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

By Richard Kessler

For having arts education in the New York City public schools is like growing up in Bermuda and never having gone there — Laurie M Tisch

The other day, I was walking home from the train when I ran into a neighbor. She asked me what I did for a living. As I told her I worked for an organization seeking to ensure a quality education for all children, she added, “You’re lucky” — her implication being that she received these students who didn’t receive much of an arts education. What is more, she was startled that something like the arts would be perceived as a luxury item in New York City, of all places.

The Center for Arts Education has not shied away from advocating forcefully as a direct way of pursuing its mission. It’s an honest manifestation of what we are about: CAE’s mission is dedicated to an accountability system built on an understanding of the arts can make each of us more caring, empathetic human beings. In addition, it is through the arts that the complexities of the human experience and its associated emotional values become clarified and more understandable to us.

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

In titling my 2005 book The Artists in Education, I wanted to emphasize my belief that artists of the 21st century, especially in America, must re-dedicate themselves to a broader professional agenda that reaches beyond what has been expected of them in an earlier time. Specifically, the 21st-century artist will have to be an effective and active advocate for the arts in communities large and small around the nation. These artists must be not only communicative through their art, but also knowledgeable about the intricacies of our society — politically, economically, socially — so that they can effectively work toward showing the power of the arts to a nation and its people who are often uninformed about the arts and view these activities with suspicion and fear, and frequently as being irrelevant.

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

This agenda has been at the foundation of my time at Juilliard. I am gratified to report that I have seen more and more energized and talented students from each ensuing Juilliard class go out into society with hopes and dreams that go beyond the traditional professional endeavors that we have known in the previous century. There should be no dividing line between artistic excellence and social consciousness. America’s artists of today must take on the challenge of synergistically applying these two elements if the arts forms we embrace are to continue to flourish and to communicate the human values that emanate from them. # Dr. Joseph Polisi is the president of the Juilliard School.

‘Artists of 21st Century Should Advocate for the Arts’

By Joseph W. Polisi, Ph.D.

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

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

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**Education Update**

**FOR PARENTS, EDUCATORS & STUDENTS**

**GUEST EDITORIALS: THE ARTS IN EDUCATION**

**For All of Our Kids**

**By Richard Kessler**

**Artists of 21st Century Should Advocate for the Arts**

**By Joseph W. Polisi, Ph.D.**

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**MAY/JUNE 2011**

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**EDUCATION UPDATE** is an independent newspaper.
By GRACE MCCARTY

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

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

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

The panel raised several questions: Are students being provided with the data they need to make an informed choice? Are there enough high-achieving schools in the city to provide all students with programs that meet their needs and interests? And finally, do students participate in the choice sys-
tem at all? The speakers indicated that the answer to all of these questions is a resounding “not yet.”

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

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

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

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

Despite the dissatisfaction, it was unanimously agreed that the new system is better than the old system, though it remains a work in progress.

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

Grace McCarty, a student at Columbia University, is an intern at Education Update.
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Why Don’t Schools Improve?

By S.G. Grant, Ph.D.

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

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

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

Improving schools seems like a pretty straightforward proposition — until one asks what the goal is. Presumably the chief objective would be academic: Schools can and should provide a richer education for all students. But richer in what sense? The Bush-era No Child Left Behind Risk report. The authors of that report declared that American schools were “serving the most common cause of academic failure and underachievement in students, comprehensive professional development programs for school faculty stand in stark contrast to the recommendations of the IDA and the large body of research that documents the necessity of professional development opportunities for America’s teachers. Windward School has long recognized the importance of professional development in providing the expertise necessary to effectively teach language, reading and writing. The Windward Teacher Training Institute (WTTI) offers a comprehensive professional development program to the entire Windward faculty and to teachers from the broader educational community. A significant portion of the WTTI program is focused on closing the gap between a teacher’s knowledge and the effective implementation of sound reading and writing instruction.

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

By John J. Russell, Ed.D.

The National Assessment of Educational Progress consistently finds that approximately 35 percent of all fourth graders read at a level described as “below basic.” According to the International Dyslexia Association’s new Knowledge and Practice Standards for Teachers of Reading (IDA, 2010), between 30 percent and 50 percent of students are at risk for inadequate reading and writing development. The report notes that most of these at-risk students are ineligible for special education services and are dependent on the instruction given in mainstream classrooms.

While the IDA standards identify professional competencies that are necessary for teaching students with reading disabilities and learning differences, it is important to note that these standards are applicable for all teachers of reading, general educators as well as specialists (Spear-Swerling, 2010). The IDA standards are built on research documenting that in order to teach effectively, teachers must be knowledgeable of oral and written language concepts as well as the most effective research-based instructional practices (Budin, Muther, & Cheesman, 2010). Unfortunately, a significant disconnect remains between the preparation teachers need in order to meet these standards and the preparation they actually receive in their pre-service and graduate education courses. Teacher preparation programs simply do not sufficiently prepare new teachers for the classroom. In the Journal of Learning Disabilities (2009), Louisa Moats cites research by Walsh, Glaser, and Dunne-Wilcoxon (2006) in which it was found that “courses provided in teacher licensing programs are often insufficient in content and design to enable the students to learn the subject matter and apply it to the teaching of reading.”

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

The IDA report states that reading difficulties are the most common cause of academic failure and student underachievement. It goes on to describe the scope of the problem and clearly states the reasons why professional development is so important in supporting classroom teachers and the at-risk students they teach.

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

The current difficult economic circumstances faced by many schools endanger professional development opportunities for faculty. The American Association of School Administrators (AASA), which represents school superintendents across the country, recently published A Cliff Hanger: How America’s Public Schools Continue to Feel the Impact of the Economic Downturn (2010). According to the report, 50 percent of the superintendents who responded to the survey that was the basis for the report have plans to reduce or eliminate funds for professional development in the 2010-2011 school year. Drastic budget cuts in areas that directly impact student learning and achievement, such as professional development for teachers, are detrimental to all students and are especially devastating for students with learning disabilities. Current plans to reduce professional development programs for school faculty stand in stark contrast to the recommendations of the IDA and the large body of research that documents the necessity of professional development opportunities for America’s teachers.

