

# EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW

Award  
Winner

Volume XIII, No. 11 • New York City • July 2008  
FOR PARENTS, EDUCATORS & STUDENTS

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# NYC Ablaze: Summer In The City



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## GUEST EDITORIAL

**The True Meaning of Rewarding Excellence in Education**

By ALFRED S. POSAMENTIER, Ph.D.

Reward is often an excellent motivator. A reward can come in the form of an acclaimed achievement, acknowledgements by peers and superiors, or simply self-recognition of desired achievements. Naturally, monetary rewards are frequently treasured, but they are, by no means, always the most effective rewards. Today, the teaching profession, in an effort to attract more of the very best practitioners, is in dire need of achievement rewards, or acknowledgements of successful work. There is not much we can do about educator salaries, since these are typically negotiated between staff and union with many other considerations bartered on the table. However, there are many non-monetary rewards which can also serve as motivators. This is particularly necessary at a time when we are facing a crisis of teacher shortages in many critical areas of education. One possible reward is acclamation by peers for outstanding work.

The *Education Update* newspaper has, over the past couple of years, taken this form of professional motivation to heart with its annual Outstanding Educator of the Year awards. Sadly, there are not enough such "competitions" for educators, one of the most important professions in our society. Both regionally and subject-specific, we as a society must make a greater effort



to acknowledge outstanding and dedicated work of teachers and other educators. For example, one of the outstanding teacher *Education Update* awardees this year, Jane Viau, a math teacher at the Frederick Douglass Academy, was selected on the basis of her fine teaching skills and exemplary dedication to the profession. This professional entered teaching a bit later in life than most, after having had a successful career in the finance world, and sacrificing a salary, which was ten times that which she is earning as a teacher. Moreover, she also used her entire spring vacation to meet daily with her advanced-placement-statistics class to ensure them the best possible

scores on the Advanced-Placement test. Such dedication should never go unnoticed and should be appropriately recognized by peers and others, as is the case this year by *Education Update*.

It would be nice if, in the course of time, the education systems in the United States could also recognize such extraordinary dedication through salary rewards. Alternatively, a tiered promotional system, analogous to that at the university level, where there are different levels of professorship, might also be instituted at the pre-college level. For example, teachers might be able to attain various levels, such as intern teacher, novice teacher, teacher, lead teacher, and master teacher. Each of these might then be on graduated salary schedules.

The idea of recognizing outstanding teachers, which is slowly becoming institutionalized through *Education Update*, should be a wake-up call to the profession that one of the best ways to motivate teachers is through a sensible and fair reward system.

*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.#*

## LETTERS TO THE EDITOR

## GRAYSVILLE, ALABAMA

**Assistant Principals: Crisis Management to Instructional Expertise****To the Editor:**

This article has made me reflect on the idea of becoming an assistant administrator. I have worked in the absence of one and am aware of the responsibilities involved. This article has opened my eyes to the difficulties principals have and how much more my support is needed of them. Thanks for opening my eyes a little more of the expectations and responsibilities that are involved.

Loretta Nation  
Graysville, AL

## STERLING HEIGHTS, MICHIGAN

**Harvard's Howard Gardner Receives Standing Ovation at Bank Street Event****To the Editor:**

The basic premise and information in this article is terse but also correct. Having read this book, I believe the reviewer is still missing two salient points: a) Gardner really wants the learner (of any age) to relish the experience and be intrinsically motivated to accrue even more knowledge and information and value the process as well as the applications and inferences. b) Gardner wants the learner to build a structure of social skills that promote the notion of idea sharing; integration of information through familiarity and human interconnection for the mutual benefit of all human elements. He is, in fact, reminding all leaders to set a moral prerogative and an inspired respect for others while honing cognitive skills and applica-

tions and recognizes that education is so much more than skills and facts. It must encompass a respect for the human spirit and values that transcend goals and objectives.

M. Kraus, Ed. D.  
Sterling Heights, MI

## BROOKLYN, NY

**President Edison O. Jackson, Medgar Evers College****To the Editor:**

This article inspires me greatly and it's a means of cementing my belief, "I can do all things through Christ who strengthens me." Dr. Jackson surely is a pillar of strength and hope, and as a MEC Graduate and Early Childhood Educator at Medgar Evers College Child Development Center, I remain strong, holding on to Dr.

Jackson's powerful words that leaves me with no option but to aspire to reach the very top of my educational journey, firm in my belief that, "I can, I will, I must."

Aprilis Nelson  
Brooklyn, NY

## NEW YORK, NY

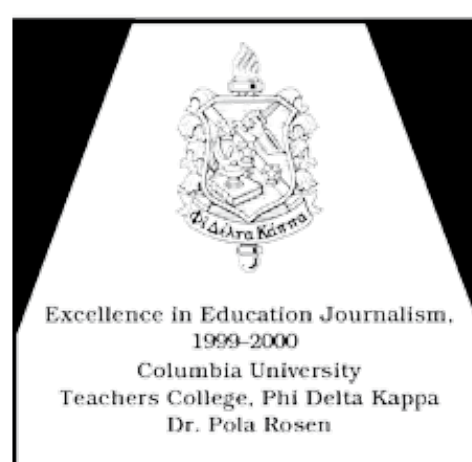
**To Moscow State University for St. Tatiana's Day, the Students' Holiday!****To the Editor:**

I have been to Moscow and seen MSU but had no idea of this celebration. I was pleased to read about it. It seems in line with the Russian intellectual tradition, which has persisted despite the never-ending political turmoil.

Alma Flesch  
New York, NY

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## EDUCATION UPDATE

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## METROBEAT

KEEPING NEW YORK CITY  
MOVING FORWARD

By MAYOR MICHAEL BLOOMBERG

The start of summer always brings a flurry of activity as we close out the school year, finalize the City's budget, and wrap up the legislative session in Albany. This year, I am happy to report that we've ended on a high note on all three counts. And because of the great progress we've made over the first half of this year, many of the long-term goals we set at the beginning of the Administration are now within our reach.

Take, for example, the improvements to our public schools. The test scores released by the State recently showed that New York City students are making big strides in math and reading. In fact, at virtually every grade level, the one-year gains posted by New York City students were bigger than the gains posted by students in the rest of the State—putting our schools on par with many suburban districts. Black and Hispanic students helped lead the way, making enormous progress over the past year in narrowing the racial achievement gap that has existed for far too long.

Recently we began focusing more energy and attention on middle-school grades, where traditionally students have struggled. This year, they too posted improvements in reading, as well as gains in math that are just off the charts. It should make us all feel proud that thousands more children will leave school this year with the skills they need to succeed and the confidence to pursue their dreams.

Improving public education has always been a top priority, and I think that the new City budget that we agreed to with the City Council—which includes hundreds of millions of dollars more for local schools—reflects that. Our tax revenues are down and our economy has suffered some pretty serious blows. That's why the new budget keeps overall spending virtually flat. Families are tightening their budgets; government has a responsibility to do that as well. At the same time, we're continuing to look ahead to the city's future and make critical



investments in areas—like education, infrastructure and public safety—that are essential to our quality of life.

We also got great news from Albany where State legislators passed major pieces of our legislative agenda. For example, the State has agreed to let us build a marine transfer station for recyclable materials at the Gansevoort Peninsula on Manhattan's West Side. It's a key part of our environmentally and economically sound Solid Waste Management Plan. The State passed other parts of our green agenda too, including tax abatements for green roofs and the construction of solar panels, which will help clean our air and reduce greenhouse gas emissions. We also won passage of new laws that strengthen background checks for gun purchases that give our social workers the tools they need to prevent child abuse and that expand access to flu shots and other immunizations. Together these steps will help ensure a safer and healthier New York City.

Even though the national economy is experiencing tough times, we're doing everything we can to keep New York City—our local economy, our environment, our public schools, and our quality of life—moving forward.#

## THE DEAN'S COLUMN

STANLEY H. KAPLAN SUPPORTS  
MIDDLE SCHOOL MATH  
INSTRUCTION AT CCNY

By ALFRED POSAMENTIER, Ph.D.

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, 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 the 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 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.*

