EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW

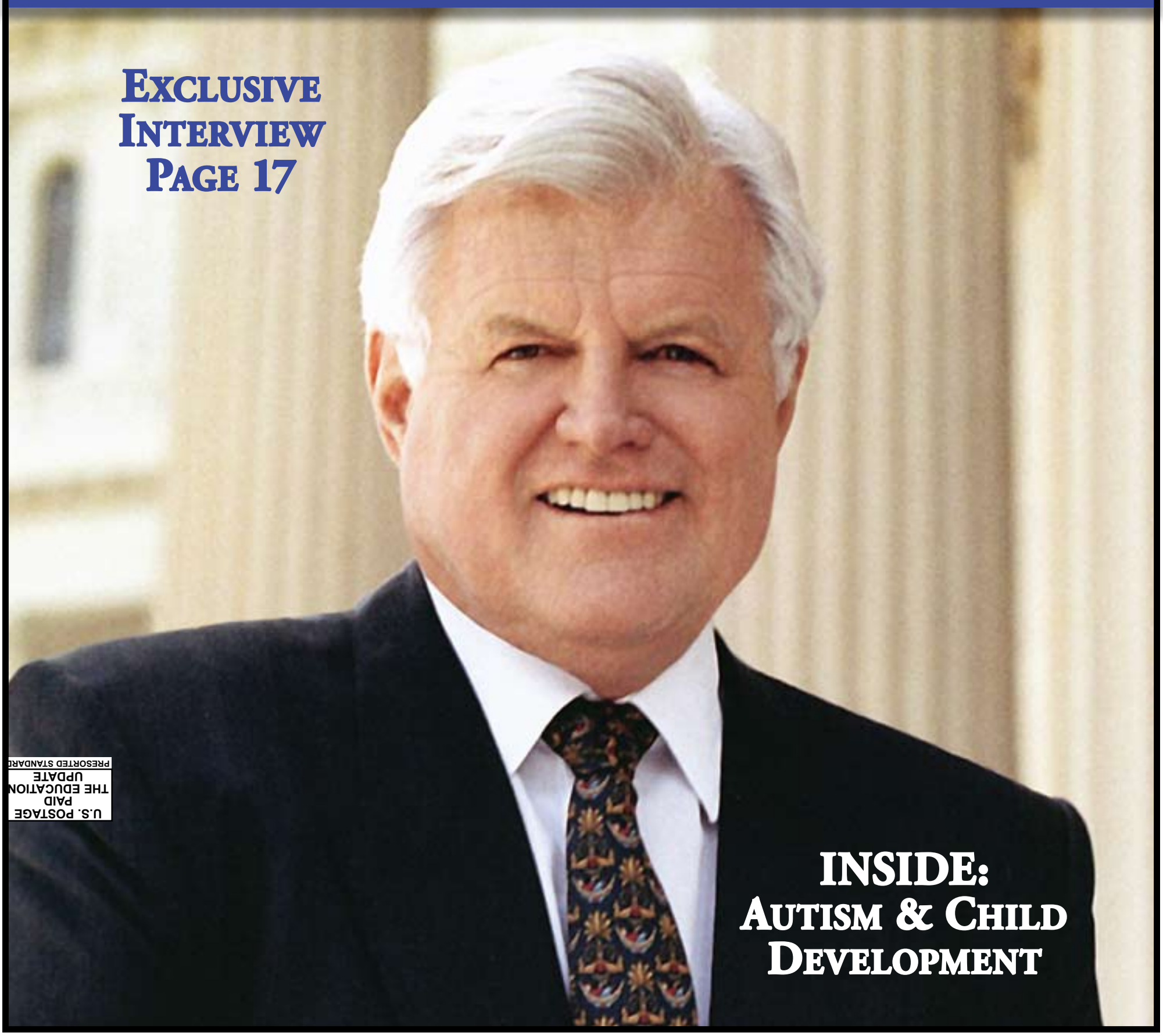
Award Winner

Volume XV, No. 1 • New York City • SEP/OCT 2009

FOR PARENTS, EDUCATORS & STUDENTS

www.EDUCATIONUPDATE.com

A GREAT EDUCATION LEADER REMEMBERED



EXCLUSIVE INTERVIEW PAGE 17

U.S. POSTAGE
PAID
THE EDUCATION UPDATE

PRESORTED STANDARD

INSIDE:
AUTISM & CHILD DEVELOPMENT

GUEST EDITORIAL

The Road to Hell?

By HOWARD GARDNER, Ph.D.

If the proverbial inter-planetary visitor observed educational policymakers around the world, she would soon infer their single preoccupation: "How to raise scores on international comparisons like the TIMMS or the PISA tests." This mentality also dominates the United States. A focus on standardized tests, how to raise scores, and what consequences follow there from, has become a national, as well as an international, obsession.

That "road to hell" is paved with good intentions. Concern with performance grew out of a consensus that American youth were not getting properly educated. Since the 1980s, leaders from across the political spectrum have joined forces to focus sharply on test performance.

I don't question their motivation. Policymakers were concerned with the mediocre education in most inner-city schools, the lack of preparation (and sometimes motivation) of teachers, and job applicants who lack skills and a sense of responsibility.

And yet, the consequences of this testing mania have been mixed at best. Impressive, widespread improvement has not occurred. Scores may improve on familiar items but rarely on measures that are differently conceived. Classes focus on preparation for high stake tests, while less attention is paid to the arts, history, current events, humanities—indeed, anything untested. Educators with discrepant philosophies or approaches abandon the public sector, or education altogether. Teaching is becoming de-professionalized; students construe education as a winner-take-all tournament, rather than the opening of the mind and the imagination.

It need not be that way. No country need conceive itself in a "league table" competition. And certainly the richest and most successful can chart its own course;

Inter-Planetary Visitor: What form might that course take?

My answer:

Start from the kinds of human beings that we desire. We want adults of character: persons who care about their family, their neighbors, the larger society, the planet—good workers and good citizens. Perhaps at one time, these ethical, moral, and character issues could be addressed at home, on the street, in religious settings, in the media. But no more. If schools do not develop individuals of admirable character, the society won't have them.

We want individuals who love learning, want to learn in (and outside of) school and will continue to learn throughout their lives. The current system stifles more than it stimulates. Young people gravitate toward learning when the older persons around them love learning and invite the youth to join them. In an age of exciting media and sundry other temptations, we adults have to be their heroes, their role models, their inspiration.

Finally, what to learn? Here I differ most sharply from those who favor fixed curricula, with lists of so-called important facts. Given the ubiquity of digital information sources, there is no need to prescribe materials. Once basic literacies have been achieved, it's most important to master the major ways of thinking: historical, mathematical, scientific and artistic. Armed with these tools and suitable motivation, learners can achieve disciplined, synthesizing, and creative minds.

Lest one think that a misguided course is restricted to education, consider the current American quagmire in health care. Too many of our citizens, and too many of our leaders, are blind to what is expected in other societies—affordable health care for all. Much of our population lacks compassion for fellow citizens and for the ills to be faced by future citizens.

Faced with such thoughts, I take heart from Winston Churchill, who once observed, "The American people always do the right thing—after they have tried every other alternative." #

Howard Gardner teaches psychology at the Harvard Graduate School of Education. His most recent book is "Five Minds for the Future."

LETTERS TO THE EDITOR

BRONX, NY

Carmen Alvarez Testifies on Special Education before the City Council

To the Editor:

I am writing with hopes of illustrating the type of neglect that occurs in some elementary schools. My six year-old son has been diagnosed with AD/HD. He already had an I.E.P., but he is supposed to have it reevaluated to receive the appropriate accommodations. I have contacted the school as well as provided them with required documentation from his doctor. They keep putting it off, and now my son is jeopardy of repeating the first grade due to their negligence. This would be unacceptable. If our schools are committed to helping special-needs students like my son, then we need a better system in place to ensure that no one falls through the cracks.

Taisha Santiago

BRONX, NY

Research & Program Update from Columbia University: CABAS® Schools

To the Editor:

I stumbled upon this article while doing a little research for a friend. I was looking for a school for special needs children in Westchester County and I couldn't believe my eyes when I saw Professor Douglas Greer's article on the CABAS program. He presented this program to a school that my son, Christian, was in about 15 years ago. The school is located in Co-op City in the Bronx. With the CABAS program my son learned how to talk so quickly that now I can't turn him off! And I'm loving it! I wish he could see Christian now. He is doing so well at his current school. Thank you, Professor Greer, for introducing us to the CABAS program!

Ann Garcia

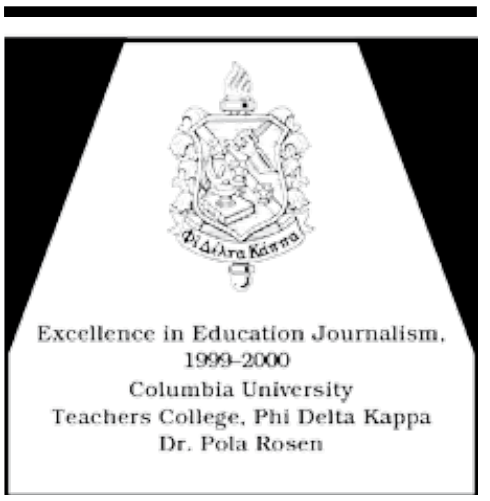
ST. LOUIS, MISSOURI

Can We Test Our Way to Academic Success for All Kids?

To the Editor:

True enough. Now, how about a piece on the meaning of a high school diploma? Doesn't the issue really come down to what reasonable people are justified in expecting of the content of the educational experience that grounds high school diplomas in the U.S.? Carnegie units and exit tests (e.g. the NY Regents) worked for a long time. Now what?

J. T. Gates



EDUCATION UPDATE

Mailing Address:
695 Park Avenue, Ste. E1509
New York, NY 10065
Email: ednews1@aol.com
www.EducationUpdate.com
Tel: 212-650-3552 Fax: 212-772-4769

PUBLISHER & EDITOR IN CHIEF:
Pola Rosen, Ed.D.

Education Update is published monthly by Education Update, Inc. All material is copyrighted and may not be printed without express consent of the publisher.

POSTMASTER: Send address changes to:
Education Update
695 Park Avenue, Ste. E1509
New York, NY 10065-5024.
Subscription: Annual $30.

EDUCATION UPDATE is an independent newspaper.

Sadlier Conference on Advances in Mathematics

By LAUREN SHAPIRO,
Edited By BARBARA LOWIN
Part 2 of 2

In 2006, President Bush created a National Mathematics Advisory Panel, comprised of 20 expert panelists and five ex-officio members, to advise him and the secretary of education on the best use of scientifically-based research on the teaching and learning of math, with a specific focus on preparation for and success in learning algebra.

Recently, William H. Sadlier, Inc., the oldest educational publishing company in the United States, took an active role in convening its own National Mathematics Advisory Board to discuss the NMAP report and its effect on math teaching.

In the second half of the conference, mathematics educators held a panel discussion titled: "What's Happening Today in the Teaching of Mathematics K–8 in Public and Non-Public Classrooms?" Reports were made by representatives from various private and public schools—in most cases describing their difficulties in providing effective mathematics instruction.

After describing the many difficulties—both organizational and technological—the participants indicated that they liked the Sadlier "Progress in Mathematics" program. It starts with kindergarten, which is desirable. Teachers can rely on this program because it's very similar to the way they themselves were taught; and parents feel comfortable with it. It gives outlets and resources for the ELL classroom. The series provides a genuine experience with problem solving—well beyond the drill exercises.

One panelist mentioned, "In 2008 over 70 percent of P.S. 86 students made one or more years of progress on the New York State math test. So we moved a majority of our kids. We moved our ones to twos, our threes to fours, and we feel it has to do with the use of the "Progress in Mathematics" series."

Tim S. Kitts, principal at Bay Haven Charter Academy (Panama City, Fla.) stated that "when teachers don't like math, then the kids don't do well. At Bay Haven, we own our school. We don't wait for the state to tell us what to do, and if you don't want to work, we get rid of you right away. Our decisions are student and business based."

Kitts continued, "I believe in competition. We have 'Family Math Night' for kids to learn math with their parents, and hundreds of parents show up. We have parents trained by our mathematics coach on how to teach enrichment mathematics to the kids. Mathematics is important. Our students compete in mathematics competitions. It's more important to them than basketball. That's the way it should be. Everybody loves 'to read'—I want everybody to love 'to math.'"

Dr. Kitts further stated, "If we do everything we're supposed to do, the test will take care of itself. I convened a committee to look at all the math curriculums. We need the standards placed within the text, so my teachers don't have to waste their time figuring out which standards align with which text. We chose the Sadlier series "Progress in Mathematics" and our grades jumped from 64 percent scoring 3 or higher in 2002 to 98 percent in 2009."

One teacher attending the panel discussion explained that she has trouble getting her students to grasp even some of the simpler ideas in math, such as the difference between odd and even numbers. Panelist James Milgram responded to this scenario: "That particular example was really depressing. The issue was that we could see that even and odd were taught to kids as: even numbers end in 0, 2, 4, 6, 8; odd numbers end in 1, 3, 5, 7, 9. Naturally, such a "definition" is treated by the students as insanely pointless English vocabulary. There is no underlying mathematical concept that they can use as an organizing principle. What Regina Panasuk and I tried to indicate was that the correct definition (even: a whole number that is a multiple of 2; odd: a whole number that is not a multiple of 2) was not given, but it was ironic, since on the same slide there was a mention of 'skip counting' by 3 and 5, i.e., identifying those whole numbers that are multiples of 3 and multiples of 5. So here we had an example of committed teachers, realizing that the system was not working for their students, trying something new with better materials, and getting (superficial but significant) improvements in outcomes, yet not really understanding whole areas."

The panelists also discussed the effect of math teachers themselves sometimes lacking the expertise in the field of mathematics necessary to help students fully grasp ideas. One panelist explained a situation he had seen: a teacher had a B.A. in education, but had only achieved 11th grade math herself. She was receiving a low salary, had no access to the Internet, and was in essence learning the math along with the students. Can that teacher effectively implement the math curriculum and standards that Milgram recommends?

Milgram replied: "In the situation above, there's essentially a zero chance that the students will learn much of any use from the teacher. In fact, in most inner-city schools, the typical teacher will have had no math beyond 9th grade (now 8th grade) algebra. They will have majored in elementary education and, depending on the state, will not be required to take any mathematics courses in college (as is the case in California), or will be required to pass a sequence of courses with intimidating titles, but are taught in the education schools by Ed.Ds.

So, what can be done, and what should be done? Is there or should there be a group of mathematicians who are politically active to effect change?

"In the mid 1990's this is exactly what happened in California," explained Milgram. "A group of parents and mathematicians at Stanford organized, created a Web site, Palo Alto HOLD, and protested the absurd math program that had just been approved by the state and adopted by the local school district. This was quickly followed by a second group, consisting of parents, high school teachers and university academics, in Southern California that created the Web site www.mathematicallycorrect.com. Pressure was put on the legislature by this group, but at the same time, major businesses throughout California were pressuring the governor to improve K–12 educational outcomes."

He continued: "The professional mathematics societies—the American Mathematical Society and to a lesser degree the Mathematical Association of America—also became active in protesting the extremely low quality of the mathematics content in K–12. This has been the current battle—to get a reasonable representation of research mathematicians in the group producing the National Math Standards."#

To learn more about Sadlier's materials, please see their banner on www.educationupdate.com

Imagination Conversations

By SCOTT NOPPE-BRANDON

Love of the arts has guided and inspired me my whole life. I was a dancer before I was an executive: I breathed and lived the arts. They have, in large part, made me the individual that I am. Through the prism of arts I have viewed the world; by using the arts as my foundation of understanding I have approached the people in my life and taught my children.

At Lincoln Center Institute, which is a part of Lincoln Center, my love of the arts is shared across the board, from staff to leaders of Lincoln Center's affiliate organizations. As well, we all share the understanding of the mission and importance of the arts in the lives of all.

"Scott," you say, "you've got a terrific job and we're jealous. But what is your point?" The point is that I have always believed that the arts—or art for art's sake, if you will—are a blessing in and of themselves: an extraordinary expression of humanity that has a transformative ability within our society and allows us, people from vastly different traditions across the globe, to meet and to share our cultural aesthetic in peace. Unlike most other attempts at sharing, the arts do not require commonality; on the contrary, we can practically revel in the joy of our artistic differences—the only requirement is an open mind.

A rich and self-sufficient treasure then, I thought. But I have had to revise my thinking. I did not change one iota of my belief, but I've had to add new elements to it. And this is fitting because the world keeps adding new elements to the way it turns. The arts will always be an unequalled educational experience: I refuse to accept an America in which the arts do not have a strong presence in every classroom. But the scope of that vision has widened. The arts now have to be part and parcel of educational preparation for college and, above all, for the workforce. It isn't as strange a statement as it may seem. Numeracy and literacy do not exist in a vacuum either; we teach them with the hope of forming young people who will be productive and successful citizens, much as we teach civics with the hope that they will be conscientious members of a democracy. The arts—I insist—must be part of that education; it is therefore logical that they, too, should contribute to the fulfillment of these goals. For educators, this has become a matter of relevance.

As I have stated in this column before, at Lincoln Center Institute we have connected the arts to Imagination— Imagination with a capital I—a skill that can and must be taught, nurtured and developed in classrooms. We have built a rigorous methodology around this concept, "teaching and learning for imagination in aesthetic education." The arts are a natural portal into imagination, its product and its fuel. Imagination is, in turn, the fuel of creativity and innovation, essential components of a résumé in this century. Global society has reached a plateau in the way it conducts its political and economic existence; our recent economic doldrums underscore that. If we are to take the necessary step forward, we sorely need to visualize new possibilities—we need an active, productive, result-oriented imagination in the workforce, in leadership, among policy makers, and, of course, in education: that is where it all starts.

These are no longer merely my ideas, nourished by the words of philosophers who have informed my thinking. They are a call to action sounded by think tanks and leading economists, such as Michael Porter, director of the Institute for Strategy and Competitiveness at Harvard University. Imagination is also at the heart of the current educational discussion. The Center on Education Policy, Conference Board, Partnership for 21st Century Skills, National Governors Association, and National Center of Education and the Economy all cite imagination as a fundamental skill for individuals and countries competing in the global economy. The business world is focused on innovation: not haphazard innovation, but innovation that is data-driven, effective, and inspired by well-conceived plans—and that kind of preparation and focus, once again, starts in the classroom. Prominent authors, such as Daniel Pink, Sir Ken Robinson, Kieran Egan, Malcolm Gladwell, and growing numbers of business and social venture authors are also addressing the issue with urgency.

Lincoln Center Institute is contributing to the discussion with several ambitious projects designed to bring a cornucopia of ideas concerning the propagation of the imagination to educators (and others) across the country. One project is 50 Imagination Conversations; the idea is to hold a Conversation in each of the 50 states over the next two years, culminating in America's Imagination Summit in spring 2011.

An Imagination Conversation is a forum where individuals from different spheres of occupation talk about the role of imagination in their lives. It is the diversity of experiences that brings excitement, and sometimes veritable epiphanies, to these gatherings. The Conversations provide us with practical, specific examples of how imagination may be further articulated as a subject that is taught in classrooms and developed in students; their larger purpose is to teach us how imagination may serve all areas of human endeavor. So far, the spectrum of viewpoints has been amazing: we've had an executive vice president of Starbucks, the head of the MIT Media Lab's Hyperinstruments/Opera, a theater director, a craniofacial/pediatric plastic surgeon, the executive director of Urban Justice Center in New York, a dyslexic who learned to read at age 11 only to become a writer … picture these events!

Another important project in support of the imagination is the book that author Eric Liu and I co-wrote, "Imagination First: Unlocking the Power of Possibility," which takes the premise into the world beyond the classroom. At the heart of "Imagination First" is a set of universal practices with which successful professionals, including corporate executives, scientists, teachers, artists, a platoon sergeant and others utilize imagination in their work. For them, imagination is not an abstraction reserved for off time; it is a creative habit they rely on as a matter of course. "Imagination First" is a field guide for all those who wish to use it as such, to get unstuck, to reframe challenges, to practice possibilities at any scale and in any sector.

The first New York Imagination Conversation, on October 8, will celebrate the launch of the book. Perhaps you'd like to join us at the New York Public Library for the Performing Arts—and perhaps you'd like to be a panelist on a Conversation. Find out more on http://imaginationfirst.com and http://imaginationconversation.org.#

Scott Noppe-Brandon is executive director of the Lincoln Center Institute.

SMART WAYS TO USE LESS

Wash Less, Save More

Save energy by using your washing machine only when it's full and washing with cold water. It's an open-and-shut case.

Keeping Things Cool

Open refrigerator and freezer doors only when necessary. And choose efficient Energy Star appliances.

Keep Us In the Loop

Call **1-800-75-CONED** if you smell gas or to report power problems. Also, report electric power problems online at **conEd.com**.

Get Online, Not In Line

See and pay your bills online. Save time, paper, postage and trees. Go green with e*bill. Sign up at **conEd.com/ebill**.

See Daylight

During the day, turn off lights that are near windows and let daylight do the work for you.

conEdison | ON IT

Visit conEd.com for 100+ tips to go green and save green. Find us on Facebook at Power of Green.

The Dwight School

By STEPHEN SPAHN, CHANCELLOR

Founded in 1872, the Dwight School is a Pre-K–12 private international school located on Manhattan's Upper West Side. This year, Dwight continues to build on its International Baccalaureate (IB) program from prekindergarten through grade twelve. The IB has given us a framework to involve students in innovative technology initiatives, environmental projects, meaningful foreign exchange opportunities, and community building endeavors, which is reflected in our plans for this school year.

