff, maybe
32 Grain to grind
34 Situp targets
36 Visual ___
37 "Sleeper" toy
38 "... but for the grace of God, ___"
39 Obsessed by
40 Yearly formation of forest wood

- 43 Moon goddess and namesakes
44 Frodo, for one
45 Egg-shaped figures
46 Nervous one?
47 Organic compound
48 Oscar winner Matlin
49 Summer cooler
52 Hex
55 Aid and abet?: Abbr.
57 Layered haircut
58 Unaccompanied
60 Scribble
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BOOKS, NOT BOMBS

Three Cups of Tea: One Man's Mission to Fight Terrorism and Build Nations... One School at a Time

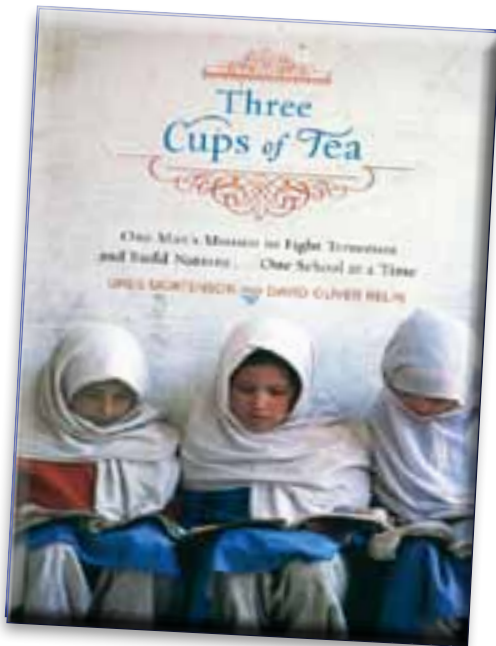
by Greg Mortenson and David Oliver Relin
Published by Viking, New York, 2006

By RACHEL GELLERT

"If we truly want a legacy of peace for our children, we need to understand that this is a war that will ultimately be won with books, not with bombs."

— Greg Mortenson
("Three Cups of Tea: One Man's Mission to Promote Peace ... One School at a Time")

When I sat down to read "Three Cups of Tea," I found myself unable to move until I had finished the book cover to cover. Greg Mortenson deserves every inch of praise he has ever received and more. "Three Cups of Tea" is a beautifully written testament to the inspirational power of determination and strength. In the face of war, terrorism, hatred and fear, Mortenson gives us something to hold on to; he gives us reason to believe that peace is possible. "Three Cups of Tea" shows how one man can see hope and opportunity where most would



see only poverty and despair. Greg Mortenson, a Montana-born mountaineer, went into one of the world's poorest regions, decided to build a school and, through the richness of education, gave them wealth that no rupee could ever measure.

As Americans, we have been thrust into a devastating war that the average citizen cannot even begin to understand. I am honestly not sure that even those at the top of our nation's administrative chain truly know what is going on. After the events of September 11, the United States government and the media sprinted to give us someone to blame, a face, a religion, a culture; the details did not matter except that we could unite against a common enemy. But as Mortenson is quoted as saying to ABC, "The real enemy I think is ignorance. It's ignorance that breeds hatred." Knowledge is power. Here is a cliché that is repeated over and over, and yet world leaders still fail to understand. The young people who get swept up in extremist movements do so most often because they were given no other choice. Never once were they given the idea that there is anything else. Mortenson writes, "The only way to defeat it [terrorism] is to build relationships with these

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Freddy The Politician

by Walter R. Brooks
(Overlook Press, \$9.99)

Freddy The Detective

by Walter R. Brooks
(Overlook Press, \$9.99)

Wintertime is here and it is a great time to catch up on one's reading. For children, the *Freddy the Pig* series of books by Walter R. Brooks are starting to become available in paperback. The two titles currently available at Logos are *Freddy The Politician*, originally published as *Wiggins For President*, and *Freddy The Detective*. In the first book, Freddy, as officer of the newly organized First Animal Bank, is campaigning to get Mrs. Wiggins, the cow, elected president of the First Animal Republic. In *Freddy The Detective*, Freddy, inspired by the stories of Sherlock Holmes, sets up his own detective agency and solves several mysteries. After you have read one of these books you will want to read more tales of Freddy the pig. I certainly did as a child.

people, to draw them into the modern world with education and business. Otherwise the fight will go on forever." It is not Mortenson's goal to "westernize" the Middle East with his schools or enforce some kind of Christian code. Instead his mission is much more simple and pure. He is determined to give the impoverished a thirst for education and then give them the meager resources they need to teach themselves to rise out of poverty.

