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GUEST EDITORIALS: THE ARTS IN EDUCATION

'Good Schools Have the Arts' — What We Want For All of Our Kids

By RICHARD KESSLER

“**N**ot having arts education in the New York City public schools is like growing up in Bermuda and never learning how to swim”
—Laurie M Tisch

The other day, I was walking home from the train when I ran into a neighbor. She asked me what I did for a living. As I told her I worked for an organization seeking to ensure a quality education that includes the arts for all New York City public schools students, she was surprised to learn that there were students who didn't receive much of an arts education. What is more, she was startled that something like the arts would be perceived as a luxury item in New York City, of all places.

The Center for Arts Education has not shied away from advocating forcefully as a direct way of pursuing its mission. It's an honest manifestation of what we are about: CAE's mission is dedicated to ensuring that all kids get the arts, not just some and not just more. It is the reason we've taken the somewhat unusual step of speaking out and challenging the current administration when we disagreed with their policies on arts education — an administration that is led by one of the very top arts patrons in the world, and one who had supported CAE with his own funds. When an organization counts on donations for its programs it does not take to challenging a modern day Medici without a very good reason — arts education for all students is our very good reason and our cause.

So, what do we want, exactly? What are we asking for that seems to be beyond the reach of the powers that be when it comes to arts and education in the New York City public schools?

We are seeking leadership that will end a crazy quilt school system where one school is arts rich and another, arts poor. We seek leadership that embraces the empowerment of school leaders while recognizing that there are limits to empowerment, and one of those limits is a failure to provide even the

most minimal state requirements for arts instruction in every school for every student.

There are matters technical in nature and matters of leadership. It is not acceptable for four out of every 10 New York City middle schools to fail to ensure that all of their students receive the two semesters of the arts that are required by state law, or to have a quarter of all schools lacking even one full-time certified teacher of the arts. Nor is it acceptable to let school-based budgets drop dramatically for essential partnerships with the city's cultural organizations, especially as these decreases began during a period of overall budget growth, prior to the economic downturn, and now are declining even further and faster as the state cuts its funding for public education.

It is not acceptable to have arts in schools depend, in part, on the fundraising efforts of parents.

And it is not acceptable to have an accountability system that gives schools with little arts a grade of A, sending a very wrong signal to school communities about what is important and what is not. Is it too much to ask in this day and age of "education reform" for all schools to provide the required curriculum?

What is more, we seek leadership that understands fully that subjects like the arts are overwhelmed by an accountability system built on test scores in reading and math, and that in order to buoy the arts, tools such as categorical funding are a necessity.

It is possible to change this — to stimulate and sustain arts programs for all students — but such change will require the type of leadership that makes it known that schools without the arts cannot be good schools, and what is more, will no longer be accepted. We have seen schools in poor neighborhoods build glorious arts programs, and so know that it is not only a matter of money, but also of priority, emphasis, and vision.

Today, there are big city school



Artists of 21st Century Should be Advocates for the Arts

By JOSEPH W. POLISI, Ph.D.

In recent days, the arts have once again been caught up in the turmoil of a political maelstrom through the budget battle taking place in Washington. Considering the trillion dollar plus budget deficits that are projected, it seems particularly distressing that the comparatively miniscule budget of the National Endowment for the Arts (\$155 million for fiscal year 2011) would be considered for deletion. Yet this political maneuver also shows how the arts are undervalued and misunderstood in American society.

Of course, this is hardly a new story for anyone who has been following America's "culture wars" during the past few decades. Our country has always had an uneasy relationship with the arts, in contrast to many other countries around the world. Suffice it to say that an understanding of the arts can make each of us more caring, empathetic human beings. In addition, it is often through the arts that the complexities of the human experience and all its associated emotions and values become clarified and more understandable to us.

Although we can bemoan the fact that the arts are misunderstood in America, our country's artists have not been as active as they should be in changing the environment for the better.

In titling my 2005 book *The Artist as Citizen* (Amadeus Press), I wanted to emphasize my belief that artists of the 21st century, especially in America, must re-dedicate themselves to a broader professional agenda that reaches beyond what has been expected of them in an earlier time. Specifically, the 21st-century artist will have to be an effective and active advocate for the arts in communities large and small around the nation. These artists must be not

superintendents, like Michael Hinojosa in Dallas, who refuse to cut the arts, even in the midst of major budget cuts. New York City would do well to look at such game changing leadership and not be shy about stealing a very important page

only communicative through their art, but also be knowledgeable about the intricacies of our society — politically, economically, socially — so that they can effectively work toward showing the power of the arts to a nation and its people who are often uninformed about the arts and view these activities with suspicion, occasional disdain, and frequently as being irrelevant.

This new agenda may not be as difficult to achieve as one might think. Many of the young people who study at Juilliard — and universities and colleges around the country — have a clear determination to change the world through their art. They exhibit a healthy mix of idealism, determination, expertise, and energy — a powerful combination in such matters. By performing superbly in traditional settings and making the effort to engage community members through their artistry, America's best young artists can positively change the status of the arts in American society.

This agenda has been at the foundation of my time at Juilliard. I am gratified to report that I have seen more and more energized and talented students from each ensuing Juilliard class go out into society with hopes and dreams that go beyond the traditional professional endeavors that we have known in the previous century.

There should be no dividing line between artistic excellence and social consciousness. America's artists of today must take on the challenge of synergistically applying these two elements if the art forms we embrace are to continue to flourish and to communicate the human values that emanate from them. #

Dr. Joseph Polisi is the president of the Juilliard School.



from his playbook so that the New York City will be both the arts capital of the world and the arts education capital of the world. #

Richard Kessler is the executive director of The Center for Arts Education.

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High School Choice System Needs Improvement

By GRACE MCCARTY

Improvement was the key word at the forum “High Stakes Decisions: How NYC Students have Fared Under High School Choice” held by Insideschools.org and the Center for New York City Affairs. The forum opened with a presentation by Sean Corcoran, an associate professor at NYU, regarding the high school choice system, implemented in 2004 by Mayor Mike Bloomberg and Chancellor Joel Klein. Under this system, eighth-grade students in New York City can apply for admission to up to 12 public high schools, rather than being obliged to attend their local zoned school. According to Corcoran, the goals of this change were to create an incentive for high performance within schools, to offer better opportunities to students in economically struggling neighborhoods, and to respect parents’ freedom to select schools for their children.

Corcoran said that his research looked specifically at “inputs — student choices, and outcomes of the process — where students are ultimately placed.” There are several factors that influence students’ “choice sets,” he said, including specific needs and interests, school size, geographic location, achievement rate and socioeconomic composition.

Surprisingly, he found that 72 percent of New York City students who participate in the system are placed in one of their top three high school choices, and 53 percent are admitted to their first-choice school. While the top-performing students list highly selective programs as their first choices, students at the bottom of the academic distribution choose less competitive, lower-achieving programs as their first choices, he said.

The panel raised several questions: Are students being provided with the data they need to make an informed choice? Are there enough high-achieving schools in the city to provide all students with

programs that meet their needs and interests? And finally, do students participate in the choice system at all? The speakers indicated that the answer to all of these questions is a resounding “not yet.”

According to Carolyn Sattin-Bajaj, a doctoral candidate in international education at NYU who conducted interviews with parents from various socioeconomic and racial backgrounds, the choice system has been especially ineffective among the recent immigrant and non-English-speaking population.

Carol Boyd, an activist from the New York City Coalition for Educational Justice agreed, explaining that these students and their parents often do not have adequate information to make informed decisions. Boyd said that the Department of Education High School Directory, the book used to research the vast number of options available to students in the city, is infamously difficult to navigate.

Sattin-Bajaj added that many students and parents in these populations not only fill out applications uninformed, but many neglect to fill out the form at all. In such a case, a guidance counselor fills out the student’s form, placing the neighborhood zoned school as the No. 1 choice, which these students inevitably receive.

Arlen Benjamin-Gomez, a staff attorney at Advocates for Children in the Immigrant Students’ Rights Project, said that other students who do not fill out an application become “over-the-counter students,” meaning they are placed in schools with remaining space. These are likely to be low performing, large schools that lack resources. The schools’ over-the-counter students, are English-language learners and students with special needs, Benjamin-Gomez said without specific programming for these students, the schools’ achievement and graduation rates plummet even further.

Despite the dissatisfaction, it was unanimously agreed that the new system is better than the old system, though it remains a work in progress. The DOE plans to increase its outreach to particular communities and to continue improving students’ options.

“The supply isn’t moving as quickly as the

demand,” Robert Sanft, CEO of the Office of Student Enrollment at NYC DOE admitted. “We don’t have enough good options to serve all New York City students and we need to continue to improve that,” he said. #

Grace McCarty, a student at Columbia University, is an intern at EDUCATION UPDATE.



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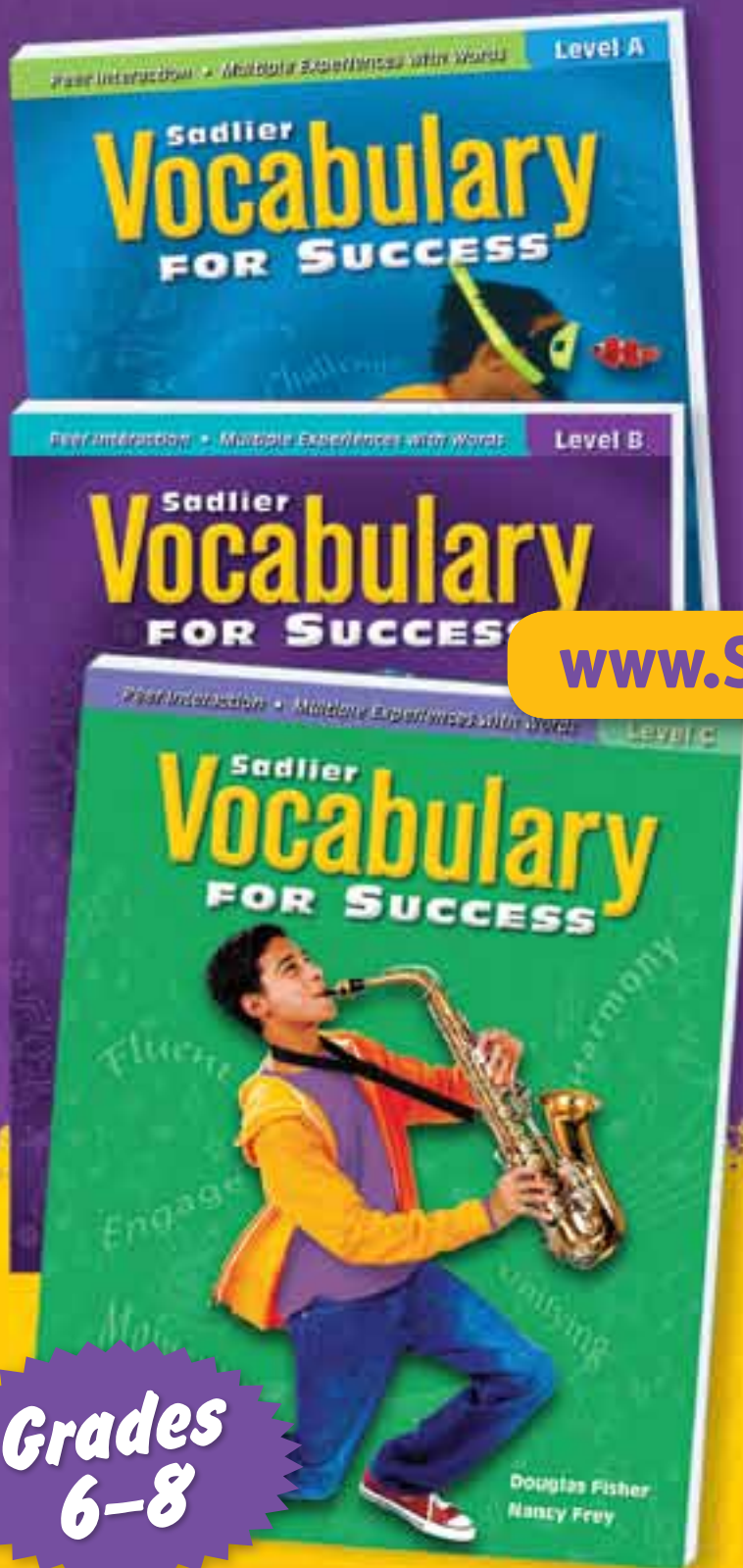
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Why Don't Schools Improve?



By S.G. GRANT, Ph.D.

Why don't schools improve? It's a thorny question, in part, because Americans tend to criticize schooling in general, but rate their local schools quite highly. It's thorny for a number of other reasons as well, but perhaps foremost is the ambiguity that surrounds the idea of improvement.

We are now in our third decade of a reform movement that dates back to the 1983 Nation at Risk report. The authors of that report declared that American schools represented a "rising tide of mediocrity that threatens our very future as a Nation and a people." Many more reports have followed; none trumpet an improved landscape for school children and teachers. Why not?

There are lots of reasons, but two come immediately to mind. One is the issue of defining improvement; the second is the problem of measuring improvement.

Improving schools seems like a pretty straightforward proposition — until one asks what the goal is. Presumably the chief objective would be academic: Schools can and should provide a richer education for all students. But richer in what sense? The Bush-era No Child Left Behind legislation focused on literacy and mathematics while giving short shrift to science, social studies and the arts. Should we judge schools to be improved if they register gains for less than half of the curriculum?

Moreover, are academics the sole area of concern? Two of the most commonly expressed goals of schooling are to prepare citizens and to develop a workforce. There is an academic element to citizenship education, but most observers agree that students need to be actively involved inside and outside schools if they really are to understand the role of citizen. Similarly, those who advocate schools as the place to introduce and reinforce good workplace habits and skills point to a need for both academic and practical elements. Given that we are already having difficulty getting the academics right, it is hard to imagine stretching the school day even further to accommodate real world activities.

If one reason that schools have not improved is the lack of an agreed-upon definition of improvement, a second is an inadequate system of measurement. Standardized tests offer a relatively fast, efficient, and inexpensive form of evaluating students. But the problems associated with such tests are well known — they tend to focus on surface-level rather than deep knowledge and often emphasize school-based learning rather than real-world understandings. Also problematic is the use of the results; a single test score can, in some cases, delay a student from graduating.

Standardized testing offers considerable convenience at a fairly modest cost, but convenience and cost savings may not be enough. If the assessments fail to measure something real and important and do so in a way that penalizes students for a single poor performance, then a key indicator of whether or not schools are improving is compromised.

Americans pride themselves as action-oriented people who can identify a problem, propose a solution and take action. But complex social organizations can befuddle the just-get-it-done spirit. The reasons why schooling seems so resistant to reform lend themselves to no simple prescription, no single action plan. That condition is frustrating, but ignoring the challenges we face is no solution either. If we are serious about improving the educational lives of all children, we may be able to get there by tinkering around the edges of teaching, learning, and schooling. But it is hard to imagine that we can continue to avoid the two challenges to school reform — defining what constitutes school success and developing measures that appropriately assess that success. Until we know where we are going and how we will know when we get there, all roads lead to disappointment. #

S.G. Grant is the dean of the School of Education at Binghamton University, State University of New York. He has written extensively on issues related to teaching and learning. Grant's research in the field of social studies/history education culminated in two books.

THE NECESSITY OF PROFESSIONAL DEVELOPMENT



By JOHN J. RUSSELL, Ed.D.

The National Assessment of Educational Progress consistently finds that approximately 35 percent of all fourth graders read at a level described as "below basic." According to the International Dyslexia Association's new Knowledge and Practice Standards for Teachers of Reading (IDA, 2010), between 30 percent 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 mainstream classrooms.

While 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 research documenting that in order to teach effectively, teachers must be knowledgeable of oral and written language concepts as well as the most effective research-based instructional practices (Budin, Mather, & Cheesman, 2010).

Unfortunately, a significant disconnect remains between the preparation teachers need in order to meet these standards and the preparation they actually receive in their pre-service and graduate education courses. Teacher preparation programs simply do not sufficiently prepare new teachers for the classroom. In the *Journal of Learning Disabilities* (2009), Louisa Moats cites research by Walsh, Glaser, and Dunne-Wilcox (2006) in which it was found that "courses provided in teacher licensing programs are often insufficient in content and design to enable the students to learn the subject matter and apply it to the teaching of reading."

An earlier study (Moats & Lyon, 1996) also demonstrated that teachers have "insufficiently developed concepts about language and pervasive conceptual weaknesses in the very skills that are needed for direct, systematic, language-focused reading instruction, such as the abilities to count phonemes and to identify phonic relationships." Moats and Lyon's hypothesis has been confirmed by Cheesman et al. (2009) who found that only 18 percent of first-year teachers could distinguish between phonemic awareness and phonics instruction.

The IDA report states that reading difficulties are the most common cause of academic failure and student underachievement. It goes on to describe the scope of the problem and clearly states the reasons 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 diffi-

culty, 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 current difficult economic circumstances faced by many schools endanger professional development opportunities for faculty. The American Association of School Administrators (AASA), which represents school superintendents across the country, recently published *A Cliff Hanger: How America's Public Schools Continue to Feel the Impact of the Economic Downturn* (2010). According to the report, 50 percent of the superintendents who responded to the survey that was the basis for the report have plans to reduce or eliminate funds for professional development in the 2010-2011 school year.

Drastic budget cuts in areas that directly impact student learning and achievement, such as professional development for teachers, are detrimental to all students and are especially devastating for students with learning disabilities. Current plans to reduce professional development programs for school faculty stand in stark contrast to the recommendations of the IDA and the large body of research that documents the necessity of professional development opportunities for America's teachers.

Windward School has long recognized the importance of professional development in providing the expertise necessary to effectively teach language, reading and writing. The Windward Teacher Training Institute (WTTI) offers a comprehensive professional development program to the entire Windward faculty and to teachers from the broader educational community. A significant portion of the WTTI program is focused on closing the gap between a teacher's knowledge and the effective implementation of sound reading and writing instruction.

Dedicated, conscientious teachers can address deficiencies in their pre-service preparation through professional development programs in research-based instructional practices, but only if school budgets provide the funds to make such programs possible. If schools are to reduce academic failure and underachievement in students, comprehensive professional development for teachers is a vital necessity.

John J. Russell, Ed.D., is the Head of the Windward School in White Plains, N.Y.

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INTERESTING INFORMATION ABOUT USDAN CAMP

1. When is Usdan's Summer 2011 Season and what is the tuition?

7-week program: June 27, 2011 - August 12, 2011, weekdays (closed Monday, July 4)

4-week program: June 27, 2011 - July 22, 2011, weekdays (closed Monday, July 4)

Usdan Center offers the 7-week and 4-week programs only at the dates specified.