As technology becomes in increasingly important part of our everyday lives, Dwight continues to break ground using online courses as a way to utilize 21st century skills to connect with a global audience. Adding to last year's pilot online course on leadership development, our tenth grade students will participate in an online technology course, whose curriculum, based on J.F. Rischard's book, "High Noon: 20 Global Problems, 20 Years to Solve Them," will require them to help solve global issues using social media tools. Our ninth graders will participate in an online citizen journalism course that will enable them to research, write and publish a salon-type electronic magazine.

We recently helped found the Dwight International School (DIS), a not-for-profit IB Candidate school on Vancouver Island. The initial student population of 140 students includes specially selected future leaders of the Cowichan Indian tribe. Through DIS programs, students at Dwight and other New York City schools will have a chance to learn traditional Indian skills from the Cowichan Indians and conduct environmental research in the densest rain forest in the world.

The IB is based upon the philosophy that we live in a world without borders, which requires us to become knowledgeable of other societies. To that end, we enter our fifth year offering Mandarin Chinese to our elementary students. To expand our whole school's knowledge of China, we recently signed the first pilot joint Chinese-American curriculum program allowed in a state school in Beijing. This program, currently involving 120 Chinese students at the Capital Normal High School, provides our school community with a unique opportunity for virtual and real student and teacher exchanges.

Lastly, through Dwight's Institute for Civic Leadership (ICL), a non-profit organization whose mission is to inspire and educate students through the IB and provide "take action" opportunities to become engaged global citizens, we invite New York City private, parochial and public schools to join with us in engaging in an international exchange of ideas and contributing to communities in developing countries through the programs listed above as well as others in the Middle East, India and Africa. Over the past eight years, several thousand students from more than one hundred schools have participated in ICL programs. We have learned that it is necessary to have all of us work together in this interdependent world. #

Stephen Spahn is chancellor of the Dwight School.

York Prep School

By RONALD STEWART, HEADMASTER

Every year brings new challenges in private school education. I am sure this year we will all learn how to handle the threat and realities of the flu pandemic that confronts us. Fortunately, for six years York Prep has used a specific software program that enables teachers to communicate with each of their students every day on such matters as books to bring and the homework assigned. In addition, each week the program provides parents with a password-protected list of every grade achieved by their child in the last week, whether in homework, quizzes or tests, as well as a description of work accomplished and forthcoming homeworks. Should the flu epidemic cause the school to be closed for a few days, this program will be expanded to a distance learning setting and should prove invaluable in ensuring continuity of education through such a period. Many York parents think of it as an invaluable communication tool since, in almost real time, they are closely informed of their children's progress in detail.

The school has expanded its study of Mandarin Chinese so that it will be offered as an additional language choice to all students from the 7th grade through 12th grade. We expect to send a small group of students and teachers to Shanghai for the World Expo in 2010, and have received an invitation from No. 2 High School of East China Normal University to stay with them for a few days on that trip.

Since I believe that excellence in teaching is the paramount factor in the education of a child, I am proud that York continues to be stable in both its administration and faculty, all of whom teach regularly in the classroom. With over 65 teachers, we have two new subject teachers and two new Jump Start teachers, but the faculty and administration has stayed together for many years with virtually no turnover. As headmaster and founder, I am starting my 41st year, as is my wife, who is our director of college guidance. I am not sure if one should be proud of this record, but one certainly cannot say that this is a school that changes its leadership frequently. We can certainly say we have a committed and experienced administration.

Finally, we have had so many applications that we have increased our number of sections in the middle and high school. Bearing in mind the doom and gloom in the economic news, we are happily reassured by this turn of events.

I congratulate *Education Update* on its 14th birthday and, as always, send my personal best wishes to Dr. Pola Rosen, who has been an outstanding leader in New York's educational community. #

Ronald Stewart is headmaster of York Prep School.

9/11 Related Trauma

continued from page 11

persist for a period without relenting they should seek out a professional consultation. Dr. Cloitre emphasized that we are fortunate to have evidence-based treatments available for traumatized children. These interventions are often short term and include identifying good coping skills around improving mood and providing the opportunity for a forum of discussion for the child and family. This modality is referred to as cognitive behavioral therapy. It is important for families to be informed consumers for obtaining trauma related treatments and should inquire about the details of treatment with a mental health care provider.

For more information on these and other topics, readers are encouraged to visit the NYU Child Study Center website: http://www.AboutOurKids.org.#

Dr. Raul Silva is the vice chair and associate professor at the Department of Child and Adolescent Psychiatry at NYU Child Study Center and executive director of Rockland Children's Psychiatric Center.

Lifting the Stigma of Suicide

Dana and Hart Perry

Sheila Nevins

Nick Perry

By SYBIL MAIMIN

A very moving and harrowing film that aired on HBO recently about the suicide of a 15-year-old boy is important for its potential to lift the stigma and stimulate dialogue about mental illness in the young. With the skillful incorporation of home movies, photos and interviews, the film, "Boy Interrupted," very honestly and touchingly captures the brief life of Evan Scott Perry beginning with his joyful delivery-room appearance and ending with sad footage of his funeral.

Evan's mother, Dana Perry, is a producer and director of documentaries and his father, Hart Perry, is a cinematographer, so it was natural that family comings and goings were meticulously recorded. Evan, whose sweet, cherubic looks concealed the dark shadows plaguing him, was always difficult, but loving. He was "sophisticated beyond his years," his mother reports, but most disturbingly, became "obsessed with death" at a very young age. Following an aborted suicide attempt at school in the fifth grade, he was sent to a psychiatric hospital, where he was diagnosed with bipolar disorder, a chemical imbalance in the brain with, in his case, a dominance of depression. Seeking help, the family discovered Wellspring, a rural psychiatric facility where he stayed briefly and thrived. "They encouraged Evan to be a boy" and "taught the family how to work together."

Appearing much improved, he returned to New York City and York Prep, where he did well academically and had many friends. Although, as one of his friends, Gabriel Byer, reports, "He was different from the other kids, set in his ways." Things looked so good, his dosage of the drug lithium was reduced, but depression set in. Concerned, his parents made an appointment with his therapist, but, tragically, the visit never occurred. Demonstrating the focus on order and fairness that were lifelong characteristics, Evan left a suicide note on his computer listing six reasons "yes" and six reasons "no" for ending his life. "Yes," which revolved around perceived inadequacies, won, and Evan jumped from his bedroom window. His older half brother, Nick, currently a medical student, has commented that the sentiments on the computer were those of any 15-year-old, and he wishes he had had a chance to explain to Evan that most teens often feel inadequate and hopeless. But Nick also acknowledges that bipolar depression predisposed this teen to act on his dark thoughts.

Praised for their courage in sharing with the public such an intimate a family saga, in which they were both participants and observers, Dana and Hart Perry hope the film will lead to "acknowledgement of the massive stigma about suicide. There is no such thing as closure," Dana Perry explains, "but I'm really glad we made the film and can say we looked at it as far as we could. We didn't find the answers, but we looked. There is something about just doing anything, being active, to channel the grief." Hart Perry sees the film as "an attempt to find a language for something that does not have a language."

The Jed Foundation and its dedicated founders, Phil and Donna Satow, who lost their college-age son, Jed, to suicide, are strong supporters of the film. The foundation is the leading non-profit dedicated to alleviating emotional distress and preventing suicide among college students. It works to educate the public and eliminate the stigma surrounding mental illness, encourages and facilitates treatment seeking, and provides necessary information, resources and guidance. It supports research and helps colleges set up programs that address the emotional health of students. For more information, go to www.jedfoundation.org. #

All Grown Up: Adults With Autism Face Biggest Challenges Yet

By MCCARTON ACKERMAN

With the rapid rise in children diagnosed with an Autism Spectrum Disorder, families have had access to more resources and services than ever before. However, these children will soon grow up, and families are starting to realize that the fight for quality care for their loved ones has just begun.

Services that meet the needs of adults on the spectrum are difficult to come by and often lack in quality. Experts in the autism community believe that we are not adequately prepared to handle the future boom in adults with autism.

"Services that were an entitlement in childhood are rare to find as adults," says Dr. Ivy Feldman, educational director at the McCarton School. "However, the needs of adolescents and adults with autism remain very significant. The characteristics of autism remain, and may even be more challenging."

There are only a handful of organizations in New York City dedicated to working with adults with autism. Adults with ASDs quickly find it crucial to both retain skills already learned and begin developing new skills. These new skills are crucial for independent living and for minimizing social difficulties. Community interactions are often more challenging with older students, as the range of socially acceptable behaviors greatly decreases.

Dr. Cecelia McCarton, founder of the McCarton School, says that essential program components need to be put into place in order to ensure that adults with an ASD receive proper care. These include transition planning and the assessment and treatment of challenging behaviors.

"An effective program for adults starts well before the person with autism is an adult," says McCarton.

Aspects in transition planning include developing specific goals, exposure to community based employment and life experience, as well as access to service providers and other resources. According to McCarton, the main component of assessing and treating behaviors in adults with an ASD is understanding the motivation behind a specific behavior and teaching alternate skills in order to reduce the behavior.

Michael John Carley, executive director of the Global and Regional Asperger Syndrome Partnership, or GRASP, said that there has been expanded thinking in the autism community on how to address the future increase of adults with ASDs due to a greater knowledge about the spectrum, the lobbying done by parent advocacy groups, and gaining insight through speaking with adults on the spectrum.

"Like anyone, adults on the spectrum need to know more about what they can do, not what they can't," says Carley. "They can read what's written about them, and they can hear what's being said about them."

Despite a continued need for services for adults with an ASD, there have been improvements in recent years. More adults with autism are enrolled at vocational colleges and traditional universities. There has also been a rapid rise in adults with autism entering the workforce.

"Many of the challenges that we help people on the spectrum to overcome are related to social skills rather than work skills," says Dr. Charles Cartwright, director of the YAI Autism Center. "A person may be highly qualified for a professional job, but if he can't maintain eye contact, he may never make it past the interview phase."

Carley says that continuing to provide services for adults with autism will ultimately serve as a benefit to society as a whole.

"Given the talents and sometimes unreal abilities of people on the spectrum, this can benefit greater society if better understood and accommodated," says Carley. "Working on behalf of adults on the spectrum is clearly akin to working on behalf of everyone."#

McCarton Ackerman currently works as an ABA teacher in Chelsea. He is also the director of Inside Out Tennis*, which offers tennis lessons for children with autism, and is writing a book on goalsetting for kids which is due in stores at the beginning of next year.*

Special Education Itinerant Teachers: What They Do and For Whom

By LAUREN SHAPIRO

Special Education Itinerant Teachers (SEIT), like Selma Raven, support children with special needs who learn in inclusive classrooms during the school day. Ms. Raven, who earned her master's degree in special education at Manhattan College, collaborates with classroom teachers, ensuring that appropriate accommodations are being made to meet all of the special-needs students' academic, social, emotional, and physical needs. Accommodations may include adding visuals, selecting and training socially competent peers for peer modeling, training teachers, or even modifying physical space for sensory issues.

Some of the interventions that are utilized by SEITs to support children with special needs in the classroom, as well as at home are:

• TEACCH (Treatment and Education of Autistic and Communication Handicapped Children): a structured teaching method not considered a therapy but rather a therapeutic tool

• ABA (Applied Behavior Analysis): direct observation, measurement and functional analysis of the relationship between the environment and behavior

• DIR/Floortime (Developmental, Individual Difference, Relationship-based): a technique that follows the child's lead and, at the same time, challenges the child.

"I am in a superb school right now," says Ms. Raven. "The director is committed to inclusion." Ms. Raven has the director's full support to change the curriculum. For example, one child had severe language delays that were affecting his behavior in the classroom. "It was clear that he was aggressive because he was not being understood." On Ms. Raven's advice, staff added more visuals to the classroom, used simplified language, and books were "pre-read at story time. Stories were carefully selected to help him deal with his emotions. For instance, we chose books about feelings."

Though initially these changes are made for the sake of the IEP (Individual Education Plan) child, there are the added benefits of training teachers, and the students learned something about empathy. Working with him individually, Ms. Raven helped the child "to process language and to teach the child to communicate appropriately when frustrated. By May, the difference in his behavior both socially and academically was astounding."

In another of Ms. Raven's cases, it was determined that a young autistic child had "a deficit in performance rather than in acquisition; the child had the skills but did not know when to use them. My role was to pair him with a socially competent peer," because peer mentors "help in reciprocal interactions, which is a huge area of concern for many autistic children."

In the afternoons, Ms. Raven provides support in the home. Home programs vary in nature. "When the child cannot attend school, I provide complete services. If we are doing early intervention, there is also a family training session.

"I do discrete trials with some children and use PRT (pivotal response training), which also utilizes the same behavior modification principals of ABA. All New York State standards can be incorporated in a seemingly "fun" activity. When we make playdough we "read" the recipe, identify letters, understand that reading goes from left to right. We are measuring flour, salt, water, and seeing the change from one medium to another. We have a wonderful sensory experience of playing with hot, homemade playdough. Most importantly, there is so much language back and forth while we are doing something fun!"

Selma Raven

This kind of FAPE (Free and Appropriate Public Education) is inspiring. It's also a federal right, and sometimes parents of disabled children have to sue to enforce that right. Neal Rosenberg, an attorney who initially worked for the New York City Board of Education, says, "In many instances parents have a legitimate claim that the city has been unable or unwilling to provide an appropriate education for their child."

The costs are sizeable. Parents are looking to the city to pay the tuition to private schools that specialize in learning disabilities, like the Lowell, where tuition is about $26,000 per year.

"I believe that the city has the money to educate every child appropriately, and if a child's medical condition is costly, that doesn't obviate the city's responsibility to educate that child," says Rosenberg. The city tries to meet most of the needs of most of the kids; when you look at the total population of children the city educates, the amount of litigation is very small. #

Perspective on 9/11-Related Trauma from Marylene Cloitre, Ph.D.

By RAUL SILVA, M.D.

This month we sat down with Marylene Cloitre, Ph.D., one of the country's leading authorities in the realm of trauma and stress. Dr. Cloitre is the Cathy and Stephen Graham Professor of Child and Adolescent Psychiatry at the New York University Child Study Center Trauma and Resilience Research Program and research scientist at the Nathan Kline Institute. Given the recent anniversary of the 9/11 attacks, it is timely to understand the impact it may have on our children.

Dr. Cloitre first shared her thoughts regarding which children are most likely affected by this recent anniversary. She explained there are various susceptible groups. First, those who actually suffered a direct loss of a parent or loved one remain vulnerable to the emotional turmoil of this stressor, especially during anniversary dates. Another group that may be affected are those that were directly exposed to the terrorist attacks by virtue of living or attending school close to the World Trade Center. It should be remembered that since the event took place eight years ago, many of these children will now be in different schools and locations. Nevertheless, there are a number of factors that increase the impact of this particular anniversary. The first is that the September 11th attacks are temporally associated with the transition to the school year, which makes it more easily remembered and emotionally salient. Another factor is that the United States is still engaged in a war that is heavily covered by the media, serving as a further reminder of the terrorist-linked event.

Since children are often affected by what their friends and peers are experiencing, Dr. Cloitre

Trauma and Stress specialist Marylene Cloitre, Ph.D.

shared some advice for children on how they should deal with a friend's suffering around this anniversary. She explains that being supportive and validating of what the peer is going through is the first step. Depending on how distraught the friend may be, a next important step is that they speak to responsible adults, such as a teacher, parent or coach, to provide some help.

Dr. Cloitre also discussed how parents might best deal with their own children during the anniversary. The first step is to monitor how children are responding from an emotional perspective. It is important to determine if they are distressed and functioning or behaving differently from their usual pattern. Often a general discussion between a parent and child would be a sensitive and informative approach. If the differences

continued on page 8

Psychiatrist Dr. Katherine Shear Searches for Treatment of "Complicated Grief"

Unlike normal grief, which, though intense, improves over time, "complicated grief" is the inability to ever recover after the death of a loved one.

Characterized by prolonged intense yearning and preoccupation with a lost loved one, waves of sadness and longing, bitter protest, caregiver self-blame, and a feeling of profound emptiness that does not lessen with time, complicated grief may be more prevalent in older people than in younger adults. It destroys sufferers' lives for years, is not cured through traditional talk or drug therapies, and has seemed resistant to almost all treatment.

M. Katherine Shear, M.D., the Marion E. Kenworthy Professor of Psychiatry at the Columbia University School of Social Work, is an expert in the study and treatment of complicated grief. Dr. Shear has developed new treatments for the condition and now is seeking 200 participants from the New York area, aged 60 or older, for a new clinical study.

"The death of a loved one can take an especially devastating toll on an older adult," says Dr. Shear. "Older people may experience a cascade of losses as their social circles become smaller. The death of a close attachment, be it spouse, adult child, friend, parent, or sibling—along with the social, financial and medical issues that accompany it—can throw an individual into a discouraging downward spiral. People who continue to struggle with bereavement after more than six months may be experiencing complicated grief. We believe we can help."

Dr. Shear's study will provide sufferers with 16 weekly treatment sessions over a four-month

Katherine Shear, M.D.

period. The sessions will be provided on an outpatient basis at the Late Life Depression Clinic of the New York State Psychiatric Institute in Manhattan. It is funded by the National Institute of Mental Health, with the Columbia University School of Social Work and New York State Psychiatric Institute.

Symptoms of complicated grief more than 6 months after the loss include: strong yearning for the person who died, waves of intense sadness and longing, feeling of disbelief or difficulty accepting the death, avoiding things that are reminders of the loss, bitterness or anger, feeling cut-off or distant from others or intense loneliness, having many unstoppable thoughts, memories, or images of the person who died, feeling life is empty or meaningless without the lost loved one, or feeling that grieving less would be betraying one's loved one or that grief is all that is left of the person. #

Parents as Partners in 2009-10

By DR. BONNIE BROWN

Another school year is getting under way with expectations, challenges and creative ideas on how to build the school home connection. Educators state they cannot work in a vacuum and facilitate student achievement without family support. Parents say that the schools do not communicate well with them and are threatening and unwelcoming places. The gap is apparent in schools throughout the country, especially in large urban areas where the student achievement gap is wide for minority students. The call to arms for the 2009-10 school year then becomes the issue of building a strong bridge to facilitate the school-home connection, which we all agree is necessary for student achievement.

Most successful school leaders have studied their parent surveys, learning-environment surveys, and needs-assessment documents returned by parent-teacher associations. In response, they have attempted to increase parent engagement by scheduling more meetings with high profile guest speakers, ordered more and better food for meetings, believing "feed parents and they will come," or they have increased the number of student shows, fairs and athletic events to spearhead parent involvement in school life. Unfortunately, if we review parent attendance rates in urban schools, we see the problem is still unresolved. Now is the time to think outside of the proverbial box and design motivational programs that will move parents into their children's schools and into a partnership with teachers/administrators.

How do we achieve this goal? Here are some suggestions to put into effect early in the school year when parent enthusiasm is at its peak.

• Hold a back to school kickoff with a "Friday Night at the Movies." Ask parents to refrain from putting that beach chair away and bring it and their children to school on a Friday evening for dinner and a movie. Hire assistant teachers/aides to supervise children and plan a menu of activities for them after a dinner with their parents. Show the adults a movie that speaks to a parenting challenge or issue, such as "Kramer vs. Kramer," "Billy Elliot," or "Ordinary People." Have a guidance counselor or clinician available to use the film as a springboard for discussion that informs a parenting best practice. End the evening with singing, a rousing game of Price Is Right with prizes, and provide take-home books for parents to read aloud to their children.

• Develop a school-wide policy for disseminating information to parents. It can be via a communication notebook, backpacking flyers, automated telephone calls regarding student attendance, or e-mail/snail mail.

• Design programs that transform your school into a community resource by offering adult classes for GED prep or computer skills, or English classes for parents who are monolingual in a foreign language or bilingual. While funding may be scarce, there is grant money available and other funding, such as Title III monies. Change the school in parents' eyes and their perception of it will change from a historic place of failure to a safe harbor that promotes adult learning.

• Buddy longtime parents with parents new to your school and have them reach out and call new parents to share their experiences with the school and offer support. Have several parents invite newbies to upcoming meetings, teas, fundraising events.

• Plan early for parent-teacher conference days/evenings. Have a meet-and-greet coffee time upon arrival. Have tables in the lobby manned by community resources such as the public library, extracurricular programs such as PSAL, CHAMPS, Children's Aid Society, Social Security Administration, etc. Parents should have resources readily available to assist them in partnering in their child's school achievement and improving the quality of their family life.

The time to reach out to parents is now, early in the new school year while anticipation and energy are high. It also allows for year-long joint planning of school-wide calendars, allowing parents to plan their own family lives. These are all important reasons to engage parents at the beginning of the year. However, the most important reason is for teachers and parents to meet face to face and begin to build a trusting and respectful relationship. Parents need to be encouraged to visit their child's classrooms, sit in, and observe. Whenever possible, teachers should debrief with parents after their visit to clarify what they saw and answer questions. The school-home connection is a relationship, and we know that all relationships take time and work. This is one relationship that is well worth the effort if we (educators/parents) believe in children first. #

Dr. Bonnie Brown is the superintendent of District 75 in New York City.

Autism Ambassadors: High School Students Create Program

By ZAK KUKOFF
And ZACH FLYER

Zak Kukoff

Zach Flyer

Imagine walking into a strange, large building. The hallways are imposing; the ceilings seem to get higher the longer you look. Someone double your age, an aide, pulls your shirt. For the first couple of days most of the others your age stay away from you. That's fine; you're absorbed in your own thoughts and imagination. Eventually, one or two brave kids venture over to say hi. You don't respond; the aide does. The kids don't come back over for a while. When they finally dare to venture back into your corner, it is only to whisper about you and make you the object of their derision.