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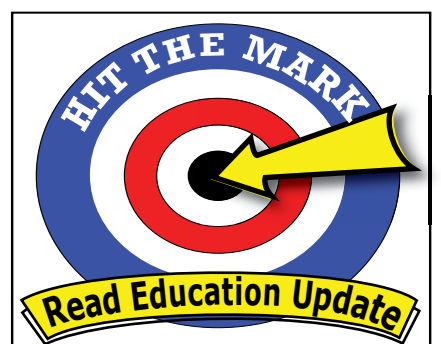
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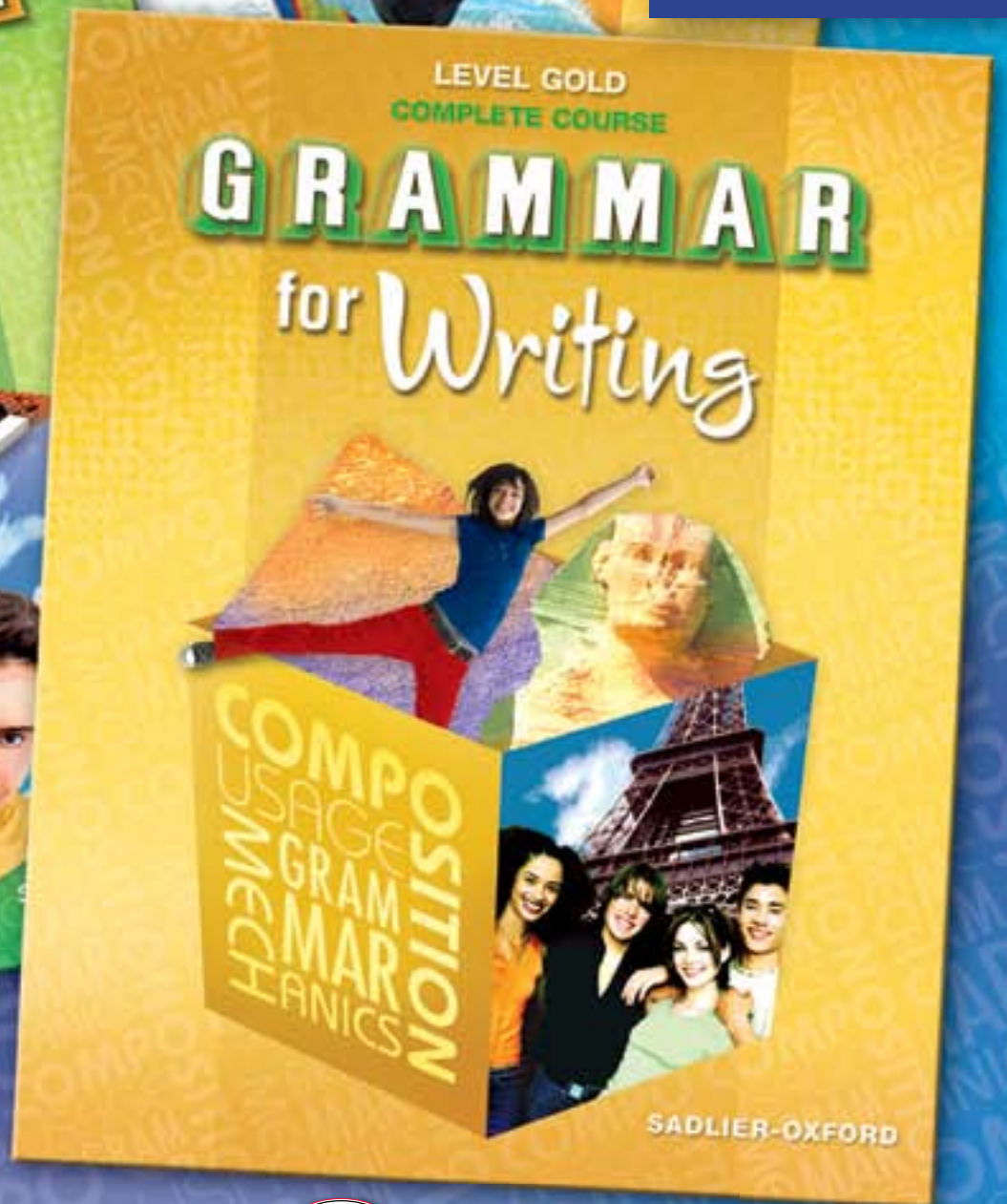
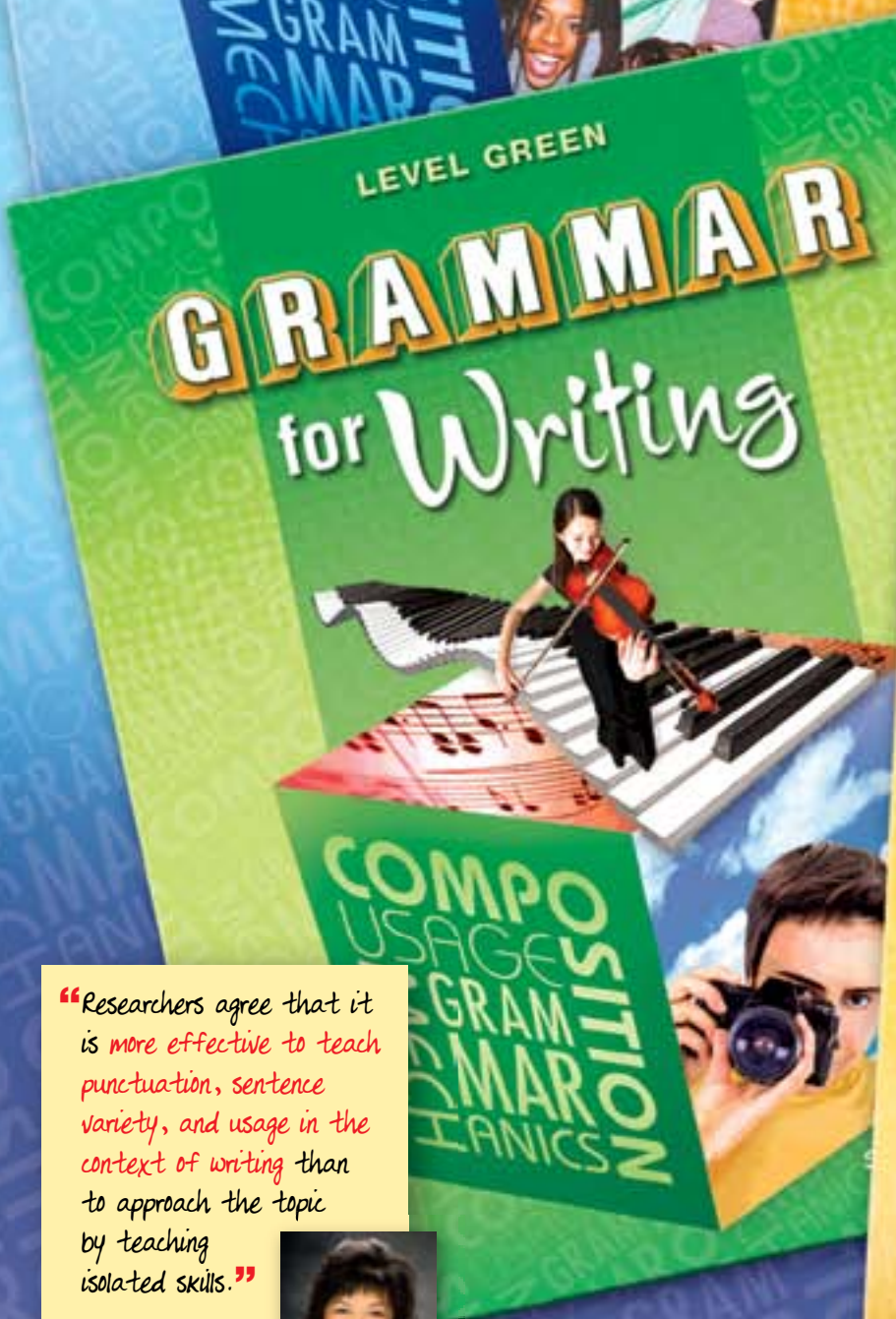
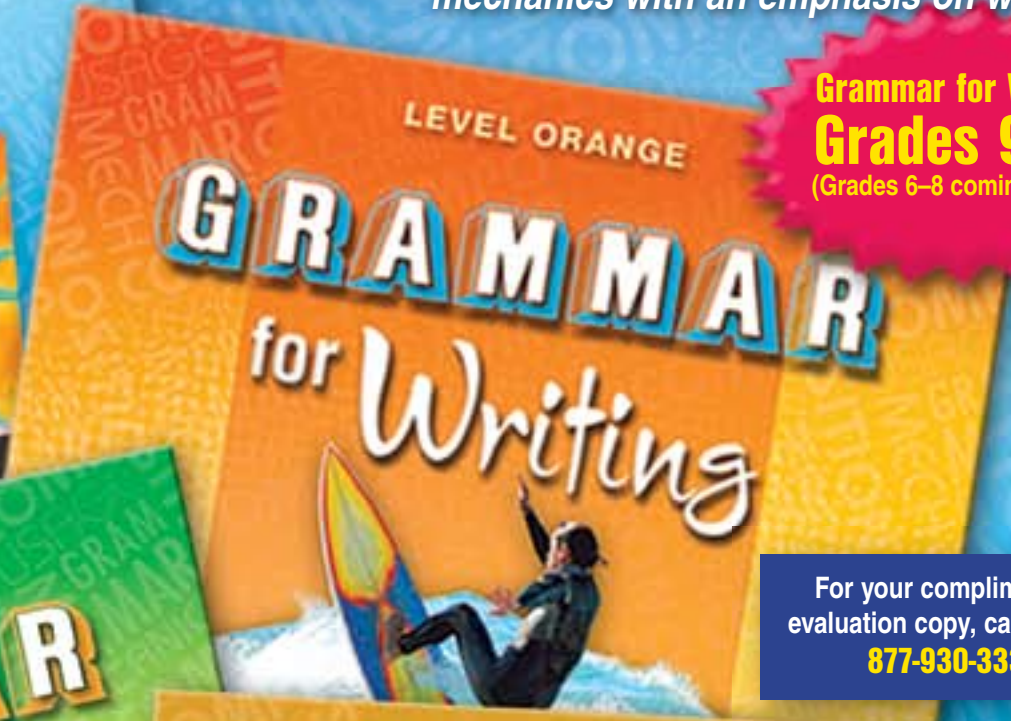
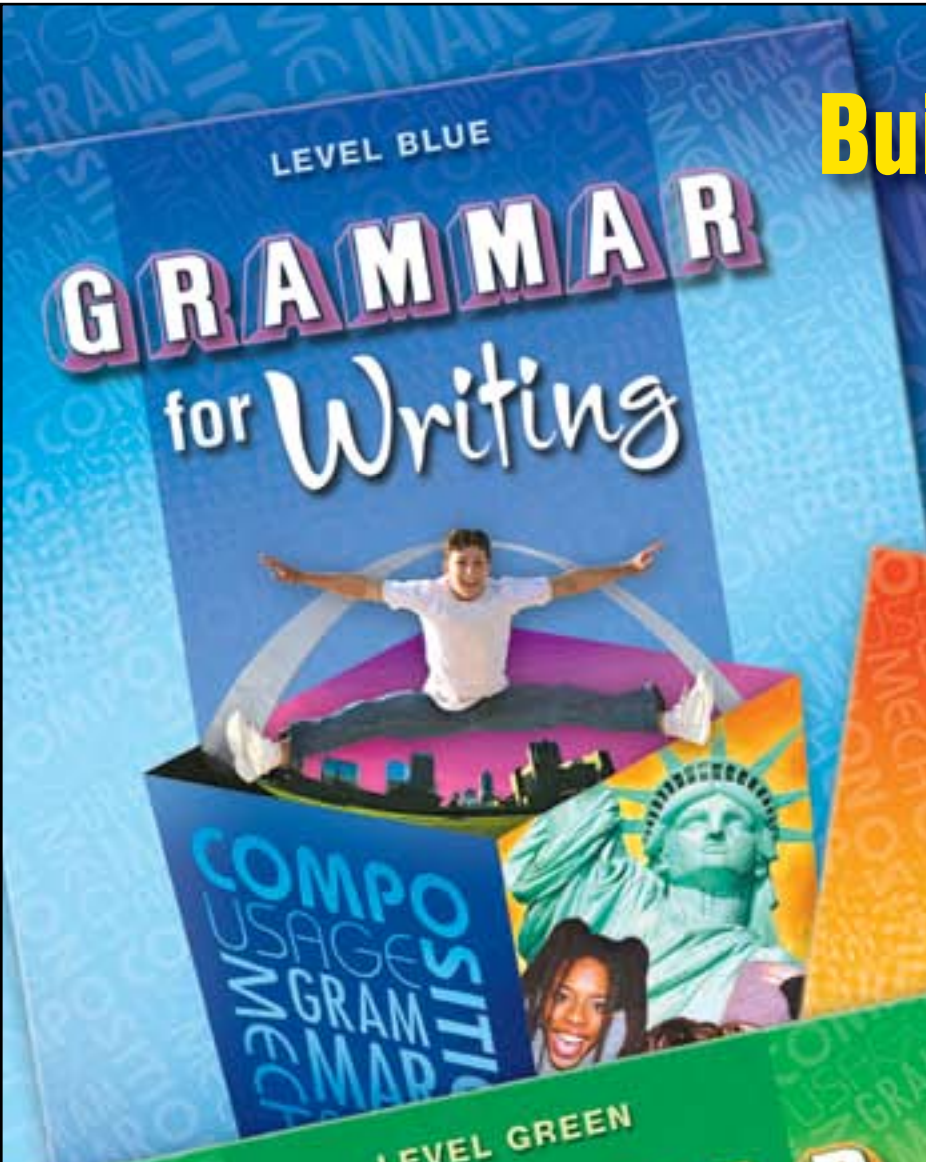
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## Everett Children's Adventure Garden Celebrates 10 Years of Providing Plant Science Education

