

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XI, No. 5 • New York City • JANUARY 2006
FOR PARENTS, EDUCATORS & STUDENTS

www.EDUCATIONUPDATE.com

CONDOLLEEZZA RICE: NEW COLLEGE INITIATIVES



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



PROFILES IN EDUCATION

VARTAN GREGORIAN CARRIES ON THE HERITAGE OF THE CARNEGIE CORPORATION



By JOAN BAUM, Ph.D.

Assuming the presidency of the Carnegie Corporation eight years ago seems to have been inevitable for this much-celebrated scholar and chief administrator who had already made his mark in the education and corporate worlds. Like Andrew Carnegie, who immigrated to the U.S. and, from humble beginnings, made his way, finally dedicating his wealth to philanthropy, the Iranian-born Dr. Vartan Gregorian, who holds a doctorate in history and humanities from Stanford University and went on to become president of The New York Public Library and then Brown University, has used his wealth—of experience—to advance Carnegie’s philanthropic mission: promoting the “advancement and diffusion of knowledge and understanding,” with the goal of doing “real and permanent good in this world.” President Gregorian’s passion and dedication are a matter of record, his honors innumerable, his reputation as a man who speaks his mind still unassailable. He wants to effect major improvements globally by way of broad structural change that deals with causes and that promotes self help. Not for him narrow, competitive, self-interested, materialistic modus operandi. His looks to a legacy of encouraging cooperation, collegiality, common cause. As he puts it on the Carnegie website, the challenge in the 21st century is “how to support the development of a global community in an age when both isolationism and nationalism seem to be fostering a fractured view of the world” and learning how in an age of information overload to use knowledge “to build a sense of community.”

To that end, Dr. Gregorian, a philosophical heir of Alexis de Tocqueville, is building coalitions at Carnegie, getting foundations to work together and getting them to work harmoniously with private and public institutions, including members of Congress. Once in the business of raising money, Vartan Gregorian now gives it out, selectively, to further Carnegie goals: supporting U.S.-Russian relationships, higher education in Africa, high school reform in America, nuclear nonproliferation initiatives, state and local community efforts to address growing immigrant populations, campaign finance reform, civic edu-

cation, a reduction in ethnic conflict, this last to include a greater appreciation of Muslims in America. This country, he notes, has become “a land of diasporas,” and a place where the American Dream is interpreted more as making a financial killing than realizing individual dignity and upholding values such as the rule of law. He would change that.

Because Carnegie is an “incubator” of ideas, rather than an “oxygen tent,” its work often proceeds by way of informal, media-free conferences, at which representatives from major institutions, including congressional representatives, come together with their wives for theme-oriented work sessions. “Building coalitions” is the name of the game. “No single institution can achieve a single goal or agree on a common tactic,” so it makes sense to pool resources, form alliances, a strategy that Vartan Gregorian instituted when he was at the University of Pennsylvania, where he was founding dean of the Faculty of Arts and Sciences and later provost, and brought about a ground-breaking association of universities celebrating America’s bicentennial. When he was under consideration at Carnegie, he recalls, he found himself addressing a “skeptical” board about such cooperative ventures, but now he is happy to report full support for his efforts. Indeed, he points with pride to six major foundations whose presidents are hard at work on multi-million-dollar higher education initiatives in Africa, educational partnerships he has helped bring about with the assistance from the Annenberg and Gates foundations, among others, to work on school reform, and cooperative ventures with ten universities, some well known, others not, private and public, to strengthen curricula particularly in teacher training and journalism. Teachers are at the center of Vartan Gregorian’s concerns, and it should be noted that, for all the high offices he has held in academe, he has never relinquished the opportunity to teach. He is bothered that well educated teachers do not command better respect or salaries, and that adult illiteracy has not been adequately acknowledged or addressed in this country. It would seem that President Gregorian takes his role not as a job but as a mission. And that he is determined to succeed. #

KURT LANDGRAF, ETS PRES. & CEO REFOCUSSES PREMIER TESTING ORGANIZATION



By JOAN BAUM, Ph.D.

It seems to be not just his job but his “profession,” a matter of passion and faith: Kurt M. Landgraf, the president and CEO of the Educational Testing Service (ETS), the world’s largest private testing and research organization, is talking about the ETS mission to advance “quality and equity in education.” Indeed, Landgraf’s measured tone and reflective manner suggest a deeply held commitment to improving education not just in the U.S. but abroad, particularly the Middle East and Southeast Asia, where ETS is finding new partner-clients in the global village. But it is Landgraf’s dedication to strengthening achievement in this country, particularly for grades K-12 that seems to have claimed his heart. Having worked abroad for years, he appreciates America’s unique position as the only country in the world where public education is considered a basic right. Nonetheless, he says, it must change.

Though Landgraf has been at the ETS helm for five years, he was actually coming back in 2000 to an institution he had served 30 years earlier as associate director of marketing. In the years in between, he headed DuPont Pharmaceuticals Company and, before that, held various executive positions in the health care industry, concentrating on sales and marketing. He sees similarities between the pharmaceutical industry and education. Both deal in intellectual property, both invest in research for present and projected market needs. His career could easily serve as an instructive model. A graduate of Wagner College on Staten Island where he earned a bachelor’s degree in economics and business administration (“I was there on an athletic scholarship”), he was fortunate in falling under the influence of a wonderful teacher. Though he says he wasn’t the very best student, he did go on to get three master’s degrees and to be graduated from the Harvard Business School Advanced Management Program. His move from pharmaceuticals to education was prompted, he says, by a desire “to make a difference” where it counted the most. And that was in education. In particular, he is excited about “closing the achievement gap” between rich and poor, white and nonwhite, which data suggest should be the number-one priority of the nation. How does ETS assist?

Though students, teachers, school administrators and government officials associate ETS pri-

marily with the SAT, GRE, GMAT, and TOFEL [Test of English as a Foreign Language], the 59-year old nonprofit organization has become a major player in several states over the last few years in also providing diagnostic tools, assessment data, research models, products and consulting services for K-12. Respectfully acknowledging similar businesses, for-profit companies that may offer lower-bids and textbook affiliations, Landgraf notes that ETS is a truly “independent” enterprise, not to mention innovative one. Constantly reviewing new tests with leading academic and psychometric professionals, taking, sometimes, up to 18 months to satisfy criteria for fairness and validity, ETS has been moving not only to design tests in accord with state curricula but to have an effect on curricula by way of publicizing test results and, through ETS-sponsored conferences and intervention and information workshops, providing advice on how best to initiate and legislate for reform.

Landgraf speaks respectfully but critically of national needs and inadequate resources. No Child Left Behind must be forcefully implemented and the quality of teacher training dramatically improved—he sees some merit in differential pay for those who would teach science and math, for example, and who would willingly serve in the most challenging schools and participate in rigorous mentoring programs. But the biggest problem in education, he observes, has to do with funding: real estate-based determinations clearly disadvantage lower socio-economic populations. Though he is doubtful that the United States will ever go the route of some European countries that have national curricula, he does think that states might be prompted to change, prodded by national benchmark standards, by NAEP reports that show disparities between local and national measurements in reading and math, and by data gleaned from ETS’s new management system. Meanwhile, at the graduate level and in the international arena, ETS is on the move, incorporating more higher order cognitive skills into the GRE, making TOFEL better reflect classroom content, and effectively diminishing computer security problems by relying on continuously changing exams on the Internet. All this, and President Landgraf still finds time to post messages: www.ets.org. #



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 AND EDITOR:
Pola Rosen, Ed.D.

ADVISORY COUNCIL:
Charlotte K. Frank, Ph.D., Senior VP,
McGraw-Hill; Augusta S. Kappner, Ph.D.,
President, Bank St. College; 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

GUEST COLUMNISTS:
Keith Berman, M.Ed., M.S. Ed., Mayor
Michael R. Bloomberg, Laura Jean
Hammond, Dr. Carol Hankin, Michael
Levine, Jill Levy, Marylena Mantas,
Noreen O'Connell, Fred Moreno, Alfred
Posamentier, Ph.D.

STAFF WRITERS:
Jacob Appel, J.D., Stevanne Auerbach,
Ph.D., Joan Baum, Ph.D., Gillian Granoff,
Richard Kagan, Mitchell Levine, Sybil
Maimin, Martha McCarthy, Ph.D., Merri
Rosenberg, Emily Sherwood, Ph.D., Liza
Young

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

MEDICAL EDITOR:
Herman Rosen, M.D.

MODERN LANGUAGE EDITOR:
Adam Sugerman

EDITOR-AT-LARGE:
Steve Bailey

MOVIE & THEATER REVIEWS:
Jan Aaron

MUSIC EDITOR:
Irving M. Spitz

POLITICAL COMMENTARY:
Stuart Dunn

ART DIRECTOR:
Neil Schuldiner

ADVERTISING DEPARTMENT:
Martin Lieberman, Manager.
Steve Bailey, Nancy Kontos, Mitchell
Levine, David Edelman, Melissa Vega

ACCOUNTING MANAGER:
Michael Portnoy

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 \$10.
Copyright © 2006 Education Update

**EDUCATION
UPDATE
IS AN INDEPENDENT
NEWSPAPER**

GUEST EDITORIAL

The Struggle For Smaller Classes in Urban Districts

By **NOREEN CONNELL**

The evidence of a relationship between class sizes in the early grades and student achievement, especially for boys from low-income, urban families, is so strong you would think that urban school systems would have adopted this strategy a long time ago. The research on the benefits of smaller class sizes is solid—children can gain six months to a year's worth of progress in learning. Noted economists and statisticians have described the design and methodology of the assessment of Tennessee's STAR experiment as approaching the gold standard. And another well-crafted assessment of a class size reduction program in Wisconsin duplicated these research findings.

But class size reduction is not sexy. It is not an urban school strategy. It doesn't have powerhouse foundation support. The only public official of note who embraced it was President Bill Clinton. Superintendents and state commissioners tend to be hostile toward the concept and ignore the research findings.

Why does class size reduction pose such a threat to policymakers? First of all, it is a challenge to the concept of "Efficiency." Lots of government initiatives get funded on the premise that the initiative will save money in the long run. "Saving money" usually means fewer staff members. Class size reduction, on the other hand, means that the school system has to hire more personnel, not less.

Second, it challenges the cost-benefit argument for "Specialization." Education policy making since the beginning of the 1920's has been heavily influenced by a model—borrowed from the medical profession—of developing specialists for learning problems. The assumption is that most children will succeed in large general education classes, and those who do not can always be referred for specialized services. The additional assumption is that these specialized services are effective.

The third source of opposition is the strangest. Somehow, the logic goes, the reduction in class sizes in urban schools so that they are closer to class sizes in more affluent school districts will somehow affect teacher quality. Opponents of smaller class size, and this includes state education officials, ask parents and advocates this hypothetical question all the time: "What would you rather have, a well prepared teacher or a smaller class size?" It's a strange question, really. Why is there a need to choose between the two? The assumption is that the expansion of instructional personnel will lower standards. This is another case of clashing values. The focus in New York City has been on a more selective recruitment of teachers—getting the best and the brightest. In contrast, reducing class sizes

puts the focus on teacher retention. The reality is that urban schools have a very high quit rate. In New York City, after five years, almost half of new teachers leave the system. While some go to suburban school systems with smaller classes and higher salaries, the majority leave the profession entirely because they have been unsatisfied with their experience or their own performance. There are two distressing aspects of this quit rate: 1) The best prepared teachers, those with better grades from better colleges, tend to be the ones who quit. 2) Children in the lowest-income neighborhoods are the students who are more likely to be continuously subjected to the least prepared teachers—the new teacher. Surveys of

teachers consistently find that smaller class size ranks close to compensation as an inducement to remain in the teaching profession. But retention strategies rank low in urban school systems.

The fourth problem is the most difficult to talk about. Some of the opposition to smaller class sizes—and it gets expressed in budget terms as well—is simply hypocrisy; class and racial hypocrisy. If it makes people feel more comfortable, it could be called "Lack of Consensus on Education for Poor Children." America pioneered universal, public education. Yet there was more than a century of exclusion of African-American children from education. Then there was almost

continued to page 21

**Thank you David Bauer
Thank you Andrew Grove**



Thank you Dr. Andrew S. Grove (above right), 1960 graduate, City College, and co-founder of Intel Corp., for your generous \$26 million gift to the Grove School of Engineering at City College. Thank you David Bauer, First Place Winner, 2005 Intel Science Talent Search, for attending the CUNY Honors College at City College. Dr. Grove's support of what he calls "The American Dream Machine," comes as CUNY students are winning highly competitive honors, including Rhodes Scholarships, Truman and Goldwater awards; and when outstanding academic opportunities are available at the CUNY Honors College and the new CUNY Graduate School of Journalism opening in Fall 2006.

**Join
the
American
Dream
Machine!**

**www.cuny.edu
800-CUNY-YES
CUNY-TV/75**



Benno C. Schmidt, Jr.
CHAIRMAN, BOARD OF TRUSTEES
Matthew Goldstein
CHANCELLOR

IN THIS ISSUE

Spotlight on Schools 2, 4-11, 23
Editorial & Letters 3
Special Education 8-9
Music, Art & Dance 10-11
Colleges & Grad Schools 12-15, 18-22
COVER STORY 16-17
CAMPS 24
Movies & Theater 26
MetroBEAT 27
Technology & Education 28
Books 29
Medical Update 30
Resource & Reference Guide 31



THE DEAN'S COLUMN



A Juicy Math Problem

By ALFRED POSAMENTIER, Ph.D.

When students are challenged by a problem, they often set it aside if it involves too much reading, for fear that the concentration required would be too exhausting to make the problem pleasurable. Although this problem does require a fair bit of reading it is rather easy to explain to a class, and could even be dramatized. Once past the statement of the problem, it is very easy to understand, but quite difficult to solve by conventional means.

This is where the beauty of the problem comes in. The solution—as unexpected as it is—almost makes the problem trivial. That is, the problem and its conventional solution will not get much of an enthusiastic reaction from students, but after having struggled with a solution attempt, the novel approach we will present here will gain you much favor with the class.

So let's state the problem:

We have two one-gallon bottles. One contains a quart of grape juice and the other, a quart of apple juice. We take a tablespoonful of grape juice and pour it into the apple juice. Then we take a tablespoon of this new mixture (apple juice and grape juice) and pour it into the bottle of grape juice. Is there more grape juice in the apple juice bottle, or more apple juice in the grape juice bottle?

To solve the problem, we can figure this out in any of the usual ways—often referred to as “mixture problems”—or we can use some clever logical reasoning and look at the problem's solution as follows:

With the first “transport” of juice there is only grape juice on the tablespoon. On the second “transport” of juice, there is as much apple juice on the spoon as there is grape juice in the “apple

juice bottle.” This may require students to think a bit, but most should “get it” soon.

The simplest solution to understand and the one that demonstrates a very powerful strategy is that of using *extremes*. We use this kind of reasoning in everyday life when we resort to the option: “such and such would occur in a worst case scenario....”

Let us now employ this strategy for the above problem. To do this, we will consider the tablespoonful quantity to be a bit larger. Clearly the outcome of this problem is independent of the quantity transported. So we will use an *extremely* large quantity. We'll let this quantity actually be the *entire* one quart. That is, following the instructions given the problem statement, we will take the entire amount (one quart of grape juice), and pour it into the apple juice bottle. This mixture is now 50% apple juice and 50% grape juice. We then pour one quart of this mixture back into the grape juice bottle...The mixture is now the same in both bottles. Therefore, there is as much apple juice in the grape juice bottle as there is grape juice in the apple juice bottle!

We can consider another form of an extreme case, where the spoon doing the juice transporting has a zero quantity. In this case the conclusion follows immediately: There is as much grape juice in the apple juice bottle as there is apple juice in the grape juice bottle, that is, zero!

Carefully presented, this solution can be very significant in the way students approach future mathematics problems and even how they may analyze everyday decision-making.#

You may find other such examples in *Math Wonders: To Inspire Teachers and Students*, by Alfred S. Posamentier (ASCD, 2003) see: www.ascd.org. or *Math Charmers: Tantalizing Tidbits for the Mind*. By Alfred S. Posamentier (Prometheus Books, 2003) see: www.prometheus-books.com. If you wish to learn more about π , see: *π : A Biography of the world's Most Mysterious Number*, By Alfred S. Posamentier (Prometheus Books, 2004) see: www.prometheus-books.com.

Dr. Alfred S. Posamentier is Dean of the School of Education at City College of NY, author of over 35 books on math, and member of the NYS Standards Committee on Math.

“We know that early and continued exposure to science is critical to ensuring long-term engagement and enthusiasm. Science is not made in a laboratory—it is made when a young person gets that initial spark, that flash of exhilaration.”

Matthew Goldstein,
Chancellor, CUNY

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



Manhattan
Chamber of Commerce

Winner
of the
Best
Business
Award

To
Education Update

FROM

Silver Hill Hospital

Mental Health
Media Award
2000

WNBC AND WNJU DONATE GRANTS TO SIX NON-PROFITS

By LIZA YOUNG

WNBC and WNJU recently gave \$400,000 in grants to six leading non-profit organizations in recognition and support of their devotion and dedication to the future of youth. Checks were officially presented at WNBC studios at Rockefeller Plaza to the following non-profit organizations: ASPIRA, NAACP NYC ACT-SO, Learning Leaders, Abyssinian Development Corporation, and ThinkQuest, Inc.

Jay Ireland, President, NBC Universal Television Stations, enthusiastically expressed, “It's a great partnership to have with the community and organizations. It's a combination of the financial and the people volunteering that will really continue to help people.”

Frank Comerford, President and General Manager, WNBC explained that the grants are in line with the mission to help educate the youth of New York, and these organizations were chosen because “they are doing mentoring and training and helping these kids get ahead.”

ASPIRA focuses on improving the high school graduation rate among urban Latino students through programs geared towards building self-esteem, critical thinking skills, and presenting positive role models and new opportunities; Asian Professional Extension, Inc., (APEX), provides Asian-American youth with educational

programs and career guidance as well as positive role models; NAACP NYC ACT-SO, focuses on promotion of achievement among African

American youth through individualized mentorship and support programs; Learning Leaders provides academic services such as college planning, guidance and literacy programs to underrepresented youth; Abyssinian Development Corporation assists underserved youth in Harlem prepare for transition to middle and high school; and ThinkQuest, Inc. increases the technical and multimedia skills and knowledge of youth using project-based learning and technology.

According to Manuel Martinez, Vice President and General Manager of WNJU, the six organizations were narrowed down from a list of hundreds of organizations, each of which

were carefully examined before the final decision of grant application was made.

Martinez, with warmth in his voice, noted that he couldn't be prouder to be part of this effort as years ago, when he was applying to college, one of the winning organizations of a grant, ASPIRA, helped him with the college application fee: “It's an amazing moment to be part of giving back to an organization which helped me out in my career.”

The allocation of grants is part of a 1 million dollar community outreach initiative to support public secondary education in New York, as well as Miami, Los Angeles, and Washington D.C.#



Manuel Martinez, VP &
General Manager, WNJU

Jacqueline Candia

New Leaders for
New Schools

Promoting high academic achievement for *every* child by attracting, preparing, and supporting the next generation of outstanding leaders for our nation's urban public schools.

BECOME AN URBAN SCHOOL PRINCIPAL

New Leaders for New Schools is looking for candidates who:

- Believe that every child can achieve academically at high levels
- Have a relentless drive to improve urban public education
- Have a record of effective teaching and, demonstrated success working with adults.

To learn more about our program visit our website and attend an information session.

www.nlins.org
(646) 792-1066

Final deadline **March 1st, 2006**

All application must be submitted online.

New Leaders for New Schools is committed to a policy of non-discrimination against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sexual orientation, or veteran status.



Grand Reopening of Map Division at NY Public Library

By LIZA YOUNG

In an ideal coming together of architectural beauty of days of yore and the wondrous state of the art technology of today, the New York Public Library recently opened its map room, newly renamed the Lionel Pincus and Princess Firyal Map Division in recognition of the generous support of these individuals as lead donors to the project.

Under reconstruction for nine months, the architects of David Brody Bond, as described by Ernesto Bachiller, Project Manager, worked to maintain the vision of being true to the original room, which dates back to 1911, while embracing the technology of the 21st century. Bachiller pointed out the history of the renovations, how the ceiling was originally a uniform color, but through running a series of tests they determined that the ceiling was not wood but in fact plaster and worked to restore it to its original tapestry of color and design, of Beaux arts form—the French term referring to the combination of ancient Greek and Roman forms within the framework of the Renaissance ideas. The beauty of the room now jumps from the ceiling in its glory of colors—gold, green and red—and richly detailed carvings such as a lion with cornucopias of fruits extending from the sides of its mouth.

Avid map readers will be able to make full use of the treasures of maps, a collection which is composed of over 400,000 maps and 20,000 atlases—including historical maps such as that of London indicating growth following the 1777 fire—through the elaborate efforts to improve



lighting and spatial arrangement. Table lamps, a hindrance to large map viewing, were removed while recessed ceiling lights were installed.

Matthew A. Knutzen, Assistant Chief of the Lionel Pincus and Princess Firyal Map Division, highlighted technological innovations such as the addition of six 20 inch monitors, for optimal viewing of maps, and wireless internet access. Knutzen demonstrated features such as the ability to access detailed viewings of buildings dating back to 1860, where it's possible to look at the same area and document change over time. The detailed information is based on the attempt to prevent fire insurance fraud following a huge fire in 1835. The maps have a color index with pink, for example, representing brick areas and green representing fire hazardous areas such as fuel companies.

New Geographic Information Systems (GIS) software has been installed on computers, which, Knutzen indicated, enables users to “integrate

data from different sources in a common special grid.” It's possible to manipulate data and create customized maps to generate geographic, economic, and social information, enabling the viewing of interrelationships among such variables.

Antiquarians and avid map collectors now have access to a map price guide through the installation of a database of over 200,000 dealers and auctions. To accommodate users of the room—which numbers close to 1,500 per year—the seating capacity of the reading room was increased by 50 percent.

In an effort to ideally use space the balcony

above the map room was re-supported so that what was before column space supporting the balcony is a compact shelving system with vast storage space. In line with the attempt to be functional and live up to aesthetic standards, architects worked to retain quality and grace of the original Carerre and Hastings design of the balcony.

Treasured Maps are now on exhibit at the New York Public Library where it's possible to further explore geographic evolution on a local and international scale, and the wonderment of the history and skill of map making.#

For more information visit nypl.org.

WHITTLE, KLEIN DISCUSS FUTURE OF PUBLIC SCHOOLS

By JOAN BAUM, Ph.D.

“Can America's Public Schools Be Saved?” The title of the latest in a “Series of Conversations” at Grand Central Station organized by *The Week*, a city-based periodical that provides distillations of “the most intriguing stories and most thoughtful commentary” from newspapers all over the country and abroad—did sound “defensive,” Sir Harold Evans admitted. The amiable, articulate and much-honored publisher, editor and writer, moderating a panel featuring Chancellor Joel Klein, former L.A. Mayor Richard Riordan and entrepreneur Chris Whittle, was not apologizing, however, but using the title-question to prompt immediate comment, which he got. *The Week*, which hosts luncheon forums that bring together newsmakers, opinion leaders, and subscribers and potential readers of its smart news and opinion magazine, prides itself on sponsoring intellectual exchange that both informs and entertains. To judge from the comments of regular attendees in the audience—which included college presidents, well known journalists and education leaders past and present—the recent session on the public schools was clearly one of the best—frank, animated, and nonpartisan.

Moving from the title, Sir Harold asked each panelist to describe the central problem facing public education today. Whittle, reflectively, said “consistency”—failure, that is, to address in a consistent manner curricular, staffing and funding needs; Klein offered “massive underperformance” (“inequity”) among large segments of society; Riordan spoke about moving too late to get students up to grade and also noted labor-management tensions. The ever energetic Sir Harold then turned to the audience to ask for a show of hands of how many had sent their own children to public schools (an impressive number) and followed with another question about how many would allow the Chancellor randomly to assign their children to schools—no hands. Thus the discussion continued, with Sir Harold and the participants noting, not incidentally, that the forum was taking place merely two days after a ringing endorsement of Mayor Michael

Bloomberg who had made education reform central in his campaign.

The chancellor, the Mayor's man, came on strong for “accountability.” Mayor Riordan agreed with the chancellor's views though he extended application to all parties, parents and children, adding that if standards were not for all, those already disadvantaged would only be patronized by social promotion. Second grade seemed to be an agreed-upon marker at which to make a difference, particularly in reading, though all the panelists cited the need for American students to become competitive worldwide in science and math. So, Sir Harold asked, what was the one most important indicator of saving public schools? Master teachers, who would be paid more to serve in the most challenging schools, said the chancellor. The panelists all seemed to agree—get the most experienced teachers into the poorest schools—with merit pay. There was also agreement about not just agitating for more money but for spending it effectively. Addressing and reversing the effects of low expectations, the chancellor said, was critical. Each panelist also endorsed the importance of imaginative thinking. Once upon a time, the chancellor noted, those who wanted a prop plane to go faster thought it could be done by increasing the spin. But the answer, of course, lay in turning to jets. Chris Whittle was ecstatic. Frank Whittle knew that, he exclaimed.

“Accountability with national standards” seemed to be the subtext, though no one defined criteria. Members of the audience, however, notably African Americans—Carl McCall, former president of the Board of Education and Brooklyn's Reverend Dougherty—expressed concern about how disadvantaged youngsters and race might factor into moves toward greater and standardized accountability and how parents and community leaders might work productively with central administrators. The mood overall was congenial and discussants and audience left with a sense that the discussion would—and must—continue.#



Darrow School

110 Darrow Road, New Lebanon, NY 12125
Sean Fagan, Director of Admission
518-794-6008 • www.darrowschool.org

- Co-ed, boarding and day school • Grades 9-12 • Average class size: 9 students
- Engaging, hands-on, college-preparatory curriculum • Excellent college placement record



“I have never in my life had teachers who are so passionate about learning and teaching, both in and out of the classroom.” *John, Class of 2008*

Open Houses
10:30am-1:30pm
February 4
April 29
Call 518-794-6006
to RSVP



Introducing
REBECCA SCHOOL
Learning through relationships

A new therapeutic day school promoting the education and development of children with neurodevelopmental disorders of communicating and relating, including PDD and autism.

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

A therapeutic program in a “real school” environment, Rebecca School incorporates academics, sensory integration, Floor Time, social skills and behavior modification. OT, PT, Speech and counseling are provided as appropriate. Art, music, science, gym, and technology. Small classes, flexible grouping.

AGES 4-14
OPENS
FALL 2006

Contact Tina McCourt, Program Director
tmccourt@rebeccaschool.org • 212-810-4120



40 East 30th Street, New York, NY 10016 • www.rebeccaschool.org



Comptroller William Thompson Highlights Jewish Heritage

By LIZA YOUNG

Scores of people recently gathered at City Chambers for a spiritually rich evening—sponsored by NYC Comptroller William C. Thompson as well as the Jewish Community Relations Council of New York and the Metropolitan Council on Jewish Poverty—celebrating Jewish Heritage and honoring the contributions of leaders in the world of education, theatre, journalism and publishing.

