

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XI, No. 11 • New York City • AUGUST 2006
FOR PARENTS, EDUCATORS & STUDENTS

www.EDUCATIONUPDATE.com

EMPOWERING DEAF TWINS WITH LANGUAGE



SPECIAL EDUCATION (PART I)

PSRT STD.
U.S. POSTAGE PAID
Permit No. 500
Voorhees, NJ

GUEST EDITORIAL

Empowering Deaf Children with Language

By MARTIN FLORSHEIM, Ed.D.

Language is the most powerful tool we can give our children. The stronger the language foundation, regardless of the specific language, the more likely they are to succeed when reading, writing or communicating.

Parents are often the source of a child's early acquisition of language. When a baby is born, s/he is exposed to a language from day one. Nonetheless, learning a first language is something every child does successfully, in a matter of a few years and without the need for formal lessons. Be it speech or sign language, the child's brain is wired to acquire any language. Research suggests that the first six months are the most crucial to a child's development of language skills.

Sign language is a mode of communication like speaking; it is not a language. American Sign Language (ASL) is a recognized language like Spanish, German, etc. ASL is a complete, complex language that employs signs made with the hands and other movements, including facial expressions and postures of the body.

I believe that parents should introduce deaf children to language as early as possible. The earlier any child is exposed to and begins to acquire language, the better that child's communication skills will become. Generally, when a deaf child is born to hearing parents, the child's exposure to language is delayed because the parents do not know sign language and can't provide the child with the visual language they require. A

deaf child who is born to deaf parents is at an advantage because they will be exposed to sign language from the start.

For a child to become fully competent in any language, exposure must begin as early as possible, preferably before school age. Native signers of ASL consistently display more accomplished sign language ability than non-native signers, again emphasizing the importance of early exposure and acquisition. A deaf child acquiring English as a language in school may demonstrate lower fluency than his/her hearing peers because they did not acquire language at an early age. Deaf children of deaf parents or hearing parents with fluency in sign language tend to acquire English more easily because s/he already has the foundation of a primary language (ASL).

Research has yet to prove that cochlear implants can benefit all deaf children because this technology is still relatively new. Recipients of the implant will always be classified as Deaf because they will not be able to hear when they remove

the cochlear implant from their head when showering, engaging in physical activity, etc.

I strongly believe that regardless of their auditory status, all children must demonstrate a strong foundation in their primary language before trying to acquire a second language. Deaf children benefit from ASL because it is a visual language that provides solid background for conceptual meaning. Furthermore, it is critical that deaf children acquire English for the purpose of developing their literacy skills. Deaf children who communicate using their dominant language (ASL) can then learn English as a second language. I highly recommend that every child with or without a cochlear implant be provided with equal access to a dual language environment thus enabling them to use both languages for academic and social purposes. Exposure to a dual language environment, both at home and in an educational setting, will contribute to later success and unlimited opportunities for all children.#

Dr. Martin Florsheim is Principal of "47" The American Sign Language & English Secondary School

LETTERS TO THE EDITOR

Blind Mountain Climber Erik Weihenmayer Conquers Everest

To the Editor:

This was a very encouraging story. It shows that despite any kind of disability, you can succeed in life.

*Frances Priestler
Union, NJ*

Helping New Teachers Survive

To the Editor:

I am incredibly comforted by a failed teaching experience. I was trained as more of a director of instruction than a facilitator. I had problems that became problems for others. Your insight has been helpful.

*Melinda
Neptune City, NJ*

Budget Cuts

To the Editor:

From an educator's point of view: The cuts that have been made to education are absolutely insane. The federal government continues to raise standard for public education, but lowers the monies needed to make these standards work. I have worked in the public education system for 17 years with mostly low socio-economic students. It is rare that their needs are provided for adequately (even during the best of times). The government does not seem to understand that these children may not only lack the classes they need to be successful, but they have little or no resources in their home environments.

I am in Florida and our high stakes testing may be improving education in order to pass tests but there are more and more students who are just drifting away and most of those students barely have a fighting chance from the start due to economic conditions of their

families. As an educator I continue to advocate for these students and encourage them. I have organized Christmases for the underprivileged and stood by students whose parents were dying. I have shouldered the tears of a 17 year old as yet another of his friends were shot or killed. I have driven these students to shelters after their parents had abandoned them.

I hope this brings a degree of reality to the forefront and provides a window to the education of the poor.

*Diane Rhodes
Tampa, FL*

Dr. Jerome Bruner Speaks at Columbia Teachers College: "Educating a Sense of the Possible"

To the Editor:

I enjoyed reading this article. It is informative and to the point!

Paula Kuhlmann, Rothschild, WI

Integrating Ex-Inmates Into Society

To the Editor:

My daughter will be released soon from the women's prison in Iowa and she wants to go back to school. Please point me in the right direction to help further her education. She will be staying with me and I cannot afford to pay for her schooling. Thank you.

*Kathy Corbin
Clinton, IA*

Dr. Martin Florsheim: Visionary in Educating Deaf & Hearing Children

To the Editor:

This article is great. I would like to contact him via email. Thanks.

*Laurene Simms
Washington, DC*

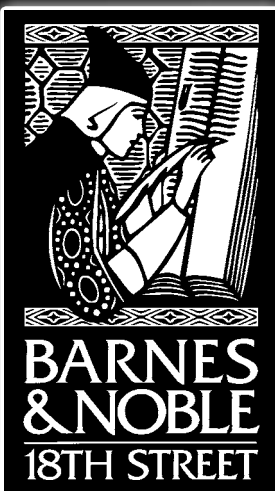
As the world's largest bookstore specializing
in educational and professional resources,

18th Street proudly features:

A World-Class Selection of

**USED
TEXTBOOKS**

as well as discounts for students and
faculty, a year-round text buyback service,
the city's best assortment of study aids,
and much more.



**BARNES
& NOBLE
18TH STREET**

105 Fifth Avenue at 18th Street
212.807.0099 | www.bnnewyork.com

STORE HOURS

WEEKDAYS: 9AM-8:30PM, SAT: 9:30AM-7:30PM,
SUN: 11AM-7PM

**SAVE
25%**

when you buy used!

**We are publishing a private and public
school directory in September 2006
as a resource for parents to
use throughout the year.**

Please visit

**www.EDUCATIONUPDATE.com/directory
to be included or
email ednews1@aol.com**



Facing History and Ourselves

By JOAN BAUM, Ph.D.

Everyone's always in a hurry, but though it's tempting to refer just to "Facing History," it's important to invoke the full title of this unusual international educational and professional development organization for educators. It's "Facing History and Ourselves," (FHO) as the director of the NYC office, David Nelson, points out. The essential idea behind the 30-year old program is living history—to get middle and high school students to relate what's going on in the world and in their local communities to their own experiences in order to understand and, it is hoped, effect change that will mitigate intolerance and violence. FHO programs focus on ways in which educators can create and adapt curricula that will prompt students to examine the nature of racism, prejudice and anti-Semitism.

The 2-5 day FHO institutes, which meet all over the country, and abroad, are organized by on-site staff who lead discussions on print and mass media materials and, depending on specific districts and particular requests, make these resources available to classroom teachers. All the institutes subscribe to the same mission, regardless of their geographic location. The goal is to encourage "the development of a more humane and informed citizenry. By studying the historical development and lessons of the Holocaust and other examples of genocide, students make the essential connection between history and the moral choices they confront in their own lives." Nelson, who has held the position of director since 1993, came to the position by way of his own deepening commitment as a teacher and advisor in math and social studies in various alternative schools in the city. The child of parents who were indirectly victims of the Holocaust in Germany, Nelson says he always wanted to put his teaching experience to work in ways that

might make a difference in changing attitudes about human behavior. In FHO he found a natural home, an organization that "treasures classroom teachers as artists."

Typically, FHO staff members visit 20-50 schools a year. Nelson himself visits many more, including schools in Westchester and Nassau Counties and New Jersey. Where others speak of particular individuals as mentors, Nelson speaks of the organization itself—its consultants, its staff, its publications, including an FHO staple, the book, *Facing History & Ourselves: Holocaust and Human Behavior*, a continually updated collection of case studies. Other institute features include promulgating pedagogy research and disseminating study guides and lesson plans, fostering community engagement and instituting special initiatives. There is also, of course, Facing History High School, the result of a partnership between the NYC Department of Education and New Visions. The school, located on west 50th Street (Region 9), has just completed its first year. FHO doesn't try to effect change by just studying history, Nelson emphasizes, but by engaging students through their FHO-trained teachers to connect humanities, social studies and language arts with their own lives, their own neighborhoods, themselves. If a student sees someone slam another student into a locker, what is the moral obligation to respond? What should that response be? How might others be brought in to support the student who may feel alone or powerless, fearful of doing the right thing? What does history say? What does it mean to stand up now?

Although there are over 40 FHO institutes in the U.S. alone, Nelson would prefer to concentrate FHO energies, sharing resources online, rather than see FHO expand into more states. Besides, "we're not out to reinvent the wheel.

FAMILY TRAVEL

COMPELLING CAMPOBELLO: FDR's SUMMER HOME

By JAN AARON

Feel you need a break from summer in New York? You might emulate Franklin Delano Roosevelt and escape to Campobello Island in New Brunswick, Canada. This is where FDR enjoyed many summers; his home is now open to visitors. It's a wonderful sight and an educational delight. The car-ferry to Campobello departs every 30 minutes from Deer Island, cruising through scenic whale watching waters.

From 1909 to 1921, Franklin, Eleanor and family spent their summers in this rambling, red, two and-one-half story house. He also returned here in 1933, 1936 and 1939. Set amid spacious lawns and begonia, dahlia and rose gardens, the house, built in 1897, was enlarged in 1915 to accommodate their growing family. It has 76 windows, seven fireplaces (heated the entire house), 18 bedrooms and six bathrooms. It was a comfortable home, but had neither electricity nor telephones. Son James would later reminisce that the lack of amenities made it "a wonderful haven against the cares of the world."

Your first stop is the Visitor Centre to see a film on FDR's life. The house tour gives a glimpse of

the family's life here. My favorite rooms were the living room and dining room with Roosevelt furnishings, and the spacious kitchen offering ample room for the cook and servants to prepare meals. The assorted hand-driven artifacts in the laundry room made me happy I have an automatic washing machine and dryer. But perhaps most compelling was the master bedroom shared by Franklin and Eleanor until he fell ill with the polio virus in 1921—he was 39. Franklin Roosevelt, Jr. was born in this room.

From a verandah outside the boys' room and Elliot's room next door, are beautiful evocative bay views. You can imagine the Roosevelt children giggling and laughing as their dad taught them to sail and swim and explore nooks and crannies that pleased him when as a child he visited Campobello with his parents.

The FDR summer home is the centerpiece of the vast Roosevelt Campobello International Park, established in 1964. Here also are historic Hubbard House, foot and car trails and a picnic area.

The park is open from June 1 to October 12.#

We steal what we can," he says with a laugh, meaning, of course, that FHO connects with other institutes and with like-minded organizations—museums in the city, the Wiesenthal Center in L.A., for example, and imports what it can to advance its mission. Such connections could also mean using a Bill Moyers series on American history or a rebroadcast of "Eyes on the Prize." "Whatever is good out there, we will run a best practices workshop on it."

FHO just held its annual meeting in the city. Approximately 30 educators attended, chosen out of an application pool of 80. As always, participants can sign up for life, if they wish, keeping in close touch with FHO program staff who will help them customize resources and who will visit schools and speak with other teachers and with administrators. Meanwhile, FHO continues to grow—fuller, richer and, most significantly, online. [#](http://www.facinghistory.org)

CU
INVEST IN NY

WWW.CUNY.EDU
1-800-CUNY-YES
CUNY TV CH. 75

Back
2
Back
WINS4CUNY

Claudio Simpkins
Truman Scholar 2005
CUNY Honors College
City College 2005
Harvard Law School 2009

Ryan Merola
Truman Scholar 2006
CUNY Honors College
Brooklyn College 2007
Goal: Law School



Lessons on Humanity & Fighting for What's Right: Reverend Al Sharpton Speaks at Oxonian Society

By GILLIAN GRANOFF

For Reverend Al Sharpton, an activist at the forefront of progressive politics for over ten years and ordained minister at the age of four, speaking to an audience of progressive minded liberals is nothing new. Recently, the Reverend Sharpton captivated his audience of academics, media and professionals with wit, charm and irreverence at the Princeton Club as part of a program sponsored by the Oxonian Society. Known for his



brazziness and outspoken nature, I was not at all surprised by Reverend Sharpton's passionate evisceration of the current administration. Sharpton accused the administration of committing endless injustices in the name of what he termed "bedroom morality," focusing attention

on policies designed to regulate individual behavior rather than finding remedies for poverty, education, racial inequality, health care, social injustice, and the widening gap between the rich and poor. Sharpton argued that we need to redefine what is morality in our social life and political order. An obsessive preoccupation with dictating the private lives and domestic habits of individuals, threatens to reverse years of progress in the fight for civil

liberties.