Tuition for 7 weeks: \$3,150 - \$3,650 plus bus fees

Tuition for 4 weeks: \$2,750 plus bus fees

2. What does my day consist of?

10:00 - 11:55 Major Interest

12:05 - 12:25 Lunch

12:35 - 12:55 Assembly

1:10 - 2:00 Swim

2:15 - 3:05 Minor Interest

Please note that the schedule above is a senior division schedule. Junior division schedules place the major interest in the afternoon and swim and the minor interest in the morning. At 3:05, students depart.

3. What is a Major Interest?

A major interest is the subject in which you have the greatest interest and desire to participate. Two periods a day are assigned to this activity. A pianist, for example, would choose Piano as a major, a dancer would choose Ballet and an art student might choose Ceramics or Painting.

4. What is a Minor Interest?

A minor interest is assigned to one period daily and is an opportunity for you to enjoy and experience another art form or recreation. We ask that each student choose 3 minor interests, but reserve the right to assign this activity. Please choose carefully for we may have to assign your third choice depending on availability.

5. Do I have to audition?

Usdan is interest based. Most subjects do not require an audition. The only areas that require auditions are Piano, Repertory Theater Companies, Jazz Ensemble, Usdan Ballet Intensive, Chamber Music, Jazz and Tap Major, and Vocal Jazz Minor. For audition information, please contact the Usdan Center New York Office at (212) 772-6060.

6. Is Usdan an overnight or a day camp?

Usdan is a day Center. We do not offer overnight facilities for our students. All of our campers are brought to the Center by bus daily.

7. What is the difference between Junior Division and Senior Division?

Junior Division: students who have completed 4th - 6th grades. Senior Division: students who have completed 7th-12th grades.

8. What is Partners in the Arts?

Partners is a program designed for students currently in the 2nd or 3rd Grade. In this program, each student is paired with a Counselor in Training who assists the student in getting from one class to another, making friends and getting the most out of their Usdan experience.

9. Do students swim?

All students swim for 1 period a day in Usdan's olympic size swimming pools.

10. What happens when it rains?

Usdan is open every day, regardless of weather conditions. We recommend that all students carry a rain jacket or poncho with them in case the weather becomes rainy.

John Burroughs Medal For Natural History Book Presented at AMNH



Great-granddaughter Joan Burroughs moderates the ceremony



Award winner Elisabeth Tova Bailey

By POLA ROSEN, Ed.D.

The John Burroughs Association announced the 2011 winner of its annual award, created 85 years ago to honor outstanding natural history writing, a genre perfected by John Burroughs. Elisabeth Tova Bailey received the award for her book "The Sound of a Wild Snail Eating" (Algonquin Books, 2010). Bailey shared an inspiring and intimate story of her uncommon encounter with a *Neohelix albolabris* — a common woodland snail.

Bailey's essays and short stories were published in the *Missouri Review*, *Northwest Review*, and the *Sycamore Review*. She received a Notable Essay listing in *Best American Essays*. In "The Sound of a Wild Snail Eating", Bailey chronicled her astute and amused observations of a wild snail that takes up residence in her room during a year when the author was bedridden with a neurological disorder. Intrigued by the snail's molluscan anatomy, cryptic defenses, clear decision making, hydraulic locomotion, and mysterious courtship activities, Bailey showed how this underappreciated small animal illuminated our own human existence and provided an appreciation of what it means to be fully alive. It is a great book that helps inculcate the importance of cultivating sharp eyes and ears. Bailey, who accepted the award by Skype, shared that "print is the great equalizer. I learned how a slow, small creature colonized; how questions lead us to the edge of the unknown; that's truly learning!"

The award was given out during the annual meeting of the Burroughs Association at a reservations-only luncheon at the American Museum

of Natural History in New York City in a charming, wood-paneled private room filled with authors, environmentalists, conservationists and philanthropists.

Burroughs had a love and fascination with the natural world seeking the answer to what binds us all together.

At the same luncheon, Jill Sisson Quinn received the John Burroughs Award for Outstanding Published Nature Essay for "Sign Here If You Exist," which originally appeared in the 2010 fall issue of "Ecotone". The award recognized an outstanding and famous periodical John Burroughs wrote, stressing the author's own connection with nature, with his original natural history research or the author's own life experiences. The John Burroughs Recognition Award for Outstanding Published Nature Essay has been given annually since 1993.

Past recipients include John Daniels, Kenneth Brower, John Mitchell, Michael Pollan, Gary Noel Ross, Gerrit Vermeij, Carl Safina, Freeman House, Edward Kanze, David Gessner, and Christopher Cokinos, Mark A. Smith and Scott Russell Sanders.

The John Burroughs Association, a membership organization of conservation and environmental literary professionals and stewards dedicated to preserving the environment, gives the medal award to encourage writing in the Burroughs tradition. Burroughs' great-niece Julianne Warren and great-granddaughter Joan Burroughs were present at the luncheon, carrying on the spirit and work of the great naturalist by ensuring that we all share in the life of the universe.#

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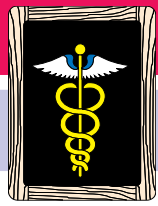


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Your Best Defense In A Battle With Cancer

No one is ever truly prepared for a cancer diagnosis. But unfortunately, every year millions of Americans face the reality of diagnosis and living with this disease. After the initial emotions are faced, then comes the challenge of choosing the best treatment and maintaining the highest level of health possible in the face of cancer. So what can be done to stay healthy and strong, and to build the best possible defenses to beat this disease?

Cancer patient Billy Bynum shared some of his personal strategies, while his oncologist Dr. Frank Franzese of WellSpring Oncology gave advice to those living with cancer.

"Good nutrition is important for everyone," Dr. Franzese said. "However, for those in the midst of chemotherapy or radiation, getting the vitamins and minerals needed in order to stay strong is more important than ever."

For Bynum, eating well and changing his diet wasn't only about eating better foods. His cardiologist also recommended weight loss, and other doctors informed him that losing weight would help him win his battle against cancer.

"I became a huge fan of fruits, vegetables and other healthy foods," Bynum said. "Not only did I lose 50 pounds, I also gained more energy that has helped me in my journey to beat this disease."

Exercise can also have a huge effect on boosting energy and creating an overall better sense of well-being. Physical activity lessens fatigue, creates a better body image, improves fitness and strength and results in a better quality of life. It can also lessen the anxiety, nausea and depression that may result from dealing with a serious disease like cancer.

"Just remember to start slowly and listen to your body," Dr. Franzese said. "If it hurts, you may be overdoing it. You don't have to push yourself beyond your limitations in order to reap the benefits of exercise."

Finding time to rest and relax is also important for cancer patients, and is essential in order to prevent serious fatigue. Whether patients simply spend some quiet time alone or retreat to take a nap, relaxing activities will alleviate some of the fatigue.

"Not only can a lack of sleep add to fatigue, but stress plays a big role in it as well," Dr. Franzese said. "In addition to lowering your energy levels, stress can also depress the immune system and interfere with the body's natural ability to heal. Living with cancer isn't easy, but to maintain strong levels of both physical and emotional health, managing stress is a must."

Dr. Franzese recommends that cancer patients create realistic expectations for themselves, prac-

tice relaxation techniques and consider attending a support group. Staying healthy despite the disease can make a big difference both physically and emotionally. Just ask Bynum.

Now 73, he's still undergoing therapy to treat his cancer, but is doing quite well.

"Call me in a year, and I'll tell you I'm cured," he said. #

The Climate is Changing: Current Approaches to Breast Cancer Risk Assessment, Prevention and Screening

Our understanding of risk factors for breast cancer is evolving, including the manner in which individualized risk assessment can be done for individual patients with new understanding of genetic and personal factors that impact a woman's risk for breast cancer. Take advantage of a unique learning opportunity by joining this course that will provide the materials needed to allow practitioners to apply what they have learned in their daily clinical practices.

Friday, May 13, 2011

8:00 AM to 3:00 PM

NYU Langone Medical Center

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Alumni Hall B

Supported by the Arlene and Arnold Goldstein Breast Cancer Educational Programs.

This program is open to the general public although the material presented is intended for healthcare professionals. This activity has been approved for AMA PRA Category 1 Credit™ for physicians.

Registration is mandatory. A registration fee of \$50 includes course materials, breakfast and lunch.

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Cancer Institute

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CHILDREN'S HEART RATES CAN HELP GAUGE HEART HEALTH

Middle school children whose heart rates remain elevated one minute after peak exercise are more likely to be obese, have higher cholesterol levels and other cardiovascular risk factors compared to those who get back to their resting heart rate more quickly, a new study finds. This simple test may offer a practical tool to assess cardiovascular fitness in children and identify those with risk factors for future heart disease, according to research presented at the American College of Cardiology's 60th Annual Scientific Session.

Heart rate reserve (HRR), the difference between a person's resting and maximum heart rates, is traditionally used during exercise stress tests to evaluate heart function in adults. Previous studies have shown HRR to be a strong predictor of heart disease and death in adults with and without a history of heart disease. Authors of the present study investigated whether HRR is also associated with risk factors of heart disease and unhealthy lifestyle behaviors in kids.

HRR was determined by measuring children's heart rates before and one minute after a three-minute step test. The study included 1,276 sixth graders in Project Healthy Schools, a school-based intervention program in southeast Michigan. In addition to heart rate, University of Michigan researchers collected and analyzed demographic information, physiologic factors such as cholesterol and blood sugar levels, body mass index (BMI), and blood pressure, as well as standardized health behavior questionnaires to assess diet, physical activity and sedentary behaviors.

On average and compared to the most fit children, the less fit group had higher LDL or "bad" cholesterol levels, higher triglycerides, and lower HDL or "good" cholesterol levels.

The higher the BMI, the more likely they were to be less fit as measured by longer HRR. Children who were less fit also reported fewer days of strenuous to moderate exercise per week compared to children in the lowest quartile of HRR.

"In general, the higher the heart rate is pushed during exercise and the longer it takes for the heart to return to a normal resting heart rate after exercise, the less fit the person is," said Dr. Elizabeth Jackson, assistant professor of cardiovascular medicine at University of Michigan Systems in Ann Arbor. "We found this to be true among sixth graders, and our data also showed that heart rate recovery is strongly associated with cardiovascular risk factors you would be concerned about in children. This would indicate that as parents, teachers and health care providers, we need to start thinking about heart disease prevention in children at an earlier age than we might think."

"Based on these findings, if communities or school administrators are looking for an easy, low-cost marker for fitness, heart rate recovery could be considered," Jackson said. "It can be done anywhere and this study shows that using HRR in addition to other screening tools that are already available, like BMI, can help us focus on overall cardiovascular fitness instead of just weight."

The next step for Jackson and her team is to see whether there are improvements in cardiovascular health if students lose weight and exercise more often. As Project Health Schools expands to other geographic regions in Michigan, researchers will be able to consider racial, ethnic and economic diversity, which can play a role in risk factors for heart disease including weight, cholesterol and high blood pressure. #

Civic Leaders Honored for Service



(L-R) David C. Banks, Philip Banks III, Janice C. Banks, Philip Banks, Jr., Terence Banks



Peter Yarrow & Charlotte K. Frank, Ph.D.

Charlotte K. Frank, Ph.D., was presented with the Leadership Bridge Award from YouthBridge-NY for her service to the organization as a member of the board and her continued support of work that promotes diversity in New

York City.

Frank is the senior vice president for research and development at McGraw-Hill Education. #

The Bridging Generation Award went to Philip Banks Jr., president of One Hundred Black Men, and his three sons, David, Philip

III and Terence.

Peter Yarrow from the musical group Peter, Paul and Mary performed at the event.

YouthBridge-NY is devoted to improving the atmosphere of respect and diversity in our city and the schools and community organi-

zations in which our youth leaders live and learn. YouthBridge-NY youth leaders, who are 11th and 12th grade students, are proactively involved in the leadership and diversity landscape of our city and are dedicated to improving the quality of life for all. #

Windward School: Dr. Ken Pugh, Dyslexia Authority

By JENNIFER MACGREGOR

Kenneth Pugh, Ph.D., the president and director of research at Haskins Laboratories, delivered the Schwartz Memorial Lecture at Windward School to an eager crowd of parents and educators who would soon be fascinated by what brain images can tell us about how people learn to read.

John J. Russell, the head of school at Windward, introduced Pugh enthusiastically. Teachers there pay close attention to the research on dyslexia, he said, which is the basis of their program for students with language-based learning disabilities.

Pugh's studies at Haskins Laboratory at Yale University use functional magnetic resonance imaging, or fMRI. This type of brain study is conducted while the patient is conscious and performing a task. The images show where the activity is happening in the brain.

Pugh proceeded with caution when explaining what the potential benefits of brain imaging could be in the future. He said that imaging could lead to a "much clearer, brain-based approach" to treatment and diagnoses, but warned that the science isn't there yet. The promise is great, he said, but the delivery on those promises will take more time.

Pugh introduced his topic by saying that he was going to present the parents and teachers in attendance with an overview of the complex literature in cognitive neuroscience and where the research is leading in the future.

One of the benefits of fMRI imaging is that the images show researchers how people are biologically different, when these differences may be difficult to detect from behavioral studies.

"Reading is a really fascinating thing to study," he said. While the human brain is hard-wired for spoken language, permanent language — or reading and writing — developed only 5,000 years ago. The brain is not specialized for reading, but because of what scientists call "brain plasticity," humans have the ability to re-wire sections of the brain due to the experiences they have and behaviors they learn.

In a typical brain, fMRI images show three very



(L-R) Head of school Dr. John J. Russell, Windward School & Dr. Kenneth Pugh

specific sections on the right hemisphere that are lit up when someone is reading. Pugh describes what's happening as a three-part circuit: When reading, the subject sees the letters, encodes their use and interprets them as language. As children become more experienced readers, the circuit speeds up and less brain energy is needed to complete the task.

In the brain of an advanced reader, this circuit goes from "vision to language as bloody fast as possible," he said. The more advanced a reader is, the quicker this brain circuit works.

When children are learning to read, areas in the brain used for perceiving and connecting the content to other knowledge are recruited as part of this reading circuit, and this "doesn't go well for a significant number of kids," Pugh emphasized.

In people who have reading disabilities like dyslexia, this streamlined, three-part circuit doesn't develop, and results in what Pugh describes as a "noisy brain." The imaging studies show that people with dyslexia create their own circuit, which is slow, labored and prone to error. In fMRI images,

College of New Rochelle Honors President Stephen Sweeny



Trustee Dr. Joan Freilich and CNR graduate Sandra Priest Rose

President Stephen J. Sweeny has been an integral part of The College of New Rochelle for the past 35 years, with the last 14 as president. June 2011 marks his retirement as a beloved leader and mentor to scores of students throughout the decades. Throughout his tenure, Dr. Sweeny orchestrated the successful expansion of six city campuses, the advancement of the Graduate School, the tremendous growth of the School of Nursing, and the continued commitment to an all-women undergraduate School of

Arts & Sciences.

"My time at CNR has been a privilege," Dr. Sweeny said. "History will say what this time-frame has meant for the College, but for me, I'm most satisfied with the fact that I have reminded all who joined me in this journey to give primacy to our mission. It is what gives unity to the college community. The great diversity we have as a community is not an obstacle, it is our strength. And in this wonderful diversity, we are held together by our mission." #

these brains show activity all over the place, unlike the centralized locations that fire in a typically developing reader.

Probably the most important finding from the research Pugh presented was that treatment has been shown to re-wire the brain and normalize the circuit — an exciting prospect for the parents of children with dyslexia. In one longitudinal study, 85 percent of the participants responded to treatment and showed improvement a year after the study was completed.

Another exciting prospect of brain imaging is early detection. The sooner problems with this circuit are noticed, the easier it is to implement treatment.

Betsy Duffy, the director of language arts at Windward, said that teachers there apply direct teaching methods in their classrooms and assist students with every step of the learning process. Spelling patterns in English are very predictable, she said. The students are explicitly taught all the rules, which apply to 85 percent of words. #



THE CHILD MIND INSTITUTE

The Child Mind Institute celebrated the opening of their new location with a ribbon cutting ceremony and reception on Tuesday, May 3, 2011.

New York City Council Speaker Christine C. Quinn was in attendance as a special guest and speaker for the ribbon cutting.

The Child Mind Institute is now located at 445 Park Avenue in Manhattan and is dedicated to transforming mental health care for the world's

children to enable them to reach their full potential. Founded by Dr. Harold S. Koplewicz and Brooke Garber Neidich, the organization is committed to finding more effective treatments for childhood psychiatric and learning disorders, building the science of healthy brain development, and empowering children and their families with the information they need to get help, hope and answers. #

For more information, visit childmind.org.

Adam Jeffrey Katz Memorial Lecture

Tuesday, May 17, 2011

Time: 04:00 PM — 06:30 PM

The Kaye Playhouse at Hunter College
68th Street between Park and Lexington
Avenues
New York, NY 10065

The Adam Jeffrey Katz Memorial Lecture is a two-part program designed to raise awareness and educate the public about ADHD and dyslexia. The lecture began in 2003 in memory of Adam Katz, who struggled with both disorders. The Katz family created this living memorial to raise awareness about psychiatric and learning disorders. The event attracts hundreds of children and parents, and New York's finest clinicians, researchers, and educators, as well as attention from both local and national media.

If you have any questions about the event, please call 646.625.4372.

Part I: 4:00pm-5:00pm

Panel Discussion: Breakthroughs in

ADHD

This year, the first session of the program will be an engaging and informative panel discussion with leading experts on ADHD, Dr. Edward "Ned" Hallowell (Founder, The Hallowell Center, and author of *Driven to Distraction*), and Drs. Xavier Castellanos and Rachel Klein of the NYU School of Medicine. Dr. Gail Saltz, the Today show psychiatrist and the Health Editor of CMI, will moderate this panel.

Part II: 5:30pm-6:30pm

Surprise Celebrity Guest and Harold S. Koplewicz, MD

In the second session Dr. Harold S. Koplewicz will interview a surprise celebrity guest about living with ADHD or dyslexia. Orlando Bloom was the featured guest last year, participating in a moving conversation with Dr. Koplewicz about growing up with dyslexia. Other past honorees have included Ari Emanuel (founder, Endeavor Talent Agency), Chuck Close (artist), and Barbara Corcoran (founder, The Corcoran Real Estate Group).

Leader in Field of Retinal Development Wins Vision Award

By VICTORIA KELLER

Constance L. Cepko, Ph.D., an acknowledged leader in the field of retinal development and degeneration, has been awarded The Jewish Guild for the Blind's 2011 Alfred W. Bressler Prize in Vision Science. The Bressler Committee chose Dr. Cepko because her discoveries have led to a new understanding of retinal degeneration and have opened the door to potential new therapeutic approaches.