Comptroller Thompson described the evening as taking place to “celebrate the wonderful diversity, and the rich and tremendous vitality of the Jewish Community of New York.”

Gayle Horwitz, Deputy Comptroller/Chief of Staff, underscored the significance of celebrating Jewish Heritage during the Chanukah season as the holiday, with the special lighting of the Menorah, presents a “time to reflect on our inner flame...A time to divest ourselves of everything...And each of the honorees has taken time to reflect on these very questions.”

In presenting the Lifetime Achievement Award to Gerald Schoenfeld, Chairman of the Board of Schubert organization, Inc. the Comptroller described Schoenfeld as “throughout his career bringing vision, dedication and expertise to the world of New York theatre and world of New York City.” Comptroller further praised him as a “man for all seasons.”

Schoenfeld, in receiving the award, paid tribute to those who selflessly stand for worthy missions, such as Thompson’s efforts to counter selling of counterfeit products: “It’s not often that someone who is in the public sector takes a position with respect to causes that are not popular.”

Jerry Greenwald, General Manager and Managing Editor of the Jewish Press—earned a master’s degree in electrical engineering from City College and worked with the Israeli Air Force on F-15 fighter ground support in the late 1970s. He plays an active role in Jewish Community activities.

Introducing the next honoree, Dr. Charlotte K. Frank, Sr. VP, McGraw-Hill and Regent Emeritus, Thompson recalled how while he was a member and President of NYC Board of Education, “No one fought harder for New York city school children. And if you wanted to find out how things were going to affect more than 1 million children in public schools Charlotte was the person to go to.”

Dr. Frank described the theme of *Tikun Olam*, that Jews are here to mend the world and that no matter where she was, in public schools, or in the private sector, the people around her all wanted to make a difference.

Honoree Dr. Bernard Lander, President of Touro College, was praised by the Comptroller as “working to improve higher education in New York City and around the world.” Opening the



Dr. Bernard Lander & Comptroller Thompson



Dr. Charlotte Frank

first campus in 1971, there are now international campuses—in Moscow, Israel and Berlin, as well as in underprivileged areas.

Dr. Lander served as the first Commissioner of Human Rights for the city of New York and as consultant to three presidents. He continued Dr. Frank’s message of *Tikun Olam*: “we share the belief that the world is committed to help all that need help,” in contrast to previous societies, even educated societies, such as Athens during Plato’s time, where the poor were excluded.

David Mandel, Chief Executive Officer of OHEL Children’s Home and Family Services—an organization which has been serving the Jewish Community and Metropolitan area of NY since 1969, providing services to children and adults with mental illness or disabilities and to families in crisis—was presented by Comptroller Thompson with an award “in recognition of his outstanding commitment to providing much needed service to the community.”

The evening was further enhanced with a rich a cappella performance of the Yeshiva of Flatbush Choir, under the direction of the talented Daniel Henkin, who has played an active role in pioneering the Jewish a cappella movement.

Noting how *Halacha* (Jewish law) accommodates differing perspectives and views, Rabbi Joseph Potasnik, Executive Vice President of the NY Board of Rabbis, summed up the evening by underscoring mutual respect and celebration of each other’s differences and accomplishments. #

SPORTS IN SCHOOLS

A SENIOR GUARDS HELPS MAKE FRANCIS LEWIS HS A WINNER

By RICHARD KAGAN

A basketball team is not just one star player. It is a collection of players who come together for a common purpose. The girls varsity basketball team of Francis Lewis High School in Fresh Meadows, Queens has been very successful in recent years.

The last three seasons, the Patriots have produced an impressive 84-9 record and have appeared in the title game of the Public School Athletic League the last two years.

A big reason for the Patriots’ success is the all around play of senior guard Diatiema Hill.

Hill, who will attend the University of Massachusetts next fall on a basketball scholarship, gets joy out of passing to an open player for a layup instead of scoring 30 points a game. Perhaps then, it is no accident that she is second in school history in assists, steals, and three-point field goals, according to her coach Mike Eisenberg.

Sometime this season, Hill will score her 1000th career point, a milestone for any player.

“That’s kind of a lot,” said Hill. “Not everyone gets 1,000.”

Eisenberg is impressed with Hill’s versatility. She can play the point guard and power forward positions. She leads the team in assists. She can step up and take a big shot.



Diatiema Hill

“She’s always been team oriented,” Eisenberg said.

In high school it is not uncommon for a player to keep shooting until they score 20 or 30 points. But Hill knows that getting other players involved is the key to winning. “People say I pass the ball too much,” Hill said. “Scoring isn’t everything.”

Luckily for the Patriots, they have a scorer who fits in quite nicely with Eisenberg’s team-oriented approach. Vionca Murray

averages just over 17 points and hauls in 8.3 rebounds per game. That leaves Hill to help manage the game on the court and control the tempo.

Last season, the Patriots had a 30-2 record and finished runner-up to Murray Bergtrum High School in the Public School Athletic League (PSAL) post-season playoffs. This season, the Patriots are 7-0, having recently defeated Cardozo High School, a local rival. The Patriots also beat Midwood High School, one of the top teams in Brooklyn. Francis Lewis lost some starters from last season, but Hill is optimistic about this team. “Nobody believes we’re going to be a strong team,” said Hill. “I think we’re going to be pretty good.”

Hill says her mother is one of the biggest fans of the team. And she has been a big support to her during Hill’s high school career. “I know she’s my number one fan,” Hill said. Last year, the Patriots were in a tough game with John F. Kennedy High School of The Bronx. The Patriots were trailing 31-13 at half-time on JFK’s home court. “I don’t think everybody was on the same page,” Hill said in recalling that game. Her mother got to the gym and gave a look that said “we aren’t going to have this.” Hill credits her mom with spurring on the team and giving her some inspiration to play better. Francis Lewis stormed back to win by three points.

Hill knows that in order to play on the team you have to keep your grades up and currently has an 87 percent average in school. She says during her freshman year “I would just stay up real late and do my homework no matter what.” Now, four years later, basketball has given her a chance to go to college where she will major in Sports Management. “I want to be involved in sports and basketball,” Hill said.

The way it looks now, she has a pretty good chance. #

Schools & You

Consultations For Parents
Making Choices PreK-8th Grade

Brooklyn & Manhattan
Public & Independent Schools

718-230-8971

www.schoolsandyou.com

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



My own weekly newspaper! Wow!

New York Studies Weekly

New York Studies Weekly is enjoyed by tens of thousands 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.



PREPARING YOUNG LEADERS FOR THE GLOBAL ECONOMY

By MICHAEL LEVINE

Our nation's future competitiveness depends on preparing young people to be engaged citizens in an era where knowledge of the world's interconnections is becoming a new basic skill. Unfortunately, with a few notable exceptions, our public schools are doing a woeful job of teaching students about other world regions, languages and cultures. Surveys conducted by the Asia Society and the National Geographic Society show a huge gap in most students' knowledge about the growing importance of Asia and other world regions to our nation's economic prosperity and national security.

Fully 25 percent of our college-bound high school students could not name the ocean between California and Asia. Eighty percent did not know that India is the world's largest democracy. Young Americans were next to last in their knowledge of geography and current affairs compared with young adults in 8 other industrial countries.

Meanwhile, K-12 language instruction does not reflect today's realities: Only about half of today's high school students study a foreign language, the vast majority at the introductory level. Moreover, a million U.S. students study French, a language spoken by 80 million people worldwide, while fewer than 40,000 study Chinese, a language spoken by 1.3 billion people.

These trends have serious consequences. Although our children's preparation for new jobs and informed citizenship matter now more than ever, the United States is in danger of handicapping itself in the increasingly interconnected global economy. In the 21st century, young people who understand the dynamics of global economic and inter-cultural relations will have a distinct advantage in securing good jobs. Those with knowledge of world history, languages,

global health, and international affairs will be able to make informed decisions as voters about domestic issues influenced by global circumstances.

While most schools are behind the curve on their international content, some pioneering work is already underway. For example, the Asia Society and the Goldman Sachs Foundation have introduced The Goldman Sachs Foundation Prizes for Excellence in International Education.

The purpose of the awards is to provide national recognition to the best of the growing number of innovative examples of international education for K-12 students and teachers and those who are working to scale these models up. The identified programs will quickly become widely known, and provide important momentum to the growing field of international education in the schools. Over 400 public, private, and public charter schools and organizations in rural, suburban, and urban locales in almost every state have applied for \$125,000 in prize money.

To help replicate and expand these innovative international learning programs in other school districts and states nationwide, an emerging knowledge base of "best practices" is documented in Asia Society/The Goldman Sachs Foundation forthcoming report, *States Prepare for The Global Economy*. In the United States today learning more about China, India and other parts of our "flat world" is no longer a luxury reserved for diplomats and business leaders. It is a necessity for all Americans. #

Michael Levine is Executive Director, Education at Asia Society in New York City. More information on the Goldman Sachs Prizes and the Society's research on international research can be found at www.internationaled.org

New York Academy of Science Features Environmental Exhibit

By FRED MORENO

"Ecology" can be defined, in a general sense, as the science that focuses on the interaction of all living things with their environment. Ecology's evolved from the early "nature study movement;" then, as damage to the environment grew more apparent from logging, mining, and industrialization in the late 19th century, interest in conservation grew. But it took a persistent young biologist and a book to fundamentally change the way many people around the world looked at how we live on this planet. The biologist was Rachel Carson and the book was *Silent Spring*, often cited as one of the two most influential books in American history—the other being *Uncle Tom's Cabin*. Most believe that the modern environmental movement, which emphasizes pollution and other damage to life on earth, began with *Silent Spring*.

Alerting the public to the dangers of DDT and promoting initiatives to correct the problems it created, the book outlined how chlorinated hydrocarbons and organic phosphorus insecticides changed the cellular processes of animals, plants, and perhaps even humans. Although she recognized some of DDT's benefits, she questioned the wisdom of allowing toxic chemicals to be used in the environment before the impact of their long-term consequences was known.

Born in 1907, Rachel Carson was fascinated by the natural world. She graduated with honors in biology from the Pennsylvania College for Women and earned a master's in zoology from Johns Hopkins. Her second book, *The Sea Around Us*, won the National Book Award. It took her four years to research and write *Silent Spring* and it first saw print as a series in the *New Yorker* in June, 1962.

Over 100,000 copies of *Silent Spring* sold in six months, and within 10 years, it had been translated into 16 languages. The book has been continuously in print. Despite the book's resonance with the public and most scientists, Carson was attacked by elements of the chemical industry and its supporters in government and the media. She was accused of being a communist and a crank, and her credentials were questioned. Carson was criticized because she was an "outsider" who had not been part of the scientific establishment, and because she was a woman whose chosen field, biology, was held in low esteem in the nuclear age.

Finally, a report by President Kennedy's Science Advisory Committee vindicated the book and quieted the critics. Important environmental legislation followed: establishment of the Environmental Protection Agency in 1969 and the banning of DDT in 1972. Other acts set standards for clean air and clean water, to protect workers from toxins in the workplace, and to safeguard processed foods from carcinogens.

Tragically, Carson learned she had breast cancer in 1960 and despite treatment, she died on April 14, 1964, not quite two years after her groundbreaking book was published; she was only 56. In 1980, she was posthumously awarded the nation's highest civilian honor, the Presidential Medal of Freedom.

In tribute to Rachel Carson and the power of her book, the Gallery of Arts & Science at the New York Academy of Sciences, features work by contemporary artists inspired by Carson at 2 E. 63rd Street, Manhattan. #

Fred Moreno is Director of the Gallery of Arts & Sciences at the NY Academy of Sciences.



Kindergarten — Eighth Grade

CLAREMONT PREPARATORY SCHOOL

is the first independent ongoing school to open in Manhattan in 50 years and the first nonsectarian, K-8 school below Canal Street. We are located just south of Wall Street and convenient to public transportation. Our new facility of over 100,000 square feet includes state-of-the-art classrooms, art studios, language and science labs. Students enjoy a brand new library, cafeteria, outdoor play spaces, a regulation gym and a swimming pool.

For more information, **CALL 212-232-0266**



Claremont Preparatory School

41 Broad Street, New York, NY 10004 • Tel 212.232.0266 • Fax 212.232.0284 • www.claremontprep.org



Schwab Launches Online Resource For Spanish-Speaking Parents of LD Students

Schwab Learning, a nonprofit program of the Charles and Helen Schwab Foundation dedicated to helping families of children with learning and attention problems, announced recently the launch of a Spanish version of the SchwabLearning.org website (<http://schwablearning.org/espanol/>), a free online guide for Spanish-speaking parents to aid children with learning difficulties.

According to IDEAdata.org, 20 percent of school-age children in the U.S. who receive special education as a result of a learning disability (LD) are of Hispanic origin. Further research from IDEAdata.org shows that while the incidence rate of newly-identified children with LD is down for almost all ethnic minorities in the 15-17 age group, Hispanic children in this group are being identified with LD more frequently—up 7 percent over the past fifteen years. By launching a Spanish version of their existing site, SchwabLearning.org aims to provide research-based information and guidance on the academic, emotional and social needs of children with learning and attention problems to this growing sub-set of students. The website offers practical strategies parents can use to help their child, work effectively with schools and teachers,

and maximize their ability to successfully guide children who struggle with learning.

“SchwabLearning.org is a valuable resource for parents of children with learning problems,” said Jodell Seagrave, managing director of the Charles and Helen Schwab Foundation. “By launching a ‘sister’ site in Spanish, we can provide much needed services to a population of Americans who may already be hindered by a language barrier.”

According to the 2002 data from the Special Education Elementary Longitudinal Study (SEELS), 44 percent of Hispanic students receiving special education spoke Spanish at home most of the time.

Schwablearning.org/espanol/ contains more than 40 articles written by experts that can help Spanish-speaking parents demystify learning disabilities (LD) and Attention-Deficit/Hyperactivity Disorder (AD/HD), understand the learning process and work with schools to achieve the best outcomes for their child, and prepare their child for a successful transition to adulthood. This Spanish site also features links to other Spanish-language LD and AD/HD resources for parents.#

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
 Phone: 802-387-6718

Winter 2006 Open House: Saturday, February 18th

Open House Hours: 9am - 2pm

Special Camp Fair 2006: Presented by Resources for Children with Special Needs

Saturday, January 28, 2006 11AM-3PM

Parents and caregivers of children and teens with disabilities can plan ahead for summer with the wealth of information offered at the 21st annual free Special Camp Fair on Saturday, January 28, 2006 from 11 AM to 3 PM at the Church of St. Paul the Apostle, 405 W. 59th Street NYC (Entrance to Fair on Columbus Ave. near W. 60th St.). The Fair is presented by Resources for Children with Special Needs, Inc., (212) 677-4650.

Representatives from 70 New York City day camps and sleepaway camps in the northeast will be on hand to help parents and professionals plan productive summer experiences for children with disabilities. The Fair will also feature informa-

tion on travel programs, remedial education programs, volunteer and job opportunities and early childhood programs. Spanish and sign language interpreters will be available.

Visitors to the Fair will receive a free copy of the Camps 2006 Guide. The Camps 2006 Guide (publication date January 2006) is also available by sending a check for \$25 plus \$8.00 postage and handling to Resources for Children with Special Needs, Inc., Dept. PR1, 116 E. 16th St., 5th Floor, New York, NY 10003.

For questions and additional information contact: Contact: Gary Shulman, MS.Ed., Phone: (212) 677-4650, www.resourcesnyc.org, www.resourcesnycdatabase.org/#

Resources for Parents & Teachers of Hearing Impaired Students

United Parent Association - www.upa.org

National PTA - www.pta.org

New York Urban League - www.nyul.org

National Parent Involvement Network -

www.npin.org

National Education Association - www.nea.org

Family Friendly School - www.familyfriendly-schools.org

First Day Foundation - www.firstday.org

National Coalition for Parent Involvement in Education - www.ncpic.org

Family and Advocates Partnership for

Education - www.fape.org

Center on School, Family, Community

Partnerships - www.csos.jhu.edu/p2000/center.htm

EPIC Every Person Influences Children -

www.epicforchildren.org

Advocates for Children - www.advocatesfor-children.org

The Child Development Institute -

www.childdevelopmentinfo.com

Inside School - www.insideschools.org

Public Agenda Online - www.publicagenda.org

The NYC Department of Youth and

Community Development - www.nyc.gov/dycd

New York Society for the Deaf - www.nysd.org

Aspira Association Inc. - www.incorp.com/aspira/

National Center for Family Literacy -

www.familit.org

U.S. Department of Education - www.ed.gov

Hispanic Policy Development Project -

jlgar@erols.com



Union Settlement Home Care Services, Inc.



Commitment / Professionalism / Excellence

CELEBRATING OVER 25 YEARS OF SERVICE TO THE COMMUNITY

- ◆ Registered Nurses
- ◆ Personal Care Aides
- ◆ Home Health Aides

“Care Through Knowledge and Understanding”

www.UnionSettlement.org

Tel: 212.828.6182 • 174 East 104th Street, 3rd Floor, New York



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

By LIZA YOUNG

Great strides are being made in the field of special and general education, at School "47," American Sign Language and English School.

The needs of hearing and non-hearing children are equally addressed. As a dual language program, hearing children can learn American Sign Language (ASL) as a second language; non-hearing children can learn English as a second language while communicating by signing with their teachers. Underscoring the learning environment is the humanistic element of immersion of hearing and non-hearing children, fostering a true understanding of each other's cultures, and paving the way for a more inclusive society. This powerful vision is the brainchild of Dr. Martin Florsheim. Even though we spoke through interpreters, Dr. Florsheim's enthusiasm was evident as he spoke to us about the history and evolution of the school and his own rich educational background.

Dr. Florsheim has been principal of "47" for ten years. Its history dates back to the early 1900's—a richly ornamented lobby grandfather clock dedicated in 1908 to the first principal, Margaret Regan attests to this; it has been on East 23rd Street in Manhattan since its inception. Under the tutelage of Dr. Florsheim, the school has a new dynamic. Originally a school exclusively for deaf students, five years ago a pilot program for a dual language program was implemented, allowing hearing kids to attend, which included children of deaf adults and children with deaf siblings. Results were highly positive, with a large jump in student population. The successful program soon gave way to the school being transferred from District 75 to Region 9 to accommodate its new role as a community school.

At School 47 there is a low student-teacher ratio, a regents track—with ASL now recognized



as a language by the board of regents—as well as college preparatory classes. After-school tutoring is available in addition to support services in speech, physical and occupational therapy. School clubs include weight lifting, a talent club, and students can participate in sports games through the Public Schools Athletic League (PSAL).

There is a school-to-work program for high school aged children who are educationally deprived or language delayed; they are given a special curriculum to prepare them for the world of work. Students have an opportunity to work in the maintenance sector and develop a sense of where they would like to work in the future.

Currently there are students working at Banana Republic, 14th St. Y, and Fedcap, a non-profit organization which assists individuals with disabilities in joining the workforce with jobs at venues like the Long Island Railroad.

Florsheim thinks in terms of the long-term

success of his students: "Students need to experience the world. It's important for them to go out and see what's out there. It broadens their horizons." Of this year's first graduating class, nine will be heading out to the workforce, and six are going to college—four deaf students will be attending Gallaudet University and two hearing students will attend CUNY.

Florsheim believes that deaf students can do all that hearing students can. In fact, in the classroom at School 47, non-hear-

ing students have been known to outperform the hearing students. Florsheim's philosophy regarding education and life stems from his upbringing; the son of two deaf parents, he was witness to their successful navigation through life. They imparted an important philosophy: "It doesn't matter that you are deaf; don't be afraid, just move on."

His first school experience was at the Lexington School for the Deaf—which was located at the

site of the present day Hunter College. During his teen years he decided that "the school wasn't challenging enough" and went on to attend William Cullen Bryant High School in Queens, the "same school that Chancellor Klein went to," Florsheim warmly recalls.

After three years there, the adventurous Florsheim decided to move to California. It was "Go west young man," Florsheim recounted with a twinkle in his eyes. Earning his bachelor's degree from Cal State University with a degree in political science, Florsheim moved to a teaching position at the North Carolina School for the Deaf shortly followed by a master's degree in education from New York University. He then moved to Buffalo, NY where he was hired as a supervising teacher—a position tantamount to assistant principal—at St. Mary's School for the Deaf. Relentless in his own pursuit of education, Florsheim went to SUNY Buffalo for his doctoral degree.

Asked about his vision for the future, he hopes to expand programs for greater numbers of deaf students. Currently there are two hearing students for every deaf student. In his unending dedication to education and his optimistic vision in life, Dr. Florsheim is an inspirational leader and role model for all students and educators.#

The world is full of suffering; it is also full of overcoming it.
—Helen Keller

New York Branch of The International Dyslexia Association

33rd Annual Conference on Dyslexia and Related Learning Disabilities

Monday, March 13 & Tuesday, March 14, 2006
Marriott Marquis, New York City

MONDAY - KEYNOTE SPEAKER: *Catherine E. Snow, Ph.D., Henry Lee Shattuck Professor, Harvard Graduate School of Education, Cambridge, MA*

TUESDAY- KEYNOTE SPEAKER: *Edward J. Kame'enui, Ph.D., Commissioner, National Center for Special Education Research United States Department of Education, Institute of Education Sciences, Washington, D.C.*

- Attend the premier event in the New York region in the field of learning disabilities!
- Listen to noted experts in the LD field, covering topics such as diagnosis, teaching approaches, math, spelling, ADHD, comprehension, social issues, early intervention and more.
- Visit our exhibits & learn about teaching resources, assistive technologies, schools with programs for students with learning disabilities, and other related items.
- Share information with colleagues, professionals and others.

To download the conference program, visit our website at www.nybida.org

Or to have a program sent to you, contact us at 212-691-1930, ext. 13
or via email e-mail us at admin@nybida.org

MARY McDOWELL



CENTER FOR LEARNING

20 Bergen Street, Brooklyn,
NY 11201

Phone: (718) 625-3939

Fax: (718) 625-1456

Email: info@mmcl.net

Web:

<http://marymcdowell.org>

The Mary McDowell Teaching and Learning Center

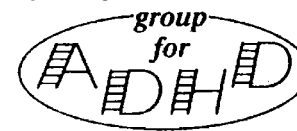
PRESENTS

PROFESSIONAL DEVELOPMENT WORKSHOPS

- **Advanced Orton Gillingham** \$275 Wed. Jan. 11 and Wed. Jan 18
2 Full Day Sessions 9:30am - 3:30pm
- **Curriculum Planning in the Real World** \$50 Wed. Apr. 26
1 Evening Session 6:00 - 8:30pm
- **Basic Orton Gillingham** \$450 Wed. Apr. 26 and Wed. May 3
2 Full Day Sessions 9:30am - 3:30pm
and 2 Evening Sessions Mon. May 8 and Tues. May 9
6:00 - 8:30pm
- **A More In-Depth Look at Learning Disabilities and Modifications for Success** \$125 Fri. Apr. 28
1 Full Day Session 9:30am - 3:30pm
- **Promoting Positive Social Skills in the Classroom** \$50 Wed. May 3
1 Evening Session 6:00 - 8:30pm
- **Providing Organizational Systems for Notetaking, Study Skills and Homework** \$125 Fri. May 5
1 Full Day Session 9:30am - 3:30pm

Lenore Ruben, LMSW, CHT, EMDR
Orly Calderon, Psy.D., NYS Lic. Psychologist
Cathy Wein, Ph.D., NYS Lic. Psychologist

Assessment Diagnostic
Healing and Development



SOLUTION FOCUSED APPROACH

Psychological & Psychoeducational Evaluations

Adults, Adolescents & Children

Individual, Group & Family Psychotherapy

Parenting Skills • Play Therapy

Hypnotherapy • Educational Coaching

212.586.2135

250 West 57th Street, Suite 723, NY, NY 10107 •

דוברים עברית



MUSIC, ART & DANCE

AWARD WINNING AFRICAN ARTIST RELEASES NEW CHILDREN'S DANCE PACKAGE

Interactive Cultural Media, Inc. has announced its first release of its African dance kit for children. The kit includes a 33 minute DVD titled African Dance 4 Children, a make-up kit, an authentic African grass skirt, and a beautifully illustrated children's book titled *Drumbeat in Our Feet* that will immerse children into reading about the vibrant world of African music and dance, appropriate for children ages 3-12 years of age.

The DVD, led by instructor Júlio T. Leitão, a celebrated African director, choreographer and educator also features the charismatic pint-sized Batoto Yetu dancers moving their bodies and singing traditional African music. The DVD also includes a bonus five-minute introduction to drumming by Roderick Jackson and interviews with the dancers. The dance steps and songs are broken down in an easy to learn and dynamic format, making them fun to learn. The book was co-written by Júlio T. Leitão and Patricia Keeler with illustrations by Keeler. The body paint is hypoallergenic and water soluble, making it enjoyable to use and easy to remove. The grass skirt is made of imported raffia; you can hear it shake and watch it move as your child dances along with the DVD. The package retails for \$39.95 and is available by phone at 1- 877- 21Shake or online at sales@123africandance.com.

Júlio has led an extraordinary life, with a special passion to teach children of all economic

levels their ethnic heritage and culture. He was born in Luena, Angola in Africa. When civil war erupted in 1975, he was forced to flee. As a refugee in Zambia and later in the African communities of Portugal, dance became an integral part of his everyday life. Júlio came to New York to train in classical ballet at Dance Theatre of Harlem and has taught African dance in New York City and around the world for nearly twenty years. While teaching African dance to adults, Júlio noticed that children would routinely watch from the sidelines. It was then that Júlio realized that the allure of African dance and the rhythm of the drums had a magnetic force on children. He decided to use dance as a way to share his childhood stories with youth, wherever he encountered them. Júlio currently serves as an advisor to Sesame Street and is a 2001 recipient of a "Sun Days" award from that program. In 1990, Júlio founded the Batoto Yetu Dance Company, whom have appeared on stage with such stars as Harry Belafonte, Whitney Houston, Usher, Maya, Isabella Rossellini and Danny Glover. Batoto Yetu's outstanding accomplishments and alliances with sister programs in Brazil and Portugal have enriched thousands of children's lives across three continents both at national and international venues. Mr. Leitão's numerous awards and accolades include the United Nations peace medal and the Children's Champion Award from *Child Magazine* for his commitment to children.#

WOLF TRAP INSTITUTE TEACHES THROUGH PLAYACTING

By EMILY SHERWOOD, Ph.D.

If you pass by a public school classroom and hear young children eagerly engaged in a plot to escape an evil wizard and fix the alphabet, chances are you've stumbled onto a Wolf Trap program that is teaching basic academic, literacy and life skills to students using interactive drama strategies. The Virginia-based Wolf Trap, renowned for its summer opera company and a world class training program that has graduated such luminaries as Denyce Graves, Nathan Gunn, and Dawn Upshaw, has taken its expertise on the road by working in classrooms across the country to spread the joy of drama, music and movement as keys to effective learning.

