Michelle Rhee, Chancellor
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**Doctoral Programs**

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How Far Have We Come?

By DEAN MARY BRABECK

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

Psychology taught us that women, unlike men, have less achievement motivation and less need for power; that claim was refuted by evidence. Then psychologists told us women feared success — the achievements of men. The results are changing. Historically, men have been more likely to choose a “mommy track,” which is used to explain why women still make 79 cents to every dollar that men make, why the Senate is overwhelmingly male (83 men vs. 17 women), and why only 2 percent of CEOs in Fortune 500 companies are women.

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

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

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

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

Mary Brabec is dean of the Steinhardt School of Culture, Education and Human Development at NYU.
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For more information about CUNY women in science visit [www.cuny.edu/decadeofscience](http://www.cuny.edu/decadeofscience)
By SYBILL MAIMIN

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

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

Respondents to Rebell’s remarks suggested difficulties inherent in proposed solutions. Jamienne S. Studley, president of Public Advocates, Inc. and former president of Skidmore College, sees “lots of confusion about what investment in education should look like,” and difficulties in talking about “shifts, like reallocating from the haves to have-nots.” She would like to see the media generate sustained public conversation about educational equity and the political will to effect it. “This is about power,” she declared, “and who gets opportunity. Parents who don’t want other people’s children to get power stand in the way. They don’t want to change the way the world looks.”

As director-counsel and president of the NAACP Legal Defense and Educational Fund from 2004-08, Columbia law professor Theodore M. Shaw litigated many education matters and learned, “Sometimes when you lose, you win, and when you win, you lose. When politically you can’t raise taxes, you can’t get a state to fund a remedy. It is always a problem, and worse in hard times.” The question is, “How do you make constitutional principles reality?”
NewYork-Presbyterian Hospital President and CEO Dr. Herbert Pardes Speaks on Health Care Reform

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

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

He addressed several topics related to health care reform:

What are the top priorities for health care reform?
- Regional differences in Medicare costs should be reflected in rates for health care by region as well as quality differences.
- Incentives should be implemented by insurance companies and employers to encourage healthy behavior.
- Herbert Pardes, M.D., is president and chief executive officer of NewYork-Presbyterian Hospital and NewYork-Presbyterian Healthcare System, and is nationally recognized for his broad expertise on health care reform, health policy, hospitals, health care technology, mental health, research, education and clinical care. He has been named one of Modern Healthcare’s “100 Most Powerful People in the Healthcare Industry” and Modern Physician’s “50 Most Powerful Physician Executives.” Prior to joining the hospital in 1999, Dr. Pardes served as chief of surgery at Columbia Presbyterian Medical Center of Columbia University College of Physicians and Surgeons. Prior to that, he served as director of the National Institute of Mental Health and as U.S. assistant surgeon general during the Carter and Reagan administrations, and was also president of the American Psychiatric Association.

Help for Your Troubled Teen.

By MARGARET LEWIN, MD, FACP

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

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

Formal studies suggest a relationship between self-esteem and health. Whether obese or not, adolescents with poor self-esteem are more likely to engage in early sex, less likely to use birth control, have higher rates of teen pregnancies, are more likely to use tobacco, alcohol and illicit drugs, and to attempt suicide. Obesity can also lead teenagers into binge-eating, sometimes purging as well. In 2007, a study reported a 20-year research of obese adolescents in Upstate New York. They found that obese girls were nearly four times more likely than normal weight girls to suffer major depression and anxiety disorders as adults.

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

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

Dr. Margaret Lewin is chief medical director of Cenergy Health.
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- Dr. Allen Frances, former Chief of Psychiatry, Duke University School of Medicine
- Dr. John J. Russell, Head of Windward School
- Dean Jerrold Ross, St. John’s University

Go online with our bloggers and interact with them. Their responses will amaze you!

Rebecca School Looks at the Big Picture

By McCARTON ACKERMAN

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

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

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

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

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

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

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

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

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Special Toys for Special Kids

By ANNE MARIE BENITEZ & GINA MARANGA

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

Children Under 1:
- Pretend play and expanded language skills toys — puppets, dress-up sets, Mr. Potato Head, doll houses, cooking sets, barns, and garages. Toys that encourage fine motor skills — chunky crayons, chalk, paints, puzzles, Play-Doh, peg boards.
- Foster early literacy through big books, audio cassettes, chalk, paints, puzzles, Play-Doh, peg boards.
- Encourage labeling and pretend play with shape and color sorters, baby dolls, animals and objects like play foods. Toys to encourage gross motor skills like tunnels, push/pull and ride on. Toys for oral motor development such as horns, whistles, harmonicas, bubbles, and pinwheels.

Children 1 - 3:
- Continue encouraging concept development, scientific exploration, math skills, money skills, and creative thinking with toys like a play cash register, 3-D models, balance scales, magnifying glasses, binoculars, bug boxes, gear toys.

Children 3 - 5:
- Encourage fine, visual and perceptual motor coordination to promote literacy and writing skills, and games that require focus, vocabulary and rhyming to promote expressive and receptive language and concept development. Examples: Etch-a-Sketch, interconnecting blocks, felt boards, finger puppets, large magnets, musical instruments, word games.

Children 5 - 7:
- Continue encouraging concept development, scientific exploration, math skills, money skills, and creative thinking with toys like a play cash register, 3-D models, balance scales, magnifying glasses, binoculars, bug boxes, gear toys.
- Materials science exploration, math skills, money skills, and creative thinking with toys like a play cash register, 3-D models, balance scales, magnifying glasses, binoculars, bug boxes, gear toys.

Tryed and True Classics:
- A jack-in-the-box is a great toy for 6-month- to 1-year-olds. It provides that element of surprise to elicit a response and model early language for baby to imitate such as “Uh-oh!” “Pop!” “Bye-bye,” and open/close. It also provides an opportunity for baby to indicate by gesture, vocalization or verbalization a request for “more.”
- Wooden blocks of different shapes, colors and sizes are good for stimulation of cognitive skills.
- Encourage appropriate play skills when they use the blocks to represent things found in their environment, and expand their play schemes when they use other toys in conjunction with the blocks. For example, making houses for dolls, tracks for trains, roads for cars. Blocks can help teach shape and color concepts, enhance creativity and stimulate and conversation about what they are building.
- Finger-painting provides a multi-sensory experience. For young children we recommend “edible” paints like puddings. For older children, shaving cream offers an olfactory and tactile experience. For school-age children traditional finger-paint lets them mix colors while experiencing the tactile and visual stimulation of the activity.
- Finger-painting in the bathtub makes for easy clean up.

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

JEWISH GUILD FOR THE BLIND AWARDS COLLEGE SCHOLARSHIPS

The Jewish Guild for the Blind recently announced that it will award scholarships of $10,000 to each of 16 college-bound high school seniors who are legally blind. The GuildScholar Program scholarships will be awarded prior to the academic year that begins September 2010. The recipients are currently enrolled in high schools in the states of California, Connecticut, Florida, Illinois, Louisiana, Maine, Massachusetts, New Hampshire, New York, North Carolina, Oregon, Texas, Vermont, Virginia, Wisconsin and Wyoming. The GuildScholar Program was created, in part, through a generous grant from the Jeannette A. Klarenmeyer Trust. A former teacher of one of the winners is also being acknowledged for his role in encouraging and bringing out the best in his student. Each applicant was asked to write an essay about a teacher who is of great importance to him or her. The teacher chosen from among the applicants’ essays will receive a prize of $5,000.

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

The recipients were chosen by a selection committee not only experienced in overseeing programs for blind and visually impaired persons, but also knowledgeable in matters of student financial aid and the non-profit organizations that fund educational programs. The members of the 2010 selection committee were: Allen C. Harris, director of the Iowa Department for the Blind; Patricia N. Lewis, Ph.D., executive director of the AIM Foundation, Houston, Texas; Alan R. Morse, Ph.D., president and CEO of The Jewish Guild for the Blind; Frederic K. Schoof, Ph.D., research professor, San Diego State University, and Cord LaBarre of Hayward, Wis., Hayward High School; Ashleigh Ladner of Slidell, La., Northshore High School; Andrew Luk of Chino Hills, Calif., Diamond Bar High School; Duncan McLaurin of Jackson, Wyo., Jackson Hole High School; Jeremy Morak of Hewlet, N.Y., George W. Hewlett High School; Helen Georgie Sydnor of Lynchburg, Va., E.C. Glass High School; Daniel White of Watertown, Mass., Watertown High School. The teacher chosen to receive a prize is David Eckstrom of Hayward, Wis., Hayward High School.