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

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John J. Russell, Ed.D., is the Head of the Windward School in White Plains, N.Y.
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   - 7-week program: June 27, 2011 - August 12, 2011, weekdays (closed Monday, July 4)
   - 4-week program: June 27, 2011 - July 22, 2011, weekdays (closed Monday, July 4)
   - Usdan offers the 7-week and 4-week programs only at the dates specified.
   - Tuition for 7 weeks: $3,150 - $3,650 plus bus fees
   - Tuition for 4 weeks: $2,750 plus bus fees

2. **What does my day consist of?**
   - 10:00 - 11:55 Major Interest
   - 12:05 - 12:55 Lunch
   - 12:35 - 12:55 Assembly
   - 1:10 - 2:00 Swim
   - 2:15 - 3:05 Minor Interest
   - Please note that the schedule above is a senior division schedule. Junior division schedules place the major interest in the afternoon and swim and the minor interest in the morning. At 3:15, students depart.

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

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

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

6. **Is Usdan an overnight or a day camp?**
   - Usdan is a day Center. We do not offer overnight facilities for our students. All of our campers are brought to the Center by bus daily.

7. **What is the difference between Junior Division and Senior Division?**
   - Junior Division: students who have completed 4th - 6th grades. Senior Division: students who have completed 7th-12th grades.

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

9. **Do students swim?**
   - All students swim for 1 period a day in Usdan’s Olympic-size swimming pools.

10. **What happens when it rains?**
    - Usdan is open every day, regardless of weather conditions. We recommend that all students carry a rain jacket or poncho with them in case the weather becomes rainy.

**John Burroughs Medal For Natural History Book Presented at AMNH**

**Great-granddaughter Joan Burroughs moderates the ceremony.**

By POLA ROSEN, Ed.D.

The John Burroughs Association announced the 2011 winner of its annual award, created 5 years ago to honor outstanding natural history writing, a genre perfected by John Burroughs. Elisabeth Tova Bailey received the award for her book “The Sound of a Wild Snail Eating” (Algonquin Books, 2010). Bailey shared an inspiring and intimate story of her uncommon encounter with a Neohelix albolabris—a common woodland snail.

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

The award was given out during the annual meeting of the Burroughs Association at a reservations-only luncheon at the American Museum of Natural History in New York City in a charming, wood-paneled private room filled with authors, environmentalists, conservationists and philanthropists.

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

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

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

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

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

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

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

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

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

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

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

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

“One can’t live a life without sleep,” Dr. Franzese said. “In addition to lower energy levels, stress can also depress the immune system and interfere with the body’s natural ability to heal. Living with cancer isn’t easy, but to maintain strong levels of both physical and mental health, managing stress is a must.”

Dr. Franzese recommends that cancer patients create realistic expectations for themselves, practice relaxation techniques and consider attending a support group. Staying healthy despite the disease can make a big difference both physically and emotionally. Just ask Bynum.

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

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Now 73, he’s still undergoing therapy to treat his cancer, but is doing quite well.
iors they learn.

humans have the ability to re-wire sections of the brain for reading and writing — developed only 5,000 years ago. The brain is not specialized for reading, but is designed for other tasks like listening and speaking. In the brain of an advanced reader, this circuit — an exciting prospect for the parents of kids with dyslexia, this streamlined, three-part circuit doesn’t exist. In fMRI images, specific sections on the right hemisphere that are active when someone is reading. Pugh describes this as “vision to language as quickly as possible,” he said. The more advanced a reader is, the quicker this brain circuit works. When children are learning to read, areas in the brain used for perceiving and connecting the content to other knowledge are recruited as part of this reading circuit, and this “doesn’t go well for a significant number of kids,” Pugh emphasized.

In people who have reading disabilities like dyslexia, this streamlined, three-part circuit doesn’t develop, and results in what Pugh describes as a “noisy brain.” The imaging studies show that people with dyslexia create their own circuit, which is slow, labored and prone to error. In fMRI images, these brains show activity all over the place, unlike the centralized locations that fire in a typically developing reader. Probably the most important finding from the research Pugh presented was that treatment has led to a “much clearer, brain-based approach” to treatment. "Reading is a really fascinating thing to study,” he said. While the human brain is hard-wired for the rules, which apply to 85 percent of words. #

"My time at CNR has been a privilege,” Dr. Sweeny said. “History will say what this time-frame has meant for the College, but for me, I’m most satisfied with the fact that I have remained involved in the leadership and diversity landscape of our city and are dedicated to improving the quality of life for all." #

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

By Jennifer MacGregor

Kenneth Pugh, Ph.D., the president and director of research at Haskins Laboratories, delivered the Schwartz Memorial Lecture at Windward School to an eager crowd of parents and educators who would soon be fascinated by what brain images can tell us about how people learn to read. John J. Russell, the head of school at Windward, introduced Pugh enthusiastically. Teachers there pay close attention to the research on dyslexia, he said, which is the basis of their program for students with language-based learning disabilities.

Pugh’s studies at Haskins Laboratory at Yale University use functional magnetic resonance imaging, or fMRI. This type of brain study is conducted while the patient is conscious and performing a task. The images show where the activity is happening in the brain. Pugh proceeded with caution when explaining what the potential benefits of brain imaging could be in the future. He said that imaging could lead to a “much clearer, brain-based approach” to treatment and diagnoses, but warned that the science isn’t there yet. The promise is great, he said, but the delivery on those promises will take more time.

Pugh introduced his topic by saying that he was going to present the parents and teachers in attendance with an overview of the complex literature in cognitive neuroscience and where the research is leading in the future. One of the benefits of fMRI imaging is that the images show researchers how people are biologically different, when these differences may be difficult to detect from behavioral studies.