Sharpton summoned his listeners to be wary of "bible thumping" moralists who design social policies in the name of morality and religion. The Bush administration, Sharpton went on to

continued to page 7

My own weekly newspaper! Wow!

New York Studies Weekly

New York Studies Weekly is enjoyed by tens of thousand of students in New York. The 3rd, 4th, and 5th grade publications support the New York State Social Studies Resource Guide.

New for 2005-2006

- Teacher's guide which supports non-fiction reading and writing.
- *Reading Up*—a non-fiction reading and writing workbook
- Student journals, and more!

To receive your free sample, call **Studies Weekly Inc.** 1-800-361-0502 or visit our website at www.studiesweekly.com Order now, and receive a **FREE DVD of "A More Perfect Union"** plus a pocket Constitution for **Constitution Day—Sept. 17th.**

German for Children

AFTER SCHOOL PROGRAM • LOW TUITION



**N.Y. STATE REGENTS ACCREDITED
AFTER SCHOOL PROGRAM**

Low Tuition

Minimum age: four years
Children's class meets
once a week from 4:30-6:15

No previous German
required. Classes
start in September

Four Convenient Locations:
Manhattan, Franklin Square, Queens (Ridgewood), Garden City
(212) 787-7543

German American School: Teaching German for 113 Years



LYCÉE FRANÇAIS DE NEW YORK

505 EAST 75th STREET, NEW YORK, NY 10021

70 years experience in French-American Education

- Multicultural and bilingual Private school,
- Graduates attend the most prestigious North American colleges and universities as well as French institutions of higher learning,
- New York High School Diploma and Preparation for the Baccalaureat,
- Mandarin Chinese classes from 3rd grade and 6th grade,
- More than 60 nationalities represented from nursery to 12th grade



Information and
admissions
1 212 439 3834
admissions@lfny.org
www.lfny.org

Philosophy Day School is a unique and innovative school providing students with a rich classical education and emphasizing a love for the pursuit of wisdom and the development of exceptional character.

Join us for an Open House and experience the joy and vibrancy of a Philosophy Day School education. Meet with our headmaster, speak with current parents and visit our classes.



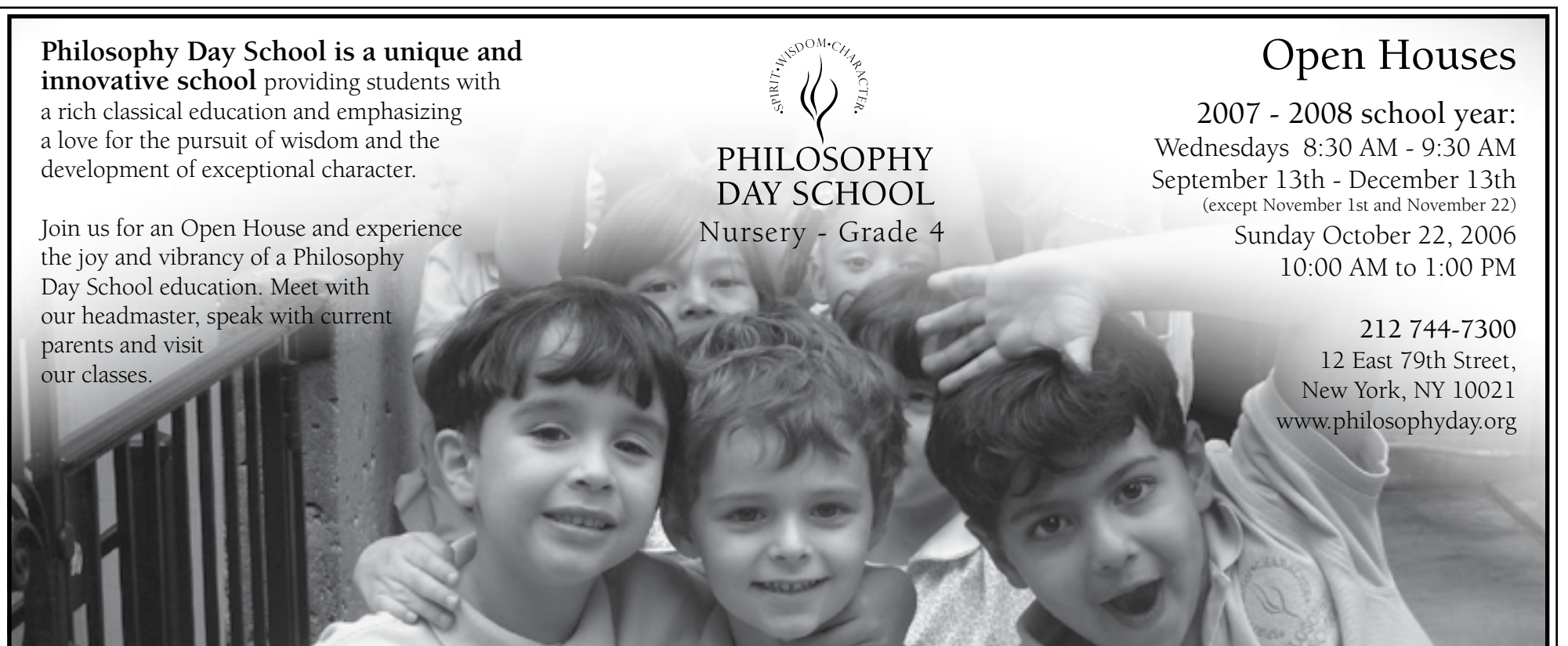
**PHILOSOPHY
DAY SCHOOL**
Nursery - Grade 4

Open Houses

2007 - 2008 school year:
Wednesdays 8:30 AM - 9:30 AM
September 13th - December 13th
(except November 1st and November 22)

Sunday October 22, 2006
10:00 AM to 1:00 PM

212 744-7300
12 East 79th Street,
New York, NY 10021
www.philosophyday.org





TEACHERS LEARN IN THE SUMMER: UNRAVELING SONNETS WITH POET JILL MCDONOUGH AT NY PUBLIC LIBRARY

By LIZA YOUNG

Education, as pointed out by Harvard Professor Howard Gardner, does not end with the attainment of a formal degree, but ideally is a lifelong process. Public and private high school teachers from New York recently illustrated this process by becoming students themselves, learning under the prestigious fellows of The Dorothy and Lewis B. Cullman Center for Scholars and Writers of the New York Public Library (NYPL). The seminars do not generally lead to teaching credits; teachers are taking time out of their summers, a testament to the program's excellence as well the students' devotion to education.

Recently *Education Update* visited a session of the seminar: "The Sonnet: 500 Years in a Poem the Size of Your Hand," taught by poet Jill McDonough, a Cullman Center Fellow (2005-06), widely published and a recipient of a 2005 PEN/New England Discover Award. McDonough indicated that the focus on sonnets stems from her work on her latest book, 50 sonnets covering executions in American history, and *The Penguin Book of the Sonnet*, which each student received prior to starting the seminar.

McDonough recognizes the sonnet as a "useful starting point for a million conversations about literature and art and reading and thought." Her seminar offered a comprehensive exploration of the sonnet, from its early form to modernization. Students get into, as McDonough describes, the "nitty-gritty" of the sonnet through hours of reading aloud to each other at the seminar from John Milton to Julia Alvarez to Robert Lowell. Students chose from sonnets that struck them with a personal connection, or a new insight into the



idea of sonnet, and shared them with the group.

Class members additionally embarked on the journey of poet as they wrote their own sonnets, with guidance and critical examination from McDonough. A group task of writing one sonnet together was facilitated by the 14 students in the class coinciding with the 14 lines in a sonnet.

The rich resources available at the library were accessed by students through LION, a database of online literature and Granger's Index of poetry.

A unique feature of the program is its inclusion of the teachers' students into a full day of activities at the library. The high schoolers meet with an illustrious Cullman fellow and explore the wonders of the majestic library. "Students get to see the larger world that resonates alive with writers," stated seminar participant Bill O'Brien, a teacher for 17 years at Fort Hamilton HS.

During past seminars, students of the high school teachers gained a newfound perception of a literature genre and the research process.

Jackie Brilliant, an English teacher at Notre Dame High School, participating in the Cullman seminars for the second year, described the visit to the library last year as "awe-inspiring for

students" while the "fellow treated students with great respect."

Participation in the seminar helped transform the process of research paper writing from a daunting task to one which they could master.

Sue Clinton from Passaic Valley Regional High School in Little Falls, NJ, highlighted the impact of participation in the seminar for her students. The *Great Expectation's* story of working class Pip having to meet the class standards of the time in order to acquire the affection of the wealthy Estella was a theme not palatable to students until

their immersion in the culture and history of the 19th century, an opportunity afforded through last year's Cullman seminar.

Participation in these intellectually rich seminars involves a competitive process; to be considered teachers are required to write a 250 word essay. Preference is given to teachers from public schools, although teachers from private schools are accepted as well.#

For more information on the Cullman Center visit <http://www.nypl.org/research/chss/scholars/index.html>

It takes more than an apple to reach today's teachers...

It takes

New York Teacher

- The most widely-circulated bi-weekly in the field of education
- The official publication of the New York State United teachers
- Read by 500,000 top teachers and other professionals in education and health care
- An alert, perceptive and influential audience

To make your media plan the apple of a teacher's eye, call (800) 448-4237

800 Troy-Schenectady Road, Latham, NY 12110



WE'RE ON IT. UNDER IT. INSIDE IT. THROUGH IT. ABOVE IT. ACROSS IT.

While you go about your business, the employees of Con Edison are at work all over New York City, making sure power is there when you need it. This year alone, we're investing more than \$1.2 billion to reinforce our delivery system. That includes things like transmission upgrades and substation installations. But all you really need to know is that we're taking care of it. Visit www.conEd.com to learn more about our infrastructure and how we're keeping it strong.

THE POWER BEHIND EVERYTHING YOU DO **conEdison** | ON IT

©2006 Consolidated Edison Company of New York, Inc. Ad: Amell Group



From the NYU Child Study Center: Ask the Expert When Is Thin Too Thin?

By GLENN S. HIRSCH, MD

In a culture that measures good health and good looks by celebrities and fashion magazines, there is a real danger of moving from a healthy weight to a mindset that says 'I am still overweight,' no matter what the scale says.

Eating disorders affect women in disproportionate numbers. Yet while 90 percent of all patients with an eating disorder are women between the ages of 12 and 25, at least one million men in this country are affected as well. In addition to the emotional and psychological distress, these disorders can cause severe chronic health problems. More than 10 percent of women with anorexia eventually die from the disorder.

Rooted in genetic, psychological and biological factors, there are three main types of eating disorders, though patients may have symptoms of more than one disorder. In all types, a major component is body image distortion and making food a central feature of one's life.

Anorexia Nervosa is characterized by an intense fear of gaining weight or becoming fat even when underweight. Anorexics often have unusual eating habits and develop compulsive behaviors around food including repeatedly checking their weight and excessive exercise. They may vomit or abuse laxatives as a way of trying to reduce the calories they utilize. Between 0.5-3.7 percent of females will develop anorexia at some point in their life.

Bulimia Nervosa's symptoms include recurrent periods of binge or excessive eating in a short period of time often followed by purging behaviors and/or periods of fasting or excessive exercise. Bulimia affects up to 4 percent of woman.

Binge-Eating Disorder is characterized by recurring episodes of binge eating, followed by periods of guilt and disgust. It differs from anorexia and bulimia in that there is no purg-

ing, fasting or excessive exercising. This disorder appears to affect men and women equally and may be the most common of the eating disorders—as many as 5 percent of Americans suffer from it. Most with this disorder are overweight or obese.

Eating disorders are treatable. The major components of treatment include: intervening early in the course of the illness before symptoms become chronic; restoring normal weight in patients with anorexia; therapy, often cognitive behavioral therapy; and nutritional counseling. Some patients benefit from medication.

Unfortunately, we cannot easily change our culture that celebrates thinness. However, there are some things that parents can do to change the culture of their own home to reduce the risk of a child developing an eating disorder. Start by helping your child develop healthy eating habits, including eating breakfast and having a daily meal together as a family. Help your child develop a positive attitude toward his or her body. It is important to demonstrate this by example. Discourage the idea that a particular weight or body size will lead to happiness or improve self-esteem. #

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.



Inclusion Conference at Pace

By STEPHEN LEVY, Ph.D.