In an ideal world, this is where Autism Ambassadors would enter. We would use our curriculum, based on Applied Behavioral Analysis, to instill tolerance and understanding in the typical student while teaching the student with autism social, emotional and academic skills. The result is a more harmonious classroom as well as authentic, sustainable friendships that exist in and out of the classroom.

However, in the majority of classrooms across America, the whispering would intensify until it morphs into outright insults, often around the fourth grade, when classrooms go through a series of changes that will not only result in increased isolation for the student with special needs but will also decrease the amount of time that the teacher can spend with that student. Teachers and parents alike, including those from the Millburn, N.J. and Stamford, Conn. school districts, have noticed this disturbing phenomenon.

Autism Ambassadors is a non-profit organization dedicated to changing the way non-special-needs students interact with students with autism. When Zak Kukoff was younger, his family member with autism moved in with his family. As he grew up with her, he saw firsthand that even when other students tried to interact with her, they failed. Alienation in the school, not to mention the community, inevitably followed. Because of this experience, Zak realized that typical students do not know how to develop relationships with students with autism. Zak wanted to change that, so he started Autism Ambassadors. With the help of Dr. Frank Weiss, a licensed psychologist, he developed an ABA-based curriculum that teaches typical students how to develop genuine relationships with peers with autism.

The curriculum will engage typical children and children with special needs in a mutually beneficial relationship. Through extensive social and behavioral interaction, the non-special-needs children (the "ambassadors") will learn about autism, both how it affects the brain, and useful strategies they can use to address problems pertaining to its outward manifestations. The curriculum consists of a series of modules that are written in dialogue format to imitate the idea of role-playing. In this role-play, ambassadors act as both the student with autism and the ambassador. While role-playing, the ambassador not only builds an empathy link with the student, but also learns ways to overcome his or her discomfort with autism. Students also learn how to behave while interacting with the student with autism while role-playing as the ambassador. Each module has teaching moments where strategies are reinforced to the ambassador. In addition, all of our modules are interconnected; different modules can be referred to during an individual situation to reinforce our strategies further.

We offer our curriculum as a no-cost program for any school that would like to implement it. As a result of this policy, we currently have over 10 schools that have committed to implementing our curriculum.

We'd love to expand our organization to as many schools as we can. If you know of a school that you think could benefit from the Autism Ambassadors program, please e-mail us at info@autismambassadors.org or call us at (973) 486-1528 (Zak is extension 1). In addition, we are always thankful for any donations, regardless of their size. To donate, please go to our Web site, http://www.autismambassadors.org, and click on the "Contact Us/Donate" page. All donations will be tax-deductable by April. #

Zak Kukoff, the founder of Autism Ambassadors, is a 9th-grader at Westlake High School in Westlake Village, Calif. He can be reached directly by e-mail at zak@autismambassadors.org. Zach Flyer, the curriculum director for the Autism Ambassadors executive student advisory board, is a 9th-grader at Millburn High School in Millburn, N.J. He can be reached directly by e-mail at zach.flyer@autismambassadors.org.

NY Times NIE Program Shows Teachers How To Boost Learning With Its Online Resources

By SYBIL MAIMIN

Although The New York Times has had an education program since the 1930s, the newspaper's value as a teaching tool has broadened significantly with the addition of an ambitious digital component. With free classroom subscriptions to its Electronic Edition, open access to its content-rich online Learning Network, accessible article archives going back to 1851, and a Newspaper in Education Web site, The Times offers teachers and students an array of possibilities to interact with the paper and to learn.

At a recent "Teacher Appreciation Day" held in the spectacular new glass-enclosed, light-filled, Renzo Piano- designed Times Tower, teachers interested in learning how to integrate The Times into their curriculum were offered strategies on how to most effectively utilize its myriad education resources. Under the able leadership of Stephanie Doba, the Newspaper in Education manager, teachers learned that the Electronic Edition, which shows the daily paper exactly as it appears in print, allows students and teachers to "experience the newspaper format" but access it online. Her theme was that teaching students to use the Times and its online resources leads to better quality research and learning. Daily downloadable lesson plans, curriculum guides, and activities relating to the day's paper provide professional support.

Holly Ojalvo develops and edits content for The New York Times Learning Network, nytimes.com/learning. She explained that teachers can use The Times as a research tool and as a model of how research is collected and used. Working back from an article, students can determine sources used and questions asked. They learn how writing style sets tone and blogs add reactions. For their own research, students can go to Times Topics, a "virtual encyclopedia" that features high-quality information on thousands of topics including relevant Times articles, graphics, audio and video guides, and links to selected outside sources. The New York Times Article Archive contains a complete back file of articles from 1851 to the present. The Times Machine has digital images of old issues of the paper. For broader research, Times Navigator allows teachers to direct students to qualified, vetted outside sources. Innovative online features include Word Train, which follows a word and shows the various ways it has been used in the paper. The Learning Network contains specific pages for teachers, students and parents and includes daily lesson plans linked to Times articles, news summaries of top stories, a daily test prep question and vocabulary word, "conversation starters" for parents, a science Q- and-A, as well as other interactive materials. Popular features include On This Day in History, the Daily News Quiz and student crossword puzzles. Curriculum guides and activities can be downloaded from The New York Times Newspaper in Education Web site, nytimes.com/nie.

Stephanie Doba

Robert Greenman

Holly Ojalvo

Teacher Appreciation Day abounded with tips on using the Times as a learning tool. Robert Greenman, author and veteran teacher of high school English and journalism, showed teachers how to find teaching opportunities in any day's issue of The Times. Vocabulary words abound in the brief TV listings, in movie titles and headlines. Police stories are good examples of use of "attribution." Obituaries are rich in history and biographical information. Students should learn the differences between news stories and features, editorials and news articles, anonymous and named sources, and newspaper and television news. Within stories, examples of differences in governments, gender roles, education and religion are just some of countless, easily adapted teaching points. Students can find articles that put into context textbook words such as social security, president's Cabinet, public opinion, civil rights, and foreign policy. Language arts instruction can benefit from the Times as a model of good writing.

Some teachers expressed concern over students copying verbatim from online sites and the difficulty of judging reliability of sources. In answer, other participants suggested lessons to stem these problems such as learning to write summaries and doing research in class under teacher supervision. Reliability of a source may be checked through background research, corroboration with other sources, and determination of "point of view."

Even as the wealth of digital material was being reviewed, it was noted that the familiar print edition of the Times endures and continues to engage students.

For information on the Electronic Edition and free teaching resources, go to NYTimes.com/nie.#

A Reprieve for Alternative Routes to Teacher Certification

By MARTHA MCCARTHY, Ph.D.

The Ninth Circuit Court of Appeals in Renee v. Duncan recently declined to invalidate a regulation under the federal No Child Left Behind Act that allows teachers participating in alternative routes to certification (licensure) to be considered "highly qualified." Under NCLB, a highly qualified teacher "has obtained full state certification as a teacher (including certification obtained through alternative routes) or passed the state teacher licensing examination, and holds a license to teach in such state."

Some California plaintiffs alleged that they have been harmed by the challenged federal regulation because the state has allowed school districts to hire alternative route participants who are not as competent as those traditionally prepared through university programs. In California, teachers in internships receive support and training while they advance toward state certification. Plaintiffs in Renee argued that if the federal alternative route regulation were invalidated, California would stop considering participants in internship programs to be highly qualified. They also contended that alternative route teachers are hired mainly in school districts with high concentrations of low-income and minority students.

The Ninth Circuit held that since California still could consider teachers participating in alternative licensure routes to be highly qualified even if the federal rule were struck down, a judicial declaration invalidating the NCLB regulation would not provide the redress sought. In short, since certification is a matter of state law, California could alter its definition of "highly qualified" regardless of what the federal government does.

The Renee plaintiffs claimed that California followed the federal lead in changing its requirements for licensure after NCLB was enacted and that the state would do so again if the federal regulation were dropped. But only the dissenting Ninth Circuit judge endorsed this position. He reasoned that since California modeled its definition of highly qualified on the NCLB, invalidating the federal regulation would have an impact on the hiring and assignment of teachers licensed through alternative routes in California.

No one contests the NCLB goal of having highly qualified teachers or disagrees that teacher quality is one of the most important factors in improving the achievement of all students. The controversy focuses on how to ensure that there is a highly qualified teacher in every classroom.

Research is not yet available to refute or support the claim that teachers licensed through alternative routes lack instructional skills and are not getting sufficient preparation in pedagogy. Those making these claims need to present data to convince policy makers that traditional certification through university preparation programs produces better teachers. In the absence of such data, alternatives to traditional licensure for teachers and school leaders will continue to be considered and likely adopted in an increasing number of states. #

Dr. Martha McCarthy is chair of the department of educational leadership and policy studies at Indiana University.

MEDICAL UPDATE

New York City • SEP/OCT 2009
FOR PARENTS, EDUCATORS & STUDENTS

DR. JAMES GAROFALO RECALLS HIS DAYS AS A FLIGHT SURGEON

By JOAN BAUM, Ph.D.

Dr. James Garofalo, a general practice physician from Caldwell, N.J., is flying high in anticipation of his pilot's license renewal this fall. Difficulties with recent health issues, which grounded him for a while but are now stable, have only reinforced his "acute perspective on good health," and he's raring to go, personally and professionally. A lively and articulate octogenarian with a lifetime of flying experience, Dr. Garofalo says he has always loved planes, making paper models as a child, and yearning to be a pilot. When he was 17, attending summer school in Amherst, he says he would use his money for traveling home (to Bloomfield) for flying lessons instead (dad wasn't exactly thrilled). Though he wanted to go to West Point, he flunked the eye exam, but he did recoup: he became a flight surgeon. "I love flying machines and love to help people achieve good health." Being a doctor and a pilot, he says, allowed him to pursue both passions.

The timing of Dr. Garofalo's deepening interest in aviation back in the late '50s coincided with dramatic change in the military and civilian aviation industries, sparked by Sputnik. Aeronautics was going supersonic, particularly in the form of the Bell X-1, the first aircraft to exceed the speed of sound. The significance of being a flight surgeon was immediately apparent to Dr. Garofalo, who had joined the Air Force and knew that supersonic travel would require more information about the "physiology of the human body." He once did a study on motion sickness for Pfizer that showed that various experimental drugs were insufficient to counter adverse effects. He also researched the need for more oxygen in higher altitudes. And, of course, with challenging technical advances he came to a greater appreciation of the need for pilot fitness in all senses—physical, mental, emotional. The "most chilling" example of his aviation life, he recalls, was on his first flight alone in Anchorage—he was "shaking like a leaf"—could he do it? That he "slowly calmed down and took control" speaks of a psychological disposition that isn't always manifest in curricular training.

Dr. Garofalo recently shared many of his experiences, as well as thoughts, about the future of aeronautics and careers with students at the Daniel Webster School of Aviation Sciences in Nashua, N.H., one of the two top flight schools in the country (the other is Embry-Riddle in Fla.). Daniel Webster, established about 44 years ago, was acquired just this past June by the parent company of ITT Technical Institutes. Daniel Webster is a for-profit proprietary college with a main campus of 54 acres next to Nashua Municipal Airport. The school offers associate, bachelor's and master's degrees and boasts "exciting career choices" for graduates in the commercial, corporate, civilian or military sector; jobs include, besides being a pilot or doing research, airline management and airport traffic control. Increasingly, he notes, while airlines are downsizing, positions are opening up to pilots in the corporate world—the result of needing to do business more efficiently at home and abroad. And, of course, planes have become increasingly important in volunteer Angel flights that assist those with critical medical problems. Medical flights also include transporting organs from donors to recipients.

Dr. Garofalo's emphasis on continuing education and training, as well as medical monitoring—not just annual EKGs but also cardiovascular exams—reflects a life-long appreciation of being fit. He remembers when he flew to Newport the day after John Kennedy Jr.'s plane crashed. There was heavy fog obscuring the shoreline. "I have 3000 hours of flight and instrument training. He had about 300 hours . . . I had to call the control tower to guide me—there was zero visibility." There are FAA rules, but Dr. Garofalo would have pilots rise to the requirements and more by conviction: "Never quit training, take a check ride every two years at least to make sure you have the necessary skills [beyond required basics]." Would that such an attitude were embraced by those in all professions.#

Getting Educated About Hospice

Priscilla Ruffin, Pres. & CEO, East End Hospice

By JOAN BAUM, PH.D.

Although hospice has been around for about 35 years in this country, it's still poorly understood, "an untold story," in the words of senior nurse practitioner Judy Hren of East End Hospice, a New York State certified hospice on Long Island. Often confused with hospital or nursing home care or general home assistance for the terminally ill, hospice, a "multi-dimensional" government-funded program, usually covers the last six months of a person's life, as determined by a doctor. Satisfying Medicare criteria for palliative care, hospice is free, but that's not the only fact that sets it apart.

Hospice staff, many of them like home care aide Nancy Tammaro—who want to give back, based on their own experiences—pride themselves on offering "quality" care, joining volunteers who help hospice fulfill its obligation to have an active volunteer program. "It's hard work," Nancy likes to say, "but not hard to do." Indeed, hospice has no problem attracting volunteers of all ages and skill levels, from those who work directly with patients at bedside to those who assist with clerical duties and fundraising. As for relatives and friends of those who receive service, hospice would seem to be one of those rare nonprofit organizations that elicits, without any prompting, universal testimonies of acclaim. "There's something about those hospice folks that's special," is a typical remark. Early on in her career, says Judy Hren, when she augmented private-duty work with hospice-related services, she would observe the hospice team and be constantly "impressed." Now, almost fifteen years later and part of that team, she continues to admire hospice goals and practices.

Even the vendors who deliver hospice-ordered equipment—beds, chairs, lifts, commodes, walkers—seem a breed apart. Not to mention the local pharmacists, as Judy points out. Their "cooperation," especially during busy summer months when they are usually "swamped," proves not the exception, but the rule. Which is exactly how Priscilla A. Ruffin, MS, RN, CS, and NPP, East End Hospice president and CEO, would have it—the initials reflect decades of study and work as a nurse practitioner and clinician specializing in psychiatric nursing. Her own involvement with hospice, dating to personal experience and years of evaluating "less than optimal" conditions for the terminally ill, particularly in ICUs, got her to appreciate the need to work not just with patients, to ease them off pain, but with their families, helping them learn "how to let go."

Originating in England in the 1960s as a movement to provide compassionate and professional care for those no longer able to benefit from active treatments such as radiation or chemotherapy, hospice goes back at least to 1818, when the word entered the English language, derived from Latin *hospitium*, or host. Conceived as a shelter for pilgrims returning from the Holy Land, often sick and weary, hospice guesthouses reflected the Regency period's newfound interest in benevolence as an expression of religious concern for the poor. But the hospice idea in fact dates to medieval days when hostels were established, inexpensive inns for traveling students. Today, hospice retains the sense of service offered as charitable commitment and offered by those who see their work not as a job but as a "calling."

So why is hospice not better known? Though not a substitute for round-the-clock home care, hospice nurses visit patients during the week, and a doctor is on call for emergencies. By law, restricted to providing no more than 20 hours of home care a week (helping to feed, dress, walk, and talk with patients), hospice may not reach all those in need, though on principle it will not turn away the under- or uninsured. Essentially, however, says Priscilla Ruffin, hospice seems to have a "negative" connotation for many people who do not want to acknowledge "the end." Judy Hren points out that even some doctors and clergy have "a hard time." The American way of 20th century death is typically out of sight—in hospitals and nursing homes.

By 1974, when New Haven, Connecticut established the first hospice in the United States, modeled on Dr. Cicely Saunders' innovative program in the U.K. at St. Christopher's in the 1960s, hospice was typically setting about its business in institutions. But not long after, responding to rising high-tech medical costs, shortage of adequate hospital staff and a greater offering of hospice services that include social, emotional and spiritual counseling, an increasing number of relatives and friends began electing hospice home care. Priscilla Ruffin points out, however, that the tide may now be swinging the other way, with new interest in establishing separate, stand-alone buildings that would focus on hospice core services.

By far, however, one of the most dramatic changes in East End Hospice over the last couple of years has been the growth of its bereavement services for children. WLIU radio producer and award-winning journalist Bonnie Grice, who recently completed training as a hospice volunteer, notes a "light bulb moment" not too long ago when she was talking with a friend about the extraordinary work done by Camp Good Grief. Soon, the circle of light started expanding, as she realized she had the "strength" and "clarity" to be there for others. "Hospice, in its own gentle way," she says, "encourages us to maybe take a fresh approach to the issues of life and death and what it all means."

Amen. #

Learning By Hand: A Case for Handwriting Enhancing Reading

By DR. JOHN J. RUSSELL,
HEAD OF WINDWARD SCHOOL

In the February 23, 2009 issue of Newsweek, Jessica Bennett predicted the doom of writing in longhand. In her cleverly-titled article, "The Curse of Cursive", she states that "penmanship, like hieroglyphics and the IBM Selectric, has lost its purpose," and she goes on to deliver the coup de grace by saying, "Let's erase it for good." Ms. Bennett is not alone in prophesying the demise of writing in cursive. Margaret Webb Pressler, in an equally cleverly-titled piece, "The Handwriting Is on the Wall," published in the October 11, 2006 edition of the Washington Post, reported that on the handwritten essay section of the SAT exam, only 15 percent of the 1.5 million members of the class of 2006 wrote their essays in cursive; the rest printed using block letters. Ms. Pressler opined that "the computer keyboard helped kill shorthand and now it's threatening to finish off longhand." She claims that many teachers are not concerned about the precipitous drop in the use of cursive, while scholars "who specialize in writing acquisition argue that it's important cognitively, pointing to research that shows children without proficient handwriting skills produce simpler, shorter compositions, from the earliest grades." With populist outcries for doing away with cursive and with apparent teacher apathy toward its demise, now is a perfect time to examine the reasons for the fall of handwriting and the evidence that supports the teaching of handwriting in our schools.

Writing in the Annals of Dyslexia (vol. 46, 1996), Betty Sheffield bemoans the fact that there is a relative dearth of major research studies on handwriting. She does, however, cite many of the important findings that support explicit instruction in handwriting. She notes that kinesthetic learning results in very powerful memories, and she posits that, because kinesthetic learning is such a strong learning modality, all children need to assimilate accurate letter formation of alphabetic letters. She points out that "dyslexic students in particular often need to use writing in order to learn to read." Virginia Berninger and her colleagues, writing in the Journal of Learning Disabilities (vol. 35, 2002), confirm the strong effect of "language-by-hand" learning. There is also research on beginning reading that supports the observation that learning to write the manuscript alphabet enhances letter recognition and promotes automaticity. In her review of reading research, Adams (1990) points out that the speed and accuracy with which beginning readers recognize individual letters are determinants of their future reading skill. As Windward consultant Eileen Perlman explained in Child magazine (September 2003), "a good handwriting program involves three simultaneous processes: listening to the sound of the letter (the auditory component), looking at the letter (the visual component), and making the movement to form the letter (the kinesthetic component)." The research clearly demonstrates that handwriting strengthens the sound-symbol connection and should be an important component of any reading program.

Dr. John Russell

At the most recent conference of the International Dyslexia Association, Vanderbilt University professor Steve Graham presented a compelling argument for teaching not only manuscript, but also cursive. In one of his studies he found that the average first-grader writes nine to ten letters per minute. After 15 minutes of handwriting instruction three times a week for nine weeks, the students doubled their writing speed and constructed more complex sentences. He also noted that students who remain printers rather than cursive-writers write much more slowly—so slowly, in fact, that Graham believes it is nearly impossible for printers to take accurate notes in most high school and college classes and may have difficulty writing essays for the SAT. This concern was supported by Ms. Pressler in her Washington Post piece when she pointed out that SAT essays written in cursive had slightly higher average scores than those that were in print. Sheffield confirmed this phenomenon, citing the work of Alston and Taylor (1987) and Briggs (1980), which demonstrated that middle school teachers and college professors grade papers based on the quality of the handwriting and not just the content. In both studies the only difference in the papers the teachers and the professors were given was the quality of the handwriting. Even though the content was exactly the same, there was significant variation in grading.

Unfortunately, students are receiving less and less instruction in handwriting. Steve Graham found in 2003 that primary grade teachers spent less than 10 minutes a day on handwriting. Graham's research also confirmed another of Sheffield's hypotheses: teachers "have been given inadequate preparation in the teaching of handwriting." Professor Graham found that while most of the teachers he surveyed did teach handwriting, albeit to a very limited extent, a vast majority admitted that "they had no training in the subject, had no curricular materials for it and, for good measure, didn't enjoy it." The decline in the instruction of handwriting and its diminished use by students is not because handwriting has lost its purpose; it is due to a lack of teacher preparation.

To paraphrase Mark Twain: reports of the death of handwriting are exaggerations. Handwriting is alive and well at Windward and other schools where instructional practice is informed by the research and supported by a comprehensive professional development program that includes strategies for teaching handwriting. There is clear evidence that handwriting is an important tool in the acquisition of reading and writing skills and should be part of every language arts program. #

Dr. John J. Russell is head of Windward School.

More Les Paul

By ANDREW SCHIFF
SEPTEMBER 2002

Throughout history, education has usually placed emphasis on the student-teacher relationship. Socrates taught Plato, Anne Sullivan taught Helen Keller and other examples flood the history books. Modern education, with its emphasis on classroom learning, has brought a new dynamic to the student-teacher relationship. With such strong emphasis on the student-teacher system, less attention has been paid to self-education. Probably one of the greatest examples of success in self-education is that of the musician and inventor Les Paul.

In the world of rock music, Les Paul, who was born Lester Polsfuss in Waukesha, Wis. on June 9, 1915, is seen as an icon. He not only invented the electric guitar—arguably the most important invention in music history, at least in the twentieth century—he also invented the guitar amplifier and sound effects such as reverb, delay, chorus and flange. He also was the inventor of sound-on-sound recording, a precursor to the multi-track recording used today.