Dr. Cepko is professor of genetics and professor of ophthalmology at Harvard Medical School, where she heads the Leder Program in Human Biology and Translation Medicine. She has also been designated as an investigator for the Howard Hughes Medical Institute, one of the country's most prestigious medical research organizations. At Harvard, Dr. Cepko and her research team focus on the retina, and on ways to keep retinal cells alive when disease destroys cells that are important to normal vision.

Two recent pioneering studies illustrate the importance of her work. In one study, her lab discovered that inhibiting the enzyme histone deacetylase 4 (HDAC 4) prolonged photoreceptor survival in mouse models of retinitis pigmentosa (RP). This suggests new therapeutic approaches for RP in humans.

In another study, Dr. Cepko focused on mutations in cone-specific genes that cause photoreceptor degeneration. Dr. Cepko discovered, again

using a mouse model of RP, that cone cell death is primarily due to a nutritional deficit and that the death of cone cells can be significantly delayed through stimulation of the insulin/mTOR pathway.

Dr. Cepko received her bachelor's degree from the University of Maryland and her doctorate from the Massachusetts Institute of Technology, where she made retroviral vectors used to transfer genes in disease studies. She followed that with a postdoctoral research fellowship in the lab of Dr. Richard Mulligan of the Whitehead Institute in Cambridge, Mass. Dr. Cepko joined Harvard Medical School's Department of Genetics in 1985, where she established her own lab and began to apply the tools she had acquired in her doctoral and post-doctoral work to the



Constance L. Cepko, Ph.D.

study of neuroscience, focusing on the retina. She was appointed a full Investigator by the Howard Hughes Medical Institute in 1999.

The Bressler Committee's goal is the selection of an accomplished mid-career vision care professional whose leadership, research and service have resulted in important advancements in the treatment of eye disease or rehabilitation of persons with vision loss, and whose life's work portends future excellence. The Bressler Prize was established in 2001 through a bequest of Alfred W. Bressler, a New York attorney whose legal career spanned more than 70 years, most of that time with the law firm of Moses & Singer. #

Victoria Keller is on the staff of the Jewish Guild for the Blind.



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The Windward Teacher Training Institute is a division of Windward School, an independent school for students with language-based learning disabilities, located in White Plains, New York.



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COLUMBIA CHILD RIGHTS' CONFERENCE EXPLORES 'THE RIGHT TO AN EDUCATION'

By CATHERINE ROLFE

It's hard to study when the police are beating people next door.

That's what happens sometimes at Tankuppa High School in Bihar, India since the police moved into the school building in 2006, as part of the ongoing Naxalite-Maoist insurgency.

"I feel very bad when they beat them," one student told Human Rights Watch, an international humanitarian organization.

The militarization of schools was just one of the topics discussed at the annual Columbia Child Rights Conference, this year focusing on "The Right to an Education." Human Rights Watch senior researcher Bede Sheppard told an audience of students, educators and community members about some of the major challenges to education in conflict areas like eastern India during the conference's "Protecting Education during Conflict" panel discussion.

The four most common types of attacks on education worldwide include attacks on school buildings, students and teachers, along with the occupation of school buildings by military forces, Sheppard said. Since many schools are government-run, insurgents and other rebel forces see them as prime targets to incite a reaction and send a powerful message. For example, 344 students and 145 teachers died during the Nepalese Civil War between 1996 and 2006, according to Global Coalition for Protecting Education from Attack coordinator Melinda Smith, another panelist. In addition, over 40,000 students were displaced during the conflict, due to the destruc-

tion of their schools, lack of teachers and educational resources.

Dana Burde, an assistant professor at NYU, also spoke about her experiences studying education in Afghanistan. Almost 2 million school-age Afghani children do not attend school, she said, most of them girls. Most parents think it's too dangerous for their girls to walk to school in northwestern Afghanistan, where Burde did her study, particularly because of cultural values of chastity and Taliban attacks. As part of their strategy organized to demoralize the opposition and eliminate access to basic services, Taliban insurgents often target schools, students and teachers. Burde mentioned the much-publicized acid attacks on female students walking to school as one example. And while she noted these attacks are rare, she didn't dismiss their horrific value either.

"That's not the point," she said. "They don't need to be common to scare the girls and to terrorize the parents."

As a result of these targeted attacks, very few Afghani girls ever get a full education. In hopes of finding a solution to the safety and gender parity problems, Burde studied one non-profit's approach: abandoning the idea of a school building altogether. Instead, community-based schools are housed in other existing structures like mosques or residences. Creating more schools in new places increased the proximity of village schools for students, and contributed to a 47 percent increase in enrollment in the villages studied. For girls' enrollment, there was an even bigger increase of 54 percent, accompanied by

UC Berkeley Leads Let's Erase The Stigma Foundation

The children's charity Let's Erase the Stigma Educational Foundation (LETS) have named Dr. Stephen Hinshaw and Dr. Bennett Leventhal their new directors of research. Dr. Hinshaw is the chair and professor of the department of psychology at the University of California, Berkeley, and Dr. Leventhal is a leader of the American Academy of Child and Adolescent Psychiatry, Nathan Kline Institute. They will study the impact that LETS programs have on children and communities and use the data to refine the goals and model LETS uses to erase the stigma of mental illness.

LETS Educational Foundation provides early opportunities for children, adolescents and young adults to meet regularly and openly discuss mental illness through the LETS Club model. LETS establishes clubs in elementary schools, middle schools, high schools, colleges, universities, and community centers, where participating youth can

learn about mental health, plan and lead their own stigma-erasing projects, and provide peer-to-peer education in their communities. The LETS Club design is a powerful yet easy-to-implement model that bypasses barriers to fighting stigma because it's "just a club." As a club, LETS can be integrated into any school to establish student dialogue around mental health issues, decrease stigmatized attitudes, and increase help-seeking behaviors.

While there has been great emphasis on educating college students about mental illness and psychological health, children and adolescents have received little attention. LETS addresses the mental health education needs of kids as young as elementary and middle school through club activities and a toolkit for elementary school teachers. By beginning their pilot study with established LETS Clubs and then developing long-term studies, the research team will determine the lasting effects of LETS. #

another big increase in standardized test scores. When community members invest in the school and its creation, Burde found, education is less vulnerable to threats and direct attacks.

Human Rights Watch's Zama Coursen-Neff, deputy director of the children's rights division, also added some goals for protecting education on a global scale. Coursen-Neff heads the Global Coalition for Protecting Education from Attack, a group of representatives from multiple non-profits focused on fostering more research and action to protect schools in conflict areas. Their objectives include highlighting attacks on education, improving monitoring and reporting systems, creating early monitoring systems and rapid response plans, helping to enforce interna-

tional, domestic and military laws banning these attacks, punishing the perpetrators and promoting accountability worldwide.

Columbia Child Rights group co-president Jorie Dugan hoped that conference attendees would walk away inspired by the panelists and take advantage of the panelists' collective information to do something to advance children's right to an education.

"Everyone agrees that education is an important issue," Dugan said. "But this movement doesn't end with the conference. It doesn't begin at 11 and end at 4:30pm — it is what we do when we leave that matters." #

Catherine Rolfe, a student at Barnard College, is an intern at Education Update.



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For the past nine years, EDUCATION UPDATE, Dr. Pola Rosen and Adam Sugerman have been recognizing the contributions of outstanding teachers and administrators in the public schools of New York City. EDUCATION UPDATE also awards medals to Distinguished Leaders in Education who have been seminal influences in improving the lives of children as well as establishing a paradigm for others around the nation. The awards breakfast is held at the Harvard Club each year. This year we are proud to recognize Geoffrey Canada, CEO, Harlem Children's Zone; Harold McGraw III, CEO, McGraw-Hill; and Michelle Anderson, Dean, CUNY Law School.

KEYNOTE SPEAKER

MATTHEW GOLDSTEIN CHANCELLOR, THE CITY UNIVERSITY OF NY

Matthew Goldstein has served as chancellor of The City University of New York (CUNY) since September 1999. He is the first CUNY graduate (City College, Class of 1963) to lead the nation's most prominent urban public university, which comprises 23 colleges and professional schools throughout the five boroughs of New York City.

Dr. Goldstein has served in senior academic and administrative positions for more than 30 years, including president of Baruch College, president of the Research Foundation, and acting vice chancellor for academic affairs of CUNY. Prior to being named chancellor, he was president of Adelphi University. He has held faculty positions in mathematics and statistics at Baruch College, the CUNY Graduate School and University Center, Polytechnic University of New York, Cooper Union, Eastern Connecticut State University, and the University of Connecticut.

He is the co-author of three books: *Discrete Discriminant Analysis*, published by John Wiley & Sons in 1978; *Intermediate Statistical Methods and Applications*, published by Prentice Hall in 1983; and *Multivariate Analysis*, published by John Wiley & Sons in 1984. In addition, he has written many articles for leading scholarly publications in mathematics and statistics.

Currently, Dr. Goldstein is a member of the Board of Trustees of the JP Morgan Funds and of the Bronx-Lebanon Hospital Center. He is a director of the Lincoln Center Institute for the Arts in Education, ex officio, and a member of the Business Advisory Council for Columbia Management. By appointment of Mayor Michael R. Bloomberg, he serves as chair of the 2010 New York City Charter Revision Commission.



Dr. Goldstein is a fellow of the American Academy of Arts & Sciences and a fellow of the New York Academy of Sciences. Among his honors are the 2007 Carnegie Corporation of New York's Academic Leadership Award, the 2008 Jewish Community Relations Council of New York Communal Leader Award, the 2005 John H. Finley Award, the 2005 Medal of Honor "Austrian Cross of Honor for Science and Art, First Class," the 2004 New York Foundation for Architecture President's Award, the 2003 Max Rowe Educational Leadership Award of the American Friends of The Open University of Israel, the 2002 Ellis Island Medal of Honor, the 2000 Townsend Harris Medal.

Dr. Goldstein earned his doctorate from the University of Connecticut in mathematical statistics, and a bachelor's degree with high honors in statistics and mathematics from The City College of The City University of New York. #

MICHELLE ANDERSON DEAN, CUNY SCHOOL OF LAW

Michelle J. Anderson became Dean of the City University of New York School of Law in 2006. Since that time, the School has earned the No. 1 ranking as the "Best Public Interest Law School" in the nation; continued its national, top-five ranking for "Best Clinical Training;" earned national, top ten ranking for "Best Law Professors;" achieved strong New York State Bar Exam pass rates; obtained membership in the Association of American Law Schools; developed the Pipeline to Justice Program to enhance student body diversity; and implemented the Incubator and LaunchPad programs through the Community Legal Resource Network.

Dean Anderson is an honors graduate of the University of California, Santa Cruz. She also graduated from Yale Law School, where she was Notes Editor of the Yale Law Journal. Following law school, she clerked on the United States Court of Appeals for the Ninth Circuit for Judge William Norris.

Dean Anderson has been a Visiting Scholar at the University of Cape Town, South Africa, a Visiting Professor at the University of Pittsburgh



School of Law, a Visiting Associate Professor at Georgetown University Law Center, and a Professor at Villanova University School of Law. A leading national scholar on rape law, Dean Anderson teaches Criminal Law at CUNY. #

HAROLD MCGRAW III CHAIRMAN, PRESIDENT & CEO, THE MCGRAW-HILL COMPANIES

Harold (Terry) McGraw III is chairman, president and chief executive officer of The McGraw-Hill Companies, a leading global financial information and education company that powers the Knowledge Economy. Its brands include Standard & Poor's, McGraw-Hill Education, Platts and J.D. Power and Associates, among others.

McGraw was elected chairman in December 1999; chief executive officer in 1998; and president and chief operating officer in 1993. He has been a member of The McGraw-Hill Companies' Board of Directors since 1987.

Under his leadership, the Corporation has undergone a complete transformation, building a diverse portfolio of knowledge-based, global businesses designed to generate profits throughout a wide variety of economic cycles and market conditions.

McGraw, 62, joined The McGraw-Hill Companies in 1980 and has held a number of positions with increasing responsibilities, including vice president, Corporate Planning; publisher, *Aviation Week & Space Technology*; president, McGraw-Hill Publications Company; and president, McGraw-Hill Financial Services Company.

He serves on the Boards of Directors of United Technologies and ConocoPhillips. He is chairman of the Emergency Committee for American Trade (ECAT), chairman of the U.S.-India Business Council, chairman of the United States Council for International Business, a former chairman of Business Roundtable, and vice chairman of the International Chamber of Commerce. He was appointed in November 2009 by President Obama



to the U.S.-India CEO Forum and is a member of the U.S. Trade Representative's Advisory Committee for Trade Policy and Negotiations (ACTPN).

Consistent with The McGraw-Hill Companies' commitment to supporting community and charitable organizations, Mr. McGraw is chairman of the Committee Encouraging Corporate Philanthropy. Additionally, Mr. McGraw serves on the boards of Asia Society, Carnegie Hall, the Council for Economic Education, New York Public Library, and National Organization on Disability.

McGraw received an M.B.A. from the Wharton School of the University of Pennsylvania in 1976 and a B.A. from Tufts University in 1972. #

GEOFFREY CANADA CEO, HARLEM CHILDREN'S ZONE

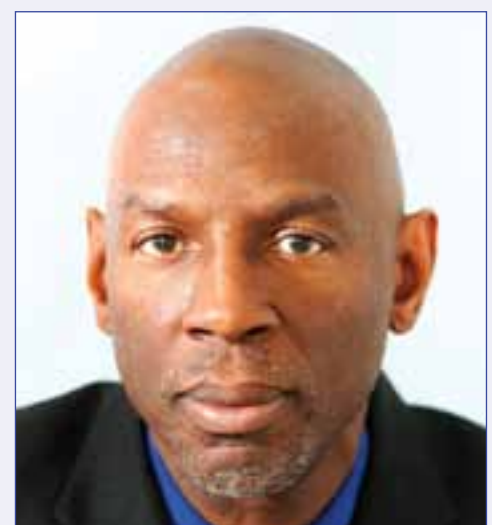
In his 20-plus years with Harlem Children's Zone, Inc., Geoffrey Canada has become nationally recognized for his pioneering work helping children and families in Harlem and as a passionate advocate for education reform.

Mr. Canada joined Harlem Children's Zone, Inc. (then called the Rheedlen Foundation) in 1983, as Education Director. Prior to that, he worked as Director of the Robert White School, a private day school for troubled inner-city youth in Boston.

Since 1990, Mr. Canada has been the President and Chief Executive Officer for Harlem Children's Zone, which *The New York Times Magazine* called "one of the most ambitious social experiments of our time."

In 1997, the agency launched the Harlem Children's Zone Project, which targets a specific geographic area in Central Harlem with a comprehensive range of services. The Zone Project today covers 100 blocks and aims to serve over 10,000 children by 2011.

Mr. Canada grew up in the South Bronx in a poor, sometimes-violent neighborhood. Despite his troubled surroundings, Mr. Canada was able to succeed academically, receiving a bachelor's degree from Bowdoin College and a master's degree in education from the Harvard School of Education. After graduating from Harvard, Mr. Canada decided to work to help children who,



like himself, were disadvantaged by their lives in poor, embattled neighborhoods.

Drawing upon his own childhood experiences and at the Harlem Children's Zone, Mr. Canada has written two books: "Fist Stick Knife Gun: A Personal History of Violence in America," published in 1995 by Beacon Press, and "Reaching Up for Manhood: Transforming the Lives of Boys in America," published in 1998 by Beacon Press.

In 2006, Mr. Canada was selected by New York City Mayor Michael Bloomberg as co-chair of The Commission on Economic Opportunity. #

ERIC WHITACRE & THE ADVENT OF THE VIRTUAL CHOIR

By JOAN BAUM, Ph.D

TED, an acronym for Technology, Entertainment, Design, a nonprofit that started in 1984 as a conference about “ideas worth spreading” and has broadened its mission beyond running conferences. Their mission might at first seem to be just another nice innovation, because who wouldn’t want to believe “in the power of ideas to change attitudes, lives and ultimately, the world,” or admire the organization’s commitment to provide “free knowledge and inspiration from the world’s most inspired thinkers” and build “a community of curious souls to engage with ideas and each other”? But take a look, and in particular at a video of a TED conference that took place this past March — <http://on.ted.com/Whitacre> — and be prepared to be wowed. It features the engaging, articulate composer / conductor Eric Whitacre talking about how he discovered classical music, especially choral singing, and how he has moved from his breakthrough moment to bring together joyous voices online from all over the world. This is a site you’ll be recommending to colleagues and friends as one of the most exciting and celebratory enterprises to come along in a while — and an inspiration for school children.

Clearly, a lot of the attraction to this TED talk is the speaker himself, a tall, hip presence in jeans and rock shirt, with longish blond hair and a dazzling smile. His story, told to a packed auditorium, is a knockout of charm and drive. A Juilliard graduate with a Master’s degree in music who studied with Pulitzer-Prize winner John Corigliano, Whitacre, at 18, had been a freshman at The University of Nevada at Las Vegas who couldn’t read music. He did play synthesizer and drums and thought of joining a rock or pop group.

Friends suggested he join the college chorus, but his feeling from high school was that choirs were full of geeks, he said. The friends persevered, telling him that the choir traveled free to Mexico and that the soprano section contained some hot girls. And so he joined. But the effect was not what he had anticipated. When he heard the Kyrie, the opening movement of Mozart’s Requiem, its haunting dissonances and harmonies blew him away. Before that life had been in black and white. Suddenly it was in “Technicolor,” he said.

Four years later Eric Whitacre was composing, getting published, conducting and beginning to get commissions and invitations to speak from all over the world. But not too long after that, he had another OMG moment. A young girl had sent a video to his blog — she was singing the soprano line from one of his pieces. Another light went on, as they say, and it, too, proved to be golden.

What if aspiring young singers from around the country and, indeed, from around the world, were to send videos to him — all voices represented — soprano, alto, tenor and bass (SATB), and



what if he and tech assistants were to aggregate these videos into one great performance that would be posted on YouTube? He sent out word on his blog, inviting auditions, and did the videos start coming in! And thus was born Virtual Choir 1.0, a video performance of his 2000 choral composition Lux Aurumque — 185 young voices — individual “souls, all on their own desert island” joined together online. The idea went “viral,” with, reportedly, over a million hits the first month it ran on YouTube. Virtual Choir.2.0 Sleep has just come out, having its premier on YouTube — a spectacular video pastiche of over 2,000 voices from close to 60 countries — singers of all ages — including a video from a nine-year-old girl from the U.K. and one from a singer who sent in separate videos of himself doing each vocal part — SATB!