"Reading is a really fascinating thing to study,” he said. While the human brain is hard-wired for spoken language, permanent language — or reading and writing — developed only 5,000 years ago. The brain is not specialized for reading, but because of what scientists call “brain plasticity,” humans have the ability to re-wire sections of the brain due to the experiences they have and behaviors they learn. In a typical brain, fMRI images show three very different brain areas working together: the brain used for perceiving and connecting the content to other knowledge, the brain used for processing language as quickly as possible, and the brain used for monitoring and controlling speech.

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

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

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

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**The Child Mind Institute**

The Child Mind Institute celebrated the opening of their new location with a ribbon cutting ceremony and reception on Tuesday, May 3, 2011. New York City Council Speaker Christine C. Quinn was in attendance as a special guest and speaker for the ribbon cutting.

The Child Mind Institute is now located at 445 Park Avenue in Manhattan and is dedicated to transforming mental health care for the world’s children to enable them to reach their full potential. Founded by Dr. Harold S. Koplewicz and Brooke Garber Neidich, the organization is committed to finding more effective treatments for childhood psychiatric and learning disorders, building the science of healthy brain development, and empowering children and their families with the information they need to get help, hope, and answers.

For more information, visit childmind.org.

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**Leader in Field of Retinal Development Wins Vision Award**

By VICTORIA KELLER

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

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

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

In another study, Dr. Cepko focused on mutations in cone-specific genes that cause photoreceptor degeneration. Dr. Cepko discovered, again using a mouse model of RP, that cone cell death is primarily due to a nutritional deficit and that the death of cone cells can be significantly delayed through stimulation of the insulin/mTOR pathway.

Dr. Cepko received her bachelor’s degree from the University of Maryland and her doctorate from the Massachusetts Institute of Technology, where she made contributions to the understanding of retinal development and have opened the door to potential new therapeutic approaches.

**The GuildScholar Program**

**A Scholarship for Visually Impaired High School Students**

Open to all legally blind high school students entering college in September 2012. Application to be made at the beginning of the senior year of high school.

Must be a US Citizen or legal resident, have an excellent academic record and have demonstrated school and community leadership.

Scholarships of up to $15,000 will be competitively awarded to qualified students. The deadline for the 2012 scholarships is September 15th, 2011. The GuildScholar application is online.

Please log on to www.jgb.org/guildscholar.asp

For more information, contact Gordon Rovins at rovinsg@jgb.org
COLUMBIA CHILD RIGHTS ‘CONFERENCE EXPLORES ‘THE RIGHT TO AN EDUCATION’

By CATHARINE ROLFE

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

That’s what happens sometimes at Tankumpa High School in Bihar, India since the police moved into the school building in 2006, as part of the ongoing Naxalite-Maoist insurgency. “I feel very bad when they beat them,” one student told Human Rights Watch, an international humanitarian organization.

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

The four most common types of attacks on education worldwide include attacks on school buildings, students and teachers, along with the occupation of school buildings by military forces, Sheppard said. Since many schools are government-run, insurgents and other rebel forces see them as prime targets to incite a reaction and send a powerful message. For example, 344 students and 145 teachers died during the Nepalese Civil War between 1996 and 2006, according to the UN Conference on Women’s Development. In Balochistan, Pakistan, 100 teachers were killed during the Taliban attacks. As part of their strategy organized to demoralize the opposition and eliminate access to basic services, Taliban insurgents often target schools, students and teachers. Burde mentioned the much-publicized acid attacks on female students walking to school as one example. And while she noted these attacks are rare, she didn’t dismiss their horrific value either.

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

As a result of these targeted attacks, very few Afghan girls ever get a full education. In hopes of finding a solution to the safety and gender parity problems, Burde studied one nonprofit’s approach: abandoning the idea of a school building altogether. Instead, community-based schools are housed in other existing structures like mosques or residences. Creating more schools in new places increased the proximity of village schools for students, and contributed to a 47 percent increase in enrollment in the villages studied. For girls’ enrollment, there was an even bigger increase of 54 percent, accompanied by another big increase in standardized test scores. When community members invest in the school and its creation, Burde found, education is less vulnerable to threats and direct attacks.

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

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

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

Catherine Rolfe, a student at Barnard College, is an intern at Education Update.
Matthew Goldstein has served as chancellor of The City University of New York (CUNY) since September 1999. He is the first CUNY graduate (City College, Class of 1963) to lead the nation’s most prominent urban public university, which comprises 23 colleges and professional schools throughout the five boroughs of New York City.

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


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

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

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

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

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

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

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

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

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

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

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

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

Dean Anderson has been a Visiting Scholar at the University of Cape Town, South Africa, a Visiting Professor at the University of Pittsburgh School of Law, a Visiting Associate Professor at Georgetown University Law Center, and a Professor at Villanova University School of Law.

A leading national scholar on rape law, Dean Anderson teaches Criminal Law at CUNY.

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

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

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

In 1997, the agency launched the Harlem Children’s Zone Project, which targets a specific geographic area in Central Harlem with a comprehensive range of services. The Zone Project today serves over 10,000 children and families by 2011.

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


In 2006, Mr. Canada was selected by New York City Mayor Michael Bloomberg as co-chair of the Commission on Economic Opportunity.
Outstanding Educators of the Year 2011

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

Clearly, a lot of the attraction to this TED talk is the speaker himself, a tall, hip presence in jeans and rock shirt, with longish blond hair and an engaging, articulate composer / conductor Eric Whitacre talking about how he discovered classical music, especially choral singing, and how he has moved from his breakthrough moment to bring together joyous voices online from all over the world. This is a site you can’t help but return to, to the community of colleagues and friends as one of the most exciting and celebratory enterprises to come along in a while — and an inspiration for school children.

When he heard the Kyrie, the opening movement of Mozart’s Requiem, its haunting dissonances contained some hot girls. And so he joined. But the effect was not what he had anticipated.

But not too long after that, he had another OMG moment. He studied with Benjamin Zander at The Juilliard School, where he met Morten Lauridsen, John Corigliano, Whitacre, at 18, had been a freshman in jeans and rock shirt, with longish blond hair. His story, told to a packed room is the speaker himself, a tall, hip presence in jeans and rock shirt, with longish blond hair. His story, told to a packed room is the speaker himself, a tall, hip presence.