By far the largest of Wolf Trap's educational programs is geared to the preschool population. Initiated in 1981 with start-up funding from the Head Start program, the Wolf Trap Institute for Early Learning Through the Arts now operates in about 1000 preschool, kindergarten and first grade classrooms across the country. By integrating drama, movement, puppetry, storytelling and music into the children's everyday curriculum, "we hope to have a major impact on how children learn," says Lynda Zimmerman, Executive Director of Wolf Trap's New York City program, the Creative Arts Team (CAT), which partners with the City University of New York (CUNY). Through interactive drama strategies, CAT's professional actor/teachers engage the students in resolving dilemmas so that ultimately

they learn that they have to ability to positively affect themselves and those around them, while learning valuable curricular lessons.

The classroom teacher also plays a key role in the classroom dramas that unfold. "Our goal is to train the teacher to carry on once we're no longer in the classroom," explains Zimmerman. In fact, through a new technology program called the stART smArt Network, Wolf Trap is now creating a model for sustained professional development through distance learning so that teachers can stay connected with their techniques long after their initial work in the classroom with a teaching artist. Wolf Trap artists have also participated in a cultural exchange with kindergarten teachers in Greece as part of its distance learning outreach.

In addition to their work in pre-schools, CAT offers elementary residencies, junior high and high school literary and violence prevention residencies, high school health and wellness programs, and Shakespeare in the Classroom for Grades 4-12. There's even a program that teaches conflict resolution strategies to women inmates at Riker's Island.

Wolf Trap is thinking big as they move into the next decade. In addition to expanding their programming and distance learning, "we're developing a graduate certification program that will give artists the certification needed to get jobs as an artist-in-residence," says Zimmerman. With their national reputation and strong track record, there's no doubt they'll accomplish that goal too.#



Slim Harrison & kids

THE LITTLE ORCHESTRA SOCIETY
DINO ANAGNOST, MUSIC DIRECTOR
CONCERTS THAT CAPTIVATE

PARTY DOWN WITH MOZART!

for 6 to 12 years old

Saturday February 4, 2006 at 11:00am and 1:00pm
Avery Fisher Hall, Lincoln Center

ORCHESTRA SEATS ONLY \$10!

when you order by phone or online with code H10



Come meet the 250-year old man who has sold more music than any other composer in history! The Little Orchestra Society's birthday salute to **Wolfgang Amadeus Mozart** features musical gifts and games with special guests including child prodigies who will offer their musical tributes to the amazing Amadeus.

212.971.9500

www.littleorchestra.org



The Salvation Therapeutic Foster Boarding Home Program

is looking for individuals to become a part of our team and
Help a Child in Need

We are looking for homes in Brooklyn and Manhattan.
You will receive a generous stipend to cover your expenses.



Please call Luisa Warshaw at The Salvation Army Homefinding Dept.
at 516-746-1484 ext. 235 or ext. 241

The Marvelwood School

A Guided Journey to Achievement



- 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

1-800-440-9107 or 860 927-0047

www.marvelwood.org

Email: admissions@marvelwood.org



MUSIC, ART & DANCE

An Exclusive Interview with Sir James Galway: Flutist Divine

By JOAN BAUM, Ph.D.

Special to Education Update from Switzerland



Of course he's the greatest flute player in the world (some wag having remarked that Jean Pierre Rampal, who died in 2000, now rules Flute Heaven), but Sir James Galway could also easily make it as a stand up comic. His sharp wit and irreverent charm accompany him along with his golden flute when he performs and conducts. At 66 he's at the top of his form—and rising—taking on new endeavors. He's particularly excited about a new feature on his website—www.thegalwaynetwork.com (up only since October 31 and with 9,000 hits so far)—where, as part of Flute Chat, a site for Q & A about flute-related experiences, he'll be playing duets with those who dial in. He's also no doubt getting ready for more accolades when "Ich War Ein Berliner" is released this February, a Deutsche Grammophon CD that will coincide with Sir James' upcoming 22-city U.S. tour as performer and conductor with the Polish Chamber Orchestra, which Yehudi Menuhin called "the best in the world." Mozart will be front and center. But Mozart wasn't wild about the flute. "Well," Sir James is quick to reply, "no one on his street is wild about the flute, either."

The new CD pays homage to the Berlin Philharmonic, where Sir James was principal flute from 1969-1975 under the direction of Herbert von Karajan and where, as Sir James has often said, he had "the best time of my life." He grows a bit wistful, recalling days with the "fantastic" orchestra where every concert was sold out and when conductors like von Karajan, a man of electrifying, consummate expertise and

great charm, committed everything to memory. When the Maestro conducted the "Blue Danube," for example, "you believed you could dance better than anyone else." Governments then supported the arts then more than they do now, Sir James notes. And what's gained by the funding cuts? The money couldn't even build "a submarine!" The phrase "old-fashioned" comes up often. The Berlin Philharmonic and the Polish Chamber Orchestra both play in the "old-fashioned style"—meaning not slick. They know how to "dig in," get the tone, not take their instruments, the music, the conductor for granted. Von Karajan was a man of the old school, highly dis-

ciplined, expecting his players to sit on the edge of their seats and deliver. Today? "Players sit with their legs crossed!"

He also speaks out against pushy parents and teachers who force youngsters to practice and perform too early and on too difficult pieces. How did he himself start? His mother played the piano, his father the flute, piano and accordion and though there were other instruments around—a violin with a severe case of wordworm and a piano last tuned when Beethoven sat on it—his nine-year old sensibilities directed him to the flute (the penny whistle) which was sized appropriately for a child, and he didn't have to strain. Kids today would be better off

practicing scales and perfecting simple music. Are women attracted to the flute more than men? Probably, because they look more "elegant" with a flute than with a tuba. And when and why did he take up conducting—he is Principal Guest Conductor of the London Mozart Players. Thirty years ago when he got fed up with conductors who knew nothing about the flute and who

"couldn't get [the speed] right." How would he describe his playing today? "Better!" Just recently, he was in Italy, doing a "flute recital," and there were nine professional flutists in the audience who came up to him later and said, "How do you do it, Jimmy?" He was thrilled.

He and his wife, Lady Jeanne Galway, herself a renowned flutist, who is also vice president of Flutewise, a volunteer nonprofit educational organization that puts on concerts and helps defray expenses for instruments, have been particularly busy lately with Flutewise concerts that, while originally focusing on youngsters, now include older folk as well—to Sir James' delight. A recent Flutewise concert featured the Belfast Youth Orchestra, with 85 flute players and 150 kids, some as young as six, in a chorus. They were wonderful, but so were the 72 and 78-year old who sat in, the latter who had taken up the flute in his sixties and then disappeared for a few years. Sir James was delighted to see him back. Where had he been? "Having a heart attack." No doubt he was up to Sir James and Lady Jeanne's additional Flutewise activities—Irish folk group weekends, full of music and dancing. Meanwhile, stateside fans should mark their calendars for a fabulous all-Mozart program on March 12 at the New Jersey Performing Arts Center and then on March 15 at Avery Fisher Hall in New York.#

DISNEY'S THE LION KING SETS NEW AMSTERDAM BOX OFFICE RECORD

Disney's THE LION KING set the box office record at the New Amsterdam Theatre for the second week in a row. For the week of December 26-January 1, THE LION KING grossed \$1,455,498.31 (besting last week's record of \$1,425,782).

Since opening on Broadway in 1997, THE LION KING is the winner of over 70 major awards worldwide and has become a global phenomenon seen by more than 33 million people and a total of eight productions currently running worldwide: New York, London, Tokyo, Melbourne, Hamburg, Scheveningen (The Netherlands), and two U.S. national tours. THE LION KING began performances at the New Amsterdam Theatre on October 15, 1997 and opened on Thursday, November 13, 1997.

Disney's THE LION KING will move in its entirety including all 52-cast members and the entire 24-member orchestra, from the New Amsterdam Theatre on June 4, 2006 and begin performances nine days later at its new home the Minskoff Theatre (Broadway at West 45th Street) on June 13, 2006. The move will follow the completion of custom renovations to accommodate the Tony Award-winning production.

Tickets for The LION KING are available at the New Amsterdam Theatre Box Office, all Ticketmaster outlets or by Calling Ticketmaster at (212) 307-4747. Prices range from \$40-\$110. For group sales information please call (800) 439-9000.

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

LYCÉE FRANÇAIS DE NEW YORK
505 EAST 75th STREET, NEW YORK, NY10021

*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
- More than 50 nationalities represented from nursery to 12th grade

Information and Admissions : **tel. 1 212 439 3834**
admissions@lfny.org
www.lfny.org



NEW YEAR'S RESOLUTIONS

INDIANA UNIVERSITY

Health and wellness tips are based on Indiana University faculty research, teaching and service.

Resolve to Quit Smoking: Quitting smoking isn't easy, but a number of strategies have proven effective, said Jon Macy, project director of the Indiana University Smoking Survey in the Department of Psychology. For individuals who want to quit, he recommends counseling and nicotine replacement therapy. Families and communities can help by creating supportive home and work environments. Macy's tips on kicking the habit:

- Tell your doctor you want to quit. "People who talk with their doctors about quitting are more likely to follow through with trying to make a change. But unfortunately, many doctors will not bring up the topic on their own during a five-minute visit. If you seek out your doctor's advice, you have the chance to benefit from their expertise and resources," Macy said.

- Utilize nicotine replacement therapy. Products delivering nicotine through a patch, gum or lozenge can help smokers change their habits without the intense withdrawal symptoms associated with nicotine dependence. "These products are available over the counter and are safe to use. Your doctor may also prescribe a course of anti-depressants along with nicotine replacement products," Macy said.

- Seek counseling in a group or individual format. "Smokers who get help through counseling are more successful at quitting than those who go it alone," Macy said. Smoking cessation counseling is often available through hospitals, clinics, community centers or faith-based organizations. "Another great resource is the 'Quitline,' which is a 24-hour telephone line that is available in most states. You can get anonymous help and advice whenever you need it." Call the American Cancer Society at 1-800-ACS-2345 for help finding a Quitline and other resources in your area.

- Support smoke-free ordinances. "Tobacco-free work environments not only reduce exposure to second-hand smoke, they also help smokers who want to cut back or quit smoking. Living in a community that has a comprehensive tobacco prevention program makes people more likely to quit, more likely to reduce the amount that they smoke, and less likely to begin in the first place. Taxes are another strategy that has proven effective in reducing smoking at the community level. Younger smokers in particular can be dissuaded by price increases," Macy said.

- Get the support of your family and friends. "Friends and family members can be more helpful when they understand how hard it is to quit.

This is a horrible addiction. Help them understand that quitting 100 percent all at once is unrealistic, and they can support you by encouraging small steps. Share your quit plan with them so they know how much you want to reduce and by when. They should also know that it's a lifelong process and there will always be times when you want a cigarette. It's not surprising if you do slip up at some point, but they can help you get back to your plan by understanding what you are going through," Macy said.

Macy can be reached at 812-856-0840 and jtmacy@indiana.edu. For more information on smoking cessation, visit the American Cancer Society online at <http://www.cancer.org>.

Resolve to Finish School: If going back to school tops your list of resolutions for 2006, "You are in very good company," said Judith Wertheim, interim dean of the Indiana University School of Continuing Studies. College enrollment by students aged 25 to 34 is projected to increase steadily over the next 10 years. Many returning students, however, struggle with doubts about whether they can balance school with work, family and other commitments. Wertheim offers these tips on overcoming personal barriers to pursuing continuing education.

- "I don't have time." "Technology, and the increasing options it provides students who may not be able to attend on-campus classes, is making a huge difference in continuing education, providing returning students with unprecedented flexibility and convenience," Wertheim said. Nationwide, more than 2.6 million students were studying online in December 2004. "Most colleges or universities offer at least one of many distance education options: correspondence courses, online courses, video courses, interactive video courses, streaming audio or video courses, courses on CD, pod-cast lectures—and the options keep growing."

- "I can't afford it." Many scholarship and financial aid opportunities are available for returning students. "Check with your employer to see if they can offer tuition assistance. Talk with the financial aid office at your school about any federal, state, or private scholarships or loans. Individual departments may offer a variety of scholarships. The Web, too, can be an invaluable resource," Wertheim said. Obscure scholarships are out there. Wertheim once found, for example, a scholarship for Hungarian descendants of the Daughters of the American Revolution. She said it's important to remember that going back to school is not an all-or-nothing proposition. Some students take courses for several semesters and then take a break to earn extra funds.#

Chancellor Matthew Goldstein Initiates the Decade of Scientific Research

Confronting a national crisis that finds U.S. students falling behind in the sciences and mathematics, Chancellor Matthew Goldstein has called for the creation of an advanced computer simulation center on Governors Island, the building of new state-of-the-art research centers at the CUNY colleges, and a Teacher Academy, inspired by the CUNY Honors College, to train a new generation of math and science teachers. The Chancellor's plans for "The Decade of Scientific Research" were outlined in the following testimony before the New York State Senate Higher Education Committee recently.



"This new, evolving economy demands highly skilled and adaptable workers. I believe the United States is failing to meet that need. In 2000, the proportion of the college-age population earning degrees in science and engineering fields was substantially larger in more than 16 countries in Asia and Europe than in the United States. Science and Engineering Indicators reports that since 1990, U.S. bachelor's degrees in engineering have dropped by 8 percent and degrees in math by 20 percent. A 2003 study by the Program for International Student Assessment (PISA), assessing math literacy and other skills of students at age 15, showed that the United States ranked 24th of 29 OECD [Organization for Economic Cooperation and Development] countries in mathematics literacy. Only Portugal, Italy, Greece, Turkey, and Mexico ranked lower. In 1999, when the program analyzed science literacy, the United States ranked 14th of 32 participating nations.

In New York City, reports at the end of 2005 showed that eighth grade science test scores dropped eight percentage points in the past two years. Among high school students, only 7 percent passed the physics Regents exams and just 18 percent passed the chemistry Regents exams. As all of these numbers indicate, gaps in proficiency in early grades only widen in college.

The University is strongly committed to addressing these challenges. It is one of the reasons I recently unveiled our proposal for a compact to increase funding for the University through a shared partnership. Only by making public education a public funding priority will we be able to meet the challenges of a technologically advanced future. It is also the reason I designated 2005 to 2015 the "Decade of Science" at the University. I believe the University needs to focus new initiatives in three major areas to ensure a healthy pipeline to the science, math, technology, and engineering fields: first, advancing science at the highest levels; second, training students to teach in these fields; and third, encouraging young people to study in these areas.

CUNY, working in collaboration with NYU, Columbia, and Polytechnic University and the Department of Education, has proposed the creation of an advanced center of simulation modeling on Governors Island. Computer simulation is a powerful method for analysis and experimentation on virtual systems that mimic some aspect of reality, allowing for a more thorough consideration of complex problems, from traffic patterns to the spread of disease to global climate forecasting. CUNY has taken the lead in developing this high-end scientific center, which would serve business and industry by advancing our ability to process the most sophisticated forms of information.

The University's top-notch science faculty already enjoy an excellent reputation. This was made clear when David Bauer, the winner of the 2005 Intel Science Talent Search, decided to attend the CUNY Honors College at The City College. Bauer had his pick of colleges across the country, but he was drawn to CUNY by the mentorship of Professor Valeria Balogh-Nair, in whose bio-organic chemistry lab he had worked while in high school.

To that end, the University has begun an opera-

tional review of our Ph.D. programs in the laboratory sciences, leading to new investments in graduate student support for highly competitive students.

In addition, the University's Louis Stokes Alliance for Minority Participation program, which is supported by a grant from the National Science Foundation, has been operating since 1992 with the goal of producing significantly

greater numbers of minority students in Science, Technology, Engineering, and Mathematics (STEM) careers.

Part of the challenge in increasing the pipeline of students pursuing studies in mathematics and science is meeting the need for K-12 teachers in these fields who can engage students consistently from elementary to middle schools to high school. To address the need for qualified urban teachers for all students, CUNY, in partnership with the New York Department of Education and New York University, is pursuing a new program to re-envision and re-invigorate teacher education in science and mathematics. The CUNY Teacher Academy will educate students at the baccalaureate level by integrating observation in the public schools with a rigorous academic program in their majors (biology, chemistry, earth science, or mathematics).

The Teacher Academy will admit its first class of up to 300 students in Fall 2006. Each of six Teacher Academy campuses (Brooklyn College, City College, the College of Staten Island, Hunter College, Lehman College, and Queens College) expects approximately 50 students who will receive tuition support for four years and three summers while they complete their baccalaureate programs. Each student will be obligated to teach for a minimum of two years in New York City schools after graduation.

CUNY's extensive and growing College Now program helps students meet high school graduation requirements and be prepared for success in college. The program is offered in most New York City public high schools, with more than 30,000 students registered in more than 50,000 courses. The majority of the students are minorities. We will continue to run our College Now summer science programs and plan to expand our summer programs in the area of mathematics. In the summer of 2005, five colleges conducted science-based College Now programs. Several provided opportunities for students who just completed the 9th and 10th grades—everything from a rowing and science program on the Hudson River conducted by Borough of Manhattan Community College to a marine ecology institute at Brooklyn College. The Summer Science program at Queens College explored "hot topics" in science with students who successfully completed 10th and 11th grades. The University has also initiated science-related projects as part of the College Now program's efforts to increase the number of students who qualify for enrollment in college credit courses before high school graduation.

To help prepare students for the rigorous college curriculum in science and math, we are also introducing a new "Science Now" program for middle and high school students, as part of the College Now program. We know that early and continued exposure to science is critical to ensuring long-term engagement and enthusiasm. Science is not made in a laboratory—it is made when a young person gets that initial spark, that flash of exhilaration.

CUNY-TV will develop an interactive television program to bring science activities and innovations to a wide audience of young people through a lively, inquisitive show that emphasizes real-world applications of scientific concepts. David Bauer, the 2005 Intel Science Talent Search winner and CUNY Honors College student, will join the CUNY-TV show "Study with the Best" to introduce science segments featuring educational programs throughout the University.#



University of
West Florida

Earn your Masters in Education ONLINE.



Quality Programs

NCATE and SACS accredited
Department of Education approved
24/7 help desk support

Affordable

Apply for UWF's out-of-state tuition waiver
to take advantage of our competitive rates

Interested? (...but not ready to enroll?)

Get an e-minder... onlinecampus.uwf.edu/e-minder

Sample Degree Offerings

- Instructional Technology, M.Ed.
- Educational Leadership, M.S.A.
- Special Education, M.A.
- Career and Technical Education, M.Ed.

- Elementary Education, M.Ed.
- Middle Level Education, M.Ed.
- Secondary Education, M.Ed.
- Comprehensive Masters in Education, M.Ed.

For details, contact 888.529.1823 or onlinecampus.uwf.edu



COLLEGE PRESIDENTS SERIES

PRESIDENT JUDSON SHAVER: MARYMOUNT MANHATTAN COLLEGE

By **MARYLENA MANTAS**

Four years ago when Judson Shaver assumed the presidency of Marymount Manhattan College (MMC) he was eager to learn what it would be like to be responsible for an entire institution. Today he reports that the process has been “challenging, intriguing and very rewarding” and that “with each step up in a career you discover how much of the success of an institution depends on other people.”

The realization prompted Shaver to uphold teamwork as he sought to raise expectations of administrators, students, faculty and staff during this first four years in office. His efforts have produced positive results for MMC, a liberal arts college of an undergraduate student body of a little over 2,000, which Shaver calls a “little jewel box” on Manhattan’s Upper East Side.

Over the course of the past four years, the six-year graduation rate has increased from 34 percent to 45.5 percent and the first to second year retention rate from 62.2 percent to 72.2 percent.

“I am thrilled to see this College building on its past,” said Shaver.

Gift giving has also increased substantially in recent years. During the current academic year, MMC has received over six million dollars, five of which came from a donation made this past December by the Carson Family Charitable Trust, at the initiative of MMC alumna and trustee Judy Carson. The donation, which Shaver calls a “huge gift” constitutes the largest ever received by MMC and will be used to enhance resources and opportunities for faculty and students.

“The pool of people who will donate money to keep an institution going when it has a lot of needs is a dedicated hearty band of few people. [They] are the pool who want to support something that is making giant strides,” said Shaver.

Among other things, donations have been used for infrastructure improvements such the refurbishing of classrooms and the dance performance space, as well as a new entryway.

Changes have also been instituted in the curriculum, as the College has enhanced its focus on incoming students. First-year students now



improvements,” says Shaver.

Driving MMC’s success have been the initiative of Shaver, as well as the recommendations of a Strategic Environmental Assessment conducted during his first year in office, which allowed the College to create a comprehensive plan whose vision, according to Shaver, was to make MMC a “value-added College.”

“We went down the path in spades and found that we had outstanding students, faculty and programs, but a lot of upside potential for improvement,” said Shaver. “The College, a little jewel box on the Upper East Side that has struggled for a decade, was a community aspiring to academic excellence; so we set out to become a first rate academic college.”

The vision of this comprehensive plan complemented that of Shaver’s personal ideology.

“I found, as a professor and an administrator, a calling and a personal mission...I grew up believing that fulfillment in life would depend on the extent that you could use your time and energy for

the benefit of others,” said Shaver. “I internalized the notion that joy and fulfillment in life are based on how you could help others.”

His ideology assisted him in overcoming the three primary challenges he has faced during his time as president, including arriving at MMC immediately after 9/11, finding a way to go from open admissions to admitting students who best fit MMC and finding the financial resources to compensate staff and faculty. Shaver appears to welcome challenges and claims that the “bigger the challenge the better the reward.”

“I am energized by this sort of College,” he says. “We don’t serve a population that takes education and employment for granted.” He contends that in terms of professions that provide individuals with the opportunity to something meaningful “nothing surpasses higher education.”

To retain a connection to MMC students Shaver last year taught a course entitled “Bible as Literature” and has lunch with student groups about once a month. He also likes to include students in most MMC committees. Not surprisingly, therefore, he identified commencement ceremonies as some of the most gratifying moments during this time at MMC.

According to Shaver, future plans include additional facility improvements, such as the possible construction of a 4,000 square foot roof over MMC’s theater, which would serve according to Shaver as the “urban equivalent of a quad.” In addition, he plans to focus on further improvement of graduation rates and on a fundraising campaign.

“Beyond our vision we have a sense that we are very distinctive,” he says. “We are a small College in a big city...and we like to learn how to do that really well.”#

benefit from an intensive writing course, as well as a peer-mentoring program.

Shaver has also sought to increase the number of full-time faculty. Seven new tenure track positions will become available this academic year and ten more will be added over the next ten years. According to Shaver, MMC has been able to raise faculty salaries and, thus, has managed to retain and attract permanent faculty members.

“On every front there has been significant

THE CHINESE NEW YEAR

By **POLA ROSEN, Ed.D.**

Lin Wong has been living in New York City since 1977. On January 28 and 29th she and her husband will be celebrating the 4703rd year of Chinese culture joining hundreds of people in the Buddhist temple in Chinatown at 11 pm and continuing through the night and the next day to read and chant from prayer books. Outside the church, there are 24 traditional food offerings to Buddha including rice cakes, oranges and noodles. Inside, everyone who prays gets a little red envelope with a \$1 dollar bill for good luck. Some visitors give the priest \$20 for special prayers said on their behalf.

According to tradition, the first visit on New Year’s Day is to one’s parents to give them respect and money for good luck. Parents give money to unmarried children while married children are obliged to give money to parents. Lin will visit her father and prepare a feast for about 50 relatives in Queens whom she brought to the United States. Her children, born here, attended public schools in Queens: Olivia went to Bayside High School and SUNY Stony Brook. She is a computer systems analyst for IBM. Lin’s son James went to the Bronx High School of Science, SUNY Buffalo and is now a chiropractic surgeon.

Education Update wishes the Wong family and all its Chinese readers good luck for the Year of the Dog, 4703 and 2006.#



Lin Wong



The Career in Teaching You’ve Always Wanted

Make a difference in the lives of urban students with Empire State College’s Master of Arts in Teaching program. Study part time for the first year, then work full time as a teacher while completing your final two years of study. Learn more about our program that includes both group studies and online learning.

Grants available to eligible math, science and foreign language (Spanish) education applicants in high need school districts.

Information Sessions

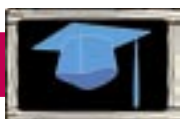
- | | |
|------------------------|-------------------------|
| Sat., Jan. 14, 11 a.m. | Fifth Floor |
| Wed., Jan. 25, 6 p.m. | 325 Hudson Street |
| Wed., Feb. 1, 6 p.m. | (corner of Vandam) |
| Wed., Feb. 22, 6 p.m. | New York, NY |
| | (#1 train, Houston St.) |



EMPIRE STATE COLLEGE

STATE UNIVERSITY OF NEW YORK

For more information, visit www.esc.edu/MATinfo or call 800 468-6372 ext. 2230.



FORD FOUNDATION AWARDS \$100,000 TO LAGUARDIA CC & QUEENS C FOR RELIGIOUS TOLERANCE PROJECTS

Two Queens Institutions Among Only 26 Chosen Nationwide

LaGuardia Community College and Queens College of the City University of New York have each received a \$100,000 grant from the Ford Foundation to implement programs that will engage members of the college and surrounding ethnic communities in a dialogue on religious issues. Other awardees among the group of 26 were Barnard College, Yale University, University of Michigan, and University of Wisconsin.

The new LaGuardia program is entitled *Let Everyone Remain Free*. "This project will prepare LaGuardia faculty and staff to better address the issues of religious pluralism in the contemporary world and on our campus," says President Gail O. Mellow. "And it will allow our college and the religious community the chance to discuss these sensitive topics in a thoughtful and constructive way."

The Queens College project, *The Middle East and America: Clash of Civilizations or Meeting of the Minds*, builds upon History Professor Mark Rosenblum's nationally acclaimed pilot project to promote understanding and informed discussion about the Middle East conflict on campus, in high schools, and in the larger community. Says President James Muyskens: "Colleges and universities have a moral, social, and educational imperative to probe difficult issues and find solutions to seemingly intractable problems. Professor Rosenblum's project is doing just that by stimulating dialogue and creating an extraordinary learning community. It is deeply gratifying that the Ford Foundation has recognized these accomplishments and the value of moving our project to the next level."

Both LaGuardia, which is called "The World's Community College," and Queens College are ideal institutions to explore religious issues as they are located in Queens, the nation's most ethnically diverse county. Students from more than 150 nations, representing nearly every religion, can be found on their campuses.

The funding source is the Ford Foundation's Difficult Dialogues initiative, designed to help institutions of higher education promote an open campus environment where sensitive subjects can be discussed in the face of reports of growing intolerance. The goal is to help institutions address these challenges through academic and campus programs that enrich learning, encourage new scholarship, and engage students and faculty in constructive dialogue about contentious politi-

cal, religious, racial, and cultural issues.