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Caring for Special Needs Children: Lucina Clarke Honored

By MacLEAN GANDER, Ph.D.

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

Many of these students were tops in their high school classes and earned high SAT scores. In college, they were working hard but they just couldn’t seem to get any traction. They struggled to wake up in time for class, left long-term assignments until it was too late, and neglected to complete written work without the kinds of reminders and cues that their parents used to provide. Unlike high school, where performance is closely tracked and noticed, one can’t just assume the best.

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

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

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

Executive functions are challenged in any significant life transition, from arriving in a new city for the first time, to taking on a new job that may be an empty victory. #

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

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

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

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

By ALLEN FRANCES, M.D.

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

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

There is controversy about whether the resulting increased prevalence of ADD should be the cause for celebration, concern, or perhaps both. Some believe that the higher rates mostly reflect the useful identification of ADD in patients who were previously missed. No doubt, increased diagnosis has been helpful for many people who would be better off having never received a diagnosis. The rapid expansion of stimulant use has undoubtedly led to unnecessary treatment with medications that sometimes cause harmful side effects and complications. There is also a large problem with stimulant abuse for purposes of performance enhancement and intoxication; both lead to the development of a large, illegal secondary market for stimulant drugs.

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

In developing DSM-4, we hoped to be careful and conservative. We believed that the diagnostic system should remain stable unless there was compelling evidence that change would be more helpful than harmful. We performed an extensive field trial that predicted (it turned out incorrectly) that our wording clarifications would not change the rates of ADD. Our experience proved that even small changes in the diagnostic criteria can have large unintended, and often unfortunate, consequences (particularly if the drug companies find a way to amplify the effects of their medications).

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

Have questions about ADHD or autism? Visit Dr. Frances’ BLOG at www.educationupdate.com/allenfrances

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

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

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BOOK REVIEW

The Wolfman

By MARQUIS BROWN

For my review, I read The Wolfman, the first book in the Ranger’s Apprentice series, by John Flanagan. This book is about a 15-year-old boy named Will. He wants to be a Ranger in the Ranger Corp. Rangers are people with bows and arrows. The Rangers battle Morgarth, Lord of the Mountain. My favorite character is Horace. He is a very good fighter. Horace is Will’s best friend. The best part of the book is when Lawrence and his father change into wolves. I recommend this movie because it is really exciting.

MOVIE REVIEW

The Wolfman

By BRANDON DEJESUS

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

Music Review

Drake

By TIMOTHY MILLAN

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

We Love Justin!

By CATIA ALVAREZ

Justin Bieber is a great young singer that thousands of girls love. Justin Bieber is 16 years old. He grew up as an only child. He started singing by accident when he entered a singing contest. He was only 12 years old, and he won second place. He started putting videos of himself singing online for family and friends, but other people started watching them too. One of those people is his manager now. Justin knows how to play the drums, guitar, and trumpet. His new album is called “My World 2.0.” My favorite song is “Baby.” It is about his first love and it is really sweet. I love it and so will you.

Music Review

Drake

By TIMOTHY MILLAN

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

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Master of the Moonwalk

By ZAIN ADAMS

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

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The Buddy-Building Camp is a six-week summer, day program developed by Dr. Lesli Preuss to help families who have young boys who struggle in more mainstream camp programs.

The philosophy of the program, developed from her 14 years of experience as a child psychologist, is to use sports, arts and nature to help children with social and emotional delays overcome some of their difficulties. We enjoyed significant success over last four years and are excited for the upcoming summer.

This camp serves twice-exceptional boys, aged 8-12, with Asperger Syndrome, Attention Deficit Disorder, Oppositional Defiant Disorder, Autism (HFA), Emotional Disabilities, Learning Disabilities, Pervasive Developmental Disorder (PDD), Speech/Language Disabilities, and other disabilities.

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AboutOurKids.org

California Eye Disease Researcher Martin Friedlander Wins National Vision Award

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

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

At The Scripps Research Institute, Dr. Friedlander’s interests focus on the use of biochemical, cell biological and stem cell approach-es to understand basic underlying mechanisms of ocular angiogenesis and to identify therapeutic approaches to treating ocular neovascular and neurodegenerative diseases such as age-related macular degeneration and diabetic retinopathy. He has also had a long-standing interest in translocation and integration of polytopic membrane proteins including rhodopsin and sodium-calcium exchangers. The two research programs are joined by their application to the treatment of neovascular eye disease and inherited retinal degenerations such as retinitis pigmentosa.

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

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

By CHARLOTTE F. FRANK, Ph.D.

As an educator for nearly a half-century, I’ve experienced many changes in the world of education. As technology improves and learning grows more diverse, there is an urgent need for educators outside the classroom and empower educators, this presents an unprecedented opportunity for transformation. This transformation, which includes new digital tools in education, more collaborative learning models, and developing new assessment tools, aims to improve student learning in the classroom. Educators have to adapt to the times and survive.

America’s economic growth and vitality depend on our ability to develop and maintain a strong, educated workforce. The mastery of 21st-century skills, like creativity, collaboration, adaptability, critical thinking and problem solving, as well as the basics. To develop such a workforce and ensure achievement, we need to re-tool our teachers to use student data, obtained from new technologies, to inform instruction and continue refining the most effective teaching methods for each individual. As an example, Acuity, an all-in-one assessment program, provides teachers with informative and inter-professional assessments designed to advise teaching and improve student learning and achievement. By measuring proficiency and tracking progress, these assessments allow instructors to target instruction and predict student performance. It’s not just enough to know, is power, and providing real-time access to it on both the teaching and learning sides of the equation can only make teachers and students smarter.

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

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

Jamiennie Studley: Attorney & Advocate

By JOAN BAUM, Ph.D.

The etymology of “advocate” reminds us of the link between mission and process. The word comes from Latin, “to summon, to call, in the sense of pleading a cause before a tribunal.” Whether the focus is on the romance languages, as is a lawyer. And so it is with Jamiennie S. Studley, a graduate of Harvard Law School, who is entering her 15th year as the president and CEO of Public Advocates Inc., a nonprofit organization in California that “challenges the systemic causes of poverty and racial discrimination by strengthening community voices in public policy and achieving tangible legal victories advancing education, housing and transit equity”; in short, advancing “dramatic change” — especially young people and diverse communities to become connected with our shared national heritage. #

Jamiennie has been an advocate for more than two decades, having come to the board only one year earlier. During his tenure, he created one centralized system for diverse communities to “make things real.” It’s a difficult, ever renewable challenge, not that impossible for San Francisco, perhaps, where advocacy is a familiar enough genre, but much more challenging for outlying areas. Nonetheless, “we have a responsibility to all children,” she says, “even as a disproportionate amount of money is going to the most advantaged schools.” #

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

Patricia Grodd, Poet & Trustee

By JOAN BAUM, Ph.D.

When Patricia Grodd says she supports “poetry for everyone,” she means it. For over two decades, as a Kenyon College trustee, she has been the sponsor of the annual Patricia Grodd Poetry Prize for High School Writing. The contest is open to high school sophomores and juniors from all over the country. Selected by David Baker, the editor of the Kenyon Review, winners receive a full scholarship to the two-week residential summer Young Writers Workshop held at Kenyon College. As opposed to contemporary poetry, Ms. Grodd credits a poetry teacher, Galbraith Dr. Charlotte K. Frank, is senior vice president of research and development for McGraw-Hill Education. #

Patricia Grodd recently instituted a downtown annual Spelling Bee for Pulitzer Prize winners, “a host,” she says she started “just for fun.” It’s led by the editor of the Oxford English Dictionary, and what you’re seeing is the kind of course you would — that eliminations start with the most famous Pulitzer Prize authors. The Pottery Barn is an engaged group, by students, teachers, and professional writers. Despite all this involvement it’s her work with adults that particularly delights her, Ms. Grodd says, and that involves her as teacher and psychotherapist. For some time now she has been an active group leader in poetry workshops for schizophrenees. We use the word “solfeggio” to point out — Wordsworth, Coleridge, Byron, Shelley, Keats — the Romantics are favorites and reflect in part her graduate studies at Columbia. As opposed to contemporary poetry, some of which tends toward the oblique and the arcane, the “emotionally laden” Romantics — and Victorians — seem to address immediately the kinds of sentiments with which her adult students can readily identify and feel a “healing influence.”

