

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW

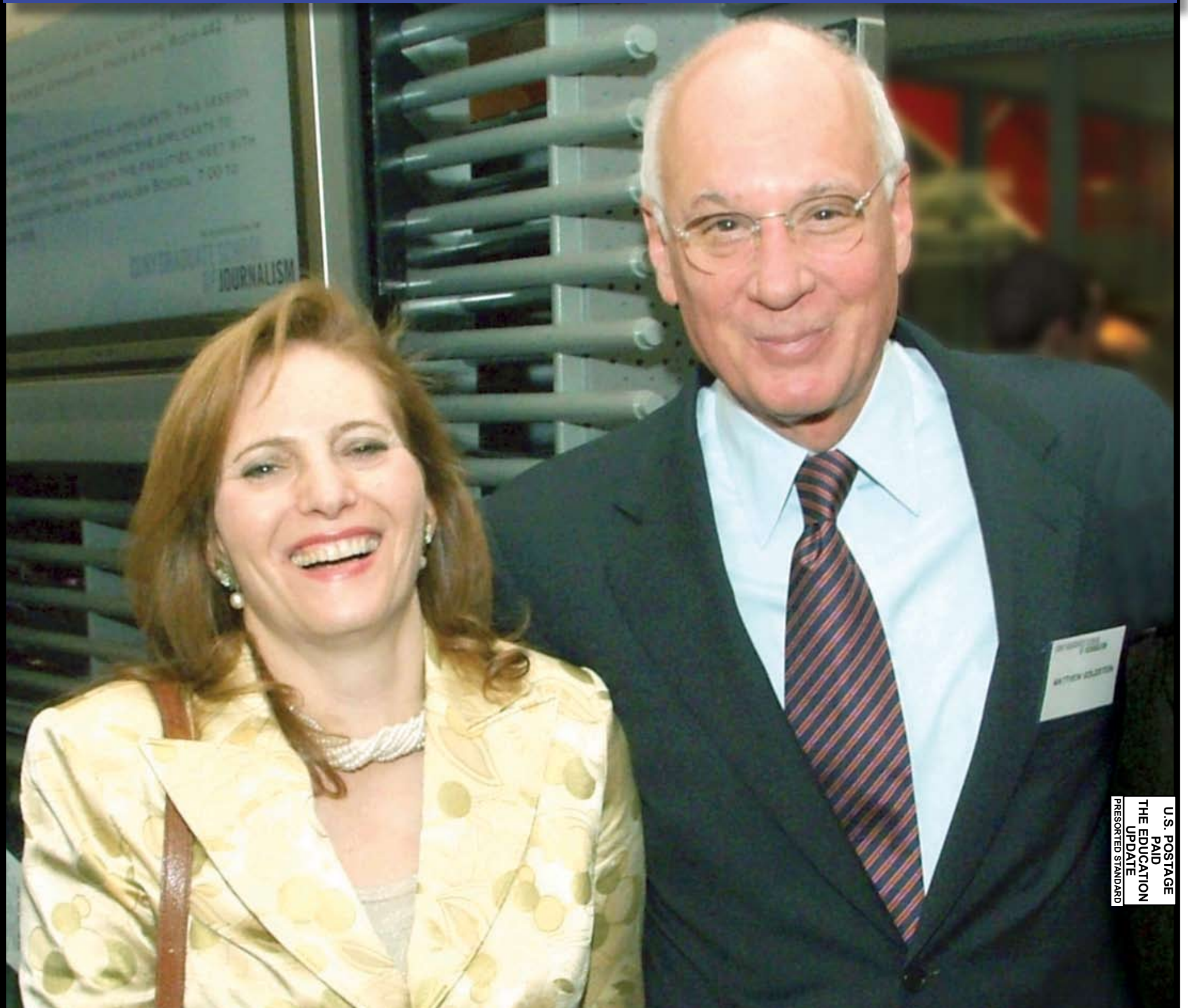


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FOR PARENTS, EDUCATORS & STUDENTS

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CUNY MONTH



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GUEST EDITORIAL

THE MATHEMATICS
COMMUNITY'S DILEMMA

By DR. ALFRED S. POSAMENTIER

As if mathematics teachers did not have enough to worry about with the constant focus on their students' performance on standardized tests -- further exacerbated by the No Child Left Behind law,—beginning September 2008 New York City high schools will be introducing a new geometry course which is part of the New York State mathematics standards initiative. Instituting a new geometry course would not be a problem for teachers in any of the other 49 states, where geometry has been taught consistently for the past century. However, some twenty years ago New York City (and several years before that, the rest of the state of New York) dropped the Tenth-Year Mathematics course (as the geometry course was then called) in favor of a sequential mathematics course which was a rough attempt to integrate the previous three courses of algebra, geometry and eleventh-year mathematics (which was a combination of second year algebra and trigonometry). Couple this with the fact that the majority of math teachers in New York City have less than four years of teaching experience and you find that there will be many relatively inexperienced teachers faced with teaching a course—geometry—which they have not even studied as a high school student. (It should also be noted that most math majors do not take a course in Euclidean geometry as a part of today's university curricula.) It was bad enough in the "good old days" when most math teachers—even the better ones—did not study geometry beyond the course that they were teaching. Imagine now teaching a course on Shakespeare, having read none of Shakespeare's works beyond Julius Caesar.

The problem that the schools in New York City will be facing this fall is not only providing teachers of the new geometry course with the

content that they will be teaching—as well as the appropriate supporting material—but also making them aware of some of the subtle differences between the new geometry standards and the geometry topics they taught as part of the sequential math sequence. Even the more experienced teachers, who can recall having taught the Tenth-Year Mathematics course will notice differences in emphasis on such things as the forms of writing geometric proofs and the enhancement of topics such as transformations in geometry and three-dimensional geometry. Having served as a member of the New York State Math Standards Commission, I am particularly sensitive to the need to prepare our teachers appropriately.

These are not overwhelming challenges for any properly prepared math teacher, yet they deserve special attention well before the fall 2008 school-year begins. Take this as a wake-up call to begin intensive in-service training throughout the city so that teachers can gear up gradually, appropriately and in a meaningful manner. We at the City College of New York take this problem seriously and are trying to do whatever we can to meet the city's needs in this regard. We are using generous funding from the Carroll and Milton Petrie Foundation to prepare mathematics supervisors and coaches at the high school level to be able to prepare teachers to meet the challenges in geometry in time for the next academic year. I hope other schools of education as well as the Department of Education will support other such efforts. CCNY alone cannot—and should not—be alone in this effort. With additional support we could broaden our efforts as well and help make a smooth transition to this new course, thereby preserving the excellent teaching of this most important subject!#

LETTERS TO THE EDITOR

HANGZHOU, CHINA

Corporate Contributions to Education:
Interview with Eugene Lang

To the Editor:

I am moved by Mr. Lang's story. He is one of most kind people in this world. Even though I am Chinese, living far from America, I still hope that one day I can do some good things for society like Mr. Lang.

Ayma Qi,
Hangzhou, China

PRINCETON, MN

Freedom Writer: Erin Gruwell

To the Editor:

I am an original Freedom Writer, and if it weren't for Erin, who knows where I would be right now. I love her to death and she has inspired me and so many others out there...I totally wish there were more like her.

Laura Guzman
Princeton, MN

BUFFALO, NY

Prison College Programs Unlock the Keys to
Human Potential

To the Editor:

The younger prisoners in New York State have a better chance to reform. The state could set age limits, crime status and other guidelines to help in the long run and stop recidivism. Governor Spitzer should find some kind of funding for education considering all the money spent in New York State on prisons.

Rosemary Longo,
Buffalo, NY

LAS VEGAS, NV

Rikers High: A Filmmaker's View of Prison
Education

To the Editor:

I recently saw Rikers High documentary and felt really moved. It was great to see moments in which you saw that these were just children, without the kind of guidance and opportunities we all deserve. I especially wanted to see how Andrew ended up doing. His talents and imaginary view of the world were extraordinary.

Sonia Morales,
Las Vegas, NV

GREELEY, CO

Rikers High: A Filmmaker's View of Prison
Education

To the Editor:

I have been trying to find out if Rikers High will ever be released to the public. I am a teacher in an Alternative HS and this documentary would be a tremendous teaching tool for my students.

Cindy,
Greeley, CO

OWINGS MILLS, MD

Professor Sally L. Smith: The Lab School of
Washington, DC

To the Editor:

My uncle, Mr. Louis Tupler, has mentioned, on many occasions, the name Sally Smith and the collaborative work he did with her in years past. He is now 85 and would love to assist where possible.

Paul N. Singer,
Owings Mills, MD

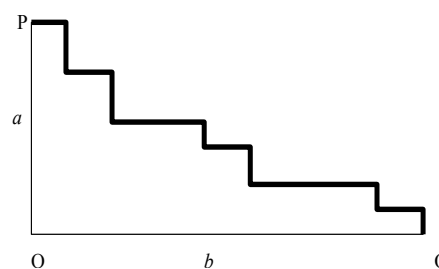
THE DEAN'S COLUMN

Understanding Limits: A
Challenge for a Young MindBy DR. ALFRED S.
POSAMENTIER

The concept of a limit is not to be taken lightly. It is a very sophisticated concept that can be easily misinterpreted. Sometimes the issues surrounding the concept are quite subtle. Misunderstanding of these can lead to some curious (or humorous, depending on your viewpoint) situations. This can be nicely exhibited with the following two illustrations. Consider them separately and then notice their connection.

Illustration 1.

It is simple to see that the sum of the lengths of the bold segments (the "stairs") is equal to $a+b$.



The sum of the bold segments ("stairs"), found by summing up all the horizontal and all the vertical segments, is $a + b$. If the number of stairs increases, the sum is still $a + b$. The dilemma arises when we increase the stairs to a "limit," so that the set of stairs appears to be straight line, in this case the hypotenuse of $\triangle POQ$. It would then appear that \overline{PQ} has length $a + b$. Yet we know from the Pythagorean Theorem that $PQ = \sqrt{a^2 + b^2}$ and not $a + b$. So what's wrong?

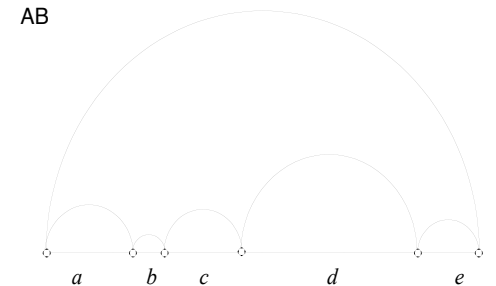
Nothing is wrong! While the set consisting of the stairs does indeed approach closer and closer to the straight line segment PQ , it does not therefore follow that the *sum* of the bold (horizontal and vertical) lengths approaches the length of \overline{PQ} , contrary to intuition. There is no contradiction here, only a failure on the part of our intuition.

Another way to "explain" this dilemma is to argue the following. As the "stairs" get smaller, they increase in number. In an extreme situation, we have 0-length dimensions (for the stairs) used an infinite number of times, which then leads to considering $0 \cdot \infty$, which is meaningless!

A similar situation arises with the following example.

Illustration 2.

In the figure below, the smaller semicircles extend from one end of the large semicircle's diameter to the other.



It is easy to show that the sum of the arc lengths of the smaller semicircles is equal to the arc length of the larger semicircle. That is, the sum of the smaller semicircles $= (\pi a/2) + (\pi b/2) + (\pi c/2) + (\pi d/2) + (\pi e/2) = (\pi/2)(a+b+c+d+e) = (\pi/2)(AB)$, which is the arc length of the larger semicircle.

This may not "appear" to be true, but it is! As a matter of fact, as we increase the number of smaller semicircles (where, of course, they get smaller), the sum "appears" to be approaching the length of the segment AB , but, in fact, does not!

Again, the set consisting of the semicircles does indeed approach the length of the straight line segment AB . It does not follow, however, that the *sum* of the semicircles approaches the *length* of the limit, in this case AB .

This "apparent limit sum" is absurd, since the shortest distance between points A and B is the length of segment AB , not the semicircle arc AB (which equals the sum of the smaller semicircles). This is an important concept to present to students, best done with the help of these motivating illustrations, so that future misinterpretations can be avoided.#

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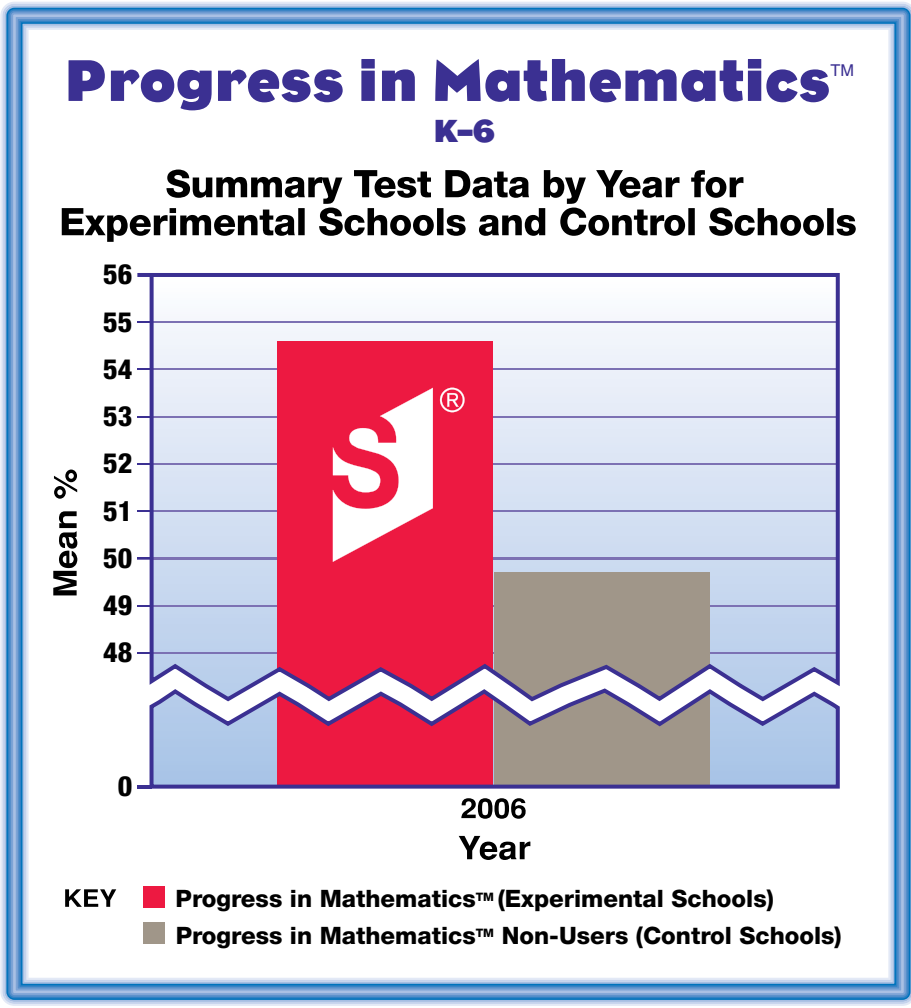
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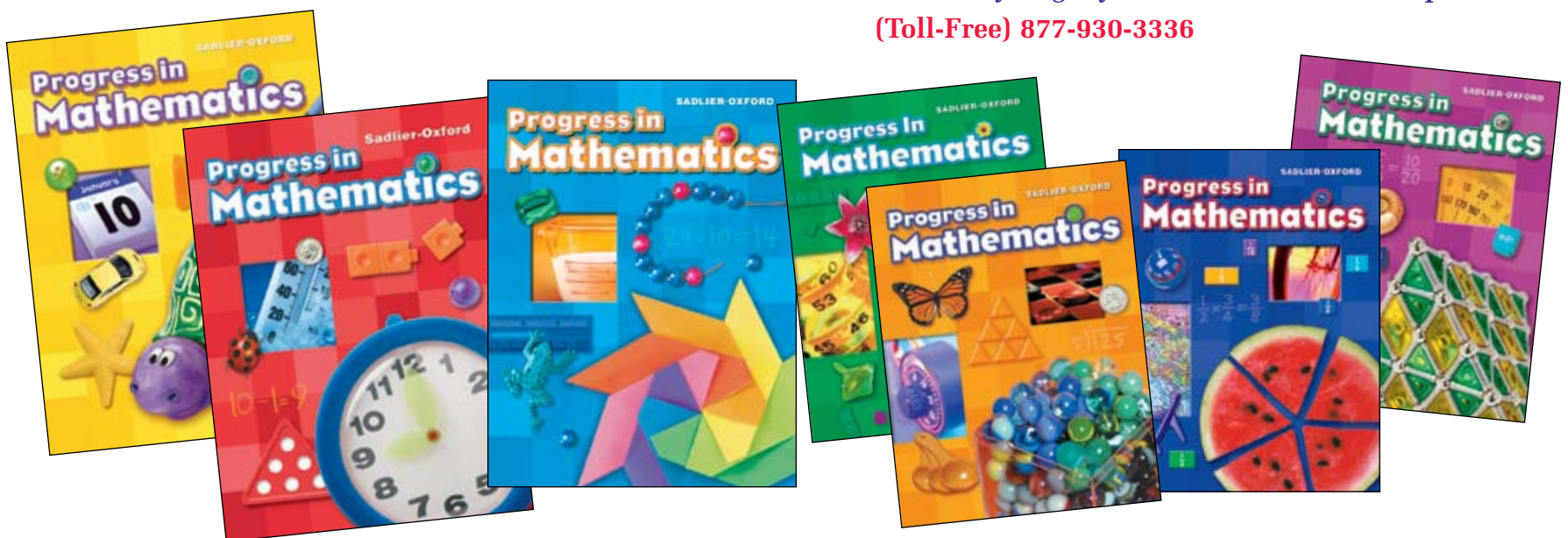
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NY Botanical Garden Celebrates Grand Opening of the Everett Children's Garden Gate