"Colleges and universities are uniquely suited to expand knowledge, understanding, and discussion of controversial issues that affect us all," said Susan V. Berresford, president of the Ford Foundation. "The selected projects illustrate the thoughtful and creative ways institutions are promoting intellectually rigorous scholarship and open debate that is essential to higher education."

LaGuardia's proposal is a four-part program. First, the college will reach out to the community and establish "study circles," bringing together campus and community representatives. As many as 20 study circles—made up of eight to 12 people each—will meet for five two-hour sessions to talk about the relationship between educational institutions and the religious community. "Discussions will examine the sources of tension, opportunities for collaboration, and the American traditions of religious freedom and academic freedom," says Rosemary Talmadge, the project coordinator who will oversee the study circles. "Through these candid conversations, each study circle will strive to develop strategies for community action and ways to build a productive relationship with the diverse religious communities of Queens."

The second way the college will address the issue of religious diversity is by having students videotape personal narratives that describe their religious upbringing and experiences. This process, called digital storytelling, will allow hundreds of students to explore the diversity of religious experiences in Queens. "Through digital storytelling," says Ms. Talmadge, "students will be able to explore and share their religious experiences in an open and intellectual environment."

The initiative's third component will have faculty design new educational materials on religious diversity in America that will be integrated into existing curricula. Faculty will also be invited to participate in a yearlong faculty development seminar where they will explore the role of religious diversity in American life.

The fourth and culminating project is a campus-wide event that will bring together students, faculty, and community members who have participated in the three other activities. During this all-day event, students will share their digital stories, faculty will showcase their newly developed teaching approaches, and members of the study circles will describe their work and plans for future activities.

The Queens College Project, *The Middle East and America: Clash of Civilizations or Meeting of the Minds*, begun in fall 2004, initially brought

together 15 Queens College undergraduates—Jews, Muslims, and Christians—for research and discussion of the Arab-Israeli conflict. They were joined by an assistant principal and seven history and world studies teachers from five Queens high schools. Keenly aware that the Middle East conflict is a volatile topic, the teachers used their experience in the course to create their own curricula and programs. Non-matriculating senior citizens also participated in this unique multi-ethnic, multi-religious, and multi-generational course.

The curriculum included films, readings, and lectures by guest speakers representing different viewpoints. Among the nationally prominent guests were Omar Dajani, former senior legal adviser and member of the Palestinian delegation at Camp David in 2000 and 2001, and Janine Zacharia, Washington bureau chief for the English-language Israeli daily *The Jerusalem Post*.

A critical component of the course was an assignment Professor Rosenblum calls "Walk in the Others' Shoes." After taking a test that revealed their outlook on Middle East issues, the students spent the next 10 weeks conducting research and, ultimately, presenting a persuasive case for the opposite perspective. "This approach is Rubik's cube education, looking at the struggle from many angles," says Professor Rosenblum.

The program continued throughout the fall 2005 semester, greatly expanding its outreach to public high school teachers and students. On Election Day alone, 45 teachers from four boroughs attended presentations and discussions at the college, culminating with a visit to a multimedia photo exhibition, *This Land to Me: Some Call it Palestine, Others Israel*. The exhibit in the Godwin-Ternbach Museum explores the conflict through life-size photographs and audio, first-person narratives of a cross section of Israelis and Palestinians.

Professor Michael Krasner, a Queens College political scientist and co-founder of *The Middle East and America: Clash of Civilizations or Meeting of the Minds* project, will be co-teaching the spring 2006 course, which will examine the role of mass media in portraying the conflict. Guest speakers from the *New York Times* and other media outlets will generate discussion in the class. Students and teachers will also have access to a permanent reference center of original print and video source materials on the con-

flict that is being developed at Queens College.

"This grant comes at an opportune moment in the life of our Middle East education project, which is designed to give hope without delusion," says Rosenblum. "We have been overwhelmed—in the positive sense—with requests from high schools citywide to provide teachers with curricular and other educational tools to help students understand the conflict in all its complexity. The timing of the grant is also symbolic, because the Israeli and Palestinian elections will soon occur, potentially providing a plausible exit from the murder and mayhem. The Ford Foundation funds will allow us to implement our growing project at this very critical time."

Mark Rosenblum, director of the Michael Harrington Center for Democratic Values and Social Change at Queens College, has been directly involved in Middle East conflict resolution since the 1980s. #

COLLEGE ADMISSIONS SPECIALIST

Princeton BA
Yale MBA.

I have interviewed students for Princeton admissions for over a decade. Offering strategic advice and planning.

GLOBAL ANALYTICS

201-869-3714



THE BANK STREET APPROACH

Explore the education master's program that's right for you.

Bank Street



INNOVATION IN TEACHING AND LEARNING

Graduate School Open House
Tuesday, February 7, 5:15PM

Bank Street College Graduate School of Education
610 West 112th Street, New York, NY 10025-1898
www.bankstreet.edu | 212.875.4404

Boston U Launches Distance Ed Programs for Music Educators Around the World

Boston University's School of Music in the College of Fine Arts announced the launch of two new distance education programs: The Master of Music in Music Education and the Doctor of Musical Arts in Music Education. These online degree programs are designed to meet the needs of working music educators around the world.

"We are so very pleased that we can now offer Boston University's time-honored music education curriculum to music educators world-wide," said Professor Andre de Quadros, Ph.D., director of the Boston University School of Music. "We believe that this will be a revolutionary experience in music education, allowing students, even from a distance, to immerse themselves in the rich intellectual life of Boston University. We are excited to involve students from a wide range of musical influences to interact in an environment of learning and encouragement."

Graduate degrees in music education provide a wide variety of career advancement opportunities for music educators. A master's degree can increase the salaries of music educators and assist with gaining further credentials. Earning a doctorate is frequently required for music educators interested in teaching at institutions of higher education.

Both the master's and the doctoral programs are designed to be completed efficiently so

that working professionals can continue achieving their personal and career goals. Students in the Master's in Music Education program can complete coursework in 16 months, while Doctoral students can finish coursework in just 24 months.

Doctoral students will be required to meet with their instructors once during the program. This represents not only a culminating academic experience, but also an opportunity for students to experience the tradition and culture of the Boston University College of Fine Arts and School of Music firsthand and to meet their faculty and peers in person.

Boston University's world-renowned School of Music is the oldest degree-granting music education institution in the United States. Founded in 1872, BU's graduate and doctoral programs prepare students for career advancement opportunities in music education. In 1967, the School of Music co-sponsored the Tanglewood Symposium, which was influential in transforming American music education. For more information about the Master's or Doctorate in Music Education distance education programs, contact a Boston University Enrollment Advisor at 1-866-347-6876 or visit the program web site, <http://www.musiceducation.bu.edu>. #



No generation better reflects the American Dream than ours.

Generation Baruch.

We may not look like we're part of the same generation, but while we grew up at different times, we come from the same place. We attended a college whose campus was New York. And we got there via the IRT, not the LIE, which was good, because it's easier to do your homework hanging on to a subway strap than a steering wheel. We all worked hard, became the first members of our families to graduate from college, and pulled ourselves up by our own bootstraps to achieve success. And if that sounds like the American Dream at work, it is. It's what brings us together and makes us one generation.

Now we need your help so that future generations can join Generation Baruch and help keep the dream going.

Above, from left: Max Berger, Class of '68, Senior Partner, Bernstein, Litowitz, Berger and Grossmann • JoAnn Ryan, Class of '79, MS '83, President and CEO, Con Edison Solutions • Alan Liang, Class of '05, Baruch BBA in Finance, CUNY Honors College • Evelyn Taveras, Class of '96, Baruch BBA in Marketing Management, Senior Media Planner, Della Femina Rothschild Jeary & Partners

For more information on how you can support future generations, please call 212.802.2900. Or visit www.baruch.cuny.edu/bcf/.

The American Dream still works.



Bank Street School for Children to Co-Host National Conference in March

Bank Street and The School at Columbia University will co-host The National Association of Laboratory Schools (NALS) annual national conference in March. NALS is "committed to leadership in the improvement of education through the development of innovative ideas in research, curriculum development, clinical experiences, and in-service training in an experimental environment." Currently there is much discussion in the NALS community about fostering more collaborations between children's schools and the universities/colleges, and the School for Children is excited about the opportunity to think more strategically and globally about its work in this context.

The theme of the conference, which will take place at Bank Street and at Columbia on March 29th, 30th and 31st, 2006, is "Global Thinking: Tools for Learning." Featured speakers are Jeffrey Sachs (*The End of Poverty*), Howard Gardner (*Frames of Mind: The theory of multiple intelligences*), and Judith Heumann (Assistant Secretary for Special Education and Rehabilitative Services, former teacher in NYC schools, and pioneer in a range of efforts to guarantee equality of access and opportunity to persons with

disabilities). The thematic framework of the conference will include these topics: Developing the Global Citizen, Equity and Justice, Personal and Professional Development, Integrated Learning and Teaching, Individualization and Differentiation, Assessment, Curriculum Development, Families as Partners, Technology, Leadership and Supervision, Research in the School Setting, and a range of topics related to laboratory schools.

The National Association of Laboratory Schools supports the relationships between universities and their P-12 partners—laboratory schools, charter schools, professional development schools, academies, home schools and campus schools—in the United States, Canada, Puerto Rico, Russia, Hong Kong, China, Costa Rica, Singapore and Japan. At the NYC conference, the membership will vote on a new name to reflect the dynamic changes the organization is making as it enters into its 50th year of serving university-affiliated schools.

For more information, contact Alexandra Weisman, at Bank Street (email: aweisman@bankstreet.edu).

IN MEMORIAM

A TRIBUTE TO JOAN CONSTANCE CROFT

By MR. RODNEY CROFT

Joan Constance Croft was born February 25, 1921 and died December 30, 2005. She was a great lover of the English language and particularly the way in which it could be used to convey to the reader or listener not just a verbal message but especially a message affording an added instant visual impact particularly when concerning a humanitarian matter. She used this technique in all her poems particularly "No need for Tears" inspired by the grief she experienced when she lost her Mother at the age of thirteen when her Mother was 38 years old; she wished to protect us from the grief she experienced then, hence the allegorical use of the shell on the beach in the first line of "Mourn not the Shell;" clearly an idea she had formulated many years before it was published in *Education Update* in 2003. Her poem "Diana's Message" very much appreciated by Earl Spencer, Diana's Brother.

She was an amazingly loving wife, mother, mother-in-law and grandmother and we shall all

miss her but are fortunate in having such happy memories especially her last Christmas day when she and I sang "Dancing with my shadow" written in 1933. She said having sung the song with me "You see Rodney those song lyrics were then so visual!"

Dancing with my shadow, feeling kind of blue, dancing with my shadow and making believe it's you

In my dreams it seems you are my own again, then I wake and find that I'm alone again

Dancing with my shadow feeling kind of blue, dancing with my shadow and making believe it's you.

A truly graceful English lady who had a rare and envious poetic command of the English language which she used to convey her experiences and observations of life, shared by so many others who were grateful for her poetic interpretations of the emotions they too had experienced.#

Mr. Rodney Croft is a vascular surgeon in London and has been a contributor to *Education Update*.



DIANA'S MESSAGE

By JOAN CONSTANCE CROFT

*Now the muffled bell is still
Red tunics put away,
All the flowers have wilted
Not so my memories of that day.*

*I heard your cheers and felt your tears
Only sad I could not say
How my heart was gladdened
By your show of love that day.*

*But I would have you dry your tears,
Your vision be not blurred
To causes needing all your love
And suffering that stirred my heart
to seek the means
By which to serve them best.*

*Reach out your arms, give support,
Don't fail this crucial test.*

*To tend the sick and feed the poor,
Ban wicked landmines evermore,
Oust the paparazzi pack,
See decency and dignity come back.*

*If these achievements you can gain,
My dying will not have been in vain.*

This poem was sent to Earl Spencer, Diana's brother, who responded with a lovely letter of thanks and appreciation from Althorpe to Mr. Rodney Croft.

FIRST LADY LAURA BUSH, SECRETARIES RICE, SPELLING & HUGHES CO-HOST COLLEGE PRESIDENTS' SUMMIT ON LANGUAGE INITIATIVE

A first-of-its-kind U.S. university presidents summit, recently held in Washington DC co-hosted by Secretary Rice and Secretary Spellings, with First Lady Laura Bush as guest speaker focused on a National Security Language Initiative. The Secretaries engaged with 120 academic leaders on significant areas of partnership, including how the US can continue to attract foreign students and talent to the United States, encourage U.S. students to study abroad and prepare U.S. students to be globally competitive through language skills and an enhanced focus on international education.

Over 120 university presidents, from all 50 states, including Puerto Rico and the District of Columbia, represented leading private and public institutions, research institutions, as well as community colleges, historically black colleges and Hispanic-serving institutions.

Attendees also included senior officials from the departments of Commerce, Homeland Security and Education.

The origins of the National Security Language Initiative came from Dr. Rice who believes that we need to think about challenges to America's standing in the world and the degree to which America can compete. Her thoughts turned to creating a partnership with the private sector, with foundations, with the government as well as the academic community, in order to

ramp up the study of critical languages, of Arabic, of Chinese, of Russian, of Hindi and Farsi.

After working on this for the better part of a year, the government now has the elements of this National Security Language Initiative. The initiative encompasses three elements. One, to expand the number of Americans who are mastering critical need languages and start them at a younger age. This includes pilot projects to start them at the kindergarten level and work them up through elementary school, middle school, high school and colleges.

Second, to increase the number of advanced-level speakers of foreign languages with the emphasis of critical needs languages.

The third component is to recruit more teachers to teach foreign languages. Less than 2 percent of high school students in the United States combined today study Arabic, Farsi, Urdu, Korean, Japanese, Russian or Chinese.

This initiative is in partnership with the Department of Education, the Department of Defense and with the DNI, Director of National Intelligence. The DNI portion came as a result of the recommendations of the 9/11 Commission. The Defense Department interest came as a result of their need to train in basic foreign language skills nearly 3,000 people a

year. The needs at the State Department are for Foreign Service officers that have sufficient expertise in foreign languages. It is economically better to take kids at a very early age and expose them to the study of languages rather than start them when they become Foreign Service officers.

Students participating in these programs will receive financial aid and have to commit to a government job or go into a civilian linguist reserve corps in which they could be called from six months to four years if their help is needed in a critical language. This corps would also be open to retired Foreign Service officers and retired military individuals. If students have mastered these languages, they can also apply to be placed in high schools. The Department of Education is attempting to set up a structure modeled after Teach for America. Thus, if you have a school that needs a Farsi teacher and somebody has studied Farsi, the program will provide the funding to the teacher to get a teachers certificate and then serve as a clearinghouse to match that teacher with a school district.

If an American student wants to go to Beijing to study Chinese, they can do so through the Fulbright exchange or the Gilman Scholarship Exchange Program, which enables underserved American students to go abroad.#

SECRETARY CONDOLEEZZA RICE



Secretary Margaret Spellings & Secretary Condoleezza Rice

Paul Wood

Higher education has always been special in my family. And in fact, we all have our heroes. My particular hero, or one of my particular heroes, is my paternal grandfather and he is my hero because he was actually the one who decided, as a sharecropper's son, in Ewtah, Alabama that he was going to get book-learning. And so someplace around 1916 or 1917, he asked people coming through where a colored man could get a college education. And they told him about little Stillman College, which was some 60 miles away from where he lived. They said, "You know, if you can go to Stillman, you can get an education." And so he saved up his cotton, he went off to Stillman College and he went through his first year. And then in the second year, they said, "Okay, how do you plan to pay for college now?" And he said, "But I'm out of cotton." They said, "Then you're out of luck." He said, "Well, how are those boys going to college?" And they said, "Well, you see, they have what's called a scholarship and if you wanted to be a Presbyterian minister, then you could have a scholarship, too." And my grandfather said, "You know, it's exactly what I had in mind." And my family has been Presbyterian and college-educated ever since.

Somehow, my grandfather knew that higher education would be transforming for him. And what he couldn't have known is that the American higher educational system would not

just be transforming for a young boy from Ewtah, Alabama but in fact for people around the world. This transformative capability of American higher education has been very clear to me in my work as a professor because I witnessed the life changing potential of international exchange among my American students who studied abroad and among the diverse foreign students who studied at Stanford from every region of the world who regularly enriched my classrooms in ways that only they could do.

A few of these students are deeply ingrained in my memory. I remember teaching a young woman from Timisoara, Romania, who had been through as a 13-year old, some of the worst violence in Romania during the December Revolution. And one day, we were talking and she wanted to know whether in segregated Birmingham in 1963 during violence I had experienced something like she had where young children had been killed. And I told her about my experience in losing a little classmate, Denise MacNair, in the church that was bombed at 16th Street in September of 1963. And I suddenly realized that across this vast divide from Romania to Birmingham, Alabama, there was a common experience that brought us together. She's still a young woman who now works in Paris. She stops by from time to time. She was here a month or so ago to see me. She's a student I'll always

remember.

So for these students and many like them, the university and America itself was a sanctuary for open inquiry and self-improvement where, for the first time in their lives, they were safe and free to pursue the cause of knowledge in a condition of freedom.

Now, as Secretary of State, I have a new appreciation for how education can bridge those national boundaries. I can't tell you how many times I've met foreign leaders and heads of state who studied in America. I think you could tell today the President is passionate about this because he sits down across from these leaders and they've gone to all kinds of schools in the United States. They've gone to community colleges, they've gone to small colleges, they've gone to land-grant colleges, they've gone to research universities. They've all had the common experience of studying in America. And the experience then becomes one that binds them to us in a way that can never be broken.

On a recent trip to Saudi Arabia, I was meeting with the princes of the royal family and some members of the foreign ministry and we got into a conversation and one of them said proudly, "I'm a Trojan." Another piped up that he, like me, was a "Pioneer" from the University of Denver. And I had that kind of interaction over and over again. But you know, in Saudi Arabia, it is true of my generation that these students studied in America. But with the next generation, they are not studying in America. That is something that we must correct and that we must change.

As Secretary, one of my highest priorities is to reinvigorate our efforts to connect America to the people of the world through education. In today's international system, the distance between here and there is getting smaller. The time it takes people and ideas to traverse the globe is rapidly shrinking. And the thoughts and actions of individuals carry more impact than ever. And as a result, exchanges between peoples are as important as exchanges between diplomats.

Today, every American studying abroad is an ambassador for our nation, an individual who represents the true nature of our people and the principles of freedom and democracy for which we stand. Similarly, every foreign student attending one of our universities represents an opportunity to enhance democracy in America and to strengthen the cause of freedom abroad. Our citizens learn from the different perspectives that foreign students bring to our classrooms. And when these students ultimately return to their home overseas, they have new friends that they

have met and memories of America that they will never forget.

America's mission in this new century must be to welcome more foreign students to our nation and send more of our citizens abroad to study. To be successful, our government and our universities must forge a new partnership for education exchange, a partnership that rests on new thinking and new action.

In the Summit that we are launching, we will begin a discussion about how we can work together to achieve our common goals. We must work together to expand existing programs with proven records of success. One is the Fulbright Scholarship Program which, over the past six decades, has brought a quarter of a million students from 185 countries to study in America. Another newer program is the Gilman Scholarship which, in just the past five years, has enabled 2,200 American students to study abroad.

We must cultivate new relationships for education exchange with countries that are playing an increasingly important international role. As the global center of gravity shifts from West to East, and as regions like the Broader Middle East struggle to embrace democratic reform, American students must be at the forefront of our engagement with countries like China and India, Iraq and Afghanistan. To prepare young Americans to understand the peoples who will help to define the 21st century, nothing is more important than our ability to converse in their native tongues. And that is why the new National Security Language Initiative that was launched today by President Bush is a critical goal and a critical initiative of this Administration.

At the same time, we must actively recruit students from these new strategic countries to live and study in America. And here we're faced with massive untapped potential. There's a multitude of eager young people out there just waiting to hear from us.

As an academic myself, I believe that educated people have a special responsibility to give back to the nation that has given them so much. Few Americans are in a position to use their great talents for such great purposes. So let me urge all of you to encourage your students to consider a life of service upon graduation, perhaps a life of service in the diplomacy of our nation through the Foreign Service, through our military forces, through our intelligence services or somehow in public service. Public service is a wonderful way to give back. We have to make certain that we're reaching out to others and that they are reaching back to us.#

SECRETARY MARGARET SPELLINGS



Paul Wood

In the last 50 years, American ingenuity has put a man on the moon, a rover on Mars, and computers in our businesses, our homes, and even our pockets. The last half-century has reminded us how American innovation can spread democracy, freedom, and hope. Those who founded and those who have led our nation through the centuries understood that education is the essential foundation for a thriving, inventive democracy. Before founding the University of Virginia in 1819, Thomas Jefferson noted that “nothing [has advanced] the prosperity, the power, and the happiness of a nation” more than education, and he was right.

The Soviet Union launched Sputnik in 1957. In response, former Columbia University President Dwight Eisenhower launched a historic national investment in math and science. He understood that education was the best weapon he had.

American universities reacted to Sputnik with an extraordinary display of ingenuity. Within a decade, our country tripled the number of science and engineering PhDs awarded every year. More importantly, we turned the threat of Soviet competition into proof of our ability to improve the quality of life for our citizens and countless others worldwide.

Today, we have no symbol as obvious as a Russian satellite streaking through the sky to remind us of our global competitors, but there are many smaller signs fast approaching on the horizon. The world is changing at a rapid pace, and many of our students lack the skills to succeed in the global knowledge economy.

We face a severe shortage of Americans who speak languages that are critical to our national security. While only 44 percent of our high school students are studying any foreign language, learning a second or even a third foreign language is compulsory for students in the European Union, China, Thailand, and many other countries, including those you might not expect, like Kazakhstan. Many begin learning before they're even 10 years old. And as fluent, accent-less adults, they will have a strong advantage over monolingual Americans in developing new relationships and businesses in countries other than their own.

As President Bush said yesterday, “Learning somebody else’s language is a kind gesture, and a gesture of interest. It is a fundamental way to reach out to somebody and say, ‘I care about you.’ I want you to know that I’m interested in not only how you talk but how you live.”

This is not just an education issue; it’s an economic issue, a civic issue, a social issue, a national security issue, and it’s everybody’s issue.

To prepare American students for the future, we must follow the example that school districts are beginning to set. Chicago public schools are teaching Chinese to nearly 3,000 K-12 students. In Portland, students can begin learning Chinese in kindergarten and continue all the way through college at the University of Oregon.

Under the proposal President Bush announced, the Department of Education would support more partnerships between universities and local school districts. We will help more K-12 schools adopt effective programs to teach Arabic, Chinese, Korean, Hindi, and other critical languages. We will offer Americans who already speak these languages the opportunity to teach in elementary or secondary schools. And we will provide teachers with intensive, research-based training.

We will also develop an online clearinghouse for foreign language study. We’re already supporting projects like OutreachWorld.org, which collects research from 120 federally funded National Resource Centers. The new clearinghouse would serve as a one-stop shop, combining knowledge from the public, private, and higher education sectors to provide an inventory of foreign language programs that have been proven to work.

But languages are only one part of preparing students for our ever-changing world. Growing up in the shadow of Sputnik, who would have imagined that people in Bangalore would be tutoring our children online or solving our computer problems by phone?

As Tom Friedman says in his bestseller *The World Is Flat*, U.S. high-tech companies are seeking employees abroad, not just because they can be paid less, but because they are often more skilled and more motivated. These companies are not just following the money. They’re also following the brains. Our students are facing an education and ambition gap, and they’re on the wrong side.

And as Norm Augustine, head of the National Academies Gathering Storm committee and former chairman of Lockheed Martin, recently told the Congress, “Americans find themselves in competition for their jobs not just with their neighbors but with individuals around the world.” The committee’s number-one recommendation for improving the situation is to strengthen the K-12 pipeline, especially in math and science.

Less than half of high school students graduate ready for college-level math and science. And a recent adult literacy study showed that 11 million Americans—that’s 5 percent of our adult population—are unable to read.

A college degree is more important than ever. And too few Americans have one. To start a national discussion on how we can meet rising enrollment numbers and new economic demands, in September I launched the Commission on the Future of Higher Education.

I’m pleased to be working with the Congress to create new SMART grants for college students who major in math, science, or critical foreign languages. By providing up to \$8,000 during their junior and senior years—for a total of more than two billion dollars over the next five years—these grants will encourage more students to go into fields that increase America’s security and continue our fine tradition of innovation.#

FIRST LADY LAURA BUSH

I know that the universities that are represented here, the ones that you represent, are uniquely situated to foster connections between people in our country and people around the world. You already do so much, from your student year abroad programs to foreign service opportunities that you offer your own American students. Many American students have the opportunity to travel and work in other countries. You welcome thousands of foreign students to your campuses.

In 2004, George and I hosted the G8 leaders in Sea Island, Georgia, and for the Spouses Program, I invited an Iraqi Fulbright Scholar, a young woman who was at Indiana University then, and now she’s at Duke working on her Master’s. So at a meeting, Dalia, this lovely Iraqi Fulbright Scholar, told us her story. Her family lived in a town on the border of Iraq. When she was a little girl during the Iraqi-Iranian war, her village was gassed. She was temporarily blinded because she was little, she was separated from her family, and drank water from the street. Now she is here studying on a Fulbright Scholarship. She told us how disturbed she was by the impressions Americans had of Iraq, and that when she told students in her university where she was that she was from Iraq, people gasped in horror because Americans’ impressions of Iraq are so bad.

And so not only in the United States here with her Fulbright Scholarship is she learning about the United States, but she’s also having the chance to instruct us about her country.

Another great program that’s run out of the University of Nebraska has been bringing female teachers from Afghanistan to the United States every semester for a very intensive teacher training program. The Afghan teachers then go home and train other teachers in an effort to get as many



Paul Wood

teachers into rural areas as possible. I’ve hosted each of these groups of Afghan teachers at the White House, usually on their way home back to Afghanistan with a real picture of what American life is like in the heartland of our country.

Later this month, I’m going to visit Ghana with six university presidents from the United States to unveil the Textbooks and Learning Materials Program. This program links minority-serving colleges in the U.S. with institutions in Africa to provide textbooks and school supplies for African students. I know that by working together, our government and our institutions of higher education can introduce people around the world to the America we know. Ours is a just and tolerant society, a home to people of many faiths and many backgrounds. So as we seek to understand and know other cultures, we also want people in other countries to better understand us.#

You invest in your neighborhood.

Now own a piece of it.



Our Teacher Flex® mortgage can make it happen.

As a teacher, you help children achieve their dreams every day. So Bank of America would like to help you achieve yours. With our Teacher Flex mortgage program,* it's easier to afford a home of your own. There's little or no down payment required. No income restrictions. Flexible credit guidelines. And a mortgage specialist to guide you — every step of the way. It's all part of how we bring Higher Standards to the people who serve the neighborhood.