Whitacre’s hardly through mining gold. His Web site now contains testimonials from participants talking about what the project has meant to them. One girl from a rural area in Alaska wrote that she traveled pretty far to make the video, a commitment, says Whitacre, that proves that human beings will go to any length to link up with each other, to belong to a wider community. It also suggests that virtual connections can lead to actual connections. Friends are made in the virtual choir. It’s “like family,” he said. The album, “Light and Gold” (the title is a translation of Lux Aurumque), released this past October, shot to No. 1 on the classical charts in the U.S. and U.K.

Whitacre’s versatility seems to know no bounds. He enjoys great popularity and continues to be courted by prestigious orchestras from around the globe and to serve as a kind of ambassador of choir for the United Nations. He’s married to the award-winning Israeli soprano, Hila Plitmann, whose own spectacular career, especially in contemporary music, is also worth an online visit. They live in Los Angeles. The video makes it clear why Whitacre’s was the first TED Conference to garner a standing ovation. And, yes, he does traditional performances too! #

THE FRICK INVITES STUDENTS INTO GILDED AGE

By SYBIL MAIMIN

“**A**ll kids collect things,” explains Jennie Coyne, who runs school and student programs at The Frick Collection.

A student visit to the magnificent Frick mansion, home of steel magnate Henry Frick and his art collection, is a “really good entry point” to understanding the passion for acquiring fine art, she said. “The kids are really into the atmosphere of this once-private home and are amazed by the Gilded Age,” Coyne said. They make connections between the art, the house, and the collector. Consistent with its storied history and extraordinary collection, The Frick Collection provides high-quality school visits designed to engage, deliver information, and leave students with factual knowledge and personal connections to objects.

Class visits to the museum are open to grades 5 through 12 as well as to college and graduate students. They can be guided or unguided and are offered in English, French and Spanish. To preserve The Frick’s much loved tranquil atmosphere, the popular guided tours are kept small (the maximum of 30 students is divided into three or four independent groups, each with its own guide), providing a very personal experience. A topic is chosen from “Appreciating Art in The Frick,” “Decorative Arts,” or “Who Was Mr. Frick.” Museum educators tailor each visit around the chosen subject and needs of the class. Teachers can request other themes or discussion of a particular work.

The teaching style involves scaffolding, or layering of art historical information into answers. For example, after viewing a Rembrandt self-portrait, students are asked for one statement and one question. Explains Coyne, this flips the classroom model of instructor asking the questions.

“This is what we want,” she says. “Student questions are generally very open-ended, indicating imaginations have been sparked.” Gallery activities are sometimes included, especially for middle school, and can range from sketching to writing poetry to acting. High school students, often familiar with the artists, have “much deeper conversations,” Coyne says. Studio art classes interested in technique might focus on Vermeer and perspective. Social studies classes studying the Gilded Age sometimes pair a Frick visit with one to The Tenement Museum.

To remedy the frustration of seeing a class only one time, Coyne has created school partnerships in which an entire class or grade visits The Frick once a month for five months, meeting with the same educator and, at the end, creating their own object or writing. “I love it,” confesses Coyne, “love getting to know the students and watching them become comfortable looking at art.”

Free after-school and weekend programs for middle and high school students are very popular. Youngsters register as individuals and come to the museum independently. “Alive At The Frick,” for high school students, involves a one to one-and-a-half hour guided conversation in front of one work. “It is really amazing... a one-of-a-kind experience to sit down in front of an object and talk about it,” Coyne says. Middle School Art Club involves themes, such as “Greek Heroes



and Monsters” and “Kings and Queens,” and specific artists and works. Guided by a museum educator, half the time is spent in the gallery and half in an art room where the students create objects or writings related to the theme.

The Frick’s commitment to quality art education is reflected in its professional staff. Coyne, the personable, can-do Assistant Museum Educator, was “always a museum junkie,” she says. “Growing up in New York City had a huge influence on my love of art.” She received her bachelor’s degree in art history from Harvard 2001 and a Master’s degree in Museum Education from The Bank Street College of Education in 2006.

While earning her degrees, she interned at Harvard’s Fogg Museum and New York’s Rubin Museum. During her first post-college job, teaching at Columbia University’s new elementary school, she wrote a book about female artists for her fourth graders to correct the dearth of information on the subject. Subsequently published in the art history series for children called “Come Look With Me,” her book, “Discovering Women Artists for Children,” is still in print.

Meanwhile, Coyne grew her professional museum experience. She was hired to lead weekend family programs at The Fogg, then taught Art History 101 to middle schoolers on weekends at The Metropolitan Museum of Art, and spent three years as manager of the Education Department at The Rubin Museum. Her current dream job came when Rika Burnham, Head of Education at The Frick who Coyne had met when both previously worked at The Metropolitan, offered her a position.

There are lessons in Coyne’s career trajectory for those interested in museum education. An advanced degree in museum education or art history is standard. “Intern or volunteer whenever you can,” advises Coyne. “There’s a lot more internal mobility than jobs coming from the outside.” Departments are small, positions are few, and people stay because “everyone really loves this job,” but “opportunities can come up when you are on the inside.” Be innovative, flexible, and pro-active when seeking a job. Three out of her class of 20 at Bank Street currently work in museums. Positions can also be found in cultural organizations, after-school programs, and schools. #

For information about visiting The Frick Collection, see www.frick.org/education.

ARTS IN EDUCATION PROGRAMS REACH FAR & WIDE AT BROOKLYN ARTS COUNCIL

By CAROL STERLING

Brooklyn Arts Council’s Arts in Education program has over a 25-year track record of providing arts education programs for people of all ages, in particular at-risk youth. Originally conceived as a way to create jobs for artists, our

Arts in Education programs now play a critical role in keeping the arts alive in New York City public schools. We reach over 27,000 students, teachers, parents, and seniors at close to 100 schools, after-school programs and senior/community centers around New York City annually.

Our skilled cadre of over 200 teaching artists lead programs in the visual, literary, performing, and media arts for different school audiences in four main formats: eight-to-16 week in-school/after-school workshops/classes, in-school performance/assembly programs, professional development programs for teachers, and parent/family

involvement sessions.

All programs are aligned to assist students in meeting the principles of the New York State Learning Standards for the Arts and the New York City Blueprint for Teaching and Learning in the Arts. By meeting the state and city standards as a

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ARTS IN EDUCATION

News at the College of Staten Island: Art Project Helps English Learners

By SYBIL MAIMIN

How do you teach English-language writing and speaking skills to college-bound immigrants, ages 17 to 55, who began life in diverse countries speaking a multitude of languages? With warmth, creativity, and innovation if you are Caryn Davis, an award-winning instructor at The College of Staten Island's CUNY Language Immersion Program, also known as CLIP.

Offered on a semester basis, CLIP requires 25 hours a week of intense classroom work and enrolls approximately 3,000 adult students at eight CUNY campuses. To help them express themselves and develop confidence, Davis turned to art, a universal language, and created the very successful Altered Book Project, incorporating it into the more traditional curriculum. In the project, students choose discarded books that attract them and cut out and add sections, paste pages together to achieve heft, and cover up, use, or leave as background the original text and illustrations. Paint, paste, glitter, yarn, fabric, glass, photos, decals, lettering, drawings, collage, and other forms of art materials, as well as vivid memories and imaginations go into the books.

Divided into three sections to illustrate growing up in the native country, personal impressions and life in New York City, and the experience of learning English, the altered volumes are intimate visual diaries that reveal lives and cultures. A written personal essay is included and, depending on the student's ingenuity, is embedded or incorporated into the volume in a unique way. Poetry sometimes joins the mix. Doors and windows may be created on the pages. Sculptural forms may jump out.

Authentic English communication skills are developed as, sitting around large tables, the book-makers relax into the project and start exchanging ideas, asking for help, and sharing materials. They begin to learn about art production and each other's history and culture. Davis explains the cooperative venture leads to new vocabulary around art supplies and native customs, formal and informal expression — please pass the glue, pass the glue, and can you pass me the glue, for example — and small talk, or the ability to “chat” American style over a topic of mutual interest. She notes that the resulting cooperation, respect, teamwork, and problem solving are applicable to future college coursework and jobs. And Davis' personal



“sub-theme” for all her classes, “Building Bridges,” is played out in astounding ways, she said.

Initially, some students lack confidence about their art abilities or are skeptical about the project. Yu, from China, said: “When I started, I felt so childish. After one week I changed my mind. The altered book helped me develop my thinking and I shared ideas with my classmates.” Mariam, from Syria said, “at first, I did not take this seriously. However, after we worked together, I learned large words. I learned I can ask for help. I learned about a large number of countries.”

Another student named Jorge, from Colombia, said, “I felt I was destroying a book...Later I realized the book was going to be mine...little by little my book took form and started to speak by itself.” Hend, who is originally from Jordan, was so enthusiastic about this, her first art project, she attached a long gold chain to the cover of her creation and wore it over her shoulder. Pride becomes palpable at the culmination of the course when the altered books are displayed in branches of the New York Public Library.

Davis feels special pleasure hearing her students communicate effectively about the project to other English-language learners who come to see these art exhibits. In 2009, she and her students presented a workshop on altered books at the NYU Writing Workshop, which is sponsored by the NYU Literacy Review, a publication of GED and ESOL writings. Her students' work is included in every edition.

In 2010, Davis was honored by The New York Times with the ESOL (English Speakers of Other Languages) Award, which “recognizes educators who have consistently excelled in helping adult students learn English and develop skills they need to create successful lives in the United States.” Her boss, Dr. Tomas Morales, president of the College of Staten Island, said, “Her exceptional teaching skills, energy and creativeness ensure our students' successful assimilation into higher education, and empower the many diverse communities we serve.” In 2010, she also received the Outstanding Literacy Practitioners Award from The Literacy Assistance Center in New York, which included a library development grant for her program from The Bookbinders Guild of New York. Davis has a Master's degree in TESOL from the New School as well as a lifetime of experience in teaching, advocacy and practice of the arts. #

Brooklyn Arts Council

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foundation for all programming, we strive to offer engaging, instructive, and enthusiastic experiences that enhance learning and appreciation for the arts for everyone involved — students, teachers, administrators, parents and community members. Our programs can also accommodate gifted and talented, at-risk and special-needs students.

All programs involve a collaborative process that allow for personalized programming, enriching hands-on experiences, and enhanced depth of understanding. We instill skills and positive attitudes about the arts that are designed to be retained for a lifetime.

The scope and breadth of programming offerings are as diverse at New York City. From literary enhancement to theater arts to the painting of a mural depicting a school's mission, our programs expand appreciation and knowledge of the arts and enhance the academic experience in all curricula areas. We are committed to presenting the highest quality arts programming possible, and welcome an opportunity to explore how BAC's Arts in Education team can help educators and



Carol Sterling

community members to bring their plans to life.

Student workshops are adaptable to specific classroom curricular goals; including English Language Arts, English as a Second Language, Social Studies, Math, Science and/or Health. Career connections can also be integrated by any of our teaching artists. The Brooklyn Arts Council's Arts in Education team welcomes an opportunity to collaborate with our colleagues to define a program that is perfect for each educational and community setting.

Digital media and Technology offerings include broadcasting, computer arts, digital photography and video. Literary Arts offerings include book arts, story writing, poetry, creating a class and/or school publication/newspaper and more.

Performing Arts offerings include dance, music, theater arts, puppetry, and more.

Visual arts offerings include ceramics, drawing,

MAGICIAN INSPIRES STUDENTS TO LEARN THROUGH ILLUSION

By JOAN BAUM, Ph.D.

Allan Kronzek lets no grass grow under his feet. And even if he did, he would figure out a way so that you'd never see it. Kronzek is a professional magician, writer and educator. While recently updating his New York Times bestseller, “The Sorcerer's Companion — A Guide to the Magical World of Harry Potter” (Broadway Books), he was also putting finishing touches on a soon-to-be published magic manual for The Hocus Pocus Project, an outreach program of the nonprofit Conjuring Arts Research Center in New York City. And between sentences, he was likely to be found presenting one of his magic-centered enrichment programs in a New York-area school.

The forthcoming book, “The Book of Powers — Lessons in the Art of Magic,” was commissioned to be given away to participants in the Hocus Pocus Project. The organization teaches magic to disadvantaged youths and adults, primarily children in hospitals, at-risk youth and veterans. “Learning to perform magic can be extraordinarily empowering,” Kronzek said. “In a short time, these kids learn to entertain and baffle their friends, their doctors, and their parents. They can do something other people can't do. It's a new role. They experience a sense of mastery and self-worth.”

While magic books typically arrange subject matter according to type of trick, The Book of Powers is organized according to the power taught: mind reading, predicting the future, supermental powers (like lightning calculation and photographic memory), super-physical powers, super senses (including super-sight, super-hearing, and even super-smell), X-ray vision and divination. Each chapter begins with a mystery that is baffling, yet easy to do. “We then build on that as we move on to more complex and challenging tricks. Magic requires discipline and work, but if the student gets rewarded early on — by applause or admiration, or by frying the brains of a friend — he or she will accept the necessity for hard work. One of our goals is to teach many of the core principles of magic so that the student can create original routines that fit his or her interests and personality,” Kronzek said.

Kronzek's school programs are unique in their use of magic. Unlike traditional magic show assemblies, which typically use magic to teach another subject (the “magic of reading,” or fire safety), Kronzek's programs are about magic and illusion. The Art of Fooling is a history of magic as performance art, from ancient Greece to modern times. The program—which is tied to sixth-grade social studies as well as ninth-grade global studies — features performance, audience participation and historical illustrations (paintings, woodcuts and posters) to show how the performance and perception of magic changes during different historical periods.

painting, collage and printmaking, fabric arts, folk arts, mixed media, photography, publications, public art (mosaics, murals), puppetry and sculpture, and 3-D design.

Brooklyn Arts Council's Arts in Education program offers assembly programs that educate and entertain through performance, narration, and student/audience participation. We offer over 35 different contemporary, historical and folk arts performances.

In addition to working with New York City's students, we also strive to make learning in the arts available to other community members, from classroom teachers to parents and caregivers as well as senior citizens. Our programs extend into senior centers, nursing homes, shelters and community centers as individual or ongoing workshops and assembly programs. From jewelry making that creates revenue for the senior artist to the mosaic installation produced and installed by the resident of a shelter that inspires pride in their



“In Medieval times street magicians were commonly feared as sorcerers,” Kronzek said, “whereas after the scientific revolution, they were perceived as skilled entertainers, and even men of science.”

Another program, The

Magician's Art and Scientific Inquiry, uses magic tricks to explore core science skills, such as developing skepticism, forming hypothesis, questioning appearances, testing explanations, and distinguishing between a scientific and non-scientific world view. Especially insightful for teachers and psychologists are Kronzek's discussions (as elaborated in his study guide), about perception and memory—topics of increasing attention in the worlds of forensics, neuroscience and research into Alzheimer's disease. As he has written, “The mind is quick to make inferences and see connections, patterns and cause-and-effect relationships where none may exist.” Magicians draw on perceptual and logical fallacies to create various kinds of illusions and false appearances.

“Kids are fascinated by trickery,” Kronzek said. “They deeply want to know how it's done, what's going on behind the scenes, what illusions are all about — which offers a natural tie-in with science. Magicians create illusions and scientists try to see through illusions. Both are concerned with the hidden, underlying mechanisms behind appearance. How does it work? How are we fooled? What's really going on?”

His own interest in magic began, he recalls, at the age of 9 when he was a magician at a Hanukkah party and was “hooked.” His parents encouraged him, his mother giving him his first magic book. It was an important moment in his life. A child with a heart murmur, he was not allowed to participate in competitive sports and magic gave him another way of competing, of holding his own among his peers. A product of the Pittsburgh public schools, Kronzek spent a year at Carnegie Tech as a theater major before switching to English at Bard College. But magic was always there and he began to study seriously with master magicians shortly after college. His interest shows no sign of waning. #

Those interested in finding out more about Kronzek's programs (available through BOCES Arts-in-Education in Nassau/Suffolk and Westchester Counties) and his forthcoming book, should visit www.allankronzek.com or e-mail akronzek@optonline.net.

home, the benefits to the individual participants and to the community at large are immense.

Our wide array of movement and dance programs stimulate physical and mental well-being as do our programs that teach participants to document their life stories and present them in oral and written forms to family and friends. All workshops are taught by caring and gifted teaching artists whose compassion and kindness are only surpassed by their expertise and love of working with older adults. #

We invite you to visit our Web site at www.brooklynartscouncil.org and then click on Arts in Education to see a comprehensive overview of all program offerings. Please feel free to contact us directly. Our staff loves to design programs that uniquely meet the needs of our various constituencies.

Carol Sterling, the Arts in Education Director, can be reached at clsterling@brooklynartscouncil.org or by calling 718-625-0080.



ARTS IN EDUCATION

MUSIC FOR THE HOMELESS & IMPRISONED



By JOAN BAUM, Ph.D.

Although her resume boasts violin and viola performances at Carnegie Hall and recitals with famous chamber music groups and renowned soloists, among them Pinchas Zukerman and Arnold Steinhardt, not to mention numerous awards and international prizes, Helena Baillie doesn't readily refer to these achievements when she speaks of her "outreach" work, some of it in places most musicians rarely go: prisons and soup kitchens.

A slim, attractive young woman, with a poise and grace that hardly suggest the extraordinary power, passion and joy of her playing, she notes that she brings "the same intensity and attention to detail" to her preparation and performances for prisoners and the homeless, as she does for sophisticated audiences at Carnegie Hall. "To be beautifully prepared for an untraditional performance of this kind shows tremendous respect for the audience and creates a dignified experience." And what nontraditional populations they are: 400 inmates, all men, incarcerated at the Clinton Correctional Facility at Dannemora in upstate New York, and homeless individuals and families who find shelter at the Music Kitchen in New York City. She has, to date, made multiple visits to both.

London-born Helena Baillie, who comes from a musical family (brother Max is a musician and sister Martina has kept playing the piano while pursuing the law), credits her father, the celebrated cellist Alexander Baillie, with inspiring her to reach out. A professor of cello at Bremen Hochschule and at the Guildhall School of Music and Drama in London, he created a music series for youngsters in St. Albans, north of London, and she recalls how he would keep his audiences spellbound. To judge from the responses of audiences at youth concerts she presents, it appears that Helena has a similar effect.

Engaging people who do not have exposure to or experience with chamber music is not to try to wow them but to create a sense of community for them, and to engender in them a love of music that can enlarge their world. "No matter how humble a space, music can have a deeply humanizing effect." It can encourage reflection, evoke memories, build concentration and ultimately help develop a more rich inner life and greater emotional literacy, she explains. It was her long time mentor and friend, Sandy Lewis, who encouraged her to perform at a prison, she

says. A "charismatic" man who owns an organic farm upstate and a person deeply committed to compassionate enterprises, he wanted to offer the inmates at Dannemora, the largest maximum security prison in New York State, "a profound concert experience" and he urged then State Senator Ronald Stafford to make it happen.