Over 500 educators from across the Metropolitan area gathered at Pace University, recently, to hear and interact with experts in the area of inclusion. The NYC Task Force for Quality Inclusive Schooling in collaboration with the NY Higher Education Support Center for Systems Change at Syracuse University, Pace University, Touro College, Parent to Parent, Phi Delta Kappa Chapters of Columbia & Pace, NYS IDEA State Improvement Grant and the UFT Teacher Center presented the conference titled "Creating an Inclusive Environment for All Students."

NYC Public Advocate Betsy Gotbaum and Carmen Farina, former Deputy Chancellor, NYCDOE, addressed the importance of inclusion in the lives of children with disabilities. Multiple workshops and seminars were presented by col-

lege professors and other practitioners. Fifteen schools were presented with certificates acknowledging their excellent inclusion programs.

Dr. Stephen Levy hosted a reaction panel at the conference end with some of the most knowledgeable people in the field. Panelists included Dr. Dorothy Lipsky, Director of NCERI at CUNY Grad School, Dr. Celia Oyler, Director, Pre-service, Childhood Education, Teachers College, Columbia University; Linda Wernikoff, Senior Instructional Manager, Office of Special Education Initiatives; Dr. Cathy Rikhye, Director of Inclusion Programs, D.75; Madeline Seide, Parent Coordinator, PS 10K and Liz Truly, UFT Legal Consultant on Special Education Law and Policy. The panelists agreed that while inclusion is happening across the city and around the area, there is much that still has to be done. #

The Brain Clinic

NEUROPSYCHOLOGICAL, LEARNING DISABILITY AND
ATTENTION DEFICIT DISORDER EVALUATIONS AND TREATMENT

Extended time evaluations, Cognitive Remediation,
Neurofeedback, Tutoring, Psychotherapy

Children, Adolescents, Adults

J. Lawrence Thomas, Ph.D. Director
Faculty, NYU Medical Center

International Dyslexia Association, Board of Directors

19 WEST 34TH ST., PENTHOUSE, NEW YORK, NY 10001 • 212.268.8900

NUROSVCS@AOL.COM • WWW.THEBRAINCLINIC.COM



Is she ready for school this year?

A new school year means trips to the supply store, new textbooks, fresh assignments, and a chance for your child to get the grades he or she deserves. This time of year can stir up great excitement, but it can also stir up stress. Transitioning into a new year or new school is not easy. Being ready to learn takes organizing, planning, and academic and emotional readiness – and that doesn't happen automatically. At the NYU Child Study Center, our learning and mental health professionals can help make sure your child is ready to succeed this academic year. Don't wait for your child to struggle or until parent-teacher conferences in November – call the NYU Child Study Center today.



NYU Child Study Center
GIVING CHILDREN BACK THEIR CHILDHOOD
WWW.ABOUTOURKIDS.ORG - (212) 263-6622



IS YOUR CHILD **DYSLEXIC**
OR EXPERIENCING SCHOOL FAILURE?
IF SO, WE MAY BE THE SOLUTION.

WE STRIVE TO HELP CHILDREN
NOT ONLY HAVE THE SKILLS NEEDED
TO LEARN, BUT WANT TO LEARN.

The Sterling School

WE TAKE OUR COMMITMENT SERIOUSLY

- ORTON GILLINGHAM TRAINED STAFF
- SMALL CLASSES WITH
INDIVIDUALIZED ATTENTION
- ART, MUSIC, CULINARY ARTS AND
COMPUTERS FOR A RICH EDUCATION

NOW ACCEPTING ADMISSIONS

CALL 718-625-3502

RUTH ARBERMAN, DIRECTOR OF THE STERLING SCHOOL
299 PACIFIC STREET, BROOKLYN, NEW YORK 11201



We wanted to know the most successful way to learn science, so we asked the classroom experts!

Don't just open books
OPEN MINDS



FOSS® (Full Option Science System™), the most popular research-based science program in the nation, springs from research conducted at the Lawrence Hall of Science.

This research has guided the development of successful active-learning science curricula for more than 25 years. Studies show students using FOSS outperform students who don't.



Delta Education
...because children learn by doing.®

When you contact us mention Lawrence Hall of Science and receive a free FOSSweb CD-ROM!

LHS

Lawrence Hall of Science

University of California, Berkeley, California 94720

FROM THE SUPERINTENDENT'S SEAT



Coping with Competition

By **DR. CAROLE G. HANKIN WITH RANDI T. SACHS**

Competition has become the name of the game. Years ago, it was a common goal to get into college. But that was years ago. Now, it's not just about getting into a good college, but emphasis is stronger than ever to get into the "best" college. While no one is going to deny that an Ivy League or "near-Ivy" education can serve you well, history has shown that successful people come from all levels of education. Parents need to decide just how much emphasis they want to put on winning a place at the top.

Unfortunately, the competition for achieving these objectives begins younger and younger. How can parents help their children to achieve their potential without getting too overwrought in the competition that can take away from the pleasures of childhood and can also result in damage to a child's self esteem?

The best guidance we can give our children is to encourage them to do their very best, and consistently assure them that we are proud of them when they demonstrate their best effort. Celebrate their accomplishments with enthusiasm and appreciation whether they are number one, two, or thirty. Try to downplay competition at least while they are still in elementary school. Our children will meet no shortage of people who may outperform them in any and every aspect of life—academ-

ics, athletics, the arts, socially, and on and on. As parents we need to be our children's most ardent supporters and let them know that they are always number one with us. However, it would be irresponsible to intimate that all competition is negative. Schools offer many activities that focus on competition, and participation in these events, especially in middle school and high school, gives students an opportunity to have tangible accomplishments that are reasonable measurements for how they compare with their peers.

Competition can provide rewards for their effort and hard work and can also show students when they need to try harder. Competition to achieve also serves as a powerful motivation for students to do their best.

We have often said here that one of the surest ways we can help our children to succeed is to help them find something to pursue in which they have abilities, talent, and a powerful interest. There will always be the handful of top students who seemingly excel at everything across the board. But if your child has one important area in which he or she can feel special and accomplished, that child will be better prepared to face the competition in school and beyond. We can't shelter our children from the competitive nature of our society. But we do need to let them know that there is room for many, many winners in the game of life. Let's prepare them to do their best and let them know that we are always on their team.#

Dr. Hankin is Superintendent of Syosset Central School District.

Al Sharpton

continued from page 4

explain, is using this distorted moral compass to prevent homosexuals from marrying and women's right to chose while allowing millions of Americans to live below the poverty line and continue to suffer. Sharpton traces the origins of this "bedroom morality" back to the 2004 Presidential debates that put an inappropriate emphasis on issues of gay marriage and Roe vs. Wade and forced more critical issues of poverty, race, and social justice to the periphery of the political dialogue.

The Bush administration's unilateral focus on "bedroom morality" as a political platform put pressure on Black churches to vote for him to save the institution of marriage and galvanized the attention of the religious right.

Sharpton criticized Bush and the leaders of the Christian Right and their "moral compass" of conveniently losing its sense of direction during the crisis of Hurricane Katrina. He accused President Bush's delayed and feeble response to the disaster as an act of criminal negligence, and believes proclamations that he was not informed of the extent of the devastation in time to be flat out lies.

Sharpton said the solution is the need for a new ethics in politics that replaces "bedroom morality with a morality of man to man." He urged Democrats to fight harder on issues that matter and to force the political dialogue to confront the broader issues. There is a disturbing complacency surrounding the civil rights movement, he said, and warned those concerned with the fate of progressive politics to take a stand before it's too late. He concluded his talk reminding his audience that Republicans are not alone in neglecting their duties as Americans. "I do not have a problem with taking a beating; I do have a problem with not fighting."

Whether a political strategy, or simply self-promotion, it is certain, however that whether playing the role of political activist, or spiritual leader, Reverend Al Sharpton's outspoken nature and talented liturgies make his arguments compelling and are rallying cries not only to all democrats, but indeed to all men.#

Reverend Al Sharpton formed the National Action Network in 1991 to fight for progressive, popular-based social policies by providing extensive voter education and registration campaigns, economic support for small community businesses, and by confronting corporate racism. That same year, Sharpton was stabbed in a Bensonhurst schoolyard. This represented a turning point for him. Eventually, he met and reconciled with his attacker.

CAN YOU ANSWER THIS?

By **CHRIS ROWAN**

Which U.S. General has a street named after him in New York City and has his right leg bone on display in Washington D.C.? Where is the street and where is his leg?

Answer: Daniel Edgar Sickles. (1819 – 1914). The street is in the Inwood section of northern

Manhattan and his right leg bone is on display at the National Museum of Health and Medicine at the Walter Reed Medical center.

Background: Daniel Sickles was a prominent figure in New York City politics, and served as a Congressman in the 1850's. When the Civil War began, he supported the Union and volunteered

for military service. The future General, who would lead tens of thousands of men and boys into battle at Gettysburg was an unusual—and to put it mildly—controversial choice to command troops. In 1859, Sickles murdered Philip Barton Key (son of Francis Scott Key) one block away from the White House after he discovered that Key was having an affair with his wife. A jury found Sickles not guilty on grounds of "tempo-

rary insanity," making Sickles one of the first men to be acquitted on those grounds. On July 2, 1863 Sickles lost his leg while commanding troops at Gettysburg. Although Sickles would eventually receive the Medal of Honor for this battlefield heroism, controversy continued to surround him in his later years. At the age of 93, he was arrested on a charge of embezzling funds from the New York State Monuments Commission.#



MEANINGFUL LEARNING THROUGH INVENTION, INNOVATION & INQUIRY

Every child has the natural curiosity to invent the latest, greatest gadget. In an ever-changing technological society education needs to encourage this creativity. Children today see a technological world where things change at an astounding rate, and it does not faze them. Many teachers grew up in a less technological world, and are sometimes intimidated by the rapid changes. Margaret Mead stated, "In the modern world we have invented ways of speeding up invention, and people's lives change so fast that a person is born into one kind of world, grows up in another, and by the time his children are growing up, lives in still a different world." Technology is all around us, yet the classroom usually resembles the same atmosphere as forty years ago. A look at our changing technological society and the schooling process begs the question, "How do we prepare students to enter a technological society?"

The International Technology Education Association (www.iteaconnect.org) is the largest professional educational association, principal voice, and information clearinghouse devoted to enhancing technology education through technology, innovation, design, and engineering experiences at the K-12 levels. Still many people do not understand the breadth of technology. In a 2004 Gallup poll, 73 percent of adults described technology as computers and electronics. The same group, when given a broad definition of technology as "modifying our natural world to meet human needs", overwhelmingly (97 percent) said that the study of technology should be included in the school curriculum.

Recognizing the need for teachers to include the study of technology curriculum is just one of the foci of ITEA. Recently, with funding from the National Science Foundation, ITEA developed 10 instructional units that enable teachers in the upper elementary/middle school levels to deliver technology through the study of design, engineering, and innovation. This project is entitled *Invention, Innovation, and Inquiry* (I³).

Each standards-based unit is designed to last eight to ten hours by engaging students in "hands-on minds-on" learning that integrates mathematics, science, and writing. Students follow the engineering design process to help them solve a technological design challenge. Each challenge requires students to work as a team, create sketches, build a prototype, test their solution, give a presentation, and see their design ideas change into technological products.

For additional information about Invention, Innovation, & Inquiry, see www.i3cubed.com. The ten units developed for this project include: Invention: The Invention Crusade; Innovation: Inches, Feet, & Hands; Communication: Communicating School Spirit; Manufacturing: The Fudgeville Crisis; Transportation: Across the United States; Construction: Beaming Support; Power and Energy: The Whispers of Willing Wind; Design: Toying with Technology; Inquiry: The Ultimate School Bag; Technological Systems: Creating Mechanical Toys.

HOLY FAMILY

For more than a century, Holy Family Institute® has been a non-profit organization dedicated to helping children and families in need. The Institute for Learning Abilities® (ILA®) is a program of Holy Family Learning®, a non-profit subsidiary of Holy Family Institute. We help families struggling with abuse, emotional and behavioral problems, learning disorders and other debilitating situations. Everyday we witness the joy of families and children experiencing the successful outcomes that result from our efforts.

ILA was created in 1996 to help children and adults overcome serious cognitive and learning disorders by retraining the brain utilizing Cognitive Retraining Techniques® (CRT®) based on the Bellefonds Method through our parent training program, Parents As Practitioners®.

Over the past ten years we have successfully worked with children diagnosed with ADD, ADHD, Dyslexia, Learning Disabilities, Nonverbal Learning Disabilities, Developmental Delay, High Functioning Autism, Aspergers Syndrome as well as children who struggle academically but who do not qualify or do not have any specific diagnosis. Typically children struggle with the following academic areas: • Reading • Reading Comprehension • Math Organizational Skills • Handwriting • Distractibility in Class • Multi-tasking • Coordination

Our objective is to rehabilitate the areas of the brain that are most frequently involved with learning disabilities. The focus is rehabilitative, not compensatory. These exercises were devised to target those deficient neurocognitive systems and strengthen them, allowing for normal processing of information and leading to a more typical learning response within the classroom.