Steven L. Auerbach
Retail Account Executive
516.559.8154: Office
347.613.3360: Cell
60 Hempstead Avenue
West Hempstead, N.Y. 11552

Bank of America Higher Standards
Official Sponsor of the 2004 U.S. Olympic Team



*Including full-time educators or employees at the elementary, secondary, or college/university education level, including administrators, librarians, counselors, administrative support and custodial staff. Part time teachers are also eligible. *Credit is subject to approval. Programs, rates, terms and conditions are subject to change without notice. The Teacher Flex® mortgage program is available nationwide and in the District of Columbia for purchase or refinance transactions on conforming loan amounts (higher loan amounts in California and select counties in Seattle, Washington). Other restrictions may apply. Bank of America, N.A. Member FDIC Equal Housing Lender © 2004 Bank of America Corporation 36USC220506



COLLEGE FINANCES

**STARTING COLLEGE IN 2006?
'TIS THE SEASON TO BEGIN
FINANCIAL AID PROCESS**

'Tis the season for the aspiring college student to be thinking about college admissions. In addition to admissions applications, one of the most important of these is the Free Application for Federal Financial Aid (FAFSA).

"Anyone seeking assistance to fund their college education must file a FAFSA to be considered," said Aquila W. Galgon, who is the director of the Camden County College Office of Financial Aid. "All colleges and universities will require the 2006-07 FAFSA as a minimum requirement to be considered for financial aid during the next academic year. Many merit-based grants and scholarships—including those available through the New Jersey Student Tuition Assistance Reward Scholarship or NJ STARS Program—also require the filing of a FAFSA for a student to qualify for those award monies."

Tips for those seeking outside funding for their higher education:

1. In addition to speaking directly to financial aid personnel at the colleges where application is being made, attend any financial aid information sessions that are offered. Ask as many questions as you have. One good question is whether or not the college offers scholarships to new students and, if so, how to apply for them.

2. Research and apply for outside scholarships. Civic organizations, churches and the like can be good sources of funding. Find out if the student's or parent's employer offers any scholarship opportunities. Also talk to the high school guidance counselor. A reputable Web site

that can help is www.fastweb.com. Keep in mind that you should never have to pay for scholarship information.

3. Complete the FAFSA fully, accurately and as soon as possible. Use the free online version located at www.fafsa.ed.gov, which is the only legitimate government FAFSA Web site. Be aware that all other similar sites are not connected to the federal government and will charge fees to allow you to do what actually costs nothing. Never pay to file a FAFSA.

4. Complete the 2005 tax return early. The financial aid application process is much smoother for families if they can supply actual figures from the tax return rather than estimations. If early tax preparation is not possible, however, families may complete the FAFSA with estimated information.

5. Determine the financial aid deadlines at the colleges to which the student is applying. Missing these deadlines can cost a student hundreds or even thousands of dollars for which he or she might otherwise have been eligible. For many types of aid, the system works on a first-come, first-served basis.

6. Be aware that many colleges also require completion of their internal financial aid application to be considered for institutional grants and scholarships and that many—especially high-cost, private institutions—also require the filing of supplemental aid applications such as the PROFILE, which generally carry processing fees.

College Bound? Student Survey Shows Finances Are Worry

Thomson Peterson's, a leading education information provider and part of the Thomson Corporation (NYSE: TOC; TSX: TOC), today released poll results indicating that a significant number of college-bound students worry about financial aid, doing well on tests, and finding the right school. The surveyed respondents included more than 1,100 college-bound students, as well as a large population of prospective graduate school students and individuals interested in continuing education programs.

According to the recent poll on Petersons.com, 32 percent of college-bound students said that financing their education is what makes them most anxious about the college-planning process. About an equal number of students (28 percent) worry about doing well on admission tests and finding the right school. About 12 percent of respondents were most anxious about figuring out how to get started with the college-planning process. The following is the breakdown of the poll results:

What about college planning makes you the most anxious?

Doing well on admission tests 28.04%

Finding the right school 27.94%
Financing my education 32.40%
Figuring out where to start 11.62%

For students interested in graduate studies, most people, about 35 percent, worry about doing well on admission tests, with financial aid as the second highest worry (close to 27 percent).

What about graduate school planning makes you the most anxious?

Doing well on admission tests 35.03%
Finding the right school 23.64%
Financing my education 26.62%
Figuring out where to start 14.71%

For students interested in continuing education programs, the poll answers revealed the following:

What about education planning makes you the most anxious?

Doing well on tests in class 37.87%
Finding the right school or program 11.24%
Financing my education 23.67%
Figuring out where to start 27.22%

Thomson Peterson's regularly surveys students online on important issues related to education and career planning. For more information, visit [#](http://Petersons.com)

7. Make sure you follow up after completing each step in your application process. It's never good news to have no news.

"The most important tip, though, is that everybody planning to attend college should file FAFSAs, even if they think that they or their families won't qualify for assistance," Galgon

said. "Most applicants can, at the very least, qualify for low-interest loans, and these require a FAFSA filing as a starting point.

"Remember that if you don't apply for financial aid, you won't receive any. If you do apply, you just might!"#



212.463.0400 x500
718.265.6534 x1003
Manhattan Brooklyn Queens

- Have a busy schedule?
- We offer day, evening, and weekend classes!
- Looking to transfer from another school?
- We accept credits from most accredited colleges!
- Can't afford school right now?
- Financial aid is available for qualified students!
- Didn't finish High School?
- Get your High School Equivalency while studying for your degree!
- English is not your native language?
- Learn English in our outstanding ESL program!
- Worried about future employment?
- We offer job placement assistance for all graduates!
- Afraid of being just a number in a crowd?
- Go where everyone knows your name!

WWW.TOURO.EDU

JOIN US ON THE ROAD TO SUCCESS!

Get Your Associate or Bachelor Degree in:

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

Certificate Programs
ESL Classes

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

Touro College is an equal opportunity institution

NYC Educators' Word Search
by PHYLLIS C. MURRAY

P	L	A	N	S	M	N	T	T	R	A	B	P	K	D	C	O	H	B	
J	O	L	T	R	T	N	O	N	C	N	O	U	B	R	D	O	B	G	L
E	I	I	O	T	E	A	E	I	E	I	N	T	O	B	O	M	S	U	O
S	R	F	N	D	E	M	F	C	T	C	R	C	N	S	E	P	E	O	O
S	E	U	I	T	S	N	D	F	T	A	E	T	K	E	C	L	R	R	M
R	A	C	T	S	O	O	D	U	D	R	C	C	S	O	M	I	V	H	S
C	N	V	E	C	T	F	A	A	E	E	O	I	U	I	J	A	A	T	T
I	V	S	E	A	U	L	E	V	N	L	V	N	F	W	D	N	T	K	A
T	S	O	L	R	I	R	I	N	B	C	S	E	G	I	D	C	I	L	X
A	E	A	Y	T	O	T	T	Y	T	E	E	U	L	U	T	E	O	A	T
Y	A	N	Y	A	A	O	C	S	L	R	I	S	O	O	B	R	N	W	O
C	A	P	U	L	G	A	M	I	E	D	Y	B	I	W	P	O	E	S	N
O	C	C	U	R	R	E	N	C	E	R	E	P	O	R	T	M	E	C	O
L	S	M	E	E	E	G	R	S	D	R	A	C	T	R	O	P	E	R	M
V	U	A	T	O	M	L	O	I	L	O	F	T	R	O	P	E	W	N	Y
C	M	I	G	E	D	R	A	O	B	N	I	T	E	L	L	U	B	F	T
S	L	I	M	T	R	A	S	S	I	S	T	A	N	C	E	J	L	M	N
P	R	O	B	A	T	I	O	N	C	S	D	R	A	D	N	A	T	S	U
E	V	E	R	Y	D	A	Y	M	A	T	H	R	E	F	E	R	R	A	L
D	R	A	C	E	M	I	T	C	O	A	C	H	E	S	A	L	C	E	C

ANECDOTAL ASSESSMENT ASSISTANCE ATTENDANCE BLOOMSTAXONOMY
BOE BULLETINBOARD CERTIFICATION COACHES COMPLIANCE
COUNSELINGMEMO CUMULATIVERECORD DISTRICT DOE ECLAS
EVERYDAYMATH GUIDES INCIDENT LIS LITERACYBLOCK MENTOR
OBSERVATION OCCURENCEREPORT PAC PLANS POINTOFENTRY
PORTFOLIO PROBATION PUNCTUALITY REFERRAL REFORM
REPORTCARDS RESTRUCTURE RIS SAVEROOM STAFFDEVELOPMENT
STANDARDS TENURE TIMECARD VOYAGER WALKTHROUGH



Attention College Guidance Counselors: Putting the “Counseling” Back

By KEITH BERMAN, M.Ed., M.S.Ed.

It is an alarming trend to see the phrases “marketing,” “branding,” and, even, “image is everything” becoming parts of the college counseling dialogue. These words imply that applying to colleges primarily requires fabricating a sales pitch, ignoring the fact that adolescents are at an important developmental crossroads as they apply to college. “What is at stake in providing college advice is not just yes/no college admissions decisions based on others’ perceptions, but, really, adolescents’ sense of who they are,” says Lauren Bien of Harvard’s Crimson Summer Academy. A counselor’s sensitivity to teenage development makes the process of advising more meaningful for the student, his family, and, ultimately, produces better college application materials and a more college-ready student.

According to the Eriksonian concept of identity formation, only if adolescents have an opportunity to thoroughly explore a number of possibilities, and personally commit to an idea of who they are, have they reached *identity achievement*. Michael and Sheila Cole summarize adolescence as “the period when the individual forges the basis for a stable adult personality.” Adolescents try out being many different types of adults, and then look outside themselves for feedback and validation. In *Identity: Youth and Crisis*, Erikson says that “identity formation employs a process... by which the individual judges himself in the light of what he perceives to be the way in which other judge him.”

Applying to college is the first time that many students expose themselves to outside adjudication, to be rejected or accepted based on others’ judgments. If the only goal of a college admissions counselor is to “brand” a student with an “image,” the student will have trouble conveying his created image in interviews, hurting his

chances of being admitted and his sense of self. If the student is admitted anyway, his lasting notion will be that he tricked the admissions office by applying as someone else; if rejected, he will feel that he could not get in even with enhancement advice from experts.

Consider the following two responses:

The familiar context

Counselor: What do you do in high school?

Marc: I don’t know. I’m in a few clubs.

Counselor: Which ones?

Marc: I play in the band; I like music.

Response 1 – The PR response

Counselor 1: What is the name of the band?

Student 1: The Westfield Student Band.

Counselor 1: What do you play?

Student: The drums.

Counselor 1: How long have you been playing drums?

Response 2 – The identity-conscious response

Counselor 2: That is really great that you enjoy being in the band. I know how important playing music can be when you have a lot of tough classes during the day. How do you make music?

Student: Well, I’m in the Student Band, but me and my friends actually had this idea for an electronic music band. I learned how to use some software, and we mess around with it. I’ve written some stuff.

Counselor 2: Can I hear it?

Student: Really... sure, fine. I wrote a series of 10 pieces. This one’s called *Sine Wave Blues*.

Counselor 2: This is really great, Marc. A lot of kids spend their time after school just watching TV; this is unique, and you should be proud of it. It really sets you apart! You ought to make a CD for me.

Student: OK... thanks.

Marc expresses a common interest, music. Counselor 1 responds by making a routinized task the focus of the answer, creating the resume. But Counselor 2 gets information that would make much better fodder for the resume (Marc is in fact a composer, and organizes his own group), and identifies the place in which Marc exposes his interest in music, doing a wonderful job of *validating* and *exploring* Marc’s interest. Marc leaves Counselor 2 learning more about how he feels about music, and feeling that is perfectly OK to talk about this with adults (e.g. in an interview).

The conversation might continue in the second scenario such that, Marc is referred to as “a musician,” and has an interest in learning what a musician does in college. In scenario one, Marc may be called “a musician” in an essay, but he will not have internalized this as a part of himself despite listing it on a resume.

An effective independent college advisor provides an edge because of the individual attention, insight, and skills that the counselor can add at every level of the process. But, the process should be one of *counseling*, which involves students understanding themselves at every stage, and exploring their interests. Simply being cognizant of the way the adolescent mind works can do wonders for a student’s sense of self, his interactions with his family, and his college application materials.#

Keith Berman, M.Ed., M.S.Ed., is the President of Options for College (www.optionsforcollege.com), an independent college counseling service, and a doctoral candidate at Harvard Graduate School of Education, having received the Roy E. Larsen award. Mr. Berman worked

for Yale University as a Senior Interviewer, and a member of the Undergraduate Recruitment Office. He was also an Interviewer for Harvard Admissions. Mr. Berman is a doctoral student member of NACAC and NEACAC. He is an associate member of the Independent Educational Consultants Association (IECA), and is a member and resource listed in Attention Deficit Disorder Resources. His other professional experience includes being a researcher at the American Institutes for Research, and receiving a New York City Teaching Fellow and two Americorps grants. Mr. Berman is an alumnus of Yale, Harvard, and Bank Street.

ATTENTION
High School & College Students:

Education Update is offering journalism internships. Learn reporting, editing, layout + setting up your own newspaper!

No Fee.
 College Credit Available.

Call 212-477-5600
Email us at ednews1@aol.com
Fax: 212-477-5893

HOME FOR MID-WINTER BREAK: BACK TO LIVING WITH PARENTS

When college students return home for the holiday break, many often clash with their parents over their social schedule—specifically, the habit of going out late at night, and returning home around dawn. *Living the College Life* by Kenneth Paulsen points out some strategies students take to make the transition easier:

- Recognize that Mom and Dad are still in charge. Be ready to compromise with them and set limits on erratic hours, advises David Doerkin, a 2004 graduate of the University of California, Berkeley: “It might be hard to readjust to your parent’s rules, but it is their house and you have the choice of not coming back home,” he says. “Respect your parents and they will respect you.”

- Let them know what’s going on. Simply telling Mom and Dad where you’re going and what you’re doing—as opposed to the common replies of “out” and “with my friends”—can head off

spats. “The best thing for me was to make my parents feel included,” says Rebecca Wood, a member of the University of Memphis’ class of 2005. By taking the initiative to communicate with her folks, she headed off the who-what-when-where line of questioning that always leads to anguish.

- Understand where they’re coming from. As “Living the College Life” states: Moms and dads will never adjust to their children returning home at 4 in the morning. Never. It’s not that they don’t trust their sons and daughters; it’s that they don’t trust anything or anybody at that hour. The only thing they trust is their son or daughter, at home, in bed. Asleep.

Living the College Life addresses more than 90 major decisions that college students face, with comprehensive coverage of everything from dining hall choices and roommate confrontations to drug use and rape prevention.#

Missouri K-12 Teaching Requirement

High school teachers in Missouri can count on the University of Missouri-St. Louis to prepare them for a new state teaching requirement, a standard that all Missouri high school students receive a one-semester course in personal finance. The requirement will apply to incoming freshmen (class of 2010), and it’s designed to impart knowledge, such as how to balance a checkbook, understand a loan agreement, research mutual funds and interpret credit card finance charges. In response to the new requirement, the Center for Entrepreneurship and Economic Education at University of Missouri-St. Louis (UMSL) is offering Economics 5055: Personal Finance Economics.

“Our course will prepare teachers to teach the high school class,” said Mary Suiter, director of the UMSL center. “The class is aligned with state

standards, and we will offer content instruction, along with strategies, methods and lessons for teaching the content in the high school classroom.”

Economics 5055 is a graduate-level, three-credit-hour class open to anyone certified to teach high school in Missouri.

The class will alternate between St. Louis County branches of Royal Banks of Missouri and Pulaski Bank. “Missouri banks are strong supporters of the high school requirement,” Suiter said. “They are committed to improving personal financial literacy, and bankers will assist the teachers who take our course.” Visit <http://www.umsll.edu/~econed/> for more information on the Center for Entrepreneurship and Economic Education at UMSL.#



Study what you love.

- Teacher Education
- Business
- Writing & Literature
- Visual Arts
- Holistic Studies
- Psychology
- History
- Environmental Studies

Offering:

B.A. • M.Ed.

M.F.A. • Ph.D.

M.A. in Psychology

Contact:

888.828.8575

www.tui.edu



UNION INSTITUTE & UNIVERSITY

A Different Approach



Howard U Approaches \$250 M Goal

Howard University President H. Patrick Swygert recently announced that "The Campaign for Howard," a five-year, fund-raising endeavor initiated in March 2002 to raise \$250 million, is ahead of schedule. To date, the University has generated \$204 million in cash and pledges, 82 percent of the targeted goal. "This amount does not include the very generous \$70.6 million in-kind gift of equipment and services contributed through the General Motors PACE Program," said Swygert. "We are very heartened by the fact that 34 percent or \$69 million of our Campaign total was committed by alumni. Due to the gracious donations of our alumni and corporation partners, we expect to reach our financial goal by the end of 2006, ahead of the 2007 deadline."

Over the past two years, receptions have been hosted in six major cities across the country: Miami, New York, Philadelphia, Chicago, Atlanta, and Los Angeles to provide forums for

alumni and friends to keep abreast of University happenings, network and fellowship with classmates and business colleagues, and recruit prospective students for matriculation. Future receptions will be held in other areas where there is a large concentration of alumni, including Orlando, Raleigh/Durham, St. Louis, Detroit, Baltimore, Westchester County, New York; New Jersey; Connecticut and Texas.

The University seeks the continuous support of its alumni and friends to realize the full success of the campaign. Such success will enhance academic programs, establish new facilities for learning and research, and help us to guarantee our legacy of "Leadership for America and the Global Community" #

Howard University is one of 48 U.S. private, Doctoral/Research-Extensive universities and comprises 12 schools and colleges. Founded in 1867, students pursue studies in more than 120 areas. Visit the University's Web site at www.Howard.edu.

MASSACHUSETTS KIDS2COLLEGE

The Association of Independent Colleges and Universities in Massachusetts (AICUM) has honored The Sallie Mae Fund for its dedication to the Massachusetts Kids2College program. Kids2College is a college awareness program that helps students in low-income and underrepresented communities understand that higher education

is within their reach. By exposing kids to college experiences during the school years, the program fosters aspirations for college early on. The Fund has sponsored the Massachusetts Kids2College program for the past 13 years and also sponsors Kids2College programs in Boston, Washington, D.C., North Carolina and Massachusetts. Pilot

DAVIDSON GRADUATE SCHOOL OF JEWISH EDUCATION RECEIVES \$5 MILLION GIFT

A \$5 million anonymous gift has been made to the The Jewish Theological Seminary's (JTS) William Davidson Graduate School of Jewish Education. The gift will be equally divided between endowed scholarships and current scholarships.

The Davidson School is the largest graduate program of Jewish education in North America. Created in 1994 with a \$15 million gift from William Davidson of Detroit, the school opened its doors in 1996. Over the past nine years, Davidson has donated additional millions that have allowed the school to pursue its mission of preparing Jewish educational leaders across denominations, thereby inspiring the next generation of teachers, students, and families.

In addition to The Davidson School, JTS programs include The Rabbinical School, H.L. Miller Cantorial School, The Graduate School, and Albert A. List College of Jewish Studies. The Library of JTS, with more than 380,000 volumes, including 25,000 rare books, is recognized today as the greatest Jewish library in the

Western Hemisphere.

Together with his wife, Karen, Davidson recently made a generous contribution to expand the Wexner Graduate Fellowship Program, whose mission is to recruit and train Jewish professional and lay leaders through qualifying graduate school programs. Beginning next year, ten students will be selected annually as Davidson Scholars within the Wexner Graduate Fellowship Program.

Jewish education is the number one priority in the Jewish community today, especially as Jews disperse to regions ever further from major Jewish population centers. The demand for Jewish education has never been greater and is at the heart of Jewish identification and commitment. North American Jews are savvy consumers; they seek quality and expect long lasting value. To meet this expectation, the demand for career-minded Jewish educators with advanced degrees in appropriate fields is growing rapidly across the denominational spectrum. The Davidson School is one of the very few places with programs broad and content-rich enough to meet today's complex needs. Gifts that support The Davidson School and other Jewish education programs represent a commitment to the continued vitality of the American Jewish community.

Further info regarding giving opportunities at JTS is available by contacting Rabbi David-Seth Kirshner at (212) 678-8049 or dkirshner@jtsa.edu. Visit the JTS website at www.jtsa.edu#

Calendar of Events

JANUARY 2006

Camp Fair

RESOURCES FOR CHILDREN WITH SPECIAL NEEDS, INC. PUBLISHES SECOND EDITION OF AFTER SCHOOL AND MORE

Resources for Children with Special Needs, Inc. (RCSN) is an independent, not-for-profit information, referral, advocacy, training and support center in New York City for parents and professionals looking for programs and services for children from birth to 21 with learning, developmental, emotional or physical disabilities. RCSN is one of a national network of more than 100 Parent Training and Information Centers designated by the U.S. Department of Education. For more information see www.resourcesnyc.org.

Resources for Children with Special Needs, Inc.
115 East 16th Street, 5th Floor NY, NY 10003
tel: 212-677-4650

Conferences

National Assn. of Laboratory Schools,
March 29-31, 2006

Wed. Mar 29: Breakfast with Jeffrey Sachs, general sessions, lunch, sessions continue.
Thurs. Mar 30: NYC School Visits, Sessions, Speaker Judith Heumann.

Friday Mar. 31: Breakfast with Howard Gardner, Sessions morning and afternoon

Sessions are held at Columbia University, Bank Street College or the Museum of the City of NY

Welcome dinners & New member breakfasts are included
For more information: aweisman@bankstreet.edu

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

Events

THE STUDIO MUSEUM OF HARLEM
144 West 125th Street, New York, NY 10027
Tel: 212-864-4500, Fax: 212-864-4800
Web: www.StudioMuseum.org

Below please find upcoming public programs at The Studio Museum of Harlem. For more information or to attend, please contact Savala Nolan, Public Relations Coordinator, at 212-864-4500 ext. 255

HOOFERS' HOUSE

In honor of this important aspect of tap dancing in Harlem's history, SMH now serves as a new home for hoofers. Tap dancers - elders and young people alike - are invited to take the floor at these quarterly jam sessions, accompanied by live music!

FRIDAY, JANUARY 20, 7PM
FRIDAY, FEBRUARY 17, 7PM
FRIDAY, MARCH 10, 7PM

ARTLOOKS: A DAY IN THE LIFE OF AN ARTIST
2004-2006 JACOB AND GWENDOLYN LAWRENCE GIFT PORTFOLIO REVIEW DAY FOR HIGH SCHOOL STUDENTS!
SATURDAY, JANUARY 21, 11 AM-1 PM

Check out Studio's current exhibition *Frequency!* Speak with the contemporary artists featured in this show, visit artists' studios, and explore how the visual arts have become their tool for addressing their world. You can also get feedback on your own work in one-on-one portfolio review sessions. This special session will be dedicated to celebrating the work of video artists, and kick off this season's session of *Hands On: Video*. This program is FREE and for HS students ONLY!

HANDS-ON: VIDEO
TWO-WEEKEND INTENSIVE WORKSHOPS FOR HS STUDENTS
SATURDAY JANUARY 21, 2 - 4 PM

SUNDAY, JANUARY 22, 10 AM - 3 PM

SATURDAY + SUNDAY JANUARY 28 + 29, 10 AM - 3 PM

Want to push your artwork to a new level? Interested in video? Come out and join us for *Hands On*: a series of special weekend intensive workshops for teens. Check out the current exhibitions, and work with your peers to use video in a creative way. A basic understanding of a video camera is necessary to participate, but artists of all disciplines are encouraged to register!
HANDS ON is a component of ARTLOOKS: A Day in the Life of an Artist.

NEW LEADERS FOR NEW SCHOOLS

30 W. 26th Street, Second Floor, New York, NY 10010
Phone: (646) 792-1066, Web: www.nlns.org

Become an urban school principal.

Join the movement to ensure that every child achieves academic excellence and reaches their full potential. To learn more about how you can apply to become a 2006 New Leader, attend one of our upcoming information sessions! You can RSVP for an information session through our website www.nlns.org

SARAH LAWRENCE COLLEGE

Phone: (914) 395-2219
E-Mail: judiths@sarahlawrence.edu

EXHIBITS AND LECTURES BY EMERGING ARTISTS SHOWCASE VISUAL ARTS AT SARAH LAWRENCE COLLEGE

John Drury, Floodline

November 22, 2005 through January 18, 2006

Barbara Walters Gallery

Hours: M - F: 9 a.m. to 5 p.m. S/S 10 a.m. to 4 p.m.

Opening Reception: Tuesday, November 29th 5 to 8 p.m.

Artist Lecture: Thursday, December 8th 6 to 8 p.m.

Sarah Lawrence College is pleased to announce a solo exhibition of sculpture and installation by John Drury entitled "Floodline" in the Heimbold Visual Arts Center's Barbara Walters Gallery. The exhibit is free and open to the public. For more information please call (914) 395-2355 or cstayrook@slc.edu.

The exhibit of Drury's work is part of a series of emerging artists to be exhibited during the 2005-2006 academic year. Each artist in the series was chosen by members of the College's visual arts and visual culture faculty, in conjunction with their students.

The artist and critic Walter Robinson describes John Drury for the Internet art magazine Artnet (artnet.com) as, "...the Lower East Side folk avant-gardist." Intuition,

knowledge and humor fuel discourse on American holidays, art history and personal biography. A rainbow of often recycled and common materials serves Mr. Drury's non-hierarchical need for mixed-media. Technique and chance are evident and their characteristics inform final presentation. Process is evident."

The critic John Perreault wrote in reference to an exhibition for Glass magazine, "Drury has a storyteller's gift for combining unlikely objects as though they were a string of events in a daydream. He is a mixed-media sculptor / provocateur. Drury, to my mind, is a true poet of the material world. He is a trickster rather than a prankster; an urban shaman". Victoria Pedersen describes Drury in another published review of the same exhibition for Paper magazine, "Drury invests everyday objects with a new vitality that is born out of his quirky melding of materials..." Ms. Pedersen continues, "His fascination with materials and process has all the openness of child's play; with almost manic abandon, Drury gleefully pairs together the most unlikely elements".

Mr. Drury was awarded the Pernod Liquid Art Award and was included in the first New York Biennial of Glass at UrbanGlass, in 1994. Mr. Drury then had a solo exhibition: *Studies in Salvation; Purgatory at UrbanGlass's Robert Lehman Gallery*, in 1995. In 1997, John Drury was awarded a Louis Comfort Tiffany Award for the Visual Arts and was included in the Corning Museum of Glass New Glass Review 18.

John Drury works and lives with his wife and two children in New York City. John earned his BFA from the Columbus College of Art and Design in 1983 (where he began work with glass in 1982) and a Master of Fine Arts degree in sculpture (emphasis on glass) including a minor in painting, from the Ohio State University, in 1985. John is a founding trustee of Glass Axis (1987), a nonprofit, public access glass studio located in Columbus, Ohio. Drury has exhibited internationally (Velan, per l'arte contemporanea; Italy; La Panaderia; Mexico City) and at Exit Art, Holly Solomon, Bronwyn Keenan and the Willoughby Sharp galleries in New York City.