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Brooklyn Arts Council
continued from page 15

foundation for all programming, we strive to offer engaging, instructive, and enthusiastic experiences that enhance lives for all artists for everyone involved — students, teachers, administrators, parents and community members. Our programs can also accommodate gifted and talented, at-risk and special-needs students. All programs involve a collaborative process that allow for personalized programming, enriching hands-on experiences, and enhanced depth of understanding. We instill skills and positive attitudes about the arts that are designed to be retained for a lifetime.

The breadth of programming offerings are as diverse at New York City. From literary enhancement to theater arts to the painting of a mural depicting a school’s mission, our programs enhance the artistic and social development of the arts and enhance the academic experience in all curricular areas. We are committed to presenting the highest quality arts programming possible, and welcome an opportunity to explore how BAC’s Arts in Education team can help educators and community members to bring their plans to life.

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

Digital media and Technology offerings include broadcast technology, computer arts, digital photography and video. Arts programs offer over 35 different contemporary, historical and folk arts performances.

In addition to working with New York City’s students, we also have a scope of work on a more extensive scale to bring the arts available to other community members, from classroom teachers to parents and caregivers as well as senior citizens. Our programs extend into after-school programs, community centers as individual or ongoing workshops and assembly programs. From jewelry making that creates revenue for the senior artist to the mosaic installation produced and installed by the resident of a shelter that inspires pride in their home, the benefits to the individual participants and to the community at large are immense.

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

*  Kids invite you to visit our Web site at www.brooklynartsncouncil.org and then click on Arts in Education to see a comprehensive overview of all program offerings. Please feel free to contact us directly. Our staff loves to answer your questions or to meet with you to uniquely meet the needs of our various constituencies.

Carol Sterling, the Arts in Education Director, can be reached at csterling@brooklynartsncouncil.org or by calling 718-625-0080.
By JOAN BAUM, PH.D.

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

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

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

Engaging people who do not have exposure to or experience with chamber music is not to try to wow them but to create a sense of community for them, and to engender in them a love of music that can enlarge their world. “No matter how humble a space, music can have a deeply humanizing effect.” It can encourage reflection, evoke memories, build concentration and ultimately help develop a more rich inner life and greater emotional literacy, she explains. It was her long time mentor and friend, Sandy Lewis, who encouraged her to perform at a prison, she says. A “charismatical” man who owns an organic farm upstate and a person deeply committed to compassionate enterprises, he wanted to offer the inmates at Dannemora, the largest maximum security prison in New York State, “a profound concert experience” and he urged then State Senator Ronald Stafford to make it happen.

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

Her work at the Music Kitchen proves just as rewarding. She is part of a “Food for the Soul” program that brings “top emerging and established professional musicians together in order to share the inspirational, therapeutic, and uplifting power of music with New York City’s disenfranchised homeless shelter population,” and to do so in a “friendly and relaxed setting.” Under the direction of Kelly Hall-Tompkins, an acclaimed violinist who performs with musical luminaries such as Mark O’Connor and Emanuel Ax, Music Kitchen brings high-caliber musicians to play during lunch hour. The program, says Helena, “is treasured by both performers and audiences.” As if all her professional concertizing and outreach activities were not enough, Helena is completing the first half of a two-year residency at Bard College as Artist Fellow at the Bard College Conservatory of Music, a position that allows her to continue reaching new audiences. At Bard she has worked with dancer Leah Cox, the Education Director of the Bill T. Jones/Arnie Zane Dance Company. Helena and Leah combined forces to present an unconventional setting of the Bach Goldberg Variations for string trio set to dance in a “dream” space; the Sosnoff Theatre of the Richard B. Fisher Center for the Performing Arts. Helena invited audience members to share the stage with the performers, bringing them “in-the-round.” This close proximity fostered a warm, intimate and inviting atmosphere without compromising the integrity of Bach’s masterpiece.

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

By LLOYD SEDERER, M.D.

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

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

Dr. Kogan’s musical and medical career has had a very unusual trajectory. A gifted young musician, he studied at Juilliard, the renowned conservatory in Lincoln Center in New York City, before going to Harvard College, where he moved between music and premedical studies and roomed with Yo Yo Ma, the famed cellist, playing as part of a trio with him and violinist Lynn Chang. Kogan, Chang and Ma remain friends today. When it came time to decide where life would take him after college, Kogan never doubted going to medical school. He remarked to me that just being placed in medical school “breathed new life into me,” he said, “in the same way that music can do.”

Dr. Kogan was interested in the avant-garde and in the avant-garde music of his heroes, much of which makes them contemporaries of the great composers. He became so interested in the psychological side of the music of Beethoven and Mozart as he learned about their relationships with music and the arts. He did not think to ask whether he treats any Wall Street hedge fund executives.

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

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

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

Always aspiring for himself what he wants to achieve with his patients, Dr. Kogan continues to expand himself, his music and his medicine. “I want to help humanize medicine, to bring more of the person into medical and psychiatric practice,” he declared. With all of us concerned about medicine losing the patient while treating him, “I want to help humanize medicine, to bring more of the person into medical and psychiatric practice,” he declared. With all of us concerned about medicine losing the patient while treating him.

Musician, art & dance

Meet Dr. Richard Kogan, a Juilliard-trained pianist who went on to Harvard College and Medical School, trained in psychiatry at New York University Medical School, and now practices psychiatry as a faculty member of the Weill Cornell Medical Center in New York City.

Imagine if your psychiatrist placed a concert piano, including the works of Beethoven, Tchaikovsky, Schumann, Gershwin and Mozart?

On May 3rd, Dr. Kogan will be performing a special recital for Music, Madness and Medicine, which will be presented with the National Alliance on Mental Illness (NAMI) and the Weill Cornell Medical Center. This event, which will feature a performance and discussion with Dr. Kogan, is a benefit for NAMI. There will be a reception and light refreshments provided by Panera Bread.