Interestingly, Paul's education was not in a university setting under the guidance of professors with doctoral degrees. In fact, Paul never even finished high school.

Paul's formal education ended when he accepted an offer to join virtuoso guitarist Joe Wolverton in St. Louis to be part of a musical duo (Paul, who also was a fabulous self-taught guitarist in his own right, played harmonica in the duo). Prior to teaming with Wolverton, Paul had actually replaced Wolverton in the very jazz band with which he had been performing. There he earned $12 a night, outstripping the weekly $8 he would have earned doing neighborhood chores. Because of his music talent, his guitar and the harmonica playing virtually led him from the classroom to the ballroom.

"I look back now and I say, What I learned from actual experience I would have never learned in high school. That doesn't sound right, but in high school they didn't teach music and I wouldn't have learned electronics; [besides] there is nothing like being taught where it's hands-on."

Paul's curiosity led him from being merely a musician to being someone interested in recording. Paul eventually took his stereo and phonograph and turned it into a recording studio. Later, Paul decided that he needed to learn more about electronics to improve the sound of his recording. He journeyed to the local radio station that was transmitting the songs he had heard on the radio. Paul asked the engineer to teach him what he knew. Every Sunday Paul would study with

continued on page 18

Stanley H. Kaplan Supports Middle School Math Instruction at CCNY

By ALFRED POSAMENTIER, Ph.D.
JULY 2008

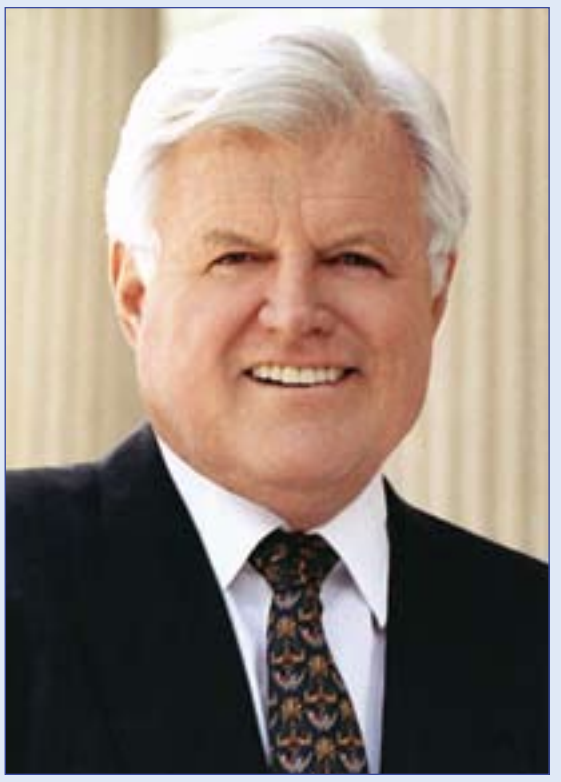
Several years ago, the math teacher shortage in New York City secondary schools reached near-crisis level. Despite the best efforts of the department of education to recruit the best and brightest new teachers for its schools, the national shortage of math majors and the outflow of experienced math teachers led to the evolution of a largely under-prepared and inexperienced math teacher corps in New York City. It became obvious that a steady stream of in-service support would be required to provide the existent staff with the appropriate content and pedagogical strategies necessary to enable them to improve math achievement. It also became clear that the limited number of higher education institutions in New York could not provide direct support to such large numbers of teachers, and that the existing supervisory staff was itself not sufficiently prepared to undertake the task. However, The City College of New York math education program developed a way in which a significant number of math teachers could receive enhanced support through their immediate supervisors or coaches. We reasoned that by providing supervisors and coaches responsible for math staff development with additional content, pedagogy, the latest research in learning, and access to educational math technology, we would have the most direct, far-reaching and cost-effective route into math classrooms across the city.

In discussions with Stanley H. Kaplan, the founder of the famous Kaplan test preparation schools and a graduate of The City College (class of 1939), we identified the middle school as the area with the greatest need for this program. With the generous support of Mr. Kaplan ($2,000,000), the program was launched in 2004. The structure of the program brings a group of middle school math supervisors and coaches approximately once a month to the college for a full day of training in specific special areas, such as problem solving, enhancing instruction through technology, special supervisory techniques for improving math instruction, etc. Each of these workshops of the Kaplan Math Institute is taught by experts in the field, and followed by a full-day support visit by representatives of the program. These math mentors, each of whom is a highly experienced math educator, are able to help the coach or supervisor translate the content of the workshops into the real life of the classroom. In addition, the Kaplan Math Institute has hosted many nationally renowned math educators over the past four years to further enrich the participants, and bring them a deeper understanding of the world of mathematics, as well as how to best help children achieve their mathematical potential. To date,

continued on page 20

SENATOR EDWARD KENNEDY: NATIONAL CENTER FOR LEARNING DISABILITIES AWARDEE

BY POLA ROSEN, ED.D.
MAY 2005



Education Update: The Kennedy Family has been involved in helping children with special needs for many decades, including the Special Olympics. How did you first become involved in special education?

Senator Edward "Ted" Kennedy: My family became particularly committed to children with disabilities and their families because of our sister, Rosemary, who had mental retardation. In many ways she still had real potential, and my parents did their best to see that she could develop as much as possible. But it was obvious to all of us that millions of others had no such opportunities. Disabled children deserve a good education and opportunities to play and compete in sports.

EU: What special education organizations and causes have you been affiliated with over the years?

TK: When we talk about special education, in addition to the child, the most important people in the discussion are parents and teachers. They are the ones who get up each morning to help special needs children be the best they can. The organizations and the individuals that represent teachers and families are my strongest partners and the best allies for special needs children.

EU: Is there any legislation that you have worked on or that you plan to work on to help special needs children?

TK: The most important pending legislation in this Congress is the Family Opportunity Act. For more than five years, Sen. Grassley and I have been committed to this legislation to give parents of disabled children the opportunity to purchase Medicaid coverage for their children. Under current law, we leave families of severely disabled children with only three choices: to get Medicaid, stay poor, or worst of all, give up custody of your child so they can qualify for the health care that meets their child's medical needs.

Families deserve more support than that. We should be able to buy into Medicaid; it's the only insurance plan that covers health care for a severely disabled child.

EU: What work still remains to be done?

TK: The greatest special education challenge facing us today is how to help disabled students make a successful transition after high school. Five years after a child leaves special education today, only 50 percent of them are working or in continuing education. Over their age span, less than one-half of 1 percent of people with disabilities work. We need to change those outcomes and make more opportunities available for these children when the school bus doesn't come anymore.

Higher education shouldn't have a glass ceiling for qualified people with disabilities. We need better high school programs that include these talented people, even if they're disabled.

EU: What is your opinion vis-à-vis No Child Left Behind for special needs children?

TK: We were right to include disabled students in the Act's accountability provisions. Schools have to recognize that all children can learn; it's just a matter of understanding how they learn and how to teach that learning. For years they have been victims of low expectations and lumped together as low achievers. With the right reforms, their academic achievement will improve, and so will their opportunities for productive lives. Special education students and their teachers should never again be left out and left behind.

EU: Can you enumerate some of the issues you have fought for to improve the lives of our nation's families?

TK: Better education and better health are two of the most important. So is civil rights. One recent example is an amendment that I offered to the Senate budget resolution to add $5 billion to maintain funding for education and expand student aid for college students. The president's budget would cut education and provide no increase in student aid. It's a battle royal in Congress.

EU: Have you ever received any other special education awards? If so, what were they?

TK: The award closest to my heart was the one I received from special needs children and their families for the work we do everyday to make their world a better place.

EU: From your perspective as a father and an uncle, what advice would you give to parents about obtaining an excellent education for their children?

TK: Get involved with the schools your children attend and try to be part of the decision-making process. Education is the key to the American dream. Fifty years ago, people with high school degrees—and even those who dropped out of high school—had the chance for good jobs. Today they require greater education. The benefits of a college degree are immense. Over a lifetime of earnings, the average college graduate makes over a million dollars more than a high school graduate. I urge every young person I meet to work hard in school and go on to college so they'll have the opportunities they deserve in life.

EU: Who were your mentors? Who inspired you to go into politics?

TK: My family has been the greatest inspiration in my life. I suppose politics and public service are in my genes, since both my grandfathers were so active. Certainly my brothers were a constant inspiration. Actually, as the youngest in a family of eleven, I had ten mentors growing up. In recent years, my sisters Eunice and Jean have inspired me as well through their work in Special Olympics and Very Special Arts.

EU: Are there any early educational experiences or anecdotes that you would like to share with our readers?

TK: One of my fondest childhood memories involves Longfellow's famous poem, "Paul Revere's Ride." My mother was the finest teacher I ever had because she took advantage of every opportunity to teach all her children about the things that would be most important in their lives. She felt that Longfellow's poem was the perfect way for me to learn about poetry and history at the same time. She coached me to memorize the full poem and recite it—all 130 lines. Still today, I love to take friends to Old North Church in Boston to point out the tower where two historic lanterns were hung by a friend as the signal that British troops were making their move by sea and not by land and the American Revolution was about to start.

EU: One of the hallmarks of your career has been to improve the nation's schools and colleges. What are some of the best ways we can accomplish that?

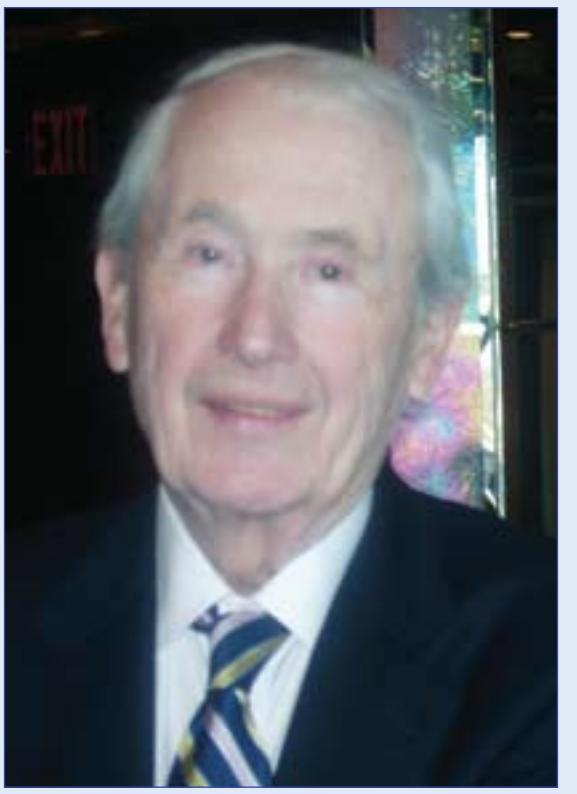
TK: In 2002 we took a positive step by passing the No Child Left Behind Act. For the first time, we created a way to enable schools to see that every child succeeds: black, white, Hispanic, disabled, immigrant, rich or poor. We also committed to ensuring a highly-qualified teacher in every classroom. The law holds schools accountable for achieving reasonable goals for each student.

Unfortunately, the administration and the Republican leadership in Congress haven't been willing to adequately fund the Act. We need to change that. Money is not the only answer, but it is a crucial part of the answer.

We also need to do more to help families struggling to afford to send their children to college. We can do this by increasing student aid and by promoting student support programs like the G.E.A.R. U.P. and T.R.I.O. programs, which help high school students prepare for and learn about college. We also need to do more to help students once they are in college. Too few students complete their degree. We need to do all that we can to improve that number. #

MCCOURT ADVISES TEACHERS: BE PASSIONATE!

By LISA K. WINKLER
MAY 2008



Frank McCourt's advice for teachers is simple: "Find what you love and do it. If kids see your passion, they'll be with you." He elaborated: "Grab their attention with a hook, understand the nature of adolescents, be seductive, be agile, be patient, and have a sense of humor or you are f---ed," his gentle Irish brogue softening the expletive into poetry.

McCourt, this year's recipient of the American Place Theatre's Literature to Life Award, shared his insights about teaching and writing in an interview with Education Update prior to the APT award benefit April 29. APT selected McCourt's "Teacher Man," his account of his 30-year career in education, for its most recent adaptation of a novel or biography for dramatic presentations to school groups.

At 78, McCourt admitted he misses the classroom, but makes up for it by constantly talking to universities around the country. He exhibited a balanced blend of cynicism and optimism about the state of education. While the emphasis on testing has become "the assassin of education," he's encouraged about the country's diverse culture that welcomes experimentation and innovation. "Sitting under a tree and staring at the sky" is more productive than watching television, he claimed, "because television kills all thinking," he said, deepening his voice for emphasis.

To engage students, McCourt recalled how he would use children's literature, reciting nursery rhymes and fairy tales and showing the connections between them and students' lives. "Practically half the students could relate to a step-mother," he said. He'd use reverse psychology, or a negative approach, to introduce classics such as Shakespeare. "I'd read parts aloud and then say, 'Isn't this awful? Do you understand it?' They would say, 'Wait a minute, isn't Shakespeare supposed to be famous? Why is this teacher bad-mouthing Shakespeare?' Then they'd realize I was leading them up the garden path to the glories of his words," he said.

Yet McCourt, who grew up poor and without books, embraces all forms of literature now. Whether it's graphic novels, comic books or magazines, he's an advocate for giving students what they'll read. "Any kind of book in a kid's hands is a triumph," he said.

He suggested using newspapers to teach reading and writing. "I'd tell students, if they wrote like a reporter, their writing would be compressed, detailed, focused and organized," he said. Yet McCourt, whose autobiography, "Angela's Ashes," won a Pulitzer Prize, said he learned how to write from being a teacher. He encouraged aspiring writers to "scribble, not write. Don't think about it, just write, write, write. Like a sculptor hacking away at a block of granite, something emerges."

McCourt was thrilled to receive the award from APT, and to see his book adapted by APT co-founder and artistic director Wynn Handman and performed by Michael McMonagle. "Bringing stories to life helps students tell their stories," he said. #

UNION INSTITUTE

Union Institute's Master of Education Program

The Master of Education (M.Ed.) program prepares educational leaders to make meaningful, positive change within their institutions, and who are committed to lifelong inquiry. Working collaboratively with a faculty advisor, you'll design an individualized plan of study and be part of a unique community that supports, challenges, and enhances your learning process.

Focused on meeting the unique needs of adult learners, including preparation for certification or licensure in teaching, administration, or counseling, the goals of the M.Ed. program are to:

• Prepare knowledgeable, thoughtful, and effective teachers, counselors, and administrators.

• Enliven, challenge, and strengthen practicing educators.

• Promote the development of educators who are leaders, inquirers, and reformers.

• Improve schools and communities.

Learning takes place in a brief residency model that combines independent study with face-to-face meetings, academic residencies, seminars, and workshops. You'll participate in residency events where you'll meet with faculty to plan your course of study and specific independent studies.

Low-residency—Meeting at either our Montpelier Academic Center or Florida Academic Center, Master of Education residencies allow you to select an option that best fits your schedule and location.#

Les Paul

continued from page 16

the engineer and would augment his learning by going to the library and taking out books on electronics until he became well versed in the field. Later, when he ran his own recording studio during the 1940s, Paul would offer free recording sessions in exchange for the opportunity to experiment with different recording techniques. Some of his clients included Bing Crosby, Billy Holiday, the Andrews Sisters, and Dina Shore. He developed a reputation as a great producer because of his willingness to learn and experiment. By the early 1950s, Paul also released his own material with his wife, singer Mary Ford. Together they recorded some of the greatest hits of the decade, like "Vaya Con Dios," "How High the Moon," and "Mockin' Bird Hill."

Regarding advice to parents, Paul has this to say: "Parents should understand what their child is qualified to do. Today, you'll find a lot of young men in their late 20s and early 30s who are still trying to figure out what to do with their lives."

One of the keys to his success, Paul says, is that he knew early on what he wanted to do and his mother was there to encourage him. But he set realistic goals for himself as well. "I made sure that I didn't set my sights so high that I would drop it," Paul said. "I am a believer; I knew what I was going to be and set out to do that."

When asked about the kind of things he would advise for kids interested in a particular field, Paul said, "I know that they are going to have to work hard. But I also know that you've got to love what you do. You really have to love your job."

One thing that fans of Les Paul have been doing for the past 50 years is loving the job that Paul has done. #

COLLEGE PRESIDENTS' SERIES

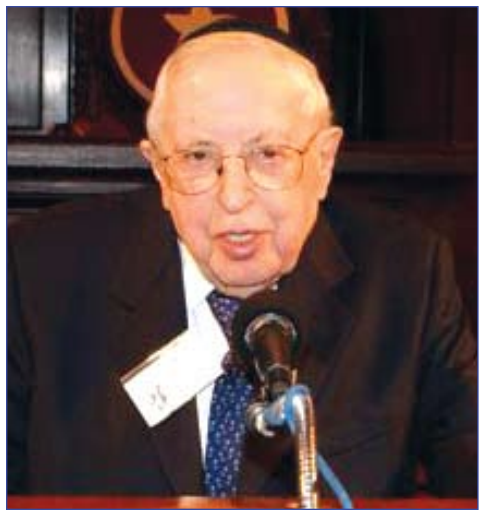
Bernard Lander: President & Founder, Touro College, Rabbi, Scholar, Administrator & Humanitarian

By EMILY SHERWOOD, Ph.D.

"I move around a lot … I have a lot of frequent flyer miles," explained Dr. Bernard Lander, by his own admission perhaps the most peripatetic university president in the country, when asked to share one of his many secrets of success.

But there's more than just unstoppable energy in Dr. Lander's success formula. Lander, president and founder of Touro College, America's fastest growing independent institution of higher and professional education under Jewish auspices, continues to exert a creative and visionary presence at the age of 94 as he oversees some 18,000 students studying at 29 locations, with campuses in N.Y., Calif., Fla., Nev., Moscow, Israel, Berlin and Paris. Since Touro's doors opened in 1971 with a freshman class of 35 men (women enrolled shortly thereafter, in 1974), Lander has led the institution through unprecedented growth, adding graduate and professional schools in business, education, osteopathic medicine, technology, health sciences, social work and law while expanding into underserved neighborhoods to expose students to higher education in communities such as Flatbush and Harlem.

Lander's remarkable success belies his humble beginnings. His parents (his mother immigrated to the U.S. from Poland at age 16) raised their son with strong Jewish roots on East 15th Street in Manhattan. Lander graduated in Yeshiva University's fourth class of students and received his rabbinical ordination, ultimately serving for nearly a half a century as an officer of the Union of Orthodox Jewish Congregations of America.



Dr. Lander earned his doctorate in sociology at Columbia University, where he established his reputation as a sociologist through his doctoral work on juvenile delinquency. He taught courses at Columbia, and then went on to teach sociology at Hunter College for more than two decades. He served as a consultant to three U.S. presidents, including serving on the prestigious President's Advisory Committee on Juvenile Delinquency and Youth Crime in the Kennedy and Johnson administrations. He subsequently served as dean of Yeshiva University's Bernard Revel Graduate School, reorganizing its graduate programs into schools of social work, education and psychology, while simultaneously conducting an eight-year national study on the problems of youth for the University of Notre Dame in Indiana.

But at age 54, Lander felt the need to "do more" and acted on a lifelong goal to build an educational institution from the ground up that combined two key ingredients: "It had to be very deeply Jewish and very deeply socially conscious," he explained simply. Thus was born Touro, which today matriculates some 3,000 students who are pursuing intensely Jewish studies, with another 15,000 who are involved in secular pursuits.

Forty years later, Lander is still envisioning ways to build his beloved institution. The main building on West 23rd Street is a maelstrom of activity, with students of all ages, religions and ethnic backgrounds riding the elevator together, engaged in intense philosophical discussions and light-hearted banter. Lander himself, in between meetings with his bankers and a planned bicoastal trip, talked animatedly about some of his more recent projects, including the new Touro College of Pharmacy in Harlem, which is working in conjunction with the Touro College of Osteopathic Medicine, also in Harlem, to open up opportunities for minority health professionals.

He's got ideas, still unconfirmed, for campuses in other countries but he can't yet share the specifics.

Does Lander think he will ever slow down his frenetic pace? "My ambition is to continue to grow Touro … to retire sometime in the future, but to still remain active," he stated elusively, leaving no doubt that his vision will continue to guide the burgeoning institution for years to come. "Not bad for a crazy kid who's still running around!" he chuckled quietly. Not bad indeed. #

KINGSBOROUGH COMMUNITY COLLEGE

President Regina Peruggi

Over 400 Supporters Attend Kingsborough Community College Seaside Splash Fundraiser

Dr. Regina Peruggi, president of Kingsborough Community College (KCC), and Kenneth Daly, chairman of the KCC Foundation, recently hosted the college's fourth annual Seaside Splash. This year's theme was, "It's a Luau." It was held in the college's magnificent Rotunda with floor-to-ceiling ocean views, and guests enjoyed an authentic Hawaiian buffet, hula dancers, live music and dancing.

The proceeds from the Seaside Splash fundraiser are used to support the KCC Foundation's mission of providing scholarships to students who are most in need and to enrich the students' college experience. This year, the KCC Foundation significantly increased the number of scholarships awarded to students. Despite the challenging economy, the fundraiser netted a considerable profit, thanks to the support of more than 400 guests and numerous corporate sponsors.#

HUNTER COLLEGE

Professor Joachim Pissarro: The Global Democratization of Art

By LISA K. WINKLER

As an art history professor and curator at New York City's Hunter College, Joachim Pissarro witnesses daily what he calls "the global democratization of art." Since the end of the 18th century, there's been a long trajectory that has brought art into everyone's lives, largely due to political, social and technological change. And, said Pissarro, for the art world, the impact has been monumental.