Special thanks to Robin Winters and the Sculpture department for inviting John Drury to Sarah Lawrence as part of the Emerging Artists Showcase.

Sarah Lawrence is a liberal arts college for men and women, founded in 1926, with a distinctive system of education. It is known for having one of the lowest student/faculty ratios in the country. At the core of the system are small classes, regular one-on-one student-faculty conferences, cross-disciplinary approaches and the integration of the creative arts within the curriculum.

Open Houses

THE COLLEGE OF NEW ROCHELLE
29 Castle Place

New Rochelle, New York 10805

Join us for an open house at CNR's Graduate School to learn about Master's Degrees and Certificates in:

- * Art & Communication Studies (Art Education, Art Therapy, Studio Art, and Communication Studies)
- * Human Services (Career Development, Guidance and Counseling, Gerontology, and Community-School Psychology)
- * Education (Early Childhood Education, Childhood Education, Gifted and Talented Education, Special Education, Literacy Education, Educational Leadership, and Multilingual/Multicultural Education TESOL).

When : Wednesday, December 7, 5:30 pm
at the Mooney Center at the College of New Rochelle at 29 Castle Place, New Rochelle.
For further information call (914) 654-5334.

DARROW SCHOOL
110 Darrow Road, New Lebanon, NY
Sean Fagan, Director of Admission
518-794-6008; www.darrowsschool.org

Open Houses
February 4
April 29
Call 518-794-6006 to RSVP

EMPIRE STATE COLLEGE
STATE UNIVERSITY OF NY
325 Hudson Street, 5th Floor
(corner of Vandam), NY
The Career in Teaching You've Always Wanted
Information Sessions:
Sat. Jan. 14, 11 am
Wed. Jan. 25, 6 pm
Wed. Feb. 1, 6 pm
Wed. Feb. 22, 6 pm
For more information: www.esc.edu/MATinfo or
Call 800-468-6372 Ext 2230

LANDMARK COLLEGE

Putney, Vermont

Phone: (802) 387-6718

Web: www.landmark.edu

Winter 2005 Open Houses

Saturday, February 18th

9am - 2pm

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 Tuesday and Thursday from 10:00 am - 7:00 pm

Sundays 11:00 am - 5:00 pm.

at 27-33 West 23rd Street

New York, NY 10010

212-463-0400 ext.500

UNIVERSITY OF WEST FLORIDA

Pensicola, Florida

Phone: 800-263-1074

Web: www.uwf.edu

Open House Saturday

January 21, 2006

February 18, 2006

March 11, 2006

April 22, 2006

Programs

THE COLLEGE OF NEW ROCHELLE GRADUATE SCHOOL

Offers Three Fall Programs for Children

Registration for the fall semester is now underway at The College of New Rochelle's Graduate School Education Center for the:

1) "Can Do" Program for elementary school age children; 2) After School Reading Program; and 3) Speech and Language Evaluation and Therapy for

students in preschool to 8th grade.

The "Can Do" Program, open to elementary school-age children, is one-on-one and is conducted by graduate students in special education, guidance, or school psychology, under the supervision of the Graduate School faculty. This program includes thorough educational testing with simultaneous tutoring in reading, math, social studies, and science. The emphasis is on building learning strategies. Interviews and a final conference are conducted to discuss test findings and progress.

The After School Reading Program is one-on-one and is conducted by graduate students in literacy education, under the supervision of the Graduate School faculty. This program offers assessment and tutoring of reading and writing problems.

The Speech and Language Evaluation and Therapy Program is provided by graduate students in speech and language pathology in a one-on-one setting, under the supervision of the Graduate School faculty. The focus is on vocabulary, phonics, understanding and following directions, comprehension of oral and written information, and formulating grammatically correct sentences.

Programs include interviews with parents and a final conference to discuss test findings and progress. The per child fee ranges from \$100-\$200; financial aid is available. Space is limited for both programs. For further information or to register, call Marjorie Scholnick, Director of the Education Center, at (914) 654-5333 or contact Barbra Nitzberg (914) 654-5285.

Workshops

GROUP FOR ADHD

Lenore Ruben LMSW. CHT. EMDR

Orly Calderon, Psy D. NYS Lic. Psychologist

Cathy Wein, PhD, NYS, Lic. Psychologist

250 West 57th Street #723

New York, NY 10107

Phone: 212-586-2135

Now Forming --- call to reserve space

Parents Discussion Group For parents of ADHD and/or

Learning Disabled children

Topics: Myths and realities about ADHD and Learning

Disabilities. Deciphering what these terms mean clinically,

educationally, and legally in plain language. Methods of

coping for parents, family and child. Active techniques

to prevent home from becoming a battleground. How to

advocate for your child. Exploration and sharing of strategies that help and of pitfalls to avoid.

10 weekly sessions beginning Jan 13, 2005

\$40. per person per session

\$60. per couple per session

There is a 10% discount for prepayment of series.

RESOURCES FOR CHILDREN WITH SPECIAL

NEEDS, INC.

116 E. 16th St. 5th Floor; NY, NY 10003

Phone: (212) 677-4650

Presents What's Out There and How to Get It

2005-2006 Free Training Series

For Families and Professionals Needing Programs and

Services for Children with Disabilities

Gary Shulman, MS.Ed.:212-677-4650



WORRYING ABOUT YOUR FRESHMAN YEAR IN COLLEGE?

Incoming freshmen are adults with high expectations and tough adult decisions to make. Yet, they often don't know what to expect when they first arrive on campus, and they are full of questions: What should I pack? Do I need a car? What classes should I take? What if I'm assigned a difficult roommate?

After all, making friends and getting good grades are two measures of a happy and successful college experience, but ultimate happiness depends on something more—making the right choices, over and over again.

Living the College Life: Real Students. Real Experiences. Real Advice by Kenneth Paulsen, puts all the right answers at students'—and parents'—fingertips. The comprehensive how-to guide contains all the nuts-and-bolts (and pitfalls) of the first year of college.

Paulsen, a resource manager for the *Newsweek* Education program and an adjunct professor of journalism at New York University, first lays out common questions and common-sense answers.

Beginning with a chapter on *The First Few Days* Paulsen then proceeds with such relevant topics as *Early Discontent*, *Academics*, *Rape*, *Money*, and *Special Concerns for Student*

Athletes. Included is a handy chart detailing pros and cons of joining fraternities or sororities, discussions on whether pulling 'all-nighters' is a good strategy; and tips on avoiding recreational drug use and the "freshman 15" weight gain.

Living the College Life is written in a conversational tone that is bolstered by dozens of frank, to-the-point quotes from interviews with actual college students:

"Avoid 8 a.m. and 9 a.m. classes like the plague!" Suggests Anisa Mohanty (University of North Carolina, Class of 2007).

"I had a really cool R.A. once." Recalls Elizabeth Flynn (University of Tennessee, Class of 2004). "Try to be friends with them if you can and don't be intimidated by them. They are there to help you should you need it."

"Drinking in moderation," admits Nicholas Sauer (University of Denver, Class of 2005), "beats vomiting in excess."

First-hand knowledge and advice, from *Living the College Life* is just what any freshman needs to succeed through that tricky first year. It answers all the tough questions for both parents and students, with personal commentaries from students who've "been there and done that!"#

and high commuting costs? Smaller class sizes.

One of the interesting findings of the Wisconsin Sage study is that there was little "value added" in providing smaller classes to more affluent, white children. And yet these are the children are in smaller classes. In contrast, when it comes to urban schools system, class size reduction is rejected as a strategy to improve student achievement despite the research findings. This is double talk. And it's double talk across the nation. Wherever there have been victories in adopting standards for smaller classes—such as in California or Florida—you see parents and teachers and civic groups leading this reform effort, not education officials.

There is a chance that class size reduction will be on the ballot in New York City in 2006—so this is the typical pattern of how class sizes get

CCNY Helps Macedonia's State U Create Environmental Programs

The City College of New York (CCNY) has announced that it has entered into an agreement with the State University of Tetovo (SUT) in Macedonia to help create an environmental science and technology program at SUT and to facilitate student exchanges and other collaborative projects.

The Memorandum of Understanding between the two schools, signed by Dr. Gregory H. Williams, President of The City College, and Dr. Nexhbedin Beadini, Rector of the State University of Tetovo, calls for:

- Formation of a joint scientific committee to develop a strategy and plan of action to create an environmental science and technology program at SUT that would grant degrees and house an ecological research institute.

- The two schools to implement student exchanges at the undergraduate, graduate and post-graduate levels.

- Scientists from both schools to work collaboratively on environmental science and technology problems of mutual interest.

- Both schools to invite members of each other's faculty and student body to participate in relevant conferences, symposia, meetings and other events.

"This partnership provides an incredible opportunity for The City College of New York," said President Williams. "We admire what the State University of Tetovo has accomplished in a relatively short period of time and we are pleased to be able to partner with them."

SUT, which is the second largest higher education institution in Macedonia, was established in 1994. It has grown to 13,000 students and 250 employees organized in six faculties, the equivalent of schools at American institutions.

In addition, it is participating in the Bologna Process, a system of accreditation that facilitates acceptance of credit for completed coursework among European colleges and universities.

"Establishing the environmental science and technology program will be vital to Macedonia's economic future," said Dr. Reza Khanbilvardi, CCNY Professor of Civil Engineering, who will work with SUT officials to design their program. The country, which was a republic of the former Yugoslavia, must meet European Union (EU) environmental standards to gain admittance to that body and attract foreign investment, he explained.

Of particular concern are the environmental conditions of Ohrid and Prespa Lakes, which straddle the borders of Macedonia, Albania and Greece. Ohrid Lake was declared a UNESCO World Cultural and Natural Heritage Site in 1980.

When Macedonia was part of Yugoslavia, untreated wastewater from surrounding villages was allowed to flow into the lakes, noted Professor Khanbilvardi, who, along with CCNY colleagues, worked with the Macedonians for three years to develop treatment facilities.

The environmental science and technology center at SUT, which would include an environmental research center on Ohrid Lake, would enable Macedonia to develop the expertise it needs to protect its environment, he added. The research center would be modeled after successful environmental research centers at The City College such as the International Center for Environmental Resources and Development (ICERD) and the Cooperative Remote Sensing Science and Technology Center (CREST).#

reduced. There is so much opposition by government and education officials that it has to be adopted by legislative action or voter mandate. Given this dynamic, we must recognize that research findings will not be enough. Logic will not work. Those who believe in a fairer education

system will simply have to roll up their sleeves and work to make smaller class sizes a reality in urban school districts.#

Noreen Connell is the President of the Education Priorities Panel in NYC, a coalition of twenty-five civic groups.

Smaller Classes

continued from page 3

century of separate but unequal education—and nowhere near universal education—for African-American children. And now American schools are in the process of re-segregation.

Remaining elements of race and class bias is really the only explanation for the strange disconnect when it comes to small class sizes. They are touted as a major benefit to upper class parents looking at private schools. The schools that charge \$28,000 a year tuition do not say, we pay every teacher \$100,000 or all of our teachers have Ph.D.'s. No, the message is "We offer small class sizes." What do working class and middle class suburban parents get offered as the primary advantage of being in the suburbs with their high taxes

COLLEGE & UNIVERSITY DIRECTORY

①

Master of Arts in Teaching Information Sessions




EMPIRE STATE COLLEGE

Sat., Jan. 14, 11 a.m. Fifth Floor
Wed., Jan. 25, 6 p.m. 325 Hudson Street
Wed., Feb. 1, 6 p.m. (corner of Vandam)
Wed., Feb. 22, 6 p.m. 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 TOWN OF 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



Learn how to be a great teacher.

Graduate School Open House
Tuesday, February 7, 5:15PM
610 West 112th St. NY, NY 10025
www.bankstreet.edu | 212.875.4404



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: slcadmir@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

JANUARY 2006

MAIL THIS COUPON

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone (incl. area code): _____



CAREERS

New Surveys Show Improved Job Market, Increased Income for Physical Therapists

Physical therapists are experiencing virtually no unemployment and are reporting overall increased salaries, according to a series of surveys recently conducted and released by the American Physical Therapy Association (APTA).

The job market for physical therapists has continued to improve since APTA's last study in fall 2001. The current 0.2 percent unemployment rate has decreased from the 1.1 percent of physical therapists unemployed in the spring of 2001. APTA President Ben F Massey, Jr, PT, MA, said, "It's very encouraging to see our profession persevere and thrive through the Balanced Budget Act (BBA) of 1997 [which drastically cut reimbursement for physical therapy services, particularly in the long-term care sector], an economic recession, and the financial fallout of September 11."

APTA's Physical Therapist Employment Survey was designed to assess trends in employment patterns, and the most recent version shows the lowest unemployment rate since data were first collected in October 1998. Also based on survey results, non-members of APTA were two and one-half times more likely to experience employment turbulence than were their physical therapist counterparts who are members of the Association. "Turbulence" was operationally defined as being currently unemployed or being currently employed but having lost a job within the past six months.

APTA's 2005 Median Income of Physical Therapists Summary Report, a separate survey conducted among members, reviews data collected in years 1999, 2000, 2002, and 2004.

The median income of physical therapists has increased by 23.6 percent between 1999 and 2004, from \$55,000 to \$68,000 annually, while the adjusted income (adjusted for inflation) increased by 9 percent, from \$33,013 to \$35,998. This increase indicates a substantial improvement in the physical therapy profession.

"These surveys indicate that the physical therapy profession is strong, and physical therapists have a bright future," Massey said. "We're also encouraged to see the clear relationship between APTA membership and the likelihood of employment. It is likely that the commitment that motivates an individual to join APTA also makes him or her a more valuable employee—a therapist whose skills remain on the cutting edge and more committed to the profession is more likely to be employed in trying economic times as well as when the job outlook is bright."

APTA also conducted a membership-based profile survey to examine the demographic description of its physical therapist members. Most significantly, the survey reports 13.5 percent of the respondents have their doctorate of physical therapy or other doctorate degree, up from 3.7 percent in 1999. The survey also showed that male respondents have risen from 29.9 percent in 1999 to 32.2 percent in 2004.

The American Physical Therapy Association is a national professional organization representing more than 68,000 physical therapists, physical therapist assistants, and students of physical therapy. Its goal is to foster advancements in physical therapy education, practice, and research. #

Online Learning vs. The Classroom: Which Works Better For You?

By LAURA JEANNE HAMMOND

Today, over 75 percent of traditional colleges and universities offer virtual courses, with more than 4 million students involved in "distance" or online coursework. But before you join the ranks of those online, there are many issues and considerations that should first be addressed to help you decide if online learning is the right choice.

- Check requirements for your major. Some classes have mandatory on-campus time outside of the classroom. For example, music majors may have required practice sessions, and science majors might be required to do experiments in a lab. Make sure to research course requirements before signing up.

- Determine your learning style. Particularly for classes in your major, your goal should be comprehension and retention, not just credit gathering for a degree. If you retain information better by participating in a classroom setting, take the class in person. If you enjoy professor and peer interaction, take your classes in person. But, if you prefer to think about and write out your responses instead of discussing in class, you might do well online.

- Group projects are possible. Even though most people consider the ability to work at their own pace, a perk of online classes, you may find that group work is required. If traveling to campus is inconvenient, make sure that regular face-to-face meetings with a group is not a component of the online program.

- Confirm the program's accreditation. If you're considering an online course through an institution where you are not a full-time student, get

confirmation (in writing) that the credit will count toward your degree. Clarify what minimum grade you will need to transfer the credit.

- Make sure you are committed to the class. You may find it easier to budget time for class when it's already built into your schedule. With online classes, you're expected to put forth the same amount of time and effort that you would for an in-person class.

- Consider all your options. If you are considering an online class simply to gather college credit, consider other ways to earn credit, such as independent-study projects, CLEP exams and accelerated courses offered during semester breaks.

- Investigate the cost. Online courses at most colleges and universities cost just as much as if you were taking the class in person. Don't count on computer-based classes to lessen your overall cost.

- Check the professor's online availability. Ask the professor for his/her e-mail address, phone number and availability. Don't ignore a professor's office hours or willingness to interact with students just because you don't see him/her every day. Clarify how quickly you can expect to hear back from a professor if you've e-mailed a question.

- Confirm the proper technology. Make sure your hardware, software and Internet connection can handle the course's technical requirements. #

Laura Jeanne Hammond is editor in chief of *The Next Step Magazine* (nextSTEPmag.com), which publishes guides for students pursuing higher education.

GRANTS FOR SCHOOLS & EDUCATORS

The NEA Foundation's next grant review is February 1, 2006. In addition to the usual Innovation Grants and Learning & Leadership Grants, the foundation is also offering fine arts grants (NEA members only).

Applications are due by February 1, 2006 for both Innovation Grants and Learning & Leadership Grants. Recipients will be notified by June 15, 2006. Applications for these grants are accepted on an ongoing, year-round basis, so it's never too late to apply. Proposals received after February 1 will be considered in the next grant review. Grants fund activities for 12 months from the award date.

Innovation Grants and Learning & Leadership Grants are available for all subjects, including the arts, literacy, science, and technology. Grant amounts are either \$2,000 or \$5,000. The NEA Foundation has funded over 1,500 grants nationwide over the years. Read about recent projects

on the foundation's website, and then submit your own idea.

All practicing K-12 public school teachers, education support professionals, and higher education faculty and staff at public colleges and universities are encouraged to apply.

Applications are due by February 1, 2006 for NEA Fine Arts Grants. On behalf of the National Education Association (NEA), The NEA Foundation offers NEA Fine Arts grants to NEA members. Available to elementary (grades K-6) school art specialists through local NEA affiliates, the grants allow fine arts educators to create and implement programs that promote learning among students at risk of school failure. For more information on eligibility and grant guidelines, visit www.neafoundation.org/programs/finearts.htm. #

Visit www.neafoundation.org today for more information, including guidelines and a downloadable application. Or call 202.822.7840.

CONGRESS SCALES BACK DRUG CONVICTION PENALTY

The U.S. Senate recently scaled back the provision of the Higher Education Act that denies federal financial aid to students with drug convictions. The change allows students with past convictions to receive aid, but students convicted while in college will still be stripped of their aid eligibility. While the partial reform to the HEA Drug Provision will help some of the more than 175,000 students affected by the law, tens of thousands will still be left behind without aid. Students are now working with the ACLU to file a lawsuit alleging that the penalty is unconstitutional.

"After seven years of political rhetoric and empty promises, Congress has finally acted to help some students affected by this terrible policy," said Scarlett Swerdlow, executive director of

Students for Sensible Drug Policy (SSDP). "But this partial reform is like slapping a band-aid on a gaping wound. Tens of thousands of students will continue to be yanked out of school every year because Congress failed to listen to our concerns. The only option outraged students have left is to take action in the courts."

Language revising the HEA Drug Provision is included in S.1932, the budget reconciliation bill, which the House approved recently. The Drug Provision was originally enacted in 1998.

Students for Sensible Drug Policy, an organization with college and high school chapters, is part of a coalition supported by more than 250 education, addiction recovery, criminal justice, civil rights, and religious organizations seeking the full repeal of the HEA Drug Provision. #

EMPIRE STATE COLLEGE'S MASTER OF ARTS IN TEACHING PROGRAM GIVES CAREER-CHANGERS OPPORTUNITY TO CHANGE THEIR WORLD

Anne Serby, a mid-career professional raising three young children, was ready for a change. While working as assigned counsel to indigent litigants in family court, she became increasingly concerned about the poor schools and unequal education that shackled a significant number of people to a cycle of poverty. "I wanted to make a positive contribution to students at-risk who needed what I had to offer them," she explains. After researching affordable master's programs online, she selected Empire State College, part of the State University of New York, to earn her degree.

"Empire State College gave me the online program and flexibility, as well as the scholarship funds and affordable tuition I needed to actualize my hope to become a high school science teacher in a high-need district," she says.

Empire State College's Master of Arts in Teaching program (M.A.T.), now in its second year, attracts seasoned professionals like Serby, who have had previous careers and would like to make a difference in schools with the highest need for teachers.

The three-year program places these new teachers in a school after their first year. They then complete the remaining two years of their studies through both online and face-to-face learning, as they work as entry-level teachers who have been matched with a district that has a need. A plus is that even as they begin their program, they don't have to interrupt their income stream, since the teacher-candidates generally keep their current employment while studying part time.

The program exists at Empire State College locations across the state. In the New York metropolitan area, there are currently teachers in their second year teaching in high-need schools in the areas of Spanish, biology, social studies and English. The first-year class is preparing teachers in those areas, as well as math and earth sciences.

When the teacher-candidates have successfully completed their second and third years of the program, they will earn a Master of Arts in Teaching degree. Once they pass the New York State Teacher Certification Examination written assessment of teaching skills (ATS-W), they are eligible for the New York state initial teaching certificate.

Because these teacher-candidates have succeeded in the work place, and often represent diversity found in the host communities, they also serve as role models to young people who begin to believe that they, too, will be able to succeed.

"The Empire State College M.A.T. program has provided a way for adults, including many terrific graduates of Empire State College, to move into an exciting new career: teaching," said Fernand Brunschwig, a faculty member in physics and science education. "Our teacher-candidates have found out about the latest theories and techniques in education, and their field experiences have opened up an entirely new window on ways that they can contribute to their communities and schools."

Serby concurs. "The program is both academically challenging and emotionally fulfilling for me. I have learned so much about the history and politics of the public education system in the U.S., including the failure to provide equal educational opportunities to all citizens in our nation. The Empire State College program has top-notch professors with impeccable credentials, and has attracted qualified and caring candidates who will make a difference for students in urban and other high-need schools."

For more information on Empire State College's Master of Arts in Teaching program, please call: 646-230-1274 or visit our web site at www.esc.edu/mat.



JOIN A REVOLUTION in imagination & innovation education & professional development

NEW YORK'S INAUGURAL CELEBRATION OF TEACHING AND LEARNING™

features
Tom Brokaw
Richard Dreyfuss
Gwen Ifill
Peter Senge
Harry Wong
Sally and Bennett Shaywitz

performances
Rafe Esquith's fifth-grade
Shakespeareans
&
Mad Hot Ballroom
student stars

explorers
Milton Chen
Steve Leinwand
Kathleen Leos
Robert Moses
Dorothy Strickland

revolutionaries
James Comer
Roger Farr
Pedro Noguera
Cathy Seeley
Geoffrey Canada

workshops
African American Lives
American Masters
Cyberchase • Jakers!



March 24–25, 2006

Pier 94 — The UnConvention Center
New York City

professional development registration now open at thirteencelebration.org

thirteen WLIW21

Founding Sponsor is JPMorgan Chase. Premier Sponsors are the Prudential Foundation and the United Federation of Teachers. Major Sponsors are Pearson Education, McGraw-Hill Education and New York State United Teachers. Supporting Sponsors are Borders and Scholastic.

A proud Media Sponsor of Celebration of Teaching and Learning:





HELPING WITH HOMESICKNESS

What is it?

Homesickness is the natural result of separating from home and loved ones. In a recent study, nearly 96 percent of all boys and girls who were spending two weeks or more at overnight camp reported some homesickness on at least one day. Almost all children (and grown-ups!) feel homesick when they're away from home. People's feelings simply vary in intensity.

What causes it?

There are several factors that put children at greater risk for becoming homesick. For example, children with little previous experience away from home, children who have low expectations of camp, children who feel forced to go to camp, children who are unsure whether adults will help them if they need help, children who have little practice coping with negative emotions, and children whose parents express a lot of anxiety are most likely to feel homesick.

Some factors have nothing to do with the intensity of homesickness. These include geographic distance between home and camp and the presence of a friend from home at camp.

When is it a problem?

Most feelings of homesickness are not problematic. In fact, missing home isn't a problem until it becomes a preoccupation. When the feelings of sadness and anxiety associated with missing home become so strong that making friends, having fun, sleeping, eating, and participating in activities is difficult, something must be done.

What can be done?

It used to be thought that feelings of missing

home disappeared spontaneously after a few days at camp. Although this is true for some cases of mild homesickness, research has demonstrated that if left unchecked, homesickness can intensify over time. The best remedy is a two-pronged approach:

(1) Prevent homesickness at home, before it starts; and (2) Actively cope at camp, if natural feelings of homesickness reach problematic levels.

The best at-home prevention strategies include: working together as a family to select a camp; plan spending practice time away from home, such as a long weekend at a friend's house. Experimenting with the best coping strategies during this practice separation preparing pre-stamped, pre-addressed envelopes to bring to camp.

The best in-camp interventions for homesick campers include: staying busy, talking with someone, remembering that you're not at camp for your whole life—just a few weeks writing letters home remembering all the fun activities that camp offers...and doing them!

Helping Your Child Cope at Camp

Following are some tips from the American Camp Association to consider before your child leaves for camp:

- If possible, visit the camp ahead of time so that your child will be familiar with the cabins and other general surroundings
- Consider arranging for a first-time camper to attend with a close friend, relative, or camp "buddy"

• Discuss what camp will be like well before your child leaves, acknowledging feelings; consider role-playing anticipated camp situations such as using a flashlight to find the bathroom

• Send a letter to your child before camp begins so he/she will have a letter waiting for his/her arrival

• Allow your child to pack a favorite stuffed animal and/or picture so that your child will have a reminder of home

• If adjustment problems (such as homesickness) do occur while your child is at camp:

• Talk candidly with the camp director to obtain his/her perception of your child's adjustment

• Acknowledge your child's feelings and communicate your love. You might say, "If you still feel this way in two days, we'll discuss what we can do."

• Remind him/her, if necessary, that he/she has made a commitment

Trust your instincts: The occasional child who is truly not enjoying anything, having a miserable time and not adjusting to camp life at all should be allowed to return home after a reasonable amount of time and effort.

Reprinted with permission from the American Camp Association.

DUNNABECK at KILDONAN

06/23/06 - 08/04/06

Founded in 1955 by Diana Hanbury King



- Oldest summer camp program in the country for students with dyslexia.
- Daily one-to-one Orton-Gillingham Instruction
- Traditional camp activities including horsback riding, waterskiing, and art electives.

425 Morse Hill Road • Amenia, NY 12501 • 845-373-8111
845-373-8111 • Fax: 845-373-9793 • www.kildonan.org • www.dunnabeck.org

Marymount Summer

June 19-July 21 2006

Marymount
Summer



CAMPS FOR BOYS AND GIRLS

Day Camp - Ages 4-7

Features age-appropriate activities, including art, science, sports, swimming and, most of all, fun!

Performing Arts Camp - Ages 7-12

Children explore the world of dance, music, drama and set and costume design. The camp culminates with a full musical production.

Science and Technology Camp - Ages 8-12

Campers discover the world of science through laboratory activities, field trips and technology while taking advantage of Marymount's state-of-the-art facilities.