At Dannemora, performances are followed by Q & A. At one concert, a prisoner said that if he had had a chance to play "like that," he probably would not be in Dannemora. Another, though, Helena recalls with a laugh, confessed that he was reminded of having to practice the viola and hating it. Later on, after this particular recital, she was told that when she had finished playing, one man stood up and left in tears.

Her work at the Music Kitchen proves just as rewarding. She is part of a "Food for the Soul" program that brings "top emerging and established professional musicians together in order to share the inspirational, therapeutic, and uplifting power of music with New York City's disenfranchised homeless shelter population," and to do so in a "friendly and relaxed setting." Under the direction of Kelly Hall-Tompkins, an acclaimed violinist who performs with musical luminaries such as Mark O'Connor and Emanuel Ax, Music Kitchen brings high-caliber musicians to play during lunch hour. The program, says Helena, "is treasured by both performers and audiences."

As if all her professional concertizing and outreach activities were not enough, Helena is completing the first half of a two-year residency at Bard College as Artist Fellow at the Bard College Conservatory of Music, a position that allows her to continue reaching new audiences. At Bard she has worked with dancer Leah Cox, the Education Director of the Bill T. Jones/Arnie Zane Dance Company. Helena and Leah combined forces to present an unconventional setting of the Bach Goldberg Variations for string trio set to dance in a "dream" space; the Sosnoff Theatre of the Richard B. Fisher Center for the Performing Arts. Helena invited audience members to share the stage with the performers, bringing them "in-the-round". This close proximity fostered a warm, intimate and inviting atmosphere without compromising the integrity of Bach's masterpiece.

And soon she'll be off to perform in Tokyo – and yes, in prisons and places for the disadvantaged there, as well. And for young people. Baillie Variations on a theme of dedication and expertise. #

MUSIC, MADNESS AND MEDICINE

By LLOYD SEDERER, M.D.

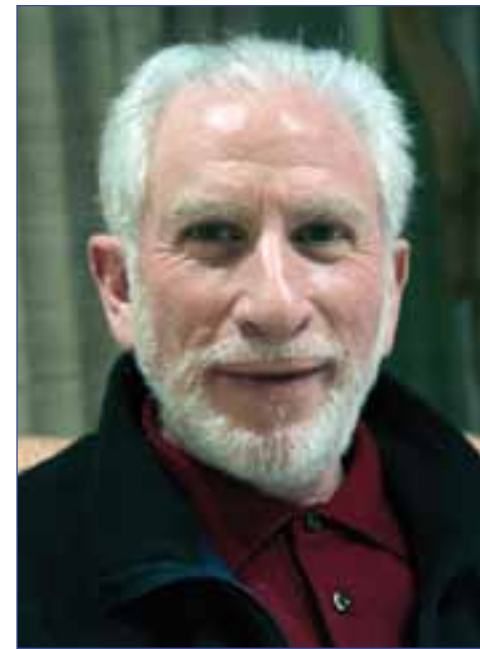
Imagine if your psychiatrist played concert piano, including the works of Beethoven, Tchaikovsky, Schumann, Gershwin and Mozart? Meet Dr. Richard Kogan, a Juilliard-trained pianist who went on to Harvard College and Medical School, trained in psychiatry at New York University Medical School, and now practices psychiatry as a faculty member of the Weill Cornell Medical Center in New York City.

I met Dr. Kogan at one of his extraordinary performances, which he gives some 50 times a year around the world. At this one, instead of simply playing a piano concerto with orchestra, he told a story about a famous composer who suffered with mental problems — frequent among highly creative people — while illustrating the composer's work by exquisitely playing excerpts from his compositions. That evening, Dr. Kogan told the story of the 19th-century Russian composer Pyotr Ilyich Tchaikovsky, whom we know for "Swan Lake," "The Nutcracker," "The 1812 Overture" and "Sleeping Beauty" among many other extraordinary creations. Dr. Kogan recounts Tchaikovsky's story as a chronic, severe depressive and homosexual, both deeply anathema to cultural acceptance in his time. As he plays some of Tchaikovsky's music, we see how the composer struggled with his mood disorder and tried to hide his sexuality, succumbing to both in what possibly was suicide, while still at a creative peak, at the age of 53. Kogan's performances also recount the lives and music of Gershwin, Schumann, Beethoven, Mozart, Chopin, Rachmaninoff and Leonard Bernstein.

Dr. Kogan's musical and medical career has had a very unusual trajectory. A gifted young musician, he studied at Juilliard, the renowned conservatory in Lincoln Center in New York City, before going to Harvard College, where he moved between music and premedical studies and roomed with Yo Yo Ma, the famed cellist, playing as part of a trio with him and violinist Lynn Chang. Kogan, Chang and Ma remain friends today. When it came time to decide where life would take him after college, Kogan never doubted going to medical school. He remarked to me that Apollo was the Greek god of medicine and music, and shamans have long had one foot in healing and one in the charms of music. In other words, there's no need to choose between them, because both can be possible. When it came time to select what specialty he would train in after medical school, there, too, he had no doubt. He smiled and said that the more those in hematology or endocrinology said they offered what medicine was really all about, the more he knew he wanted to be a psychiatrist.

About 10 years ago, Dr. Kogan was asked to do a symposium at the American Psychiatric Association on mental illness and musical creativity. That launched his career as a raconteur. While some psychiatrists and some musicians "bristled" at his stepping out of each profession's traditional format, with doctors asking, "Where are your PowerPoint slides?" and musicians insisting that he stop talking and just play music, it was a "revelation" for him: he knew he had found yet another calling. Now he believes that exploring the psyches of composers makes him a better interpreter of their scores, and that understanding the role of music in our lives makes him a better psychiatrist.

There is no piano in Dr. Kogan's office, nor



does he treat only musicians and artists. He explains, "My job is to help people reach their creative peak," which clearly means more than music and the arts. I did not think to ask him whether he treats any Wall Street hedge fund executives.

When I asked Dr. Kogan who his musical heroes are, he said, without hesitation, that they are Beethoven and Mozart. As he elaborated, I realized that it was their resilience and endurance that made them his heroes, not (only) their music. Beethoven became deaf and transcended that seemingly unimaginable obstacle to produce ethereal music. Mozart, a wunderkind, a child prodigy beyond imagination, stayed on the creative road and became a mature master of music composition. Dr. Kogan smiled and said, "You can almost make the case for considering Mozart a 'late bloomer.'" I suppose we see the psychiatrist in Kogan speaking as his heroes are those who overcame adversity, who endured and mastered far more than ordinary challenges.

When I asked Dr. Kogan what else matters to him, he said that it is trying to destigmatize mental disorders. If geniuses can have a mental illness, then maybe mental illness is not shameful, especially if a mental disorder is part of the creative and inspirational process, he added.

Music and medicine remain inseparable for Dr. Kogan — in his concerts and psychiatric practice. In his latest endeavor as Artistic Director of the Weill Cornell Music and Medicine Program, a position he took on last year, he proudly remarks that he has the opportunity to enable medical students and doctors, much like he has had, to live a life where neither need be left behind.

Always aspiring for himself what he wants to achieve with his patients, Dr. Kogan continues to expand himself, his music and his medicine. "I want to help humanize medicine, to bring more of the person into medical and psychiatric practice," he declared. With all of us concerned about medicine losing the patient while treating the laboratory and imaging results, it is a good thing we have doctors like Richard Kogan who open our ears and eyes to the symphony that is humanity, in his case played by an ensemble of music and medicine. #

Dr. Lloyd Sederer is the medical director of the NYS Office of Mental Health.

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THE DEAN'S COLUMN

All Triangles are Isosceles

By ALFRED POSAMENTIER, Ph.D.

With the return of the geometry course to the New York State curriculum, we owe our students the pleasure of being enriched in the subject and not just present with the essentials that will be tested. Towards that end, the presentation of "geometric fallacies" offer a deeper insight into the subject that will lead to a better understanding and a greater appreciation.

George Pólya, one of the great mathematicians of our time, said, "Geometry is the science of correct reasoning on incorrect figures." We will demonstrate below that making conclusions based on "incorrect" figures can lead us to impossible results. Even the statements of the fallacies sound absurd. However, students will find the demonstration of proving something that is absurd to be either frustrating or enchanting, depending on the spin the teacher puts on it. Nevertheless, follow each statement of the "proof" and see if you can detect the mistake. It rests on something that Euclid in his *Elements* would not have been able to resolve because of a lack of a definition.

The Fallacy: Any scalene triangle (a triangle with three unequal sides) is isosceles (a triangle having two equal sides).

To prove that scalene $\triangle ABC$ is isosceles, we must draw a few auxiliary line segments. Draw the bisector of $\angle C$ and the perpendicular bisector of \overline{AB} . From their point of intersection, G , draw perpendiculars to \overline{AC} and \overline{CB} , meeting them at points D and F , respectively.

It should be noted that there are four possibilities for the above description for various scalene triangles: Figure 1, where \overline{CG} and \overline{GE} meet inside the triangle.

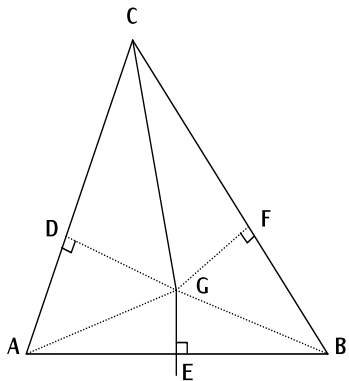


Figure 1

Figure 2, where \overline{CG} and \overline{GE} meet on \overline{AB} ;

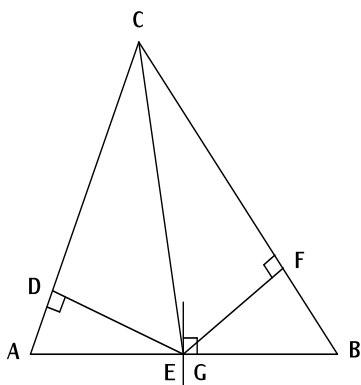


Figure 2

Figure 3, where \overline{CG} and \overline{GE} meet outside the triangle, but the perpendiculars \overline{GD} and \overline{GF} fall on \overline{AC} and \overline{CB} ;

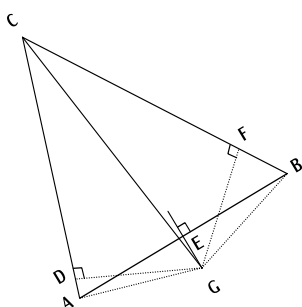


Figure 3

and Figure 4, where \overline{CG} and \overline{GE} meet outside the triangle, but the perpendiculars \overline{GD} and \overline{GF} meet \overline{CA} and \overline{CB} outside the triangle.

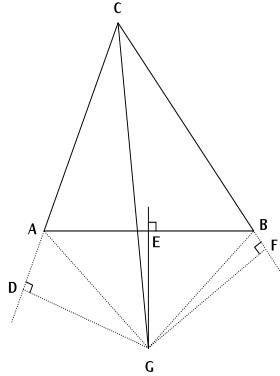


Figure 4

The "proof" of the fallacy can be done with any of these figures. Follow the "proof" on any (or all) of these figures.

GIVEN: $\triangle ABC$ is scalene.

PROVE: $AC = BC$ (or $\triangle ABC$ is isosceles)

"Proof": Since $\angle ACG \cong \angle BCG$ and right $\angle CDG \cong$ right $\angle CFG$, $\triangle CDG \cong \triangle CFG$ (SAA). Therefore $DG = FG$ and $CD = CF$. Since $AG = BG$ (a point on the perpendicular bisector of a line segment is equidistant from the endpoints of the line segment) and $\angle ADG$ and $\angle BFG$ are right angles, $\triangle DAG \cong \triangle FBG$ (Hypotenuse-Leg). Therefore $DA = FB$.

It then follows that $AC = BC$ (by addition in Figures 1 - 3; and by subtraction in Figure 4).

At this point you may be somewhat disturbed, wondering where the error was committed that permitted this fallacy to occur. By rigorous construction, you will find a subtle error in the figures:

- The point G must be outside the triangle.
- When perpendiculars meet the sides of the triangle, one will meet a side between the vertices, while the other will not.

In general terms used by Euclid, this dilemma would remain an enigma, since the concept of *betweenness* was not defined in his *Elements*. In the following discussion we shall prove that errors exist in the fallacious proof above. Our proof uses Euclidean methods, but assumes a definition of betweenness.

Begin by considering the circumcircle of $\triangle ABC$ (See Figure 5).

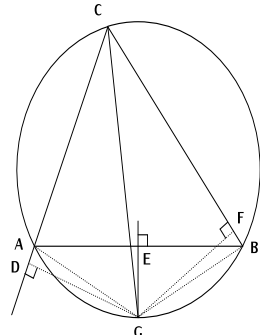


Figure 5

The bisector of $\angle ACB$ must contain the midpoint G , of \overline{AB} (since $\angle ACG$ and $\angle BCG$ are congruent inscribed angles). The perpendicular bisector of \overline{AB} must bisect \overline{AB} , and therefore pass through G . Thus, the bisector of $\angle ACB$ and the perpendicular bisector of \overline{AB} intersect *outside* the triangle at G . This eliminates the possibilities illustrated in Figures 1 and 2.

Now consider inscribed quadrilateral $ACBG$. Since the opposite angles of an inscribed (or cyclic) quadrilateral are supplementary, $m\angle CAG + m\angle CBG = 180^\circ$. If $\angle CAG$ and $\angle CBG$ are right angles, then \overline{CG} would be a diameter and $\triangle ABC$ would be isosceles. Therefore, since $\triangle ABC$ is scalene, $\angle CAG$ and $\angle CBG$ are not right angles. In this case, one must be acute and the other obtuse. Suppose $\angle CBG$ is acute and $\angle CAG$

continued on page 27

Love and Loss on Mother's Day

By POLA ROSEN, Ed.D.

CBS reporter Magee Hickey recently gave a poignant performance of her mother's favorite songs in a Cabaret show in New York City. For some of us, Mother's Day is a time to celebrate, exchange gifts and enjoy the warmth of a shared dinner. For others, it's a time to recall days past, when music, advice and good times were shared and are sadly lost. #

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The pleasures of living on East End Avenue are one among the great real estate secrets in Manhattan. It is a calm and quiet area, close to parks, and many are unaware of its unique charms that deserve attention. Families seeking a family friendly neighborhood in Manhattan, care a great deal about the areas educational and recreational opportunities for their children. East End Avenue offers great schools, Carl Schurz Park, and several buildings, such as 180 East End Ave, have great outdoor gardens, gyms, community rooms and other amenities that young families especially enjoy. 180 East End Ave also has a rooftop pool with a solarium, a state-of-the-art gym, and a lounge with pool table.

Carl Schurz Park, always beautiful, has undergone a renaissance during Mayor Bloomberg's administration, and a visit to Gracie Mansion's new renovation is a delightful experience. Resplendent with an a grove of cherry trees, tulips, pansies and hydrangeas, Carl Schurz Park is a delightful place to bring children, who love

the playground and a big dog and a small dog run. Living close to the Asphalt Green, the 91ST Street ferry stop, the Vinegar Factory, and many wonderful local stores are also benefits. The excellent nearby community public schools such as PS 290 and PS158 and private schools such as Chapin and Brearley and others on the upper East Side make the East End Avenue location a very attractive neighborhood for families.

East End Avenue is a relatively affordable and well priced place to live with a wide range of family sized apartments in fine buildings. Since both parents often have careers and want to live and work near their children, they can do this and still have their families enjoy nature through being close to Carl Schurz Park, and having a garden, terrace and or roof top terrace. Imagine my own pleasure in having a child of mine who grew up here, purchasing an apartment in the neighborhood, and the joy of being with my granddaughter in the playground at Carl Schurz that her dad loved so much as a child!



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180 EAST END AVENUE - SPARKLING MINT 3 BEDROOM



This is a stunning, high floor 3 bedroom, 3 bath plus study / 4th bedroom and sunny cornered balcony with a beautiful mint renovation and incredible sweeping river views throughout! There is now a contemporary open floor plan for the gallery, living room, dining room and kitchen for modern living. The great north-east corner master bedroom suite with dressing area has well designed built-ins and limestone bath. Two other master bedrooms with built-ins and bath including an additional study / 4th bedroom which has access to 3rd travertine and marble guest bath, top-of-the-line kitchen and dining counter complete the space. Included is all new electrical and plumbing, new windows, new HVACs, new kitchen appliances and bath fixtures, Viking and Sub-Zero kitchen appliances, porcelain farm house sink, copper countertops, Anne Sacks tile, custom woodwork throughout including molding and wainscoting, wide plank pine floors, remote control blinds, oil rubbed bronze hardware. 180 East End Avenue offers a rooftop pool and sun room, large beautifully landscaped garden, state-of-the-art gym, community room with pool table, bin in basement and garage (\$265/monthly). Electricity Surcharge of \$540/month. Top-of-the-line apartment in top-of-the-line full service building. It is a must see!

180 EAST END AVENUE - ELEGANT ESTATE

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Empowering Innovation in Education: a TEDxNY Education Event

By VICKI COBB

About 200 educators and other interested people met on for a day of sharing ideas about education. The setting was the New York Academy of Sciences on the 40th floor overlooking ground zero — the perfect place to discuss rebuilding dreams. TED, which stands for Technology, Entertainment, Design (www.TED.com), is an annual event where leading thinkers share what they are most passionate about. A TEDx event, such as this one, is independently organized and licensed by TED, but still exclusive. Attendees had to fill out an application with their background, interests, and three conversation starters just to purchase a ticket.

The program was four sessions of speakers

(19 in all) with time in between for networking. Alan November, an expert on using technology in education, emphasized that the key to joy in work is purpose and this message is not lost on kids. Gary Stager, a constructionist teacher in the mold of long-ago progressive education pioneers, said, “We can have high standards without standardization.” His emphasis: project-based learning.

Heidi Hayes Jacobs recommends rethinking everything we do in schools, from scheduling to how we group students to assessments. “We can do dumb things with a smart board,” she quipped. She was particularly adamant about the negative effect of the assessment tests on both teaching and learning, symbolically breaking a No. 2 pencil at the end of her talk. Patrick Corman, a

children’s fiction author, talked about his multimedia approach (text plus videos) to storytelling that gets kids involved with reading.