Carolyn Everett celebrates with her mother Edith Everett

By LIZA YOUNG

A ceremony celebrating the opening of the Everett Garden Gate at the NY Botanical Garden was recently held with expressions of excitement and gratitude by key members of the Botanical Garden and governmental officials.

The brainchild of Gregory Long, President of the NY Botanical Garden, the Everett Garden Gate came to fruition through the philanthropic support and dedication of Edith and Henry Everett, opening approximately ten years ago. The 12-acre Garden is a nurturing and rich science learning environment for children. The newly designed gate provides a more accommodating passage for entrance and exit, easing congestion, and includes additionally needed restrooms.

The celebration of the opening of the gate fittingly began with the singing of "America the Beautiful" by Karen Everett, daughter-in-law of Edith Everett.

Speaking at the ceremony, Bronx Borough President Adolfo Carrion, Jr. underscored the opening of the Everett Garden Gate as culturally and economically beneficial for the city. It will attract residents and tourists, aligning with the recent campaign announced by the mayor, together with NYC & Company, to increase tourism to NYC. NY City Council member David Weprin, who is also Chairman of the NYC Council Finance Committee, shared President Carrion's view on the value the Everett Garden will bring to the city.

Julie Sakellariadis, Chairperson of the Education Committee of the NY Botanical Garden, high-



Edith Everett, her grandchildren Ethan & Hannelora & son David

lighted the work of the Everett family in building the garden into a "wildly successful and highly acclaimed program loved by NYC school teachers and school children and many families who visit on their own." She recalled her visits to the Garden with her four children, and attributes her daughter's—a college sophomore—choice to major in environmental science to visits to the Garden. Her daughter came to "love everything green."

Edith Everett, currently Honorary Chairperson of the Education Committee of the NY Botanical Garden, is also a former school teacher and successful Wall Street businesswoman. Eloquently speaking at the ceremony, she described the garden as a "place of beauty where children are learning some of the basic lessons of science, engage in wonderful interactive lessons, and also have a great time." The lessons learned at the garden are in fact based on the NY State mandated science curriculum. Three thousand teachers are trained each year at the Garden to improve science teaching in the classroom. The gate is dedicated to Edith's husband, Henry Everett, who passed away several years ago, and was truly dedicated to the enhancement of the Garden.

Senator Jose Serrano current chair for the Democratic Task Force on the Arts and Cultural affairs, and a lifelong resident of the Bronx, described the garden as "something more than aesthetically pleasing, but crucial to the vibrancy of our city and future of our economy."#

WHEN THE POLICE RULE SCHOOL CORRIDORS

By ERNEST LOGAN, PRESIDENT, CSA

Last month, we once again faced a most disturbing issue regarding our members and the New York Police Department. It is unfortunate that the Department of Education and NYPD have failed to develop the protocols necessary for school leaders—Principals and Assistant Principals—to effectively coexist with school safety agents.

We all want safe and secure schools and do not question the need for some type of school security as much to protect our students from crazed individuals as to maintain an appropriate environment for learning. But it is imperative that someone be in control of a school. And it is imperative that we work this out now before another Principal is arrested and embarrassed in front of his students, parents and community for doing his job – protecting his students.

The Principal has traditionally been in charge of his building, and in this time of increased accountability is, in fact, charged with that responsibility. If school leaders are accountable, and will pay a price if found to be derelict in their duties, then I strongly urge the Chancellor to talk to us now about how school safety agents perform their duties, how schools are staffed, and how SSA are evaluated. Principals must be accorded respect. We should not have to demand it; it should come with the responsibility invested in the position. School safety agents should not be arresting Principals. They work with the Principal in keeping the school a safe place. The Principal cannot perform his mandated responsibility if he has to worry about being handcuffed and dragged from a building.

I have begun talks with the DOE's Bureau of School Safety and have the firm belief that we will be able to work through our issues. These conversations will just be part of the collaborative relationship CSA is developing with the DOE, a relationship I have faith will continue to grow for the benefit of our children, our schools and the people who run those schools.



An Innovative Plan

In that spirit of continued collaboration, the DOE and the Mayor announced the most innovative plan, perhaps in the nation, for teacher pay incentives. The availability of additional financial awards or incentives for schools and teachers has been cheered and denounced. At CSA, we have already had this discussion, and the concept of pay for performance is, and has been for some time, fact for CSA members. I look forward to negotiations with the DOE to determine what additional compensation is available for supervisors in high-need schools. We will continue to explore how we can improve the program, as well as how to develop a mutually-agreed upon instrument through which to evaluate our members. For now, the Principals Performance Review remains in effect, and remains the reviewing instrument to date.

The discussion continues with the DOE on how to effectively assist and support our members and their schools. There needs to be genuine and effective support given to schools. No longer can the DOE or anyone else decide that our members can sail alone on the choppy waters of this system.#


ERRATA



This is the correct photo of Chuck Cahn that was to appear in the October issue of *Education Update*.

**What is your
favorite section
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Matthew Goldstein

Chancellor Matthew Goldstein



NOVEMBER						
sunday	monday	tuesday	wednesday	thursday	friday	saturday
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4 Queensborough C. C. Play: The Passion of Sister Rose 1 PM Members Free, \$5 <i>Also:</i> Queens College Jewish Lecture Series 2 PM Free	5 Black Solidarity Day Medgar Evers College Bill Cosby address 11 AM - 1 PM Free <i>Also:</i> Queens College Exhibit: Brush with Nature (through 12/31) Free <i>Also:</i> Graduate Center Katha Pollitt & Anna Quindlen in Conversation 6:30-8 PM Free	6 Lehman College "The President's Own" United States Marine Band 7:30 PM Free	7 CSI Small Format Paintings from the Collection of the Hispanic Society (through 12/12) Free	8 Hunter College Art Exhibit: Aesthetic Accomplishments, Political Commitment (through 12/8) 1-6 PM Free <i>Also:</i> City College School of Architecture Lecture Series 6-7:30 PM Free	9 LaGuardia C.C. Diary of Anne Frank 10AM and 11:30 AM Free <i>Also:</i> Graduate Center Lost & Found: 7 Extraordinary Short Films by Women 4-6:30 PM (through 10/27) Free	10 Brooklyn College Iceland Dance Company 8 PM \$25 <i>Also:</i> York College YorkJam: NYC Public High School Bands 5-6:30 PM Free
11 Queensborough C. C. Georgian State Dance Company 2 PM \$35, \$30, \$25, \$20 (Kids 12 and under, \$10) <i>Also:</i> Kingsborough C. C. Free Sundays at Kingsborough: Saxophonist Steve Wilson 3-4:30 PM Free	12 Veteran's Day Hostos C. C. Career Week (through 12/16) Free	13 Hunter College Michael Cunningham reads from latest work 7:30 PM Free	14 Queens College Queens College Orchestra 12:15 PM Free	15 City College Careers in Environmental Science 12:30-2 PM Free	16 Baruch College Equity Markets Microstructure Seminar 8 AM-5 PM \$275	17 York College YorkFest '07 See website for details
18 Queensborough C. C. Martin Preston as Liberace 3 PM	19 York College What's Happening in 2007 with Latinos in the Media 6-8:30 PM Free	20 Hunter College Art Exhibit: MA's select MFA's 1-6 PM Free	21 College of Staten Island Painting Exhibition from the students of Geoffrey Dorfman, Tracy Jones, and Mor Pipman Through 12/13 Free	Thanksgiving Day 22 		23
25 Lehman College The Nutcracker by the Moscow Classical Ballet 6 PM \$28, \$25, \$22	26 	27	28 Queens College Philip V. Cannistraro Seminar Series 6 PM Free	29 Lehman College Three Irish Tenors: Christmas from Dublin 7 PM \$35, \$30, \$25, \$20, (Kids 12 and under, \$10)	30 Queensborough C. C. Family Holiday Musical: A Christmas Carol 7:30 PM \$42, \$39, \$35	



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EDUCATION IN A MULTICULTURAL SOCIETY

Professor Ofelia Garcia Speaks Out In Favor of Bilingual Education

By EMILY SHERWOOD, Ph.D.

Are we marginalizing our immigrant children by denying them the opportunity to learn in a language other than English? Are we excluding parents and entire immigrant communities from participating in their children's education by maintaining a sole focus on English language learning? If one listens to renowned bilingual scholar and professor Ofelia Garcia, the answer to these questions is a resounding yes... but there's also an easy solution.

Dr. Garcia, currently a professor of Bilingual/Bicultural Education at Columbia University's Teachers College and co-author of numerous books on the subject (her most recent, *Bilingual Education: An Introductory Reader*, is hot off the press), is passionate about her quest to improve the education of children of immigrants, who now comprise 19 percent of the US school-aged population. During a recent lecture at Barnard College, Garcia decried the federal government's current trend toward "monolingualism", which she referred to as a "silencing of languages other than English." As a case in point, Garcia noted that the name of every federal education office that once had the word 'bilingual' in it has been changed: "Bilingualism has become the 'B' word," she exclaimed. "No one can say it out loud!"

The educational model that Garcia recommends for today's immigrant children is a program much like one she is piloting in the New Rochelle school district, which she calls two-way bilingual education, where subject instruction takes place in both English and Spanish. At the kindergarten level, English as a Second Language (ESL) instruction is provided for newly arrived immigrant children, while Spanish as a second language classes are offered for those with no Spanish background. "In addition, there is a portion of the day in which play time, songs, and stories are in Spanish and a portion of the day in which the same thing takes place in English," explained Garcia when interviewed privately by *Education Update*.

Because the second language selected for two-way bilingual education is often Spanish (80 percent of English language learners are currently Spanish), "you need enlightened parents," added Garcia, noting that her bilingual classroom in New Rochelle includes immigrant students who are African American, Romanian, and Italian, in



addition to Spanish. "Our best [fifth grade] Spanish language student has parents who don't speak a word of Spanish," laughed Garcia. Yet she is quick to point out that the instructional model must be based on the makeup of the community and their mutually determined goals. "Every community needs to decide for itself what it's going to do if they are serious about developing the bilingualism of their children," she concluded thoughtfully.

Garcia's educational remedies are based on solid cognitive research: "[Bilingualism] gives the student more divergent thinking (the ability to think of things from different angles,) more communicative sensitivity, (an awareness of people's needs when you communicate), and more meta-linguistic awareness, (the ability to think about language in different kinds of ways,)" she reeled off. In addition, introducing a child to a second language exposes the student to a new culture and new literature. And there's more, according to Garcia: "We see the value of linguistic tolerance as a resource in an increasingly global world," a value that has clearly been recognized by the European Union, which is now endorsing "plurilingualism," the mother tongue plus two additional languages.

With her engaging speaking style, deep intellect, and clear commitment to her cause, Garcia is a powerful ombudsman for bilingualism. In one horrifying story, she told of a newly arrived immigrant parent who tried to enroll her Spanish speaking child in high school: "The school said, 'Take him back to the Dominican Republic - he can never graduate!'" she related angrily, noting that under No Child Left Behind (NCLB), schools don't want students with limited English proficiency because they may reduce the Adequate Yearly Progress (AYP) statistics and ultimately lead to a failure report for the school. But with the upcoming NCLB reauthorization, she is cautiously optimistic that there will be an opportunity to amend the law so that it allows more incentives for immigrant children to access the public education to which they are legally entitled.

Perhaps most moving in the case for bilingual education are the words of immigrant children themselves. One sixth grader attending a dual

Review of Educating Citizens in a Multicultural Society

Educating Citizens in a Multicultural Society
(Second Edition)

by James A. Banks

Published by Teachers College Press: NY, 2007 (199 pp)

By MERRI ROSENBERG

I was a bit surprised by the polemical and provocative tone of this book. I had expected it to be a somewhat more accessible, user-friendly combination of analysis and teacher guide. Instead, I found a sharply argued and intensely political volume that has an unmistakable agenda.

The author, James A. Banks, who is the Kerry and Linda Killinger Professor in Diversity Studies and Director of the Center for Multicultural Education at the University of Washington in Seattle—as well as the editor for this Teachers College Press series on Multicultural Education—views multicultural education through the lens of racism. At one point, he blithely reports that "Many teachers are unaware of the extent to which they embrace racist and sexist attitudes", or that the groups he refers to lack the respect granted to "more privileged ethnic and cultural groups such as Greeks and Jews in the United States." He believes that schools need to be radically transformed in order to effectively deliver the kind of education that will embrace all students.

Banks hurls his first salvo in the preface: "Our nation's motto is e pluribus unum—out of many, one. Throughout most of its history, the United States has been able to forge a shared community

language program wrote why she believes bilingualism to be important: "Spanish is important to me because it is one of the languages that run through my blood. It is the language of the land in which my mother walked when she was a child. It is the language of the food that my father ate to get big and strong. And since I can't be raised in the land in which my parents were raised, I can still talk the language of the palm trees, the sea, and the sun."