The event will be held on May 3rd at 7:30 PM at Weill Cornell Medical Center, 1300 York Avenue, 5th Floor Premier Conference Room. Admission is free and reservations are required. To register, please call 212-746-6490 or email nami@nami-ny.org.

Music, Madness and Medicine is supported by a grant from the NYS Office of Mental Health.

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

Music, Madness and Medicine

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

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

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

Always aspiring for himself what he wants to achieve with his patients, Dr. Kogan continues to expand himself, his music and his medicine. “I want to help humanize medicine, to bring more of the person into medical and psychiatric practice,” he declared. With all of us concerned about medicine losing the patient while treating him, “I want to help humanize medicine, to bring more of the person into medical and psychiatric practice,” he declared. With all of us concerned about medicine losing the patient while treating him.
By ALFRED POSAMENTIER, Ph.D.

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

George Pólya, one of the great mathematicians of our time, said, “Geometry is the science of correct reasoning on incorrect figures.” We will demonstrate below that making conclusions based on “incorrect” figures can lead us to impossible results. Even the statements of the fallacies sound absurd. However, students will find the demonstration of proving something that is absurd to be either frustrating or amusing.

The proof uses Euclidean methods, but assumes a new definition of betweenness. In general terms used by Euclid, this dilemma would remain an enigma, since the concept of betweenness was not defined in his Elements.

In the following discussion we shall prove that errors exist in the fallacious proof above. Our proof uses Euclidean methods, but assumes a definition of betweenness. Begin by considering the circumcircle of ΔABC (See Figure 5).

The “proof” of the fallacy can be done with any of these figures. Follow the “proof” on any (or all) of these four possibilities for the above description for various scalene triangles: Figure 1, where CG and GE meet inside the triangle.

By alfreD PoSaMentier, Ph.D.

The pleasures of living on East End Avenue are one among the great real estate secrets in Manhattan. It is a calm and quiet area, close to parks, and many are unaware of its unique charms that deserve attention. Families seeking a family friendly neighborhood in Manhattan, care a great deal about the areas educational and recreational opportunities for their children.

East End Avenue offers great schools, Carl Shurz Park, and several buildings, such as 180 East End Avenue have great playrooms, gardens, pools, community rooms and other amenities that young families especially enjoy. 180 East End Avenue also has a rooftop pool with a solarium, a state-of-the-art gym, and a lounge with a pool table.

Carl Schurz Park, always beautiful, has undergone a renovation during Mayor Bloomberg’s administration, and a visit to Gracie Mansion’s new renovation is a delightful experience. Resplendent with an arbor of cherry trees, tulips, pansies and hydrangeas, Carl Schurz Park is a delightful place to bring children, who love the playground and a big dog and a small dog run.

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

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

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

The program was four sessions of speakers (19 in all) with time in between for networking. Alan November, an expert on using technology in education, emphasized that the key to joy in work is purpose and this message is not lost on kids. Gary Stager, a constructionist teacher in the mold of long-ago progressive education pioneers, said, “We can have high standards without standard-ization.” His emphasis: project-based learning. Heidi Hayes Jacobs recommends rethinking everything we do in schools, from scheduling to how we group students to assessments. “We can do dumb things with a smart board,” she quipped. She was particularly adamant about the negative effect of the assessment tests on both teaching and learning, symbolically breaking a No. 2 pencil at the end of her talk. Patrick Corman, a children’s fiction author, talked about his multimedia approach (text plus videos) to storytelling that gets kids involved with reading.

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

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

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

Vicki Cobb is an author and science educator.
Visiting Professor with an opportunity to become Tenure-Track
Assistant/Associate Professor, Education

Located in Staten Island and overlooking the Manhattan skyline, Wagner College is a private, non-sectarian 80% residential college of approximately 1900 traditional-aged undergraduate students and 400 students in graduate programs. The College has been widely recognized for its innovative curriculum, The Wagner Plan for the Practical Liberal Arts, which integrates a core curriculum, experiential learning, community, and civic education. The Plan has been recognized by TIME magazine, U.S. News and World Report, the educational media and several higher education associations. Further information about the College can be found at www.wagner.edu.

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

- ability to work effectively with students from culturally diverse backgrounds
- experience with the National Council for Teaching Accreditation (NCATE) and the development of S readiness and capable of the secondary level
- experience with the National Council for Teaching Accreditation (NCATE) and the development of Specialized Professional Association (SPA) reports
- excellent communication skills
- ability to interact successfully with local school districts as a student teacher supervisor
- evidence of potential for establishing a relevant research and publishing agenda
- teaching certification at the secondary level

Excellence in teaching, both K-12 and higher education, is essential. Successful candidates should also participate in Wagner College’s nationally recognized First Year Program.

Review of applications will begin immediately and will continue until the position is filled. Send letter of application, curriculum vitae, and three references with contact information to:

Dr. Stephen Preskill, Professor and Chair
Wagner College, Education Department
One Campus Road, Staten Island, NY 10301
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* Institute taught at NYBG Midtown Education Center in Manhattan
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COST: $200 (includes curriculum materials, hardwears, and plants)

For more information and to register, call Judith Hutton at 718.817.8140 or visit nybg.org/edu/institutes
Google, Skype Present at McGraw-Hill’s Social Media Week Showcase

By DOMINIQUE CARSON

In an effort to embrace new technology, textbook company McGraw-Hill recently hosted a discussion with social media companies Google and Skype to discuss the potential benefits of combining social media and higher education. The event kicked off this year’s Social Media Week, an annual international conference dedicated to exploring trends in social and mobile media.

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

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

The event also featured social media site Unigo, a site that allows students to submit videos, documents and photos of their school so prospective students and other users. Other networks affiliated with Google such as Gmail.com, Google Docs, and Google Video helps the campus to communicate more effectively.

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

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

The Writing Center at Hunter College

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

Dr. Gunter Blobel, Nobel Laureate from Rockefeller University and his wife Laura Maioglio, owner of BARBETTA RESTAURANT in the theater district, wish to celebrate Education Update’s 15th anniversary by offering a 15 percent discount when dining at BARBETTA.