The possibilities for innovation in education are generated by the newly available power of the Web for unlimited access to information and global connections. Children no longer want to wait until they grow up to participate in the world. They want to do it now and they are already doing it electronically. Teachers are more important than ever in guiding and shaping this new empowerment and must begin focusing on a new set of 21st-century skills to help students find their way and their voice.

The event seemed to energize the participants to effect change in education. Many of the

attendees were from independent schools that are already on the cutting edge of educational innovation. The people who need to hear the message most were not in attendance. Policy makers were not there, nor were the administrators who are focused on raising test scores. #

The sessions are posted online at <http://tedxnyed.com/2011>.

Vicki Cobb is an author and science educator.



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FDU Develops Teacher Assessment Tool

By VICKI COHEN, Ed.D.

Fairleigh Dickinson University's School of Education in Teaneck, N.J., has been involved in a project that has focused on the assessment of effective teaching to ensure that more rigorous professional standards for teaching candidates are being implemented. Nationally accredited through TEAC (Teacher Education Accrediting Council), the School of Education has been collecting quantifiable evidence that their teaching candidates are meeting state and national standards, and that their candidates know the subjects they teach and that they teach effectively.

As part of a collaborative effort, the School of Education developed a performance-based assessment instrument, the Clinical Competency Inventory (CCI), designed to measure key competencies aligned to the New Jersey Professional Standards for Teachers. After extensive piloting and validation of this instrument, many teacher-training programs in the State of New Jersey are now using the CCI and collecting data on teaching effectiveness of their candidates. This is developing articulation and conceptual cohesion within individual teacher training programs, and it is developing consistency in best practices across programs in New Jersey. The teaching programs involved in implementing the CCI formed the New Jersey Teacher Assessment Collaborative (NJTAC), which now includes Fairleigh Dickinson University, Caldwell College, Centenary College, St. Peter's College, Bloomfield College, Rutgers University Camden, Jersey City State University, Princeton, and Drew University.

The School of Education at Fairleigh Dickinson is currently working with four school districts in Morris County in northern New Jersey — Florham Park Public Schools, East Hanover

Township Public Schools, Hanover Township Public Schools, and Hanover Park Regional High School — to pilot the use of the CCI with their teachers. Two different models were set up: 1) Two districts elected to use it with their new teachers as a tool to facilitate peer coaching and self-assessment. In the summer, FDU held a training session for principals on using the CCI. Faculty members for the School of Education attended new teacher orientations held in August in these districts, and introduced the CCI to the new teachers. 2) All the districts are using it as a tool for self-assessment. The districts posted the CCI on the Internet using Survey Monkey, and asked all teachers to self-assess using the 75 indicators to determine their strengths and weaknesses. The data was statistically analyzed and it is being used to identify the direction of professional development opportunities within these districts.

What the districts have found is that the CCI is very beneficial in many different ways: 1) it is reinforcing and oftentimes introducing the teachers to the 11 New Jersey Professional Standards for Teachers; 2) it is giving teachers and administrators a "common language" in which to discuss effective teaching practices; 3) it is helping teachers to become more reflective by self-assessing on areas of strengths and weaknesses; 4) it is allowing districts to gather quantifiable data to guide their professional development initiatives; 5) it is allowing administrators to address areas of growth in a supportive context without pointing an "I've got you!" finger at individual teachers; and 6) it is allowing teachers to recognize areas in which they need to grow to become more effective. According to one administrator, the CCI has "truly empowered a school-based community"



Professor Vicki Cohen

as they all have something that they can work on to improve instruction.

By establishing a learning community that is in agreement about what "good teaching looks like," based on standards and articulated competencies, this collaborative effort has created a mechanism for accountability that assists in informing practice. The instrument is centerpiece for a research-based examination of best practices at multiple teacher training institutions and school districts in New Jersey. The primary goal of this project is to enhance teaching and learning throughout a continuum of professional practice, using the same tool from pre-service training through induction, tenure and professional growth in school districts. #

Vicki Cohen is the director of the School of Education at Fairleigh Dickinson University

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The Department of Education invites applications for a Visiting Professor with an opportunity to become a tenure track Assistant or Associate Professor to begin August 2011. This position requires an earned doctorate in social studies/English/secondary education or multicultural education or a closely related field. The successful candidate must have at least two years of public school teaching experience at the middle or high school level and have worked successfully in constructivist inclusive classrooms. The ability to teach a course for undergraduate teacher candidates focused on using technology to enhance K-12 instruction is preferred. The following will also be given serious consideration:

- ability to work effectively with students from culturally diverse backgrounds
- experience with the National Council for Teaching Accreditation (NCATE) and the development of Specialized Professional Association (SPA) reports
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- teaching certification at the secondary level

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Wagner College welcomes applications from qualified candidates from underrepresented groups.

Google, Skype Present at McGraw-Hill's Social Media Week Showcase

By DOMINIQUE CARSON

In an effort to embrace new technology, textbook company McGraw-Hill recently hosted a discussion with social media companies Google and Skype to discuss the potential benefits of combining social media and higher education.

The event kicked off this year's Social Media Week, an annual international conference dedicated to exploring trends in social and mobile media.

Representatives from other educational social media networks attended the discussion, including companies Unigo, Symbaloo Edu, Campus Live, Knewton, Jatched and Grade Guru. The event, titled "Innovation Showcase: Social Media for Higher Education", highlighted various new social media sites designed to help college students, with the overall goal of improving graduation rates by increasing student engagement via social media. The event was hosted by Emily Sawtell, founder of Grade Guru, a McGraw-Hill education start-up that allows college students to share their notes from various courses.

"From Grade Guru, students work together and share study material and time-management tips, contribute to ratings and peer review and receive feedback on study methods," Sawtell said. "So it's sort of like a school community class."

The event also featured social media site Unigo, a site that allows students to submit videos, documents and photos of their school so prospective candidates can decide if a particular university is right for them.

"It's a guideline for students when they are applying to colleges — especially for seniors when they are graduating from high school," said

founder and CEO of Unigo, Jordan Goldman. "The applicant will see it from the student point of view by watching videos, and asking a tour guide questions about the school." Prospective students are then able to make the decision themselves if a certain school is the right environment for them, instead of listening to what school administrators have to say.

Skype and Google Apps for education were discussed. Skype, a free program, allows everyone to make voice calls over the Internet. It's known for its popular features such as instant messaging and video conferencing. The software is excellent for classrooms, study groups, tutoring sessions, interviews for college admissions and connecting with people who you haven't seen for a period of time.

Google Apps for Education is also free software that allows schools to have email, calendars, online documents and site sharing for students and other users. Other networks affiliated with Google such as Gmail.com, Google Docs, and Google Video helps the campus to communicate more effectively.

"We bring new potential and productivity to your campus while improving your students, technological skills, reducing ID cost, and ensuring the security of school and student data," said Ronald Ho, a Google representative. "Everyone is connected to each other, no matter what platform or device you can use and the security is 99.9 percent effective. We have phone, email, and customer support when you need it." #

Dominique Carson, a student at Brooklyn College, is an intern at Education Update.

THE WRITING CENTER AT HUNTER COLLEGE

The Writing Center at Hunter College, headed by illustrious author and radio show host Lewis Frumkes, held its gala at Doubles, an elegant club at the Sherry-Netherland Hotel. Among the honored guests were Mary Higgins Clark, the doyenne of the mystery genre, and President Jennifer Raab, Hunter College. The unusual celebratory cake contained all the attendees' names. #



Lewis Frumkes & Pres. Jennifer Raab



The Celebratory Cake contains attendees' names



Mary Higgins Clark, mystery writer



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.
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FROM THE SUPERINTENDENT'S DESK

Teaching Children How to Value Themselves and Others

By DR. CAROLE G. HANKIN
with DEBORAH FRENCH

There's been a lot of talk about self-esteem in schools in recent years, and indeed, fostering self-esteem has been part of many schools' character-building programs. But what exactly is self-esteem — and how can it be taught?

Here are a few ways you can help your child develop intrapersonal intelligence and positive self-esteem:

Actively look for opportunities to show your child how valuable he or she is to you, to your family and to the community. Hugs, love notes, and even spending time talking about your child's interests are all simple ways to convey his or her worth. Be sure to listen to what your child has to say. If you can't always stop to listen at the moment, plan a time to sit down to talk — and keep your commitment!

Offer praise, not only when your child does something well, but also when he makes a good effort; avoid criticism that might discourage her from trying again, or from tackling new challenges.

Help your child evaluate inappropriate behavior or words of others. When your child is the target of name-calling, bullying or the like, rather than encouraging a desire to get even, point out some of reasons the other child may feel a need to lash out. If your child makes unkind comments about others or repeats a critical comment she's heard, ask her to consider how she'd feel if someone said the same things about her. Helping your child respect others encourages him or her to have self-respect.

When your child is overly critical of himself over a perceived (or real) failure, point out his strengths, and encourage him to do his best, but



also to recognize that everyone's talents and skills are different. Likewise, if your child does exceptionally well at something and responds with boasting, this is a good opportunity to point out that while she may be better than others at some things, everyone has gifts and talents that should be recognized. Rather than criticizing, tell your child how pleased you are that she did so well, while encouraging her to acknowledge the strengths of others.

Develop and model your own self-esteem. Children mirror their parents' positive attitudes and behavior, and are very quick to pick up on inconsistencies. When you're able to demonstrate confidence in yourself, your child will be much more likely to recognize his or her own intrinsic worth, to value others and develop strong relationships, and to become a confident and successful adult. #

JOHNS HOPKINS UNIVERSITY: EVERYONE GRADUATES

More students are staying in school instead of dropping out before receiving their diplomas, according to a recent report update released by America's Promise Alliance, Civic Enterprises and Johns Hopkins University's Everyone Graduates Center.

"Our data and case studies show that improvement is continuing and even accelerating in some areas," Everyone Graduates Center senior research scientist Robert Balfanz said. "This means that real progress is possible when school districts and community partners confront this crisis strategically and commit themselves to solving it."

The report, titled "Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic", found that the number of high schools graduating less than 60 percent of their students on time decreased substantially between 2008 and 2009. These schools—often identified as "lowest performing" or "dropout factories" — totaled 1,634 in 2009, down from 1,746 in 2008 and a high of 2,007 in 2002. As a result, 183,701 fewer students attended dropout factories in 2009 than in 2008.

The report update also included four case studies

highlighting success in Baltimore, Hillsborough County, Fla., Cincinnati and Canton, Ohio. All communities shared the themes of strong leadership with clear graduation rate goals and a commitment to raising standards, had support and involvement from many sectors of their geographic area and relied heavily on data to inform decision-making.

The report update also demonstrated significant changes by region, showing that western schools experienced a 12.5 percentage-point decrease in the number of "dropout factory" schools. Nationally, the study showed that the number of students attending dropout factories has declined from 2.6 million in 2002 to 2.1 million in 2009, demonstrating an improvement of nearly 20 percent.

AT&T Services, Inc. sponsored the study as part of their public affairs and sustainability programs. AT&T Senior Vice President of Public Affairs and Chief Sustainability Officer Charlene Lake described the report as "critical to understanding what initiatives are working in the quest to lower the number of 'dropout factories' and provide a brighter future for our students" and lauded it as "a great example of how verifiable data is being used to drive student outcomes." #

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TEACHERS COLLEGE

Obama's Sister Soetoro-Ng Honors Memory of Mother in New Book



By JENNIFER MACGREGOR

Maya Soetoro-Ng, who may be best known as Barack Obama's younger sister, told a packed audience at Teachers College stories to honor her mother's memory. She read from her recently published children's book "Ladder to the Moon," which is about her daughter meeting the moon, a personification of her deceased mother.

Soetoro-Ng's mother, Stanley Ann Dunham, used to pull her out of bed to stare at the moon at night when they were living in Indonesia. The moon connects people all across the globe, she said, and is the same no matter where you are looking at it.

Soetoro-Ng remembers these experiences fondly, and wishes her daughter, Suhaila, could have met her grandmother before she passed away. The

book is an effort to keep her mother alive and pass those stories on to her daughter.

Susan Fuhrman, the president of Teachers College, introduced Soetoro-Ng by saying the book left an indelible impression on her, and she was moved by the hopeful story of a grandmother and granddaughter sitting together on the moon and learning about the troubles in the world. The granddaughter leaves "more aware, but no less hopeful," she said.

Soetoro-Ng then read parts of her book aloud, saying that she was going to "talk story," a Hawaiian expression meaning to have an informal conversation and get to know one

another through sharing experiences. Interspersed within the reading of her book were stories of her mother's life, a legacy she felt important to pass down to her daughter.

Dunham was a weaver, she said, and also an anthropologist and a champion of microfinance for women in cottage industries.

Soetoro-Ng, an educator herself, received her doctorate from the University of Miami in comparative international education. After reading from "Ladder to the Moon," she discussed some of its themes, among them the interconnectedness we all share as global citizens. "We are entwined, and we can't think exclusively of ourselves," she said.

After Soetoro-Ng's reading, eighth-grade students at The Clinton School for Writers and Artists



Students interpret Soetoro-Ng's words

in New Jersey performed a moving sketch where they paid tribute to parents and mentors who they wish could be around to see their accomplishments.

Soetoro-Ng blotted her eyes with a tissue and thanked the students for their performance.

The teacher, Emily Campbell, said that her students put the performance together in a week's

time. They read the book together as a class, and all of the writing that made it into the performance was borne out of that first reading. The students were honored to write about someone in their life who had shaped them in a positive way, she said.

Leah Metcalf, an intern at *Education Update*, contributed reporting for this story. She is a freshman at Barnard College.

WOMEN SHAPING HISTORY 2011

Our last issue paid homage to outstanding women shaping history today. This article continues profiling Women Shaping History.

Randi Herman, First Vice President of the Council of School Supervisors & Administrators

CHALLENGES AND RESOLUTIONS

The challenges that life brings our way often become those life-defining moments when the decision that you make turns your life in a different direction. When I entered college, I had planned a career as a professor of English. Well, that was the early 1970s and English professors were driving taxicabs. The jobs were in education — most specifically, special education, so I became a teacher of children with retarded mental development — and loved going to work every day. One door closes and another one opens. I think I've followed the path that was meant for me.

ACCOMPLISHMENTS YOU'RE PROUDEST OF

My daughters, of course, Ilana and Jamie, are my finest accomplishments. Despite the fact that their mother often put other people's children first, they have grown to be exemplary young women. I'd have to say that with the support that my husband has always freely given (for 32 years!) our family continues to be the core from which we all draw our strength to meet those challenges we all face at one time or another.

MOST INFLUENTIAL MENTORS

I've been fortunate to have some amazing people in my life. My parents, of course, were the first "life coaches" that I can recall. From them, I learned the value of family; whether it's time to mourn or time to celebrate, family is always there. From my Grandparents, I learned the importance of history; remembering always where you have come from guides you on the path to where you are going. They were proud to become citizens and were awed by the fact that their granddaughter was the first in the family to go to college. My colleagues in education — both active and retired — mentor me on an almost daily basis; they continually impress me with their breadth of knowledge and their continued advocacy for children and their need to be well prepared for life and career.

TURNING POINTS

You mean aside from marriage and children? In my professional life, the turning point stands out clearly. One day I was a classroom teacher and



the next I had crossed the classroom threshold and become what is now called an "educational leader." I was now in the very intimidating position of being able to participate in discussions that would help to influence the way that things were done at the school level. From there, I moved to a position at a district level, and now I find myself having these discussions from a very different perspective: city and state education policies and practices. As these important conversations unfold, I have to remember to focus on where I come from so that I keep my eyes on the prize — children. That's the litmus test for everything.

FUTURE GOALS

I am passionate about children — and their right to a level educational playing field. Education used to be called the great equalizer, but not all children have equal access to early care and education. I really believe that the achievement gap has its roots in this inequity. I've committed a great deal of time and energy advocating for universal access to quality early care and education that supports the work day and work year; parents will be able to keep their jobs, children will be in a safe place, and, as a bonus, receive quality early childhood education to prepare them to meet the rigorous standards of New York City public schools. Is the goal attainable in my lifetime? Well, like Robert Frost says, "I've miles to go before I sleep." #

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PRESIDENT OF COLOMBIA OFFERS INSIGHT AT OGDEN LECTURE AT BROWN U.



(L-R) Peg Ogden & Colombia President Juan Manuel Santos



(L-R) Peg Ogden & Brown University President Ruth Simmons

Juan Manuel Santos, the president of Colombia, delivered the Stephen A. Ogden Jr. Memorial lecture on International Affairs at Brown University. His lecture centered on how he believes Latin America will play an increasingly important role in global affairs in coming years. Santos was visiting the U.S. to attend meetings at the United Nations and to meet with President Obama.

The lecture is held annually in memory of Ogden, who was killed in a car accident in 1963. Established by his family, the Ogden lectureship

came into being two years later as a means of advancing international peace and understanding. The lectures have brought a large number of U.S. and foreign diplomats as well as many other observers of the international scene to Brown's campus. All have given lectures on current world topics.

Peg Ogden, a Brown graduate and sister of Stephen Ogden has been involved in establishing and attending the lectures for many years.

President Ruth Simmons customarily holds a dinner at her home for the attendees and guests. #

CAHN FELLOWS PROGRAM: OUTSTANDING PRINCIPALS MAKE A DIFFERENCE

By SYBIL MAIMIN

The Cahn Fellows Program for Distinguished Principals at Teachers College, Columbia University, is celebrating its tenth anniversary amidst many successes, making this year's introduction of new Fellows a particularly proud occasion. Founded in 2002 by successful entrepreneur and Columbia Business School MBA Chuck Cahn and his wife, Jane, to help outstanding NYC principals become even better at their jobs, the program has significantly affected public schools in all five boroughs, grades pre-K to 12. In welcoming the 23 members of the 2011 cohort of Fellows, Cahn admitted to "still not quite getting why we were the first to recognize you." His vision has been validated. Since its founding, the program has provided professional development and support to 168 principals, or more than 18 percent of school heads, and has had an impact on over 200,000 school children. Cahn admits his original expectations have been surpassed, proudly citing a recent independent evaluation that concludes schools headed by Cahn Fellows have become better schools. Beaming, he says he "knew the program was working, anecdotally, but now I know for sure." Adding to the excitement of the milestone anniversary was the announcement of outreach to another city, Newark, NJ, where the educational system is going through "tremendous change, from top to bottom." Two outstanding Newark school principals have been selected as 2011 Fellows.