Gone are the days that art was the realm of the privileged elite, or only existed within a museum or concert hall available in Paris, London or New York. Art today is in "everyone's lives," said Pissarro, and continues to expand. "It's pervasive and far reaching," he said, as he piled catalog upon catalog on his desk to demonstrate the variety of biennials (international art exhibitions) held around the world. "And this is only a small fraction of what occurs," he said, noting there are now about 170 biennials a year, compared to about 12 just 20 years ago.

A philosophy major as an undergraduate in his native France, he hadn't planned to enter the profession one might associate with his name. A great grandson of impressionist artist Camille Pissarro, he had thought about medicine. Philosophy led to studies in aesthetics, which led him to art. He received his master's in the history of art from the Courtauld Institute in London in 1982 and his Ph.D. in the history of art from the University of Texas at Austin in 2001. In a family dominated by art—his father was an artist, his mother owned a contemporary art gallery, and his sister is an artist—Pissarro said he grew up painting.

At Hunter he's teaching at the master's level and also curating the school's art galleries. Prior to this, he served as curator in the department of painting and sculpture at the Museum of Modern Art. He's written many books—large tomes illustrated with paintings (he said he "loves big books")—including several about his famous great grandfather. He's grappling, like every art institution, with balancing budgets and securing funding in the current recession. "We're looking for more private, corporate sponsorship," he said. Yet in many ways, the economic crisis has been good for art. People are interested in art, more so than ever, said Pissarro, and more are attending museums and attending art schools. "Like medicine, art is a life enhancer; it saves lives," he said. #

Stanley H. Kaplan

continued from page 16

more than 200 assistant principals, coaches and teacher leaders have participated in the program.

We see this program as a paradigm for other large cities, and especially important where small schools are being developed, since they often lack personnel prepared to provide math-specialist training for teachers. As the Kaplan Math Institute moves forward, we remain grateful to Stanley Kaplan for his continuing support, and enthusiastically accept the challenge of creating an effective and informed math teacher corps with this "multiplier effect" model. #

Dr. Alfred Posamentier is dean emeritus of the school of education at City College of N.Y., author of over 40 mathematics books, including: "Math Wonders to Inspire Teachers and Students" (ASCD, 2003) and "The Fabulous Fibonacci Numbers" (Prometheus, 2007), and member of the N.Y. State Mathematics Standards Committee.

COLLEGE PRESIDENTS' SERIES

President Debora Spar, Barnard College

By JOAN BAUM, Ph.D.

As conventional as it first sounds, when Debora Spar mentions "getting to know students" as the most memorable aspect of her first year as president of Barnard College, she immediately follows with an explanation and examples that prove her gifts for fast, thoughtful analysis and extraordinary personal charm. Barnard students are "phenomenal," she says, more than she had anticipated before coming on board. By choosing to go to college in Manhattan, to live in the city, they've made a big decision, and by selecting a women's college, they've signaled their determination to succeed as women in a competitive world that still favors men as CEOs. But, the president smiles, Barnard graduates have fared better than most in the economic downturn, exuding self-confidence and landing jobs on Wall Street. She credits the work of a new director of career services, Robert Earl, and the excitement he's also bred among alums.

Getting to know students begins for President Spar in the freshman year and takes various forms—widely disseminated announcements of monthly office hours, special seminars and invitations to groups as well as individuals. Might she be perceived as "stalking" some of the students who regularly stop by, she playfully wonders. The hardest part of being a CEO, she points out, is getting information: what areas of college life evoke complaints, what raves? She was surprised, she says, that no one last year criticized faculty, but she does keep a list of concerns to see if there are patterns in what students mention, and she also keeps a list of areas students don't bring up—a shrewd move.

Among the more innovative features of exchanges with students is President Spar's invitations to groups, not just individuals—the black student association, "eco reps," and women working in the college's rape prevention program and wellness center. She has also instituted biannual town hall meetings and less formal fireside chats, sponsored by student government. These discussions, on broad and significant topics, last year included the election and global strategies. For sure, when "Diana," the new student center undergoing construction, opens, such activities will grow. Students will finally have "hang out" space, not to mention an enhanced dining facility, computer lounge and reading areas. And a new theater dedicated to student productions.

If what the president has been able to institute in just one year were not already an embarrassment of riches, the "re-launching" of the Barnard Leadership Initiative must constitute a major academic achievement. The Athena Center for Leadership Studies, as the Initiative will now be known, will be a bigger, more diverse and more exciting "three-pronged" program. With a new director, Kitty Kolbert, who will advance curricular and career-preparation programs, the Center will promote leadership qualities from the perspective of the liberal arts—new courses, on the psychology of women's brains, for example, and practicum workshops that reflect new trends on the desirability of offering courses in public speaking skills and in finance; a mandatory internship between junior and senior year, with close mentoring and provision for a stipend; and a post-internship senior seminar taught by the director.

Especially important to President Spar is to get beyond data: if research shows that women tend to have a tougher time then men dealing with failure—if they blame themselves rather than external forces—what can be offered to counter such effects? "What irony, that American women do not fare as well professionally as women in Rwanda or South Africa, countries where women not only enjoy much greater presence in government but where ethnic differences and racial diversity seem to be dealt with more effectively than in this country." Dr. Debora Spar has written extensively on African political economy and executive education in Africa, and was a leading figure when she was at Harvard in "Making Markets Work," a joint program between Harvard Business School and the University of Pretoria Gordon Institute of Business Education.

"Let's get beyond polemics," she urges, continue research on hormonal components and societal influence, and make a difference—not just in this country, but abroad. Global outreach is a major part of the president's upcoming plans. These include an expansion of international conferences and symposia (last year's offerings centered on China, this year's will focus on the Middle East). New semester or year-long partnerships with schools outside the United States have also been instituted. Even if 50 percent of Barnard students don't go abroad, they still reap the benefits of meeting student-visitors from other countries.

The author of six books and numerous studies but best known perhaps for her pioneering investigation, "The Baby Business: How Money, Science and Politics Drive the Commerce of Conception," on "the economy of alternative fertility," President Debora Spar seems perfectly suited to be at the helm of one of the nation's leading women's colleges.#

COLLEGE PRESIDENTS' SERIES

President Kimberly Cline, Mercy College

By JOAN BAUM, Ph.D.

Recently completing her first year as the 10th president of Mercy College—an approximately 9,000-student, private, nonprofit liberal arts college with a main campus in Dobbs Ferry and four campuses in metropolitan New York—Dr. Kimberly R. Cline reports no surprises, only delights. Her initial sense of Mercy College as a "student centered" institution has proved true in ways that have encouraged her to forge ahead, particularly in an area she strongly believes will put Mercy College on the academic map as a national leader: a revolutionary mentoring program called PACT (Personalized Achievement ContracT). Of course, she is proud of other innovative programs, but it is PACT, which she calls "revolutionary," that she sees as the cornerstone of Mercy College's national reputation.

An independent, co-educational college since 1968, Mercy College was founded in 1950 by the Sisters of Mercy, and has remained focused on the transformational power of higher education by consistently providing quality career preparation for in-demand professions. Certainly, to judge from the college's growing emphasis on the health professions—and a 100 percent success rate in placing graduates in this area—it could be said that history still informs Mercy College's development and sense of higher education as a "mission." The word comes naturally to the president, and she comes back to it often, giving it extended reference. She wants to position Mercy College as a significant player in restoring America's position as a leader in higher education. Recent data show that the U.S. has fallen to seventh place in producing college graduates ready to compete in the global economy, particularly in the sciences. She points with pride

to Mercy College faculty members who have risen to this larger mission. Among them are a Fulbright professor, Dr. Hind Culhane, who went to Iraq to coordinate and implement the training of 32,000 secondary school teachers and administrators, Dr. Nagaraj Rao, who won an NSF grant to mentor high school students in mathematics and science, and Dr. Fredrick Shiels, who worked on a model UN project.

Mercy College PACT mentors "engage" students starting in the freshman year. When she was at Hofstra University, serving as attorney, assistant treasurer and assistant vice president for business affairs, the president says she implemented a then newly instituted program called "one-stop enrollment services" and was impressed. PACT draws on that program, informing it with the Mercy College "mission" to make life easier for entering students, many of whom are attending college as the first ones in their family. PACT may also owe its development to President Cline's memories of her own college days, when she recalls going to different offices for different needs. Having a one-stop integrated "customized" center for each student appealed to her sense of wanting to bring a "small town" feel to college life. Assigning students a personal mentor who stays with them for four years was a natural development. A pilot program begun this past January will embrace 500 freshmen this fall, and the entire freshman class next fall.

A soft spoken woman with just a touch of accent from her native N.C., President Cline cites her mother, who taught math, and her husband and three children as important influences on her professional development, inspiring her to create a sense of family on campus. A former vice chancellor and CFO at SUNY, with a Juris Doctor from Hofstra and a master's in business administration and a doctorate in education administration (she also taught business law), Dr. Cline also was VP for finance and administration at Seton Hall and earlier worked in the pharmaceutical industry. But it was the academic world that finally won her heart: "I fell in love with higher education." Of course, love alone could not prepare her for the administrative rigors of a 64-institution university like SUNY. For that experience, she credits important mentors along the way, including John Ryan, former SUNY chancellor, and Mary Lai, former CFO at Long Island University who always made time to mentor women. And Mercy College got a president with wide and deep experience.

In addition to its regular undergraduate curriculum, which includes a new program in corporate and homeland security, Mercy College offers more than 90 undergraduate and graduate programs in its School of Business, School of Education, School of Health and Natural Sciences, School of Liberal Arts, and School of Social and Behavioral Sciences. And with one of the lowest tuition bases for a not-for-profit private college in New York state, the president points out, Mercy College offers a truly "affordable" education, with ample financial aid. They must be doing something right. Applications this year were "significantly up," enrollment exceeded target and the college's physician assistant program received 800 applications for 45 openings! Mercy College also boasts being the fourth largest supplier of assistant principals and sixth largest supplier of principals for New York City. For further information, readers should go to http://www.mercy.edu, or call 877-MERCY-GO.#

THE CITY COLLEGE OF NEW YORK

Research Funding at CCNY Climbs 21.5 Percent

Spurred by new programs related to cancer and nanoscience, funded research at The City College of New York rose 21.5 percent during the 2008-09 fiscal year, according to office of research administration figures. Total support from government, corporations and foundations reached $55.2 million, compared with $45.4 million the prior year. Figures represent monies allocated during the year.

"These gains put us well ahead of our plan for achieving the goal of $65 million in funded research by 2012," said Dr. Zeev Dagan, senior vice president for academic affairs and provost of the college, in announcing the figures. "City College is implementing a strategic plan to become a research university, and we anticipate funding will grow substantially as recently hired faculty members expand their research and scholarship."

According to Regina Masterson, director of the office of research administration at CCNY, the college's division of science and division of social sciences had the largest gains. Division of science funding grew from $11.7 million to $16.7 million, a 42.7 percent year-over-year gain, and division of social sciences funding rose from $1.0 million to $3.8 million, up 280 percent year-over-year.

During the year, the College announced several major grants from federal agencies. They include an award from the National Cancer Institute of $15.9 million over five years to CCNY and Memorial Sloan-Kettering Cancer Center to support the new Partnership for Cancer Research, Training and Community Outreach and $5 million over five years from the National Science Foundation to establish a new, interdisciplinary research center that will investigate new applications for nanostructures and nanomaterials in sensors and energy systems.

President Gregory Williams

Federal agencies as a group were the largest funding source, providing $37.1 million versus $28 million the prior year. Of that figure, National Institutes of Health accounted for 36 percent, National Science Foundation for 31.3 percent, and the National Oceanic and Atmospheric Administration for 8.2 percent. American Recovery and Reinvestment Act monies represented only $1 million of the federal total, Ms. Masterson noted.

Funding from New York state was $4.3 million compared with $5 million the previous year. The college received 57.8 percent of that amount from the Department of Education, 28.1 percent from the New York State Foundation for Science, Technology and Innovation, and 7.5 percent from the Department of Transportation.

New York City provided $7 million in support, compared with $6.3 million the prior year. Of that amount, 46.2 percent came from the Department of Education, 10.4 percent from the city council and 8.9 percent from the Department of Environmental Protection.

In addition, CCNY received $6.7 million from corporations and foundations, compared with $5.8 million the previous year. #

Montclair State Coach Kubicka Leads Softball's Red Hawks

By RICHARD KAGAN

If you tuned into ESPN early last month, you may have seen the University of Washington win the NCAA Division I national softball championship. But, you may not know that here on the East Coast, just outside New York City, you can find another winning team: Montclair State University. Located in Montclair, NJ, Montclair State has been playing terrific softball at the Division III level for almost two decades.

The Red Hawks' coach, Anita Kubicka, has been at the helm for 19 years compiling an impressive 616-225-2 record, a .739 winning percentage.

Coach Kubicka has led the Red Hawks to 13 seasons of 30 or more wins, including nine of the previous ten seasons. MSU has played in the NCAA Tournament ten times, and was runner-up in 1997. In 2008, her team went 18-0 in conference play, and won 43 games. She and her coaching staff were named coaches of the year in the New Jersey Athletic Conference and the National Fastpitch Coaches Association (NFCA).

College softball has come a long way. Coach Kubicka remembers when the NFCA started, and there were only 20 coaches at the annual convention. Now, more than 1,000 coaches participate, representing Divisions I, II and III.

Kubicka started playing softball in high school, and went on to play at Trenton State College, (which has since been renamed the College of New Jersey); she played on the Trenton State NCAA National Championship team in 1983. Her coach was Dr. June Walker, whom Kubicka speaks of in glowing terms, calling her "a brilliant woman." Dr. Walker became Kubicka's mentor while she played on the team, and was one of the pioneers of the NFCA, helping propel the game.

It's been some 20 years since the last National Division III championship series was held on the East Coast, but this past May, Montclair State University hosted the 2009 Division III championship series, which was won by Messiah College behind the brilliant pitching of Jessica Rhoads, who struck out 13 hitters in the final game.

This past season, the Red Hawks finished with a 29-18 record. They lost in the ECAC Division III championship game. The team did not play in the NCAA Division III championships. "You hope your team is playing while you are the host, but you are going to put in 100 percent effort and we achieved that goal," Kubicka said.

The Red Hawks failed to advance to the Conference Championship due to inclement weather. In order to compete in the NCAA Championship, a team needs to win its conference title.

Coach Kubicka said baseball and softball are two difficult sports because you have to deal with the elements. Spring play actually begins in late winter when it is cold, raining, and snowy outside. Spring comes late to this area, but the teams keep playing through April into early May. In order to have a good season, you have to get excellent pitching and play great team defense. You have to hit in key situations, and make your hits count. If a team can "weather" what Mother Nature offers, you may have a great season.

The veteran coach has been at this game a while but she is still upbeat about another season. "The game is still exciting," Kubicka said. "Every year you have different players." This past season, seniors Kelly Karp, a key reserve, and pitcher Jennifer Jimenez made solid contributions. Leslie Gonzalez, a junior centerfielder also played well on the team.

Michelle Moat, a freshman, won her first game in the ECAC playoffs and should be a mainstay on the pitching staff for next year.

Coach Kubicka also has someone else in her corner: New York Yankee Hall of Fame catcher Yogi Berra. Berra has his sports museum on Montclair State's campus and has given motivational talks to the team. He and his wife threw out the ceremonial first pitch to start the recent Division III championships. #

Local Cyclones' Player Follows His Dream

By RICHARD KAGAN

Many boys dream of becoming professional baseball players, but not many get the chance. One boy grew up to become a great hitter in college and was selected by the New York Mets in the annual Minor League Player Draft held last June.

As a result, Nick Santomauro, who hails from North Caldwell, N.J., just outside the Big Apple, took that "yes" from the Mets, left Dartmouth College after his junior year, and is playing outfield for the Brooklyn Cyclones, the Mets' summer short season "A" minor league team. The Cyclones play in Coney Island near the boardwalk and are members of the venerable New York–Penn League, which was founded in 1939.

Santomauro, a polite, well-spoken 21-year old, seems focused on pursuing his dream of becoming a major leaguer. "You have to commit. If you don't commit to anything you do, you're never going to be successful at it," Santomauro said.

He tore up the Ivy League this past spring, achieving an impressive .372 batting average for the season. He was named Ivy League Player of the Year and won the Blair Bat Award as the team's leading hitter in league contests, batting a whopping .473. The left-handed-hitting Santomauro led Dartmouth into the NCAA post-season regional championships for the first time in 22 years.

"I'd strive for three years at Dartmouth knowing that my performance would help the team win an Ivy League Championship. It really was about the team," said Santomauro.

Santomauro gives credit to his Dartmouth coach, Bob Whalen, for helping him to achieve his goals. "It was a lot of fun. Coach Whalen really created an environment for me to do well."

His parents have been supportive of his decision to play baseball too. "My parents both knew it'd been my goal and dream since I was a little kid. They're very supportive of me. They want to see me succeed in anything I do."

Santomauro, who is a solid 6' 3", 205 pounds, does some weight lifting to strengthen his muscles, takes batting practice and shags fly balls in the outfield to work on his game. The biggest challenge, though, has been learning to make the mental adjustments of hitting top-flight pitching. With the Cyclones, he is facing a very good young pitcher every game, whereas at Dartmouth, he explains, he saw a good pitcher once every three or four games. The players are talented and they only get better as one progresses up the ladder in the farm system.

At one stretch of the season Santomauro got hot, hitting three home runs in four games. He earned his at-bats. "I like to think that was me finally making the adjustments to professional pitching," Santomauro said. "Getting in that hot streak kind of righted me."

He's batting .252 with 4 home runs and 15 runs batted through mid-August. Every at-bat is an opportunity to showcase his skills. He is willing to do what it takes.

If baseball doesn't work out, he may go back to Dartmouth and finish up his B.A. with a major in government. Santomauro says he keeps up with current events and he might pursue a legal career.

But that is plan B. Right now, in the summer of 2009, he roams the outfield in search of his chance to make it as a Met. #

A MEMORABLE VISIT TO YALE

YALE UNIVERSITY: LUX ET VERITAS

By JOAN BAUM, PH.D.

The three interviews with Yale University researchers that appear below constitute prime examples of the motto of Yale University—"Lux et Veritas," light and truth—a Latin translation of a Hebrew phrase that appears on the seal of Yale University. An accepted interpretation holds that the Biblical expression refers to the intention of God's will as it was revealed to a high priest and through the priest to the people. Lux et Veritas is, of course, an appropriate motto for Yale, which was founded in 1701 to provide and promote academic and religious training. Such a mission was typical of the time, and it continues to inspire the scholars featured in these articles, for whom the highest form of research means embracing the ethical dimensions and societal implications of their work, especially as that work affects the education of children.

MARC BRACKET, PH.D. DIRECTOR, ZIGLER CENTER, EMOTIONAL INTELLIGENCE

By JOAN BAUM, Ph.D.

In his early thirties, Marc Brackett, Ph.D.—associate research scientist and associate director of the Health, Emotions and Behavior Laboratory at Yale and the psychology director of the Zigler Center Emotional Intelligence Unit—can lay claim to what others may achieve only after a longtime career. An author and co-author of over three dozen scholarly publications and a writer of innovative curricula on emotional intelligence (EI) for grades K–12, Dr. Brackett found himself two years ago when he was in the U.K. invited to address Parliament about his work. Last year, he notes in an almost matter of fact manner, he personally trained 30,000 teachers and worked with numerous school systems and corporations on assessment, training and leadership development. These are just starters.

This past spring Dr. Brackett won the Joseph E. Zin Award for "outstanding young researcher of the year," given by the Collaborative for Academic, Social and Emotional Learning, for "contributions to the field of social and emotional learning in schools." He could also have won an award for most imaginative acronym: he is the co-developer of RULER, an "intra and interpersonal model" for teaching adults and children emotional literacy by way of developing skills of Recognizing, Understanding, Labeling, Expressing and Regulating emotion. More? Dr. Brackett is also the research director, writer, script and music advisor, and field tester for "Moodster," a new TV series of 15-minute segments, designed to teach youngsters from pre-K through high school how to assess—and contain—their own negative emotions (anger management was the subject of the pilot for four to six year olds). The segments, already tweaked (on some emoticons the eyebrows were too high) and modified with other cultures in mind, will air soon (Dr. Brackett is fluent in Spanish). Would you believe he's also a fifth degree black belt in Karate?

Dr. Brackett allows as how he may have trouble "letting go" some of his fascinating projects, but so far he seems to thrive on an unbelievable schedule, perhaps because he regards what he does as a calling. It wasn't always so, he says, referring to when he worked for two years right after college in a martial arts studio. It was his "fantastic uncle, Marvin" (now 81), however, who had taught school in the Catskills in the sixties, who inspired and encouraged him to go into education. Dr. Brackett cites as his Yale mentors Jack Mayer and Peter Salovey, co-founders of the theory of EI in the 1990s.

His research, he says, falls into three domains: basic research, with the standard experiments; grade and context-appropriate curriculum development (his work with District 75 in New York City involved him in 60 schools, 350 sites and everyone—principals, supervisors, teachers, staff, including janitors, lunchroom aides, et al.); and intervention research, which he prefers to call prevention (he describes himself as a "preventative scientist"). A recent award by the William T. Grant Foundation for $2 million for randomized controlled experiments in EI was the largest such grant ever given by the Foundation.

We know that emotions matter in teaching and learning, Dr. Brackett says, but can we teach people to be "more emotionally skilled," especially in dealing with negative emotions? What strategies work and under what conditions? His imagination is at one with his sense of reality. He knows: parents work, kids want to play after school. Enter an inspired idea—Friday Night at the Movies, offering pizza and child care, and, for parents later on at home, webinars where they can log into discussions about EI and their kids.