Whether through the evocative musings of an immigrant child or the reasoned discourse of Professor Ofelia Garcia, one is powerfully reminded of the responsibility America holds to educate its newest generation of learners, a group far more mixed in ethnicity and language than ever before.#

by imposing on the pluribus (the many) the dominant culture constructed by the elite descendants of the British who settled in America... Becoming citizens of the commonwealth has been much more difficult for ethnic groups of color and for women from all racial, ethnic and cultural groups than for mainstream males."

Okay. He certainly got my attention. And throughout the book, Banks argues that the "gap between American democratic ideals and American racism" is something that schools need to confront head on. He believes that schools, and classroom teachers, have to respect and confer legitimacy on cultural and ethnic groups. According to evidence he presents from the most recent United States census, 2006, "more than half of the nation's citizens will be individuals of color by 2050." But rather than work from the traditional assimilationist model, a model that Banks contends often made students of color and from ethnic groups feel de-legitimized, he believes that schools need to embrace culturally sensitive teaching and learning strategies.

Banks further makes the distinction between what's loosely referred to as multiculturalism and multicultural education, writing that "multicultural education describes ways in which some students are denied equal educational opportunities because of their racial, ethnic, social class or gender characteristics. Multicultural education is also an educational reform movement that tries to reform schools in ways that will give all students an equal opportunity to learn. It describes teaching strategies that empower all students and give them voice."

The author also discusses a term he calls "equity pedagogy", which means "teaching strategies and classroom environments that help students from diverse racial, ethnic and cultural groups. Students make connections between the autobiographical experience of knowers and the knowledge they create."

A tall order, perhaps, but one that Banks advocates in the strongest possible terms. This is not a book for the classroom teacher, who hopes to dip into its pages and find some ready steps to incorporate in her lesson plans. Rather, it is the departure point for some serious discussion and conversation at a school district's highest levels about racism and responding to the needs of an increasingly diverse student body.#



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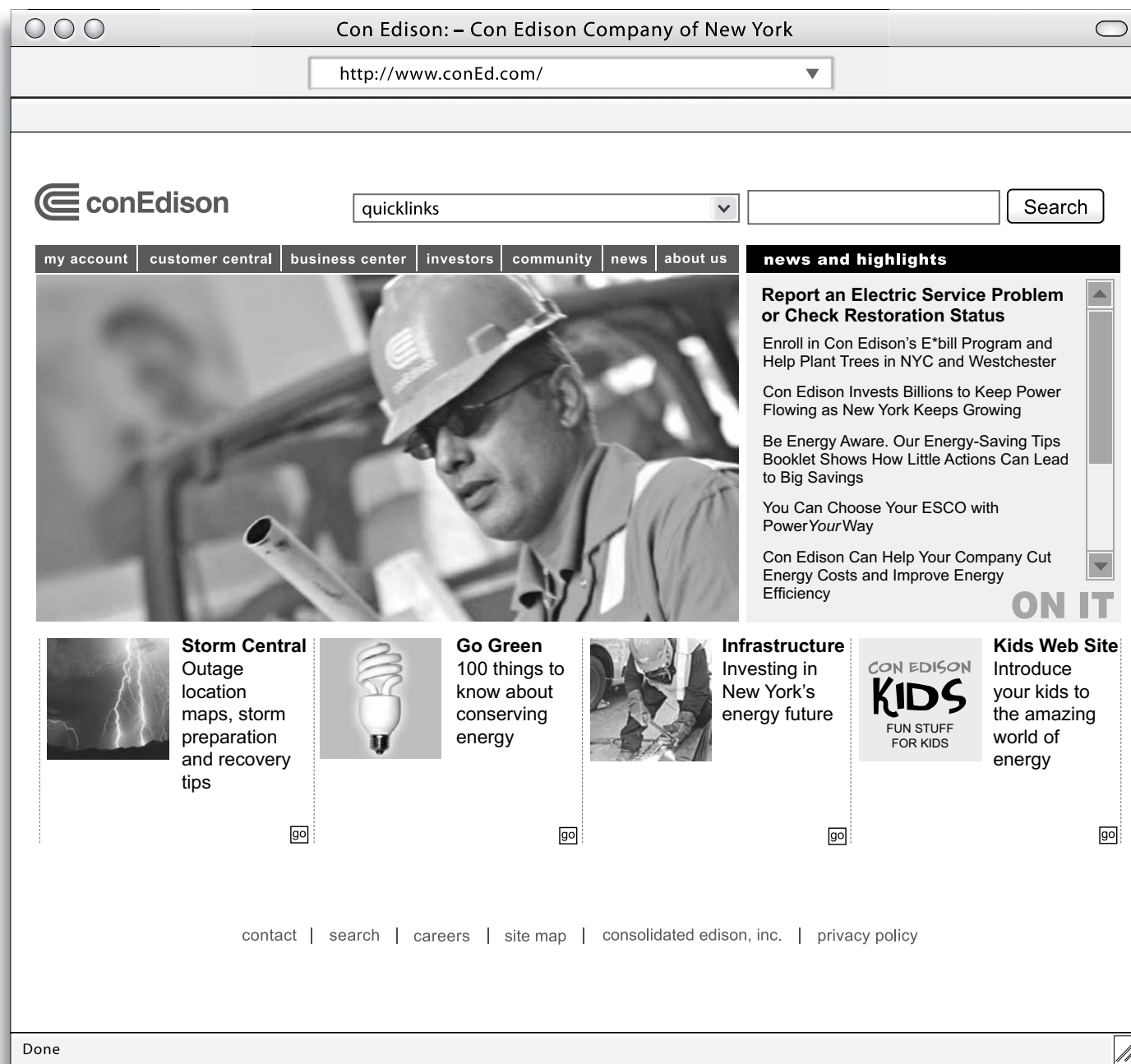
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HS Students Do Advanced Science at Mt. Sinai Hospital

By LLOYD SHERMAN, Ed.D.

Each time I come across Whitehead, my heart sings; at the same time I wonder why so many sidestep his judicious idea that education is the art of being able to use the knowledge we have. Schooling's "hidden curriculum" (students learn best and remember longest) misses the point, somehow.

Mount Sinai's Center for Excellence in Youth Education (CEYE), located on the north end of its campus between Fifth and Madison, at 101 Street, has for 35 years practiced a philosophy of education based on student self-determination and ability to use knowledge in the broadest sense—in both workplace and classroom. Using Dyad Pedagogy, a novel arrangement of students working in dyads (two's), CEYE's rigorous biomedical science programs (all hands-on) foster growth and development of imagination, curiosity, creativity, and interest.

Over 10,000 students [since the program began in the late sixties] have learned state-of-the-art biomedical science and health care practices, mathematics and research design of epidemiology, along with the art of oral and written presentation. These curriculum goals are integrated with their personal goals of self-discovery to realize who they are and where they are heading.

Each year Mount Sinai's CEYE serves over 300 Grade 7-16 students, working mainly with New York City Public Schools and public and private colleges and universities—a "pathway" from middle school right up to Mount Sinai School of Medicine's doorstep and/or its Graduate School of Biomedical Sciences. Each school partner accredits these academic programs. The optimal learning environment gives students access to a culturally diverse workforce and their life stories, points of view, beliefs, and values. Students and teachers use the Levy Library to expand their knowledge about the most up-to-date information and discoveries. All this takes place as students explore health careers in internships among patients, staff, physicians and scientists in a wide spectrum of scientific, clinical and educational areas of the medical center that comprises a 1,200-bed hospital, an ever-growing research facility, and a medical school that graduates a diverse student body of 140 each year. Public



School teachers who work with CEYE develop their students' course in collaboration with medical school faculty and CEYE staff.

Some of the courses offered in CEYE include internships for upper-level high school and college students; semester courses on subjects like the heart, cancer, diabetes, HIV life cycle, sickle cell, and obesity; introduction to research (fruit fly genomics); zebra fish toxicology; and environmental health where students explore the effects of social, physical and biological factors on the health and behavior of individuals, communities and populations.

All students who go on to college say they are well prepared, feel confident in class, out-perform their peers in research skills, teamwork, oral and written presentation, and know more than most about the science they study. At the end of the academic year and the summer program, students receive certificates for work completed at Mount Sinai. Over 60 physicians and hundreds of nurses and allied health professionals have come out of Mount Sinai's CEYE. Whitehead must be smiling... #

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"I want to be able to talk to Wang next time I go to a Yankees game." "I want to learn how to eat with chopsticks." "Mandarin is so cool."

Those were a few of the responses teacher Li Chen-Zhou heard from her young students when she asked why they wanted to study Mandarin in Staten Island Academy's new language program.

Mrs. Chen-Zhou, who graduated with a Bachelor of Law degree from the People's University of China in Beijing, China, and a Master's degree in education from the College of Staten Island, traveled to China during the

summer of 2007 to participate in an advanced training session for teachers of Mandarin as a second language in preparation for her work with Academy students.

A native Mandarin speaker, Mrs. Chen-Zhou expects to be teaching her class completely in Chinese by the holiday break in December. Her initial work with her young charges has included introducing basic vocabulary and pronunciation.

The students have many questions...it is a thrill for me to share my heritage with them," said Mrs. Chen-Zhou.#

Washington Post reporter Maria Glod recently wrote that, "Educators say that the youngest brains have the greatest aptitude for absorbing language and that someone who is bilingual at a young age will have an easier time learning a third or fourth language later on...young children are better able to learn German with near-native pronunciation or mimic the subtle tones of Mandarin."

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PROFILES IN EDUCATION

*Dr. Diana Meehan, Founder,
Archer School for Girls*

By EMILY SHERWOOD, Ph.D.

It is a story that's been repeated a thousand times in a thousand coed American classrooms: The boys assume the role of class clowns, exhibiting aggressive and spontaneous behavior. The girls conduct themselves so cautiously and courteously that they miss out on opportunities to participate, leading teachers to pass them over in favor of the more outspoken boys. It is this female behaviorism that author and educator Diana Meehan has termed "the girl pause" – and it was concern for her pre-adolescent daughter's intellectual and personal growth against this all-too-familiar backdrop that led Meehan in 1995 to co-found the Archer School for Girls in Los Angeles.

Fast forward twelve years. Dr. Meehan, who holds a Ph.D. in Communication from USC and is a founding director of its Institute for the Study of Women and Men, has just written a highly acclaimed book, *Learning Like a Girl: Educating Our Daughters in Schools of Their Own*, (see the review online, August 2007 at www.EducationUpdate.com) detailing her quest to educate her young daughter, her creation of The Archer School, and her research into other successful girls' schools around the country. *Education Update* caught up with Meehan on a recent east coast trip and got a rare opportunity to learn first-hand about her motivations, triumphs and challenges in promoting single sex education for women.

Meehan's journey to achieve her vision of an all girls' school reads like one of her husband's (TV writer/producer Gary David Goldberg) TV scripts, complete with unexpected twists and turns, angry villains, and shining heroes. In fact, she and Goldberg had already embarked on a national search to select a single-sex school for their daughter, Cailin (the Gaelic name's literal translation is "female hero"), and they had actually identified three contenders that shared their educational philosophies while offering a college prep curriculum and a dynamic, innovative and inclusive mission. "I was unconsciously seeing what really good education for girls looked like," reflects Meehan. Ultimately, she and Goldberg grew reluctant to uproot the family and move from their home, so Meehan began to collaborate with two women, Vicky Shorr and Megan Callaway, to start an all-girls, Grade 6-12 school in their Santa Monica neighborhood. Despite a clear mission and a positive working dynamic,



what Meehan never anticipated was a neighborhood opposition so powerful ("there was everything—political opposition, betrayal, corruption and financial insecurity," she recalls dramatically) that it took four years to wage a series of daunting, often dispiriting zoning and partisan battles. "Some of our opponents were misinformed, some were misguided, and some were misogynists. We won over the first two groups, who later apologized," adds Meehan, whose highly coveted Archer School for Girls now garners the support of such luminaries as Tom Hanks, while purposefully embracing students of limited financial means.

With twelve years of operation under her belt since The Archer School's 1995 inception as well as insightful research on a variety of other successful all-girls schools in the country, Meehan is prepared to offer up her formula for success. Underpinning the school's mission is a powerful body of research indicating that coed schools can undermine the abilities, achievements, and independence of girls and that within a single-sex environment they can become active, assertive, and self-actualizing. Pedagogically, the Archer School utilizes empathy as a tool for learning and stresses the "wholeness of environment" and "connected learning." In short, the girls learn not just in the classroom, but "through relationships, crises, family and communities... Because they feel a connection to the outside world, they take charge in ways that women in coed schools could never do... They see themselves as leads in their own play, actors in their own lives," explains Meehan passionately, noting that the girls are guided by the notion that "I as a person can make the world a better place." In one poignant example, the girls started a NASA-sponsored robotics team, competing nationally to make the best rocket. But when they realized that there were very few all-girls teams (and virtually none west of the Rockies), they created a foundation to fund the mentoring of girls' robotics teams. Ultimately, they mentored nine middle and high school robotics teams; in a singular touch of irony, one of the teams they mentored recently beat The Archer School team in the regional

*continued on page 23**Dean Eleanor Baum, Cooper Union
School of Engineering*

By LISA K. WINKLER

Eleanor Baum, dean of Cooper Union's engineering school, remembers it well: an African-American woman, upon receiving her diploma, said: "No one in my family will ever be on welfare again." For Baum, that statement represents the many values of an engineering degree.

"Engineers are trained problem solvers. We use mathematics and science to improve conditions in society; to make life better for people," Baum told *Education Update* in her office. And because Cooper Union offers free tuition, the degree often improves life for entire families.

Baum, 67, defied traditional expectations to become an engineer. Always a strong mathematics student, her high school guidance counselor discouraged her from pursuing engineering, and her mother worried she'd never get married. Though she admits she didn't really know what engineers did—a problem she thinks still exists—she was determined to prove she could do it. She completed the five-year engineering program at City College in four years, by attending summer school, worked in the aerospace industry, and then earned her Ph.D in electrical engineering from Polytechnic University. As a woman, she faced continual scrutiny. "Being an engineer wasn't usual; being a working woman wasn't usual. I didn't represent just me but all women. I had to work harder and perform better just to show I could do it," she said.

When she was named dean of Pratt Institute's engineering school in 1985, she became the nation's first female engineering dean. At



Cooper since 1997, she strives to increase the enrollment of women, now at 30% up from 3% when she arrived. As dean, she's increased Cooper Union's outreach to high school students through summer programs and career days, and works to promote how flexible an engineering degree

can be.

"As a profession, we've done one miserable job explaining what we do. Everyone knows what doctors and lawyers do. We only hear about engineers when there's a disaster, like 9/11 or a bridge collapse," she said.

In her tenure, she's added the English college entrance exam as an admission factor, noting that she's "not interested in just training worker bees, quiet people who sit in the back of the lab," but in creating technological leaders who'll use their knowledge and social consciousness to solve world problems. Students take communications classes presented by theater professionals. Classes are small and project based, many inter-disciplinary, creating partnerships with students in different fields. Student projects address environmental and transportation problems, biomedical engineering, unconventional energy sources, replacing crumbling infrastructures, and manufacturing. Emphasis is on getting students to challenge themselves, to learn to work in teams, Baum said.

*continued on page 23***York Preparatory School**cordially invites parents of
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Harold S. Koplewicz, M.D., Receives Prestigious Child Psychiatry Award

The American Academy of Child and Adolescent Psychiatry (AACAP) recently awarded Harold S. Koplewicz, M.D., the Irving Philips Award for Prevention, its highest honor, for his dedication and outstanding achievements in the field of child and adolescent psychiatry. This award recognizes a child and adolescent psychiatrist and Academy member who has made significant contributions in a lifetime career or single seminal work to the prevention of mental illness in children and adolescents.