Krista J. Dunbar, program director, explained the rigorous selection process for Fellows



involves 28 people and lasts about six months. Recommended candidates are interviewed, visited in their classrooms, and required to produce relevant data for scrutiny. Selected principals participate in intensive development activities during fifteen months, while continuing to work in their own schools. Every other month the group engages in study sessions with Teachers College faculty advisors. A Summer Leadership Institute at the College as well as a trip to the Gettysburg historic site provide opportunities to think about responsibility and decision-

TOURO COLLEGE

School of Health Sciences Offers New Integrated Health Science Honors Program

Dr. Alan Kadish, president and CEO of Touro College, announced the addition of the new Integrated Health Science Honors Program, which is being offered in partnership with the School of Health Sciences, Lander College for Women-The Anna Ruth and Mark Hasten School, and Lander College for Men. The Integrated Health Science Honors Program will be offered for the first time beginning in the fall of 2011.

"Careers in the health sciences are stable, challenging, rewarding, and fulfilling," said Dr. Kadish. "The new honors program will serve as a mission-inspired collaborative effort between Touro's undergraduate and professional divisions to offer an integrated and uninterrupted educational experience to qualified applicants who wish to pursue their professional health education in an exceptional academic environment."

He added that the program will shepherd and support its students from their undergraduate freshman classes or post-high school year of study in Israel through their board-qualifying degrees and licensure.

"As future health professionals, students in the Integrated Health Science Honors Program will have the opportunity to make a difference in people's lives on a daily basis, and will significantly influence the health of their communities," said Dr. Louis H. Primavera, dean of Touro's School of Health Sciences and its Graduate School of Psychology.

Interested students must complete an Integrated Health Science Honors Program application, as well as the standard application to either Lander College for Women or Lander College for Men. Applicants will be accepted into one of four different program specialties: occupational therapy, physical therapy, physician assistant, and speech-language pathology.

"This program is designed for students of exceptional ability who have decided on their course of study either while they are in high school or during the time that they are studying in Israel," said Marian Stoltz-Loike, Ph.D., dean, Lander College for Women-The Anna Ruth and Mark Hasten School. "To be accepted to this honors program, students must demonstrate a superior degree of academic ability and maturity in their decision to pursue one of the health science programs."

"Students who ultimately become a part of the



Dr. Alan Kadish, President, Touro College

Integrated Health Science Honors Program will receive an education with the highest academic standards, enjoy a rigorous and exciting experience in the health sciences, and go on to become experienced health care practitioners," said Dr. Moshe Sokol, dean of Lander College for Men.

Minimum requirements to apply to the Integrated Health Science Honors Program are: a high school average of 90 percent or better; in schools where students are ranked, the applicant must be in the top 15 percent of the high school class; SAT scores of 1250 out of 1600 or 1900 out of 2400 with a minimum of 600 in each section; 25 volunteer hours in their fields of interest (documentation required) with a three-to-five page paper reflecting on their experiences; and a recommendation by the Lander College dean.

Touro College was established in 1971. More than 18,000 students are currently enrolled in its various schools and divisions. Touro College has branch campuses, locations and instructional sites in the New York area, as well as branch campuses and programs in Berlin, Jerusalem, Moscow, Paris, and Florida. Touro University California and its Nevada branch campus, as well as Touro College Los Angeles, are separately accredited institutions governed in common by the same Board of Trustees as Touro College. #

making. The Fellows Challenge Project asks principals to identify a problem in their schools to be analyzed and solved during the year with the help of Cahn colleagues. To maintain a culture of leadership excellence, each Fellow chooses an Ally in his or her school to mentor and prepare as a possible future principal. The interaction and bonding in all these activities produces sharing of best practices, new ideas, and needed encouragement and support.

In a keynote address, Anna Commitante, currently Deputy CEO for Instruction, Cluster 2, and a 2003 Cahn Fellow, spoke of her time as a principal in NYC as "the hardest thing I've ever done...You know what I'm talking about." The Cahn program was the "most dynamic, challenging, and rewarding professional experience...The group had shared values. We all wanted to do good things for our students." She advised the new Fellows, "Open yourselves up. You can work out specific issues you have in your schools in an environment where you feel safe and protected. We had each other's backs." Sana Nasser became a 2006 Fellow while in her ninth year as a high school principal, "An isolated kind of job." The program "opened doors to relationships." She came to a new respect for elementary school principals

through those she met, and now requires her teachers to visit elementary schools to learn how to build class cultures and positive interactions with students.

The 2011 Cahn Fellows come from a variety of backgrounds as do their students. Several are founders of schools. Most lead traditional public schools; some head charters. Many principals have turned around poorly performing institutions. High expectations are standard, teamwork a common goal, and parent needs frequently considered. Franca Conti, principal of PS 217 in Brooklyn, one of the city's largest and most diverse elementary schools, says, "We all know you don't have successful children if you don't have successful families." In his toast to the new Fellows, Chuck Cahn exclaimed, "I go out and visit schools of people who were Fellows. It's unbelievable. You go into one of these great schools and you meet a principal who makes a school a spectacular success. Teachers are fantastic, but it doesn't happen without a principal. They have the stuff, and at the end of the day, children walk out better for it." Edith Everett, a founding board member of the program, came to celebrate and be proud. "It's an exciting program that's had a great impact," she said approvingly. #



COLUMBIA ALUMS AT SOTHEBY'S

By SUSAN A. GITELSON, Ph.D.

The Columbia Alumni Association (CAA) recently arranged an evening champagne reception at Sotheby's in New York for Columbia alumni to view the auction house's March Contemporary Art sale. The linchpin for the event was Columbia President Emeritus Michael Sovern, who has been Chairman of the Sotheby's Board of Directors for the past 11 years. In his welcoming remarks, President Sovern noted that Sotheby's was founded in 1744 in England, just 10 years before King's College was established in New York. King's College later evolved to become Columbia College and then Columbia University. He said one of the perks of his position is that he sometimes finds hanging in his office a Matisse, Modigliani, Picasso or some other extraordinary painting, which the staff has hung there to show to major potential clients.

When I later asked Pres. Sovern privately how accessible Sotheby's is to people interested in art who may be unable to afford to buy their favorite pictures, he told me people can come in any time. They don't have to buy.

On the other hand, Jennifer Roth, a Columbia alumna who is now senior vice president at Sotheby's and head of the Department of Fine Arts, emphasized in her remarks to the 200 or so people assembled for the evening, that they were concentrating on the middle market at this event, which could provide possibilities for alumni who are not yet major collectors to purchase artworks at auction. The contemporary art they were offering for their March sale included Pop Art, Conceptualism, Minimalism, etc. by such artists as Andy Warhol, Jeff Koons and Alexander Calder.

The CAA was founded five years ago as "a global network connecting Columbians of all schools to one another and to the University. It links almost 300,000 alumni through more than 80 regional clubs and affinity groups, online



**Columbia University,
President Emeritus Michael Sovern**

resources, and over 200 events and programs around the world," according to its statement of purpose. Among the services offered are career networking, online alumni directory, cutting-edge research news, talks with top faculty and deans and much more. In addition, the Columbia Alumni Arts League (CAAL) was established in 2006 "to extend the Arts Initiative's commitment to making the arts a part of every Columbian's life. 5,000 alumni from schools across the university currently enjoy CAAL benefits." CAAL offers free and discounted tickets to arts events all around New York. In addition, members can enjoy special benefits at over 65 arts organizations.#

Susan A. Gitelson, Ph.D. is the President, International Consultants, Inc.

Outstanding Landmark College Adviser Garners Award

Margaret Murtha, a master's degree student, received a National Academic Advising Association (NACADA) Region 1 Academic Advising Excellence Award at the Northeast Region 1 Conference in Burlington, Vt.

Murtha is an assistant professor and academic advisor at Landmark College in Putney, Vt. Landmark is a small two-year college dedicated to serving students with various kinds of learning differences, including dyslexia, ADD/ADHD, and Asperger's. She has served the college for 19 years as a tutor, teacher, director of the college placement office, and a full-time academic adviser.

In the nomination document, Provost Brent E. Betit said, "Meg supports the needs of the most complex learners on the planet on a daily basis, patiently and skillfully providing the non-directive guidance and advice that they require to be independent, capable learners. Over the course of a lengthy academic career at Landmark, Meg has served hundreds of such learners, and is often mentioned at graduation by the tearful but triumphant young graduates — young men and women who often entered our doors stumbling and fearful, but who leave with extraordinary courage, abilities, and self-confidence. Hundreds of contributing members of society, now leading fulfilling and productive lives, owe part of their success to the skill, commitment, and passion of Meg Murtha."#



The Awards were instituted in order to recognize individuals in the region who have demonstrated qualities associated with excellence in the academic advising of students or excellence in academic advising administration. By honoring individuals NACADA Region 1 hopes to bring more deserved recognition and respect to the important role that academic advisers play in higher education.

Congratulations to Meg Murtha on her award and her successful career! #

Schumer & Goldstein Attack Cuts in Pell Grants for College



Senator Charles Schumer



**Chancellor Matthew Goldstein,
The City University of New York**

U.S. Senator Charles E. Schumer, joined by CUNY Chancellor Matthew Goldstein recently blasted a House proposal to reduce the amount of funding provided by Pell Grants to half a million New Yorkers and approximately nine million American students nationwide. Schumer said that the House-passed bill (H.R. 1), would reduce the amount of scholarships students could receive from Pell Grants by 15 percent from \$5,500 to \$4,705 and would make college much less affordable or impossible for students seeking educational opportunities. Schumer said that he would fight any cuts to the Pell Grant program so that all Americans who want to go to college can afford to do so.

"With skyrocketing tuition costs and a struggling economy, the last thing we should be doing is making it even more difficult for students to afford a college education, but that's exactly what Republicans are trying to do," said Schumer. "By cutting Pell Grant programs, the House proposal will not only make it more difficult for students to go to college — it will also make the United States less competitive with countries around the globe. We need to make sure that all students that want to go to college can do so, and I will fight hard to preserve these Pell Grant programs in their entirety."

"About 6.3 million students received Pell Grants last year, including more than 127,000 undergraduates from The City University of New York—nearly half of our undergradu-

ate student body," said Chancellor Matthew Goldstein. "Across the country, as states' financial difficulties have forced deep cuts to universities' operating budgets and steep tuition increases, Pell Grants are an increasingly critical resource for students."

In 2009-10, when the maximum Pell Grant was \$5,350, the average grant was \$3,646. The maximum Pell Grant for the 2010-11 academic year is \$5,550. There is no absolute income threshold that determines who is eligible or ineligible for a Pell Grant award, but most Pell Grant recipients are low-income. According to the nonpartisan Congressional Research Service (CRS), in FY2008 (Academic Year 2008-2009), an estimated 62% of dependent Pell Grant recipients had a total family income at or below \$30,000.

Schumer, joined by CUNY students from all five boroughs, described how Pell grants have been critical to their academic success. Without them, the students said, they would not be able to attend college.

Washioka Torres of the College of Staten Island said that without a full Pell grant, she would not have been able to pay to complete her degree after her mother was laid off two years ago. Warleny Colon, child of Dominican immigrants and the first in his family to go to college, hopes that his Pell-funded biology degree "will give me the competitive edge I need to be successful in a really difficult job market."#

MERCY COLLEGE HOLDS SCHOLARSHIP DINNER AT PLAZA



Dr. Charlotte K. Frank



President Kimberly Cline

Mercy College is honoring Dr. Charlotte Frank, Sr. Vice President, Research and Development, McGraw-Hill Education this year during their annual trustee's scholarship dinner at the Plaza Hotel. Other honorees include Barbara G. Berger '83, President, Food City Markets; Lynn A. Greene, DDSOral and Maxillofacial Surgeon; Dr. Harris B. Stratyner '77, HD '05, Vice President, New

York Clinical Regional Services, Caron Treatment Centers; Christine M. Hackem, President and Chief Operating Officer, Aramark Higher Education and Education (K-12). The trustees' dinner is an elegant evening, to include a cocktail party and silent auction followed by a seated dinner, exciting entertainment and dancing all benefiting the deserving students of Mercy College.#

Over the last 10 years, **The Jed Foundation** has emerged as the leader in protecting the emotional health of America's 18 million college students. **The Jed Foundation** is at the forefront of a national movement to help campuses, families and communities protect the emotional health of the 18 million college students in the United States. The foundation will be holding its 10th annual gala on Thursday, June 2, starting at 6 p.m. The event will be at Gotham Hall, located at 1356 Broadway, New York City. For more information about tickets and sponsorship, contact STAMP Event Management at (212) 219-0111 or jedgala@stampeventco.com

FROM THE HEART: OUR INTERNS SPEAK

WHAT *EDUCATION UPDATE*
MEANS TO ME

By GIOVANNY PINTO

Dear Dr. Rosen,

I just wanted to take the time to personally thank you for every single little (and big) thing you have done for me.

Also thank you for a wonderful internship. Thank you for all the wonderful experiences I had at *Education Update*. Sitting down and having an ice cream sandwich at the Harvard Club, it was a big deal for me to even set foot in such a place. Thank you for letting me live out my dream of being a reporter. Going from place to place. Those were some of the best moments of my life, showing up at events, giving out my business card, being the reporter, networking and talking to older reporters from *Education Update*. I felt proud and wonderful. I also felt that way because of your belief in me. That meant a lot, that you always spoke wellof

me as you introduced me at events, that you pushed me, gave me advice, and showed me I could be more.

I had a wonderful time at *Education Update*. Just to tell you the most fulfilling and proudest part was not even seeing my articles all over the city, but working with the middle school kids in the Middle Schools Journalism Project. It really touched me and I will never forget them. They were kids like me from similar backgrounds, sometimes even worse than myself. To help them and see them progress meant a lot. I gained so much from the internship. I improved my reporting and writing skills. Most importantly I gained a great friend and mentor in you. I am exploring different areas for my masters before I decide to go back to school. I also registered for a creative writing class at the writers voice NYC. Please keep me updated with everything at *Education Update*. #

FILM REVIEW

'THE LAST LIONS' FILM IS
URGENT PLEA FOR WILDLIFE

By JAN AARON

"Lions!" our driver-guide whispered as our open-topped vehicle paused in the still night. There, on rocks under starry skies, a lioness cradled her cubs. Her mate, stretched out nearby, his mane tinged silver by the moonlight, looked like a model for the lions guarding the main branch of the New York Public Library.

This serene scene from a recent writing assignment in Zambia's South Luangwa Game reserve came to mind while I watched National Geographic's riveting nature documentary, "The Last Lions," which also is an urgent plea.

As the title indicates, lions are dwindling in number. In a mere 50 years, their numbers have dropped from 450,000 to 20,000. The film's opening sequence briefly blames humans in the animal's loss of habitat.

Filmmakers Dereck and Beverly Joubert, longtime chroniclers of African wildlife, have set their saga in Botswana with film star Jeremy Irons providing fine voice-over narration. Their scenario focuses on a lioness the filmmakers call Ma di Tau, ("Mother of Lions") who, after the loss of her mate to invader lions, relocates to remote river-protected Duba Island, where

she tries to shelter her cubs from crocodiles, buffalos, and other predators. It's a constant struggle for survival and death always is nearby in the form a stalking pride of lions.

By naming their lioness, the filmmakers invite viewers to identify with her and the shots of her cradling and playing with her cubs make them seem cute as house cats, thus making their film emotional viewing, even for adults, and definitely not recommended for young kids. Joubert's remarkable camera work catches every intimate detail, the twitch of a whisker, a look of alarm. One particularly searing image shows a regal lion succumbing to mortal injuries. Joubert and his producer/wife spent seven years filming and editing down to the yearlong story we see here. "It is difficult to appreciate how different and individual lions are, but we know every lion on Duba Island as well as we know our own family members," says Joubert.

The film asks this question: Are Ma di Tau and her young to be among the last of the wild lions? Check out: www.causeanuproar.com to learn more about National Geographic's campaign to save the big cats. #

My Memories at *EDUCATION UPDATE*

By MIKE COHEN, M.A.

I began writing for *Education Update* in the fall of 1996. As a young and enthusiastic journalist, I was eager to get started. Even though I had just completed a Master's degree in Movement Sciences from Teachers College, Columbia University, it was my one class in sports journalism from the Columbia University Graduate School of Journalism that really had me excited. My first story for the paper was a 5th grade girls' soccer game and from there I was even more hooked then I had realized. For the next six years I wrote two stories a month for the paper.

While it was sports I set out to cover, *Education Update* and Dr. Pola Rosen encouraged me to expand my range as a reporter. My biggest piece was a cover story in April 2001 on Edward F. Stancik, Special Commissioner of Investigator (CSI) for the New York City School District. He died within a year of the story being published. As my own career branched off into special education, I began writing about topics in special education, culminating with another *Education Update* cover story, The Future of Special Education published in December 2001. I filed stories from Green Bay, Wis., where I was on the field during Packer training camp, traveled with New York's Rice High School for a basketball tournament in Portland, Ore., and even had two stories from Las Vegas. I made it to Tampa for Yankees spring training and covered countless

college and pro basketball games from Madison Square Garden.

As I began to establish the groundwork for a company in New York City, Throwback Sports, which specializes in coordination training for children in one-on-one and small-group settings, I realized just how vital the journalism skills I learned at *Education Update* were in helping me in every aspect of this endeavor.

What journalism and my experience at *Education Update* taught me most importantly was a method of thinking and the most effective way to communicate. In dealing with parents, teachers, school administrators, coaches and the children in Throwback Sports on a daily basis, my goal is to always be respectful, concise and organized, just as it was when I was working on a story. I am often asked to write reports on the children and do so as though it is a profile on a famous coach.

Without the background of working in journalism and at *Education Update* I would not have had the confidence or skills to turn my visions into a reality. Starting a company from scratch is not an easy task. But, when you approach it like a story and it's put together one step at a time, it begins to take on the shape of, what else, a well written and thoroughly reported piece. #

Since 2001, Mike Cohen is the founder and director of Throwback Sports, a one-on-one and small group sports program for children. Mike has Master's degrees in Movement Sciences from Teachers College, Columbia University and in Special Education from NYU.

FUTURE LEADERS

DOMINIQUE CARSON

If you are a student, what college do you attend, and what is your major? If you work, what kind of work do you do?

I am a junior at Brooklyn College. I am a journalism and Italian teacher. I started working for a retail store, Dress Barn, in the beginning of February.

What are some of the challenges you have faced and how did you resolve them?

A challenge I have faced as a college student is adjusting my free time because I participate in a lot of activities in school. I make sure my school-work comes first because I have to maintain a decent average to remain in the Ph.D. program, Mellon Mays at Brooklyn College. I realized I can't burn myself out so I just say no to certain assignments that conflict with my schedule.

What are some of the accomplishments you're proudest of?

I was amazed when I went to Italy during the winter intercession and I was able to take a culinary arts course called Food, Culture, and Society. My article appeared in the Amsterdam Newspaper. I was accepted to the Mellon Mays Undergraduate Fellowship Program and I am proud of myself and thankful that I am a diligent college student. I have received lots of love and support from family members and friends.