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Attendance at all her sessions has gone up dramatically. Groups of 12-14 students have become groups of 30-40 (the maximum the theatre can hold). Students are urged, first, to read the recommended poems to themselves — at least ten times — and then, in the group, to read them out loud. Heat the Voice of the Bard, as William Blake once wrote.

Ms. Grodd has also worked with adult students at Y’s, in prisons and at various service organizations, treating the mentally ill. She is especially pleased, however, with her work at Gilda’s Club, back in Fallsburg, N.Y., a position she occupies, having come to the board only one year earlier. During his tenure, he created one centralized system for diverse communities to “make things real.” It’s a difficult, ever renewable challenge, not that impossible for San Francisco, perhaps, where advocacy is a familiar enough genre, but much more challenging for outlying areas. Nonetheless, “we have a responsibility to all children,” she says, “even as a disproportionate amount of money is going to the most advantaged schools.” #

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Arleen Auerbach, Ph.D.

Scientist, Rockefeller U

Career Choice: When I was in college in the mid-1950’s, I decided I wanted to go to Medical School and become a physician. I knew then that I wanted to focus on what I was most interested in: health. As a woman facing my first career choice, I considered going back into the tour guide business in the city. The Degas House was looking for guides at the time, so this was a perfect fit. A whole new career was born.

Aside from teaching school, she also ran her own ballet school, established a day camp in the summer at a time when access to such programs was very limited, and she volunteered as an art teacher at a children’s home. Some of the ways I was guided toward education. During my teaching career I had several administrators who were very encouraging and gave me confidence when it looked like I was making a difference in people’s lives has been my greatest accomplishment, be it the children I have taught or those whose lives I have touched in history, art, etc. I feel grateful that I have furthered the culture of our unique city and the legacy of Degas. Also, just giving enjoyment to these visitors is a great reward.

Turning Point: The greatest turning point in my life has been my retirement from teaching in 2003. At that time I knew I would continue to educate. I considered going back into the tour guide business in the city. But I still wanted to be an inspiration to others and felt that I could do this in a different role. So I decided to become a docent at the New Orleans Museum of Art. I realized there were those whose interests lie in history, art, etc. I decided that focusing on this very rare condition might lead to a broader understanding of these major health problems.

Challenges: Among the greatest challenges I faced was the problem of being marginalised as a woman with a family trying to lead a research programme. Feeling that I have made a contribution to the field, and that my research career has always been supportive of me to go as far as possible with my research career. My most influential scientist and mentor was a research collaborator, Dr. Hal Broxmeyer, who I met early in my research career when he was at Memorial Sloan-Kettering, working on hematopoietic stem cells. An important thing that he told me, which encouraged me when I faced great challenges in my career, was that “the trouble was that I was always 5 years ahead of my time” and the trouble wasn’t with me, but with the understanding of others.

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

Deborah Eldridge, Dean of Lehman College

Career Choice: I came to education through the back door, having been a student of child development who did extensive study and research on children’s development in a laboratory school. I was certified as a teacher as an outcome of my coursework, and had I not taken the course, I would not have had the opportunity to do research that contributed to societydrove me to return to teaching. It was then that I fell in love with the challenge of teaching and the opportunity it gave me to make a difference in the lives of others. As a child of the ’60s that was an important component of my thinking — to make a difference and a better world. And as women we had yet to realize the full platter of opportunities that are open to women today. I now work with students who are motivated by making a difference and energized by the possibilities of the future, rather than the limitations of the past.

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

Accomplishments: I am proud of the students I taught who have accomplished greater things than me; of the writings I have authored or speeches I have given that addressed the “heart” as well as the mind; and of the two children I have raised who are good people to have on earth.

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

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

Advice: Live the dream — your dream — and reach out to those who can help you do it!
NANCY PROEGER, PRESIDENT
MANHATTAN CHAMBER OF COMMERCE

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

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

Accomplishments: In my career, I’m proudest of helping to grow New York Sports Clubs from 5 clubs to over 30. In the chamber, I’m proudest of the support we have given to small businesses struggling to stay alive in this city and the support we have given to the non-profit and educational community to support quality of life issues and educational initiatives. A community consists of all these components, and I think we have been doing great work to create a win-win for everyone.

Turning Point: My turning point was clearly moving to New York after college and living in the collage of this great international city. Mentors: Both my parents, for teaching me the value of hard work, teamwork and community, and my mentors at Federated Department Stores and New York Sports Clubs.

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

By JOAN BAUM, PH.D.

The Bowery Mission Board has been fully supportive, though at first it was skeptical that Ms. Kelly and her volunteer group could find the funding to turn a decrepit building into a warm and welcoming shelter, with a garden, a cafe, and to maintain it. They did it, of course, and the site now contains a Tree of Hope, where donations may be made in a woman’s name. Funds that are not used directly for the garden go to continuing restorations and repairs and acquisitions — elevators, second-generation computers, utility upkeep.

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

VERONICA KELLY
The Bowery Mission

By EMILY WIEGMANN, Special Projects


written a book, titled, “The Bowery Mission, is The Real Woman, who mentored me and gave me a chance. I am from St. Louis and have always believed in the community, which is what was appealing about the chamber position. Challenges: I left a high-level, well-paying job to start my own business, representing commercial photographers, with one partner. It was a very challenging business, and while I was trying to get the business off the ground I took a part-time job to bring in extra income. I learned how hard it is for small businesses. After one year of trying to get advertising agencies to buy my photography, and break into the business, we finally gave up, as it is not an easy sell no matter how good your photographers are. So I stayed with the part-time job, which turned out to be a 12-year career with a growing company. I think always you must keep your eyes open and stay flexible in the changing department!

Accomplishments: In my career, I’m proudest of helping to grow New York Sports Clubs from 5 clubs to over 30. In the chamber, I’m proudest of the support we have given to small businesses struggling to stay alive in this city and the support we have given to the non-profit and educational community to support quality of life issues and educational initiatives. A community consists of all these components, and I think we have been doing great work to create a win-win for everyone.

Turning Point: My turning point was clearly moving to New York after college and living in the collage of this great international city. Mentors: Both my parents, for teaching me the value of hard work, teamwork and community, and my mentors at Federated Department Stores and New York Sports Clubs.

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

By EMILY SHERWOOD, Ph.D.

The program has gained strong paw-hold since its inception over a decade ago: currently more than 800 Good Dog volunteer teams work in over 200 facilities throughout New York, New Jersey, Connecticut and Massachusetts. Volunteers have their choice of settings, which can include hospitals, schools, community facilities and disaster response. As young as 12, as well as younger who are coping with bullying, learning disabilities, and illnesses show dramatic improvements after canine therapy, while human/animal pairs have been known to help each other cope with AIDS, Alzheimer’s, heart disease, cancer and depression. Indeed, Ms. Winchester has just embarked on a new initiative with Beth Israel cancer patients who are undergoing chemotherapy and radiation treatments, a 50 patient study investigating whether animal-assisted visits improve adherence, quality of life, and symptoms during patient treatment. “These patients are in dire situations. Sometimes their care feels dehumanizing,” explained Ms. Winchester. “[Dog therapy] is a way of escaping from the moment you’re in.”

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

The Good Dog Foundation was formed somewhat fortuitously by film and TV producer Rachel McPherson, who was doing research for a documentary that would feature therapy dogs when she realized that it was against the law to take dogs into a New York hospital. She promptly switched gears, pouring her energy into creating The Good Dog Foundation and successfully changing New York state law to allow therapy dogs into health care facilities. McPherson, along with her papillon, Fidel, subsequently helped to create a disaster response course for Good Dog volunteers and trained them to assist grieving families in the aftermath of Hurricane Katrina.

The Good Dog Foundation is a 501(c)3 nonprofit organization that has seen the need for animal-assisted therapy increase over the years. Between 2004 and 2009, the number of Good Dog training programs grew from 5 clubs to over 30. In the chamber, I’m proudest of the support we have given to small businesses struggling to stay alive in this city and the support we have given to the non-profit and educational community to support quality of life issues and educational initiatives. A community consists of all these components, and I think we have been doing great work to create a win-win for everyone.