Dr. Koplewicz founded the NYU Child Study Center in 1997 with a mission, based on his own vision, to improve child mental health by expanding scientific knowledge of child and adolescent disorders, delivering evidence-based clinical care, and translating and disseminating new scientifically sound information to mental health professionals, pediatricians, educators, parents and policy makers. Under the leadership of Dr. Koplewicz, the NYU Child Study Center is now recognized as a world-renowned center for child and adolescent psychiatric care.

As Senior Vice President and Vice Dean for External Affairs of the NYU Medical Center, Chair of the Department of Child and Adolescent Psychiatry, Director of the Division of Child and Adolescent Psychiatry at Bellevue Hospital Center, Dr. Koplewicz spearheads multiple aspects of prevention, research and treatment. In addition, his leadership as Director of the Nathan S. Kline Institute for Psychiatric Research, (NKI), has resulted in a \$10 million allocation for capital improvements to NKI in Governor Spitzer's budget as well as funds for 15 new research scientists in child and adolescent mental health. Dr. Koplewicz is a resident of the Upper East Side of New York City and East Hampton. #

The NYU Child Study Center is dedicated to



the understanding, prevention, and treatment of child and adolescent mental health problems. The Center offers expert psychiatric services for children, adolescents, young adults, and families with emphasis on early diagnosis and intervention. The Center's mission is to bridge the gap between science and practice, integrating the finest research with patient care and state-of-the-art training utilizing the resources of the New York University School of Medicine. The goal of the Child Study Center is to bring together the most research-supported evaluations and treatments with an individualized and family centered approach. The Child Study Center was founded in 1997 and established as the Department of Child and Adolescent Psychiatry within the NYU School of Medicine in 2006. For more information, please visit www.AboutOurKids.org #

TEMPLETON AWARDS

By JOAN BAUM, Ph.D.

Noting the theme of the 2007 Templeton Awards Dinner at the University Club on October 30—Humane Economics in an Age of Globalization—Dr. Richard Brake, director of the Intercollegiate Studies Institute's (ISI) Culture of Enterprise Initiative and Master of Ceremonies at the awards, remarked on ISI's significance as a publisher for young scholars dedicated to the 54-year old Institute's motto: Educating for Liberty. With a diverse membership of professionals and academics



**Prof. James Otteson,
winner of \$50,000**

from all disciplines, ISI has been extending its reach on campuses around the country and particularly in expanding its book and lecture series in order to promote "civic literacy" in the moral and economic value of free societies. As of now, he said, economics, as the heritage of Adam Smith, is poorly taught. ISI wants to "cultivate" and put funding behind new educational efforts. The Institute is a nonprofit educational organization with a mission to identify and promote future leaders of the American ideal of "ordered liberty" which it defines as: "limited government, individual liberty, personal responsibility, the rule of law, market economy and moral norms."

An attractive book and periodicals display on hand at the University Club testified to the success of ISI, working together with the John Templeton Foundation's Culture of Enterprise Initiative, in supporting research that "explore[s] the cultural traits, institutional prerequisites and societal achievements of the free market economy worldwide." Each year awards are given to three books and three articles that exemplify the groups' core principles of economic prosperity

with moral value. Book winners receive \$50,000, article awardees \$25,000.

Welcoming remarks by Peter Ressler, a 25-year "Wall Street veteran," reinforced ISI's goal of advancing "a more humane vision of corporate business practices inspired by the lessons of 9/11," including the work of volunteer fire departments. As he said, "We all want to see the world get better." Keynoter Dr. John Rutledge, Chair of a private equity investment firm and a consultant to numerous major international companies, here and abroad, was a chief architect of President Reagan's

economic plans in the '80s and is a familiar presence on Fox News, CNBC's Kudlow & Co, PBS' Wall Street Week with Fortune and CNN "In the Money." He is the author of two books and hundreds of articles.

Awards were presented by Dr. John Templeton, Jr. president of the John Templeton Foundation, founded by his father, former Ambassador John Templeton and the Hon. T. Kenneth Cribb, Jr., president of ISI. This year first, second and third place book awards went to, respectively, Dr. Tom Downey (Papers of Thomas Jefferson Project, Princeton University) Dr. Samuel Gregg (Acton Institute Pontifical Lateran University), and Dr. James Otteson, Honors Program, Yeshiva University). Article awards went to, respectively, Brian Smith (Graduate Department of Government, Georgetown University, Washington, D.C.), Gerson Moreno-Riano (Regent University, Virginia Beach, Virginia), and Surenda Arjoon (The University of the West Indies, St. Augustine, Trinidad).

The deadline for nominations for 2008 is May 31. Details on www.cultureofenterprise.org #



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FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT

First Semester College Checkup— How is Your Child Adjusting?

By GLENN S. HIRSCH, M.D.

The fall semester is well underway and I still remember vividly some of the issues that came up when my four older children began their first year at college. This phase in their lives meant new vistas for them and changes for us as parents.

Most young adults are able to make the transition to college life without major difficulties. Some, however, have to struggle to master the new challenges. Adjusting to an independent life, which entails managing their own schedules, their own finances, new living arrangements, and a new social life, can be overwhelming. Statistics tell the story. Recent surveys indicate that up to 50% of college students report that they have experienced episodes in which they have been unable to function. Some experience depression, with the rates of serious cases being as high as 15-20% at any one time. These are the students who may be more vulnerable for substance abuse, eating disorders, abusive relationships, and depression.

Here is some advice that we received as our oldest began her college career. Strike a healthy balance; encourage self-reliance but let your child know that you're there if needed. Students may not report feelings of depression or anxiety to parents because they wish to show their independence, but parents should ask their teens to be open about their experiences and agree to keep them posted if they are not functioning well.

Remember your child is dealing with a number of changes, but be sensitive to warning signs such as:

Sudden changes in behavior or mood. For example, fewer phone calls than usual or a sudden increase in phone calls, or other drastic change may indicate that he is experiencing some stress

that he is reluctant to share.

Change in the quality of the information shared. She may be involved in a relationship that is openly or subtly abusive.

Poor grades and dropped courses. He may not be distracted from concentrating or feel unable to meet academic requirements.

Unusual requests for money. Although expenses may exceed original estimates, the need for more money may signal that she's often going out or spending money on alcohol or drugs.

Remind your child that help is available if she's feeling stressed, overwhelmed, or anxious. Discuss the academic assistance or mental health resources that are available on campus.

College counseling center directors are concerned about increases in several areas: the number of entering students with already diagnosed problems, the number already on medications, and students with severe problems. This increased demand for services as well as the growing complexity of psychological problems has not been accompanied by a corresponding increase in resources. The ratio of college mental health professionals to students has fallen in the last decade, and over 24 percent of students who seek services are seen for only one session.

This monthly column provides educators, parents and families with important information about child and adolescent mental health issues. Please submit questions for ASK THE EXPERT to Glenn S. Hirsch, M.D., Medical Director at the NYU Child Study Center at glenn.hirsch@med.nyu.edu. To subscribe to the ASK THE EXPERT Newsletter or for more information about the NYU Child Study Center, visit www.AboutOurKids.org or call 212-263-6622.

Mayor's Office Kicks-Off Disability Mentoring Month

In honor of Disability Mentoring Day (DMD), a national program highlighting NOVEMBER as National Disability Employment Awareness Month and hosted by the American Association for People With Disabilities (AAPD), the New York City Mayor's Office for People with Disabilities (MOPD) will host a number of mentoring activities, demonstrations and a kick-off breakfast to be held at Tavern on the Green. This year's DMD will pair approximately 150 disabled student and job-seeker mentees with participating public and private organizations acting as mentors for a day-long job shadowing experience, which provides the mentees a professional environment to observe a typical workday, identify necessary skills to advance career development and learn about possible internships or employment prospects. Mentees will receive invaluable exposure in such areas as architecture, law, banking, building maintenance, social services, clerical and the arts, while their mentors will also provide them with guidance and positive leadership.

"People with disabilities are contributors to our City's civic, economic, and cultural life," said Matthew Sapolin, Commissioner of MOPD. "The Mayor's Office for People with Disabilities seeks to ensure that employers recognize that people with disabilities are an invaluable resource to the city's workforce. By bringing disabled students and job-seekers together with potential employers, we can strive for greater inclusion of this often overlooked population."

To kickoff DMD, MOPD is hosting a breakfast at Tavern on the Green, which will be attended by many of the participating mentors and mentees before the workday begins. The breakfast will be sponsored by disaboom.com, American International Group, Inc. (AIG), Enable America and AAPD. Keynote remarks will be delivered by

Terry Austin, Chief Diversity Officer of AIG.

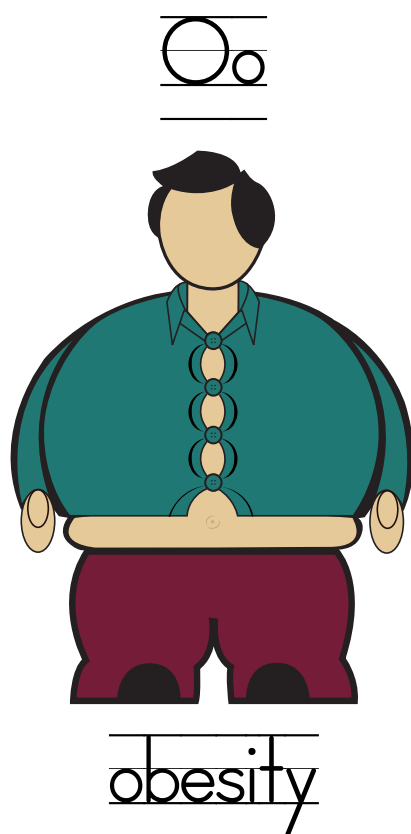
As an additional part of DMD activities, MOPD will kick off a new mentoring partnership with American Honda Motor Company, Inc. (Honda), Vantage Mobility International (VMI) and Accessible Vans and Mobility (AVM). MOPD will be accepting a donation by Honda of two (2) wheelchair-accessible Honda Odysseys, both of which having been retrofitted by the mobility conversion company VMI for official use by MOPD and the Mayor's Office of Veterans Affairs. In addition to the donation of the accessible vehicles, Honda, VMI and AVM will take part in a mentoring initiative aimed at exploring accessible/sustainable transportation solutions, and will develop a handicapped parking awareness campaign.

"These vans are an incredible gift and asset to the City of New York," said Commissioner Sapolin. "Through this donation, we will be able to make a significantly positive impact on people's lives."

"Giving people a hands-on experience with mobility technology is powerful education," said Doug Eaton, CEO of VMI. "Our mission is to give people a sense of the options available to help people with disabilities continue to live very mobile lives."

The mentoring initiatives will provide disabled New Yorkers who have an interest in automotive design/engineering, mechanics, marketing and public relations with an opportunity to work on a specific project aimed at future possibilities, consistent with PlaNYC 2030, for mitigating critical obstacles to accessible and sustainable transportation, an issue that the partners in this endeavor are committed to exploring. Participants will

continued to page 14



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DIGNITARIES CUT RIBBON AT MET'S NEW URIS CENTER FOR EDUCATION



Kent Lydecker, Assoc. Dir. for Education flanked by the daughters of the Uris Family, (L) Jane Bayard & (R) Linda Sanger

By SYBIL MAIMIN

The impressive \$75 million redesigned and rebuilt Ruth and Harold D. Uris Center for Education at The Metropolitan Museum of Art reflects a determination to give the decades-old teaching facility new importance and dignity. The limestone walls and floors, light-colored wood paneling, great natural and artificial light, and sense of spaciousness contribute to a warm and inviting experience. Citing the Center's role as gateway to the venerable institution above it and the importance of first impressions, museum director Philippe de Montebello said, "Now you know you're in a museum." In a joyous ceremony on NOVEMBER 25, Inaugural Day, dignitaries from city and state government, artists, donors, and museum educators cut a large ribbon and invited an enthusiastic public of adults and children to enter the facility and partake of its offerings. Schools Chancellor Joel I. Klein explained his department is "no longer insular" and sees partnerships as key elements in transforming the system. "The Metropolitan provides an educational opportunity every day to children from all over the city. . . . Some who have never been to a museum come here." New York State Lieutenant Governor David A. Patterson applaudingly noted, "This Center will ensure that the knowledge and beauty that lie in its confines will be shared by all. . . . The young people who come here will be making the art of the future." Popular singer and artist Tony Bennett reminisced that when he attended the High School of Industrial Art, "It was not easy for a student to gain entrance to the museum. . . . I had to go through a side door. . . . It's so different now." Clarisse Quirit, a student at the Bennett-sponsored Frank Sinatra School of the Arts in Queens, confessed, "Masters shown at the Met inspire us to do our best. . . . Art is our voice, the means to say what we feel."

It was a proud day for visionary de Montebello, who noted that the Uris Center "now renewed and reconfigured for the twenty-first century. . . . is the largest and best-equipped art education center in the world." Citing the army of volunteers and many generous donors ("The Uris name has been synonymous with The Met for a quarter century."), he maintained, "This could only happen in America" where "everyone is so engaged." The ultimate goal of The Met is "appreciation of the collection," and key to making that happen is Kent Lydecker, associate director for education. Lydecker explained The Met opened a Junior Museum in 1941 with space for youngsters and people trained to work with them, creating a model for museums around the country. Displays were built especially for instructing school children, although teaching in the galleries became the *sine qua non* for any education program. Film

and television were utilized early on and some form of audio guide gave access to expert commentary. By "teaching from the collection," art-making workshops emphasize that everything in the museum has been made by somebody; working with similar materials brings appreciation for the challenges faced by the masters. According to Lydecker, "The experience with the work of art is the thing from which everything flows." Lydecker is excited about technology in the Center and the ability to "make connections" here and around the world. Video-conferencing, equipment to document and archive presentations, WiFi access, multimedia abilities, and the museum's mega research tool, The Timeline of Art History (www.metmuseum.org/toah) make research, sharing, and connecting easy and pleasurable.

The newly configured Uris Center for Education includes a large meeting hall where groups can gather and learn about programs and the collections from multimedia presentations, a grand entry corridor with useful and attractive glass display windows, a well-equipped studio and classroom for art-making and related activities, a state-of-the-art study room where scholars, students, and the public can interact with curators and other experts, a lecture hall seating 125, a seminar room, the Nolen Library with a children's reading area, books and periodicals, study tables, and computers (WiFi). A Teacher Resource Center offers a variety of materials for educators including neatly packaged kits in eighteen individual subjects ranging from The Art of Ancient Egypt to 20th Century Art. Kits, which can be borrowed, include subject information, DVD's, slides, posters, and study guides.

The Met has long offered art education programs for people with disabilities. The new Center provides enhanced opportunities such as the Touch Collection, 130 original or high-quality reproductions of museum works such as ancient Greek statues or medieval armor, which can be touched and discussed in the art study room by blind or partially sighted individuals. Trained educators describe works to individuals or groups on Verbal Imaging Tours in the galleries. Assistive listening devices and sign language-interpreted tours are offered to visitors who are hard of hearing or deaf. Art workshops are available on site or off for developmentally disabled adults and children and their families.