By DEBRA EPSTEIN

In May 1998, the Everett Children's Adventure Garden at The New York Botanical Garden opened its doors and became the first outdoor/indoor museum of plant science for children in the United States. This spring, the Adventure Garden celebrates 10 years of providing educational programs to teach children about plant science. Nearly 1.5 million children and adults have visited the Adventure Garden since its inception.

The 12-acre Adventure Garden is designed especially for children. Changing landscapes, a dynamic wetland and pond, and lush plantings provide a vibrant, living stage for hands-on learning, whether children come with their families or with a school group. The Adventure Garden includes outdoor and indoor learning galleries filled with interactive exhibits and colorful signs to promote discovery; each gallery focuses on a different aspect of plant science.

"We are extremely proud of the role that the Everett Children's Adventure Garden has played in helping young people discover the world of plant science," said Jeff Downing, Vice President for Education at The New York Botanical Garden. "Through its unique design, exhibitry, and programming, the Adventure Garden addresses a pressing need to improve general science education for children and instill an appreciation for the critical role of plants in our every day lives."

The Adventure Garden offers a variety of programs for school groups and families that are designed to be engaging and fun, while conveying the importance of plants in our everyday lives.

Adventure Garden school programs promote inquiry-based learning through observation and hands-on activities. Students in pre-kindergarten through the fifth grade participate in workshops focusing on seasonal, plant science related topics that correlate with New York State and New York City standards.

Family programs are facilitated by teens trained as "Explainers." Each year, approximately 150 teens are trained in plant science and program facilitation skills to serve as Explainers to help the public understand new ideas and to engage them in family programs. To date, more than 2,000 teens have participated in the program as volunteer Intern and Advanced Explainers and in paid positions as Master and Senior Explainers.

In addition to programs for youngsters, the Botanical Garden offers educators the chance to expand their knowledge about plant biology and ecology, as well, through the innovative, hands-on activities of the Professional Development Program.

The Adventure Garden was co-founded by Edith and the late Henry Everett, philanthropists and members of the Botanical Garden Board. In fall 2007, Mrs. Everett again demonstrated her continuing dedication to children's education when she participated in the ribbon-cutting celebration for the grand opening of the Everett Garden Gate School Group Entrance, which was created exclusively for schoolchildren and their educators and was designed to further enhance children's experience at the Garden.

Over the next seven years, the Everett Children's Adventure Garden is slated to undergo major capital improvements. The Everett Children's



Entrance to the Everett Children's Adventure Garden

Adventure Garden is looking forward to many more decades of introducing children to the wonders of plants and to helping children delve into the mysteries of the plant kingdom. #

Debra Epstein is the Director of Children's Education Programming at The New York Botanical Garden.

## EDUCATION CENTRAL TO "MUSEUM OF PLANTS"

By JEFF DOWNING

The New York Botanical Garden is often described as a "museum of plants." With 250 acres; 50 different gardens and plant collections; a preeminent Victorian-era conservatory that is a New York City Landmark; the largest herbarium in the Western Hemisphere, containing over 7 million specimens; and the most important botanical and horticultural library in the world, that might seem self-evident. However, a museum is more than its collections—it is a place where collections are creatively displayed and interpreted in ways that allow visitors to appreciate and learn. As such, education is fundamental to a museum's mission. Recent exhibitions at the Botanical Garden have brought education to the fore with new and compelling programming, exhibitry, and interpretation.

Last fall, *Kiku: The Art of the Japanese Chrysanthemum* melded the beautifully evocative and horticulturally exacting art of a traditional Japanese chrysanthemum exhibition with dynamic interpretation and educational programming for children and adults that expressed not

only Japan's floral artistry, but also its rich cultural heritage. Interpretive panels, audio guides and cell phone tours, and docent- and curator-led tours informed the visitor experience, explain-

ing the painstaking horticultural work required to achieve the stunning and exotic plant forms. Japanese music, exquisite bonsai, and a massive bamboo sculpture added to the Japanese theme. Meanwhile, in the Everett Children's Adventure Garden, "Kiku for Kids" brought the flavor of Japanese culture to school groups and families. Children made origami cranes and traditional fish prints, created their own kiku-inspired field guides, and participated in a traditional tea ceremony in an

adorable, kid-sized tea house. For adults, Continuing Education offerings included creating ikebana floral arrangements, training bonsai, and painting kiku chrysanthemums in watercolor. The *Kiku* exhibit returns to the Botanical Garden on October 18 through November 16.

This past spring, *Darwin's Garden: An Evolutionary Adventure*, a Garden-wide exhibition focusing on the influence of plants on Charles Darwin's thinking about evolution and natural selection, integrated the three program areas of the Garden—horticulture, science, and education—more robustly and successfully than ever before. The exhibition in the Enid A. Haupt Conservatory brought to life the rich floral environment of Darwin's property in Kent, England, including a representation of his home, Down House, where visitors could look out a window upon a garden much like the one Darwin surveyed as he developed his famous theory. Also in the Conservatory, exhibition stations let visitors observe many of the same species that fascinated Darwin. Throughout the Garden, an Evolutionary Tour allowed visitors to trace the Tree of Life and view living examples of 30 species that represent the differentiations in plant life over time. The Children's Adventure Garden hosted programs and activities for school groups and families, based on the same concepts and experiments that intrigued Darwin.

This summer, with the "Moore in America: Monumental Sculpture at The New York Botanical Garden" exhibition, the Garden has once again taken a strong educational and interpretive approach to a Garden-wide show. The largest outdoor exhibition of Henry Moore's sculpture ever mounted in the United States, the exhibition is spread throughout the Garden's grounds and collections, and augmented by educator-led tours of the artwork, audio and cell phone tours, and a display of many of Henry Moore's maquettes, small models the artist used to flesh out ideas and draw inspiration in preparation for building his large and inspiring sculpture. A Family Guide provides activities for children, emphasizing the connection between Moore's art and the natural forms from which he drew inspiration.

In all, The New York Botanical Garden offers a wide array of educational programs and interpretation that enhances the visitor's experience of featured exhibitions—yes, the flowers are spectacular, but if you visit, you just might learn something as well.

The *Moore in America* exhibition continues through November 2. Tickets and information are available at nybg.org or by calling 718.817.8700.#

Jeff Downing is Vice President for Education at The New York Botanical Garden.



Jeff Downing, VP for Education at The New York Botanical Garden

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THE WORLD OF ANIMALS IN THE 21ST CENTURY

**Dogs That Help the Blind See**

By RENI SHULMAN

Owning a dog can be recreational like any sport or hobby. Sure, it requires time and effort, as the owner must groom and feed his dog, but the reward is the tremendous amusement and satisfaction that the owner gets from playing fetch and teaching his canine to play dead. For Joe DiNero, however, ownership of a dog is a much more serious venture. In 1994, at twenty-five years old, DiNero was diagnosed with retinitis pigmentosa, a hereditary disease that causes retinal degeneration and loss of vision. More than ten years later he decided to enhance his lifestyle with aid from a guide dog. "As good as you are with a white cane," explained DiNero, "there's an increased level of confidence that you can only get from a guide dog."



Joe DiNero and guide dog, Garner

DiNero, a New York resident, joined Guide Dogs for the Blind, a non-profit organization, with campuses in California and Oregon, that trains guide dogs to work with the visually impaired to both physically and psychologically improve their lives. Students enroll at no cost and receive air transportation, room and board, training, veterinary care, and after-care support services. The canines at Guide Dogs for the Blind receive four to five months of formal training, followed by four weeks of training with their blind partners. During this intense four week program, students rise at 6 a.m. to begin the demanding schedule of lectures, obedience courses, and real-life situations in downtown areas. "It was doggy boot camp," DiNero pointed out. "All of your senses are pushed to their limits in training school; it was frustrating." DiNero recalled "Traffic-check Day," when students are placed in controlled traffic situations "where they essentially try to hit you. A car in the parking lot went right at us, and he jumped in front of me and pulled me out of the way. That day put all of the frustration into perspective."