This program is an effective intervention because it comprehensively addresses all of the central information processing problems that typically make up the pattern of information in-take with learning-disabled individuals. In our experience one of the major differences in our program compared to other cognitive retraining programs is that ours is more comprehensive and rehabilitates a larger number of impaired cognitive areas.

This is a program that requires a significant commitment from parents and should never be considered a quick fix. Improvement in learning occurs because neurophysiological changes that have taken place in the brain. This does not occur easily or overnight. This program, based upon our ten years of clinical experience, typically takes one to two years to complete. It should be stressed however, that this timeframe is based on a commitment of at least 5 days a week and 40 to 44 weeks per year.

The Parents As Practitioners program will train parents in one weekend in these Cognitive Retraining Techniques, enabling them to treat their children's learning disabilities in the comfort of their home and according to their own schedule.

For further information please contact Scott Flurry at 412-766-9020 X600, or email at flurry.scott@hfi-pgh.org

THE CAEDMON SCHOOL

Quite simply, we do what is best for children...

- strong academic foundation through a challenging curriculum
- emphasis on creative, independent thinking and problem solving skills
- focus on the arts and sciences
- modified Montessori philosophy
- extraordinarily diverse and international population
- warm, welcoming community
- active, involved parent body

...it is for this that we teach.

Nursery - 5th Grade • 416 East 80th Street • New York City • 212-879-2296 • www.caedmonschool.org



REBECCA SCHOOL

Learning through relationships

A model educational program promoting the education and development of children with neurodevelopmental disorders of communicating and relating, including Pervasive Developmental Disorder (PDD) and autism.

Our curriculum is based upon the DIR (Developmental Individual Difference Relationship-Based) model of Drs. Stanley Greenspan and Serena Wieder and promotes the education and development of the whole child.

Rebecca School offers a therapeutic program in a "real school" environment. We incorporate academics, sensory integration, Floor Time, social skills & behavior modification. OT, PT, Speech & counseling are provided as appropriate. Art, music, science, gym, & technology. Small classes, flexible grouping.

**AGES 4-14 • CALL FOR WEEKLY OPEN HOUSE SCHEDULE
STILL ACCEPTING APPLICATIONS FOR FALL 2006**

CONTACT TINA MCCOURT, DIRECTOR

212-810-4120 OR TMCCOURT@REBECCASCHOOL.ORG



40 EAST 30TH STREET, NEW YORK, NY 10016 • WWW.REBECCASCHOOL.ORG

I³ Invention, Innovation, and Inquiry



Children Today... The Future Tomorrow



Invention, Innovation, and Inquiry, is a series of 10-day educational units designed to integrate engineering design, mathematics, science, and technology into the 5th and 6th grade classroom. I³ offers elementary teachers a variety of affordable supplemental curriculum materials that encourage students to participate in a "Hands on - Minds on" environment.



Invention, Innovation, Inquiry • www.i3cubed.com • (703) 860-2100



What Are You Reading During the Dog Days of Summer? Here's What Education Update's Friends & Advisory Council Members Replied

Compiled BY LIZA YOUNG

In the sweltering days of August we can link back to ancient history, when the term "Dog Days of Summer" was coined by the Romans and even earlier to the ancient Egyptians who named the brightest star of the night sky "Sihor," based on a dog-headed divinity. The Greeks later named the star "Sirius," meaning serious or ardent. The ancients noticed an association between rising temperatures and the "dog star's" appearance with the sun and began to refer to this coincidence as the "dog days."

Today, the "Dog Days of Summer" provides a wonderful opportunity to sip an iced tea and catch up on reading lists, from the metaphorically rich works of Gabriel Garcia Marquez, to the intriguing tales of Margaret Atwood and the socially perceptive dramas of Jane Austen. Here

is the complete list of wonderful reading choices from friends and Advisory Council members of *Education Update*.

Harold Koplewicz, MD, NYU Child Study Center: *The Overachievers* by Alexandra Robbins; *The Unwanted* by Kien Nguyen; *The Bookseller of Kabul* by Asne Seierstad; *Suite Francaise* by Irene Nemirovsky; *I Feel Bad About My Neck* by Nora Ephron

Pres. Jennifer Raab, Hunter College: *Theft: A Love Story* by Peter Carey; *High-Profile Crimes: When Legal Cases Become Social Causes* by Lynn Chancer

Joan Freilich, Ph.D., Con Ed: *The Curious Life of Robert Hooke*, *The Man Who Measured London* by Lisa Jardine published by Harpers.

Charlotte Frank, Ph.D., McGraw Hill: *Dark Harbor* by Stuart Woods. *The Ghetto of Venice* by

Ricardo Calimani

Alan Cohen, Principal, PS 9: *From Good to Great* by Jim Collins; *Distributed Leadership* by James Spillane

NY State Regent Lorraine Cortes-Vazquez: *Playing with the Boys* by Alisa Valdez-Rodriguez—Fun, predictable, and an easy read; *Live To Tell The Tales* by Gabriel Garcia Marquez—great, a bit melancholy; *Dandelion- The Life of a Misfit* by Sheelagh Mawe—easy read, but very insightful, similar to *SeaBiscuit*.

NY State Regent Karen Hopkins: *Brookland*, Emily Barton. *Two Lives*, by Vickram Seth.

NY State Regent Harry Phillips, 3rd: Ron Suskind's *One Per Cent Solution* and Taylor Branch's *At Canaan's Edge* (3rd volume of the M. L. King Bio) and Charles Mann's "1491" (America before Columbus).

Howard Gardner, Ph.D.: Artists tell us what the future might hold. I am interested in the pros and cons of biological engineering. So I just finished reading Kazuo Isiguro's *Never Let Me Go* and am taking on a trip next week Margaret Atwood's *Oryx And Crake*.

Bonnie Kaiser, Ph.D. Rockefeller University: *Mask of Atreus* by A. J. Hartley—Archaeological mystery purely for escapism; *Sense and Sensibility* by Jane Austen; *Iran Awakening: A Memoir of Revolution and Hope* by Shirin Ebadi with Azadeh Moaveni; *Istanbul: Memories and the City* by Orhan Pamuk.

Pauline Smith-Gayle, Principal P.S. 202:

Summer Reading: *Emotional Intelligence* by Daniel Goleman; *The Knowledge Deficit* by Ed. Hirsch, Jr.

Dean Mary M. Brabeck, Ph.D, NYU School of Education: I just finished re-reading Herodotus' *Inquiry* (aka History). His discussion of the Persian War and examination of what is "Greek" (meaning "what is human?") has its parallels with the current political situation and the global discussion of what marks us as a human community and what is culture/religious identity. Deb Weinstein's *Apprentice to the Flower Poet Z* is lyrical and a funny insightful take on higher education. *The Kurds: A People in Search of Their Homeland* by Kevin McKiernan gives the history of the largest ethnic group in the world, without a country. Jhumpa Lahiri's *The Namesake* is the book we have assigned all our entering freshmen to read. It examines the question of how one develops autonomy while remaining connected to one's culture and history. Brilliant and well crafted story.

Pola Rosen, Ed.D., Education Update: These choices are based on my studies this past summer at Oxford University on Churchill: *Winston and Clementine Letters*, edited by Mary Soames (daughter of the Churchills); *Churchill* by Roy Jenkins (winner of British Book award) and *Churchill a Life* by Martin Gilbert (both published in Great Britain); *Will in the World* by Stephen Greenblatt (Pulitzer Prize finalist about William Shakespeare).

Logos Bookstore's Recommendations



By H. Harris Healy, III, President, Logos Bookstore

1575 York Avenue (Between 83rd and 84th Sts.), NY, NY 10028

(212) 517-7292, Fax (212) 517-7197

WWW.NYCLOGOS.CITYSEARCH.COM

When The Astors Owned New York: Blue Bloods And Grand Hotels In A Gilded Age

by Justin Kaplan
(Viking, \$24.95)

Summertime is upon us, a time for many of vacations and leisure reading. One such enjoyable example is *When The Astors Owned New York: Blue Bloods And Grand Hotels In A Gilded Age* by Justin Kaplan. The author's careful rendering of

the various different Astors' personalities and their actions make this book read like a good novel.

From Waldorf, Germany to the New World, from being a butcher's son to collecting fur pelts for trade to the proud owner of extensive real estate holdings and luxurious hotels in the USA, John Astor became very wealthy and possibly the USA's first millionaire by the time of his death in 1848. His son, William Backhouse, protected and increased the Astor fortune, married into a native

blue blood family, the Armstrongs, and with his wife produced three sons. One, Henry, married a farmer's daughter and was ostracized by the family for marrying beneath his class. The other two, John Jacob III and William Backhouse, Jr. lived side by side in adjacent brownstone mansions on Fifth Avenue between 33rd and 34th Streets. They shared offices in the family business, but did not get along well and this conflict continued with their sons.

The book's main focus is on the two cousins, William Waldorf, son of John Jacob III and John Jacob IV, 'Jack', the Astor who went down with the Titanic, son of William Backhouse, Jr. and Caroline Schermerhorn Astor, the famous Mrs. Astor of the New York 400. A moving story within a story is that of William Waldorf, an avid art lover who as a youth on a trip to Italy fell in love with a young Italian, but was not allowed to marry her and was called back to his duties as

an Astor heir in the USA. It was he who had the Waldorf Hotel of the original Waldorf-Astoria constructed on the site of his family mansion, where he grew up, between 33rd and 34th street on Fifth Avenue. His cousin, 'Jack' Astor joined in this venture by building the Astoria Hotel right next to the Waldorf in the same style, but seven stories higher. Both hotels remained there until demolished in 1929 to make way for the Empire State Building.

This book is well illustrated with wonderful black and white photographs of the original Waldorf-Astoria, as well as pictures of the Astors themselves and William Waldorf's Cliveden estate in England.

During the month of August, Children's Story Time with Dvorah will resume Monday, August 21, 2006 at 3 P.M. Celebrating 30 years of Logos bookstore there is an ongoing sale.#

continued on page 19

ADVANCE YOUR CAREER WITH A MASTER'S DEGREE FROM POLYTECHNIC UNIVERSITY



JOIN US FOR A GRADUATE INFORMATION SESSION

GRADUATE PROGRAMS IN:

- Engineering
- Computer Science
- Digital Media
- Management
- Arts and Sciences

PLEASE RSVP:

Phone: 1-800-POLYTECH

E-mail: gradinfo@poly.edu

Online: www.poly.edu/graduate

LEARN ABOUT TUITION SCHOLARSHIPS FOR TEACHERS AND EDUCATION PROFESSIONALS!

Wednesday, August 16th, 5-7:30pm
Brooklyn Campus
6 MetroTech Center, Brooklyn, NY



OPEN HOUSE

October 25, 6:30 pm

FARM FESTIVAL

October 21, 11 am - 4 pm



7 East 96th Street
NY, NY 10128

A uniquely diverse,
coeducational,
Pre K-8 independent school
linking a challenging
academic curriculum with an
innovative farm program.

Lois Gelernt, Director of Admissions

www.manhattancountryschool.org

212.348.0952

DR. GEORGE ALEXIADES, PIONEER IN COCHLEAR TRANSPLANTS

By JOAN BAUM, Ph.D.

With what can only be called serendipitous coincidence, *Education Update* caught up with Dr. George Alexiades, an amiable and expert ear surgeon of Greek extraction, to talk about “cochlear” implants. The word “cochlear” comes from Greek, *kochlias*, which means snail with spiral shell—which is exactly what the cochlear implants look like. Dr. Alexiades, who has been performing the operation in the Department of Otolaryngology at the New York Eye and Ear

Infirmity (NYEEI)—now “the only such institution in the city”—notes that the surgery, which has been around since the eighties and was once considered experimental, has now entered the mainstream, though for sure, the entire procedure, including device and hospitalization, can be costly—approximately \$50,000. Still, as cochlear implants become more common—NYEEI performs about 120 a year and, Dr. Alexiades says, “the number is growing”—and as insurance companies now cover one ear—the public can probably look forward to some diminution in cost, especially because the field of ENT (ear, nose, throat) itself, of which cochlear implant research and surgery is a specialty, has become incredibly competitive, particularly in New York City.