Ken Lydecker muses that the new Center "was built on lots of hopes and dreams. . . . In the future, we will see how it plays out." He believes that reaching out to children brings connections with parents and the building of family relationships that last a lifetime. The entry to adulthood, or college age, is another formative moment. If connections are made at that time, they become permanent. #

THE 5 BROWNS BELT OUT TUNES FOR THE STUDENTS OF P.S. 102



By ALBERTO CEPEDA

Fresh off the release of their third album, *Browns In Blue*, the classical piano music quintet, The 5 Browns performed several songs from their albums in the auditorium of P.S. 102 in Spanish Harlem recently.

The 5 Browns consist of siblings Desirae, 28, Deondra, 26, Gregory, 24, Melody, 23 and Ryan, 21. Each of the five members of the group began their classical music training at age three when their mother Lisa Brown looked for constructive activities that her children could do.

Each child decided on the piano; their first foray came through the Suzuki repertoire, playing renditions of children's songs like "Twinkle, Twinkle, Little Star." They graduated onto more complicated pieces and each developed an extraordinary talent. Together they dominated local amateur talent competitions in their home states of Texas and Utah.

Looking for a new challenge and a way to nurture and augment their talent, the family moved to New York City so each child could attend the ultra prestigious performing arts conservatory, the Julliard School of Music. Initially the transition was not easy. Melody Brown explains, "In our small towns you get used to winning things and getting attention and you get to Julliard and there are so many talented kids. You just have to learn to focus on yourself and know 'As long as I'm getting better that's all I really care about.'"

The Browns faced other challenges throughout their musical career such as trying to maintain their personal and social lives despite the rigorous demands of their professional lives. But the group has persevered and managed to overcome these challenges on their way to a successful music career that has seen them sell out numerous concert halls from New York City to Japan,

have two number one albums on the Billboard Classical charts and seen them perform in television shows such as *The Tonight Show* with Jay Leno and *The View*.

It was appropriate that their performance took place in PS 102 since it is one of the seventeen public schools in New York City that is a partner school of Education Through Music, a not for profit organization committed to bringing a comprehensive music program and instruction to underprivileged children. The school was also celebrating "Gershwin Day" in honor of famed musician and composer George Gershwin.

The morning began with a group of students playing a rendition of the George Gershwin song "Let's Call the Whole Thing Off." From there the 5 Browns took the stage and played a piece from their new album, *Browns In Blue*, called "Home Blues From an American in Paris". After that they explained their inspiration for the piece and talked about their musical careers with the audience. They played a second piece for the students called "Rhapsody in Blue" from their second album, *No Boundaries*, and after that they took and answered several questions for the students.

It is this kind of interaction with students that motivates the Browns to continue their music careers despite their interest in other things Deondra Brown explains. "Although we could have done other things, I think our real passion lies in this and it is very rare you get to have a job that you're really, really passionate about. We've been very blessed to take what we love and bring it to people." Gregory Brown adds, "It's days like today when you come in to work and all these kids are smiling and learning a piece you played for them. You see that you're actually making a difference." #

Alberto Cepeda is a student at the City College of N.Y.

7 SCHOLARS AT CUNY NAMED DISTINGUISHED PROFESSORS

The City University of New York Board of Trustees has elevated seven world-renowned scholars in chemistry, anthropology, art, music, media criticism and the law to the rank of Distinguished Professor, Chancellor Matthew Goldstein announced recently.

The appointments were approved unanimously by the Board of Trustees.

"These outstanding professors bring extraordinary scholarship and a wealth of inspiring teaching experience to this great University," Chancellor Goldstein said of the latest recipients of the University's highest academic rank. Distinguished Professorships are reserved for faculty with records of exceptional performance by national and international standards of excellence in their profession, according to Executive Vice Chancellor Selma Botman, the University provost and chief academic officer. Successful candidates must demonstrate substantial evidence of outstanding performance, including significant quantities of high-quality work in areas of importance in their disciplines. In addition to superb scholarship, Distinguished Professors are expected to participate in appropriate teaching and service roles in their colleges, she said.

The ranking also functions as a tool to recruit new faculty or retain existing faculty whose appointments enrich the University, especially when candidates require special incentives to influence their decision to accept an offer or to remain with the University. These appointments are expected to contribute to CUNY's commitment to recruit and retain an excellent faculty representing a rich diversity of gender and ethnicity.

The seven Distinguished Professors are:

Brooklyn College, Music

Ursula Oppens: An award-winning virtuoso pianist with a national and international reputation in standard repertory and contemporary music, Oppens has been a soloist with many of the most important orchestras in the United States, including the New York Philharmonic and the Boston Symphony, and in Europe.

City College, Chemical Engineering

Sanjay Banerjee: A leader in the field of nuclear engineering, Banerjee has been a key contributor to the U.S. Nuclear Regulatory Commission's development of technology used for validating nuclear safety analysis computer models, and his work led to the development of current computer models used in reactor safety thermal-hydraulic analysis for licensing of Canadian nuclear power plants.

City College, Chemical Engineering

James Grotberg: A professor at the University of Michigan and director of its NASA Bioscience and Engineering Institute, Grotberg is one of the top bio-fluid mechanics researchers in the world. His research on the behavior of lungs in mammals has set the bar in the physiology community, and his work on high-frequency ventilation has led to breakthroughs in forced respiration techniques in anesthesiology.

The CUNY Graduate School of Journalism and Brooklyn College, English & Journalism

Eric Alterman: A respected media critic, Alterman has helped shape public opinion through his column "Liberal Media" in *The Nation* and as a Senior Fellow and "Think Again" columnist for the Center for American Progress. He is the author of several books: *When Presidents Lie: A History of Official Deception and its Consequences*, *Sound and Fury*; and *What Liberal Media? The Truth About Bias and the News*. Alterman teaches at the

CUNY Graduate School of Journalism.

The CUNY Graduate School and University Center, Anthropology

Leith Mullings: A presidential professor in the Ph.D. program in anthropology at the CUNY Graduate Center, Mullings is among the most pre-eminent scholars in the critical study of race, class, gender and health, with special reference to urban America. The executive board of the Society for Anthropology of North America called her the "the most influential scholar in the field of North American anthropology." Her highly praised book *Therapy, Ideology and Social Change: Mental Healing in Urban Ghana*, based on her fieldwork in Africa, is a landmark study of post-colonial West African society. *Cities of the United States*, which she edited, became a standard text in anthropology and urban studies departments at universities throughout the country and her work in this area won the Critical Anthropology of North America Achievement award. Among her awards and honors is the 1997 Lifetime Achievement Award from the Society of Anthropology of North America.

The CUNY School of Law,

Ruthann Robson: The first Distinguished Professor from the CUNY School of Law, Robson is a founder of lesbian legal theory, which weaves together concepts from traditional legal theory, postmodernism, feminist theory and queer theory, as well as her own experiences in the courtroom and classroom to describe the complexities of lesbian identity and the often detrimental ways in which legal scholarship and the law approach lesbianism.

Hunter College, Art

Emily Braun: Considered one of the world's foremost authorities on Italian modernism (Italian art between World Wars I and II), Braun is known for her research and writing on the connection between visual art and its political, historical and cultural implications. She helped organize the exhibition *Italian Art in the 20th Century* and was editor of the catalogue, which is considered the standard English-language survey text. She revitalized scholarship on Modigliani with her critically acclaimed work *The Faces of Modigliani: Identity Politics Under Fascism*.#

The City University of New York is the nation's largest urban public university. CUNY comprises 23 institutions: 11 senior colleges, six community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law at Queens College, the CUNY School of Professional Studies, and the Sophie Davis School of Biomedical Education. The University serves more than 226,000 degree-credit students and 230,000 adult, continuing and professional education students. College Now, the University's academic enrichment program for 32,500 high school students, is offered at CUNY campuses and more than 280 high schools throughout the five boroughs of the City of New York. The University has launched an online baccalaureate degree through the School of Professional Studies, and a new Teacher Academy offering free tuition for highly motivated mathematics and science majors who seek teaching careers in the city.

HOWARD GARDNER, NEW NYU JACOB JAVITS VISITING PROFESSOR



NYU President John Sexton



Professor Howard Gardner

By JOAN BAUM, Ph.D.

Before a packed auditorium and balcony in the expansive Skirball Center at NYU, Howard Gardner—the "Mick Jagger" of developmental and cognitive psychology, as he was more than once jokingly referred to, given the crowd—delivered the inaugural Jacob K. Javits lecture on his specialty: Multiple Intelligences. Dr. Gardner was recently named Jacob K. Javits Visiting Professor at NYU, a position he will hold for a year, during which time he will continue to refine his much-heralded—and still controversial—theory of cognitive development. Indeed, quipped Dr. Mary Brabeck, Dean of NYU's Steinhardt School of Culture, Education and Human Development, this "developmental" talk in the series was right up Dr. Gardner's professional alley (and hers).

Preceding the talk, NYU President John E. Sexton read a proclamation from Mayor Bloomberg, proclaiming October 30, 2007 Jacob K. Javits Lecture Day, in honor of the former US Senator and the foundation that bears his name and that of his wife, Marian B. Javits, who is an ardent supporter of the university. The speaker was then introduced by Marcelo M. Suarez-Orozco, Courtney Sale Ross University Professor of Globalization and Education, at the Steinhardt School, an expert in cultural psychology and psychological anthropology, and co-founder of the Harvard Immigration Projects. The audience included family, friends, distinguished NYU faculty members, the Board of Trustees and representatives of the political and diplomatic communities. Particularly impressive was the turnout of young people who may not have read all of Dr. Gardner's two dozen books and hundreds of articles but got a lively, organized, power point presentation of Dr. Gardner's basic ideas, interspersed with photographs. They also got an absorbing and entertaining, not to mention relaxed and humor-filled rumination, filled with personal asides and professional critiques. It's not everyday that an internationally known researcher opens an address with a picture of himself at the age of five. In fact, he referred to his talk as "autobiographical" and noted that many of the pictures shown in the slide presentation were of his own selection, many, significantly, emphasizing cultural diversity.

Dr. Gardner, the John H. and Elisabeth A. Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education, started working over 40 years ago on questions about "what was human about human beings,

how did they get that way and what might be done to make them—us—more so?" The inquiries soon led him, by way of controlled studies and direct observation of human beings from all over the world—"all kinds of children," including both gifted and brain injured subjects, all kinds of data—to his hypothesizing several intelligences, over one ("g" for general) and repudiating single or standardized testing. Out of the extensive research the theory of M.I. was born, positing basically eight types of intelligences—linguistic, logical/mathematical, musical, spatial, body/kinetic, interpersonal, intrapersonal and naturalist. As a scientific theory, Dr. Gardner stressed, M.I. makes only two claims: that human beings have all of these intelligences; and that no two people, even identical twins, have them the same. He also noted, with good humored criticism, that M.I. has been taken up by various advocates and practitioners who infer their own agendas and argue in the name of M.I. for particular schools, classrooms, groupings, styles, curricula. Not his recommendations, he says, though he does hope to see individualized instruction, joined to inexpensive technology, introduced into schools in such a way that students are given a variety of ways to learn, depending, of course, on teachers who know and appreciate different pedagogies. "Are there a half dozen ways to learn algebra? Great!"

The talk's title, "From Multiple Intelligences to Future Minds," was good evidence of Dr. Gardner's own style, a mix of rumination and reference and an invitation to watch a well-honed mind refine itself. He called attention to the prepositions—"from" and "to"—as constituting the "subtext" of his talk. And the phrase "Future Minds," he stated, did not refer to his eight intelligences minus three, but to goals: The Disciplined Mind, the Synthesizing Mind, The Creating Mind, The Respectful Mind and the Ethical Mind. Each of these will be necessary for the 21st century world that will increasingly involve more thinking out of the box, more working in teams, non-linear, systematic thinking, more problem solving and, most important, Good Work—work that is excellent in quality and socially responsible. He wants to "give away" these ideas by way of journalism curricula, toolkits for secondary schools and new graduate courses (he is already working on Good Work curricula and orientation programs at Colby College in Maine). Indefatigable, imaginative, persistent—Dr. Gardner provided a memorable start to an important new lecture series. More on his ideas can be found at: [#](http://www.howardgardner.com)

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Disability Mentoring

continued from page 11

also have the opportunity to enhance MOPD's Handicapped Parking Education Program by providing the expertise and mentoring to create a comprehensive campaign.

A number of disabled students and job seekers will be mentored by the sponsors of the "Ramp Up Your Awareness" campaign, which will be highlighted during DMD through a number of accessibility-based demonstrations throughout the City. Ramp Up Your Awareness is an educational and interactive event focusing on mobility technology and Disability Etiquette. The Ramp Up Your Awareness events will feature the Honda Odysseys, together with the VMI Northstar conversion, that will be displayed at Lincoln Center, City Hall Park and Central Park near Tavern on

the Green. Each location will also feature entertainment showcasing the unique abilities of several New York groups, including rap group 4-Wheel City and the New York United Spinal Jets. United Spinal and TiLite Wheelchairs, who serve as partners in Ramp Up Your Awareness, will also be on hand to educate participants on Disability Etiquette and other mobility products.

Year round, the Mayor's Office for People With Disabilities, under the leadership of Commissioner Matthew Sapolin, works hand-in-hand with other City agencies to ensure that the voice of the disabled community is represented and that City programs and policies address the needs of people with Disabilities. According to US Census figures, there are over 50 million people living with disabilities in the United States and only 29% work full time as compared with 79% of people without disabilities. #

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Innovative Leadership Program Finds Solutions to City's Problems

By GILLIAN GRANOFF

Recently, a group of bright ambitious young professionals, city officials, and representatives of the mayor's office were joined by prominent community leaders including Commissioner Jeanne B. Mullgrav, of the New York City Department of Youth and Community Development and Commissioner Guillermo Liners of the Mayor's Office of Immigrant Affairs, to celebrate the launch of the NYC Diversity Leadership Training Program.

The program is a joint partnership of the NYC Department of Youth and Community Development, American-Israel Friendship League, the Cornell University Extension School (represented by Director Donald J. Tobias), The Simon Wiesenthal Center's New York City Tolerance Center, and the New York City Department of Youth and Community Development. The goal of the project was to bring together 40 participants between the ages of 25 and 35 to participate in educational workshops that address a variety of challenges facing the city. The predecessor of this program was a series of projects, in 2005, which brought together Hispanics and Israelis, to deconstruct stereotypes and build bridges between the two communities.

The program's distinctiveness, Tobias explained, is its strategy to address urban issues through a "diverse lens. Once you embrace the idea of diversity...there's a natural rhythm that comes when you integrate the elements of service, of scholarship, of the finest minds" and venture out of traditional classrooms into communities.

Commissioners Mullgrav and Liners offered words of inspiration and motivation to the candidates, selected by a very competitive process and representing a broad spectrum of ethnic backgrounds and professions. From careers in international relations, entrepreneurs, to founders of non-for profit agencies dedicated to improving the lives of women and youth at risk, to employees of the United Nations, each brings crucial leadership skills to the table. The participants include natives of Zimbabwe, Morocco, the Philippines, the Dominican Republic, Germany, Korea, and Israel.

Commissioner Liners encouraged the participants to "think globally and act locally" as they learn about each other and develop sustainable projects to improve the city they share.

Sandy Weill, one of the program's founders, describes the program as providing a platform for fostering mutual cooperation tolerance and understanding.