At the heart of Dr. Brackett's research is the goal of controlling negative emotions, such as feelings of disappointment, frustration, a sense of alienation, which can interfere with learning and healthy development. Self-awareness can lead to social awareness, he discovered studying martial arts. Key to both kinds of awareness is that teachers first identify and describe their own moods before they work with "mood indicators" and problem solving "blueprints" in the classroom. How might sixth-grade teachers deal with alienation? Teachers writing about personal experience with alienation is the start (Dr. Brackett provides the protocols). Then they can integrate their findings into an EI curriculum. And then integrate the EI curriculum into the regular academic curriculum. So, after discussing what it means to feel alienated, for example, a social studies teacher might lead her or his students into a wider discussion of how the Jewish people felt about anti-Semitism that led to the Holocaust. And then students could be directed to interview their families about their own experiences with alienation—this is, says Dr. Brackett, their "favorite part."

Does EI improve students' personal lives and academic performance? No question. There is also the benefit of children taking charge of their school lives, together. One of the "anchors" of emotional literacy his research has led to, says Dr. Brackett, is the classroom charter – how do kids themselves want to handle acting out, rage, gossip, for example? Let them devise the rules, write them up, sign a contract. Such a declaration of independence, needless to say, has a history in this country, and, like the American Revolution, can provide a model for other countries. #

FRED VOLKMAR, M.D. CHIEF, CHILD PSYCHIATRY & DIRECTOR, CHILD STUDY CENTER

By JOAN BAUM, Ph.D.

When the word "autism" was coined in 1912 by Swiss psychiatrist Paul Eugen Bleuler, originally a follower of Freud, it was understood as a form of "schizophrenia," a term also invented by Bleuler one year earlier. The irony is that "schizophrenia" was intended to replace the phrase "dementia praecox," which means early onset of madness, but as research went forward on autism, late in the last century, it became increasingly apparent that autism as a cognitive and social disorder was not a form of schizophrenia but something unique and that its onset was in early childhood. As Dr. Fred R. Volkmar, the eminent director of Yale University's Child Study Center, points out, Bleuler's definition of schizophrenia as four A's—ambivalence, affect, [a loosening of] associations and … autism—confused the picture for a time, and it was not clear that or how autism was different from childhood schizophrenia. Later on in the 20th century and to this day, confusion would also emerge over differentiating between autism and Asperger's syndrome.

Dr. Volkmar, whose medical expertise includes the history of psychological disorders, is, in addition to being the director of the Child Study Center, the Irving Harris Professor of Child Psychiatry, Pediatrics and Psychology at Yale University School of Medicine and also Chief of Child Psychiatry at Children's Hospital at Yale-New Haven. He is well aware of the complexity of reasons that have made it difficult to arrive at clear and unambiguous definitions of the related disorders. He notes, for example, that in 1943, when Leo Kanner, the first child psychiatrist in this country, was at Johns Hopkins, he introduced a description of infantile autism in the journal, Nervous Child, but that it was strongly believed—up until the 1970s—that autism was a kind of childhood schizophrenia. In 1944, just one year after Kanner's paper, Hans Asperger published results of his observation of symptoms that strongly suggested something that was not a subset of autism, a finding that would lead to the eponymous designation of Asperger's syndrome. It would be Dr. Volkmar, however, in 1994, whose definition of Asperger's syndrome in the 4th edition of the Diagnostic and Statistical Manual (DSM-IV) would become standard as a set of guidelines for screen testing and diagnosis. In both cases, however, autism and Asperger's, his work would help push back the period of diagnosis.

As Dr. Volkmar says, research—particularly large group studies done on psychotic children in England in the '70s based on visual and auditory tasks—confirmed that autism can be detected in the very young, as early as six weeks, and that it has a strong non-cognitive component. Studies of identical and, to a lesser extent, fraternal twins have shown that autism is basically a disorder of social as well as cognitive impairment, and that both autism and Asperger's reveal "strong genetic involvement." Although there is still debate about Asperger's syndrome as a form of autism and data show differences between the two, it is fair to say that both are characterized by deficits in normal social interaction. Most, though not all autistic children manifest severe language difficulty, are intellectually deficient, and lack social motivation and engagement, Dr. Volkmar notes. Non-autistic people use all sorts of physical communication cues—posture, facial gesticulation, tone of voice—whereas the autistic "at the most able level are focused literally on the words" and will miss the appropriate social dimensions. As for those diagnosed with Asperger's syndrome, they tend to be highly communicative verbally, though focused, idiosyncratically and in a consuming manner, on particular things. They seem very bright, and often are, but they struggle with non-verbal skills.

Early intervention can make a difference, Dr. Volkmar points out, noting that some children diagnosed with autism and Asperger's have gone on to college. The goal should be to avoid medication, especially for the very young, and to address the challenges of educating children with these disorders through support of special education. Inclusive classrooms have advantages—peers can be great teachers, he has written—but often "there is a lot of teasing or bullying." Many educational programs have strong behavioral focus, but others have a developmental focus where the child sets the agenda more than the program does. The most effective programs, of course, are those that are individualized and are guided by teachers who are knowledgeable about the latest research. Dr. Volkmar's own books have attempted to "provide something that is understandable to teachers and parents and bring research findings into the mainstream." An extensive list of his publications can be found online. #

A MEMORABLE VISIT TO YALE

Dr. Edward F. Zigler, Founder, Zigler Center in Child Development & Social Policy

By JOAN BAUM, Ph.D.

Though he proffers that he's getting a bit long in the tooth, in the same breath he speaks determinedly about the books he's continuing to write and edit that promote his passion: universal pre-school education. To date, 32 books and over 600 scholarly articles reflect his unwavering advocacy of pre-school for young children starting no later than age 3. There are also the various commissions and initiatives he has headed and the boards on which he sits, awards won and testimonials from members of Congress and from the various presidents he served, Republican and Democratic. Dr. Edward F. Zigler, Sterling Professor Emeritus of Psychology at Yale University and director emeritus of the Edward Zigler Center in Child Development and Social Policy, has also had the distinction of being able to vote in two departments—the psychology department in the School of Liberal Arts and the Yale Child Study Center in the medical school. His Ph.D. is in clinical psychology from the University of Texas at Austin.

His experience is awesome: He was a member of the National Planning and Steering Committee of Project Head Start and shortly after was named administrator of the program. He is particularly proud of his work on infant care that led eventually to the Family and Medical Leave Act of 1993 (he would have such leaves extended as well to families who adopt). Though his research cuts across many fields, he has been particularly active in integrating cognitive and social-emotional development, especially for low-income at-risk children. His work on the retarded child as a whole person clearly confirms that the basic problem is not cognitive alone.

Much of Dr. Zigler's thinking is reflected in the School of the 21st Century (21C schools), a program based at Yale, that now has approximately 1,300 participating schools across the country in 38 states (Arkansas already has a state-wide program). According to website information, the 21C school "develops, researches, networks and supervises a revolutionary education model that links communities, families and schools." Key to the 21C concept is preparing children for school before they enter kindergarten by way of home visits, then by partnering with local child care providers, extending the school day with after-school activities and working with parents to educate them about the benefits of integrating academic, physical, psychological and social services.

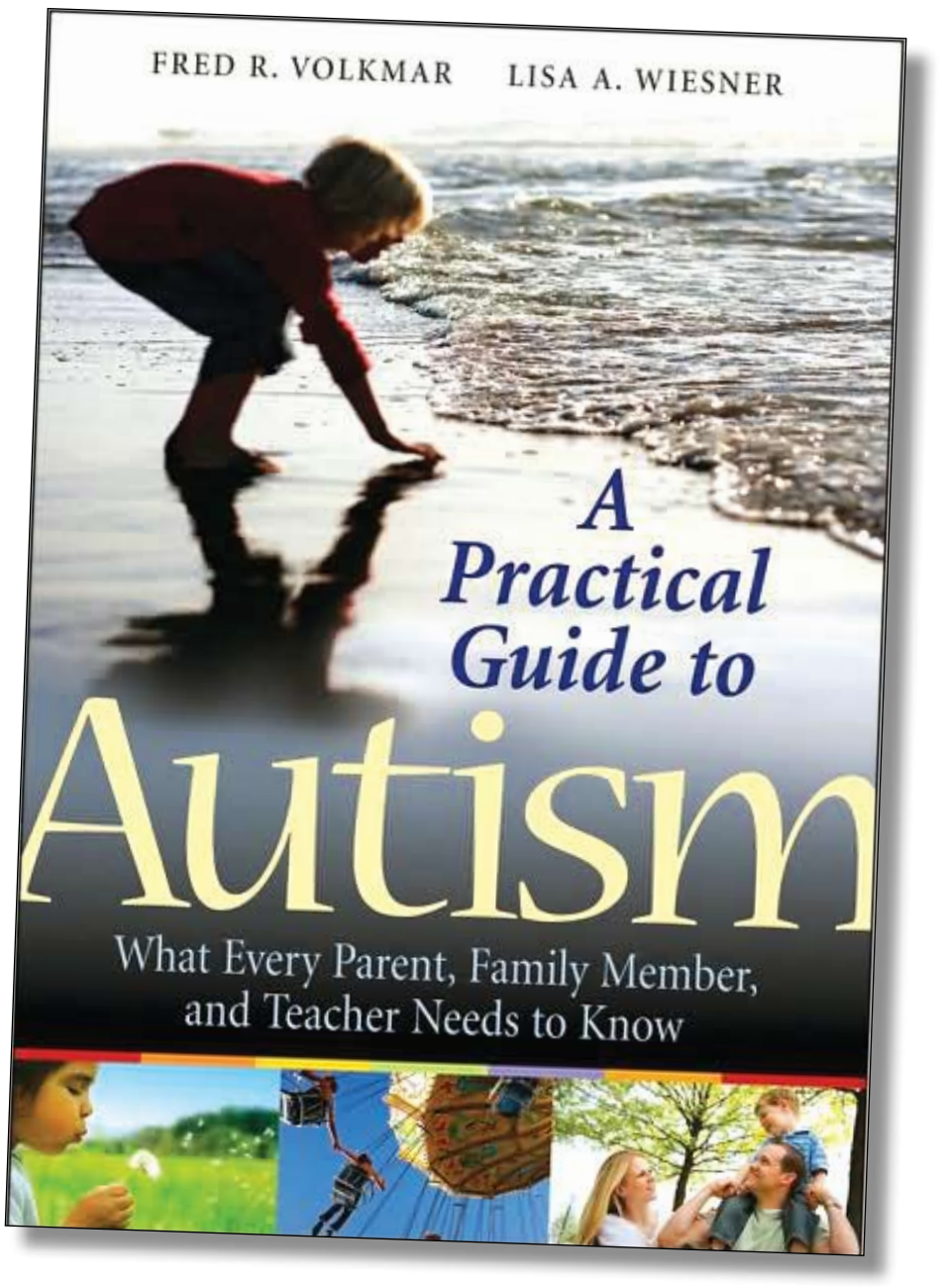
It bothers him not at all if he sometimes finds himself in the minority, as he does in the debate over mixing poor and middle-class children in the classroom. He recognizes that there are many who believe that such an arrangement might benefit poor children but not those in the middle class. He begs to disagree. Given his wider concerns about educating the whole child, he feels that middle-class kids can learn a lot from poor children about tolerating frustration and confronting adversity, for example. He wants attention to be paid to these areas as early as possible in a child's development. Studies show that between birth and eight, the brain is at its most plastic, and scholarship clearly confirms that the earlier such concerns are addressed (start at the age of 2 in poor areas), the better for the development of the whole child. He supports what 21C schools now offer: home visits, integrated child care, after-school programs and parent involvement in the evenings. Assessments prove, he says, that students in the 21C schools in Arkansas perform better in 6-7 academic subject areas than other students.

He does not yield to partisan politics: "My politics is children." He points out, with a chuckle, that he was one of the few members of the Nixon administration who did not go to jail. He also notes that he served President Johnson, who wanted him to come to Texas as a visiting professor. He himself, Dr. Zigler adds, came from a poor background and, like Johnson, who hailed from poor hill country, became a staunch believer in the transformative power of education. Indeed, LBJ once told him that were it not for education, he'd be following "the north end of a south-bound mule."

What can be done to strengthen the fight for schools such as 21C and for educating the whole child early on? Even class differences can be detected in children at 18 months, he points out. Parents must be educated about what research supports, form a constituency, become advocates and convince their legislators to act on what data reveal about the workings of the brain and child development.

Dr. Zigler may be long in the tooth, as he says, but he's not lost his bite nor his appetite for the pursuit. Within a year, those 32 books will be 34. #

A Practical Guide to Autism From a Yale Professor



By MERRI ROSENBERG

A Practical Guide to Autism: What Every Parent, Family Member and Teacher Needs to Know
By Fred R. Volkmar and Lisa A. Wiesner.
Published by John Wiley & Sons, Inc., Hoboken, New Jersey, 2009: 610 pp.

Any parent who receives a diagnosis that her child has autism falls down a rabbit hole of bewildering information and decisions. At a time when a parent needs to be as strong an advocate as possible for her child's best interests, the sheer overload of material can be paralyzing.

Here come Fred R. Volkmar and Lisa A. Wiesner to the rescue. As a child psychiatrist and a pediatrician, respectively, with decades of experience working with autistic children and their families, these authors bring both comprehensive knowledge and compassion to this invaluable reference.

As they write, "We are very much aware that, for parents, the rewards of raising a child with an autism spectrum disorder are just as great as for any other parents. However, the challenges can be more daunting because parents have to take the child's difficulties into account in almost all decisions made about his or her education and health care."

They don't minimize the difficulties, but they offer clear, beautifully organized information—including a helpful Q-and-A section at the end of each chapter—that provides strategies and tools any parent can use. Chapter 5, for example, describes various model programs around the country that would be terrific resources for parents.

Starting with the basics, the book covers such topics as autism and its causes (reassuring parents that current research emphatically doesn't consider the condition a result of poor parenting); how to receive an appropriate diagnosis and the services that make sense; when, or even whether, to use various medications or alternative therapies; navigating the educational system appropriately; understanding what autism spectrum disorder looks like from very young children through adolescents and young adults, and even addressing the critical issues surrounding siblings and other family members.

The authors do not shy away from some of the more difficult and uncomfortable issues that arise in dealing with this population, including how to help a child with autism spectrum disorder manage personal hygiene and develop sexuality. And they even confront the need for parents to develop appropriate estate plans to ensure that the disabled child will be properly cared for after they're gone.

The authors also recognize that working with children who are on the autism spectrum disorder—their preferred term, as it also encompasses such conditions as Asperger's syndrome—can be just as challenging for teachers who encounter these children as students in mainstreamed classrooms.

This is an important book that deserves an honored place in homes, schools, pediatricians' and psychologists' offices, and should make the path smoother for anyone whose life has been touched by autism. #

MARYMOUNT MANHATTAN COLLEGE

MARYMOUNT MANHATTAN WELCOMES STUDENTS TO TRANSFORMED LEARNING ENVIRONMENT

The third floor of the Main Building features a newly construction lounge and dining area. The new space fosters interaction between students, faculty and staff.

Manny Romero

The fourth floor of the Main Building features a new servery, which includes state-of-the-art kitchen equipment. The Marymount Manhattan community can select from an array of food offerings.

Marymount Manhattan College is proud to announce the opening of The Commons, a 5,000 square foot dining facility and student lounge located at the heart of the 71st Street Campus.

This fall semester, Marymount Manhattan students, faculty and staff will experience the transformation that occurred over the summer break. Upon returning to campus, they will find the newly constructed Commons, the college's two-tiered dining facility and student lounge.

The Commons adjoins the Lowerre Family Terrace, which opened in fall 2008. These renovations have allowed the college to create nearly 20,000 square feet of contiguous student-centered space at the center of its campus. The Commons, located in the Main Building, offers a new space that fosters interaction among students, faculty and staff. The upper tier (fourth floor) provides a spacious food servery and a staircase that connect to the student lounge. The student lounge (third floor) includes flexible, private areas that can be used for meetings and gatherings, and features a glass canopy and vanishing glass wall system that opens out to the Terrace. The Lowerre Family Terrace links the college's Main and Nugent Buildings, providing students with access to the newly renovated Thomas J. Shanahan Library.

Advancing a strategic goal of the college, The Commons is one of the major facilities projects of "This is the Day," the Campaign for Marymount Manhattan. Further, it allows the college to meet a number of goals established by the President's Climate Commitment by incorporating energy efficient lighting and systems that will help reduce MMC's carbon footprint.

On March 10, 2009, MMC's Board of Trustees approved the implementation of the new construction, an important project in the 2006 Facilities Master Plan. President Judson R. Shaver, Ph.D. said The Commons is a key component to continuing to provide a quality liberal arts education to students.

"The Commons beautifully addresses the most important facilities priority that emerged from an extensive, student-centered master planning process," Dr. Shaver said. "When our students return to campus this fall, I believe they will find this a most welcome addition to our classrooms, labs and performance spaces."

The college's Main Building, located at 221 E. 71st St. on the Upper East Side of Manhattan, was designed in 1929 by famous architect John Russell Pope for the Junior League. Since Marymount Manhattan College moved into the building, it has undergone a transformation that includes extensive mechanical, structural and architectural renovations to four floors of the building.

New York architect Lori Kupfer led the team that designed The Commons. She compares the renovation project to Chinese checkers, wherein the college had to shift spaces within the confines of the building perimeter, not taking anything away but cleverly adding uses. Essentially without expanding the building's square footage, Marymount Manhattan has carved out more than 7,000 square feet of multifunction space that did not exist before. Departments housed in the space were relocated to the 8th floor to make way for construction of the dramatic dining hall and lounge.

"The college has turned this property into a modern, urban higher education facility, and it was a very complicated process that required teamwork," Kupfer said. "This is a huge improvement in the quality of life for the students and the entire college community."

Guests from the college and the community have been invited to a reception in celebration of this milestone event on September 14. The event, which will feature remarks by President Judson R. Shaver, Ph.D., Board Chairman Louis A. Martarano, and Trustee and Campaign Chair Judith M. Carson '03, will officially mark the opening of The Commons at Marymount Manhattan.

"This is the Day," the Campaign for Marymount Manhattan, enhances existing spaces to create a dynamic, comfortable environment for learning and growing, dramatically increases need-based student financial aid, and encourages unprecedented levels of faculty scholarship and research, and increases the number of full-time faculty.

In recognition of Marymount Manhattan's successful fundraising efforts during the economic downturn, the Kresge Foundation recently granted an extension to meet its challenge grant. In order to receive the $1.5 million grant the college must garner gifts and pledges totaling $25 million by March 31, 2010. To date, the College has raised $21.9 million in gifts and pledges.#

Logos Bookstore's Recommendations

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

It has always been fun to reread favorite books from childhood. What intrigued me to reread "The Peterkin Papers" by Lucretia Hale this summer was the fact that Dover Publications issued a paperback reprint of this title ($7.99) this year, 2009. I found out, also, when ordering from New York Review of Books' book publishing division, New York Review Books, that this publisher has a nice hardcover edition ($18.95) with a colorful cover in the spirit of the book by Barbara Clintock and the original illustrations for both "The Peterkin Papers" and its sequel, "The Last Of The Peterkins." This edition was published in 2006.

I enjoyed thoroughly as a child being read to and reading myself "The Peterkin Papers" actually from a copy of the 1886 edition my Grandfather had as a boy. The hilarity and charm of the Peterkins comes across as clearly today as when I was a child.

The first tale, "The Lady Who Put Salt In Her Coffee" has one laughing as the Peterkins try to improve Mrs. Peterkin's cup of coffee after she puts salt instead of sugar in her coffee. On the eldest son's, Agamemnon's, advice the Peterkins consult a chemist. He tries various potions such as a little chlorate of potassium (the coffee does not taste any better). Then he tries a little bichlorate of magnesia (Mrs. Peterkin does not like that). The chemist tries more items, ammonia, and sulphuric and many other kinds of acids to no avail, either the coffee does not taste good or does not taste like coffee. Next for the Peterkins is the herb woman, who brings some flagroot, snakeroot, spruce gum, caraway, dill, rosemary, spearmint and peppermint as well as many other herbs to brew in the coffee. Nothing works. It does not taste like coffee or it tastes awful. The Peterkins are most distressed. They ask advice from their commonsensical friend, the lady from Philadelphia. Her answer is that Mrs. Peterkin should pour herself a fresh cup of coffee.

More madcap adventures follow, like the time the Peterkins choose a Christmas tree too tall for their living room. They decide to raise the ceiling, disrupting their daughter Elizabeth Eliza's bedroom, as a big hole now appears in the floor of her room. Another time, Elizabeth Eliza receives a piano. It is installed with the keyboard facing the porch window. So Elizabeth Eliza decides to sit on a porch chair, open the window and play the piano. That is fine for the summer, but the fall evenings are too chilly. The lady from Philadelphia suggests that the Peterkins turn the piano around so the keyboard faces inward inside the room so that Elizabeth Eliza can play the piano indoors. And the humorous confusion continues. In the story, "The Peterkins At The Carnival of Authors In Boston," the Peterkins misunderstand their invitation and believe that they are supposed to show up to this event as costumed characters and decide to go as Cleopatra, Noah, Christopher Columbus and Peter the Great to name some of their choices. Friends and neighbors see them at the event and are startled by their dress. For more, read the story.