Who have been the most influential mentors in your life?

The influential mentors in my life are my mother, Monique Kelly, journalists Diane Sawyer, Oprah Winfrey and Barbara Walters, and my former high school Italian teacher, Mr. Scattoni.

What would you describe as a turning point in your life?

A turning point was when I graduated from high school in 2008 because I knew when I left Murrow Halls, I was starting my life as a young



adult. I knew I had to be more accountable, remain studious in school, and deal with any growing pains that may come my way.

What are your future goals?

After I graduate from Brooklyn College, I plan to attend Columbia University to receive my Ed.D. degree after six years because I want to be a school administrator or university dean. But, I want to teach Italian to high school students in the meantime and freelance for other publications. Then I will open up a massage parlor with my mother and sister in

Brooklyn. The name of my spa will be, "La Donna Bella."

Dominique Carson, a Brooklyn College student is an intern at *EDUCATION UPDATE*.



Logos Bookstore's Recommendations



By H. Harris Healy, III, President, LOGOS BOOKSTORE
1575 York Avenue (Between 83rd and 84th Sts.)
New York, NY 10028
(212) 517-7292 Fax (212) 517-7197
www.logosbookstorenyc.com

Saturday, April 9, 2011 was quite a festive occasion at Logos Bookstore as a double-decker bus full of people arrived at Logos Bookstore for a book signing for Heather Holland Wheaton, author of *You Are Here* and *Eight Million Stories* in a New York Minute, two collections of short stories.

Eight Million Stories in a New York Minute

By Heather Holland Wheaton
(\$5, HK Publishing)

You Are Here

By Heather Holland Wheaton
(\$12.95 HK Publishing)

For those people who missed the event and the chance to meet an author who lives the life of contemporary New York City, which is also the setting of her stories, both books are currently available at Logos Bookstore. *Eight Million Stories in a New York Minute*, is a tiny shirt-pocket size book that comes in a plastic envelope and has a circular metal clasp to keep the pages shut when not being read. It's the perfect little book for those people engaged with social media, the Internet and all kinds of apps, as it is a collection of short story thoughts. Some characters introduced there reappear in "You Are Here," which has some chillingly poignant stories such as "Famous Last Words," "The Secret Goldfish," "Almost Winter," and "Neighbors." The stories are interrelated as characters appear in more than one story and many live in the same building, 80

West 80.

The world of this book mirrors different layers of contemporary New York City society. Some noteworthy characters are Azazel the cat lover and Internet knitter businesswoman; Emily, a young woman who has just arrived in town; and Candace St. James, an art film and theater actress.

Meanwhile Spring has arrived, Mother's Day, first communion, confirmation, baptism, graduation and Father's Day celebrations are coming up and Logos Bookstore has books, greeting cards and gift items for all those occasions. Also two fine impressionist paintings of Sonia Grineva's are currently displayed at the store and her pianist sister Katya Grineva's CD's are available for purchase, too.

Come on over!

Upcoming Events At Logos Bookstore:

Monday, May 2, 2011 at 7 p.m., The Sacred Texts Group led by Richard Curtis will discuss Paul's Letter to the Romans, Chapters 9 through 11 and continue its discussion of *The Talmud*.

Wednesday, May 4, 2011 at 7 p.m., Kill Your TV Reading Group (KYTV) will discuss *The Imperfectionists* by Tom Rachman.

Wednesday, June 1, 2011 at 7 p.m., KYTV Reading Group will discuss *A Novel Bookstore* by Laurence Cosse.

Children's Story Time led by Lily is **every Monday at 11 a.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.)

The Cure for Jet Lag

The Cure for Jet Lag

By Lynne Waller Scanlon
and Charles F. Ehret, Ph.D.
Back2Press Books, rev.ed.
For further information visit
www.thecureforjettravel.com.

By JOAN BAUM, Ph.D.

Lynne Waller Scanlon, co-author of the best-selling and recently-revised *The Cure for Jet Lag*, declares that her book is the only one on overcoming circadian dyschronism, or jet lag, that offers "scientifically-proven information" about how destination and direction affect cure. She might well have added that the book is, arguably, the only one out there that presents a three-step program to reduce, if not prevent, jet-lag, as well as also addressing subtle and crucial differences in applying the cure. The book does so with clarifying simplicity, strategic repetition, well-placed anecdotes and humor.

The Cure for Jet Lag is a book to be used before traveling, during a trip that requires schedule modification and for a couple of days afterward. As Scanlon says, jet lag occurring after "too rapid [long-distance] travel east/west or west/east from one time zone to another" is the number-one air traveler's complaint, causing "tremendous fatigue and mental confusion" that often result in loss of valuable time and of a sense of well-being.

Although the book's cover advertises its research credibility – the cure is based on "The Amazing 3-Step Program Developed at Argonne National Laboratory and Used by Fortune 500 Executives and the U.S. Army Rapid Deployment Forces" – *The Cure for Jet Lag* is designed mainly for the general traveler, a category that includes all ages and professions (among them athletes, diplomats, concert performers, gamblers!). An unexpected perk is recognizing that a lot of the

caloric lore here is even helpful for travel only from your living room to the kitchen. Learning how different foods and beverages can force body rhythms ahead or back could also prove especially helpful to the elderly, many of whose sleep/wake systems are already asynchronous.

The Cure for Jet Lag goes back 25 years to studies undertaken for the Department of Energy by Dr. Charles F. Ehret, a pioneer in the then-new field of chronobiology, the study of how time affects living organisms. Like so many inquiries in the history of science and medicine, Ehret's investigation grew out of military interests – in this case, training, readiness and deployment. Of course, a lot has changed since the original publication of Ehret's work, called *Overcoming Jet Lag*. Enter Scanlon, an independent press publisher, best-selling author and literary blogger, who saw a more comprehensive theme and a larger audience. She rewrote Ehret's book, making it broader, less technical and more graphically attractive.

The title change, from "Overcoming Jet Lag" to "The Cure for Jet Lag," reflects Scanlon's reinforced confidence in the three-step program borne from years of application and confirming testimony. The new edition provides more examples of the program's comprehensive strategy and a more detailed explanation of how the program should be used, depending on whether travel is from east to west or west to east as a continuous event (or not), and on how many time zones are crossed, because flying north-south or south-north does not produce jet lag. The new reformatted edition also includes more information on caffeinated drinks, because managing coffee and tea intake is critical to the three-step plan.

Slim, neatly designed and conveniently interleaved with itinerary worksheets, the book may nonetheless seem a bit intimidating at first, requiring as it does close attention to pre-flight, in-flight and post-flight caloric intake in regard to

The Pedagogy Of Confidence

The Pedagogy Of Confidence: Inspiring High Intellectual Performance In Urban Schools

By Yvette Jackson.
Teachers College Press, Columbia University, NY and London.
March 2011: 192 pp.

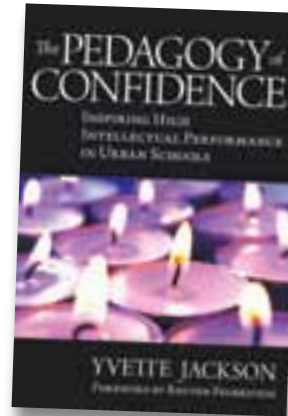
By MERRI ROSENBERG

It's become shorthand for the achievement gap between white, affluent students and minority, lower-income students: "the soft prejudice of low expectations."

Dr. Yvette Jackson has made combating the relentless low expectations of urban, minority students her life's work. In this brave and urgently needed book, Dr. Jackson challenges common assumptions about these students, and urges teachers to reclaim and rekindle their passion for teaching.

She is dismayed that "This governmental practice of control through classification of students set off development of a chain of marginalizing labels that fostered misperceptions about students, in turn perpetuating a cycle of prejudicing belief and low expectations."

Jackson wants teachers and administrators in urban schools to look at their students' strengths, rather than focus on their weaknesses and remediation. She writes: "Time after time I have witnessed teachers being stimulated by the identification of their students' strengths and the potential these strengths testify to, and, like students labeled as gifted, they are motivated to remember that this belief in potential is why they went into teaching."



It's not about starry-eyed idealism or naiveté. Rather, at its most basic, Jackson's Pedagogy of Confidence refuses to concede that schools—and districts—can simply write off entire groups of students because of their skin color or economic background. When teachers and principals unapologetically require all students to meet high expectations (and, of course, provide the support, engaging teaching and compelling assignments to make that possible), students don't disappoint them.

Jackson takes many features used for gifted education and transposes them for students historically viewed as deficient. These principles, which underlie the Pedagogy of Confidence, include not only eliciting high intellectual performance, identifying student strengths and providing enrichment, but also focus on building relationships, locating learning in the lives of students and helping students find their voice.

Of course Jackson recognizes that there is no magic solution. She writes, "We cannot change the out-of-school conditions, but we can consider the way we judge, penalize and design practices and structures to respond to the behaviors and achievement of these students. We ardently need to believe in their intellectual capacity as well as have confidence in our own ability to inspire that capacity."

Never mind the disillusionment of "No Child Left Behind" mandates and rhetoric. What Dr. Jackson proposes here is truly a remedy to ensure that students, no matter where they come from, and no matter where they go to school, have the ability to attain their innate intellectual potential. #

Grow Your Own Teachers

Grow Your Own Teachers — Grassroots Change For Teacher Education

Edited by Elizabeth A. Skinner, Maria Theresa Garretton, and Brian D. Schultz
Teachers College Press: March 2011, New York and London:
208 pp.

By MERRI ROSENBERG

Amid relentless news reports about school districts compelled to lay off teachers during a particularly challenging budget season, this may seem more like fantasy than non-fiction. Do we even have a political and economic climate that would encourage champions of school reform to follow the authors' prescription and bravely "grow your own?"

Set that grim reality aside to consider the proposals set forth in this provocative and intriguing book, which is part of Teaching for Social Justice series from Teachers College Press.

The essential idea, which started in Chicago and then branched out to the state, is that a unique collaboration among public schools, community organizations and teacher training programs could transform public education. The Grow Your Own teacher reform movement recog-

nizes that the problems of recruiting and retaining excellent teachers particularly plague urban schools with large minority student populations.

So why not recruit and train teachers from within the communities that so desperately need qualified and committed teachers? After all, who else has a stronger stake in success for these students, who are their children and their neighbors?

"Selected GYO teacher candidates can be described as insiders in this way. Many are paraprofessionals working in community schools, parents of school-age children attending these schools, have attended these schools themselves, or have been active community members. Their investment in neighborhood schools also qualifies them as strong advocates for change. They can work effectively with parents because they live in the community, have direct and intimate experiences within it, and many are parents themselves...this effort for 'home-grown' future educators can be considered as an 'anti-Teach for America' reform initiative," the authors write.

No one contributing to this thoughtful volume suggest that making these changes will be easy. But they are clearly worth considering, especially for the sake of the students who need dedicated and qualified teachers the most. #

the number of time zones. But look at the gain: on flights with up to three to four time zone changes, the three-step system promises zero jet lag, and on flights of up to 12 time zone changes, symptoms last 3 days but are dramatically reduced in severity.

And what if there are layovers, complex routings or delays, no matter how perfectly you planned your flight? Re-customize the worksheets (if you're going west to east, you'll have to factor in more preparation and do it earlier than you would for travel east to west). And what if you just come across the book as you're about

to take off? Start the three-step program where you are.

Given the increased presence of credit-bearing travel programs in college curricula, *The Cure for Jet Lag* could not be more timely. Its interdisciplinary subject matter alone makes it particularly attractive to academics seeking to link the physical sciences, the social and behavior sciences and the humanities.

As for the plethora of so-called pharmaceutical aids to prevent jet lag (as opposed to motion sickness), there are none, though Viagra seems to have a small effect on hamsters going east!



A Year to Remember

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 Mummy's home
- 5 Tool in a sport duel
- 9 Analyze
- 14 Side by side?
- 15 Singing sensation born in 1961
- 17 Show a preference
- 18 Volunteer program established in 1961
- 19 The 69-Across intensified it in 1961
- 21 Now "in"
- 22 Craves
- 24 Not afraid to speak up
- 29 Navigation aid, for short
- 32 Tao founder
- 35 Sniffer
- 36 Kidney-related
- 38 iPad download
- 39 Architect Ludwig Mies van der _____
- 40 She won her first Oscar in 1961
- 44 Brand for Bowser
- 45 Burma's first prime minister
- 46 Plow man
- 47 With 71-Across, Justin Bieber et al.
- 48 Takes care of
- 51 Crimson
- 52 _____ throat
- 54 Opera's Cesare, noted for his Don Giovanni
- 56 Rocket's path
- 59 Satirical novel first published in 1961

- 63 Home run record-breaker of 1961
- 68 Rope material
- 69 Barrier built in 1961
- 70 Asia's _____ Sea
- 71 See 47-Across
- 72 Lid problem
- 73 Soprano from New Jersey

DOWN

- 1 Rash response?
- 2 Creme-filled cookie
- 3 Brunch, say
- 4 Like a 2-Down, briefly
- 5 Sevilla's land
- 6 _____ Rico
- 7 That, in 5-Down
- 8 A pop
- 9 Where "Ben Casey" premiered in 1961
- 10 _____ Canals
- 11 Neighbor of Turk.
- 12 Eiger, e.g.
- 13 "Undoubtedly"
- 16 One mixed up?
- 20 When repeated, a Washington city
- 23 Squares' centers?
- 25 One way to have corned beef
- 26 Picnic case
- 27 Like sailors, at times
- 28 Looked lecherously
- 29 Hall-of-Famers
- 30 Small shot
- 31 Hidden shooter
- 33 Geom. solid

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| 14 | | | | | 15 | | | | 16 | | | | | |
| 17 | | | | | 18 | | | | | | | | | |
| 19 | | | | 20 | | | | 21 | | | | | | |
| | | | 22 | | | | 23 | | | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | 32 | | | | 33 | 34 | | 35 | | | |
| 36 | | | 37 | | | | 38 | | | | 39 | | | |
| 40 | | | | | 41 | 42 | | | | 43 | | | | |
| 44 | | | | | 45 | | | | | 46 | | | | |
| 47 | | | | | 48 | | | 49 | 50 | | | 51 | | |
| 52 | | | | 53 | | | 54 | | | | 55 | | | |
| | | | | 56 | 57 | 58 | | 59 | | | | 60 | 61 | 62 |
| 63 | 64 | 65 | 66 | | | | 67 | | | | 68 | | | |
| 69 | | | | | | | | | | | 70 | | | |
| 71 | | | | | | 72 | | | | | 73 | | | |

FIND THE CROSSWORD ANSWERS AT

www.EducationUpdate.com/puzzle

- 34 Capable, facetiously
- 37 In _____ (daydreaming)
- 41 Steinbeck's "Wayward" thing
- 42 Memphis-to-Nashville dir.
- 43 Take on
- 49 Where Catania is
- 50 Prickly plant: Var.
- 53 De Gaulle-Kennedy meeting place in 1961
- 55 Apple's messaging software
- 57 Watergate initials
- 58 Cornfield sounds
- 60 Sub
- 61 Kind of bobsled
- 62 Double-layered, as tissues
- 63 Stat for 63-Across
- 64 U.K. reference work
- 65 Miracle-_____
- 66 Living room extension
- 67 Fink

LETTERS TO THE EDITOR

NEW HAMPSHIRE

Learning By Hand: A Case for Handwriting Enhancing Reading

To the Editor:

I am a Reading and Writing Specialist and noticed that my non-readers are also my writers who cannot form letters. As I am in the process of collecting data and information on this topic as I commence my dissertation, I would be most grateful if Dr. Jay Russell could send me more research on this matter,

Glenda M. Greaves, M. Ed.

BROOKLYN, NEW YORK

Assistant Principals: Crisis Management to Instructional Expertise

To the Editor:

The fact that this article was written in 2005 already says a lot. Today the role of the AP has evolved into little more than an additional person for discipline. Case in point, in NYC all constituent groups, including students and paraprofessionals were offered surveys except assistant principals.

Jennifer

WOODMERE, NEW YORK

Dr. Randi Herman, First Vice President, Council of School Supervisors & Administrators

To the Editor:

I have worked closely with Ms. Herman over a period of several years. She is the model of administrative professionalism, as well as a mas-

ter teacher. I learned so much from her. Randi is the BEST!

Ruth Wenig

DES MOINES, IOWA

Prison College Programs Unlock the Keys to Human Potential

To the Editor:

Iowa has no such program to help or further educate our prisoners. I agree they need further education for release. I would like to start such a program in Iowa, thank you for a positive article. Everyone deserves an education or at least access to one.

Tina Russomano

NEW YORK, NEW YORK

Dr. Rebecca H. Cort, Deputy Com., NYS VESID

To the Editor:

This is an excellent article, from one who is both knowledgeable in the field and sensitive to the population she is referring to.

Kay Greenspon

LET YOUR VOICE BE HEARD.

Respond to letters and articles at:

www.EducationUpdate.com

New Institute at The School

Teach21 is a new professional development institute that focuses on 21st-century teaching and learning. Developed and taught by The School at Columbia faculty, the workshops are grounded in cutting-edge pedagogy and classroom experience.

The program includes half-day, full-day and two-day workshops so that participants can tailor their schedules to their own professional development needs and interests. Teach21 will also feature world-class keynote presentations from educational and new media experts including:

Howard Gardner – Architect of Multiple Intelligences Theory

Karen Cator – Director of the Office of Educational Technology at the U.S. Department of Education



AJ Jacobs – New York Times bestselling author and editor at large of Esquire Magazine
Sree Sreenivasan – Professor of digital media and dean of students affairs at Columbia University's Graduate School of Journalism.

For more information and conference registration visit: <http://tinyurl.com/teach21c>

Hope to see you June 20-23rd at The School at Columbia University!

Dean's Column

continued from page 18

$\angle CAG$ is obtuse. Then in $\triangle CAG$ the altitude on \overline{CG} must be *inside* the triangle, while in obtuse $\triangle CAG$, the altitude on \overline{AC} must be *outside* the triangle. (This is usually readily accepted without proof, but can be easily proved.) The fact that one and only one of the perpendiculars intersects a side of the triangle between the vertices destroys the fallacious "proof."

This rather thorough discussion of this famous geometric fallacy will give the teacher lots of options as to how to best present it to a class. It must be presented in an entertaining way



and yet the explanation must be tailored to the particular class. Some may require a rigorous explanation, while others will be satisfied with one less formal.

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 Amazements and Surprises* (Prometheus, 2009) *Math Wonders to Inspire Teachers and Students* (ASCD, 2003), and *The Fabulous Fibonacci Numbers* (Prometheus, 2007), and member of the New York State Mathematics Standards Committee.

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