Marymount School

1026 Fifth Avenue, New York, NY 10028

Tel. 212-744-4486 Fax 212-744-0163

www.marymount.k12.ny.us

summercamp@marymount.k12.ny.us

Attention.

It is all any kid with Attention-Deficit/
Hyperactivity Disorder wants.

At the NYU Summer Program for Kids, they'll get plenty of it. If you have a child, 7-11 years old with this disorder, this is the only day camp of its kind in New York. It's staffed by clinical psychologists and licensed teachers, assisted by psychology graduate students (one staff member to every one to two children). They'll give your child sustained, nurturing attention, while teaching an understanding of rules, academic discipline and teamwork. So she, or he, will start school next year better adjusted and socially more skilled. And all this in an atmosphere of fun, with swimming and sports every day. For parents, there's specialized training to aid you in helping your child. The program runs for eight weeks from June 26th at Riverdale Country School.



NEW YORK UNIVERSITY
CHILD STUDY CENTER



SCHOOL OF
MEDICINE
NEW YORK UNIVERSITY

Call 212-263-0760 to register.
It may make your child's summer. And yours.
www.AboutOurKids.org



Special Theater Discount for RFK for Educators and Readers of Education Update

"Captivating and Powerful!"

- NY Magazine

"Star-Making Performance!"

- Variety

A Letter from Producer Winship Cook

Dear Education Update:

I loved the article on Robert F. Kennedy in your most recent issue and would very much like to offer your teachers and principals a special rate to come see our play now through January 29th for only \$36. Performance times are Tue, Wed, Thu, Fri, Sat @ 8pm and Wed, Sat, Sun @ 3pm. For tickets* go online to www.ticketmaster.com and mention code JNYRFK. Or call ticketmaster at 212-307-4100 and mention code JNYRFK. Or go to the box office at 45 Bleecker Theater and present a printout of this e-mail or ad. Go to www.cultureproject.org for box office hours. Please mention to the box office, when you attend the performance, the name of your school as we are keeping a list and have study guides available for those principals and teachers who want to bring groups of students to see the play. To make a reservation for a group of 10 or more, please call the box office directly at 212-253-9983.



A Letter from Jeff Kaufman, Principal
Warner Avenue Elementary School
LOS ANGELES, CALIFORNIA

While in New York City over Winter Break, I saw the play RFK written and performed by Jack Holmes. Mr. Holmes presents a brilliant, mesmerizing portrayal of Attorney General Robert F. Kennedy from 1964 until his assassination in 1968. Captivated, I sat riveted on the edge of my seat, thoroughly engrossed in the historical content and dialog, wanting to raise my hand and ask questions.

As an educator, I know every student should see this play. It allows us to relive a fascinating, important period of American History. Its content is relevant to the history being created today. It opens the opportunity for numerous hours of discussion.

For 90 minutes, RFK gave me the opportunity to be in the presence of a great American politician. Indeed, it was an exceptional and memorable experience.

*All tickets Subject to availability and prior sale. Offer valid for all performances through 1/29/06. All prices include a \$1 theater facility fee. Limit 6 tickets per order. Normal service charges apply to phone and online orders. Offer may be revoked at any time.

5th Annual East Harlem AIDS Walk Brings Community Together

By MITCHELL LEVINE

The Fifth Annual East Harlem AIDS Walk and Health Fair roused community spirit and activism as residents filled the streets to help raise awareness and educate individuals about the benefits of getting tested. Held on Saturday, September 10, the event was led by Iris House, Inc., the nation's first community-based organization founded by and for women and families infected and affected by the HIV/AIDS virus, in close collaboration with the East Harlem HIV Care Network and its 31 other member agencies. In a community-wide effort to draw attention to these dire conditions and to focus on prevention and testing, hundreds of East Harlemites gathered on East 115th Street where the walk kicked off with a performance by the Phoenix House Choir. Participants walked together through the neighborhood, waving banners and distributing flyers. Accompanied by live music from the Phoenix House Choir and the

El Faro Live Salsa Band, community residents visited booths to collect information concerning testing and prevention services and access to care. The fair also included free HIV testing and glucose, cholesterol and hepatitis screenings. "In 1994, people were storming out to the streets all over the city to fight for those dying," said Network Coordinator Jose Martin Garcia Orduna. "In 2005, too many are forgetting the thousands who have died and who still die in East Harlem. We have to make a statement that can be seen and heard in every corner of our community: only we can stop AIDS." Since 1991, the East Harlem HIV Care Network has worked to improve the availability, accessibility, quality and coordination of services for people living with or affected by HIV and AIDS. Union Settlement serves as the Network's lead agency. More information is available for readers at 212.828.6141.#

INAUGURAL SERIES OF MAPLEWOOD KIDS CONCERTS

SPONSORED BY EDUCATION UPDATE

Dan Zanes and Friends:

Sunday, February 26, 2006 at 11am and 2pm

Arturo O'Farrill and his Latin Jazz Quintet:

Sunday, April 2, 2006 at 2pm

Rebecca Frezza and Big Truck:

Sunday, May 7, 2006 at 2pm

Woman's Club of Maplewood

60 Woodland Road, Maplewood, NJ 07040

Ticket prices: Dan Zanes, \$16/kids ages 12 and under, \$20/adults

Arturo O'Farrill and his Latin Jazz Quintet \$11/kids ages 12 and under, \$15/adults

Rebecca Frezza and Big Truck, \$11/kids ages 12 and under, \$15/adults

DISCOUNT SERIES TICKET PRICE \$34/kids and \$45/adults for all three concerts - Babies 12 months and under do not need tickets

Tickets available at: <http://www.maplewoodkidsconcerts.com> or in-person, cash only, at Wooden You Know, 1881 Springfield Ave. Maplewood, NJ 973.761.1717

Maplewood Kids Concerts is the brainchild of Amy Paternite, an independent publicist in the music and arts industry as well as a Maplewood parent. "Maplewood is an artsy town, yet when it comes to music and the performing arts, there are few local family-oriented programs featuring nationally established kid-friendly artists. Instead of going to New York City, I think parents will welcome the opportunity to spend Sundays in their hometown, without the stress of city traffic and added expenses, to see the same quality programs." Major sponsors for the series include Maplewood toy store Wooden You Know and The Bank of New York in Millburn.

About the artists:

The New York Times hailed, "Zanes is on a mission to make kids' music cool." Former Del Fuegos frontman Dan Zanes is the Bruce Springsteen of the kiddie-set. An all-ages musician with the magnetic charm and wild hair of a rock star, Zanes plays songs clever and catchy enough to rope in not only the kids and kid sympathizers but any teens who happen by. The Los Angeles Times proclaimed, "Dan Zanes is enriching the field with his dance-party, hootenanny for the 21st century-style live performances...combining uncompromising vocal and instrumental artistry that harks back to the days when sing-alongs in the parlor brought families and friends together."

Arturo O'Farrill and his Latin Jazz Quintet shakes it up in a performance entitled "Arroz con Bebop." The program is designed to introduce Latin jazz to young people through participation, demonstration, and performance. O'Farrill, who leads the Lincoln Center Afro-Cuban Orchestra, toured New York City public schools with this show as part of Jazz at Lincoln Center's Jazz in the Schools program. The Atlanta Journal-Constitution hailed, "Just try staying in your seat... the propulsive rhythms and grooves pull you up and make you dance in the aisles," while The Los Angeles Times added, "rhythmic energy... bursting in all directions." First 100 kids at the door receive free percussion toys courtesy of First Act.

Former Montclair Music Together teacher Rebecca Frezza has enjoyed national attention with two critically acclaimed CDs regularly played on XM Satellite Radio and her music videos that have become a staple on Noggin's Jack's Big Music Show. Barnesandnoble.com hailed, "Fair-haired singer-songwriter Rebecca Frezza creates feel-good songs for kids and their parents with inspired fervor and groovin' rhymes on her debut, Music in My Heart, and her second kids' album, Road Trip, is a free-spirited blend of pop, rock, jazz, and more." Parents Choice added, "Frezza's songs cover an appealing range of child-savvy subjects, from friends and dream-time to babysitters, a wacky "Space Dog" and a "bee bopping boogie."

FOR TICKETS:

www.maplewoodkidsconcerts.com

(973) 761.1717

**Wooden You Know
1881 Springfield Ave.
Maplewood, NJ**



MOVIES

Giant Treat – King Kong; Suspense Scenario: Munich



Preparing to meet his fate, Kong lovingly regards his human companion, Ann Darrow (Naomi Watts), atop the Empire State Building.

In the wonderful opening scenes of the new King Kong, director Peter Jackson recalls the Depression era of the original 1933 movie and he follows the basic story line. But Jackson, director of Lord of the Rings trilogy and his technicians make the new King Kong a feast of special visual special effects – some might say to excess.

Adhering to the 1933 story by Merian C. Cooper and Ernest B. Schoedsack, the driven Orson Welles-like filmmaker Carl Denham (played with intensity by Jack Black) hires a tramp steamer to the mysterious South Seas. Hoping to turn out an adventure/travelogue, he persuades a hungry unemployed vaudeville performer Ann Darrow (the fabulous Naomi Watts) to come along and play opposite B-movie star Bruce Baxter (Kyle Chandler romping through the part). He kidnaps the bookish playwright Jack Driscoll (Adrien Brody) and, lacking an extra cabin, installs him in a cage meant for dangerous animals where he hammers out his script.

When Capt. Englehorn (Thomas Kretschmann) and crew exchange fearful glances, and the background music swells, eventually the ship runs aground on Skull Island where they encounter the remains of an ancient civilization, dinosaurs, giant roaches, other creepy crawly foliage, and hostile islanders who capture Anne as a sac-

rifice to the great ape, Kong (the wonderful Andy Serkis.) At first Kong considers snacking on her, but desperate to save her life, she performs vaudeville routines for the gorilla. Clearly, amused, he warms to her and she learns to sit in one of his gentle hands. She enjoys the view, especially the ravishing sunsets. They develop real feelings for each.

Later back in New York, she doesn't want to give him up. She must however – atop the Empire State Building where he is fired on and dies. In the final moments, there is a real sense of tragedy as the giant ape comes to his inevitable death. Writer Driscoll consoles Ann.

The excellent set, evoking Depression era Manhattan, designed by Grant Major, occupied seven acres of the New Zealand film studio. (PG-13; 188 minutes).

Top choice for adult film-goers is Steven Spielberg's Munich, a richly detailed and thought provoking inquiry into the political, moral and historical ramifications of terrorism and the efforts to combat its scourge. Through the retelling of the massacre of 11 Israeli athletes at the 1972 Athens' Olympics, the story mostly concerns the somewhat fictionalized efforts by a team of five to hunt down their assassins and annihilate them. (R, 167 minutes).#

DISNEY GIVES SCHOOLS FIRST-CLASS TREATMENT

When you let your students discover the wonder and joy of *Disney on Broadway*, we'll make the experience unforgettable! This school year give your students a day to remember by taking advantage of Disney's educational program, which provides schools with special rates for groups of 15 or more for *Beauty and the Beast*, *The Lion King*, and *Tarzan*.

In addition, because we know you want to provide the necessary adult supervision, Disney gives educators one free ticket for every 15 purchased at both shows. Flexible policies allow teachers to pay in full 2-3 months before the performance. Disney invites schools to dedicate an entire day to the theater and to enhance the group's experience by taking a historical tour of the New Amsterdam Theater the morning prior to the performance. Built in 1903, the New Amsterdam has long been the crown jewel of Broadway's theaters. After a two-year restoration process that led to the theater's re-opening in 1997, the theater now hosts Disney's Tony Award winning musical, *The Lion King*. The New Amsterdam Theater is the perfect venue for events ranging from 15 to 1,800 people. The theater and its two historic rooms, the Ziegfeld Room and the New Amsterdam Room, can accommodate everything from a full production to an intimate candlelight dinner. For more information please call Amy Andrews at 212-282-2907.

We will help teachers arrive to the theater prepared. For every show, Disney has developed study guides that help teachers develop projects, discussions and activities. And, for those students who always have a question after most Wednesday matinees, members of the cast, orchestra or crew are available to appear for special Q & A sessions with students.

Students can also enjoy discounts on *Disney on Broadway* souvenir merchandise, as each member of your group will receive a merchandise coupon for great savings at the theater. Teachers can also arrange special lunch savings at McDonald's Times Square location, which, seating over 2,000, specializes in school groups customized for any budget. Finally, groups save on Gray Line New York bus charters, as special Disney promotional rates are available.#

For more info or to book call 212-703-1040 or 1-800-439-9000, fax 212-703-1085 or email BVTGrouptix@disney.com. Or visit www.disneyonbroadway.com.

THEATER REVIEW

THE COLOR PURPLE BRIGHTENS BROADWAY



The Church Ladies — Kimberly Ann Harris, Virginia Ann Woodruff & Maia Nkenge Wilson

By JAN AARON

The Color Purple is good family entertainment while not fully accomplishing the daunting task of putting the huge novel on the stage. Subtleties of the novel are sacrificed for trying to get every detail into the show. Yet playwright Marsha Norman does good job of condensing the novel's intricate plot that extends over several decades. The audience pleasing show, with Oprah Winfrey as one of the producers, is reaching out to educators. (Under development is www.colorpurple.com/education, which will detail initiatives for educators. Study guides with history and other background materials are available by emailing Marcie@campbroadway.com).

The show boasts a terrifically talented cast, a score including blues, gospel and pop. It depicts the endless trials of the saintly Celie (LaChanze), including being raped by her stepfather, having her two babies taken from her, being forced to marry abusive Mister (Kingsley Leggs) and being separated from her beloved sister Nettie (Renée Elise Goldsberry). The story tells how she eventually finds love and self-respect, mainly

provided by her loving relationship with the sultry singer Shug Avery (Elisabeth Withers-Mendes). LaChanze provides the proceedings with an emotional center while the Goldsberry and Withers-Mendes are standouts as characters in the large cast.

The storyline includes moments of humor, too, in three church-lady gossips. The show-stopping sly duet "Any Little Thing" sung by Harpo (Brandon Victor Dixon) and Sofia (Felicia P. Fields), Oprah Winfrey's part in the Steven Spielberg film, also elicits laughter. The Lion King style number, "African Homeland," goes on too long.

Director Gary Griffin keeps the pace sprightly, and does a good job of balancing the plot, including somewhat too detailed second act. The score by Brenda Russell, Allee Willis and Stephen Bray skillfully juggles several styles. Outstanding contributions are provided by John Lee Beatty's versatile sets, Paul Tazewell's gorgeous costumes, Brian MacDevitt's beautiful lighting and Donald Byrd's high energy choreography.# (Broadway Theatre, 53rd & Broadway; 212-239-5200, \$26.25-\$101.25).#

Kid's Korner

Preschool
(212) 229-9340

247 West 24th Street, New York, NY 10011

OPEN HOUSE

Jan 13, Feb 10
at 10 am

Nursery & Pre K Programs

School tours by appointment only
Open year round, 8am-6pm daily
Part time & Full time

Licensed by NYC Dept. of Health
Celebrating 12 Years



Limited places
now available for
2 & 3 yr olds



Accepting
Applications
for '06-'07

An Act of Defiance and Core Values: Remembering Rosa Parks As An Icon of Civil Rights



By CSA PRESIDENT
JILL LEVY

It was December, 1955. The media reported that Rosa Parks, a young and tired seamstress, returning home from work in Montgomery, Alabama, refused to give up

her bus seat to a white man. Although some of the media painted Ms. Park's actions as "defiant," the thrust of most stories was that she was simply tired after a long day's work.

After her arrest, conviction and fine for breaking the bus segregation laws, we saw news reports about the subsequent 13-month bus boycott in Montgomery that arose out of Ms. Park's apparently simple refusal to relinquish her seat. What we didn't learn right away was that Rosa Parks was 40 years old, educated and experienced in the ways of segregation. She had unsuccessfully attempted to register to vote on several occasions and was active in her local NAACP. Her actions that day, apparently unplanned, were said to emerge from her frustration with the system that condemned her to second-class citizenship.

Rosa Parks, who died Oct. 24, became one of our country's most revered icons surely not because she planned it that way. Most likely, she did not even consider the consequences of her refusal at the time although she must have known that such an act of defiance from a black woman would not be tolerated. Rosa Parks simply had "had it." Yes, she was probably tired and angry and those feelings probably led her to stand her

ground simply and without fanfare. Perhaps it was because Ms. Parks had little to lose. Perhaps she was simply fighting for her dignity. Her single act became the rallying point for the Civil Rights movement. This country has precious few icons like Rosa Parks.

CSA Executive Vice President Ernest Logan and I often talk about the role that core values play in our respective lives and how they influence our decisions at CSA. Without these core values, people and organizations easily get confused and lose their way. We can more readily understand the motivation of people like Rosa Parks who gain strength from their core values and refuse to be treated unfairly and without respect.

Most of us are old enough to remember the small, frail-looking woman with a huge smile who was singled out by Presidents and others for recognition at major events. Some of the younger CSA members may only remember her from history books, newspaper references and pictures, but many of us lived through the events of those tumultuous years, the turmoil and degradation, the fear and courage, the rage and the determination, the hoses and the dogs, the arms linked together, the battles fought to simply gain recognition and respect as citizens of this country. Yes, Rosa Parks became a symbol, an icon for dignity and civil rights. Her passing leaves us wondering whether we will see such a courageous figure in our lifetime.#

Jill Levy is President of the Council of School Supervisors and Administrators.

Combating Poverty in NY State

By LIZ KRUEGER,
NYS SENATOR



In order to address growing income inequality in New York City, state and city leaders must develop and implement policies that will provide opportunities for poor New Yorkers to succeed and enter the middle class. Such action is particularly needed to reverse the trend of growing poverty in New York City. After dropping to 19.8 percent of the population in 1999/2000, the poverty rate has grown slowly each year to reach 21.8 percent in 2003/2004. One major contributing factor to this increase in poverty has been a drop in real wages for the lowest third of wage earners of 5.2 percent during the same period—at the same time wages for the top third of wage earners increased by 1.2 percent. Thus the recession and recovery of the last few years have left low income New Yorkers farther behind other city residents, and created greater economic inequality in our city.

The problems New York City is facing are hardly unique. The poverty rate for the country as a whole has risen from 11.3 percent in 2000 to 12.7 percent in 2004. Given this reality, it would make sense to address this problem at the federal level, but, given the current political realities of Washington, there is little reason to expect federal leadership in addressing poverty. In fact, we can expect Washington to make it harder for states and localities to meet the basic needs of poor people, as evidenced

by the budget reconciliation bill that recently passed the House of Representatives. If this legislation is not modified by the Senate or Congressional conference committees, it will result in a major erosion of the safety net for poor people throughout the country. Among the impacts would be the loss of child care subsidies for 330,000 children in low-income families, loss of food stamps for 255,000 people, most of them low-income workers or family members and increased out of pocket health care expenses for those least able to afford it. At the same time these program cuts would be imposed at the bottom of the economic spectrum, the House and Senate are considering \$70 billion in new tax cuts, primarily targeted to high-income people. If these program and tax cuts go through, they will only exacerbate the growth of income disparities throughout the country. It is critical that we in New York fight these federal proposals, and it is also clear that we must expect our state and local policymakers to aggressively pursue innovative policies to address poverty and earning capacity.

One key move policymakers can take to address the problem of poverty is to ensure adequate wages for low-income earners. The state legislature took a big step in the right direction in 2004 when we approved an increase in the minimum wage, which was increased from \$5.15 to \$6.00 an hour as of January 2005, and will increase again in 2006 to \$6.75 and in 2007 to \$7.15. By increasing the annual income of a full-time minimum wage worker from \$10,712 in 2004 to \$14,872 by 2007, the new minimum wage law will go a long way toward making it possible for



Possibility, Opportunity: The Essence of NY

By MAYOR MICHAEL
BLOOMBERG

Over the past four years, I've met and talked with New Yorkers who practice every religion, speak every language, and come from everywhere on Earth. It's been the experience of a lifetime, not only because of the generous warmth and advice you've given me, but also because you've shared with me your deepest hopes and dreams.

It's the enormous power of those dreams, over eight million of them, that gives our city its unique optimism, what one author described as: 'that sense—so peculiar to New York—that something extraordinary would happen any minute, any day, any month.' Possibility, Opportunity: This is the essence of New York. This is the air we breathe. This is the promise of tomorrow. But let us not forget, on Inauguration Day four years ago, that optimism seemed in jeopardy. The terrible devastation we had suffered only months before remained uppermost in our minds. From this very spot, we saw plumes of smoke still rising into the January chill from the World Trade Center site. We were a city in mourning, shaken and wounded. Accepting the enormous responsibility entrusted in me, I asked New Yorkers that day to keep faith in our common destiny, to think big, dream big, and prepare to build an even greater city. And because we did, today we are stronger than ever. True, the wounds we have suffered may never fully heal, but something else has endured. Something even more compelling; something even more powerful: our unity.

On 9/11, New Yorkers came together. And since 9/11, we have stayed together. We've been united through blizzards and a blackout, and, most recently, we've overcome a transit strike that could well have shut down our city. We have accepted the risks and requirements of the post-9/11 world without abandoning our devotion to our liberties, our zest for life, or our feisty charm. United in the face of terrorism, New Yorkers have embraced the timeless wisdom that the secret of happiness is freedom, and the secret of freedom is courage. Over the past four years, we've learned—or re-learned—that in this, the most diverse of cities, we are one people, with one common destiny. That same spirit of unity must continue to guide us now. We have gone through the tough times, and come out stronger.

Our population is at an all-time high. Crime is going down; student achievement is going up; jobs are being created; new homes and parks are strengthening and revitalizing our neighborhoods. We've come a long way, and now we have a choice to make. We could be content with what we have accomplished, and preserve our gains, or we can take our beloved city even further forward and make the promise of opportunity real for every person in every community. No one need ask which one we'll choose. We are

New Yorkers! We never stop reaching, striving, and working. We know there is more we can do, and more we must do. We know there can be no turning back. And there will be no holding back. United, we will take on new challenges—with the passion and dedication that New York demands of us. United, we will succeed.

Over the past four years, we've also started to fulfill our most important obligation: to our children. To give them the future they deserve, we've established accountability and set standards in our public schools. We've brought a sense of excitement and possibility to teachers, to parents, and to children. We've given the schools an arts curriculum that is worthy of the nation's cultural capital. We've begun to ensure all our students the first-rate education that is their fundamental civil right. That is the hinge on which the future of our city will turn. Staying united—for our children's sake—we can and we will lead our schools forward. We will lock in, and extend, all our hard-won reforms. We will not permit anyone to turn back the clock! Our mission over the next four years will be: To create—from preschool through high school—a public education system second to none. We will strengthen the three pillars of our school reform: Leadership, Accountability, and Empowerment, putting resources and authority where they belong: in the schools of our city. And because the eyes of the nation are on our efforts, our successes hold the promise of hope for schools across the land. What a wonderful gift for New York to share with the rest of our country.

Four years ago, I spoke of building a better New York. And I can tell you exactly who is building it. It's the couple who has just made the down payment on their first home in Cypress Hills. It's the second-grader with a newfound love of reading, checking a book out of the Harlem Branch Library. It's the returning veteran in Sunset Park who's ready to exchange a helmet for a hard hat, and the shopkeepers on Fordham Road whose hard work and long hours are a labor of love for their families.

You are the people who truly make this the place where 'something extraordinary happens, any minute, any day, any month.' You are making this a better City for all of us. You are the promise of New York, and we believe in your dreams. The challenges we confront are not easy, nor will they be the last ones New Yorkers ever face. After all, it was O. Henry who once wrote that, 'New York will be a great place—if they ever finish it.' But over the next four years, we will neither turn back, nor hold back. Staying united, we will renew the promise of our city and commit ourselves to finishing our unfinished work, making Our City even greater and a true City of Opportunity for all of us here and for our children and our children's children.#

low-income New Yorkers to move beyond poverty (in 2004, the poverty rate for a family of 2 was \$12,334, and for a family of 4 was \$19,307). Unfortunately, these gains will be eroded after 2007 if further increases are not approved to keep pace with inflation. One simple solution the state could adopt would be to index the minimum wage to the inflation rate. Both Washington and Oregon already do this, and passing such a law in New York would end the need for regular appeals to the legislature, which is hardly known for its timely response to issues facing the State.

Perhaps even more important than increasing the minimum wage is providing opportunities for

people to move out of low wage, dead-end jobs by providing them the skills necessary to succeed in the modern economy. This involves a number of different strategies. First, we must make sure we have a workforce development policy that provides opportunities for gaining skills that match the needs of employers in the current and future economy. Second, we need to make sure that the creation of good jobs with a decent salary and benefits is a key component of our economic development policy. Finally, we must make sure that our school system, from pre-K to College, is providing an education that will prepare the next generation of workers to succeed.#



PRODUCT REVIEW:

Westjam's Curriculum Mapper

By MITCHELL LEVINE

Scheduling curricula in a large school is a major strategically undertaking – with several classes running parallel and standards to be met, balancing classroom focus and a timetable requires extensive juggling. But a key characteristic of the technology the procurement revolution has equipped schools in our system with is its value in logistical support. Westjam's flagship software package Curriculum Mapper was designed to exploit that advantage, and do so in a stellar fashion. At the heart of the product is the concept of a "curriculum map," a visual

representation of the elements of a school's curricular program- content and objectives for a specific class or system. Having such a diagram available is a useful aid in defining connects and boundaries, and managing learning outcomes, as the majority of districts that mandate them have discovered. Administrating them for large student bodies can be such a strenuous task that it threatens to absorb any benefit the maps may offer.

Curriculum Mapper plays a decisive role in this process by providing an integrated resource for management and analysis of a school or district's

curricular goals. By first creating a template, then connecting to a national database of curriculum maps, teachers can easily produce maps of their classes, analyze their outcomes, then compare them to schools around the nation. With product's search engine, teachers can uncover gaps in their lesson plans and instantly address them by finding suitable materials field-tested by educators elsewhere in their districts or in other states. Furthermore, they can ensure that their classes are in synch with the remainder of their unit's teachers.

Similar advantages are offered to administrators, who can utilize functions built into the program assessing state standards and providing statistics on a number of criteria. Maps can easily be copied from year to year, and a broad scheme of password protection with administrative access comes as a standard option. They act as the admins of the system, able to quickly change passwords, levels of access, content in individual maps, etc.

I installed the program on a two year-old G4 Mac and was able to rapidly configure it for use, although the package is entirely cross-platform accessible and can be used on either Macs or PCs. With exactly zero experience, I was able to construct a curriculum map for an imaginary trigonometry class and with a few minutes of online research, create a complete fictitious year of study for my students, complete for two semesters. Furthermore, I aligned the class to New York State math standards and pinpointed the topics as well.