Over the course of six months the participants will take part in workshops designed to educate them and promote dialogue. The topics of the sessions cover a wide range of issues and skills that include immigration, public education diversity, project development, personal communication, economic development and public relations diversity, project development, personal communication, economic development and public relations. The sessions will be lead by noted political, corporate and academic leaders who will take part in the workshops in historically and politically significant locations throughout the city. The roster of illustrious speakers includes Chancellor Joel Klein, Peter Lobo of the NYC Department of City Planning, Bridget Reagan the director of the Simon Wiesenthal Center's New York Tolerance Center, and Albert Ruiz of the Daily News. If the range of résumés of the applicants are a reflection of success, the project is already well on its way to meeting these goals.

Sanae Elhitmi, one of the candidates, a native of Morocco, works as a research assistant to the Assistant Secretary to the UN Security Council on Political Affairs. After graduating from Baruch College with a degree in Finance, Sanae found herself dissatisfied with the idea of taking the safe path to success with a degree in business. Instead, she chose to pursue her passion for international and political affairs in a Masters Program in International Relations which then led her to the United Nations in a career documenting correspondence and debriefing notes for Asia, Europe, the Middle East and the Balkans. Sanae's own experience coming to the United States from Morocco at the age of 18 gave her an appreciation for the richness and diversity of New York City and shaped her belief that every human is a "world citizen." Her hope is to use diversity as a point of departure "to leverage the similarities between communities rather than the differences." One of her ambitions is to build a bridge between Muslim and Jewish communities, Arabs and Israelis. "My belief and hope is that through this program, we can capitalize on these similarities using media including the arts, comedy, and music."

Despite her idealism she is realistic about the challenges of promoting tolerance. Her philosophy, she says, can be echoed by the words of Shirim Ebadi of Iran: "What is important is that one utilizes one's intellect and to never be one hundred percent sure about one's convictions; always leave room for doubt."

For more information or to apply to this program contact Kym Pitlor at kpitlor@nycpl.org.

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The Big Apple Circus Turns 30



Fumagalli (top) with his brother-in-hilarity Daris



Grandma the Clown (Barry Lubin)

By LYDIA WINKLER

The big blue tent is up in bloom in the middle of Lincoln Center. It means the annual Big Apple Circus has arrived. It's back and better than ever celebrating its thirtieth anniversary. Running through January 13th it definitely is a show that can be enjoyed by people of all ages.

Artistic and creative directors Paul Binder and Michael Christensen have compiled an unforgettable show including the infamous Barry Lubin as "Grandma" the iconic clown filled with laughter and Irina Markova with her talented cats and dogs. "Grandma," my personal favorite, has been a member of the Big Apple Circus since 1982. His captivating performance as a cross dresser with a pocketbook full of tricks can make the most serious person burst into laughter. Barry Lubin is Mary Poppins meets Nathan Lane in his hilarious persona as "Grandma."

This circus is one big family...literally. Natalino Huesca "Fumagalli" known as one of the world's best comedians is the younger brother of Daris Huesca, an accomplished acrobat. Let's not forget Giovanni and Nikilai Huesca, the talented sons of Natalino, who have one of the most entertaining

acts in the circus foot juggling. All Huesca men bring different humor and talent to ring and add different flavor to each act.

Juggling is more than a skill, it's an art. Kris Kremo has certainly mastered it. His ability to juggle top hats, bowling pins, boxes, and balls with speed make it look like an optical illusion.

In terms of costumes, The Big Apple definitely deserves high marks, with people painted gold from head to toe or dogs in outfits made for royalty. The unforgettable hairstyle of Fumagalli with his three mohawks gelled toward the tip of the tent still sticks out in my mind.

This circus is one of a kind in the sense that it doesn't leave anyone out. The constant flow of audience participation between acts prevents any dull moments. "Grandma" makes fun of, sits on, and even throws popcorn on the audience, all in good fun, of course. This circus is an artistic experience. The Big Apple Circus brings talent and laughs to New York City and should be on every "To See" list.#

Lydia Winkler is a student at Summit High School in New Jersey.

FROM THE SUPERINTENDENT'S SEAT

You've Got To Have Friends?

By DR. CAROLE G. HANKIN
With RANDI T. SACHS



When our children go off to school, two of our biggest concerns are how they will perform academically and how they will do socially. Academic success is fairly easy to assess. From the very start we know if they are learning to read, to solve problems, and are able to keep up with the work they are given by their teachers. Social success is much harder to define and even harder for a parent to impact.

Making friends is a social skill that is greatly admired and encouraged by parents and teachers alike. It's wonderful to watch your child run off on a playground as part of a group of children who are delighting in some game they've made up and in one another's company.

But what, if anything, should a parent do if instead, they see their child sitting alone on a bench with a book while the other kids appear to be having so much fun together? Before you panic, try to determine how he or she is feeling. Is he engrossed in the book? If so, you may have to accept that he is choosing to do what he likes.

Sometimes parents need to take a step back and assess the situation before trying to change things. Talk to your child's teacher and ask how he or she is getting along with classmates during school. Talk to your child and find out if he or she wants to play with the group or prefers to pick his or her own activity. The reality is that not all children enjoy the same things or feel comfortable with everyone they happen to be placed in a group with. Your child may be one of those who walk to a different beat, and as difficult as it may be for you, the best thing may be to let him choose his own path.

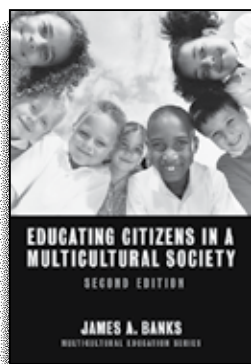
We've talked often in this column about the importance of encouraging your children to find their own personal interests and to pursue it with passion. It's pretty simple to know what to do if your children show a talent in music, or art, or sports. You're there cheering them on every step of the way. It's harder to cheer on the children who clearly don't fit the norm and stand out as different from their peers. But it's crucial that your children know that you love and accept them even if they're not the most sought-after playmates in the class.

Childhood is very short. Ask any parent with grown children and they'll agree that it went by in a flash. Look around at all your own co-workers, friends, and family. Look at successful public figures. Do they all conform to the same pattern, share the same interests, and get along with whoever happens to be in the room? Of course not. I have three children, and each one was a different parenting experience. They all had very different interests, talents, strengths, and weaknesses.

Parents need to help their children have the best childhood they can. That may require the flexibility to accept and applaud individuality.#

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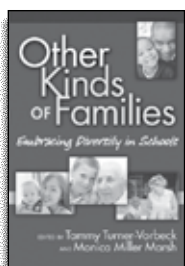
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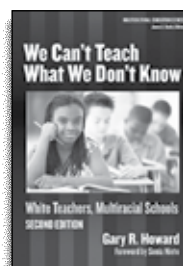
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BANK STREET COLLEGE OF EDUCATION

Leadership in Museum Ed Program Keeps Pace with Changing Times

By ELISABETH JAKAB

Bank Street's leadership in museum education program is designed for individuals already working in museums or cultural organizations. The students call it an "MBA for museum educators." The program prepares them for leadership roles or to assume more responsibility in the leadership roles they already play.

"There is an increasing need for our program because museums, and the role of museum education within them, have changed enormously over the past twenty years, and continue to do so," says Leslie Bedford, the Program Director. Museum education is no longer simply a variation on, or a challenge to, school based teaching and learning, but a separate field with a growing professional literature and research agenda. Concurrently, the museum educational leader has evolved from being a master teacher to occupying a position at the center of the museum's mission and strategic agenda.

Bank Street's program has evolved as well. Some changes had already been instituted under the leadership of Rima Shore, Director of Bank Street's Adelaide Weismann Center for Innovative

Leadership. "We changed the 'Exhibition

Development' course from focusing entirely on the educational aspects of exhibition design to understanding the role of exhibitions in furthering a museum's overall mission," Bedford says.

"We also decided to take a hard look at our current course of study to see how well we were meeting the needs of today's museums and educational leaders," she continues. "In June 2006, we convened an all-day formal Program Review with twelve distinguished experts (five were alumnae) to determine further changes we needed to make in our curriculum. The session was an eye-opener!"

The Program Review experts agreed that "education" was too narrow a term for what Museum Leadership graduates do. As "master strategists," they are responsible for articulating and implementing change both internally and externally. An important area is "civic engagement," the term for the field's increasing focus on attracting a wider and more diverse audience, especially from communities whose members may not regularly visit museums. "This more outward-directed vision requires a sophisticated set of skills in advocacy,

collaboration and conflict resolution, communication, politics, and management," says Bedford.

Besides thinking and working strategically, these educators must also be aware of the public's interest in the customized programming that new technologies can provide. As alumna Shari Werb, Director of Institutional Outreach at the U.S. Memorial Holocaust Museum in Washington D.C., remarks, "Museum education now also happens on websites and podcasts; audiences are both virtual and onsite. The potential for new audiences is huge and challenging."

The Program Review experts also encouraged Bedford and three of her senior faculty advisors to embrace a more diverse set of theoretical frameworks. Human development and learning theory should be just one of the perspectives given students. Anthropology, communications theory, aesthetic education (as articulated by Lincoln Center Institute), the growing field of "imaginative education" (which highlights stages in the development of the imagination's contribution to learning), and even social work and community development—all offer insights to enrich students' understanding of the place of the

museum in contemporary society and the meaning of their own work as educators.

Classes are held on weekends from September through May, with one full week of classes in June. This two-year Program attracts an increasingly accomplished and outstanding group of professionals from all over the country. Recently, students from California (six), Florida (three), Georgia (three), as well as individuals from Denver, Chicago, and Nashville have joined those from cities along the East Coast, including New York, Philadelphia, Boston, Baltimore, and Washington. With the support of New York Community Trust, the program has been able to build on Bank Street's tradition of welcoming diverse candidates—in the past four years, it has attracted between twenty-five and forty percent of students of color in each two-year class.

"Our students comprise a fabulous and inspiring group," says Bedford. "They embody my vision for this program: to provide leadership training for educators, who are the people most likely to understand the potential of cultural organizations for serving our communities. We want to excel at helping them do so."#

OUTSTANDING ALUMNI AWARDS AT TEACHERS COLLEGE



President Susan Fuhrman, center, flanked by the awardees

Recently, Teachers College honored five alumni with awards for service to education. The Early Career Award was given to Sharon Ryan (Ed.D., Early Childhood Education, 1998), a faculty member at Rutgers Graduate School of Education, and to Michael Lowry (M.A., Educational Administration, 2005), a science teacher at the McCallie School in Chattanooga, Tennessee. The Distinguished Alumni Award was given to folk singer and feminist sex educator Leah Schaefer (Ed.D., Family and Community Education, 1964); Fordham University professor and trauma-therapy specialist Anie Kalayjian (Ed.D., Nursing Education, 1986); and Susan Fuhrman (Ph.D., Political Science and Education, 1977), President of Teachers College.

Ryan was a classroom teacher in Australia before moving to the U.S. and attending TC. After graduation, began working at Rutgers, investigating preschool restructuring in poor districts. She has taken the lead in creating new standards for early childhood teacher certification and studying other key variables of early childhood education reform.

Lowry, a graduate of TC's Klingenstein Leadership Academy, gives students at The McCallie School a hands-on grounding in education, letting them determine the scope of their own projects and presentations and with selecting the texts and videos from which they will learn. Lowry has won grants and other support from the National Endowment for the Humanities, the National Science Foundation, the Woodrow Wilson National Fellowship Foundation and the Fulbright Association. He has also been honored with the Presidential Award for Excellence in Science Teaching and National Board Certification in science.

Before coming to TC, Schaefer was a jazz and folk singer who recorded with the

Wayfarers, the Barries and as a solo artist. She achieved a different sort of fame when she adapted her TC dissertation into a book titled *Women and Sex* (Pantheon Books, 1973). A compendium of some 30 firsthand stories that anticipated the women's movement by several years, it was one of the very first books that enabled the public to hear the voices of women discussing their sexuality. Schaefer also was a founding member of the Society for the Scientific Study of Sex, among the first national organizations dedicated to sex education and research, and later served as its president. Schaefer also did pioneering research on transsexualism, and her ideas became the basis for Holistic Psychotherapy, the treatment approach encouraging gender dysphoric people to focus on the self in its entirety, rather than simply on the gender aspects of their lives.

Kalayjian, an expert on the psychological impact of trauma, has treated and studied survivors of manmade disasters—the Gulf War, the war in Vietnam, the Holocaust, the Armenian genocide, the World Trade Center attacks—as well as survivors of natural disasters. She wrote about these experiences in the landmark publication *Management Disaster and Mass Trauma: Global Perspectives in Post-Disaster Mental Health* (Vista Publishing, 1995)—a practical guide for others in her field. Kalayjian has taught at Fordham, Columbia, Pace, Hunter College and other institutions.

Throughout her career, Susan Fuhrman, new President of Teachers College has developed a reputation as an education leader and scholar who acts upon the basis of evidence rather than ideology. As an education scholar at Rutgers in

the 1980s, she helped form the Consortium for Policy Research in Education—the nation's first federally funded education policy center. Fuhrman then served as Dean of the Graduate School of Education at the University of Pennsylvania, leading an effort to bring the university into partnership with neighboring low-

income communities in West Philadelphia. As the tenth president of Teachers College—and the first woman to lead the nation's premiere school of education—she is working to replicate those efforts on a broader scale in New York City and more generally to position the institution as an education partner to the world.#



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General Barry McCaffrey Speaks at Ogden Lecture at Brown University



Peg Ogden, Gen. McCaffrey & President Ruth Simmons

By POLA ROSEN, Ed.D.

Hosted by Peg Ogden, Pembroke Class of '53, the Ogden Lecture at Brown University, named in memory of her brother Stephen Ogden, featured General Barry McCaffrey (Ret.) who quipped that the best introduction he'd ever had was when his son named him as a teacher of "lawn maintenance."

The general quickly turned to serious matters, underscoring that terrorists funded by criminal organizations are menacing the US and have morphed our nation into one whose primary goal is to protect the Bill of Rights. "Never before has there been such global animosity to US foreign policy" averred the General. "Baghdad is the most dangerous city in the world," he continued. Sunnis comprise 20 percent of the population

and are holding and torturing 80 percent of the population. It is important to remember that the Iraq war is primarily a civil war and the terror in European cities is overstated.

Firmly and emphatically, the General stated his support of the Iraq war, "then and now." When asked about the ROTC recruiting on college campuses, he said, "I want ROTC on every campus; I want military and education leaders to talk to each other. I feel it's an honor to serve your country in uniform."

President Ruth Simmons and Provost David I. Kertzer paid homage to the General as well as to Peg Ogden and the Lecture Series, which now exceeds seventy-five. A grand dinner party followed in the provost's home with members of the board of trustees, academics and administrators.#

Bergen County Academies in NJ Named Star Innovator

Bergen Academies, under the leadership of Principal and Director, Daniel Jaye was recently named Star Innovator (the only school in the country) as well as a School of Distinction as the most innovative program in mathematics (also the only one in the country for the high school level).