"The Last Of The Peterkins" starts with a pithy preface from the author that the following papers contain the last records of the Peterkins, who ventured out of their native land and never returned. This collection includes a most leisurely and somewhat disorganized trip to see maple syrup tapping, a grand ball the Peterkins gave themselves at home, and their exotic travels in Egypt, where they kept getting lost from each other and their adventures on their own. Lucretia P. Hale (1820-1900), the author of "The Peterkin Papers" and "The Last Of The Peterkins," was the great-niece of the American Revolution patriot, Nathan Hale, daughter to his nephew and namesake, Nathan Hale, lawyer and editor of the Boston Daily Advertiser, and Sarah Preston Everett, daughter of Edward Everett, Unitarian minister, U.S. Congressman and Senator from Massachusetts, governor of Massachusetts, president of Harvard University and President Millard Fillmore's secretary of state who delivered in 1863 a two hour speech, the Gettysburg Oration which was followed by a more famous speech, the Gettysburg Address of President Abraham Lincoln. Lucretia Hale was also sister to Unitarian minister, abolitionist and writer, Edward Everett Hale. Lucretia Hale wrote for several publications, including the Atlantic Monthly. Hale loved to regale her young friends and relations with the antics of the Peterkins and submitted her stories to a popular children's magazine, Our Folks, which was looking for tales to amuse children.

Another favorite children's classic from my childhood is "The Wonderful O" by James Thurber, illustrated very expressively in blues, blacks, and grays and in its little figures of people by Marc Simont, the 1957 Caldecott Medal winner for excellence in illustration. For so long this book has been out of print. Finally, this April, New York Review Books brought this book back into print ($14.95, hardcover). Now new readers can find out how devastating it would be to speak without O as they read of Black, the ship owner and captain, and Littlejack, the pirate, and the rest of their henchmen going about trying to find treasure while removing or destroying anything on the island that has an O in it. Conversation among the islanders is difficult as a result, but some islanders will not give up, they meet secretly and talk in an O-filled language. The book comes to a climax with wondrous happenings truly pointing to The Wonderful O.

New York Review Books publishes old time children's classics and select quality literary books. Logos Bookstore carries many of these publications. Besides "The Wonderful O," Logos has "The 13 Clocks" by James Thurber with its original cover and illustrations by Marc Simont ($14.95, hardcover), a reconstructed fairytale, a precursor to such tales as William Steig's "Shrek" and William Goldman's "The Princess Bride." Also available from New York Review Books and Logos are "D'Aulaire's Book Of Animals" ($16.95, hardcover), "D'Aulaire's Book Of Trolls" ($19.95, hardcover), and "D'Aulaire's Book Of Norse Myths" ($24.95, hardcover) Ingri and Edgar Parin d'Aulaire, Caldecott-winning author-illustrators, also wrote and illustrated "The Terrible Troll-Bird" ($15.95, hardcover), "The Two Cars" ($14.95, hardcover), a neat book for the young car lover, especially small boys and "Too Big" ($14.95, hardcover) about growing too big in relation to one's surroundings. Other children's classics quite often requested at Logos and available now are the Jenny the Cat stories written and illustrated by Esther Averill: "Jenny And The Cat Club" ($16.95, hardcover), "Jenny Goes To Sea" ($17.95, hardcover), "Jenny's Moonlight Adventure" ($12.95, hardcover), "The School For Cats" ($12.95, hardcover), "The Hotel Cat" ($12.95, hardcover), "Captains Of The City Streets" ($17.95, hardcover) and "Jenny's Birthday Book" ($15.95, hardcover). Also available at Logos are some fine Edward Gorey illustrated books including H.G. Wells' "The War Of The Worlds" ($16.95, hardcover), "Men And Gods: Myths And Legends Of The Ancient Greeks" ($16.95, hardcover), and "The Haunted Looking Glass: Ghost Stories Chosen and Illustrated by Edward Gorey" including stories of Charles Dickens, Wilkie Collins and W.W. Jacobs among others ($14, paperback).

For the adults there are extensive paperback reprints of interesting quality literature with such titles as "The Dud Avocado," a comic semi-autobiographical novel of the adventures of an American girl in Paris ($14.95) and "The Old Man And Me," the adventures of an older American girl that take place in early 1960s London ($15.95, originally published in 1964, out of print for over 30 years until 2009) by Elaine Dundy (1921-2008), Guy de Maupassant's last novel, "Alien Hearts" ($14), and les romans durs, hard-boiled novels of Georges Simenon (creator of Maigret): "Red Lights" ($14), "Three Bedrooms In Manhattan" ($12.95), "Dirty Snow" ($14), "The Widow" ($12.95), and "The Man Who Watched Trains" ($12.95) among others. Kill Your TV Reading Group selection for Wednesday, November 4, 2009 is "The Book Of Ebenezer Le Page" by G.B. Edwards ($16.95). Come on over and shop at Logos for these books, others, Holiday greeting cards Rosh Hashanah, Halloween, Thanksgiving, Hanukkah, Christmas, general occasions gifts, and music.

Upcoming Events at Logos

Wednesday, October 7, 2009 at 7 P.M., Kill Your TV Reading Group (KYTV) will discuss "The Brief Wondrous Life Of Oscar Wao" by Junot Diaz.

Monday October 12, 2009 at 7 P.M., The Sacred Texts Group led by Richard Curtis will discuss the Gospel of John and the Talmud.

Wednesday, November 4, 2009 at 7 P.M., KYTV Reading Group will discuss "The Book Of Ebenezer Le Page" by G.B. Edwards.

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

Transit: 4,5,6 Subways to Lexington Ave and 86th St., M86 Bus (86th St.), M79 Bus (79th St.), M31 Bus (York Ave.), M15 Bus (1st and 2nd Aves.)

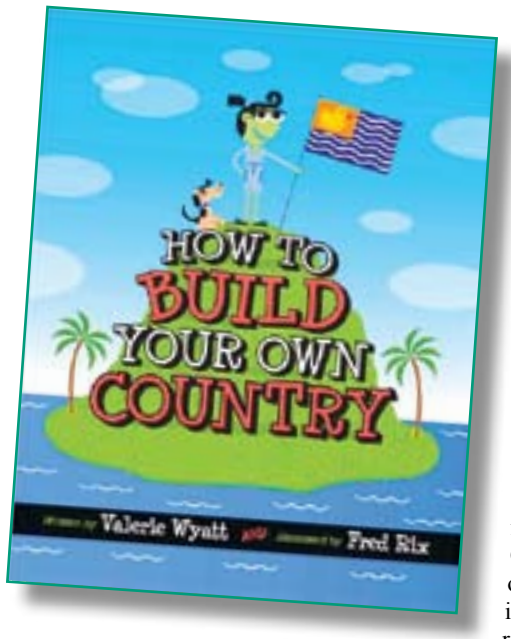
How to Build Your Own Country

By JOAN BAUM, Ph.D.

How To Build Your Own Country
By Valerie Wyatt (text) and Fred Rix (illus).
Kids Can Press, 40 pp., index. $17.95.

In *How to Build Your Own Country*, cartoon artist Karen Fredericks, a.k.a. Fred Rix, has joined with award-winning editor and writer Valerie Wyatt to produce an ingenious and attractive little book for an education series called CitizenKid, whose purpose is "to inform children about the world and inspire them to be better global citizens." Their 40-page charmer has already been chosen as a Junior Library Guild Selection, designated for ages 8-12.

Although the age span (grades 3 through 7) might suggest too disparate a target readership, the subject matter of the book is such that, unfortunate to say, many so-called educated adults could profit from reading it—and probably, even more than the kids, enjoy the clever, witty and sly instruction. The content is what primary schools used to call Civics—and, if memory serves, it was one of the least imaginatively taught strands in the curriculum—and it may still be. Typically filled with dry facts and overly earnest in its presentation of American values, such social studies lessons about the country's institutions, core principles and legislative, executive and judicial processes tend to have a numbing effect. Why should kids care about U.S. Constitutional law or about contemporary political and economic conditions? Hardly inspired to study the workings of our own government, why should they concern themselves with the ways of the larger world? Because it's Important To Know? That's easy to say, but it's difficult to sell.



Except for creative teachers and parents who appreciate learning as delight. For them, *How To Build Your Own Country* points the way toward engaging instruction.

Hearing about one Roy Bates who discovered an abandoned World War II sea fortress and decided to found his own principality in 1967—name, motto, national anthem, stamp, passport, coins, flag and all—Wyatt and Rix got to thinking how such an imaginative idea might play out as an educational game. The result is a book full of inspired fun and subtle tapping into art, music, linguistics, current events, geography, ecology, political science, psychology, history, and more. *How To Build Your Own Country* is not a cute book but a clever one. Go ahead, kids, they urge, build your own "micronation"—a word that gets a definition, as do other words here, such as "oligarchy." A major attraction of the book is that it does not talk down or patronize. Wyatt and Rix assume that "big issues" such as poverty, global warming, security, international aid, and organizations such as U.N. peacekeepers can be addressed. The implication, of course, is that they should be addressed.

And how delicious, that the example they use to illustrate the various topics here is wonderfully silly: the country of Bathmatia. Too infantile for older kids? Absolutely not. No one should be above humor, especially when the silly stuff is as inventively packaged as it is here. Name your country and then decide you want to change it? "No problem"—Upper Volta became Burkina Faso in 1984. "No wonder they changed—who would want to be called an Upper Voltan?" How many grown ups can answer the question: what was Iran called until 1935? Jeopardy fans, did you know that Canada in the early 1900s offered free farmland to immigrants (so welcome refugees to your country, kids). Though it makes sense, say Wyatt and Rix, to have country mottos comprise three words, there's no rule. Botswana has just "Pula," meaning rain, "which says a lot about what its people most hope for."

The illustrations are delightful—neatly arranged, colorful compositions, each page a signature Rix design, and the diverse activities invite participation. Why shouldn't youngsters be initiated into knowing about election fraud, dirty tricks, tax havens? I defy anyone, by the way, to identify the one Fake Law out of eight former and present-day absurdities, that include Alaska's "It is illegal to push a live moose out of a moving airplane" and Pennsylvania's "It is illegal to sleep on top of a refrigerator outdoors."

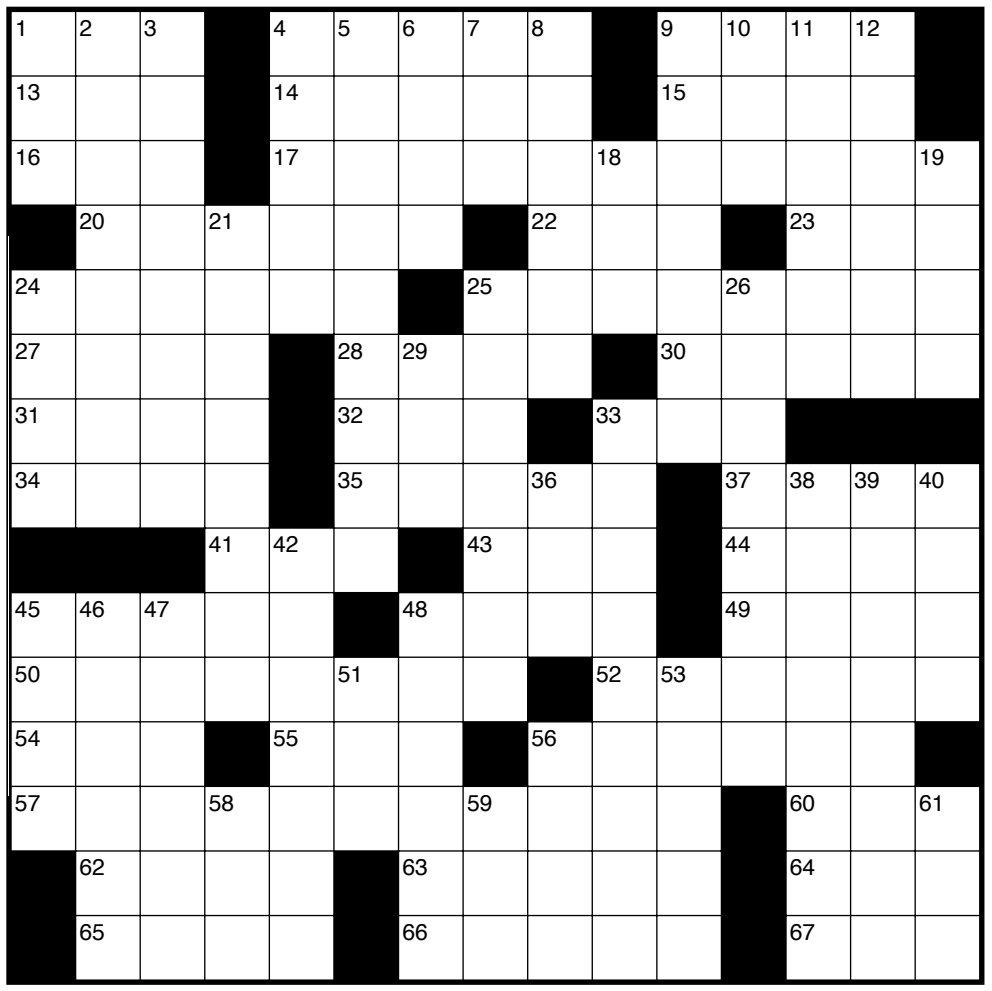
Now they tell us! #

HAWAII FIVE-O

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

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

For answers go to www.EducationUpdate.com/puzzle



ACROSS

1 Prosciutto, say
4 "Hogwash!"
9 Lackluster
13 Santa ___ winds
14 Preacher's urging
15 Dynamic start?
16 Nickname that's an alphabet trio
17 Explorer who named Hawaii the Sandwich Islands
20 Mini-maps
22 What you can find 8 times in this puzzle's completed grid, looking up, down, across and diagonally, word search-style
23 Hawaiian strings, briefly
24 Contract portion
25 Under pressure
27 It's a large order
28 "Hell ___ no fury..."
30 City on the Aire
31 Profound
32 Defenseman Bobby
33 Winter hrs. in L.A.
34 Actor Morales
35 Honcho from Honolulu
37 Toll rds.
41 Angler's buy
43 Zero
44 Sci-fi princess
45 George of "Star Trek"
48 First mate?
49 Seemingly forever
50 Unable to play a clarinet?
52 Gizmos
54 C.D. earnings
55 They, in Marseille
56 Sports venues
57 Hawaii-born star who was an extra in the movie "Hawaii"
60 Hiatus
62 Boxing family
63 Rocker Bob
64 Home of 17-Across: Abbr.
65 On its way
66 Bridge declaration
67 Devious

DOWN

1 Is down with
2 Caribbean island chain
3 Hawaii's highest point
4 Walks back and forth nervously
5 What Hawaii achieved on 8/21/59
6 Short flights
7 Pantry raider
8 Prosperity
9 Hawaii senators Inouye and Akaka
10 ___ room
11 Pique
12 Made a reservation for
18 Cash tip?
19 Classic sneakers
21 Breathed deeply
24 Relinquish
25 DNA formations
26 Get comfy
29 Wall St. figure
33 Hawaii sights
36 "Mamma ___!"
38 Systems of forced labor
39 Israel's first sovereign
40 Back talk
42 Superlatively glib
45 Windy City daily, with "The"
46 Trojan War hero
47 Mother's whistler?
48 St. Francis's hometown
51 Slippery ___
53 Munich misters
56 Aquarium growth
58 Pewter part
59 RR sta.
61 Snoop

Breaking the Silence: Mental Illness in Schools

By RICH MONETTI

In 1990 at the age 16, Janet Susin's son developed a mental illness. In response, Ms. Susin, a Nassau County middle school teacher at the time, wanted to convey to her son's friends what he was going through. She approached the school's health teacher and found out that mental health was not among the topics covered in the study and maintenance of our biological health. Finding the teacher open to some education on the subject, Ms. Susin and the teacher helped put together a lesson plan with the teacher.

"That was the genesis of our project," she says in reference to "Breaking the Silence" (BTS), a curriculum that enables schools to better familiarize students with the reality of mental illness.

Eighteen years later, as part of the National Alliance on Mental Illness (NAMI) in Nassau County, she now finds that students have moved ahead of the learning curve, and the type of silence she gets from them when going out and lecturing is more of a good thing. Starting by asking students if they know anyone who has had a mental illness, she says, "There isn't the kind of giggling and turning around to see whose raising their hand."

Aside from whatever impact her efforts have had, the climate today has softened with all the celebrities who've gone public on their problems. Additionally, as it has also entered the popular culture, the kids find it easier to follow suit. For instance, Ms. Susin points out that if you go to the website for the TV show, "Monk," "you'll find all the kids that are self-identifying with having OCD and posting their pictures."

Janet Susin, President, NAMI Queens/Nassau, and Alice Ripley, Tony Award-winning star of "Next to Normal," a musical about mental illness

Nonetheless, BTS aspires to mainstream the discussion where it matters most: in the classroom and in the everyday lives of students. "You're taking it out of the closet and you're treating it like the other illnesses that are part of the health curriculum," she says.

And with suicide being the third leading cause of death for people between the ages of 15 and 24, BTS can't rest on the societal gains that have been reached in sensitivity levels. Lesson plans prompt the most important question of the day (which kids are now asking): "Are these the normal ups and downs of adolescence, or a mental illness."

From elementary school to high school, students in the BTS curriculum are presented with different situations, then discuss the signs. Depression and anxiety-related symptoms are cause for real concern, she says, if they persist over a long period of time or if one's ability to function becomes dramatically impaired.

Of course, it's made clear that only a doctor can make the diagnosis, but friends are in a crucial position to take note of the telling signs and make a difference. Friends should encourage treatment, she says, or encourage people in the classroom to speak to somebody in the school about their concerns.

But Breaking the Silence mostly lets its materials do the talking since she and the other instructors can't clone themselves to be everywhere, Ms. Susin says. Moreover, appearing as special occasion speakers too often operates in contrast to what they are trying to accomplish. "We want our subject to be treated like any other subject, and you don't always have to have a speaker represent that illness in order to be able to teach about it," she says.

BTS does go into the field to get a general feel for where kids are with the subject, but the curriculum does not really get into the specifics of psychoanalysis or medication. Referring to one of their elementary school posters, which depicts a brain, an ice pack and a band-aid, Ms. Susin explains that images can sum up the therapeutic process as far as their purposes need it to be. "Brains get sick, but with treatment they can get better."

Of course, being educated doesn't always mean children—or adults—can put the lesson plan into practice, especially when science has a long enough way to go toward achieving a complete understanding of mental illness. For Ms. Susin, that's the hard part. #

MOVIE REVIEW

Inner City School Educates For Success: The Providence Effect

By JAN AARON

"The Providence Effect" tells the remarkable story of Providence St. Mel, a K–12 school on Chicago's impoverished, crime-ridden West Side, that has been sending 100 percent of its graduating seniors to four-year colleges and universities for some 30 consecutive years. Within the last seven years, at least 50 percent of its graduating class has been accepted to the nation's top schools, including those in the Ivy League; 100 percent of its graduating seniors were accepted to colleges.

Documentary director Rollin Binzer covers the history of Providence St. Mel as well as the background of the school's founder and first principal, Paul J. Adams III, an African-American man with activist roots in the civil rights movement, who comes from a family of educators. Blacklisted as a teacher in Ala. because of his civil rights activities, Adams relocated to Chicago, got a master's degree in psychology, and took a job as guidance counselor at Providence St. Mel.

A year later he became principal, only to be told that the archdiocese planned to close the school. Mounting a vigorous fundraising campaign, he got the money to buy the school and convert it into a not-for-profit independent school. He then set a new goal: To turn Providence St. Mel into a first rank college preparatory school and its African-American student body into a corps of highly motivated kids driven to succeed. It wasn't easy.

The film explores the struggles of turning a shoestring-budget dream into a school and method of teaching that not only motivates students, but parents, teachers and administrators to be dedicated to settling for nothing less than the highest expectations. Cameras in classrooms show the high standards to which teachers are held in maintaining discipline, interest and academic skills. Visiting in the 1980s, President Reagan said: "This is the way it should be done."

The film also includes Providence Englewood on Chicago's South Side adhering to the same principles and beliefs. In less than two years, the students' test scores went from the 9th percentile to the 50th percentile on the TerraNova standardized tests. In math and reading, these students also outperformed other schools within their neighborhood.

"The Providence Effect" opened recently.#

SEE PAGE 9 FOR INFORMATION ON THE FILM, *BOY INTERRUPTED*

Spotlighting New York's Small Schools

By JAN AARON

"NYC's Small School Initiatives" was the subject of a recent panel discussion sponsored by the Women's City Club of New York. Pamela Bayless, a member of the City Club's board of directors, opened the proceedings saying it was time to take a closer look at Mayor Michael R. Bloomberg's small schools reform by learning the latest "from the frontlines." Panel moderator Ben Shuldiner, founder and principal of Brooklyn's High School for Public Service, which he established in 2002 with a Gates Foundation grant, introduced the three panelists:

Joshua Thomases, chief academic officer of the new division of school support in the New York City Department of Education, was a teacher at the highly regarded El Puente Academy for Peace and Justice in Williamsburg, Brooklyn. He joined the central Department of Education in 2004. "Let's go back to 2002," he said. "Struggling students in struggling schools. It wasn't the kids, it wasn't the teachers. The system was failing." Class size became an issue of greater study: "If we could control size and concentration, we believed we could better serve ill-prepared students," he explained. In partnership with a wide array of organizations, the city has opened 400 district and charter schools since 2002, the vast majority of which were under his watch.

Richard Stopol has led New York City Outward Bound since 1989 and is now its president. His first mission was to bring Outward Bound's methods, philosophy and activities to New York City youngsters by serving 50,000 students from more than 250 public schools citywide. In 2004, his organization formed a partnership with the New York City Department of Education to create and operate small public schools using its transformational "Expeditionary Learning." The organization now operates 10 middle and high schools, covering every borough except Queens. "Our methods combine demanding academics, community support and character building activities," said Stopol.

Joseph McDonald is a professor of teaching and learning at the New York University Steinhardt School of Culture, Education, and Human Development. Also a prolific author of books on schooling and teaching, he criticized the current system as old fashioned. "We confuse academic rigor with intellectual rigor," he said. "There is not enough exploration of new technology and too much reliance on traditional methods," he added. "Small schools should break this model."