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For the past 14 years, Education Update has been honoring “Women Shaping History.” While it is a time to reflect on the achievements of women in the past, it is also a time to recognize the achievements of contemporary women who have made and are continuing to make outstanding contributions in various fields. Some of the women who have appeared in Education Update in the past have been: Maya Angelou, Suzanne Wright, Teresa Heinz Kerry, Laura Bush, Edith Everett, Sandra Priest Rose, Dr. Lorraine Monroe, Laurie Tisch, Renee Fleming, Marilyn Horne, Erica Jong, Kerry Kennedy, Eleanor Roosevelt II & Jane Goodall.

Questions that were asked of all the women are:

- How did you choose your current career?
- What are some of the challenges you’ve faced?
- how have you resolved them?
- What are some of the accomplishments you’re proudest of?
- What would you describe as a turning point in your life?
- Who have been the most influential mentors in your life?
- What advice would you give to young people today?

Doris Cintron, Dean
The City College of New York

Career Choice: I came from Ponce Rico when I was four years old. I grew up in the South Bronx and attended a magnet school at New York City’s Joel Klein, Ms. Rhee has taken the reins of DCPS, and in a few years, has helped turn the district around on many levels. Yet in her own words, “My goal in this, and the mayor and I set these goals together when we started, was to be the highest performing urban school district in the country and to do that, we have to close the gap between white kids and kids of color in the city, and I think that’s absolutely achievable. So how is DCPS accomplishing this? Ms. Rhee implements best practices and established research to make improvements districtwide. In one study, many students not performing at grade level have less instruction time than students who perform above grade level. Thus, Ms. Rhee implemented the “academic power hour” in all district public schools. “Saturday’s College” at the public high schools, and a more comprehensive summer school. The “academic power hour” is an after-school program that is specifically for children who are performing on grade level. The first hour is focused on academic intervention. After that, children work on their dance, music, and academics. According to Rhee, “We think that it’s one of the reasons why we’ve been able to see such huge gains in such a short period of time because we’ve essentially added an hour onto the school day without formally lengthening the school day and the school year.

Ms. Rhee might not win every popularity contest, but clearly she is making a positive mark on the system. Students are earning higher scores on standardized tests, many in the community view the city’s schools more favorably, and D.C. is a finalist to receive Race to the Top funding. What has helped Ms. Rhee immensely to shake run-ins with unions, but her bottom line is to base any district in the country, and look at the results. Challenges: Challenges have been many, some unique to the district and others not. She is a strong female and being a member of an immigrant group on the margin of a larger society. She doesn’t believe that DCPS is doing enough to engage with others to identify problems and take responsibility for finding solutions.

Accomplishments: I can’t isolate one accomplishment from another. Every success and failure has been a building block for a new accomplishment — some major and others not — that have shaped my personal and professional life. I take great pride in being the mother of an extraordinary daughter who is bold, independent and socially responsible. She has benefited from many talented educators.

Turning Point: The turning point in my life was the moment I made the conscious decision to live by my own definition of who I am. Mentors: My mentors have been my family, my friends and my community. They have also been the countless individuals who remain invisible, who quietly triumph over misfortune, who show resiliency, grace and courage every day and who never fail to see you and prop you up.

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

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

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

Adam Sugarman is co-publisher of Education Update.
HUNTER COLLEGE CELEBRATES 200TH COMMENCEMENT

By JAN AARON

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

The exercises marked Hunter’s 200th commencement; out of approximately 1,300 candidates for graduation, about 600 participated in the ceremonies. Jennifer J. Raab, Hunter’s president, congratulated them. “You’ve reached a most significant milestone in your lives,” she said, as at least one student was glimpsed wiping a tear from her eye.

Commencement speaker Kerry Kennedy, one of the nation’s foremost human rights activists and leader of more than 100 human rights delegations around the world, sent students forth to make a difference. Citing South African history, she said, “People overturned this oppression — and that many come from economically disadvantaged families and must wait part-time while attending school. Many students are fully funded through Pell Grants and financial aid, or they take out student loans (the college also provides millions in grants and scholarships to qualified students). With these demographics in mind, Berkeley offers a flexibility that allows students to “graduate in a timely fashion and in the right field of study so they can get jobs,” according to Dr. Cortes. To promote flexibility and expedite career preparation, Berkeley offers coursework in a pre-professional field of study (“they take courses in their major from Day 1”), ease of scheduling (“our last class ends at 10 p.m. so they can fit us into their work schedules”), a full complement of online courses that they can take anywhere in the world (there’s even a Memorandum of Understanding with the Navy allowing sailors to take online coursework), and on-the-job internships that impart real world job experiences. “We seek out professors who are practitioners — they are people who can bring to the classroom the practical applications within a given field,” he summed up. More than 20 career services professionals collectively specialize in each field of study and actively pursue job opportunities for every student, and the results speak for themselves: Berkeley’s graduate employment rate is a staggering 90 percent.

As a proprietary institution, Berkeley is proud of its corporate ethos. “It’s a very simple model,” explained Dr. Cortes. “We look at the bottom line very carefully. We benchmark everything we do. We have no tenure. We do student satisfaction reports. These are the things adults are looking for today!” Faculty receive recognition for a variety of contributions — including innovation, adaptability, and leadership, while corporations who choose to partner with Berkeley (e.g., AT&T, Corporate Learning Partners) receive tuition discounts for their employees.

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

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

By Katarynya Nikhamina

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

My obsession with all things Russian has its origins at Stuyvesant High School, where I met Ilya Nikhamin, now my husband. We almost didn’t meet, let alone marry: back when I was Spanish and French and dreamt of college. In the meantime, Ilya lent me CDs of Vladimir Vysotsky in concert. Vysotsky was famous for hundreds of witty and satirical songs about life in the Soviet Union. I hunted for the lyrics online and spent hours listening to his garrulous voice, deciphering vocabulary, references.

In the spring of 2003, I attended Days on Campus, Columbia’s accepted students event. I went to a Russian III class taught by Alla Smyslova. I knew I wouldn’t understand much, but it was the only class that met that day. I loved the professor’s teaching style, the grammar handouts she made to explain the elaborate case system, the rules for verbs of motion. I could live like this, I thought.

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

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

In the fall of 2005, there were nine American students studying in Moscow with the Middlebury program; in the spring there were five. I was the only one who stayed for two semesters. I was impressed by how well we adhered to the language pledge. We even played Scrabble in Russian. We spoke in English only in our final days. My friends told me I was the same in English, as in Russian. That I had conveyed my personality in a foreign language was a testament to how much I had learned. I owe that success largely to my host family. Every night I would share the day’s events with whoever happened to be in the kitchen. I had to find words to describe every impression — or lose it.

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

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New York Teacher

800 Troy-Schenectady Road
Latham, New York 12210
By JOAN BAUM, Ph.D.

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

Located on Hilton Head Island off the South Carolina coast, the 14-year-old orchestra, under the direction of guest conductor Mary Woodmansee Green, has established itself as a key player in the $1.5 million budget category, a level defined by the League of American Orchestras, but that fact alone hardly explains the organization’s success in attracting and keeping subscribers for a community of only 30,000 to 37,000 full-time residents. Hilton Head is the home of a relatively large number of individuals — as distinct from corporations or businesses — to support the orchestra’s mission. One reason may be that Hilton Head has a good number of financially comfortable retirees “used to excellent music,” says Ms. Briggs. But imaginative marketing has also played a major role.

Approximately 70 percent of the orchestra’s support comes from individuals who like its “more flexible scheduling.” Where many organizations offer just their full-season subscriptions to a fixed number of concerts, Hilton Head offers sets of three, six or nine concerts, a “mix and match” series that need not be taken as a block, and those watching their wallets as well as the “snow birds” who go away for the winter but want to remain part of the “family.” Also “helpful” to the organization in keeping costs down is its Pay-For-Service policy, whereby musicians, many of whom play in Charleston and Savannah, augment their income and love of music by being reimbursed for their travel expenses.

In the 2011 International Piano Competition with Young Artists, the $12,170 of the 20 competitors goes into the schools as “music ambassadors.” The 2009 winner, Michael Lifits, will return this year to play with the orchestra and will go on, as many semi-finalists do, to win substantial prizes in prestigious competitions around the globe.

In 2011 the International Piano Competition with Young Artists Competition for young people ages 13 to 17, and the winners of earlier rounds will receive cash prizes and summer scholarships.

The regular piano competition, where the average age of competitors is 25 to 26, so grew in stature last year that 40 percent of the audience came from out of the area, a boon to local businesses.