A community celebration will be held on December 5th at 3:00 pm to be followed by the official opening

of the Nano-tech center complete with an electron microscope. Mr. Jaye said, "We are energized and excited. We continue to strive to create the most innovative opportunities for our students. My vision for the next project following the nano-center is a Center for Enterprise and Entrepreneurship that will be the home of our Virtual Trading Floor. Yes, there are exciting times ahead at the Academies."#

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SCHOOL OF VISUAL ARTS PLANS FOR THE FUTURE

By SYBIL MAIMIN

As executive vice president of the School of Visual Arts (SVA), Anthony Rhodes, son of the college's legendary founder, the late Silas H. Rhodes, is committed to furthering his father's vision of "education as the primary means to improve people's lives." Fortuitously, the school is at the center of particularly timely, or "hot," areas in our culture, and trains students in such disciplines as film and video, animation, cartooning, graphic design, computer art, and photography. Currently, the job market is very good in these fields. Rhodes is in charge of the college's administrative departments including admissions, financial aid, external relations, and the Visual Arts Press, is creative director of the school's award-winning Web site, and oversees the widely recognized, ground-breaking subway ad campaigns. His father ("Pops") "was never an easy man to please," he reports. "There was fuzziness about him, but when he said no, there was a reason." The son is often mindful of Pops' high standards and the advice, "If you do something well, you will be rewarded afterwards." In admissions, the school has met its enrollment targets—3300 undergraduates and 450 graduate students—three years early. "SVA will continue to grow its graduate programs as well as own the land it sits on, moving from leasing to ownership in the future," an important goal, explains Rhodes. Distance learning is being considered and additional academic concentrations are being planned. Rhodes is particularly excited about the new MFA program in Criticism and Writing. He notes there are very few writers on the history of design. Steven Heller, an expert with over 100 books in the field drew up the SVA program. Reflecting the founder's vision, typically, 30 percent of a student's program comprises courses in humanities and liberal arts taken alongside studio art courses. Foreign students are actively recruited and currently make

up 14 percent of the student body. Rhodes explains the college does very little advertising to attract students from abroad, preferring personal visits to prospective feeder countries. "There are college fairs throughout the world," he explains. He visited China in 2000 and SVA representatives actively recruit and get the school's name out in many parts of the world. Last year, a poster show in Taiwan helped hook SVA into the local professional arts community. Super Phat, a recent New York exhibit of art by Japanese alumni, hosted a large crowd including graduates who flew in from Japan.

The Visual Arts Press designs and produces all print matter for the college ranging from catalogues to invitations for art openings. Rhodes explains, "Because we're an art school, we have to present a better catalogue, better than liberal arts schools, and better than our peers." The catalogues are very exciting. The subway posters, originally used as recruitment tools and illustrations of the potential of design, are now odes to the importance of art in people's lives. They hang on walls of subway stations for about one month and appear three times a year. SVA is unique, says Rhodes, because it is a private institution and not committee-driven. Its structure keeps it nimble and able to make decisions quickly. "The cornerstone of this place is our part-time professional faculty," he points out. "Some people don't realize how important that is until they get here or leave here. Students get the most current knowledge of the time."

Rhodes, who is not trained in art, cites his high school instructors and Ed McCabe, an advertising copywriter who now works for the school, for inspiring him and teaching him a great deal of what he knows. His great passion, he confesses, is cooking and when not at SVA, he is in the kitchen preparing food for weekend guests. #



Roderick Angle

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New Actors & New Writers Bring Words to Life for Students

By LISA K. WINKLER

Arriving at the 22nd floor of an industrial building off 8th Ave, a few blocks up from Penn Station, you wouldn't expect to find a 50-seat black box theater. A class of male high school students, about to attend a performance, was also surprised.

Currently offering nine titles, the American Place Theatre's "Literature to Life" program presents an actor playing multiple roles, and delivers verbatim adaptations of the writers' works. It doesn't matter if students have read the book. "We cheer anything," executive director, David Kener told *Education Update* at the theater. "Students can say, 'I've read part of it, I've read none of it, I've never heard of it or it's my favorite book of all time. We take great writing, combine it with great acting, and bring the words to life.'"

Formerly based on 46th street and devoted to discovering new writers and nurturing new actors, the theater now focuses on "Literature to Life", which Kener calls a literacy program. Audiences range from middle school students through college. Presentations include pre- and post performance discussions between students and actors. The company provides study guides, staff development, and artist-in-residence opportunities. Most recently, the theater sponsored a showcase of its current titles in early October at the Museum of the City of New York. Among those included were Richard Wright's *Black Boy*, Jeannette Wall's *The Glass Castle*, Sandra Cisneros' *The House on Mango Street*, Kaled Hosseini's *The Kite Runner*, and Tim O'Brien's *The Things They Carried*.

Kener grew up in Brooklyn, attended a Jewish day school, and intended to major in orthotics and prosthetics, or limbs and braces, he said, because his parents, Holocaust survivors, expected him to enter a "respectable profession." He discovered acting as a New York University undergraduate. Though successful in theater, television, and films, Kener realized "it was all about me. I'd done it and so what?" He met Wynn Handman, the theater's co-founder and artistic director, acted in one of the plays—a series of vignettes about immigration, became education director, and assumed his current role in 2001.

Through partnerships with arts organizations, "Literature to Life" has performed at Washington D.C.'s Kennedy Center and schools and universities nationwide. A collaboration with the New York Historical Society last year tied exhibits on slavery, with a theatrical production based on Harriet Ann Jacobs' *Incidents in the Life of a Slave Girl*, and a contemporary art show. For Kener, this is the ideal approach to education. "We need to get people to think expansively about everything," he said, noting that these experiences tend to motivate students to read.

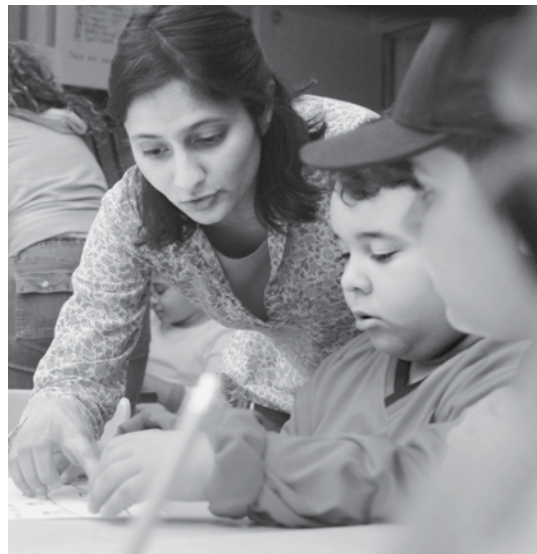
In selecting texts to adapt for "Literature to Life" performances, Kener looks for "active language, great characters and stories that need to be told, that take you on a journey." Every year, the theater honors an author of a novel being performed. Frank McCourt's *Teacher Man*, will receive the 2008 award. Kener's eyeing *Life of Pi* and *Fahrenheit 451* for future performances.

For information about "Literature to Life", go to www.literaturetolife.org #

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FOR PARENTS, EDUCATORS & STUDENTS

• 20

Modern Surgery—Minimally Invasive and Maximally Restorative



Dr. Fabrizio Michelassi, the Lewis Atterbury Stimson Professor and Chairman of the Department of Surgery at Weill Cornell Medical College and Chief-of-Surgery at NewYork-Presbyterian Hospital/Weill Cornell Medical Center, is a pioneer in the development of a bowel-saving strictureplasty procedure for the treatment of Crohn's disease.

New, state-of-the-art technological advances have redefined surgery in the 21st century, and a new surgical paradigm has evolved. The three basic tenets of modern day surgery are minimally invasive, organ sparing and maximally restoring. According to Fabrizio Michelassi, M.D., Chairman of Surgery and the Lewis Atterbury Stimson Professor of Surgery at Weill Cornell Medical College and Surgeon-in-Chief at NewYork-Presbyterian Hospital-Weill Cornell Medical Center, "Modern surgery is minimally invasive, and that speaks to the approach, but has also become more organ-saving and maximally restoring. Thirty years ago, a patient with a tumor of the leg would undergo an amputation. Today, with minimally invasive and maximally saving procedures, the leg is preserved. There has been an evolution of surgery approaches from just removing to curing without destroying."

A very high percentage of the gastrointestinal surgeries done at the New-York Presbyterian Hospital are performed using minimally invasive techniques, a trend which distinguishes Weill Cornell's gastrointestinal surgery program from most other institutions nationwide. "The reason the majority of colorectal surgeries performed at Weill Cornell are done using minimally invasive techniques can be attributed to the leadership of Dr. Jeffrey Milsom, who is internationally recognized as one of the pioneers in developing laparoscopic procedures for colorectal procedures in the early 90s," said Dr. Michelassi. "Dr. Milsom, who is chief of colorectal surgery, and his team, Dr. Toyooki Sonoda, Dr. Sang Lee and Dr. Sharon Stein, all have incredible expertise and experience in minimally invasive approaches to a wide range of colorectal procedures, including colorectal cancer."

Dr. Michelassi stressed the patient advantages of such surgeries—a shorter hospital stay, less pain, and a faster total recovery time. "I've been impressed by seeing patients when they come back to my office in the post-operative period, that 2 weeks after surgery, they feel like they are ready to go back to work. So it is evident that recovery is enhanced by the minimally invasive approach, but it's also important to stress that we want to do surgery not only in a minimally invasive way, but also in a maximally restorative way."

Over the past two decades, Dr. Michelassi

has made a series of significant breakthroughs in the fields of inflammatory bowel disease and cancer by challenging assumptions about traditional surgical techniques. A procedure Dr. Michelassi devised for patients with advanced Crohn's disease, the side-to-side strictureplasty, is one example of a maximally restoring surgery. Dr. Michelassi described the differences from the traditional approach. "When you have a Crohn's patient with many strictures in the small bowel, historically surgeons have removed the entire segment of intestine with the strictures. As a visual example, let's say you have a series of sausages—surgeons remove all the sausages and put together the two remaining ends. Now, in Crohn's disease, the stricture is problematic, but in between the strictures, the intestine is just fine and works quite effectively. Surgeons have traditionally been removing strictures, but also very well-functioning intestine in between, so the side-to-side was the answer to the need of preserving viable, working intestine."

This advance has helped Crohn's patients, who often undergo many surgeries, to avoid short gut syndrome, where the intestine is no longer able to absorb nutrients. Side-to-side strictureplasty is both a bowel-saving and a maximally restoring procedure for the patient. Said Dr. Michelassi, "We don't have to resect anything, we don't have to remove any healthy sections of intestine. We just palliate the strictures points." In addition to preserving more functional tissue, an exciting finding is that side-to-side strictureplasty seems to reverse the progression of Crohn's disease. "Crohn's disease is a chronic inflammation. In the course of examining patients who have had the procedure, I've discovered that at the site of the strictures, Crohn's disease quiets down. We are currently conducting research to prove that side-to-side strictureplasty can restore function to the intestine, which would be a major advance in the surgical treatment of Crohn's," said Dr. Michelassi.

Dr. Michelassi has recently published a study describing the international experience with side-to-side strictureplasty in six different medical centers worldwide. "For a procedure to be widely accepted," he said, "it needs to be reproducible, among other things. This year we published a paper demonstrating that other surgeons in

other centers were able to achieve the same good short- and long-term results that I had achieved. By now, this procedure is for consumption—over 700 have already been performed. Any surgeon who deals with patients with Crohn's disease should be adept at this procedure because you never know when you need to use it."

Technological advances play an important role in modern surgery. Dr. Michelassi commented on how quickly and dramatically things have changed and continue to change. "When laparoscopic colon surgery started 15 years ago or so, it was like operating in the abdomen with chopsticks through a keyhole—not particularly easy. Since then many different instruments have been devised, and many more will come in the near future, allowing safer and easier procedures. For example, in the past, if a surgeon needed to obliterate a vessel before cutting it, you had to tie it in a conventional way. Today, new energy sources enable us to obliterate these vessels just by applying the tips of a forceps around it, cutting in a much safer and more expeditious way. Many innovative instruments are designed to be more ergonomic, so that it's easier to perform surgery. Other advances, such as robotics, are an extension of that. It's a new surgical platform, allowing a higher degree of freedom, safety, and precision."

Surgery in the 21st century requires a complete picture of all relevant patient information, which is key in decision-making. At NewYork Presbyterian Hospital-Weill Cornell Medical Center, the new, "smart" operating rooms equipped with a "Wall of Knowledge," give surgeons instant access to an unprecedented amount of vital information on the patient and the procedure. The surgical suites feature state-of-the-art technologies, including an array of flat-panel screens that display up-to-the-second information, vital signs, lab results, medical records, and even a real time view through the pathologist's microscope.

"Some surgical advances are evolutionary, some are revolutionary," noted Dr. Michelassi, "but the trend is for safer surgery. When the first thyroidectomy was done in the late 1800s there was a 40 percent mortality rate. Now, after a thyroidectomy, you go home the same day and mortalities are very, very rare and due to reasons other than the surgery. It has taken 100 years to get to this point, but in an evolutionary fashion,

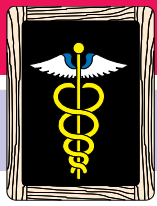
surgery has become much easier, much safer. In my opinion, the new laparoscopic techniques, the Wall of Knowledge, and the robotics all add up to a better surgical paradigm."

The future trend of minimally invasive surgery will shortly include no incisions at all, and through the use of natural body openings, will result in scarless, painless surgery. Dr. Michelassi offered a glimpse into this possible new wave of the future. "NOTES means Natural Orifice Trans-Endoscopic Surgery, which is done using natural orifices, such as the mouth or rectum, to gain access inside the abdomen. For instance, let's say you need to remove a gallbladder. Currently, we remove the organ through small incisions through the abdomen. Why not put a scope through the mouth, go down into the stomach, and make an opening in the wall of the stomach to arrive at the gall bladder and remove it through the mouth? We are at the very beginning of this revolution," he explained.

NewYork- Presbyterian surgeons are the recognized pioneers of NOTES, having performed the first procedure in North America. Later this year, the Hospital will be holding an international conference on NOTES for physicians, to address the newest developments and to train surgeons in the NOTES techniques.

"Besides the cosmetic advantages of avoiding incisions—no scar—a big patient benefit could be decreased postoperative pain, and a faster return of intestinal function and resumption of normal life. It would mean much shorter hospital stays and a much quicker, painless recovery time," Dr. Michelassi said. "In order to perform NOTES surgery we need to devise a more advanced platform of instrumentation that at this point does not yet exist. Industry and surgeons together are involved in the development of a new generation of instruments designed for NOTES surgery. At our Hospital and some other centers around the world, NOTES surgery is already being performed, proving that it is feasible. However, much more needs to be conducted in controlled studies, proving it is advantageous and not associated with morbidity or mortality. In the next three to five years, all this work will be done and it will likely result, yet again, in another major advantage for the patient."

MEDICAL UPDATE



New York City • NOVEMBER 2007
FOR PARENTS, EDUCATORS & STUDENTS

• 21

Weill Cornell Medical Center Spotlights Chronic Pulmonary Disease

By LIZA YOUNG

New York- Presbyterian Hospital/Weill Cornell Medical Center in collaboration with the National Heart Lung & Blood Institute (NHLBI) and NYC Department of Health and Mental Hygiene recently held a conference to raise awareness and understanding about what few know as the fourth leading cause of death in the US, Chronic Obstructive Pulmonary Disease (COPD), which is characterized by chronic cough, shortness of breath, and excessive sputum.

With numbers of cases rising, this debilitating and under diagnosed condition is expected, as indicated by Dr. Patricia Cassano, associate professor of nutritional epidemiology at Cornell University, to surpass stroke and become the third leading cause of death by the year 2010, preceded only by heart disease and cancer.

At the recent conference, panelist Dr. James Kiley, Director of the Lung Diseases Division at NHLBI, elaborated on the nature of COPD and the overarching goal of the "Learn More, Breathe Better" COPD awareness campaign, which is to enlighten health care providers, patients and the general public on the latest COPD research and the vital role of early detection. Dr. Kiley underscored the role of primary care physicians as "gatekeepers" who can increase patient knowledge of COPD.