DiNero has been with his yellow Labrador retriever, Garner, for three years. "Within two or three weeks of meeting we had a connection," he explained. "We're a real team, and Garner has become part of our family." DiNero's wife and

three children love to interact with Garner, though DiNero is solely responsible for his care, which includes feeding, grooming, and veterinary attention. The pair flawlessly navigates the Suffolk Community College campus, where DiNero is a Computer Science and Mathematics major. "He's more popular on campus than I am; he'll wear the cap and gown at graduation," declared a jocular DiNero. In the meantime, the two take life one day at a time. "Because my disease is degenerative, there is a constant relearning and adaptation. It scares me that I can't see my eleven-month-old the way I saw my other two girls, but I keep going and stay positive."

Approximately 50,000 people become blind each year in the United States. Guide Dogs for the Blind works to enhance the quality of life and ability to function for this growing population. In sixty-five years of establishment, Guide Dogs for the Blind ([www.guidedogs.com](http://www.guidedogs.com)) has graduated over 11,000 dog partnerships. It relies heavily on volunteers for both training on campus and raising puppies off campus. The organization and its dedicated staff truly provide their students with the drive and confidence to be active members of society. A sanguine and enthusiastic DiNero remarked, "I will always find a way to make things happen." #

**HUMANE SOCIETY & ASPCA PROGRAMS TEACH CHILDREN**

By CHLOE TEXIER-ROSE

Is it true that if a young boy abuses his dog, he will ultimately be violent towards his peers later on in life? Countless studies by the FBI in sociology and psychology over the last 30 years have shown that violent criminals frequently have serious childhood encounters with recurring animal cruelty. In the last decade, associations like the ASPCA and the Humane Society have developed education programs directed towards youth, in order to reach out towards children and adolescents and teach them about animal responsibility, kindness towards animals, and general human decency.

In an interview with Joanne Pentangalo, Manager of Humane Education at the ASPCA (American Society for the Prevention of Cruelty to Animals), Pentangalo discussed the ASPCA's efforts to develop its youth education programs, which are fortunately, succeeding! These education programs are available all over New York City, from inner-city schools, to college classrooms. They not only teach youth about caring for animals, but also train teachers to incorporate humane education into their daily lesson plans. According to Joanne, these programs strive to "empower youth and let them know that they too can make a difference in their communities." The ASPCA's Humane Education section publishes child friendly newsletters entitled "Animaleasons," which are quarterly newsletters that include topical articles on animals, as well as fun worksheets for children. Humane

Education also includes "Henry's Book Club," centered on animal literature for children ages 5 and up. Finally, the ASPCA's Humane Education curriculum has fascinating classroom programs, which are based on anything from pet care, to careers with animals, to service learning projects, such as car wash fundraisers sponsoring local animal shelters.

Through learning about animal body language, children can develop exceptional patience skills that can be useful among their peers. Responsible pet care and community service projects teach children cooperation and respect. Humane Education allows youth to develop in unique ways that may not be found in the classroom or home. Humane Education, therefore, offers youth a rare type of education that is almost always beneficial.

"Children have a natural empathy towards animals, and these Humane Education programs challenge them to do something for these animals, as well as for the world around them," Joanne told *Education Update*. These Humane Education programs are reaching out to children because they make up the generation that is most capable of making a difference in our world. If children learn early on the responsibilities that come with caring for animals, they will ultimately be more aware of their peers and the world around them. Humane Education is about establishing a sense of duty, and as such, helping to make the world a better place.

For more information, visit the ASPCA Humane Education website at [#](http://www.aspcaeducation.org)

**EDUCATION AT THE ANIMAL MEDICAL CENTER**

By DR. ANN HOHENHAUS

As part of The Animal Medical Center's outreach and education programs, I recently visited a preschool in New York City to talk to children about safety around dogs during National Dog Bite Prevention Week. The children I met told me about the pets in their lives and were so excited to have the opportunity to interact with Eddie, a 1-year old French bulldog. Some of the children told me that they wanted to grow up to be veterinarians. I certainly hope they do. A more emotionally and intellectually satisfying field would be difficult to find.

Education is a lifelong process for a veterinarian. Four years of doctor veterinary medicine training follows a 4-year bachelor's degree. Specialists, such as myself, pursue optional, additional internship and residency training. Every veterinarian attends continuing education seminars designed to update and improve their knowledge and skills. As part of their veterinary medical training, they learn to critically evaluate the scientific literature and apply new knowledge to patient care.

Recent breakthroughs in veterinary science have run parallel to the explosion of medical knowledge in human medicine. Advanced techniques and biomedical innovations are now available for the treatment of companion animals, in ways inconceivable only a few years ago. Our ability to understand and treat disease in animals has grown exponentially and the Animal Medical Center in New York City—as one of the world's premier veterinary institutions, disseminates this information through programs from prestigious international summits and cutting edge clinical trials, to community outreach programs, such as my trip to the preschool.

The Animal Medical Center supports the education of students in higher education who are pursuing a career in veterinary medicine by offering high-quality, undergraduate, graduate and postgraduate educational opportunities in clinical veterinary medicine to veterinary students at all levels, including the Internship Program, the Residency Program, the Graduate Veterinary Clinical Practices Program, and the Veterinary Technician Internship Program and



Dr. Ann Hohenhaus

Social Work Internship Program.

As a doctor of veterinary medicine, I have built my career around the care and protection of companion animals. While my efforts are focused on the medical treatment of the animals, everyday I see the emotional, social and health benefits of the human-animal bond on the individuals and families who love these pets. As an educator, I believe there is much that animals can teach all of us, especially children. I have found that children learn valuable lessons about respect, self-control and responsibility by interacting with and caring for animals. These traits can enhance and improve their ability to understand and relate to other people and the world.

The Animal Medical Center has pursued a mission of animal welfare for nearly 100 years and through education and research, we will continue to improve the health and welfare of companion animals into the next 100 years.

*Ann Hohenhaus, DVM, is the Chairman of the Department of Medicine, head of the Donaldson-Atwood Cancer Clinic, and head of the George Jaqua Transfusion Medicine Service at the Bobst Hospital of The Animal Medical Center, New York, NY.#*

**CHOOSING A PET**

**CHOOSING A PET**

By NAIMA KARP

Choosing a pet is a difficult and often time-consuming ordeal, but there are certain guidelines you can use to figure out what animal is right for you as a family member or a lifelong companion. Statistics show that children who own pets are likely to interact in a more mature and friendly matter, though not all pets are created equal. First, it is imperative to figure out the spatial and time limitations of your lifestyle. If you live in a small apartment, a cat or a small dog may be more sensible than a behemoth of a dog. Moreover, in apartment buildings, you may also want to be wary of neighbors who may complain of the constant barking of a canine, and elect to buy a quiet cat instead. If you are gone or working for a large portion of the day, a dog, an affectionate and attention-craving creature by nature, may not be ideal. A cat, on the other hand, is very independent and not nearly as restless, enabling it to easily cope with long hours alone.

The number of members in your family, in addition to their ages, should also be taken into consideration. Common family pets are dogs and cats, to which children generally respond well, but be careful: persistent rough-housing and tail-tugging could end up in a child's injury, even from the most placid animal. Reptiles present less of a temperament risk, though may not be ideal for younger children, as they are known to transfer the salmonella disease. This, however, may not be an issue if your children are vaccinated and dedicated to caring for the animal. If any of your family members have allergies to animals, you may consider hairless animals, such as poodles or hairless cats, which present minimal to zero risk of shedding.

The decision whether to buy from a breeder or adopt may be important to you. Buying from a breeder usually ensures purebred animals with specific choices. Adopting provides the satisfaction (and the childhood lesson in altruism) of giving an abandoned animal a new home. Additionally, your choices are much more varied, especially if you don't mind a mixed-breed. However, with adoption you should exercise caution, as adopted pets have unknown pasts and can display unexpected and unwanted

# OUTSTANDING EDUCATORS

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P. 4K



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Principal,  
I.S. 62



**MARY McDONALD**  
Principal,  
P.S. 139



**DR. JOHN B. MURPHY**  
Principal,  
Middle School 8



**NANCY POULOS**  
Assistant Principal,  
World Journalism  
Preparatory School



**JEFFREY SCHERR**  
Principal,  
Francis Lewis  
High School



**EVAN SCHWARTZ**  
Principal,  
The Bronx School  
of Law and Finance



**SHARON AIUVALASIT**  
Urban Assembly School  
for Careers in  
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Seton Falls Elementary



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The Bronx School  
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**MARTIN GORDON**  
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**DAYANARA HERNANDEZ-GARCIA**  
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## EDUCATION UPDATE HONORS CUNY CHANCELLOR MATTHEW GOLDSTEIN AS DISTINGUISHED LEADER IN EDUCATION



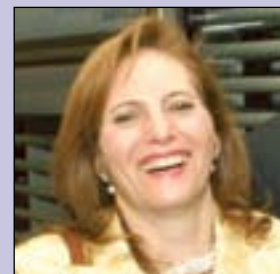
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By JOAN BAUM, Ph.D.

It's six years now since *Education Update* has been sponsoring the annual Outstanding Educators of the Year Breakfast Awards at The Harvard Club, but for sure, as Senior Vice Chancellor for University Relations and Secretary of the Board of Trustees of The City University of New York Jay Hershenson remarked, 2008 was a special year because of the "just unbeatable," exemplary achievements of CUNY as a public urban

university serving to help educate future public school teachers for the city of New York, and as an institution that has come back from difficult times barely a decade ago to become, arguably, the leading public urban university in the country, with a total enrollment of 232,000 and an influx of private funding: "we're soaring but we're still a work in progress."