Indeed, panelists agreed that schools need to stay on top of new technology, encourage participation by students in the teaching process, and spend time teaching out of the classroom. "Students should experience what they learn," they said. The consensus was that "small schools rock," but the panelists also said that New York had some very good large schools. #

THE DEAN'S COLUMN

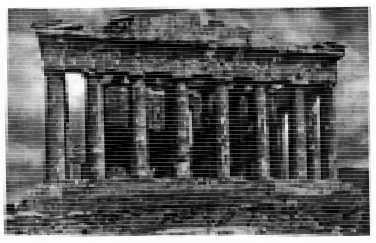
The Golden Section Constructed by Paper Folding

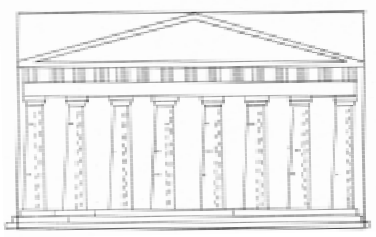
By ALFRED S. POSAMENTIER, Ph.D.

There are many things in mathematics that are "beautiful," yet sometimes the beauty is not apparent at first sight. This is not the case with the Golden Section, or golden ratio, which ought to be beautiful at first sight regardless of the form it is presented. The Golden Section refers to the proportion a line segment is divided by a point.

Simply for the segment $\overline{AB}$, the point P partitions (or divides) it into two segments, $\overline{AP}$ and $\overline{PB}$, such that (AP / PB) = (PB / AB). This proportion apparently already known to the Egyptians and the Greeks, was probably first named the "Golden Section" or "sectio aurea" by Leonardo da Vinci, who drew geometric diagrams for Fra Luca Pacioli's book, *De Divina Proportione* (1509), which dealt with this topic.

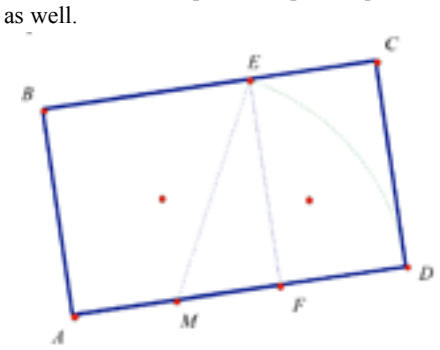
When we talk about the beauty of mathematics, we could talk about that which most artists think is the most beautiful rectangle, which employs the golden ratio. This rectangle, often called the Golden Rectangle, has been shown by psychologists to be the most esthetically pleasing rectangle. It is often used in architecture and art. For example, the Parthenon in Athens is based on the shape of a Golden Rectangle. If we outline many figures in classical art, the Golden Rectangle will predominate.





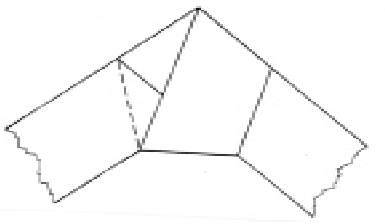
Have students try to find some golden rectangles in their environment.

To construct a Golden Rectangle begin with a square. Locate the midpoint M and make a circular arc with center at M, and radius length ME. Call the point D where the arc intersects $\overline{AF}$. Then erect a perpendicular to $\overline{AD}$ at D to meet $\overline{BE}$ at C. Rectangle ABCD is a Golden Rectangle. This can be done either with straightedge and compasses, or for technologically prepared students using Geometer's Sketchpad will prove quite useful as well.

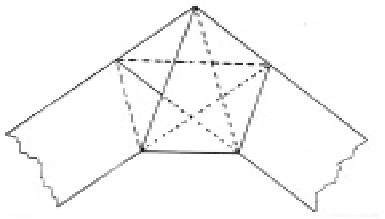


There are probably endless beauties involving this Golden Section. One of these is the relative ease with which one can construct the ratio by merely folding a strip of paper.

Simply have your students take a strip of paper, say about 1" – 2" wide and make a knot. Then very carefully flatten the knot as shown in the figure below. Notice the resulting shape appears to be a regular pentagon. That is, a pentagon with all angles congruent and all sides the same length.

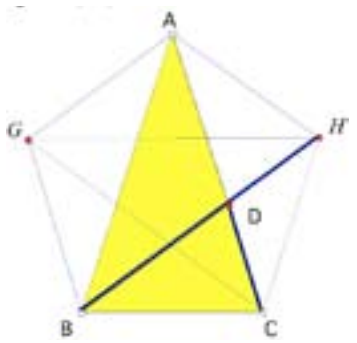


If the students use relatively thin translucent paper and hold it up to a light they ought to be able to see the pentagon with it diagonals. These diagonal intersect each other in the Golden Section or golden ratio. (See below)

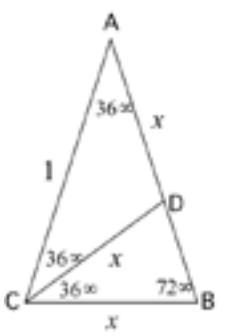


Let's take a closer look at this pentagon. Point D divides $\overline{AC}$ into the Golden Section, since (DC / AD) = (AD / AC).

We can say that the segment of length AD is the mean proportional between the lengths of the shorter segment (DC) and the entire segment (AC).



For some student audiences it might be useful to show what the value of the Golden Section is. To do this, begin with the isosceles triangle ABC, whose vertex angle has measure 36°. Then consider the bisector $\overline{BD}$ of ∠ABC (See figure below)



We find that m∠DBC = 36°. Therefore ΔABC ~ ΔBCD. Let AD = x and AB = 1. However since ΔADB and ΔDBC are isosceles, BC = BD = AD = x.

From the similarity above: ((1-x)/(x) = (x/1), which is the Golden Ratio!

To get the value of x from this equation is to find the value of the Golden Ratio.

Solving this equation: $x^2 + x - 1 = 0$, we get $x = (\sqrt{5} - 1)/(2)$ (The negative root cannot be used for the length of $\overline{AD}$.)

The ratio for ΔABC of (side / base) = (1 / x), which is the Golden Ratio.

We therefore call this a Golden Triangle. Remember, we were able to form this Golden Triangle by simply folding a knot with a paper strip. Perhaps the beauty of mathematics is boundless! (That's what a good teacher – from the earliest grades – should instill in our students.)

Dr. Alfred Posamentier is Dean of the School of Education at City College of NY, author of over 40 Mathematics books, including: Math Wonders to Inspire Teachers and Students *(ASCD, 2003) and* The Fabulous Fibonacci Numbers *(Prometheus, 2007), and member of the NYS Mathematics Standards Committee.*

THE PET CORNER

The Dog Whisperer of the Upper East Side

By JUDITH AQUINO

It's not unusual for a doorman to develop a rapport with the residents of his building. However, for John Kilgore, a doorman at an Upper East Side apartment building, some of his favorite residents walk on four legs and answer to names like Pinky and Pugo.

"I've always loved animals and I think they can sense that," said Kilgore, 48, who has worked at the same apartment building for several years. "I've seen dogs from other buildings drag their owners to me. If I'm walking outside and I see them, sometimes I'll take a different route just so I don't disturb the owners."

While growing up in Park Slope, Brooklyn as the third of four boys, being surrounded by animals was a normal part of Kilgore's childhood.

"You name it—we had snakes, cats, gerbils, birds and dogs all living in our house," recalled Kilgore smiling. "My mother raised us on her own and she never seemed to mind [the pets]."

In addition to caring for their menagerie of pets, the Kilgores bred Siamese cats. "We never charged for them," explained Kilgore. "We gave them to a neighborhood pet shop under the condition they were given good homes." Sometimes Kilgore and his brothers visited the families who purchased the cats to make sure they were well cared for.

As an adult, Kilgore's love for animals manifested itself in his kind treatment of the dogs he encountered. He knows the names of dozens of dogs and greets them with a friendly "How's my baby?" as they respond with energetic licks.

Having a ready supply of doggy treats also helps Kilgore win points with the four-legged

crowd. He often keeps a bag of treats behind his desk in the lobby. It's not unusual for Kilgore to distribute ten pounds worth of biscuits in a week.

In addition to dispensing doggy treats, Kilgore has an endless supply of stories to share. He can tell you about Tucker, a Labrador/terrier who was distrustful of most humans but eventually warmed up to Kilgore and other tales.

"They're like children in many ways," remarked Kilgore, who doesn't have any dogs of his own. Like any doting father Kilgore carries photos of his favorite dogs on his cell phone. Just ask and he'll gladly show you Phineaus and Albert, two Labrador/poodles wearing matching yellow raincoats, or any of several other photos.

Kilgore's love of animals also extends to his concern about dog snatchers. Besides disapproving of owners who allow their dogs to walk on the streets without a leash, he has also been known to give out copies of a New York Post article about dog thieves.

"You'd be surprised how many times I've heard of dogs disappearing," said Kilgore.

And for anyone looking for a pet, Kilgore's advice is, "Take a chance. Adopt a dog who needs a home and you'll have a friend for life." #

CAREERS

The Joys of Teaching Dance and Music

By JUDITH AQUINO

Matt Davis enjoys the element of surprise. When Davis, a waiter at Joe's American Bar & Grill in Short Hills, N.J., describes his second job, the reaction he receives is often disbelief.

"'You're a dance teacher?' is usually what my coworkers say when I tell them," said Davis, 28, with a smile. "I don't advertise much so it can take people by surprise."

Despite the lack of advertising, Davis has had no difficulty finding students. He meets regularly with nine to ten students a week at Custom Fitness Studios in Mountainside, N.J. His specialty is ballroom dancing.

What draws people to Davis is his attentiveness and patiencem, says Melissa Marcketta, a long-time student of Davis. "I've followed Matt wherever he went … He knows all his students' quirks and learning styles and breaks down the steps really well," remarked Marcketta, 48. "I don't go to anyone else."

Thanks to shows like "Dancing with the Stars" and "So You Think You Can Dance," ballroom dancing has made a comeback as a fun, social activity. In addition to learning the steps, being an instructor provides its own joys (and challenges) as well.

Before he discovered his passion for dancing, Davis, who has been dancing for ten years, described it as simply a requirement for fitting in. "I grew up in Elizabeth, N.J., with a lot of Hispanic kids, and all of them could dance," recalled Davis. "If I wanted to have friends, I had to learn too. They taught me how to do the bachata, salsa and meringue."

It wasn't long before Davis realized he enjoyed dancing and performing in general. He participated in several high school plays and independent films and taught at an acting camp for several summers.

When it was time to go to college, he enrolled at Union Community College even though his heart wasn't in it. "I never wanted a desk job so there wasn't much in college for me," said Davis.

Matt Davis leading Melissa Marcketta into a tango corte

Davis' career path took a turn when his friend, Michelle Cetta, encouraged him to become an instructor with her at the nearby Shall We Dance? studio.

After training for several months, Davis emerged with a thorough knowledge of ballroom dances such as the foxtrot, tango, waltz, cha-cha and more.

Fate stepped in again when the owners offered to sell the studio to Davis and his partner while they were working there. Both were 20 at the time, and Davis decided not to tell his parents about the offer. "If I told them I knew they'd try to discourage me from doing it," explained Davis. "I had to do it because if I didn't, I knew I'd regret not knowing what I'd missed."

Davis and Cetta bought the studio for about $100,000 and renamed it Ballroom Boulevard. They quickly discovered the studio was weighed down by debt and other financial problems, however. After running it for three years, they sold the studio in 2004.

Neither one was able to give up their love for dancing. Davis struck a deal with the owner of Custom Fitness Studios, who allowed them to hold classes in one of the exercise rooms.

Davis' fee is $85 for 45 minutes. During that time his students learn the fundamentals of ballroom dancing and how to feel comfortable moving on the dance floor.

"Getting to know people and helping them enjoy dancing are the best parts of my job," said Davis. "Even if I won the lottery, I'd still teach."

For more information about Matt Davis' ballroom dance lessons, call 908-247-6461. #

FROM THE SUPERINTENDENTS' DESK

Reading Is Important

By DR. CAROLE HANKIN

In August, Sonia Sotomayor became the 111th justice of United States Supreme Court and the third female justice in the Court's 211-year history. During the Senate confirmation hearings, Judge Sotomayor spoke movingly about a fictional 18-year-old girl: detective Nancy Drew, the heroine of a wonderful series of classic young adult books. Judge Sotomayor's passion for the Nancy Drew series inspired a love of reading and learning, a path that ultimately led her to a career in criminal justice and law.

Nancy Drew has been cited as a formative influence by a number of prominent women, including Supreme Court Justice Sandra Day O'Connor, Secretary of State Hillary Rodham Clinton, and former First Lady Laura Bush (I also read every Nancy Drew book I could find). These and many other leaders are testimony to the power of books to inspire and influence. Books can make a real difference, not only in a person's life but in society as a whole; they can shape our perspective and help us become the people we are meant to be.

There are many places to find out about books that changed people's lives. There are lists on the Internet and these are some that I found. Would the world ever have heard about Albert Einstein if the once obscure young clerk had never been inspired by the works of Sir Isaac Newton? Would the exciting films of Steven Spielberg have thrilled audiences for the past 30 years had the director never read classic adventure books such as "Treasure Island" and "Last of the Mohicans"? Upton Sinclair's groundbreaking work, "The Jungle," inspired generations of investigative reporters, just as Bob Woodward and Carl Bernstein's "All the President's Men" did almost 80 years later. And to this day, the works of science-fiction writers such as Jules Verne, H.G. Wells, George Orwell and Ray Bradbury continue to inspire scientists and inventors to look beyond what we have already accomplished and aim to create things once never dreamed possible.

As an educator, I have witnessed repeatedly the power of literature to inform, inspire and enrich lives. For me, it was the works of the great novelist and philosopher Ayn Rand that helped to shape my perspective of the world and led me to become the person I am today. What works will provide that inspiration for our next generation? They may include immensely popular modern-day novels such as J.K. Rowling's Harry Potter series or Sue Monk Kidd's "Secret Life of Bees", or timeless works such as Harper Lee's "To Kill a Mockingbird" and Antoine De Saint Exupery's "The Little Prince." Wherever the inspiration comes from, it is important to encourage our children to explore the countless options available to them. This school year, I encourage parents and students alike to broaden their literary horizons and find the voices that will inspire them for a lifetime.#

Carole Hankin is the Superintendent of Syosset Schools, Long Island, N.Y.

STUDENT JOURNALISTS

City Life in the Summer (From a Kid's View)

By GRACE MOONEY

Grace Mooney

In the summer, my family and I stay in the city. See, my parents, my grandparents, my whole extended family never went to summer camp. So… neither did I! But we have so many other things to do in the summer, it seems like camp in a way.

When I say I stay in the city, it's not that we are always here. It's just that we use it as our "base." We live in the city, but we are out of town a lot. For example, we have joined a pool club in New Jersey, and we go to swim there almost every day. I like to swim. It's like going into your own fantasy world where anything and everything can happen, but then you come up for air and you snap back into reality.

Also, we go to the Jersey Shore a lot, seeing that our family friend has a house down there. That is kind of like another base too, because we go to the house often and we have many things to do there, like going to the bay, the boardwalk, the water park and, obviously, going to the beach! Another place we go to is Florida, and this year we are going with my cousins from England. After that, they are coming back with us to the city for a week.

I have wonderful friends, and I hang out with them as much as possible. We have so many things to do together. For example: going to the park, baking, doing art projects, playing board games and cards, making friendship bracelets, etc., etc., etc. It's so much that we usually can't do them all in one sitting! In fact, we can never do them all!! (And I'm not sure if anyone can!)

I also regularly play with my new malshi (maltese/shi-tzu) puppy, Rocky. We take him to the puppy playground in the park and to run around in Central Park. He loves running in the grass, and even my brother and I combined can't catch him because he runs so fast!

When you live in the city, there are so many amazing things to do, such as going to museums (which I love to do). And since there are so many museums, there are obviously many exhibitions! Some that we plan to se are the fashion exhibition at The Metropolitan Museum of Art, and the majestic Titanic exhibition at the Discovery Times Square Exposition.

So that my brother and I can keep up with our brains and not forget what we have learned throughout the school year, we also do some schoolwork. Our study sessions include 30 minutes of reading, 30 minutes of writing, and 30 minutes of math.

In addition, we also have swimming and driving lessons, to keep up with that, too.

Basically, in the summer I spend time with my family. Maybe it's not always at home in the city, but it's always together, that I am sure of, no matter what! #

Grace Mooney is a 6th grader at the East Side Middle School in NYC.

METROBEAT

Planning for the Upcoming Flu Season

By MAYOR MICHAEL BLOOMBERG

Wednesday was the first day of class in New York City public schools. It's always a time of mixed emotions—children are nervous, parents are nervous and maybe a little relieved!—but this year carries the additional concerns that the H1N1 flu virus that cropped up in our schools during the spring will return again this fall. No one knows for certain whether H1N1 will come back, and if it does, whether it will be more severe or widespread. The odds are it won't be. But we're going to make sure that the city is fully prepared for whatever happens.

A week ago, we released our comprehensive strategy for protecting New Yorkers from both H1N1 and the return of the seasonal, garden-variety flu, which has been far more dangerous. Our first priority is preventing the H1N1 virus from spreading. And the key is for people to take commonsense precautions, like washing their hands regularly and covering their mouths with a sleeve or tissue when they cough.

We also hope to get vaccines for the H1N1 virus from the federal government by October or November. Once we do, we plan to offer them to all public and private school-age children in the city. We'll leave it up to their parents to decide whether children receive the vaccine—which will be a nasal spray for most students—but all of them will have the option if they want it. Vaccines for both H1N1 and seasonal flu will also be available through doctors' offices and clinics, and we will dispatch volunteer "flu fighters" to houses of worship, senior centers and other places to encourage New Yorkers to get vaccinated.

Even if some students do catch the flu, a major goal will be keeping schools open. Shuttering schools will be considered a last resort because it creates major disruptions and forces many parents to miss work and lose income. A lot of kids also lose valuable time in the classroom. That's something we can avoid if everyone follows basic hygiene, and if children who feel sick are kept home by their parents until their symptoms subside.

One of the biggest problems we experienced in the spring is that our emergency rooms were overwhelmed with people who thought they had H1N1 but either didn't need that level of care or didn't in fact have the virus. To reduce this strain, we're designating primary care clinics around the city as "flu centers" that can give New Yorkers flu shots, information and treatment even if they don't have health insurance. And we are helping hospitals prepare to expand their emergency room facilities so that there are separate areas for people who need care for mild flu symptoms.

We know New Yorkers are concerned, understandably, about what may lie ahead. But I've always believed that the best antidote to uncertainty is information. As we track the spread of the virus, we are going to relay all critical data to the public. That will, for example, include updates on the number of people coming to emergency rooms with flu-like symptoms, school attendance figures, and the locations for flu clinics. It will all be available at http://www.nyc.gov/flu, a new web portal for all flu-related information, which we'll launch later this month. It's vital that everyone is kept informed because we have a much better chance of containing any outbreak if we work together—and this is New York, so I know we will! #

STUDENT JOURNALISTS

"The Lightning Thief" Brings the Gods to Life

By DREW KUSHNIR

Drew Kushnir

"The Lighting Thief" by Rick Riordan is a great book to read. He has created a story that blends interesting facts, action and humor into one.

Percy Jackson's world turns upside down when his math teacher turns into a demon and tries to kill him. After another near-fatal attack from the Minotaur, Percy realizes that the Greek gods of Olympus are very much alive. In fact, Percy learns that he is a demigod—half human, half god. He is then told that some of the gods want to kill him. Someone has stolen Zeus' master bolt, and Percy is the prime suspect. Now Percy has 10 days to find and return the master bolt and prevent an all-out war between the gods. With the help of Grover, his satyr friend, and Annabeth, another demigod, he must travel across the United States to find the thief, obtain the bolt, and return it to Olympus. He must also solve the riddle of the Oracle, come to terms with his godly father, and uncover a scheme created by something older than the gods themselves.

This a great book to read if you are interested in mythology. If you like this book, you can read the other books in the series: "The Sea of Monsters," "The Titan's Curse," "The Battle of the Labyrinth," and "The Last Olympian." There is also an extra book about Percy with special facts and interviews with other demigods, called "The Demigod Files." I highly recommend the entire series.#

Drew Kushnir is a 4th grader at Sargent Elementary School in N. Andover, MA.

AMERICA'S LEADING COLLEGE FOR STUDENTS With Learning Disabilities and AD/HD

"Nobody knows the business of teaching students with learning disabilities better than Landmark College." **WALL STREET JOURNAL**

Sydney Ruff
Waterville, ME

SYDNEY'S PATH:
Landmark College to Syracuse University

For gifted and motivated students with learning disabilities and AD/HD, Landmark College provides a proven path for academic achievement and success. Our students "learn how to learn" in a new way based on their particular needs, empowered by effective learning strategies and the latest in assistive technology.

- **Associate Degrees in Business & General Studies**
- **January Bridge Semester for College Students**
- **Summer Programs for High School & College Students**

Learn More at Our Saturday Open Houses

2009: October 24 • November 21

For information and to register, contact us at
PHONE **802-387-6718** E-MAIL **admissions@landmark.edu**

LANDMARK COLLEGE
www.landmark.edu

Our approach works: Nearly eight out of every 10 Landmark graduates go on to pursue their bachelor's degree at top colleges nationwide, including: American University • Auburn University • Boston College • Brown University • College of Sante Fe • Cornell University • Emory University • Grinnell College • Hamilton College • Hampshire College • Hobart & William Smith College • Hood College • Lesley University • Morehouse College • Occidental College • Sarah Lawrence College • Savannah College of Art & Design • University of Arizona • University of Denver • University of Pittsburgh