(L-R) Dr. Ronald Crystal
& Dean Antonio Gotto

"The strategic approach to this effort is to make sure that every person in this country understands what COPD stands for," Dr. Kiley stated. Partnerships with private and public organizations have been formed to achieve this goal, with active use of media outlets. Ann Koppel, wife of journalist Ted Koppel, and recently diagnosed with COPD, has become an active participant in the campaign.

Dr. Cassano expanded on the discussion of COPD, highlighting the epidemiology of the disease. In addition to an expected rising death toll, Dr. Cassano stated that "mortality is the tip of the

iceberg. It doesn't tell the whole story behind the numbers." That is, the quality of life for people living with this disease, especially in advanced stages, is quite low.

With patients learning to adjust to initial symptoms of COPD, diagnosis is not often given until advanced stages are reached. COPD thus remains under diagnosed with 12 million currently having the diagnosis, while according to a national survey, using breathing tests, 24 million actually have the disease.

The major cause of COPD is cigarette smoking, accounting for 85 percent of cases. Only 15-20 percent of smokers develop COPD, which has to do with the dominating presence of other major diagnoses, such as cancer and heart disease.

In the 10-15 percent of cases unrelated to smoking, approximately 30 percent are based on occupational exposure. In developing countries, where biomass fuel is used for cooking and heating, indoor pollution remains a contributor to COPD.

Outdoor air pollution poses a threat, especially for those suffering from heart and lung disease. Air pollution as a direct contributor to COPD is currently under investigation.

The death rate in women from COPD has been rising, and in 2000, the rate surpassed that for men; the assumption is based on an increase in women's smoking rates beginning in the 1960s. Research has also demonstrated that women suffer more damage, but upon cessation, have greater recovery.

Diet is currently being explored as an avenue of treatment through antioxidants. Cigarettes, which are oxidants, cause damage to lung tissue while anti-oxidants—whose sources include fruits such as blueberries and apples, and green leafy vegetables—can block damage of lung tissue. Dr. Cassano is currently working on a randomized clinical trial to determine the role of selenium and vitamin E in combination and separately in prevention of COPD.

Dr. Ronald Crystal, Chairman of Genetic Medicine and Chief of Pulmonary/Critical Care Medicine at NY- Presbyterian/Weill Cornell, focusing on the genetic background of COPD, reiterated that only 15-20 percent of smokers develop COPD; he hypothesizes a strong genetic component with reference to susceptibility to environmental stressors. While there are direct genetic causes of COPD, such as alpha-1 antitrypsin deficiency—a rare cause of COPD now treated by genetic therapy developed by Dr. Crystal—"for 99 percent of individuals with COPD the genetic basis is multi-genic." Using a fibro-optic bronchoscope, the epithelium of airways can be sampled to determine the genetic component of the disease, which genes are being activated and which may be defending against disease. This technique allows for early detection of who's susceptible to COPD, and subsequent administration of therapies such as the use of antioxidants. This method, however, is still in a preliminary state of use; the current general standard for detection is spirometry, a test to assess lung function by evaluating inspiration and expiration volumes. #

November is COPD awareness month. For more information visit www.learnaboutcopd.org.

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'Expression Of Hope' Opens At National Museum Of Health And Medicine

"I am ten years old and have MPS I. My painting of a dragon expresses the courage that everyone needs when they have MPS." Artist Nicklas Harkins describes his life with Mucopolysaccharidosis I (MPS I) and his strength, along with the stories of others living with lysosomal storage disorders (LSDs), through a collection of inspiring pieces of art entitled, "Expression of Hope," on display at the National Museum of Health and Medicine Nov. 9, 2007 through March 2, 2008.

Lysosomal storage disorders (LSDs) are a group of approximately 50 genetic (inherited) disorders, sharing common clinical and biochemical characteristics. Individually, each disease is rare, but as a group, the prevalence of LSDs has been estimated from 1 in 5,000 to 1 in 7,000.

People with LSDs are either lacking or in short supply of particular enzymes that are found in the lysosome (a compartment of the cell) that contains various digestive enzymes as well as acidic materials. Because of this, molecules that are meant to be broken down by the missing enzymes build up within the lysosome, and can prevent the cell from working properly. Most LSDs are progressive and life threatening.

Sponsored by Genzyme, the 32 pieces of art featured in "Expression of Hope" were created as a means to generate awareness and understanding of the strength and courage of thousands of people worldwide living with LSDs. Numerous patient organizations from around the world became involved and encouraged their members to submit artwork that shares their feelings of

hope and explores the realities, perceptions, and experiences of living with an LSD. Building on the concept from the "...also bin ich" ("...therefore I am") program launched by the German MPS Society, the program explores some of the differences and similarities between how someone living with an LSD views the world and how the world may view the person.

In partnership with the National Gaucher Foundation, an additional three pieces of art including one scar mono-print by artist Ted Meyer will be on display in the exhibition. Meyer's previous exhibition at the museum, "Scarred for Life," featured 36 mono-prints of scars, accentuated with gouache (opaque water color paint) and color pencil.

Meyer feels that a scar is not just a marker of a disability, but rather part of what makes someone physically and emotionally unique. "Scars can mark entering into or out of a disability, going from cancer to health, from limited mobility to full movement. They freeze a moment in time, a car accident or gun shot."

Born in New Rochelle, N.Y., Meyer was frequently in the hospital as a child due to Gaucher disease, a rare genetic disorder that causes pain and deterioration of the joints and organs. Much of his early artwork dealt with his illness and as he became healthier, his work had less to do with his own physical condition and came to highlight others.

Meyer became aware of how scars can mark a turning point in peoples' lives; sometimes for

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Logos Bookstore's Recommendations



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1575 York Avenue, (Between 83rd and 84th Sts.)
New York, NY 10028
(212) 517-7292, Fax (212) 517-7197
WWW.LOGOSBOOKSTORENYC.COM

As November starts, Logos Bookstore is pleased to announce the arrival of a new Children's Story Time storyteller, Lily Nass. Accompanied by her talking puppet, Princess Franchesca who loves books, Lily regales her audience of children and adults with stories, singing, games and other activities every Monday starting at 3 P.M. Lily is also the singer/producer of a CD of lovely music for the very young called 'Lilybies' available for purchase at Logos Bookstore.

Meanwhile the Sit-n-Knit group, Logos' resident knitting group continues to meet the first and third Tuesday of every month at 7 P.M. The Sacred Texts Group led by Richard Curtis will meet Monday, November 12, 2007 at 7 P.M. when it will continue its discussion of the New Testament. Richard Curtis is a literary agent who has studied the Torah extensively. This discussion group is open to all. Current members hail from various religious and secular backgrounds.

Wednesday, November 7, 2007 at 7 P.M., Kill Your TV Reading Group, starting its tenth year of existence, will discuss Ahab's Wife or, The Star-Gazer by Sena Jeter Naslund. Wednesday, December 5, 2007 at 7 P.M., KYTV Reading Group will discuss A Pair Of Blue Eye by Thomas Hardy.

Over the past nine years, KYTV has discussed works by such classic authors as: Jane Austen, George Eliot, Thomas Hardy, Virginia Woolf, E.M. Forster, Kingsley Amis, Mark Twain, F. Scott Fitzgerald, Ernest Hemingway, Victor Hugo and Fyodor Dostoevsky among others as well as writings by such contemporary authors as: Jonathan Franzen, Ian McEwan,

Philip Pouncey, Jose Saramago, Christina Garcia, Michael Cunningham, Michael Chabon, Sue Monk Kidd, Jane Smiley and Carlos Ruiz Zafon to name a few.

All the above groups are open to anyone interested in the programs they provide. Participants in these groups at the time of the group meetings may make purchases of books, cards and other available items at a 20% discount.

November is the perfect month to start shopping for the holidays. Logos carries fine Thanksgiving, Hanukkah, Christmas (Boxed and Individual) and New Year's Day greeting cards as well

as books and other gift items. Come shop for the holidays!

UPCOMING EVENTS AT LOGOS BOOKSTORE

Tuesday, November 4, 2007 and Tuesday, November 18, 2007 at 7 P.M., Sit-n-Knit, Logos' resident knitting group meets.

Wednesday, November 7, 2007 at 7 P.M. KYTV Reading Group will discuss Ahab's Wife or, The

Star-Gazer by Sena Jeter Naslund.

Monday, November 12, 2007 at 7 P.M. The Sacred Texts Group led by Richard Curtis will continue its discussion of the New Testament.

Wednesday, December 5, 2007 at 7 P.M., KYTV Reading Group will discuss A Pair Of Blue Eyes by Thomas Hardy.

Transit: 4,5,6 Subways to Lexington Avenue and 86th St. M86 Bus (86TH St.)

M79 Bus (79th St.), M31 Bus (York Ave.), M15 Bus (1ST & 2nd Aves).

Museum of Health

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good, but often otherwise. Similar to the pieces of artwork featured in "Expression of Hope," each scar also comes with a story.

"Each artist's ability to create a beautiful image as a remarkable reflection of their own experiences as an LSD patient, or as an outside-observer of someone suffering from LSD is fascinating. Each piece of art allows you to discover the patient's personal health histories and the courage necessary to cope with the healing process," said Adrienne Noe, Ph.D., the museum's director. "Together these artists have identified a unifying theme which is truly unique--an appropriate exhibition for a museum that links healing to art."

The National Museum of Health and Medicine was established in 1862 when U.S. Army Brig. Gen. William Alexander Hammond, the U.S. Army

Surgeon General, issued orders that directed all Union Army medical officers "to collect, and to forward to the office of the Surgeon General all specimens of morbid anatomy, surgical or medical, which may be regarded as valuable; together with projectiles and foreign bodies removed, and such other matters as may prove of interest in the study of military medicine or surgery."

The museum's more than 24 million specimens and artifacts were the first in the country to be registered by the U.S. Department of the Interior as a National Historic Landmark and it is the only museum collection in Washington, D.C. with this status. The museum is open every day except Dec. 25 from 10 a.m. to 5:30 p.m. It is located at Walter Reed Army Medical Center, 6900 Georgia Avenue, NW, Washington, D.C. More information can be found on the website at www.nmhm.washingtondc.museum or call (202) 782-2200. Admission and parking are free.

Dr. Diana Meehan

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championships. "Our girls were incredibly gracious. In this kind of environment, it's really about what can we do together," sums up Meehan.

Another important cornerstone of The Archer School is a commitment to racial and cultural diversity, with both the student body and faculty reflecting the same socioeconomic and racial diversity that exists in the mixed Santa Monica neighborhood. Meehan has developed a strong development initiative to raise scholarship monies for students who can't afford the school's tuition. Likewise, there's a de-emphasis on the trappings of materialism that one might expect in the Los Angeles milieu. One hundred percent of the girls are either bussed, carpooled, or walk to

school, so there are no shiny BMW's parked in the lot. And every student is required to wear a uniform: "This outfit says, 'I'm here to work,'" explains Meehan succinctly.

Archer's statistics speak for themselves. One hundred percent of the students go on to college, many to Ivy League schools. Archer has demonstrated a remarkable track record in obtaining financial assistance for its needy college-bound students, amassing an impressive \$1 million in college scholarships. And Meehan has no doubt that her young charges, imbued with the self-esteem that comes from their education in an all-girls institution, will continue to follow in the path of success so brilliantly laid out before them: "These girls will go out into their communities and they will help solve society's problems," says Meehan with utmost certainty. "They will be the leaders of the twenty first century."#

Celebrate the World Around Us in this Nonfiction Selection of Fascinating Topics

By SELENE VASQUEZ

NONFICTION: AGES 6 THRU 8

Morris and Buddy:
The Story of the First Seeing Eye Dog
by Becky Hall
Illustrated by Doris Ettlinger
Albert Whitman, 40 pps., \$16.95

In 1928, a blind Morris Frank traveled to Switzerland where dog trainers acquainted him with the first seeing eye dog, a German Shepard christened Buddy. Archival photos document the establishment of the Seeing Eye School in the United States and the passage of legislation allowing guide dogs in public places.

NONFICTION: AGES 8 THRU 10

Stargazer's Alphabet:
Night-Sky Wonders from A to Z
by John Farrell
Boyd's Mills, 32 pps., \$16.95

"A is for Andromeda/our neighbor galaxy./ B is for the Big Dipper./ that's an easy one to see." Singer and musician Farrell uses the lyrics from his CD *Oh, Yeah!* as a lively framework for touring the heavens.

NONFICTION: AGES 10 THRU 12

Hurricane Force:
In the Path of America's Killer Storms
by Joseph Treaster
Kingfisher, 128 pps., \$16.95

From the tragic Galveston storm of 1900 to Katrina and Rita in 2005, this is a timely scientific and socioeconomic look at one of nature's meteorological monsters. Such poignant topics as global warming and the destruction of coastal areas included.

Ocean Atlas: An Amazing Aquatic Adventure
by John Woodward
DK, 96 pps., \$19.99

Fascinating tidbits of information coupled with photos reveal marine land forms and animals, modern scientific explorations, and the dreadful exploitation of these natural resources. A CD and transparent overlays of the Great Deep included.#

Selene Vasquez is a media specialist at Orange Brook Elementary School in Hollywood, Florida.

"I Lost My Tooth in Africa" wins Children's Africana Book Award

By LISA K. WINKLER

When Penda Diakit  wrote about her sister losing a tooth during a visit to Mali for a third grade assignment, she never expected it to become an award-winning picture book. But Penda, now in 10th grade, hopes her book, "I Lost My Tooth in Africa", can inspire other young people to write. "Everyone has stories to tell and experiences to share," she told *Education Update*.

Penda, a native of Portland, Oregon, and her father, Baba Wagu  Diakit , who illustrated the book, received the award for Best Book for Young Children at a recent ceremony sponsored by the African Studies Association. During their visit to New York, the Diakit s visited schools and libraries and participated in a teacher workshop, "Africa in the School Curriculum" held at the Metropolitan Museum of Art.

The book tells how Penda's sister Amina lost

her tooth while visiting family in Mali, which they do every two years. Children in Mali place baby teeth under calabash gourds and the next day, the African Tooth Fairy delivers a chicken. Sure enough, Amina received two chickens, a rooster and a hen. Baba Wagu  Diakit  takes great pride in his daughter's accomplishment, noting how the story contributes to multi-cultural understanding. Though he grew up with folk tales told around a fire, he hopes young people today can appreciate the stories from their elders, and pass them on.

Penda, who says her favorite books are S.E. Hinton's *The Outsiders* and all the Harry Potter novels, continues to write and also makes films.

Established in 1991, the Children's Africana Book Awards seeks to honor children's literature about Africa for use in schools and libraries. #

Dean Eleanor Baum

continued from page 9

The job market for engineers is booming, she said, noting that many graduates are recruited by Wall Street, many attend medical, dental, and law schools, and about 45% go on for advanced engineering degrees. She'd love to see the enrollment of women at Cooper Union reach

50%. "Girls no longer have to feel like a pioneer to go into engineering," she said.

Recently inducted into the National Women's Hall of Fame, the recipient of many awards that line her office shelves, Baum's proud of her accomplishment- "I made a decision and stuck to it when everyone told me I'd regret it," she said. She did marry, a scientist, has two daughters, neither of whom are engineers, and two grandchildren.#

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