The theme was taken up by Benno C. Schmidt, Jr., Chairman of CUNY's Board of Trustees, who introduced Chancellor Matthew Goldstein, the

recipient of this year's Distinguished Leader in Education Award. Schmidt, speaking without notes, recalled his earlier skepticism about Task Force recommendations made to the state and city. Enrollment had slipped to a precarious low, full-time faculty halved. He had "little hope," he confessed, that anything could or would be done. But Dr. Goldstein stepped in, agreeing "completely" with the recommendations and indicating his total commitment to carrying them out. The rest is, as they say (recent) history. Over the last several years, full time faculty grew 20%, new schools, new programs emerged, including a highly competitive Honors College, and, most striking, a previously "anemic" \$40 million a year in private donations jumped to a current \$380,000,000. CUNY became, in record time, "the most unified" and at the same time "the fastest changing" university in the country.

The Chancellor developed this theme but with a critical eye on national and global significance. He laid out challenges. The state must step up its support of public institutions of higher education, particularly in light of what other countries are doing. Otherwise, the country will face a "security problem" in not providing the nation with sufficiently well educated professionals, particularly, but not exclusively, in mathematics and sci-

ence. He noted the number of upcoming retirees, the devastating lack of new hires in the sciences, and the fact that public institutions like CUNY cannot compete financially in the "auction" to bid even on the inadequate supply of newly minted Ph.Ds. Foreign nationals educated in the U.S. tend not to stay here, he pointed out. CUNY and public institutions in general in the country must build endowments, especially in an uncertain economic climate. Otherwise, the impact on such institutions will be "unsettling," to say the least, not to mention the impact on the city and nation. The remarks, not exactly constituting a happy hour, earned the chancellor a standing ovation.

Brief comments were also made by Peter McNally, Executive Vice President, Council of School Supervisors & Administrators, who hailed Dr. Goldstein as "the best of the best," and by United Federation of Teachers President, Randi Weingarten, who made an impassioned plea for dialogue by adversaries as a way to seek common ground and for more teachers who would enter the field out of love, to remain.

Various sponsors presented certificates to the honorees—nine administrators and 22 teachers. The raffle, donated by JetBlue, was won by Barry Kevorkian and Nancy Poulos.#

**CONGRATULATIONS**  
to CUNY Chancellor Goldstein  
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## Cahn Fellows Program Helps Principals Find Innovative Solutions in Education

By JUDITH AQUINO

So much is required for making a school great: excellent teachers, motivated students, challenging classes and strong extracurricular programs. It falls to the principal to make sure all these pieces come together. In addition to overseeing a school, principals often play the roles of politicians, crisis managers, legal experts, disciplinarians, statisticians, employers and motivational speakers. Not surprisingly, meeting such a demanding job description can be exhausting and isolating.

Since 2002, the Cahn Fellows Program for Distinguished New York City Principals at Columbia University's Teachers College has provided principals with opportunities for professional, intellectual, and personal growth through collaboration and peer discussions. During the 16-month program, Cahn Fellows are required to identify a challenge to student learning in their schools and develop an effective approach to solving it. Below are highlights of the challenges and solutions that were proposed by several of this year's Cahn Fellows.

Michael Alcott, Principal, Teachers Preparatory School, 226 Bristol Street, Brooklyn, NY 11212:

**The Challenge:** How can we improve the credit accumulation and four-year graduation rates of at-risk high school students, without compromising the academic rigor and integrity of our school's program?

**The Solution:** After looking at traditional and alternative strategies for helping students make up lost credits, we decided to use teacher-created credit recovery portfolios. The purpose of the challenge was to plan, implement, and evaluate



Cahn principals at work

the program so that we can institutionalize it going forward. In this sense, I feel comfortable that we were successful in meeting this challenge.

Alicia Perez-Katz, Principal, Baruch College Campus High School, 17 Lexington Ave. Box A-920, New York, NY 10010:

**The Challenge:** The challenge I identified in my school was how to use data to effectively assess student growth and develop teachers towards creating systems that would support students in their classrooms.

**The Solution:** My approach to solving this problem was to have each department create a 'Do Your Own Assessment' modeled after the Department of Education requirement. Each department worked collaboratively to map out skills and expectations across the grades and developed ways to measure student progress and keep students informed.

Ruth N. Quiles, Principal, Public School 131, 4305 Fort Hamilton Parkway, Brooklyn, NY 11219:

**The Challenge:** My challenge was to build

upon existing structures and create a Professional Learning Community. My staff has traditionally attended professional development outside of our school or has welcomed outsiders to provide it within our school. We are at a place where they should see themselves as members of a community who can provide professional development for themselves. I want a school where there are no classroom doors, and colleagues walk in and out of each other's rooms to learn from one

another.

**The Solution:** Each teacher chose his own committee, set his own goals, and had to create a project that would be beneficial to the teaching and learning of the entire school community. I am also creating a book where each community member will be listed along with his area of expertise that he is willing to share with others. #

For more information about the Cahn Fellows Program, visit [www.cahnfellows.org](http://www.cahnfellows.org)

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## MUSIC, ART & DANCE

### Collegiate Ballroom Dancers Redefine the Meaning of Summer Vacations

By JUDITH AQUINO

It's 9 a.m. on a Saturday morning that promises to be a gorgeous summer day. Inside the Richard J. Codey Arena in New Jersey are ballroom dancers oblivious to the sun preparing to compete in the Northeast Regional DanceSport Championships. School may be out, but collegiate ballroom competitors know that is hardly an excuse to slack off from dancing. "My partner and I practice 6 hours a week and sometimes more when it gets close to a competition. It's important to know that you're improving," explained Lindsey Healy, a Museum Studies graduate student at New York University and a bronze-level competitor.

Thanks to shows like *Dancing With the Stars*, which has pulled in as many as 20 million viewers, ballroom dancing is enjoying a huge wave of popularity. However, even before dance shows came on the scene, college students around the country have been dedicating hours each week to learning dance routines, perfecting their partnership, and refining their technique. The East Coast alone has over 35 colleges and universities, ranging from Ivy League schools to small liberal arts colleges, that offer ballroom dancing among their extracurricular activities. As ballroom dancing gains mainstream popularity, competitors are noticing higher skill levels emerging at competitions. "Ballroom dancing has definitely become more competitive since I started. Anyone who is a serious dancer practices and improves everyday, even if it's only an hour or two each day," asserted Rose Ravelo, who recently completed her graduate studies at Purdue University and

competes at the championship level.

The increasing number of colleges vying to attract students to their competitions could be another indication of a growing competitiveness in the collegiate ballroom community. "The college circuit has become very hectic; there's at least one competition a month," noted Yang Chen, President of the Greater NY USA Dance, a non-profit organization with chapters throughout the country that promotes the interests of competitive ballroom dancers. "Summer is the time to take a break, but I hope students are also using this time to train," he said.

Although most students have yet to abandon the idea of summer vacations as a relaxation period, a number of students have come to embrace it as a rich opportunity to advance. "Summer is definitely a time to improve. For many competitors it's the time to jump a level and move up in the fall when competitions kick up again. Nowadays though, there are so many comps in the summer that the season doesn't really end. A lot of the college kids have more time in the summer, so practice kicks up even more," added Meagan O'Toole, an NYU law student and a gold level competitor.

It can be difficult to understand the appeal behind spending the hot summer indoors taking dance lessons until you speak to a competitor. "It's a great feeling when you're out on the floor and your team is cheering you on," explained Sara Wendell, a recent graduate from George Washington University. "There's a lot of camaraderie and school spirit in ballroom. Many of my strongest friendships are from ballroom."#



NYU students Joanne Ip & Jason Mamaclay getting ready before capturing 1st place

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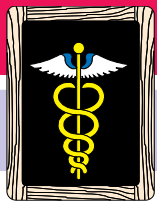
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# MEDICAL UPDATE



New York City • July 2008  
FOR PARENTS, EDUCATORS & STUDENTS

• 11

## Following Traumatic Brain Injury, Balanced Nutrition Saves Lives

Clinician-scientists from NewYork-Presbyterian Hospital/Weill Cornell Medical Center are suggesting an immediate and important change to guidelines used in the care of patients with traumatic brain injury (TBI). The researchers say that following TBI, patients should be given nutritional supplementation through a gastric feeding tube as soon as pos-

sible, which they say can improve their chances of survival by as much as four-fold.

The evidence shows that the body heals better when it is given proper nutrition, not just the bare minimum that keeps someone alive," says lead author Dr. Roger Härtl, a noted neurological surgeon at NewYork-Presbyterian/Weill Cornell, and the Leonard and Fleur Harlan Clinical

Scholar and assistant professor of neurological surgery at Weill Cornell Medical College. "Before now, patients were required to have nutritional supplementation within the first week following their injury, but our findings suggest that this is simply not soon enough."

The study's findings are published in this month's issue of the Journal of Neurosurgery.

This is the largest study to ever look at the issue of nutrition and survival following TBI. The research team followed survival outcome and nutritional care in 797 patients from 2000–2006.

"The past recommendations were based only on common clinical observations and a very small study of only about 60 patients," says Dr. Härtl. "These new recommendations will be added to a widely used TBI handbook, 'Guidelines for Management of Severe Traumatic Brain Injury,'" published by the Brain Trauma Foundation.

To formulate their findings, the research team recorded the length of time it took for each patient to receive gastric nutrition and how many calories they ingested. After controlling for factors like age, high blood pressure, brain pressure, prior neurological and cardiac conditions, and CT scan results shortly after the time of injury, the researchers found that the earlier each patient received a

feeding-tube, and the more calories they ingested, the better their likelihood for survival.

Without gastric feeding within the first 5-7 days of suffering their injury, patients had a two- and four-fold higher likelihood of death, respectively. Also, the study reports that every 10kcal/kg decrease in caloric intake was associated with a 30–40 percent increase in mortality rate.

The best outcomes for patients with TBI were observed when patients received a minimum of 25kcal/kg each day. Alarming, the researchers found that as many as 62 percent of the patients studied never met this level of caloric intake.