The orchestra pays attention not only to its subscribers, but other arts disciplines as well. Last year, the theme Art in Music resulted in an original program book with original art, of it reflective of artists’ interpretations of performers and rehearsal performances.

In 2011 the theme Music and Dance should prove equally inspirational.

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In 2011 the theme Music and Dance should prove equally inspirational.

Mary Briggs
By Richard Kagan

What is it like to be a referee in the National Hockey League? What does it take to get there? Once you are there, how do you stay sharp and on top of your game, despite the many obstacles one faces? Education Update went on an up close and personal view of a day in the life of Kerry Fraser, who, at age 57, has worked an astounding 30 years in the league and holds the current record of games worked as a referee—an astounding 30 years in the league and holds the current record of games worked as a referee.

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

Fraser’s rise to the NHL is a unique story. Each referee or player has his own version of how he got to where he is. Fraser attributes a lot of it to the way he was learning how to play. He played hockey as a youngster, making the All-Star team with the Sarnia, Ontario Minor Hockey Association. His team won all Ontario Minor Hockey Championships four times. Then he played in junior hockey as a captain with the Sarnia Jr. Bees for three seasons. Fraser then became interested in officiating and refereed some Industrial League games when he was 15 with players much older than he was. He never returned to being assertive in dealing with players. Following the 1972 season he was not drafted into the NHL. In 1973 and didn’t make it to the NHL until 1980. Fraser left the game for two and a half years to try a career in retail clothing, but he missed the game and came back. He did his first NHL game, the Minnesota North Stars vs. the Colorado Rockies, in October 1980. “What I learned from that first game was that I had a lot to learn!” said Fraser. He had been at the top level of the minor leagues, and now he was in the NHL. “You slipped to the bottom of the ladder at the next level, so I had to work hard to establish myself at the highest level of the game,” Fraser admits. He made an effort to work on establishing relationships with coaches and gradually gained a reputation for being fair and honest, gaining their trust. He was there to stay: “I didn’t want to just enjoy a cup of coffee, but planned on sticking with the entire buffer.” Fraser continued.

Now, some 30 years later, a poll of NHL players has rated him the best in the league. “They like to see me because I don’t back down to establish myself at the highest level of the game,” Fraser said. He made an effort to work on establishing relationships in a profession where often we are treated with disrespect, the ‘Kill the Ump’ sort of mentality. I have attempted to treat disrespect with respect.” Indicative of the respect he tries to show players is his routine at faceoffs. Whenever he is going to drop the puck he states, “Players, will you put your sticks down please.” If they swing, he repeats, “No, I need your sticks down please.”

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

In the game we attended, Fraser showed great communication and chemistry with his fellow officials, referee Francois St. Laurent and linesmen Derek Manson and Brad Lazaroantic. Tampa Bay took an early 2-0 lead, but the Rangers came storming back, scoring 4 goals in the second period to take control of the game, which they won 5-2. The game was highlighted by a rare penalty shot when New York’s New Kase was still down from behind while trying to score on a breakaway. St. Laurent had the best view and made the call. During another play, a Tampa Bay defender shot the puck out of the sticks, an illegal play, causing the referees to conference and then call a delay-of-game penalty. For those interested in playing hockey or becoming an official, Fraser recommends that you play to the highest level you can to learn the game, the players, and the coaches; be a student of the game, learn from the veterans, a lot of listening, and analyze what you could have done better. “If you come in thinking you know more than someone who has been around a long time, you are not going to survive, you are not going to succeed,” Fraser said. You need to officiate as many games as you can. Join USA Hockey, which has a grading level in place. Start at grade one and work your way up. Then you can enter into their database. Play hockey at college, or in the junior ranks, and officiate games while you play. If you are good, the NHL will find you. They scout for talented refs, and the good ones are spotted readily. Have the drive to be the best you can be. Love the game. Fraser admits he still loves the game. He comes to rink with a boysthood enthusiasm and a determination to see that the game is played fairly.

Before the end of this season, his last, Fraser will work another game at Madison Square Garden, where he officiated both his 1,000th and, 1,500th games. It will be a fitting end to a great career, one that will surely lead him to the Hockey Hall of Fame.

Career Gear

By Giovanni Pinto

John Singletary shifts through a few racks of suits, looking for something that will catch his eye. Already dressed sharply in a beige suit, white collared shirt and red tie, he stops mid-rack when he sees something that is to his liking. Maintaining the swag and smoothness of a jazz player from the 1920s, he scrutinizes the design, color, cut and material of the suit. Fraser Fraser of NHL?

Francis Lewis senior center for Francis Lewis, is still at the top of his game in his senior year. He is one of the top-20 % School’s overall GPA averages. The school’s overall GPA averages. He is a highly respected student who is highly respected by his teachers, coaches and parents.

Career Gear works hand-in-hand with job development agencies, which help men who are unemployed, homeless, formerly incarcerated, or former substance abusers; these agencies help with career placement and job placement. Once set up with a case, interviewers are then given a referral to Career Gear.

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

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

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

By Richard Kagan

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

This year the team will have time to pause and reflect. But Srubina Jeridore, 18, a 6-foott-3 senior who played center for Francis Lewis, is still practicing. She received a four-year basketball scholarship from Iona College and will play for the team. She is a great career, one that will surely lead him to the Hockey Hall of Fame.

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

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

In addition to this excerpt in the penguin clas-
sics edition of David Copperfield, there are extensive footnotes, a comprehensive introduction to the novel as well as appendices on chapter outlines and draft titles.

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

The Sacred Tests Group led by literary agent Richard Curtis will continue its discussion of The Gospel Of John and the Talmud on Monday, April 12, 2010 at 7 PM.

Children’s Story Time led by Lily is every Monday at 11 A.M. People who participate in KYTV’s discussions of copperfield have been looking for more about the author, the book and the story. Meanwhile, Logos Bookstore has greeting cards, music, books and gift items for St. Patrick’s Day, Lent, Easter and Passover. Come on over.

Upcoming Events At Logos

• Sit-n-Knit will meet Tuesday, March 16, April 6 and April 20, 2010 at 7 PM.

• KYTV Reading Group will discuss Let The Great World Spin by Colum McCann, Wednesday, April 7, 2010 at 7 PM.

• The Sacred Tests Group led by literary agent Richard Curtis will continue its discussion of the Gospel Of John and the Talmud, Monday, April 12, 2010 at 7 PM.

• Children’s Story Time led by Lily is every Monday at 11 A.M.

• Transit: 4.56 Subways to Lexington Ave and 86th, M36 Bus (86th St.), M79 Bus (79th St), M31 Bus (York Ave). M15 Bus (1ST and 2nd Aves).

By MERRI ROSENBERG

In these economically challenging times, sub-
jects like music and art are often at risk as school administrators seek to trim budgets. Here’s some timely ammunition to help art teachers — and classroom teachers teaching art, to see art through the eyes of an artist, given short shrift — make a compelling case for art’s contribution to their students’ intellec-
tual and creative development. Seeing Art: Looking at Art in the Classroom: Art Investigations From the Guggenheim Museum.

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

The basic idea is that the teacher prepares three to five open-ended questions designed around a particular theme that will enable students to support interpretations of a specific work of art and support their ideas with evidence from the artwork. As Herz writes, “It assumes that infor-
mation helps to deepen one’s understanding of an artwork, but the ultimate goal of these conversa-
tions is to learn in depth about a specific work of art than to learn how to look at and make sense of art more generally.”

And these encounters and experiences, sug-
ger Herz, offer strategies that students can apply across the curriculum. Close observation of art may translate to recognizing pyramids or hieroglyphics. Just as computer classes aren’t designed to produce the next Bill Gates or Steve Jobs, art classes aren’t developed to produce the next Van Gogh or Renoir. “Art Investigations can help students better understand the choices that artists make, while preparing them to make their own choices as artists,” explains Herz. What this par-
ticular method offers students is a way of perceiv-
ing and acting in the world. She continues, “The goal of most art education programs and classes, particularly at the elementary and secondary school levels, is not to create 30 new artists who will one day see their art displayed at a museum. Rather, it is to teach the students the process of an artist — manipulating media, exploring questions and ideas about the world, careful observation, and finally, making choices related to the expres-
sion of ideas and feelings, and reflection — many of which are the same processes engaged in by non-artists who are curious, engaged and reflect-
ive people.”

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

‘CATCHER IN THE RYE’ STANDS THE TEST OF TIME

By JOYAN BAUM, PH.D.