There has also been a remarkable change in the deaf and hearing-impaired community. Formerly opposed to cochlear implants, the community now supports cochlear implants and in fact sees its own role growing as a provider of ancillary social services. Indeed, as Dr. Alexiades points out, though cochlear implant surgery can be performed on infants as young as seven months and on elderly adults into their nineties, as long as they are in general good health, the best candidates are the very young, children two years old, for example, which means that older children who receive implants will do well if they also receive assistance from the hearing-impaired community, instruction in lip reading or ASL. And no doubt this community will also be providing pre-surgical counseling as well as assist in general education. It’s important to note, for example, that a cochlear implant will not create so-called normal hearing conditions. What it will do is provide a child (or adult) with sound that is interpreted as speech. (Hearing aids, by contrast, amplify sound.) Cochlear implants involve a microphone, a speech processor, a transmitter and electrodes, all of which work together to allow a profoundly deaf child or adult to process speech sounds and communicate. Those who receive an implant early on can even talk on the telephone.

Of course, there is great need for post-op therapy to assist in the development of language and social skills, but Dr. Alexiades, a well regarded researcher as well as surgeon, does feel that cochlear implants have had marvelous results. He cautions, however, that prospective candidates should understand what “success” means, and he notes that this tricky word means different things to children and adults. A government health web site indicates that so far approximately 22,000 adults and 15,000 children have received cochlear implants. (Australia and Austria have also forged ahead making the devices.)

The device itself, which looks like a hearing aid, with a wire and coil, and can be made of titanium or ceramic, has two parts: an internal component—receiver/stimulator, which receives signals from the processor and by way of electrodes carries those signals to the brain, is surgically imbedded under the skin, behind the ear. The external component—a microphone, which picks up sounds from the environment, and a speech processor—is removable at night. As the technology is refined this component can easily be upgraded.

Research does not yet show why some children are born with severe hearing deficits—whether the malfunction is genetic or congenital—but down the line, says Dr. Alexiades, say “15 to 20 years” stem-cell research may be able to make such determinations. Meanwhile, he is thrilled to be part of a unique field of medicine, the only area that can restore a sense. What “an incredible fact,” he says. And what a remarkable man to say so.#

OPENING NEW WORLDS FOR THE DEAF



Dvorah and Hadassah Sklar

By VICTORIA FLORSHEIM
& ASHISH MALHOTRA

The Auditory/Oral School of New York was founded in 1999 by Pnina Bravmann, an outgrowth of her personal experiences. In 1992, while she was a speech pathologist and pregnant, she was working with a child who, unbeknownst to her, had the German measles. Shortly thereafter, her child was born deaf. Bravmann bravely mainstreamed her child from the outset, irrespective of the fact that she was doing it alone, without the supportive services she now offers to hundreds of deaf children in New York City.

The Auditory/Oral School offers programs for children who suffer from a language delay, whether they are profoundly deaf, slightly deaf, or normal with two deaf parents. By the time the children are 5 years old, about 97 percent of them are mainstreamed into regular classes, which is the ultimate goal of the school. The 3 percent who may not be mainstreamed are often cases in which the language delay was identified late. The students undergo a multidisciplinary evaluation, of not just auditory skills, but also sensory and motor/balance skills. Methods of education vary, highlighting auditory, verbal, listening and language skills. Teachers wear microphone headsets to enhance the sound of their voices. Even exercise related activities and games require communication: for instance, differentiating a green beanbag from a red one. All the teachers at the school are certified in the field, but Michelle Bornfeld, the Supervisor of the Speech Therapy Department, made it clear that the efforts of the certified staff are not enough. What is needed is the commitment of time and energy from parents. It is essential that parents act as primary facilitators, by coming to the school on a regular basis to learn teaching strategies so that they can be reinforced at home. “Having the parents buy into this philosophy is essential to making it happen,” Bornfeld asserted. One fascinating aspect of the school, a testament to its commitment to helping families, is that it offers pictures of events in the school day for parents with busy work schedules.

This way, the parents can study the pictures and try to reinforce exercises at home. Another clear philosophy of the school is to force the students to think, and not pamper them because of their impediments. This attitude is a major reason for their high success rate.

Creating independent thinkers is how the school gauges its success. During our visit we were introduced to Chana Sklar, the mother of two beautiful 17-month-old twin girls, Dvorah and Hadassah. The baby girls are healthy and were playing water games with their classmates. A very different scene would have faced the viewer only one year ago when Mrs. Sklar turned to the Auditory/Oral School with many questions and concerns as to how the twins would succeed in a “hearing” world. The school, in a massive team effort, helped the young mother and her daughters cope with their deafness by first performing a comprehensive and extensive evaluation; the girls were diagnosed profoundly deaf and the decision was made for them to receive cochlear implants, a procedure where the damaged auditory nerve is replaced with a wire that is threaded through the eardrum into the nerve. A microphone is attached at the outer end, increasing the capability of noise traveling through the eardrum and nerves. Mrs. Sklar openly admits, “I did not know what decisions needed to be made until I came here.”

Through the services of the Auditory/Oral School the twins participate in parent-child groups, offered to children under the age of two, where they have the opportunity to socialize and learn with their peers, while their mom is provided with tools to enhance the children’s learning at home. Their teacher focuses on improving language, listening, cognitive, speech and socialization skills. In every classroom there are colors, words, shapes and any additional tool to boost child’s sensory skills.

The Auditory/Oral School of New York uses advanced technology and expertise along with open-minded thinking to facilitate the incorporation of families and children into a hearing society, enabling them to enjoy a fulfilling life.#

Study Abroad

♦ Foreign Language
♦ Cultural Immersion

All Ages
children, adults, seniors
parents & children together

All Year
including Christmas, Easter

100% Total Immersion

Live in the Home of Your Teacher
All Ages - All Year
20 Languages / 35 Countries
Minimum Stay - One Week

100% Cultural Immersion

Live in the Home of a Local Host
All Ages - All Year
35 Countries
Minimum Stay - One Week

Special Programs for Teens

Individuals & Groups - All Year
Spain France Germany Italy
Costa Rica Mexico Ecuador Guatemala
Minimum Stay - 2 weeks
Language Lessons & Cultural Activities

ask about our WOW! Programs

= Wonderful One Week

All Ages, including Teens - All Year
Individual Students & Groups
Make Maximum Use of Limited Time
Excellent for IB & AP Students

Foreign Language Study Abroad Service
Box 430903

South Miami, FL 33243

800-282-1090

305-662-1090

info@flsas.com

www.flsas.com

request brochures

SUMMER STUDY AT OXFORD UNIVERSITY



A porter stands in the doorway of Christ Church College



Tom Gate with Christopher Wren's dome



Dining Hall at Christ Church College where Harry Potter was filmed

By DR. POLA ROSEN

What do Harry Potter and Oxford University have in common? The magnificent wood paneled, high-ceilinged Hall at Christ Church College, was the site for Harry and his fellow students to dine as well as the setting for all meals for my 120 classmates in the Oxford Continuing Education Program that I participated in this summer. Surrounded by old, beautiful stained glass windows and hundreds of large portraits of illustrious graduates including prime ministers and notables such as Charles Dodgson (Lewis Carroll), a math don from 1852-1898 and author of *Alice in Wonderland*, WH (Wystan Hugh) Auden and WE Gladstone, it was easy to "think great thoughts" along with the superbly trained faculty and students from around the world. The Department for Continuing Education makes Oxford University accessible to men and women offering several hundred part-time or short full-time courses, covering most subjects taught within the University. During recent years about 16,500 students have enrolled annually for the Department's courses. The Department is today one of the United Kingdom's leading university departments for continuing education. It is also one of the oldest, having begun its work in 1878.

There are thirty-nine independent, self contained and self-governing colleges and six permanent private halls at Oxford. My group was

housed at Christ Church, a lovely square surrounded by dormitories and classrooms, fountains and statues, labyrinthian corridors and passageways all enclosed by a 20 foot wall whose entrance, called Tom Tower, was topped by a cupola built by Christopher Wren. At Tom, an old wooden door had 24 hour sentries called porters, dressed in traditional white shirt, black tie, black pants and black bowler hats. These men were guards and ensured proper entrance and security of all buildings.

The history of Christ Church, traditionally known as "The House", was interesting. Originally founded in 1525 by Cardinal Wolsey as Cardinal College, when Wolsey fell from power before his ambitious grand plan was completed, Henry VIII re-founded the college as Christ Church in 1546 with a dual foundation of college and cathedral, a unique function which it performs to this day. There were 101 students on the original foundation and the college bell, known as Tom, chimes 101 times each evening to mark the traditional curfew.

Wherever we were, we heard Tom tolling its chimes each evening just as it had done for hundreds of years.

I was privileged to be part of a group of about 120 adults ranging in age from 21 to 80, articulate, educated, from all parts of the world, some with spouses, many alone, all brought together by a common thirst for knowledge and intel-



David Beard, Director of Continuing Education, Oxford U.



Bodleian Library at Oxford University



Oxford class studying Churchill at final evening cocktail party. Second row, left, Tutor Annette Mayer.



Chart room at Churchill's Cabinet War Rooms

Calendar of Events AUGUST 2006

Entertainment

THREE HOT SHOWS

- Tarzan
- Beauty & The Beast
- The Lion King

CALL: 212-703-1040 or 800-439-9000; FAX: 212-703-1085
disneyonbroadwaygroups@disneyonline.com
www.disneyonbroadway.com/groups

Open Houses

TOURO COLLEGE NEW YORK SCHOOL OF CAREER AND APPLIED STUDIES; 1870-86 Stillwell Avenue, Brooklyn, NY 11223
Phone: 718-265-6534 x1015, Fax: 718-265-0614
Every Tues. & Thurs. from 10:00 am - 7:00 pm, Sun. 11:00 am - 5:00 pm, at 27-33 West 23rd Street, New York, NY 10010, 212-463-0400 ext.500

Information Session

POLYTECHNIC UNIVERSITY
Wednesday August 16th, 5-7:30pm
Brooklyn Campus

6 MetroTech Center, Brooklyn NY
Phone: 1-800-PolyTech
Email: gradinfo@polytech.edu
Online: www.poly.edu/graduate

Open Houses

LYCÉE FRANÇAIS DE NEW YORK
505 East 75th Street
New York, NY 10021
Tel: 212-439-3834
Admissions@LFNY.org
www.LFNY.org
September 25, 2005
October 17, 2006
November 8, 2006

Parent Training

INTERNATIONAL, TECHNOLOGY, EDUCATION ASSOCIATION
August 12th and 13th 2006
September 23rd and 24th 2006
October 21st and 22nd 2006
November 11th and 12th 2006
For further information see www.ila-learning-abilities.org

lectual camaraderie. Each class was limited to 12 students, ensuring lively participation by all. Classes ranged from Gardens to British History to Winston Churchill to Great English Novels.

Each day after breakfast in the Hall at 8 am, classes met from 9:15 to 12:30, followed by lunch in the Hall and then various field trips as part of the course work, or free time to explore Oxford and its environs. Evenings were wonderful as well, with a variety of theater, music and lectures around the campus.

My class on Winston Churchill had a field trip to the Cabinet War Rooms and Churchill Museum in London (our private bus took about 2 hours).

On another afternoon, four classmates rented a car to visit Chartwell, the favorite home of Churchill. Annette Mayer was our expert tutor, who used a multi-media approach to teaching including original manuscripts, photographs, powerpoint presentations, and archival movies.

Nearby, the world famous Bodleian Library beckoned to be explored. In the ceiling, inscribed

in Latin in an open book is the motto: "The Lord is my guide." The library has been restored to the beauty of 1610. All the books were originally chained for security purposes.

While the students ranged in age from 21 to 80, the majority were from 50-70. People were super friendly and mingled freely at all meals. My class on Winston included a teacher from Los Angeles, a chartered accountant from London, a retired doctor from San Bernardino, a retired doctor from Atlanta, an Annapolis grad, and a couple transplanted from London to Switzerland as well as a California investment banker.

What a wonderful way to recharge one's batteries, learn, meet new people and explore new places. The success of this program is confirmed by the number of people I met who were returning for a second, third or fourth time. While all classes were one week in length, a number of people were staying for 2-3 weeks. I recommend this program as one of the best I've participated in over the last several years. And I will most certainly return.#



TEACHING POETRY

Kevin Stein, Poet Laureate, Illinois

Q: At what age did you start writing?

A: My own formal studies in poetry reached their peak at Indiana University in the early 80s, where I was gifted with devoted teachers and a slew of inspiring literary pals. Still, as I tell my own students, one learns more outside of the classroom than in it. My most vivid memories of sudden revelation revolve around either the slog of my solitary labors or late-night gatherings of poet friends in coffeehouses and bars, our fresh poems unfolded from our back pockets and passed around for others' responses.

Q: Can you share some of the inspirations for your writing?