"I think these findings say a lot about using what we know from basic research and applying the knowledge directly to the care we give to patients," says Dr. Härtl. "For a long time, clinicians thought that intravenous fluids were enough—based on anecdotal situations and some basic biochemical knowledge—but now we know that this level of care is not meeting the actual requirement the body needs to repair itself following extreme trauma."

Co-authors of the study include Drs. Jamshid Ghajar, Linda Gerber and Quanhong Ni—all of NewYork-Presbyterian/Weill Cornell and Weill Cornell Medical College.#

## GENDER DIFFERENCES AND HEART DISEASE

Women may respond less favorably than men to cardiovascular disease (CV) drug-treatments for enlarged heart, according to NewYork-Presbyterian Hospital/Weill Cornell Medical Center physician-scientists.

For the first time, researchers have uncovered that women derive a lesser benefit than men from two common high-blood-pressure-lowering drugs—losartan and atenolol—for the reduction of left-ventricular hypertrophy (LVH). The condition is a thickening and enlargement of muscle of the left ventricle of the heart and a marker for future heart disease. The observations were made despite results showing that blood pressure reduction was similar between genders.

These important findings might explain how this underlying condition puts women at greater risk for heart disease later in life. CV is the leading cause of death in Western countries in both sexes. However, following a period of relative protection, before menopause, a woman's risk becomes significantly larger.

"Women have a greater chance of dying of their first heart attack and from stroke, and they tend to have more cardiovascular problems later in life compared with men," says the study's lead author, Dr. Peter M. Okin, a noted cardiologist at NewYork-Presbyterian/Weill Cornell and professor of medicine in the Greenberg Division of Cardiology at Weill Cornell Medical College in New York City. "Certain tell-tale indicators of high-blood pressure, like LVH regression, clearly show that men and women do not respond the same to hypertension drugs."

The study and a significant accompanying editorial were just published in Hypertension, the journal of the American Heart Association.

Over a five-year follow-up, men and women demonstrated similar outcomes in lowering their blood pressure while on either losartan- or atenolol-based treatment. However, the degree in reduction in LVH was significantly greater in men than women enrolled in the notable Losartan Intervention For Endpoint reduction in hypertension (LIFE) Study. The original study examined over-all blood pressure, but did not examine how LVH differed between men and women taking the drug.

"LVH is a very serious condition. When the heart's muscle is thicker than it should be,

the heart has to work harder," says Dr. Okin. Symptoms of LVH include shortness of breath, chest pain, dizziness, irregular heartbeat and fainting.

"But, there may no be signs or symptoms of LVH for many years, or never at all, making screening with electrocardiography essential," explains Dr. Okin.

The researchers studied electrocardiograms of 9,193 subjects enrolled in the LIFE study. They found that as the five-year follow-up period progressed, the difference of LVH reduction between men and women significantly widened, even though hypertension continued to fall in both genders.

Dr. Okin and his team found that women fared worse when comparing two different measures—the Cornell product and Sokolow-Lyon voltage—that assess the magnitude of LVH from the study's beginning to end. The results show that women are 32 percent less likely than men to have a greater reduction of LVH for their Cornell product score. Also, women were found to be 15 percent less likely than men to have had any LVH-regression, based on their Sokolow-Lyon voltage score. The research team controlled for age, race, body mass index, diabetes, smoking and history, and for various known causes of heart disease, like high cholesterol.

"The observed difference in LVH regression, together with the greater prevalence of LVH, might contribute to the explanation of the steeper increase in the risk of CV events with aging in hypertensive women," state the authors of the accompanying editorial.

Co-authors of the study include Dr. Richard B. Devereux, senior author from NewYork-Presbyterian/Weill Cornell in New York City; Dr. Eva Gerds, from University of Bergen, Bergen, Norway; Dr. Sverre E. Kjeldsen, from Department of Heart Disease (E.G.), Haukeland University Hospital, Bergen, Norway; Dr. Stevo Julius, from Department of Nephrology, Ullevål University Hospital (S.E.K.), Oslo, Norway; Dr. Jonathan M. Edelman, University of Michigan Medical Center (S.E.K., S.J.), Ann Arbor; Merck & Co, Inc (J.M.E.), Whitehouse Station, NJ; and Dr. Björn Dahlöf, from Ahlgrenska University Hospital/Östra (B.D.), Göteborg, Sweden.#

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## GRACE OUTREACH BRINGS HOPE TO ITS GRADUATES

By JUDITH AQUINO

As the 80 graduates of Grace Outreach, a non-profit organization dedicated to helping women earn their General Equivalency Diploma (GED) and prepare for college, professional training, or new employment, entered the auditorium, the room erupted into cheers.



Margaret Grace

For many of the graduates, receiving their diplomas not only signified the completion of their studies at Grace Outreach, it also indicated they would be starting a new chapter in their lives.

"One of the most important lessons our students learn here is to take responsibility for themselves," said Margaret Grace, the program's Founder and President. "Many of them come here not believing that they have the ability to succeed. Through individualized programs and dedicated teachers, we help them recognize their strengths."

A majority of the women who come to Grace Outreach share similar experiences: 70% are between the ages of 18 - 24; they dropped out of high school and many are also mothers. It is the shared desire to obtain better opportunities that draws women to pass through the program's doors.

The benefits of having an education are well documented. A report from the Department of Commerce's Census Bureau reveals that over an adult's working life, high school graduates can earn an average of \$1.2 million; those with a bachelor's degree can potentially earn \$2.1 million, and having a master's degree can net \$2.5 million. Grace Outreach's mission is to help women reap the benefits of education by offering



Suhaze Valentin, Amisha DeValle and Ciara Castro

a curriculum that focuses on math, reading, and writing skills.

"I knew I needed an education and everyone was very supportive. We have great teachers and there are no distractions," said recent graduate, Jasmin Arroyo, who credits Grace Outreach for

her decision to enter the Navy. Upon entering the program, students are immersed in a learning environment from 8:45 am until 2:30 p.m., 5 days a week. Many of the women find it easier to focus on their studies without the presence of male students and are more comfortable contributing to class discussions.

Six graduate tutors lead the classes, which are divided into 3 levels (A, B, and C) according to a student's readiness to take the GED exam. For some of the staff, working at Grace Outreach is like a homecoming. "I grew up in the neighborhood and might have gone to junior high with some of these girls. The difference is not everyone made it through. I went on to college and now I'm here to give back to the community," explained Karen Ciego, Career Coach and College Advisor.

In its future plans to expand the program into satellite centers that offer courses on preparing for college and writing resumes, Grace Outreach is determined to help students "make it through" and continue moving forward in their careers. As demonstrated by the graduates, determination can go a long way. #

## MARYMOUNT CONFERENCE ATTRACTS THE WRITE STUFF

By DR. POLA ROSEN

What do Stuart Woods, Jamie Malanowski, Tama Janowitz, Carol Higgins Clark, Meg Wolitzer, Bruce Jay Friedman, Sir Harold Evans, Lawrence Block, Patty Marx, Richard Peck and Carol Gilligan all have in common? Along with other top agents, editors and writers, they were all panelists at Writer's Conference 2008 which was held at Marymount Manhattan College Thursday recently. "The crème de la crème of the literary world converged on New York City that day to provide one of the great learning experiences for anyone who has ever dreamed of putting pen to paper," said Lewis Burke Frumkes, the Director of the Marymount Writing Center, who put the conference together and who is himself a noted author and host of the Lewis Burke Frumkes Show on WPAT-AM in New York.

Frumkes explained that it is the purpose of a conference like this to provide encouragement as well as marketing tips from professionals in the field. "We even have a networking recep-



Grace Chang, Stuart Woods, Lewis Frumkes

tion," said Frumkes, "for writers to meet agents and editors as well as each other, and exchange cards and reflections." At the Grand Luncheon just before keynote Stuart Woods spoke, Frumkes introduced Grace Chang who had been a student at the Marymount Writing Center and had just published her first children's book, "Jin Jin The Dragon." Chang came up to the podium and charmed the audience for a few minutes with magic and a life-sized hand puppet of Jin Jin.

"Year after year" continued Frumkes, "people tell me that they have formed lasting friendships at the conference or received invaluable advice from top agents and editors which have led to them getting published. I always tell students that you need three things to get successfully published, a modicum of talent, some marketing skills and perseverance. Here at the conference they get the marketing skills and learn perseverance from fellow writers in the game." "Best of all," said Frumkes, "Everyone has a grand time." At the humor panel Dan Greenburg said that a

thrice married friend of his had told him that he would never marry again...he would just find a woman he doesn't like and buy her a house. At the Ghost's panel, five of the best ghostwriters around told writers who may need someone to write their stories how that option works. These "invisible" writers always stay in the background. I can't even mention their names here. It would violate a trust. Whether you were a writer who writes looking to get published, or a writer looking for a "hired pen" to help him get published, a wonderful day was had by all. #



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## EDUCATION UPDATE'S ADVISORY COUNCIL SUMMER READING LIST

### Dr. Alfred Posamentier Dean, School of Education, CCNY

• *Richard Wagner and the Jews* by Milton E. Brener  
• *The Pity of It All* by Amos Elon.

### Dr. Mary M. Brabeck Dean and Professor, NYU Steinhardt School of Education

I want to read poetry: Maya Angelou, Seamus Heaney, Walt Whitman, Adrienne Rich, Octavio Paz, Robert Frost, Pedro Neruda and Marie Perle.

And I want to read *The Brief Wondrous Life of Oscar Wao* by Junot Diaz, *Say You're One of Them* by Uwem Akpan, S. J., *The Emperor's Children* by Claire Messud, and *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*

### Dr. Sheila Evans-Tranum

Assoc. Comm. of Education, NYS

My reading list include some re-reads as well as books written by friends.