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

Not too long ago I re-read Portman’s Complaint (1969) to see how that iconic American novel has held up (it has), along with suggesting that the voice of Roth’s alienated comic protagonist owes a debt to Holden Caulfield. Regardless, Catcher has now consistently figured in claims of America’s literary triumvirate, along with Huck Finn and The Great Gatsby, all first-person nar-

atives. Adam Gopnik, in a recent New Yorker tribute, goes even further, saying of Salinger that “no American writer will ever have more a alert ear, a more attentive eye, or a more ardent heart than his.” (Where do the ducks in Central Park go in the winter?)

Holden’s distinctive voice is heard in the first sentence: “If you really want to hear about it, the first thing you’ll probably want to know is where I was born, and what my lousy childhood was like, and how my parents were occupied and all before they had me, and all that David Copperfield kind of crap, but I don’t feel like going into it, if you want to know the truth.” He’s recently been expelled from school (again) and he’s talking to someone (revealed at the end), looking back on his recent experiences. These include the book’s opening account of his having lost his team’s fencing equipment on the subway. Catcher is not nearly as well written as Salinger’s other book, Of course, today’s adolescents have their own vocabulary and idioms — “no kidding,” “Oh, I don’t know,” “vomity,” “goddam,” “hell,” “phony,” “Chrisake”) capture a timeless sense of adolescent anger and defen-

sive posturing. He’s bright and self-deprecating, charming and argumentative, shy and defiant, manic and thoughtful. A more moderate drinker and smoker at 16, he’s depressed, but not so much as to go in the winter!

“Holden’s world is that of the present moment — pastel, flickering, charged expectations in a vulgarizing culture.” A former English teacher, who allows a dis-

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

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

By LAURA LIBERMAN, M.D.

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

Doctors aren’t immune to this upheaval, even when they’re cancer specialists themselves. Laura Liberman, author of this moving and hon-

est memoir about her experience with an aggres-
sive lymphoma that offered her a 50-50 chance at survival when first diagnosed, unflinchingly shares her bafflement, frustrations, fears and indignities. She candidly shares anyone’s who’s gone through a similar experience.

Liberman was a radiologist specializing in breast cancer imaging, as well as a medical professor and researcher at Memorial Sloan- Kettering Cancer Center, when she was plunged into the world of “patient.” Being on the receiv-

ing end of painful injections, coping with the accompanying loss of dignity, and sometimes unearthing staff enhanced her empathy for her patients. That led Liberman to consider and put into practice even more compassionate protocols.
Celebrating 16 Years

to fund programs that have solid evidence of efficacy. For starters, forget thinking small. Neuman advocates for strategies that should be improved, and that programs should be accountable.

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

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

Now what? Forget ivory tower philosophy. Neuman proposes practical prescriptions to change possibilities for children whose circumstances would, sadly enough, indicate otherwise. For starters, forget thinking small. Neuman advocates that, as a nation, we “reexamine our priorities, to fund programs that have solid evidence of results — programs that stake their reputation on their abilities to exponentially improve the performance of at-risk children.” That’s key in her thinking: finding programs that work and can be replicated at a sufficient scale to truly make a difference for children whose homes and neighborhoods are too chaotic and damaged to provide a sufficiently nurturing environment.

Her seven essential principles include the following: target the neediest children, start early, provide coordinated services, make sure there are trained professionals delivering instruction, improve academic achievement with high-quality instruction, don’t allow good programs to be diluted, and be accountable. "Quality matters for all children, but especially for those who are poor," says Neuman. "It is these children who have the most to lose from poor programs and the most to gain from good-quality ones.”

This is a dense, policy-wonkish book, filled with charts, tables (and luckily enough case studies of successful programs to keep one going). Ultimately, Neuman strongly urges that Americans recognize that schools don’t operate in a vacuum, that federal funding needs to be rethought, that evaluation strategies should be improved, and that program results must be monitored relentlessly.

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

Review of Changing the Odds for Children at Risk

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

By Susan B. Neuman

By MERRI ROSENBERG

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FOR PUZZLE ANSWERS
GO TO
www.EducationUpdate.com/puzzle

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

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

Across
1 Notable 1871 Cairo debut
5 Wished to be undone
9 ___ dixit (statement without proof)
13 #29 on the list of the American Film Institute’s 100 Greatest Movies (2007 Edition)
17 #16 on the list
18 Goopy stuff
19 Wish granters
20 ___ Turn (song from “Gypsy”)
24 The Sundance Kid’s girl
28 Kind of ladder
29 Final notice?
30 Maintained, as attention
32 Blue hue
34 Algerian port
35 Dell products
38 Essential
39 #9 on the list
41 When repeated, gung-ho
42 Fashion monogram
43 "Barefoot Contessa” cooking maven Garten and others
44 “Bewitched” witch
46 Living organisms in an ecosystem
48 So be it
49 Foundation
52 Greek earth goddess
53 Quarters
54 Work ___
56 Many A.A.R.P. members
58 #6 on the list
66 #32 on the list (with “The”)
67 Don’t change, editorially
68 Grabbing sport
69 Team beam?
70 ___ on the list of the American Film Institute’s 100 Greatest Movies (2007 Edition)
73 #57 on the list
76 ___ dixit (statement without proof)
79 ___ dixit (statement without proof)
80 ___ dixit (statement without proof)

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MAR/APR 2010 • EDUCATION UPDATE • BOOK REVIEWS
MUSEUMS AS EDUCATORS

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

By PAUL HILLIARD & KENNETH HOFFMAN

The dream of noted historian and author Dr. Stephen E. Ambrose, The National D-Day Museum opened in New Orleans in 2000. The museum focused on the “D-Days” of World War II the technology, in museum’s galleries, by the unique Higgins landing craft designed and built in New Orleans. General Dwight Eisenhower said that these Higgins boats “won the war for the Allies.” In 2001, the museum was designated by Congress as “America’s World War II Museum,” subsequently changed its name, and embarked on a visionary expansion to reflect that honor as well as a broader mission: to tell the whole story of World War II — every service, every campaign, every hero. Dr. Ambrose and current president and CEO Dr. Gordon “Nick” Mueller were history professors together at the University of New Orleans and best friends for three decades. It is no surprise that education was one of the museum’s founding principles and remains at the core of its mission.

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

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

But learning is not limited to actual museum visits. Virtual Field Trips utilize the technology of videoconferencing to provide live, interactive programs directly into classrooms across the country, and even internationally. These one-hour programs illuminate the lessons of World War II with artifacts and documents, music, maps, speeches and age-appropriate analyses and discussions of the decision-making of the war years. The education department offers professional development workshops for teachers on subjects ranging from all theaters of the war to explorations of the diversity of the American experience during the war. Workshops are offered both on-site and via videoconferencing. The museum partners with the Anti-Defamation League to offer area teachers a Holocaust curriculum workshop developed by the ADL, the Shoah Foundation, and Yad Vashem. Other workshop partners have included the Memoriale de Caen in Normandy and the United States Memorial Holocaust Museum.

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

Operation Footlocker provides schools across the country with the unique hands-on opportunity to learn about World War II by handling actual artifacts. These travelling trunks include ration books, V-mail letters, dog tags, sand from the beaches of Normandy and Iwo Jima, wartime magazines, toys, and other artifacts both common and surprising. No weapons or ammunition are included. Footlockers come complete with white cotton gloves for handling artifacts and a teacher’s manual that describes each object and contains directions for conducting artifact “reading” sessions. Each year, the education department conducts an Online Essay Contest for high school students and an annual Art Contest for middle school students. There is a unique theme each year, and submissions are accepted from 500 students across the country for each contest. Winners receive cash prizes and their entries are posted on the museum’s official Web site. Beginning this year, the museum also serves as the state sponsor of National History Day in Louisiana. The museum continues to expand educational programs and partnerships. Preparing that all generations will understand the history, lessons and values of the war that changed the world.

By PAUL HILLIARD

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

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

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

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

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

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

Talking Movies is the exciting film series, now in its 14th season, showing Hollywood, independent, foreign films and documentaries. Spring 2010 Dates: March 18, 25, April 8, 15, 22, 29, May 6 and 13. Screening and Q & A: 7-9:30pm $35 per person for the series.

For more information, please call 212-650-3850 or visit www.hunter.cuny.edu/ce.

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With Jeffrey Lyons and Roberta Burrows

Talking Movies moderates Jeffrey Lyons and Roberta Burrows present major motion picture artists in conversation after screenings of their films (including previews of eagerly awaited releases).