A: Like many of my generation, I was a member

of a pretty lame garage band, so my first poems were "moon/June/soon" lyrics for the band. In retrospect, however, I was primed to love of language by my parents' dinnertime ritual of asking us kids to describe something that happened during our day. They were teaching us to write the narrative of our lives and to ponder our connection with our



fellow beings. The best-told story always earned the most kudos, something every kid craves.

Q: Which writer has been the greatest inspiration to you? Who are your favorite poets?

A: Sometimes it's merely a single word that echoes in my mind or a snippet of overheard conversation. Other times it's what appears outside my window, say, the blood red cardinal at rest upon a branch of still-green apples. Many times it's what I'm reading—poetry, science, history, the newspaper—or the music I'm listening to. It's anything that snags my attention. As Malebranche says, "Attention is the natural prayer of the soul."

Q: Which writer has been the greatest inspiration to you? Who are your favorite

poets?

A: Such a question is a fair one, but it's a little like asking a child, "Which parent do you love the most?" I've been influenced by numerous poets from the long dead to my contemporaries. If I read something and it takes the top of my head off, as Emily Dickinson says, then I know it's poetry, and I want to do something like that. If pressed, I'd point to the American poet James Wright, whose work I love for its intellectual and emotional range.

Q: What are some of the challenges you've faced?

A: Naturally, one thinks first of the external barriers—attracting editors' attention, building an audience, learning the ropes. But in reality the biggest hurdles lie inside oneself. By this I mean overcoming one's innate sloth and tendency to frustration. I mean learning to see one's nagging self-doubt as the engine that drives one's finding newer and better ways of expression. I mean overcoming and loving the self simultaneously.

Q: What is your advice to young writers today?

A: I'd suggest the three R's: Read, Revise, and Risk. Read everything and everybody: poetry, science, history, philosophy, and the newspapers. Most importantly, read both those you love and those who challenge your own dearest assumptions. Revise. Be one not easily satisfied. Find a community of fellow writers and seek out their opinions. Risk. You'll grow as an artist only when you risk your emotional and intellectual life. Risk surprising yourself, or you'll never surprise your reader. #

To read additional interviews about Poet Laureates, visit www.educationupdate.com and search for "poet laureates".

FRENCH TUTORING

English as a Second Language

Essay Writing Skills, Test Preparation, Schoolwork, Accent Reduction, Playgroups (ages 4 & up), Private and Small Group Lessons, all ages and levels. Dynamic teachers with extensive experience abroad and in NYC private schools.

Michele Epstein
(212) 722-5793
stefalex23@aol.com

Kid's Korner

Preschool
(212) 229-9340

247 West 24th Street, New York, NY 10011

NAEYC ACCREDITED

OPEN HOUSE

Oct. 16, 17 & 19 at 10:00am

Limited Spaces Available for 2006/2007

Celebrating 13 Years

Open year round,
8am - 6pm daily

On site private and secure playground
Flexible hours and days
Ages 2 to 5 years

School tours by appointment only
NY State licensed teachers
Licensed by NY City Department of Health

YOU CAN TURN YOUR CHILD'S Learning disability into Learning Abilities.

We have successfully worked with children diagnosed with ADD, ADHD, Dyslexia, LD, NLD, Developmental Delay, High Functioning Autism, Aspergers Syndrome as well as children who struggle academically but who do not qualify or do not have any specific diagnosis. If your child is having trouble with:



- Reading
- Reading Comprehension
- Distractibility in Class
- Math
- Organizational Skills
- Handwriting
- Multi-tasking
- Coordination

Call us at **412/766-4030** for more information about our parent training program, where we train you in these amazing new concepts allowing you to do the therapy at home with your child.

Parents as Practitioners™

8235 Ohio River Boulevard • Pittsburgh, Pennsylvania 15202
Phone 412/766-4030 Fax 412/766-5434 www.parentsaspractitioners.org

The Marvelwood School

A Guided Journey to Achievement



1-800-440-9107 or 860 927-0047
www.marvelwood.org
Email: admissions@marvelwood.org

- Grades 9 – 12
- College prep curriculum
- 4:1 student teacher ratio
- Community service
- Full interscholastic sports program, clubs
- Excellent faculty: friendly, supportive
- Summer school program for grades 7-11, focusing on reading, writing, ESL, and math skills
- Beautiful mountaintop campus: hiking, canoeing, biking, fishing



Founded in 1884, Staten Island Academy is an independent, college preparatory school educating students from pre-kindergarten through high school. Whether in the classroom, through community service, on the playing fields or theater stage, the Academy difference shines in every student.

For upcoming Admission Open Houses, call 718.987.8100

Staten Island Academy
715 Todt Hill Road, Staten Island, NY
www.statenislandacademy.org

AMERICAN MUSEUM OF NATURAL HISTORY 

Inquire. Understand. Teach Great Science.

Seminars on Science from the American Museum of Natural History offers award-winning, online courses in the life, Earth and physical sciences.



Use our courses to help meet **degree, certification and salary gradation requirements!** The next semester starts August 28th. Get a \$50 discount when you **register by August 14th!**

learn.amnh.org/eu
or call today (800) 649-6715

Central Park West at 79th Street New York, NY 10024 www.amnh.org

National Museum Of Health & Medicine: Death of Pres. James Garfield

One-hundred and twenty-five years ago this summer, our nation's 20th president, James A. Garfield, was assassinated in Washington, D.C.

To commemorate this anniversary, and for the first time in more than a decade, the National Museum of Health and Medicine is displaying "The Death of President James A. Garfield: An exhibition to commemorate the 125th anniversary of his assassination," which features the vertebrae where President Garfield was shot and reproductions of photographs and artwork related to him and his injury.

These items are among several specimens, artifacts, artwork, and photographs in the museum's collections that relate to the assassination and to the assassin, Charles Guiteau, although the focus of the exhibition is on the medical care and suffering of the President.

On July 2, 1881, just 100 days after his inauguration, Garfield entered the Baltimore and Potomac Railroad Station in Washington, D.C. to board a train bound for Williamstown, Mass., when Charles Guiteau fired two shots at the President. One bullet grazed the President's right arm. The second bullet entered Garfield's lower right back. Although mortally wounded, Garfield would linger for 80 days before succumbing to complications from the wound. Despite the best efforts of a team of notable physicians, President Garfield died on Sept. 19, 1881.

In respect of the 80 days that President Garfield suffered, the life of this exhibit will also be 80 days. It will close Sept. 19, 2006, exactly 125 years to the day of President Garfield's death.

The centerpiece of the exhibit is the 12th thoracic and 1st and 2nd lumbar vertebrae of the president, which includes a red probe showing the path of the bullet. Also on display are reproductions of a drawing of Garfield's wound

and deathbed, photos of Dr. Daniel S. Lamb and Dr. Joseph J. Woodward, two doctors from the Army Medical Museum who took charge of the examination of the president, and a drawing by Alexander Graham Bell of his metal detector invention that was used unsuccessfully to locate the bullet in President Garfield's body.

"Although our collections are rich in anatomical specimens, historical objects, and archival materials that document the complete story of President Garfield's assassination and the trial and eventual execution of his assassin, Charles Guiteau, we chose to focus this exhibition on Garfield and his story of medical care and suffering. In keeping with this goal, the vertebrae of Garfield are the centerpiece of the exhibition," said Lenore Barbian, Ph.D., the museum's curator of anatomical collections.

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 are 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 because of its "exceptional value in commemorating and illustrating the history of the United States." For information call (202) 782 2200 or visit www.nmhm.washingtondc.museum. Admission and parking are free.#

©2006 Consolidated Edison Company of New York, Inc. Ad: Arnell Group



OF COURSE NEW YORK IS COOL. IT HAS MILLIONS OF AIR CONDITIONERS.

There's no question this town has an abundance of cool. The trick is to be smart about using your cool. Summer energy bills are higher mainly because of air conditioning, so try these smart tips to save on cooling costs: Keep the A/C filter clean so the unit cools efficiently. Never leave the unit on when you leave home – use an A/C timer instead. Look for the EnergyStar® label when you buy. Visit www.conEd.com/customercentral for more smart ways to use your cool, or call our EnergyLine at 1-800-609-4488. You may also be eligible for the Con Edison Central Air Conditioning Program. Find out more at www.conEd.com/cool.

THE POWER BEHIND EVERYTHING YOU DO

 conEdison | ON IT

HONORARY DEGREES: WHO'S CHOSEN & WHY

Compiled BY LIZA YOUNG

With echoes of graduation only one month ago, *Education Update* recently gathered information from several colleges regarding how recipients of honorary degrees are chosen, including a history of past honorees.

Marymount Manhattan College

Distinguished in three areas: scholarship, business, and the arts. We get nominations from faculty, staff, students, and board members. We then look at the individuals to ensure that they are a good complement to the College's mission and that they are relevant to the graduates in some way, that their message would likely be beneficial to them. Below is a list of some famous past honorees.

1969 Coretta Scott King; 1976 Sidney Lumet; 1981 Rosa Parks; 1985 Mario M. Cuomo; 1987 Marlee Matlin; 1997 Eugene M. Lang; 2005 Senator Hillary Rodham Clinton.

College of New Rochelle

At The College of New Rochelle, nominations are made and reviewed by the College's Board of Trustees. The Board selects candidates who best exemplify the values consistent with CNR's mission, i.e. Catholic, liberal arts, women's higher education, diversity, service and professional

achievement.

Previous recipients of an honorary degree from CNR have included:

College Presidents: Dr. Norman C. Francis (Xavier University), Dr. Johnetta Cole (Spelman), Theodore Hesburgh (Notre Dame); Religious Leaders: John Cardinal O'Connor, Edward Cardinal Egan, Desmond Tutu; Civic & Media Leaders: Representative John Lewis (D-Georgia), Former Ambassador Corinne (Lindy) Boggs; Philanthropists: Frederick P. Rose; Scholars: Cornel West, John Hope Franklin; Service: Sister Patricia Cruise S.C., Sister Mary Rose McGeady S.C. (both from Covenant House).

Queens College, CUNY

Each year around January, the Chair of the Sub-Committee on Honorary Degrees, which is part of the Queens College (QC) Committee on Honors and Awards of the Academic Senate, sends out a campus-wide invitation for nominations for Honorary Degrees. The Sub-Committee considers the nominations they have received. Those that are approved are forwarded directly to the Academic Senate for voting. Once the Senate confirms the nominations, they are then submitted to the Queens College President. Following his approval, the list of candidates are forwarded

to the Chancellor of the City University of New York, Matthew Goldstein (CUNY), of which QC is a part, no later than March 10. After the Chancellor has reviewed the candidates, he then presents them to the CUNY Board of Trustees for their examination and approval during their next executive session.

Criteria: Honorary Degrees serve to recognize the achievements of people who have made significant contributions to the progress of the

college, its principles or academic or professional disciplines, or who have brought honor to the college through their work.

Among some of the most well-known honorees have been: Aaron Copland: American composer; Jonas Salk: Medical doctor who developed the polio vaccine; Marvin Hamlisch: Film and musical composer; Jerry Seinfeld: TV actor/comedian/writer; This year's Honoree, Lieutenant-General Romeo A. D'Allaire commanded a U.N. Mission to Rwanda from 1993-94 and tried to stop the genocide that claimed 800,000 lives in 100 days.#

FOR ARTISTS WHO WANT TO BECOME TEACHERS

The School of Visual Arts offers a Master of Arts in Teaching in Art Education. This 36 credit, three-semester program, leads to a New York State Initial Certification in Art and centers on a community-oriented approach to art education. The faculty of artists offer expertise in a range of areas, including arts-integrated curricula, technology and museum education.

For further information, please request a Graduate Programs catalog from the Office of Admissions, 212.592.2107, or gradadmissions@sva.edu or www.sva.edu



School of VISUAL ARTS®

209 East 23 Street, New York, NY 10010-3994
Tel: 212.592.2107 E-mail: gradadmissions@sva.edu
Web site: www.sva.edu

CSI's Master's in Business Management

at an affordable \$270 per credit.

GET BULLISH WITH YOUR FUTURE!



For more information about our 14 graduate programs, go to: www.csi.cuny.edu/graduatestudies or call 1.718.982.2010

CSI

COLLEGE OF STATEN ISLAND IS CU NY

2800 Victory Boulevard • Staten Island, NY 10314 • Mariene Springer, President

NY SCAS

A DIVISION OF TOURO COLLEGE

New York School of Career and Applied Studies

GET YOUR ASSOCIATE OR BACHELOR DEGREE IN:

- Business Management and Administration
- Human Services | Social Sciences
- Psychology | Education | Health Sciences
- Computer Science | Desktop and Web Publishing
- Liberal Arts and Sciences

Certificate Programs
Digital Media Arts | Medical Coding & Billing

Graduate and Professional Programs
Law | Business Management
Education and Psychology
Mental Health Counseling | Social Work

OPEN HOUSE
EVERY SUNDAY 10am-3pm
27-33 West 23rd Street, New York, NY
212.463.0400 x500

Other Professional Opportunities at TOURO COLLEGE
Pre-Law | Pre-Medical | Pre-Dental

TURN YOUR DREAMS INTO REALITY!