- *The Debt* by Randall Robinson
- *Its All About Love* by Susan L. Taylor
- *Black Pain* (a little about me in the book)

My re-reads include three must reads for urban educators

- *Parchment*
- *Pedagogy of the Oppressed*
- *The Miseducation of the Negro*
- *Teaching Other People's children*

### Dr. Harold Koplewicz Founder & Director, NYU Child Study Center

- *What Is The What* by Dave Eggers
- *Those Who Save Us* by Jon Krakauer
- *Those Who Save Us* by Jenna Blum
- *Three Cups of Tea* by Greg Mortenson and David Oliver Relin
- *Loving Frank* by Nancy Horan

### Dr. Cynthia Greenleaf Director, Partnerships, Chicago Public Schools

- *God's Crucible: Islam and the Making of Europe, 570-1215*

- *White Teeth* by Zadie Smith
- *Failures of the Legal Imagination* by Alan Watson

- *No Longer at Ease* by Chinua Achebe
- *Doctor Copernicus* by John Banville
- *Some Mysteries* by Henning Mankell, Jacqueline Winspear and Donna Leon
- *College Succeed: What It Means and How to Make it Happen* edited by Michael McPherson and Morton Schapiro

### Dr. Bonnie Kaiser Director, Precollege Program Rockefeller University

- *A Voyage Long and Strange* by Tony Horwitz
- *The Story of a Marriage* by Andrew Greer
- *A Mission Song* by John Le Carre
- *The Indian Clerk* by David Leavitt

## HUNTER COLLEGE

### Law Firm Partners With Hunter In Diversity Initiative

Hunter College has partnered with the law firm Fried, Frank, Harris, Shriver & Jacobson LLP to form the Fried Frank Pre-Law Scholars Program. The intent of the program is to prepare the college's diverse student body to become competitive law school candidates through intensive LSAT and academic preparation and mentoring programs.

The Fried Frank Pre-Law Scholars Program will focus on intense and comprehensive preparation of Hunter's undergraduates, 33 percent of whom are identified as either black or Hispanic, for law school admissions. The program includes early and extended LSAT workshops, interaction with Fried Frank lawyers for help with law school essays and other aspects of the application process, and exposure to the legal profession.

"Thanks to our partnership with Fried Frank, many worthy applicants who otherwise might have been overlooked will get the opportunity they deserve—to compete with the best and live their

dreams," said Hunter President Jennifer J. Raab.

According to the last United States Census, while racial and ethnic minorities constitute 30 percent of the US population, they make up less than 15 percent of practicing attorneys in the US. Hunter College is ideally positioned to address this discrepancy. In addition to being one of the most diverse universities in the nation, two-thirds of Hunter's student population live in households with incomes under \$50,000, including almost a third in households with incomes below \$20,000. A significant number of students are immigrants and/or the first generation in their families to attend college.

Fried, Frank, Harris, Shriver & Jacobson LLP is a leading international law firm with a long history of civic activism and student mentoring. "We are grateful to Fried Frank for their continued interest in pipeline programs and in ensuring that students from every background have the opportunity to succeed," said President Raab.

- *The Black Book* by Oran Pamuk
- *Lush Life* by Richard Price
- *The Man Who Was Thursday* by G. K. Chesterton
- *The Ball and the Cross* by G. K. Chesterton

### Eric Nadelstern CEO, Empowerment Schools

- *Why Pride Matters More than Money* by Jon Katzenbach
- *The Self-organizing School* by Alan Bain
- *United Mind Workers* by Kerchner, Koppich & Weeres#

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### CSI Showcases Photographers

As the official photographer of the Unterberg Poetry Center at the 92nd Street Y, Nancy Crampton is known for the hundreds of photographs she has taken of authors, many of which have been used on book jackets and in newspapers, magazines, and literary reference works.

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# TOURO GRADUATES BASK IN THEIR SUCCESS AND LOOK FORWARD TO THE FUTURE



Vice-President E. Spinelli and Dean Tsurulnik presenting special awards



Graduate Yhana Anderson earned an Associate in Science degree



Chief Joseph Fox receiving honor award

For 750 students from the School of Career and Applied Studies at Touro College, the dream of higher education became reality the moment they proudly received their degrees at the Brooklyn Academy of Music. Vice-President and Dean of Faculties, Dr. Stanley Boylan praised the graduates for making the decision to seek the knowledge and skills to better their lives and society. "This is the year of choices in America," declared Dr. Boylan. "We often hear the call for change. As certain as America will change, it is certain that our students have changed their lives and will continue to change society."

Touro College was founded in 1971 by

Dr. Bernard Lander to not only preserve the ethical and humanistic values of the Judaic tradition, but to also provide educational and professional opportunities for the underserved segments of American society. In its first year, the college had only 35 students enrolled in its charter class. This summer, Touro College awarded 366 associate degrees and 385 baccalaureate degrees to graduates from the School of Career and Applied Studies.

For many of the graduates, the road to higher education was marked by tough choices and additional responsibilities. "It was definitely hard [to be in school], especially with a job and a daughter to raise,"

commented Yhana Anderson who earned an associate in science degree. "Many of the professors understood we had a life outside of school, which made it easier, but sometimes I don't know how I did it." Undeterred by hard work, Anderson is ready to take on new challenges as she plans to pursue a master's degree for a career in human services.

In her address to the graduating class, Valedictorian Olga Polivado acknowledged the difficulties in striving towards a goal and urged her fellow students to learn from their accomplishments. "Once you succeed, recognize the technique that brought out your best qualities and use it," advised Polivado.

The Commencement Speaker, Chief Joseph Fox, Commanding Officer of Brooklyn Borough South from the New York Police Department addressed the definitions of success and reminded graduates that, "success is not the destination, it is the process of getting there. Success is the character you develop and the choices you make."

Natalya Yurchenko, an accounting major who went back to school to earn her bachelor's of science degree and graduated cum laude, echoed Chief Fox's sentiments on the value of perseverance. "I have greater confidence in myself and it's wonderful to feel that you can do something with your life," she said. #



## A Cultural Exchange Program That Leads to Peace, through the AIFL

By RICHARD KAGAN

Sometimes change happens through clash and clamor. Other times it is heard through the quiet footsteps one takes while on a journey. There is change happening both in Israel and the United States through the efforts of the America-Israel Friendship League.

The AIFL was founded in 1971 by noted political leaders such as Vice President Hubert H. Humphrey, Senators Henry "Scoop" Jackson and Nelson Rockefeller and civil rights leader A. Philip Randolph, among others. AIFL was formed to honor the historic alliance and shared common values between the U.S. and Israel. The League was established to promote strong and enduring friendships extending beyond the political world to our nations' citizens.

As part of AIFL's mission, it has established a U.S.-Israel Citizenship Through Sports Exchange, which sponsors cultural exchanges between U.S. and Israeli high school and college students. Here people can learn from each other, make observations and learn to build a bond that grows.

AIFL has formed a partnership with the National Collegiate Athletic Association and the New York City Sports Commission to act as sponsors and hosts for the visiting students.

Two Israeli students, Roi Sagi, 31, and Felix Shaoihat, 25, recently attended the NCAA student leadership conference held in Orlando, FL. After their visit in Florida, they flew to New York City and got a guided tour of the city from high atop the McGraw Hill Building by Dr. Charlotte K. Frank, a Senior VP, at McGraw Hill.

Both students told of having to do military service before their higher education started. So, the age of a typical college student in Israel is 24-27 years old. And, serving in the military is an "education of life" experience that helps shape



**Andrew Gould, Deputy Commissioner of the New York City Sports Commission, Felix Shoihat, Student of Tel Aviv University, Dr. Charlotte K. Frank, Senior VP of McGraw-Hill, and Roi Sagi, Student of Technion University**

and define the young adult.

Shaoihat spoke of his experience being in the army with solemnity and said "it give him a new perspective" and "helped him think more clearly." Sagi, now a lawyer and grad student at Technion University, was the commander of a local military prison where inmates committed serious crimes. When students finish their mili-

tary obligation, they are ready to hit the books, get a focus, and start their careers.

Shaoihat joked that he saw some athletes down in Florida who looked like "walking refrigerators." AIFL hopes that these exchanges have a positive effect. "It's all about education; it's all about sharing ideas, and developing and exploring the common values between our two

peoples," said William Behrer III, CEO of AIFL.

Sagi reported that upon his return he went to his fellow students in Israel and that a committee was empowered to influence student-athletic life on campuses.

Sagi notes that change started recently and Israelis are looking at what role they want college sports to play on campus. Sagi played basketball when he was a student and a knee injury ended his playing career. But he learned to coach and has stayed involved in sports since then. Shaoihat attends Tel Aviv University with a double major in political science and history. He plays soccer, a widely popular sport in his country.

Shaoihat related an experience of two Jordanian students who were escorted by the former General in the Israel - Jordan conflict in 1992. They went to a Conference in Israel and within 24 hours, were talking about sports, and acted like they were good friends. "You talk to the other person through sports," Shaoihat says. "You don't see ethnicity. You don't see if it's a Russian, Jew, or Christian. There are no boundaries, no rules." The guards and defenses have been broken down through the universal language of sports.

U.S. college students are slated to visit Israel next year. Dr. Cedric Dempsey, a past President of the NCAA, is scheduled to go, as well as Dr. Bernard Franklin, a Senior VP in the NCAA.

Israeli high school students have visited New York City and some got coaching tips on soccer with Martin Jacobson, coach of Martin L. King H.S., one of the city's top soccer programs.

Andrew Gould, Deputy Commissioner of the New York City Sports Commission, spoke about the shared values between "our country and Israel that make it appropriate for New York City to be involved with the AIFL." #

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## What's Worth Fighting For in the Principalship

Reviewed By MERRI ROSENBERG

### What's Worth Fighting For in the Principalship (Second Edition)

By Michael Fullan

Teachers College Press And Ontario Principals' Council: New York And Toronto, 2008: 68 pp.

No one ever said being a school principal was an easy job. In recent years, it has become even harder, as the pressures of increased transparency, accountability and high stakes make the school leader's responsibilities almost impossible to fulfill.

Whether parents or politicians, nearly everyone considers himself an "expert" in school reforms and best practices. Principals are expected to implement a dizzying array of initiatives, while simultaneously training new teachers, maintaining the performance and enthusiasm of veteran teachers, placating parents and community leaders and, oh yes, seeing that the students under their care perform well on all sorts of measures.