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Walter Bargen, Missouri Poet Laureate

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

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

Challenges: My biggest challenge is finding time to write. I won’t list all the jobs that I’ve had, just a few: 12 years as a carpenter, 4 years writing construction specification, and 20 years working with assessment in school districts across the state of Missouri. With a full-time job, giving enough time to writing is a challenge, and yet I’ve now published 13 books of poetry and two chapbooks. In my younger days I tried to write poetry everyday. That doesn’t mean every poem was good. Now, perhaps I write one a week.

Turning Points: Concerning turning points in my poetic career, I would have to say the day I first realized people actually wrote poetry. Another turning point was a dream described in 8th grade English class that thrust me into wrestling with language. I wrote 10 poems that I thought were rather bad, but I always liked them. Though I thought until the senior year of high school that I would become an engineer. But I started to write poetry at the age of 27 (1971), after I finished my Ph.D., got married, moved away from Indiana to the East Coast, and began a career as a university teacher. I had given up on becoming a poet. The same year I was named Indiana Poet Laureate, I taught my first poetry class. I decided that it was not going to happen, and would devote myself to becoming the best teacher of poetry that I could be. I would teach students how to appreciate and love poetry. And then it happened, after my first semester at Long Island University. The poems started to come, they were good, I got some early acceptances in good magazines, and I was hooked for life.

Challenges: The same ones that all of us poets face: there is no room for out a lot of love, in writing poetry. The fact that the audience is so limited, but is also very intense. The fact that it is so hard to place a full-length collection of poems for publication, but when it happens, those who appreciate your dedication and talent celebrate with you and give you support. I did well in placing poems in magazines back in the ‘70s and a series of chapbooks into the ‘80s, which there ought to be more of today (everybody wants to ‘correct’ and testable readings, but rather to have poems that are more poetic, more precise language.” I can’t say it better than that.

Norbert Krapf, Indiana Poet Laureate

Career Choice: I assume you mean, “When did you start writing poetry?” I can’t help but recall that when people asked poet William Stafford, a friend and mentor, he would reply, “I’ve always liked them.” I still find the same is true of poetry, though I think, since the senior year of high school that I would become an engineer. But I started to write poetry at the age of 27 (1971), after I finished my Ph.D., got married, moved away from Indiana to the East Coast, and began a career as a university teacher. I had given up on becoming a poet. The same year I was named Indiana Poet Laureate, I taught my first poetry class. I decided that it was not going to happen, and would devote myself to becoming the best teacher of poetry that I could be. I would teach students how to appreciate and love poetry. And then it happened, after my first semester at Long Island University. The poems started to come, they were good, I got some early acceptances in good magazines, and I was hooked for life.

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

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

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

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

Katharine Coles, Utah Poet Laureate

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

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

Turning Points: An important one was, in a way, very private. It was the moment when, as a young poet, I realized I had produced a poem I was proud of, for the first time ever, I had written, but constructed a voice that felt like mine. Another turning point is similar in a way: I returned to poetry after having written a novel and realized that what I’d learned writing the novel was going to allow me to do much more in my poems.

Mentors: Mark Strand, Richard Howard, Cynthia Macdonald, William Matthews, Larry Levis, Stanley Plumly — all were wonderful teachers and mentors. The late, great Nelson Bentley, who signed me up at 19 for my first readings. Favorite Works: This is hard — there are so many, and they change. But poets I return to include Dickinson, Yeats, Auden, Bishop, Stevens, Plath, Neruda, Keats, Bly, and Hultgren. Poetry in Schools: I sympathize with teachers. Many of them dearly wish to teach poetry, but the important lessons poetry teaches can’t be measured on standardized tests. As the report just released by the HMPI New Media working group says, “Good poems don’t lend themselves to ‘correct’ and testable readings, but rather encourage engagement, discourse, pleasure and critical thinking.” In addition, poems “introduce readers to vital values, including the pleasures associated with elegance, beauty, difficulty, and precise language.” I can’t say it better than that.

Poetry’s Future: The future of poetry is in electronic media as well as books, but while new media will provide lots of opportunity for formal experimentation, poetry will also always maintain a link to its past, in which precision, precision, and beauty are primary values. That said, we can already see many people are working in a different way, and that future is exciting, and the poets who are the most open and curious are always the ones who continue to experiment, and faster. And poets like Nick Montfort are actually writing programs that generate poems for them. At the same time, new media will greatly increase readers’ access to poetry of all kinds, this can only be a good thing. #
Touro College Mourns the Passing of Founder & President, Rabbi Dr. Bernard Lander

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

Dr. Bernard Lander was a builder. Through his years as rabbi, scholar, teacher and administrator, he built his reputation as a man of genius, an advisor to presidents, a sociologist of distinction, a man who moved easily from the Jewish world to the secular world — but above all, as a builder. In the last four decades of his life, starting at the age of 55, Dr. Lander built one of the most extraordinary institutions of higher learning in the world, Touro College, which grew from a single college of 35 students when it opened in 1971 in midtown Manhattan to 29 schools, educating 17,500 students at undergraduate, graduate and professional programs in New York, California, Nevada, Florida, Israel, Russia, Germany and France. He trained rabbis, doctors, lawyers, accountants, computer programmers and technicians, and he trained them all well. Speaking to a filled ballroom in New York City in 2007, where over 1,400 guests had gathered to celebrate Touro’s 36th anniversary, Dr. Lander said: “One should live a long life, but a life of meaning, purpose and creativity. This is the purpose of life and the purpose of Touro.”

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

Even as a youth, it was clear that Bernard Lander loved personal interaction and connected easily with people. Throughout his life and into his nineties, people were in awe of his ability to multi-task — conducting meetings in his conference room at Touro’s central office on West 23rd Street, while taking calls on his cell phone and receiving an endless stream of visitors. Until the end of his life, Dr. Lander continued to put in full work days and travel for business and pleasure around the world.

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

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

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

By MARtha McCaRthy, Ph.D.

Litigation is escalating rapidly involving student out-of-school expression on the Internet. In the past, such expression was rare. Now, however, in which students were disciplined for suggestive pictures posted on MySpace. This column addresses stu-
dents' MySpace parodies, which are critical of school personnel remains to be clarified by the Supreme Court. The controversies mentioned here represent the tip of the iceberg in this volatile area pertaining to online social networks. How much discretion school authorities have to discipline students for such off-campus postings that are critical of school personnel remains to be clarified by the U.S. Supreme Court.

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

By Dr. CAROLe Hankin

watching your child have an unsuccess-
ful experience is always difficult, but when a child fails in front of an audience, it can be particularly heart-
breaking for parents to watch. Whether your son or daughter makes a costly error in a Little League game or plays the wrong notes during a school con-
cert, when he or she is stung by embarrassment or disappointment we cannot help but empathize. But it is also up to us as parents to help them move beyond disappointment and learn from their experience.

For starters, it is important to emphasize to your child that everyone makes mistakes. This may be common sense to an adult, but children need to be reminded that the mistakes they make are a normal part of every process, and that with effort — that is something they can, and should, do. But what if your child failed because he or she didn’t put the effort in? If you suspect that this may be the case, it is a good idea to sit down with your son or daughter and try to understand what went wrong. Maybe your child is struggling to keep up with the other kids. Maybe the activity is one he or she doesn’t particularly enjoy. This can become an opportunity to assess whether the activity is a good match for your child’s interests and abilities, and if necessary, explore other options. You can help them find ways to make it more enjoyable, such as exploring new methods of practice or encouraging them to try out a new position on the field or a new instrument. Then at the end of the season or at the start of a new grade, whenever the opportu-
nity for change presents itself, your child may like to try a new activity altogether.

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

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

Coping with Failure

By RAVIT BAR-AV

“The National Urban Alliance has had a marked impact on Philip Livingston Magnet Academy in Albany, N.Y.” As we are in the midst of our third year of NUA exposure and implementation, the feedback from both faculty and students has been consistent—there has been positive student development affect-
ing our climate and culture.

Principal Giglio’s testimonial offers a snapshot of the real benefits of NUA for our school—building toward high intellectual performance by addressing students’ culture, language and cogni-
tion. The National Urban Alliance believes that all students, from all social backgrounds, have the capacity to think and achieve at high levels and to extend the current boundaries of their potential.