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The Superintendent’s Desk

Teaching Children How to Value Themselves and Others

By DR. CAROLE G. HANKIN with DEBORAH FRENCH

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

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

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

For instance, note when your child does something well, but also when he makes a good effort; avoid criticism that might discourage her from trying again, or from tackling new challenges.

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

When your child is overly critical of himself over a perceived (or real) failure, point out his strengths, and encourage him to do his best, but also to recognize that everyone’s talents and skills are different. Likewise, if your child does exceptionally well at something and responds with boasting, this is a good opportunity to point out that while she may be better than others at some things, everyone has gifts and talents that should be recognized. Rather than criticizing, tell your child how pleased you are that she did so well, while encouraging her to acknowledge the strengths of others.

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

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

“Our data and case studies show that improve- ment is continuing and even accelerating in some areas,” Everyone Graduates Center senior research scientist Robert Ballfanz said. “This means that real progress is possible.” Schools in some districts and community partners confront this crisis strategically and commit themselves to solving it.

The report, titled “Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic”, found that the num- ber of high schools graduating less than 60 percent of their students on time decreased substantially between 2008 and 2009. These schools—often identified as “lowest performing” or “dropout factories” – totaled 35,000 in 2009, down from 1,746 in 2008 and a high of 2,007 in 2002. As a result, 183,701 fewer students attended dropout factories in 2009 than in 2008.

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

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

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

Johns Hopkins University: Everyone Graduates
Maya Soetoro-Ng, who may be best known as Barack Obama’s younger sister, told a packed audience at Teachers College stories to honor her mother’s memory. She read from her recently published children’s book “Ladder to the Moon,” which is about her daughter spending time at the moon when they were living in Indonesia.

The moon connects people all across the globe, she said, and is the same no matter where you are looking at it.

Soetoro-Ng remembers these experiences fondly, and wishes her daughter, Suhaila, could have met her grandmother before she passed away. The book is an effort to keep her mother alive and pass those stories onto her daughter.

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

Soetoro-Ng then read parts of the book aloud, saying that she was going to “talk story,” a Hawaiian expression meaning to have an informal conversation and get to know one another through sharing experiences. Interspersed within the reading of her book were stories of her mother’s life, a legacy she felt important to pass down to her daughter.

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

After Soetoro-Ng’s reading, eighth-grade students at The Clinton School for Writers and Artists in New Jersey performed a moving sketch where they paid tribute to parents and mentors who they wish could be around to see their accomplishments. Soetoro-Ng blotted her eyes with a tissue and thanked the students for their performance.

The teacher, Emily Campbell, said that she was moved by the hopefulness of these life-defining moments when the decision that you make turns your life in a different direction. When I entered college, I had planned a career as a professor of English. Well, that was the early 1970s and English professors were driving taxicabs. The jobs were in education — most specifically, special education, so I became a teacher of children with retarded mental development — and loved going to work every day.

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

CHALLENGES AND RESOLUTIONS

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

ACCOMPLISHMENTS YOU’RE PROUDEST OF

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

MOST InfluENTIAL MENTORS

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

TURNING POINTS

You mean aside from marriage and children? In my professional life, the turning point stands out clearly. One day I was a classroom teacher and the next I had crossed the classroom threshold and become what is now called an “educational leader.” I was now in the very inviting position of being able to participate in discussions that would help to influence the way that things were done at the school level. From there, I moved to a position at a district level, and now I find myself having these discussions from a very different perspective: city and state education policies and practices. As these important conversations unfold, I have to remember to focus on where I come from so that I keep my eyes on the prize — children. That’s the litmus test for everything.

FUTURE GOALS

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

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

The lecture is held annually in memory of Ogden, who was killed in a car accident in 1963. Established by his family, the Ogden lectureship came into being two years later as a means of advancing international peace and understanding. The lectures have brought a large number of U.S. and foreign diplomats as well as many other observers of the international scene to Brown’s campus. All have given lectures on current world topics.

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

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

Cahn Fellows Program: Outstanding Principals Make a Difference

By SYBIL MAIMIN

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

Krista J. Dunbar, program director, explained the rigorous selection process for Fellows involves 28 people and lasts about six months. Recommended candidates are interviewed, visited in their classrooms, and required to produce relevant data for scrutiny. Selected principals participate in intensive development activities during fifteen months, while continuing to work in their own schools. Every other month the group engages in study sessions with Teachers College faculty advisors. A Summer Leadership Institute at the College as well as a trip to the Gettysburg historic site provide opportunities to think about responsibility and decision-making. The Fellows Challenge Project asks principals to identify a problem in their schools to be analyzed and solved during the year with the help of Cahn colleagues. To maintain a culture of leadership excellence, each Fellow chooses an Ally in his or her school to mentor and prepare as a possible future principal. The interaction and bonding in all these activities produces sharing of best practices, new ideas, and needed encouragement and support.

In a keynote address, Anna Com接到tate, current Deputy CEO for Instruction, Cluster 2, and a 2003 Cahn Fellow, spoke of her time as a principal in NYC as “the hardest thing I’ve ever done...You know what I’m talking about.” The Cahn program was the “most dynamic, challenging, and rewarding professional experience...The group had shared values. We all knew you don’t have successful children if you don’t have successful families.” In his toast to the new Fellows, Chuck Cahn exclaimed, “I go out and visit schools of people who were Fellows. It’s unbelievable. You go into one of these great schools and you meet a principal who makes a school a spectacular success. Teachers are fantastic, but it doesn’t happen without a principal—they have the stuff, and at the end of the day, children walk out better for it.” Edith Everett, a founding board member of the program, came to celebrate and be proud. “It’s an exciting program that’s had a great impact,” she said approvingly.

Touro College School of Health Sciences Offers New Integrated Health Science Honors Program

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

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

He added that the program will shepherd and support its students from their undergraduate experiences through medical school. Fellows will spend at least 18 months in Israel through their board-certifying degrees and licensure.