The most effective path to peace is in the hearts and minds of children. In the eyes of a child, artificial boundaries of race, creed, color and religion all melt away. At the very beginning of his journey, Mortenson finds this to be true. After returning to America, determined to build a school for the people of Korphe, Pakistan, the author is devastated to find how little people cared about what he wanted to do. The American community did not understand why he would want to help these Muslim children living in a place so far away. But when Mortenson brought his idea to a school, the young students understood immediately. They saw pictures of Korphe children writing with sticks and dirt, attempting to practice their lessons without a classroom or even a teacher. The American children wanted to help. They founded Pennies for Peace, a non-profit organization that collects pennies, a coin virtually worthless in the U.S., and raised the first \$600 to help build Mortenson's school.

Society often disregards the immense power that children hold. The future of our world lies in their eager, growing hands. One school at a time, Greg Mortenson is no doubt changing the world. He knew intuitively what many policymakers fail to see. Building schools in Pakistan and Afghanistan is our strongest weapon in the "War on Terror." Supporting education, particularly of girls and youth, is crucial to improving global stability, speeding economic growth, and aiding world health, all of which advance U.S. international interests. Mortenson is a true hero who not only made Korphe's school a reality, but has since founded more than 130 schools in the Middle East serving over 58,000 students. These schools are a beacon of opportunity and provide an alternative to extremist madrasas that promote hatred, violence and war more than educating their students. The powerful story of "Three Cups of Tea" teaches an unforgettable lesson: Even in a devastating time, in the most forbidding terrain, empower a child and real change can happen in astonishing ways. #

The Intruders

by Olive Peart
(Demarche Publishing, \$7.99)

The Intruders by Olive Peart engages the older child and teenager right from its dense-forest-and-building-ruin setting of the front cover in an adventure of six Bronx teens who explore a cave and time travel three centuries into the future. The New York of the future has reverted to a forest. As the Bronx teens meet tribes who live there and get involved in the conflict going on, their knowledge of present-day Bronx and Manhattan becomes quite helpful.

Lost Lustre

by Josh Karlen
(Tantra Press, \$16)

For adults is *Lost Lustre* by Josh Karlen, a New York memoir about the 1970s and the early 1980s, the punk rock scene and a particular band called the Lustres. The band's lead singer, Tim Jordan, mirrored the times in his musical creativity and personal destructiveness. This poignant memoir brings that era back to life.

The Life And Opinions Of Tristram Shandy, Gentleman

by Laurence Sterne
(Oxford University Press, \$11.95)

Other books to while away the winter evenings are *The Life And Opinions of Tristram Shandy, Gentleman* by Laurence Sterne and *Wolf Hall* by Hilary Mantel, both selections of the Kill Your TV Reading Group (KYTV) for January and February. Sterne's quirky novel, whose narrator does not even get the central protagonist born within the first two volumes of a nine volume opus, has much to be digested especially in terms of opinions and the workings of the narrator's mind. The outrageousness and the comic elements of the novel come to the forefront as the narrative becomes visual to the reader.

For those who prefer a more straightforward narrative, *Wolf Hall*, winner of the 2009 Man Booker award, achieves this as Mantel brings the times of the court of Henry VIII, Thomas Cromwell Anne Boleyn to life.

The Poetry Dogs: Elizabeth Haukaas (Leap), Laurence Loeb (newly published Asylum), Susana Case (The Cost Of Heat), and Myra Malkin, (No Lifeguard On Duty) will read selections from their works, Wednesday, January 19, 2011 at 7 P.M.

Meanwhile Logos will have books commemorating Martin Luther King, African American History, the Presidents for Martin Luther King day, African American History Month (February), and President's Day (February) as well as books, cards and gift items for Valentine's Day (February). Come on out this winter to Logos Bookstore!

Upcoming Events At Logos Bookstore:

The Poetry Dogs: Elizabeth Haukaas, Laurence Loeb, Susana Case and Myra Malkin will read selections from their works, Wednesday, January 19, 2011 at 7 p.m.

The Sacred Texts Group led by literary agent, Richard Curtis, will discuss the Book of Acts and The Talmud., Monday, January 31, 2011 at 7 p.m.

KYTV Reading Group will discuss *Wolf Hall* by Hilary Mantel, Wednesday, February 3, 2011 at 7 p.m.

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.)

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