MENTORS IN NUA’s network work with school districts and provide ongoing professional development activities for teachers and admin-
istrators to improve classroom climate and to improve how school communities are organized for sustained achievement. NUA mentors are scholar-practitioners — teachers and university faculty — who serve as key staff to accelerate student learning. Mentors develop research-based state-of-the-art theory and practice to school communities and classrooms, creating impact through application.

Teaching strategies incorporate 21st century skills, which enable student groups to graduate with the knowl-
edge needed to continue to higher education.

“This academic year I have been teaching reading at our local middle school,” explains Belinda, a middle school teacher in New Mexico whose school’s reading program is part of the National Urban Alliance. “It’s been a resounding success here. By the end of the year, all my students had finished taking their mid-year assessments, and out of 45 students, only 4 have not improved their reading scores by at least 10 points. Two-thirds had made gains in both reading and math, and the poorest county in New Mexico, our students are very similar to other under-achieving students. There is nothing wrong with their ability, it’s all due to behavior problems and lack of engagement. Thank you, NUA, for the strategies!” #
Grace Outreach offers women a second chance to succeed by helping them earn their diploma, complete college or vocational training and begin rewarding careers.

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

President Judson Shaver, Lewis Frumkes, Eugene Lang, David Podell, Richard Lederer & Mimi Levitt

By ADAM BLOCH

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

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

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

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

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

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

Marymount Manhattan College Celebrates the Writing Center

By JUDITH AQUINO

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

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

Hamre gave an explanation of the observation-al tool she and her colleagues developed, which measures three distinct domains of teacher-child interactions in a pre-K setting: emotional support, classroom organization, and instructional support. Known as Classroom Assessment Scoring System (CLASS), the instrument has been validated in over 2,000 classrooms and is currently used by the federal program Head Start to train its grantees nationwide.

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

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

TEACHERS COLLEGE EQUITY EVENT

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

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

California said it was going to do something to “move within our space of opportunity in a very careful way.”

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

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

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

Tom Begich came all the way from Alaska for the symposium in New York because he was “curious to see how adequacy issues are being dealt with by stimulus money.” He came away concerned mainly by whether political gridlock would imperil the cause of reform. “There didn’t seem to be a clear sense of this country’s reigning king of language but also as having been one of the center’s first “decisive” authors. “I can’t remember the year exactly,” said Frumkes, “But I think it was the same year that we had Shakespeare and revised it, assuming that it was the outrageous, the magnificent surroundings, the hysterical remarks of the speakers, or the gorgeous Marymount students who attended the illustrious guests, a good time seemed to be had by all.

NYU Steinhardt Launches its Latest Policy Breakfast Series

By JUDITH AQUINO

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

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

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

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Norbert Krupp

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

Another important model already mentioned, William Stafford, who mentored others as well, came from Kansas and had a lasting influence on me, the rural blues singers Robert Forth and "Crossing Brooklyn Ferry" are high experimental poem, but "There Was a Child Went Yawp" across the rooftops of the world. I savor think for someone who sounded his "barbaric yawp" to sound natural, revised more than one might accustomed to.

The mysteries of long in my writing life. Again, the mysteries of the ordinary human activity that we all enjoy as children but are not usually taught because of adult attitudes, come to think is not an adult activity. I am blessed to be a perpetual child in this respect.

Favorite Works: So many I could not list them all. Laurels under, it seems, in the Whitman's shadow is long in my writing life. Again, the mysteries of the ordinary expressed in everyday American language — but don't be fooled, he worked hard to sound natural, more than one might think for someone who sounded his "barbaric yawp" across the rooftops of the world. I savor so many sections of "Song of Myself," his great experimental poem, but "There Was a Child Went Forth" and "Crossing Brooklyn Ferry" are high on the list. So many of Emily Dickinson and Robert Frost's poems. Rumi, Basho, Rilke, the authors of the poems of Ismail and Israeiah and The Song of Songs and Ecclesiastes and the Book of Job, but what about songwriters, a great influence on me? The songs of Robert Johnson and Son House and Lightning Hopkins and Woody Guthrie and Bob Dylan and Lucinda Williams and Patty Griffin. As I often say, poetry and song are kissing cousins, and one mission I have as an IRL is to reunite poetry and song, poetry and music, which is in effect one but have been separated by the academy, a bad mistake.

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

expected Future: Poetry and song always have a great future. They cannot be stamped out. They are expressions of the human spirit that will out! If a poetry magazine or reading series in one for students, it is in. Yes, poetry doesn't sell much more than one might think for someone who sounded his "barbaric yawp" across the rooftops of the world. I savor think for someone who sounded his "barbaric yawp" to sound natural, revised more than one might accustomed to. However, we would like it to apply to all simple polyhedrons. In the proof, we need to show that in regard to the value of the expression $V - E + F$, any polyhedron agrees with the tetrahedron. To do this we need to discuss a new branch of mathematics called topology.

Topology is a very general type of geometry. Establishment of Euler’s Formula is a topological problem. Two figures are topologically equivalent if one can be made to coincide with the other by distortion, shrinking, stretching, or bending, but not by cutting or tearing. A teacup and a doughnut are topologically equivalent. The hole in the doughnut becomes the inside of the handle of the teacup. Hence, the value of $V - E + F$ is unchanged.

We often see geometric shapes in our daily comings and goings. Furthermore, from a scholastic viewpoint, this is happening more quickly than anyone expected, that is, if my experience similar to the other Laureates. #
AvatAr: Amazing Movie Magic

By JAN AARON

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

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

The heartbeat of Avatar is a lovely, believable love story, which the technological wizardry serves to enhance. It takes place in the year 2154, three decades after a multinational corporation has established a mining base at Pandora. One corporate executive refers to the locals as “blue monkeys,” and forces the conglomerate to engage in Pandora by proxy. Since the atmosphere is poisonous to humans, they dwell in oxygen-soaked cocoons, but they move out at night to engage in Pandora by proxy. Since the corporation. Without any coaching, Jake, a paraplegic Marine veteran, takes his slain twin brother’s place in the avatar program as a sort of guinea pig, is able to walk freely on Pandora without suffering from the perils of the poisonous atmosphere.

Jake Sully (Sam Worthington), a paraplegic Marine veteran, takes his slain twin brother’s place in the avatar program as a sort of guinea pig. Jake manages to become adopted by a powerful Na’vi named Neytiri (the beautiful Zoe Saldana), and she teaches him how to live in the forest, speak the local language, and the laws of nature.

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

Toe-to-Toe: A Nontraditional Interracial Story

By JAN AARON

Toe-to-Toe, opening in late February 2010, steps over the typical teen racial themes to bring a fresh perspective to the story. Sociologists tell us that interracial friendships often end by age 14, but in this hard-hitting and engaging film from director-screenwriter-producer Emily Abt, a friendship is forged between two high school seniors in Washington, D.C., on their prep school’s lacrosse team.

They come from opposite ends of the socioeconomic spectrum. Tosha (Sonequa Martin) lives in poverty in the city’s troubled Anacostia area. She is black and wants to rise above her surroundings by doing things that smash racial stereotypes, like playing a sport black girls don’t often participate in, and going to Princeton, a school that not many black students from the inner-city dream of attending. Jesse (Louisa Krause), from upscale Bethesda, Md., is ignored by her workaholic mother, Claire (Ally Walker), and is essentially without a family. Jesse is an exhibitionist who will do anything to get attention. Through Jesse, the film gets frank about teenage sexuality and STDs, a growing teenage health crisis, and director Abt hopes the film will spawn more discussion on the topic.

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

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

Barnard College Ribbon Cutting at Diana Center

By DR. POLA ROSEN

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

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

#
École d'arts et métiers. Ils ont acquis des compétences et des connaissances qui leur ont permis de participer de manière efficace à la société. Toutefois, est-ce qu'ils ont réussit à utiliser ces compétences pour améliorer l'éducation des enfants dans leur communauté? Nous pouvons nous poser cette question en nous demandant si les élèves qui ont été expulsés ont réussi à utiliser leurs compétences pour améliorer l'éducation dans leur propre école. 

Nous pouvons également poser la question de savoir si la disparité entre les élèves qui ont réussit à utiliser leurs compétences et ceux qui n'ont pas réussi est due à des facteurs binationaux ou à des facteurs de la société. 

En conclusion, la réussite des élèves dans l'éducation dépend non seulement des compétences qu'ils ont acquis, mais également de la manière dont ils utilisent ces compétences pour améliorer l'éducation dans leur propre école.
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