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

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

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

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

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

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

The CAA was founded five years ago as “a global network connecting Columbians of all schools to one another and to the University. It links almost 300,000 alumni through more than 80 regional clubs and affinity groups, online resources, and over 200 events and programs around the world,” according to its statement of purpose. Among the services offered are career networking, online alumni directory, cutting-edge research news, talks with top faculty and dean’s and much more. In addition, the Columbia Alumni Arts League (CAAL) was established in 2006 “to extend the Arts Initiative’s commitment to making the arts a part of every Columbia’s life. 5,000 alumni from schools across the university currently enjoy CAAL benefits.” CAAL offers free and discounted tickets to arts events all around New York In addition, members can enjoy special benefits at over 65 arts organizations.

Outstanding Landmark College Adviser Garners Award

Margaret Murtha, a master’s degree student enrolled in a National Academic Advising Association (NACADA) Region 1 Academic Advising Excellence Award at the Northeast Region 1 Conference in Burlington, Vt. Landmark is a small two-year college dedicated to serving students with various kinds of learning differences, including dyslexia, ADD/ADHD, and Asperger’s. She has served the college for 19 years as a tutor, teacher, director of the college placement office, and a full-time academic adviser.

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

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

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

Schumer & Goldstein Attack Cuts in Pell Grants for College

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

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

About 6.3 million students received Pell Grants last year, including more than 127,000 undergraduates from The City University of New York—nearly half of our undergraduate student body,” said Chancellor Matthew Goldstein. “Across the country, as states’ financial difficulties have forced deep cuts to universities’ operating budgets and steep tuition increases, Pell Grants are an increasingly critical resource for students.”

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

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

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

Mercy College Holds Scholarship Dinner at Plaza

Dr. Charlotte F. Frank

President Kimberly Cline

Mercy College is honoring Dr. Charlotte Frank, Sr. Vice President, Research and Development, McGraw-Hill Education this year during their annual trustee’s scholarship dinner at the Plaza Hotel. Other honorees include Barbara G. Berger ’83, President, Food City Markets; Lynn A. Greene, DDSOral and Maxillofacial Surgeon; Dr. Harris B. Stratyner ’77, HD ’05, Vice President, New York Clinical Regional Services, Caron Treatment Centers; Christine M. Hackem, President and Chief Operating Officer, Aramark Higher Education and Education (K-12). The trustees’ dinner is an elegant evening, to include a cocktail party and silent auction followed by a seated dinner, exciting entertainment and dancing all benefiting the deserving students of Mercy College.
to remote river-protected Duba Island, where the loss of her mate to invader lions, relocates scenario focuses on a lioness the filmmakers Irons providing fine voice-over narration. Their set their saga in Botswana with film star Jeremy longtime chroniclers of African wildlife, have animal’s loss of habitat. dropped from 450,000 to 20,000. The film’s number. In a mere 50 years, their numbers have Geographic’s riveting nature documentary, reserve came to mind while I watched National assignment in Zambia’s South Luangwa Game by, his mane tinged silver by the moonlight, There, on rocks under starry skies, a lioness best moments of my life, showing up at events, sometimes even worse than myself. To help them and see them progress meant a lot. I gained so much from the internship. I improved my report- and writing skills. Most importantly I gained a great friend and mentor in you. I am exploring different areas for my masters before I decide to go back to school. I also registered for a creative writing class at the writers voice NYC. Please keep me updated with everything at Education Update. #

**FILM REVIEW**

**‘The Last Lions’ Film is Urgent Plea for Wildlife**

By JAN AARON

“Lions!” our driver-guide whispered as our open-topped vehicle paused in the still night. There, on rocks under starry skies, a lioness cradled her cubs. Her mate, stretched out near- by, his mane tinged silver by the moonlight, looked like a model for the lions guarding the main branch of the New York Public Library. This serene scene from a recent writing assignment in Zambia’s South Luangwa Game reserve came to mind while I watched National Geographic’s riveting nature documentary, “The Last Lions,” which also is an urgent plea. As the title indicates, lions are dwindling in number. In a mere 50 years, their numbers have dropped from 450,000 to 20,000. The film’s opening sequence briefly briebs humans in the animal’s loss of habitat.

Filmmakers Dereck and Beverly Joubert, longtime chroniclers of African wildlife, have set their saga in Botswana with film star Jeremy Irons providing fine voice-over narration. Their scenario focuses on a lioness the filmmakers call Ma di Tau, (“Mother of Lions”) who, after the loss of her mate to invader lions, relocates to remote river-protected Duba Island, where she tries to shelter her cubs from crocodiles, buffalos, and other predators. It’s a constant struggle for survival and death always is nearby in the form a stalking pride of lions.

By naming their lioness, the filmmakers invite viewers to identify with her and the shots of her cradling and playing with her cubs make them seem cute as house cats, thus inviting viewers to identify with her and the invite viewers to identify with her and the lions and their plight. Joubert’s remarkable camera work catches every intimate detail, the twitch of a whisker, a look of alarm. One particularly searing image shows a regal lion succumbing to mortal injuries. Joubert and his producer/wife spent seven years filming and editing down to the yearlong story we see here. “It is difficult to appreciate how different and individual lions are, but we know every lion on Duba Island as well as we know our own family members,” says Joubert.

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

**FROM THE HEART: OUR INTERNS SPEAK**

**WHAT EDUCATION UPDATE MEANS TO ME**

By GIOVANNI PINTO

Dear Dr. Rosen,

I just wanted to take the time to personally thank you for every single little (and big) thing you have done for me. Also thank you for a wonderful internship. Thank you for all the wonderful experiences I had at Education Update. Sitting down and having an ice cream sandwich at the Harvard Club, it was a big deal for me to even set foot in such a place. Thank you for letting me live out my dream of being a reporter. Going from place to place. Those were some of the best moments of my life, showing up at events, giving out my business card, being the reporter, networking and talking to older reporters from Education Update. I felt proud and wonderful. I also felt that way because of your belief in me. That meant a lot, that you always spoke well of me as you introduced me at events, that you pushed me, gave me advice, and showed me I could be more.

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

**MY MEMORIES AT EDUCATION UPDATE**

By MIKE COHEN, M.A.