212.463.0400 x500 **718.265.6534 x1003**
Manhattan Brooklyn Queens Touro College is an equal opportunity institution

COLLEGE PRESIDENT'S SERIES

GALLAUDET UNIVERSITY: DR. JANE FERNANDES

By EMILY SHERWOOD, Ph.D.

As a young person, Dr. Jane Fernandes, who was born with limited hearing and became profoundly deaf soon afterwards, attended mainstream schools and spoke English. It was not until the age of 23 that she even learned sign language. Yet just as (in her words) "all roads lead to Rome," Fernandes felt a magnetic pull to the Washington, DC-based Gallaudet University, the internationally pre-eminent liberal arts and career development institution for deaf and hard of hearing students, which she joined in 1995 as vice president of its Laurent Clerc National Deaf Education Center.

"Gallaudet is the cauldron where all issues affecting deaf people are developed and thought through, where controversies are talked through," explains Dr. Fernandes when interviewed with her interpreter by phone. And so, after a six year stint as Gallaudet's Provost, Fernandes enthusiastically accepted the Board's offer in May to become its ninth president, the first deaf woman to preside over the university and the second deaf president in its 142 year history.

Speaking in a clear, nuanced voice and peppering her comments with humor, Fernandes outlines the challenges facing modern education of the deaf. "In 1864 when Gallaudet was founded, deaf students were not assimilated into society. They were mostly white men," she explains. Now, there is more racial diversity, which impacts the curriculum and hiring of faculty. "We want all students to see themselves reflected in the faculty and to feel welcome," Fernandes says simply. Moreover, more than 80 percent of deaf and hearing impaired students currently attend public schools. "They don't have a strong sense of a



deaf community. We want them to learn about the richness of the deaf community," she adds. And there are now technological advances such as the cochlear implant that are helping individuals with hearing impairments to process sound better and have a greater opportunity for success. "Students are coming to us better prepared than ever," concludes Fernandes. "That challenges the University to provide a better and better education for these people."

And how does she intend to lead Gallaudet

into the twenty first century? Fernandes' goals are crystal clear. "All deaf people should have the chance to learn all languages and forms of communication that they will need when they grow up." Consequently, the Gallaudet model teaches both American Sign Language (ASL) and English in a bilingual approach. "Sign language was historically seen as something for deaf people who couldn't speak clearly... The truth is, sign language is on par with other languages of the world," explains Fernandes. And she'll continue to emphasize interdisciplinary education, with faculty from different departments teaching the same subject from different perspectives. For example, a popular course on the trial of O.J. Simpson examines that event from the various perspectives of law, public figure status, history, athletics, and race. "This teaches students to respect people who have different views from themselves. We need to respect differences. We must allow deaf people to be who they are. That's really what's taught in an interdisciplinary curriculum," she concludes. Fernandes is particularly excited about a joint venture between two departments that don't traditionally work together: the Hearing, Speech and Language Sciences Department, that works on cochlear implants, and the ASL Department, that provides education in sign language, deaf culture and deaf history. "It is important for the future that these two schools be brought together," underscores Fernandes.

But first things first. In response to protests among some students and faculty after her appointment was announced last May, Fernandes realizes that she will have to spend significant time communicating with all key stakeholder groups. She's planned a series of coffees and

small group meetings come fall, and she will be setting up a blue ribbon panel to examine the controversy over her appointment. "Let their [students and faculty's] voices be known," she says resolutely.

And—oh yes—there's a book that's almost on the way to the publisher, a study of deaf people in history who've made important public addresses, titled *Signs of Eloquence: A Study of Deaf American Public Address*. One of the most evocative portraits in the book is that of Laurent Clerc, the first deaf teacher in the U.S., who traveled throughout the country in the early 1800's and persuaded Americans through sign language that deaf people could talk. Another figure highlighted in the book is George Veditz, erstwhile President of the National Association of the Deaf, who made an impassioned speech in 1913 on the need for deaf people to preserve sign language. Does Fernandes see an irony in the fact that the battle over the efficacy of sign language in deaf education has been raging for nearly a century? "As long as there are deaf people on earth, there will be sign language," she answers firmly. "And yet there are all different kinds of beliefs. That's why diversity is our issue."

In the end, Fernandes hopes to see a time "when we're not so focused on which language or technology is best, but rather we look at how those tools that can most benefit students are given to them." Fernandes is optimistic, too, that the gap between deaf and hearing students is closing. "I see teaching strategies backed up by research being increasingly successful. We are doing better than ever at our job. It's really a very good time to be deaf," she concludes philosophically. #

Making a difference together through student directed learning



Bachelor of Arts in Education

Master of Arts in Education

**-Study at home-
Short intensive residencies
in Vermont**

Join an engaged learning community with a rich history in adult and progressive education.

Community Education, Licensure, School Guidance, Partnership Education, Elementary Education, Early Childhood, Art, Social Studies, Middle Grades, Math, Science, Individually Designed Education Study

The winter semester begins January 15, 2007

The summer semester begins July 9-16, 2007

Begin with an eight-day intensive residency in Vermont

3/4 time study available-no required winter residency

GODDARD COLLEGE

123 Pitkin Road, Plainfield, Vermont 05667
NEASC ACCREDITED

1-800-906-8312

www.goddard.edu

admissions@goddard.edu



A Special Choice for Special People

Progressive education, home community for the intellectually disabled child and adult. Opportunity for educational progress at any age—multiple educational, vocational, recreational and social activities. A year-round program with an active and full lifestyle among friends on an 850-acre bluegrass campus.

STEWART HOME SCHOOL

4200 Lawrenceburg Road • Frankfort, KY 40601

John P. Stewart, M.D. • Phone 502-227-4821

www.stewarhome.com



REACHING THE WORLD FROM A PUBLIC SCHOOL CLASSROOM

By LIZA YOUNG

Becoming a global citizen is vital to the education of students, yet challenging to achieve in an environment so heavily focused on testing in math and reading. A remedy to this situation is provided through the innovative efforts of Reach the World, a non-profit organization created by Heather Halstead and Marc Gustafon in 1998, focused on bringing round-the-world journeys of the 43-foot Makulu sailboat directly to under-funded classrooms by satellite. Students and teachers can also vicariously experience the voyages of the Makulu through the Reach the World website (www.reachtheworld.org), where students read journals of the captain and crewmembers and have their questions about

the journey answered. Teachers can visit the "Floating Classroom" which provides curriculum resources related to the Makulu voyages.

This year the crew sailed 12,000 miles, beginning from Cairns, Australia through to Milan, Italy, stopping in 13 countries and numerous ports. Crew members experienced the perfect union of education and sailing while on board the Makulu. Captain of the crew, Jim Bender, with 12 years experience in maritime work, is currently pursuing a master's degree in environmental education. Amie Mignatti, a teacher from Texas who joined the crew this year found the experience to be educationally enriching for crew members and students alike. She mastered the skill of sailing as well as the ability to live on a boat for 10 months with four people whom she had never before met and was able to use her background in education to serve as a liaison

between teachers and the crew out in the field. Crew members also visited schools at port sites, asking questions formulated by children in NYC public schools, closing the global gap by singing songs in English and in turn having songs sung back by children in their respective languages.

Back in New York, students were engaged throughout the journey, emailing queries with respect to crew members' favorite food, places and animals.

At the close of the school year students and teachers from PS 122 and PS 175, who followed the Makulu crew throughout their journey, had the opportunity to meet face to face with the captain and crew at the prestigious Explorers Club—founded in 1904 to promote exploration of land, sea and air.

The Reach the World experience is a rewarding one for students. Tatyana Noori of PS 122,

Queens enthusiastically stated: "What I like about Reach the World is the places they went, the animals and food they saw." She especially enjoyed learning about the orangutans—"people of the forest"—whose home is Kalimantan on the Island of Borneo.

The students of Michelle Crawford, 4th grade teacher of PS 122, participating in the Reach the World program for the second year, provided a creative presentation of the impact of their global experience. Fifth grade students of Natasha Spann, PS 175, participated in the program for the first time this year, and gave powerpoint presentations illustrating the history, culture, and geography of the Makulu site visits.

Thus far, Reach the World has reached 75 classrooms in NYC. By 2008, the vision is to expand so that 250 classrooms can have daily adventures across the globe. #

HELP! CHEMISTRY, PHYSICS REGENTS

OVER 95,000 BOOKS SOLD!

HIGH MARKS: REGENTS CHEMISTRY
MADE EASY - BY SHARON WELCHER \$10.95
(College Teacher, Chairperson &
Teacher of High School Review Courses)
Easy Review Book with hundreds of
questions and solutions for new Regents
NEW BOOK

HIGH MARKS: REGENTS PHYSICS MADE
EASY - BY SHARON WELCHER \$12.95
Easy Review Book with hundreds of
questions and solutions for new Regents
Available at leading book stores
or call 718-271-7466

www.HighMarksInSchool.com

Schools & You

Consultations For Parents
Making Choices PreK-8th Grade

Brooklyn & Manhattan
Public & Independent Schools

718-230-8971

www.schoolsandyou.com

RESOURCE & REFERENCE GUIDE

BOOKS

Bank Street Bookstore
112th St. & Broadway; (212) 678-1654

Exceptional selection of books for children, teachers and parents. Knowledgeable staff. Free monthly newsletter. Open Mon-Thurs 10-8 PM, Fri & Sat 10-6 PM, Sun 12-5 PM.

Logos Books
1575 York Ave. (@84th Street);
(212) 517-7292

A charming neighborhood bookstore located in Yorkville featuring quality selections of classics, fiction, poetry, philosophy, religion, bibles and children's books, and greeting cards, gifts and music. Books can be mailed. Outdoor terrace.

DEVELOP YOUR GIFTED CHILD'S MIND!

In as little as 10-30 minutes a day, our books and software will sharpen your gifted child's mind. We have products for students, Pre-K-12+. Shop online www.brightminds.us/web/bklyn1. Not online? Call Gawain Clarke (718) 595-2813. To order from our catalog or for more information.

High Marks In Chemistry
1-877-600-7466; www.HighMarksInSchool.com

Over 95,000 books sold. HIGH MARKS: REGENTS CHEMISTRY MADE EASY BY SHARON WELCHER (College Teacher, Chairperson and teacher of high school review courses). This book is your private tutor-Easy review book for NEW regents (second edition) with hundreds of questions and solutions. Get HIGH MARKS \$10.95. Available at Leading book stores or call (718)271-7466.

EDUCATION

International Technology Education Association
Invention, Innovation, and Inquiry, is a series of 10-day educational units designed to integrate engineering design, mathematics, science, and technology into the 5th and 6th grade classroom. I² offers elementary teachers a variety of affordable supplemental curriculum materials that encourage students to participate in a "Hands on-Minds" environment.
Invention, Innovation, Inquiry.
www.i3cubed.com. 703-860-2100

SPECIAL EDUCATION

The Sterling School
(718) 625-3502

Brooklyn's private elementary school for Dyslexic children offers a rigorous curriculum, Orton - Gillingham methodology and hands-on multi-sensory learning. One-to-one remediation is also provided. If your bright Language Learning Disabled child could benefit from our program please do not hesitate to contact Director: Ruth Arberman at 718-625-3502.

SCHOOLS

Lycée Français De New York
505 East 75th Street; New York, NY 10021
212-439-3834; Admissions@LFNY.org
www.LFNY.org

The Lycée Français de New York is a multicultural, bilingual institution with students from sixty nations (preschool-12th grade). The school is an American, private, non-profit school chartered by the NY State Board of Regents, and accredited by the French Ministry of Education.

PARENT TRAINING PROGRAM

Parents as Practitioners
8235 Ohio River Boulevard
Pittsburgh, Pennsylvania 15202
Phone 412-766-4030
Fax 412-766-5434

www.parentsaspractitioners.org

For 10 years the Institute for Learning Abilities® has successfully used Cognitive Retraining Techniques® to treat individuals with learning disabilities. Our parent-training program, trains you in these concepts allowing you to do the therapy at home with your child.