Small wonder that turnover at the top is high—and that districts are often frantically scrambling to fill positions when experienced principals retire, and the pipeline is disappointingly empty.

"In terms of job expectations, the role of the principal has changed dramatically in the past 3 to 5 years," writes Michael Fullan, a professor emeritus at the Ontario Institute for Studies

in Education at the University of Toronto and a special adviser on education to the premier of Ontario. "The job of the school head is incredibly more complex and substantially different from what it was even a short time ago."

This mismatch between what principals who entered the field expected to do in their careers, and what they have to do, is a serious

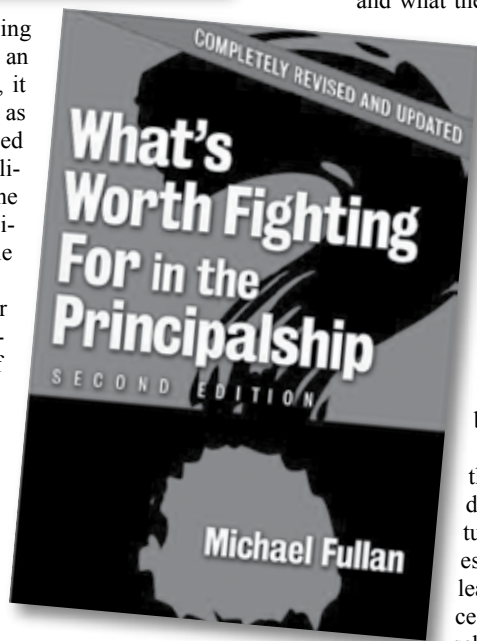
problem. While Fullan fully recognizes the problems and pressures on principals, he is also blunt in his assessment that principals need to adapt to the changed educational landscape.

As he writes, "Principals should not think that their role is to implement somebody else's agenda...but they should be aware of the bigger picture."

Fullan also recommends that principals work to develop collaborative cultures within their schools; establish opportunities to learn best practices and successful strategies from other schools (rather than function in an isolated vacuum); main-

tain a building-wide culture of improvement where staff are actively encouraged to improve their skills, and support relationships within a school district, among others.

Although the book is brief, its focus is clear and its prescriptions sensible. Principals should consider it part of their own summer reading assignment—and be prepared to implement some of the author's recommendations when they return to school in September. #



## FROM THE SUPERINTENDENT'S SEAT

### YOUR TABLE WILL BE READY IN 20 MINUTES

By DR. CAROLE G. HANKIN  
With STACY L. SOKOL

Remember the last time you went out for dinner and had to wait to be seated? At times, hungry children become 'cranky' and impatient. By the time you are seated, what was intended to be a relaxing evening is not as pleasant as it should have been. Parents can turn the waiting experience into an opportunity to teach children patience and resourcefulness.

Begin by taking the time to explain that you will all have to wait before dinner, but will have a great time nonetheless. It is always a good idea to keep items handy that your child likes, perhaps store them in the car. These items may include crayons, pens, markers, paper and maze, game and coloring books. A short picture book or novel for older children will also come in handy. Activities, such as reading, drawing and writing, allow children to practice what they have learned in school and are a great way to pass the time while engaging in constructive pursuits. Random doodling and story telling through pictures encourages creative expression and can happily engage an artistic child.

Younger children may need a little more direction and attention. For example, if you are dining at a seafood restaurant, walk over to the lobster tank and explain why lobsters are classified as crustaceans or what they use their claws for. Engage your child in a discussion and ask him or her to think of other animals with similar characteristics. Most children will enjoy observing lobster movement, body structure and learning



about science while they watch.

Once you sit down at the dinner table, reintroduce items you brought, such as crayons and construction paper, and encourage your child to draw a picture, doodle or write a story. Most family style restaurants offer

a children's menu and provide a coloring book, game sheet or child centered place mat to help occupy your little one. Give older children a topic and ask them to write and illustrate a short book or devise a homemade crossword puzzle. Hang man, tic-tac-toe, and drawing a card for an upcoming birthday or event incorporate practicing strategy, alphabet writing, small motor skills and creativity to benefit your child in more ways than one. Ask your child what games he or she enjoys and use this opportunity to find out about their day. Use your imagination and inventiveness to make sure you are all enjoying family time together.

Parents should creatively try to always keep the child's interests in mind when proposing games to pass the time. Even if you forget items to occupy your child, a place mat and ballpoint pen, when combined with imagination and creativity, can lead to lots of fun. Additionally, if parents maintain a positive attitude, most of the time children will follow suit. #

## Karen B. Winnick: Author & Humanitarian

Karen Winnick, noted author and illustrator of children's books such as *Mr. Lincoln's Whiskers* (a sweet anecdote on how President Lincoln came to grow his beard) and *Sybil's Night Ride* (a historical story, focusing on Sybil Ludington, the heroine who informed the patriots of the arrival of the British), has been interested in story writing from her time as a young child. Her books concern themes such as animals, but

she also likes to focus on the independence and self-strength of women in her books to send a message to young people. Her love of animals is evinced by her generous involvement as a benefactor of the children's zoo in Los Angeles. Apart from her career as a children's book author, Ms. Winnick is also a humanitarian, on the Board of Trustees of the Jewish Museum in New York and Brown University.#

## Review of Mr. Lincoln's Whiskers

Reviewed By MERRI ROSENBERG

### Mr. Lincoln's Whiskers

Written and illustrated by Karen B. Winnick  
Boyd's Mill Press: Honesdale, PA., 1996: 32 pp.

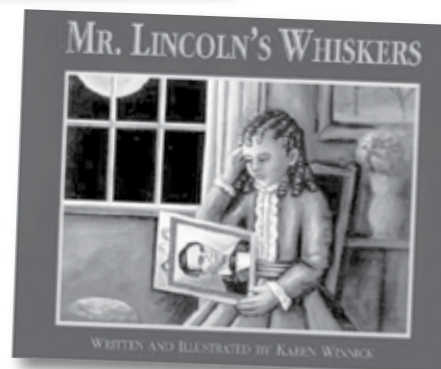
Karen Winnick's affinity for the smaller moments of history—exactly those that are likely to intrigue and charm children—finds imaginative expression in "Mr. Lincoln's Whiskers."

Clearly curious about why Abraham Lincoln grew a beard, Winnick researched some of the history and discovered that in 1860, a young girl in Westfield, New York,

suggested that he let his "whiskers grow." The two shared a brief correspondence, and during a stopover in Westfield, Lincoln made sure to greet young Grace Bedell at the train station.

Winnick nicely captures Grace's enthusiasm, and conviction, that enables her to write to Lincoln

in the first place, as well as the disappointment at not receiving a return reply for nearly a week—something that any young child would understand. The drawings strongly evoke a childhood classic, "The Ox Cart Man", in their simplicity and authentic detail. This would be a different way to introduce elementary school children to the pre-Civil War period, and give them a more intimate look at an iconic president.#



## Review of Sybil's Night Ride

Reviewed By MERRI ROSENBERG

### Sybil's Night Ride

Written and illustrated by Karen B. Winnick  
Boyd's Mill Press: Honesdale, Pennsylvania, 2000: 32 pp

While most schoolchildren are familiar with the celebrated "midnight ride of Paul Revere," I suspect that even in our post-feminist age far fewer would be familiar with the efforts of Sybil Ludington.

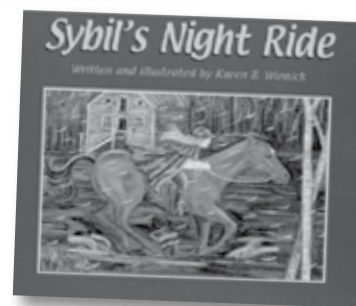
That's too bad. When the British attacked Danbury, Connecticut, 16-year-old Sybil valiantly rode her horse more than 40 miles throughout the Hudson Valley

to alert other revolutionaries.

In this charming picture book by Karen Winnick, whose evocative illustrations echo the pre-Revolutionary period perfectly, young readers can follow Sybil's suspenseful journey (will she and her horse, Star, be captured by British spies?) and admire her courage.

The daughter of a patriot, Henry Ludington, who served as an aide-de-camp to General George Washington during the Battle of White Plains, Sybil's exploits are now recognized by trail markers in Putnam County.

Winnick's engaging book, which would appeal to third- and fourth graders, would be an ideal way to introduce elementary school students to this captivating heroine of the American Revolution.#



## Review of Lucy's Cave: A Story of Vicksburg, 1863

Reviewed By MERRI ROSENBERG

### Lucy's Cave: A Story of Vicksburg, 1863

Written & Illustrated by Karen B. Winnick  
Boyd's Mill Press: Honesdale, Pennsylvania, 2008: 32 pp.

There are plenty of Civil War stories, but I imagine that few children are aware of the Union Army's siege of Vicksburg, Mississippi in 1863.

In yet another of her historical picture books, Winnick focuses on a relatively little-known aspect of that war: namely, the decision by many families to hide in the hillside caves that surrounded the city.

Winnick bases her emphatically fictional work on the first-hand narrative of one of the children who experienced the siege, 11-year-old Lucy McRae, who later published her recollections in Harper's Weekly in 1912.

Her atmospheric illustrations—taken from

Winnick's painstakingly crafted oil paintings—effectively convey the urgency Lucy and her family felt in fleeing the city under attack, as well as the shadowy uncertainties and crowded conditions inside the caves.

It's a story that would illuminate an aspect of the Civil War for curious third- and fourth-graders (a fun choice for a book report), and one that would undoubtedly provide many teachable moments.

For young readers who are interested in more Civil War stories, there's also "Cassie's Sweet Berry Pie," about another young girl in Mississippi.

While Winnick clearly enjoys writing about history, she has also written books for pre-schoolers, such as "Barn Sneeze" that features animals, and "A Year Goes Round: Poems for the Months," which would be appealing to kindergartners and first graders. #



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