I began writing for Education Update in the fall of 1996. As a young and enthusiastic journalist, I was eager to get started. Even though I had just completed a Master’s degree in Movement Sciences from Teachers College, Columbia University, it was my one class in sports journalism from the Columbia University Graduate School of Journalism that really had me excited. My first story in the paper was a 6th grade girls’ soccer game and from there I was even more hooked then I had realized. For the next six years I wrote many stories a month being published. While it was sports I set out to cover, Education Update and Dr. Pola Rosen encouraged me to expand my range as a reporter. My biggest piece was a cover story in April 2001 on Edward F. Stancik, Special Commissioner of Investigator (CSI) for the New York City School District. He died within a year of the story being published. As my own career branched off into special education, I began writing about topics in special education, culminating with another Education Update cover story, The Future of Special Education published in December 2001. I filed stories from Green Bay, Wis., where I was on the field during Packer training camp, traveled with New York’s Rice High School for a basketball tournament in Portland, Ore., and even had two stories from Las Vegas. I made it to Tampa for Yankees spring training and covered countless college and pro basketball games from Madison Square Garden.

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

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

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

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

**FUTURE LEADERS**

Dominique Carson

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

I am a junior at Brooklyn College. I am a journalism and Italian teacher. I started working for a retail store, Dress Barn, in the beginning of February. What are some of the challenges you have faced and how did you resolve them?

A challenge I have faced as a college student is adjusting my free time because I participate in a lot of activities in school. I make sure my school work comes first because I have the confidence or skills to turn my visions into a reality. Starting a company from scratch is not an easy task. But, when you approach it like a story and it’s put together one step at a time, it begins on the shape of, what else, a well written and thoroughly reported piece. #

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**EDUCATION UPDATE**

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

Dominique Carson, a Brooklyn College student is an intern at Education Update.
The Cure for Jet Lag

By JoAn BAUM, Ph.D.

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

The Cure for Jet Lag is a book to be used before traveling, during a trip that requires schedule modifiable and a couple of days afterward. As Scanlon says, jet lag occurring after "too rapid [long-distance] travel east-west or west-east from one time zone to another" is the number-one air traveler's complaint, causing "tremendous fatigue and mental confusion" that often result in loss of valuable time and of a sense of well-being. The book's cover advertises its research credibility -- the cure is based on "The Amazing 3-Step Program Developed at Argonne National Laboratory and Used by Fortune 500 Executives and the U.S. Army Rapid Deployment Forces" -- "The Cure for Jet Lag" is designed mainly for the general traveler, a category that includes all ages and professions (among them athletes, diplomats, concert performers, gamblers!). An unexpected perk is recognizing that a lot of the caloriclore here is even helpful for travel only from your living room to the kitchen. Learning how different foods and beverages can force both before bed and back or could also perhaps especially helpful to the elderly, many of whose sleep/sleep systems are already asynchronous. The Cure for Jet Lag goes back 25 years to study undertaken for the Department of Energy by Dr. Charles F. Ehret, a pioneer in the then-new field of chronobiology, the study of how time affects living organisms. Like so many inquiries in the history of science and medicine, Ehret's investigation grew out of military interests -- in this case, training, readiness and deployment. Of course, a lot has changed since the original publication of Ehret's work, called Overcoming Jet Lag. Enter Scanlon, an independent press publisher, best-selling author and literary blog- ger, who saw a more comprehensive thread and a larger audience. She rewrote Ehret's book, making it broader, less technical and more graphically attractive.

The title change, from "Overcoming Jet Lag" to "The Cure for Jet Lag," reflects Scanlon's reinforced confidence in the three-step program presented with the development of the Department of Energy testimony. The new edition provides more examples of the program's comprehensive strategy and a more detailed explanation of how the program should be used, depending on whether travel is from east to west or west to east as a continuous event (or not), and on how many time zones are crossed because flying north-south or south-north does not produce jet lag. The new refor- matted edition also includes more information on caffeinated drinks, because managing coffee and tea during the trip might make you feel more alert. Slim, neatly designed and conveniently inter- leaved with itinerary worksheets, the book may nonetheless seem a bit intimidating at first, requiring as it does close attention to pre-flight, in-flight and post-flight caloric intake in regard to the number of time zones. But look at the gain: on flights up with three to four time zone changes, the three-step system promises zero jet lag, and on flights between the zone north and south, days last 3 days but are dramatically reduced in severity.

And if there are layers, complies rout- ings options, no matter how perfectly planned your flight? Re-customize the worksheets (if you’re going west to east, you’ll have to factor in more preparation and do it earlier than you would for travel east to west). And what if you just come across the book as you’re about to take off? Start the three-step program where you are.

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

As for the plethora of so-called pharmaceuti- cal aids to prevent jet lag (as opposed to motion sickness), there are none, though Viagra seems to be attractive to academics seeking to link the physical sciences to the social and behavior sciences and the humanities.
### A Year to Remember

**by David J. Kahn (Kibbe3@aol.com)**

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

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<td><strong>ACROSS</strong></td>
<td><strong>Rope material</strong></td>
<td><strong>Home run record-breaker of 1961</strong></td>
<td><strong>Satirical novel first published in 1952</strong></td>
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<td><strong>DE SAGRES, IOWA</strong></td>
<td><strong>Prison College Programs Unlock the Keys to Human Potential</strong></td>
<td><strong>To the Editor:</strong></td>
<td>Iowa has no such program to help or further educate our prisoners. I agree they need further education for release. I would like to start such a program in Iowa, thank you for a positive article. Everyone deserves an education or at least access to one.</td>
<td><strong>Tina Russomano</strong></td>
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<td><strong>To the Editor:</strong></td>
<td>This is an excellent article, from one who is both knowledgeable in the field and sensitive to the population she is referring to.</td>
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*Ruth Weinig*
Spend a Saturday at Landmark College.
(What you learn may surprise you.)

Saturday Open Houses

2011: May 7
June 18

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Phone: 802-387-6718
Web: www.landmark.edu

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