THERAPY

The Brain Clinic
Neuropsychological, Learning Disability And Attention
Deficit Disorder Evaluations and Treatment
19 West 34th St, Penthouse
New York, NY 10001
212-268-8900
NUROSVCS@AOL.COM. WWW.THEBRAINCLINIC.COM

Math Tutoring

High School & Junior High

2 Sample Hours, No Charge
Arithmetic → Advanced Calculus

212.228.1642

917.297.2389

TUTOR IN:

H.S. Math A & B ♦ SAT Prep
Adv. Pl. Calculus

Languages: Spanish/French
German/Italian/Latin

Sciences: Chem & Physics
Coll: Pre-Calc ♦ Calculus ♦ Stats
♦ Physics ♦ Chem

\$20/hr Call Ray Bacchos

718-493-6942
(Brooklyn) After 2 pm



high-quality

fully-accredited
faculty-supported

Earn your master of science in
administration (MSA) online. Select
from specializations such as criminal
justice, educational leadership, health-
care, human performance technology or
public administration. Or, earn a master's in
instructional technology or public health.
Whatever UWF degree program you choose,
expect an exceptional learning experience.

Visit UWF online or
on-campus in
Pensacola, FL
uwf.edu or
800.263.1074

 University of
West Florida

888.592.1823 • onlinecampus.uwf.edu



THE BANK STREET APPROACH

Imagine your
future as
a caring and
innovative
teacher

**Becoming a Teacher:
A Forum for Career Changers**
Wednesday, August 30, 5:00 – 7:00 PM
Bank Street College Graduate School of Education
610 West 112th Street, New York, NY 10025-1898
www.bankstreet.edu | 212.875.4698

Bank Street

INNOVATION IN
TEACHING AND LEARNING



POLYTECHNIC UNIVERSITY OFFERS GRADUATE TUITION SCHOLARSHIP FOR EDUCATION PROFESSIONALS TO ENHANCE MATH AND SCIENCE TRAINING IN SCHOOLS

In his bestselling book, *The World Is Flat*, Tom Friedman writes "By any measure, our students are falling behind the rest of the world, especially in math and science." This quote underscores the decline in U.S. education in the arenas of math and science and exposes a critical need for the system's improvement.

It is key, therefore, that we redouble our efforts in engaging students in these subjects, and also show them the multitude of career opportunities available with advanced training in math, science, engineering, and technology. It is in this spirit that Polytechnic University provides the educational community with a special graduate scholarship designed with this urgency and the needs of educators in mind.

In recognition of the fact that New York schools need to keep their teachers and staff on the cutting edge of their fields, particularly in the arenas of Math and Science, Polytechnic University is pleased to announce the **Scholarship for Teachers and Education Professionals**.

This scholarship entitles teaching and educational professionals working in grammar schools, middle and junior high schools, high schools and college a 50% tuition scholarship on graduate education at Polytechnic University. This is a tremendous opportunity for teachers and for other educational professionals who are seeking an advanced degree.

The NYS Dept. of Education now requires all science teachers with a BS in science and an MA in education to take 12 additional graduate course credits in the branch of science in which they are teaching. For example, high school Chemistry teachers who do not have a MS in Chemistry will be required take 12 graduate credits in Chemistry.

Teachers and other educational persons at all levels are invited to take advantage of this career-building opportunity. Interested persons can apply to Polytechnic University at www.poly.edu/graduate. Once admitted, applicants will need to submit proof of employment in the form of a letter from the school district in which they work.

To learn more about this scholarship and the Power of PolyThinking visit: www.poly.edu/graduate/edscholarship



A Timely New Resource for Educators

Expand your skills in the classroom while increasing your earning potential, with innovative and exciting professional development courses at CUNY School of Professional Studies.

Courses and certificate programs offered include:

- ♦ Literacy Leader Certificate Program
- ♦ Mathematics Leadership Certificate Program
- ♦ Certificate in Disability Studies
- ♦ Certificate in Interactive Technology & Pedagogy
- ♦ Online Science Education Courses
- ♦ Creating Theatre with Young People Certificate
- ♦ Drama in the Classroom Certificate Program
- ♦ Certificate in Social Emotional and Academic Education

For information on Fall and Spring class schedules, tuition and fees, course applications and to register, visit www.cuny.edu/sps, call 212.817.7255 or email spsinformation@gc.cuny.edu



"Landmark College knows how to serve students who learn differently better than any other place on earth."

The Princeton Review's 2003 K&W Guide to College for Students with Learning Disabilities or Attention Deficit Disorder

Our students take a different path to the top.

The Nation's Leading College for Students with Learning Disabilities and AD/HD

Not everyone listens to the same music. Not everyone appreciates the same art. And not everyone learns the same way.

Serving talented and bright students with learning differences and AD/HD, Landmark College's accredited associate degree and summer programs offer a proven course for academic success.

Landmark has one of America's lowest student-faculty ratios, enabling us to create innovative learning strategies and employ the latest technology for academic success.

Our approach works. Nine of every ten Landmark College graduates go on to pursue their baccalaureate degrees at such institutions as American University, Boston College, Brown University, Occidental College, Quinnipiac University and University of Denver.

DEGREE OPTIONS

- A.A. in General Studies
- A.A. in Business Studies

Summer Programs For High School and College Students

LANDMARK COLLEGE

Putney, Vermont www.landmark.edu 802-387-6718

COLLEGE & UNIVERSITY DIRECTORY

1

Master of Arts in Teaching Information Sessions

EMPIRE STATE COLLEGE
STATE UNIVERSITY OF NEW YORK

Fifth and Sixth Floors
325 Hudson Street
(corner of Vandam)
New York City

www.esc.edu/MATInfo
800 468-6372 ext. 2230

2

GODDARD COLLEGE

Come to Goddard as you are.
Leave the way you want to be.

1-800-468-4888
www.goddard.edu

3

NY SCAS A DIVISION OF **TOURO COLLEGE**
New York School of Career and Applied Studies

Manhattan: Midtown 212.463.0400 x500
Uptown 212.722.1575 x101

Brooklyn, Queens: 718.2.SCHOOL x1003

Get Your Associate or Bachelor Degree in:

Business Management and Administration
Computer Science | Human Services
Desktop and Web Publishing | Education
Health Sciences | Liberal Arts and Sciences

4

Imagine your future as a caring and innovative teacher

Bank Street

Becoming a Teacher: A Forum for Career Changers
Wednesday, August 30, 5:00 - 7:00 PM
Bank Street College Graduate School of Education
610 West 112th Street, New York, NY 10025-1898
www.bankstreet.edu | 212.875.4698

5

SARAH LAWRENCE COLLEGE

For 70 years a champion of the individual student, with small classes, personal attention, and individually designed study programs.

1 Mead Way
Bronxville, NY 10708-5999
Tel: (914) 337-0700
e-mail: slcadmit@mail.slcc.edu



I Am Interested In Applying

- Freshman Transfer
 Day Evening

As My Status

- H.S. Student College Student
 Teacher

Please circle catalogs you wish to receive:

- 1 2 3 4 5**

Please mail to:
College Directory - Education Update
17 Lexington Ave., Box A1207
New York, NY 10010

Please include your phone number

AUGUST 2006

MAIL THIS COUPON

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone (incl. area code): _____



The most important thing about childhood is having one.

If there is more on your child's mind than what's under the bed there is help. An estimated 5% to 20% of children have an anxiety disorder, the most common mental health problem children face. Most children learn that there are no such things as monsters, but a few just can't stop worrying on their own. The good news is that anxiety disorders can be treated and most individuals who receive treatment fully recover. If your child worries excessively about school, what other kids think of them, or future events, call the NYU Child Study Center today to find out how we can help.



NYU Child Study Center
GIVING CHILDREN BACK THEIR CHILDHOOD
 WWW.ABOUTOURKIDS.ORG - (212) 263-6622



Your child may have your eyes and your smile, but they can also have your depression.

Depression looks different in children and teenagers than it does in adults. Depressed children may feel the same symptoms of adult depression, but their behavior is usually different. It can be hard to recognize the signs. A child with depression is likely to have low self-esteem, complain of being bored, and difficult to please. Depression can be found in children as young as preschool aged, but it is more common in teenagers. No one knows for sure why some children get depressed, but we do know that early intervention is crucial. Call the NYU Child Study Center today to find out how your child can be helped.



NYU Child Study Center
GIVING CHILDREN BACK THEIR CHILDHOOD
 WWW.ABOUTOURKIDS.ORG - (212) 263-6622



Upcoming Events At Logos Bookstore
 Wednesday, August 2, 2006 at 7 P.M., KYTV Reading Group will discuss *The Moon and Sixpence* By W. Somerset Maugham.
 Monday, August 14, 2006 at 7 P.M., The Sacred Texts Group led by Richard Curtis will conclude its discussion of the Old Testament.
 Thursday, August 17, 2006 at 7 P.M.# An evening of books with Randall Balmer, author of *Thy Kingdom Come: How The Religious Right Distorts The Faith and Threatens America: An Evangelical's Lament* and Sherri Brooks Vinton, co-author of *The Real Food Revival: Aisle by Aisle, Morsel by Morsel*.

IN THIS ISSUE

Editorial & Letters	2
Spotlight on Schools.....	3-13
Special Education	6
COVER STORY	10-11
Books	13
Colleges & Grad Schools	14-18
Homeschooling	15
MetroBeat	19

Education Update



Winner of the Best Business Award

TO Education Update

FROM Silver Hill Hospital

Mental Health Media Award 2000

Manhattan Chamber of Commerce

Board Member of the Year 2001

Dr. Pola Rosen



Excellence in Education Journalism, 1999-2000
 Columbia University
 Teachers College, Phi Delta Kappa
 Dr. Pola Rosen

EDUCATION UPDATE

Mailing Address:
 17 Lexington Avenue, A1207
 New York, NY 10010
 Email: ednews1@aol.com
 www.EducationUpdate.com
 Tel: 212-477-5600
 Fax: 212-477-5893

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

ADVISORY COUNCIL:
 Mary Brabeck, Dean, NYU School of Education; Sheila Evans-Tranum, Assoc. Comm. of Education, NYS; Charlotte K. Frank, Ph.D., Senior VP, McGraw-Hill; Joan Freilich, Ph.D., Vice Chair, Con Edison; Augusta S. Kappner, Ph.D., President, Bank St. College; Bonnie Kaiser, Ph.D., Director, Precollege Program, Rockefeller University; Harold Koplewicz, M.D., Founder & Director, NYU Child Study Center; Cecilia McCarton, Ph.D., Dir., The McCarton Center; Alfred S. Posamentier, Ph.D., Dean, CCNY; Adam Sugerman, Publisher, Palmiche Press; Laurie Tisch, Chair, Center for Arts Education

ASSOCIATE EDITORS:
 Heather Rosen, Adam Sugerman, Rob Wertheimer

ASSISTANT EDITOR:
 Liza Young

GUEST COLUMNISTS:
 Dr. Glenn S. Hirsch; Martin Florsheim, Ed.D.; Carole G. Hankin, Ph.D.; Stephen Levy, Ph.D.; Randi T. Sachs

STAFF WRITERS:
 Jacob Appel, J.D., Judith Aquino, Stevanne Auerbach, Ph.D., Joan Baum, Ph.D., Mike Cohen, Gillian Granoff, Richard Kagan, Joanne Kontopirakis, Sybil Maimin, Martha McCarthy, Ph.D., Merri Rosenberg, Emily Sherwood, Ph.D.

BOOK REVIEWERS:
 Harris Healy III, Lillian Shapiro, Selene Vasquez

MEDICAL EDITOR:
 Herman Rosen, M.D.

MODERN LANGUAGE EDITOR:
 Adam Sugerman

MOVIE & THEATER REVIEWS:
 Jan Aaron

MUSIC EDITOR:
 Irving M. Spitz

ART DIRECTOR:
 Neil Schuldiner

ADVERTISING DEPARTMENT:
 Martin Lieberman, Manager.
 Nancy Kontos, Chris Rowan

SPONSORSHIP COORDINATOR & EDITOR-AT-LARGE:
 Steve Bailey
 Inquiries: 646-872-4018

EDITORIAL INTERNS:
 Victoria Florsheim, Ashish Malhotra

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

POSTMASTER:
 Send address changes to:
 Education Update
 P.O. Box 1588
 NY, NY 10159
 Subscription: Annual \$30.
 Copyright © 2006 Education Update

EDUCATION UPDATE is an INDEPENDENT NEWSPAPER

Our students take a different path to the top.

The Nation's Leading College for Students with Learning Disabilities and AD/HD

Serving talented and bright students with learning differences and AD/HD, Landmark College's accredited associate degree and summer programs offer a proven course for academic success.

Landmark has one of America's lowest student-faculty ratios, enabling us to create innovative learning strategies and employ the latest technology.

Our approach works. Nine of every ten Landmark College graduates go on to pursue their baccalaureate degrees at such institutions as American, Brown, Occidental and the University of Denver.

DEGREE OPTIONS:

- A.A. in General Studies
- A.A. in Business Studies



LANDMARK
COLLEGE

Putney, Vermont www.landmark.edu 802-387-6718