Despite my utter lack of experience, I was able to map out curriculum for a typical class, so I can say with total impunity that a working teacher should have no problems in doing so. Even better, I was able to print out directly from my browser without having to access the software. For any school system, district or school struggling to manage their map resources, I recommend without reservation logging on to www.curriculum-mapper.com for more information.#



PRACTICA MUSICA®

Used in thousands of schools worldwide, *Practica Musica* combines complete music theory and ear training in one Win/Mac CD. Covers topics from beginning to advanced, including rhythm tapping, pitch reading, interval and chord recognition, dictation, transposition, and more – even music notation tools for composing and printing student compositions. Input via letter keys, mouse, MIDI, or the new microphone capability (microphone not included). Our new WebStudents™ service (included with the individual Student Editions) allows students to work at home or on campus while their progress reports are automatically maintained via the internet, and the included textbook provides a coordinated study plan.

www.ars-nova.com Ars Nova Software 1-800-445-4866

Cisco Launches Wireless 'Mesh' Solution

In an era of booming, city-wide wireless fidelity (Wi-Fi) deployments, Cisco Systems® recently announced the unveiling of a Cisco first—an intelligent wireless "mesh" solution that leverages Cisco's advanced technology leadership in Wi-Fi technologies to enable municipalities to provide high-speed wireless network and Internet connectivity services.

"The market drivers that propelled widespread wireless adoption in the home and enterprise are now spurring a new demand to provide outdoor ubiquitous connectivity by wireless mesh technologies," said Alan S. Cohen, senior director, wireless networking business unit at Cisco Systems. "With Cisco's Wi-Fi mesh solution, cities and local service providers will be able to implement a secure and self-healing outdoor

wireless network that not only gives the public access to the Internet, but allows cities to roll-out new and advanced services that build upon their existing indoor networks and applications."

"Mesh networking is emerging as a high-growth market area, and Hewlett-Packard is well positioned to provide the integration services required by municipalities and enterprise customers," said Mike Rigodanzo, vice president of Technology Services, HP. "Building on our companies' relationship around indoor wireless, HP plans to work with Cisco in the mesh space to offer customers an outdoor wireless solution that combines Cisco's wireless technology with our integration services to accelerate deployments worldwide."#

Do you know what your students know?

How many times have they studied weather...
Have they read *To Kill a Mockingbird* already...



Curriculum Mapper™

Curriculum Mapper™ is a web-based curriculum mapping and analysis tool that helps you find the answers to these and many other curriculum-driven questions.

With Curriculum Mapper™, you can search and view your entire school or district's curricula! Finally, you can see what everyone else in school is doing and see how your course fits in the big picture.

- Used in over 40 states & Canada!
- Cross-platform access for both PCs & Macs
- Incorporates all state standards
- Searchable database of nationwide curriculum maps
- Developed by experienced classroom teachers and school administrators

Start finding the ANSWERS to your questions TODAY!

800.318.4555

www.CurriculumMapper.com

Create Forms Using Any Word Processor!

Optical Mark Recognition Software

With Remark Office OMR®, you can design your own forms using any word processor, print them on your printer, scan and recognize data with your image scanner and then analyze the data or export the data to the application of your choice! It's that easy! The software recognizes optical marks (bubbles and checkboxes) and barcodes. Forms can be printed on a laser printer, photocopied, or sent out to your local printer.

- ▲ Grades tests and tabulates surveys
- ▲ Produces customizable graphs of grade/survey results and statistics
- ▲ Saves data to over 35 different file formats including: Access, Excel, dBase, HTML, and many more
- ▲ Supports nearly all PC desktop scanners

"With Remark Office OMR, I've been able to help more individuals conduct surveys and needs assessments. This software provides an inexpensive way to effectively assess needs and evaluate programs."

Margaret Rutherford
Staff Development, Technology Specialist,
Victoria Independent School
District; Victoria, Texas



1-800-858-0860

www.PrincipiaProducts.com



BOOK REVIEWS

Books As Presents All Year Long

By SELENE VASQUEZ

PICTURE BOOK: AGES 8 THRU 10

The Stars Will Still Shine

by Cynthia Rylant.
Illustrated by Tiphonie Beeke.
(Harper Collins, 32 pp., \$15.99).

A gentle rhyming celebration of cyclical wonders of the natural world and the good things in life awaiting around the corner. A comforting bedtime story.

POETRY: AGES 5 THRU 8

School yard Rhymes: Kid's On Rhymes for Rope Skipping, Hand Clapping, Ball Bouncing and Just Plain Fun

by Judy Sierra. Illustrated by Melissa Sweet.
(Knopf, 32 pp., \$15.95).

"Tarzan, Tarzan, through the air/ Tarzan lost his underwear." An anthology of the funniest and most memorable school yard rhymes to compel bouncy youngsters towards memorization. Animated watercolor

and collage illustrations accompany these irresistible zany verses.

BIOGRAPHY: AGES 8 THRU 10

The Bus Ride That Changed History: The Story of Rosa Parks

by Pamela Edwards. Illustrated by Danny Shanahan.
(CIP, 32 pp., \$16.00).

A timely tribute to the bravery of this singular woman who refused to give up her seat on a bus in Montgomery over fifty years ago. With pen and ink and watercolor artwork, this historical account of the early stages of the Civil Rights Movement is an excellent read aloud.

Saint Francis And The Wolf

by Richard Egelski.
(Harper Collins, 32 pp., \$15.99).

Knights, armies and even an ominous "war machine" have failed to dissuade a wolf from terrorizing an Italian town. St. Francis finds a workable compromise by speaking the wolf's language.#

Selene Vasquez is a media specialist at Orange Brook Elementary School in Hollywood, FL. She is formerly a children's librarian for the NY Public Library.

Review of Atlas of the World

By JOAN BAUM, Ph.D.

Atlas of the World

Oxford University Press,
560 pp., \$150 hardcover
Deluxe Edition.

It's handsome, heavy and, to infer from continuing National Assessment of Educational Progress reports, indispensable. Recent NAEP test results reflect a woeful lack of knowledge about geography on the part of American school children, despite some modest gains in the 4th and 8th grade. As for college freshmen, data show that high school seniors are graduated so ignorant of places abroad, not to mention their own country, that many cannot easily pick out Iraq, Iran and Afghanistan on a world map. The irony is that with so much geographical information available by way of the Internet, videos, travel books and magazines, and movie and TV dramas situated in or simulating foreign locales, neither schools nor parents seem able to exploit such resources to educational advantage, despite growing concerns about America's preparedness for globalization. Once upon a time roll-down maps were central in every public school classroom, and memorization of capitols, cities, states, countries, rivers, oceans, and countries' major exports was an essential part of curricula, no matter how dull and dreary the pedagogy. Indeed, once upon a time—before the days of Social Studies, Civics, and Cultural Studies—Geography stood as a subject on its own.

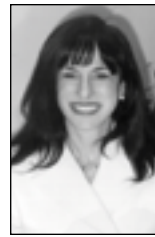
No one need plead for the good old days, however, which were typically more boring than good, but, as many academics have observed, the desire to be contemporary and politically correct has sometimes meant concentrating on one

immigrant culture, with the unfortunate effect of sidelining basic facts about others. Of course, in the history of mapmaking there have always been biases: Eurocentric discovery charts that divided the world into territories known (Europe dominated) and unknown (where monsters were said to lie: *hic sunt dracones*), and American maps for years always put the United States front and center. The new, Deluxe Edition of the *Atlas of the World* from Oxford more than meets the challenge to be timely, fair and PC. Its first of many large world maps is certainly archeologically correct by centering Africa, and place names are given in native language as well as in conventional English. The editors do follow tradition, however, in introducing the continents Europe first, and then moving through areas north to south.

Clearly, though, what distinguishes the deluxe *Oxford Atlas of the World* is immediately apparent: stunning illustrations, from dazzling color satellite photos of the earth to fascinating, detailed city grids. While emphasizing areas of densest population and growing political and economic influence, the new and deluxe Oxford Atlas admirably addresses important themes that alter geography and topology—showing, for instance, by way of highly readable comparative statistics the effects of global warming and the human and economic costs of war and natural catastrophes (military budgets, numbers of refugees). The editors have also not shied away from controversy such as noting the "mixed" success of the U.N. in meeting world needs, and including maps of disputed areas, regardless of historical and legal claims.

In less competent hands such a mass of material could be intimidating, but the editors present facts intelligently and beautifully. The *Oxford Atlas of the World, Deluxe Edition* is clearly a wonderful book to get lost in. Know which airport is the busiest in the world? [Atlanta] As much encyclopedia as atlas, providing, for example, brief explanations (not always totally comprehensible on a first reading) about latitude, longitude and methods of projecting curved space onto a flat page, the Oxford Atlas, deluxe edition, integrates an extraordinary amount of information that might otherwise require other reference works or awkward googling.#

FROM THE SUPERINTENDENT'S SEAT



FACING THE COLLEGE FINANCIAL AID CHALLENGE

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

If you are a high school senior, you should be about finished sending off those applications by now. Deciding which schools to apply to is a difficult choice to make. That is certainly a relief to have that done.

Now, you can put more of your attention on the second hardest question to answer: How are you going to pay for it? In many cases you will not have all your acceptance information until April, but your financial aid applications can be filed now.

Although your college applications may be due on or about January first, many financial aid applications require you to have completed this year's tax return, so the deadline for these applications is later. It is imperative that you obtain the current forms for each program and that you provide all information requested on the forms and meet all deadlines. Your best sources for these are your child's guidance office and the Internet.

There are several different ways that schools categorize financial aid. There is "need-based aid," which is determined by the college and takes into consideration your income, the amount of children you have in college, and the cost of the school. It does not consider the amount of your mortgage or other debt, even if these are significant factors in your ability to pay tuition. Unfortunately, your definition of need may not be the same as the school's definition, but you won't know how close you are until you try. Further, many schools require parents to file a FAFSA (Free Application for Federal Student Aid) or a CSS (College Scholarship Service Profile) even if you are only asking to be considered for "merit-

based aid."

Merit aid, also called scholarship or grant money, is awarded to students based on their academic and other qualifications and it does not have to be repaid. Also under the financial aid category are low-interest loans, which do have to be repaid, and work/study positions, in which a student is given a job (often on campus) for which he or she is paid a salary that is expected to go toward school costs. Realize that loans offered by the school are not automatically the least costly way to borrow money, and that accepting admission to the school does not obligate you to accept the school's loan offers.

The number of specialized scholarship programs and grants is tremendous. Your school should be able to provide you with a list of scholarships and websites you may consult to determine if your student is eligible for these. Our district's financial aid brochure lists the following ways that your student may qualify to receive aid.

- You can demonstrate financial need
- Your student has outstanding academic ability and/or test scores
- Your student has unique talents in music, art, athletics...
- You are members of certain organizations, groups, unions, etc., that provide scholarships to eligible children of members

The one thing you can fully count on in planning for financial aid is that you will probably be surprised by the actual financial aid packages you ultimately receive. If you are counting on merit aid, consider that your best chances for receiving them would be from a school to which your student comfortably meets or exceeds their student profile in terms of grades and test scores. Good luck!#

ADVENTUROUS WILDLIFE WORKSHOPS FOR A NEW YEAR!

Go wild with learning at the Central Park Zoo. This winter, the Zoo offers fascinating hands-on education programs that give children an unforgettable opportunity to learn about animals and the environment. The following are just some of many exciting educational adventures that the Zoo offers for kids of all ages. Register for the following workshops by calling (212) 439-6583. Classes fill up quickly so call now to see what is available.

Creature Features Series: Ages: 2-3 with adult
Touch and compare what animals wear! In this four class series, children will learn about different creature features including fur, feathers, scales and exoskeletons. Live animals, fun crafts and great children's literature will make this class unforgettable! Come to one class or all four! \$32 per class. Price is discounted if more than one class is booked.

- January 12th, 10:30am-11:30am, Mammals
- January 31st, 10:30am-11:30am, Reptiles
- February 8th, 10:30am -11:30am, Birds
- February 28th, 10:30am -11:30am, Insects

Animal Jamboree: Ages: 2-3

Can you talk like the animals? Walk like the animals? Enjoy a fun filled hour of moving and making sounds like your favorite animal. Discover which creatures are the loudest, quietest, fastest, or slowest. Children participate in an animal chorus, create a musical craft and meet a live animal guest. \$32

Wednesday, February 22nd, 10:30am - 11:30am

Radical Rain Forest: Ages: 3-4 with adult

Even wonder what it would be like to live in the rain forest? Go on a rain forest adventure at

the Central Park Zoo and find out! Your child will participate in fun activities, interactive games, and hear stories about this magical habitat. The adventure also includes meeting real rain forest animals. \$32

Thursday, February 2nd, 2:30pm & 3:30pm

Marvelous Mammals: Ages: 3-4 with adult

Is a camel a mammal? Is a monkey a mammal? Are you a mammal? Explore the fascinating world of mammals through songs, interactive activities, and live animal guests. \$32

Thursday, February 16th, 2:30pm & 3:30pm

Snooze at the Zoo: Ages: 6-10 with adult

Rainforest Retreat: Embark on an exciting adventure about the rain forest, meet real tropical animals, and enjoy a special Wildlife Theater performance. Games and a nighttime exploration of our own tropical rain forest will be part of the fun! Tropical snacks and breakfast included. \$165; \$30 one additional child.

Session B: Friday - Saturday, February 10 & 11; 7pm to 9am

Session C: Friday - Saturday, March 3 & 4; 7pm to 9am

Registration: Advanced registration is required for all programs. Call Miriam at (212) 439-6583 to register. Discounts for WCS members available.

Central Park Zoo - \$6.00 for adults, \$1.25 for seniors 65 and older, \$1.00 for kids 3-12, free for children under 3. Zoo hours are November - April 10am-4:30 pm, daily. The Central Park Zoo is located at 64th Street and Fifth Avenue. For further information, call 212-439-6500 or visit www.centralparkzoo.com.

HELP! CHEMISTRY TESTS, REGENTS

OVER 85,000 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**

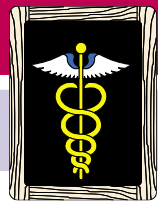
Available at leading book stores
or call 718-271-7466

www.HighMarksInSchool.com

Subscribe to EDUCATION UPDATE

Only \$10 a Year!

Call us at 212-477-5600



NEW JERSEY NEWS

Codey Applauds Senate On Passage Of Two Major Health Initiatives

Acting Governor Richard J. Codey applauded the state Senate for approving two major bills with significant health implications. The Smoke Free Air Act and the Stem Cell Research Bond Act, two initiatives Codey has staunchly supported, now await final approval by the Assembly.

"I'd like to thank the entire Senate, particularly Senator Buono, for supporting this measure," said Codey. "The issue of stem cell research is not about democrats or republicans, or political or religious ideologies. It's about saving lives, plain and simple. With so much promise demonstrated by stem cell research, we have a moral obligation to do everything in our power to pursue opportunities that can ease suffering and hopefully save lives."

S2913, sponsored by Codey and Senator Barbara Buono (D-Middlesex), was approved by a vote of 28-8. The bill would authorize the state to seek voter approval in next November's election for a \$350 million bond referendum to fund stem cell research grants. The grants would be distributed over seven years. Eligible applicants would include for-profit and non-profit agencies with the requirement that for-profit groups collaborate and partner with non-profit organizations.

To ensure grants are awarded based on science, not politics, grant proposals would be reviewed by a panel of nationally recognized stem cell research experts and by the Ethics Advisory Panel.

The Ethics Advisory Panel will be responsible for ensuring state-funded research complies with state ethics guidelines, including the prohibition of human cloning. The referendum would also

call for the state to receive a portion of the royalties realized from any break-through research.

A companion bill in the Assembly, A4499, is currently before the Assembly Appropriations Committee. S1926, sponsored by Senator John H. Adler (D-Camden) and Thomas H. Kean, Jr. (R-Essex, Morris, Somerset, Union), was approved by a vote of 29-7. The bill would require indoor public places and workplaces, including restaurants and bars, to be smoke free, with the exception of cigar bars or lounges, tobacco retail establishments and casinos. The measure calls for penalties of \$250 for a first-offense smoking violation; \$500 for a second offense and \$1,000 for each subsequent offense.

The bill was prompted by overwhelming statistics that illustrate the dangers of second-hand smoke. It is believed that second-hand smoke causes as many as 53,000 deaths in the United States each year. Research has indicated that food service workers had the highest levels of exposure to second-hand smoke of any occupational group in the country. If the bill becomes law, New Jersey would join the ranks of at least ten other progressive states that have implemented similar measures to protect the public's health.

"With all of the facts we know today, we need to do whatever we can to protect our workers and patrons from being exposed to the dangers of second-hand smoke," said Codey. "The Senate should be commended for putting the public's health first and passing a measure, that in the long run, will benefit millions." An identical bill, A3424, is currently before the Assembly Health and Human Services Committee.#

Red Cross Offers Tips For Indoor Heating, Fireplace & Generator Safety This Winter

With this winter's sharply rising heating costs driving homeowners and apartment dwellers to consider supplemental heating sources, the American Red Cross in Greater New York (ARC/GNY) offers valuable safety tips for the use of space heaters, fireplaces and generators. ARC/GNY advises caution when using any of these heat sources, which are a major cause of home heating fire deaths. ARC/GNY urges the following safety measures for indoor heating.

Space Heaters: According to U.S. Consumer Product Safety Commission, in a recent year, there were about 10,900 residential fires and about 190 deaths associated with portable or fixed space heaters. Place space heaters at least three feet away from wallpaper, bedding, clothing, pets and people. Never leave space heaters operating when you leave the room or go to bed.

Never use space heaters to dry wet mittens or other clothing

Fireplaces and wood stoves: Inspect fireplaces and wood stoves each heating season. Use a sturdy screen when burning fires. Burn only wood—never paper or pine boughs. Have chimney connections and flues inspected by a professional prior to the start of every heating season and cleaned if necessary.

Generators: Never operate a portable generator inside your home, including the basement or garage. Do not hook up a generator directly to your home's wiring. Never connect a cord from a generator to a point on the permanent wiring system. Don't overload electrical outlets.#

For more winter safety tips, along with additional health, safety and preparedness information log onto www.nyredcross.org.

Orthopaedic Surgeons Provide Tips to Prevent Winter Sports Injuries

For many, winter means snow, and with snow comes the variety of winter sports kids and adults of all ages enjoy. Whether on ice, hills, slopes or mountains, hours are spent participating in activities ranging from ice hockey and ice skating to sledding, snow boarding and snow skiing. According to the American Academy of Orthopaedic Surgeons (AAOS), if the proper precautions are not taken to ensure warmth and safety, severe injuries can occur. While winter sports are a great form of exercise and fun, injuries from these activities garner a significant amount of attention at hospital emergency rooms, doctors' offices and clinics. In 2004, the U.S. Consumer Product Safety Commission (CPSC) reported 51,524 injuries from ice hockey; 49,600 injuries from ice skating; 74,000 injuries from sledding, snow tubing and tobogganing; 35,483 injuries from snowmobiling; 143,990 injuries from snow boarding; and 144,379 injuries from snow skiing. Injuries can include sprains and strains, dislocations, fractures and even death. "Playing sports in the cold and snow can take a toll on the body," explained Matthew S. Shapiro, MD, orthopaedic surgeon and secretary of AAOS' Board of Councilors. "Keeping in proper physical condition and wearing the appropriate clothing and protective gear are key ways to minimize winter sports-related injuries." The Academy recommends adults and children follow these simple tips to help prevent winter sports injuries:

- Never ski, sled, ice skate or snowboard alone.
- Keep in shape and condition muscles before partaking in winter activities. Cold muscles, tendons and ligaments are vulnerable to injury, so it is important to warm up thoroughly before playing.
- Know and abide by all rules of the sport in which you are participating.
- Wear appropriate protective gear, including goggles, helmets, gloves and padding.

• Check to make sure equipment is in good working order and used properly.

• For warmth and protection, wear several layers of light, loose and water- and wind-resistant clothing. Layering allows you to accommodate your body's constantly changing temperature.

• Wear proper footwear that provides warmth and dryness, as well as ample ankle support.

• Take a lesson (or several) from a qualified instructor, especially in sports like skiing and snow boarding. Beginners should avoid jumping maneuvers.

• When falling, try to fall on your side or buttocks. Roll over naturally, turning your head in the direction of the roll.

• Pay attention to warnings about upcoming storms and severe drops in temperature to ensure safety.

• Become familiar with the whereabouts of fences, trees, rocks, open water and patches of ice.

• Stay on marked trails and avoid potential avalanche areas, such as steep hillsides with little vegetation.

• Avoid participating in sports when experiencing pain or exhaustion.

• Take rest breaks and replenish fluids during and after play.

• Be prepared for emergency situations and have a plan to reach medical personnel to treat injuries.

For additional injury prevention tips and information on winter sports and more, please visit the Academy's public and patient education Web site (www.orthoinfo.org), or call the Public Service line at 800-824-BONES. An orthopaedic surgeon is a physician with extensive training in the diagnosis and treatment of non-surgical as well as surgical treatment of the musculoskeletal system including bones, joints, ligaments, tendons, muscles and nerves.#

For Parents of a Child with Epilepsy

By JOSEPH M. VALENZANO, JR.

Did you know that more than 300,000 children in America have epilepsy? When most people think of epilepsy, the first thing they think of is seizures. But, epilepsy often causes changes in children's behavior, and in their ability to learn. These cognitive changes can be more disruptive to a child's life than the seizures themselves.

As parents, we are fast to react to ensure that children with epilepsy get proper treatment to control seizures. What we sometimes fail to recognize are the more subtle effects of the disorder. Epilepsy may affect a child's attention, memory, mental speed, and language, as well as his or her behavior. Often, the changes are not even associated with epilepsy. And, often they are identified only after they have caused significant problems.

The most effective way to catch these problems early is with cognitive testing. When children with epilepsy receive cognitive testing, potential learning and behavior problems can be readily identified. Once your child's learning difficulties are understood, resources can be mobilized to help your child develop new learning skills and strategies so they don't fall behind. Many parents, however, are not aware that this testing is available, or find it too costly to afford. We would like to make parents aware of a national clinical

trial of an anti-seizure drug called Keppra®. One of the goals of the trial is to help determine the effects of both epilepsy, and medication, on a child's behavior and learning abilities. Cognitive testing, test results, and medication, are provided at no cost.

To help your child cope with the changes brought about by epilepsy, it is important to understand how their thinking is affected by the disorder. The cognitive testing provided by this trial, may provide answers that can help your child learn and thrive.

Talk with your physician to find out if your child might benefit from being part of this clinical trial. For more information on the trial, or to find out whether your child may qualify to participate, please call 877-547-8839.#

Joseph M. Valenzano, Jr. is President, CEO & Publisher of Exceptional Parent Magazine.

SALES PEOPLE NEEDED AT EDUCATION UPDATE

25% Commission • Great Working Environment • Central Location

Email us ednews1@aol.com

Fax us at 212-477-5893

ERRATA

On the December guest editorial of *Education Update*, the following permission was inadvertently omitted: Reprinted with permission from *American School Board Journal*, November 2005. Copyright 2005 National School Boards Association. All rights reserved.



RESOURCE AND 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.

HIGH MARKS IN CHEMISTRY
1-877-600-7466
www.HighMarksInSchool.com

Over 65,000 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.

TRANSITION MATTERS:
116 East 16th Street/5th Floor
New York, NY 10003
212-677-4650 (phone)
212-254-4070 (fax)
www.resourcesnyc.org

From School to Independence: A Guide and Directory of Services for Youth with Disabilities and Special Needs in the Metro New York Area. 500 pages, \$35.00+ \$8 postage and handling ISBN 0-9678365-6-5. Available at local and on-line booksellers or direct from Resources for Children with Special Needs, Inc. 116 East 16th Street/5th floor, New York, NY 10003 212-677-4650 (phone), 212 254-4070 (fax) or visit us online at www.resourcesnyc.org

CAREER COUNSELING

FOR EDUCATORS, PARENTS, STUDENTS, ADMIN, & OTHERS

Thinking of CHANGING CAREERS or JOB HUNTING? Seek clarity, support, more through all the steps. Contact experienced board-certified Counselor. Rose Mary Colorafi, MA: 646-732-3198

CAMPS

THE CAMP EXPERTS & TEEN SUMMERS
30 East 81 Street Suite 7C
New York, NY 10028
Tel: 212-288-7892
Fax: 212-288-1069
Web: www.campexperts.com

"The Camp Experts & Teen Summers" is a FREE advisory service for all your children's summer needs. Serving the NYC area for almost 20 years, Joanne Paltrowitz along with Alison Paltrowitz & Susan Zimny (special needs division) have done the research to provide you with appropriate summer choices. Representing over 900 programs this team of EXPERTS has visited and screened programs for your children. Call 212-288-7892 or email THE CAMP EXPERTS at: info@campexperts.com. www.campexperts.com
Joanne Paltrowitz
joanne@campexperts.com

CONTINUING EDUCATION

JASA: JEWISH ASSOCIATION FOR SERVICES FOR THE AGED
132 West 31st Street, 15th Floor, NYC
(212) 273-5304

Sundays at JASA, Continuing Education for Adults 60 and Over at Council Senior Center. Call 212-273-5304 for catalog and information about courses.

DANCE PROGRAMS

NEW DANCE GROUP ARTS CENTER
254 West 47th St.
NYC, NY 10036
(212) 719-2733
www.ndg.org

Musical Theater Program for kids/young adults. Dance classes in all disciplines. Teaching/rehearsal space available. Located between Broadway and 8th Avenue.

HOME SCHOOLING

SCIENCESCHOOLHOUSE
1-888-666-6362

Home Schooling Parents! Do you need science resources that meet the New York state curriculum standards? The content in the ScienceSchoolHouse Discover!Science library has been recognized by some of the largest and most progressive states as meeting 100% of their required learning outcomes for specific science courses in grades 6-12. All of our CDs feature interactive multimedia tutorials, two fully narrated text levels, beautiful photographs and illustrations, scores of interactive exercises, half-hour video documentaries (plus lots of short video clips), quizzes, test banks—and our revolutionary new 3D Virtual Lab. Approved for purchase by the New York City Department of Education. For more information on our titles in astronomy, geology, oceans, weather, life science and the environment, visit our website at scienceschoolhouse.com or call us at 1-888-666-6362 TODAY!

MED & HEALTH SERVICES

NYU CHILD STUDY CENTER
550 First Avenue, NYC
(212) 263-6622.

The NYU Child Study Center, a comprehensive treatment and research center for children's psychological health at NYU Medical Center, now offers specialized services for attention-deficit hyperactivity disorder, anxiety-related problems, consultations for learning disabilities and giftedness, and seminars on parenting and child development. Call for more information.

ADVANCED DEGREES IN MEDICINE, SCIENCE, AND THE HEALTH PROFESSIONS
at New York Medical College Valhalla,
New York; (914) 594-4000;
www.nymc.edu

PASSES TO HEALTH CLUBS & YOGA STUDIOS

FITNESS ALLIANCE
(212) 808-0765
www.health-fitness.org

Get 400 free passes for the best fitness, yoga, dance, martial arts, sports, swimming,

pilates, and more. Just sign up for the New York Fitness PassBook, all for the one-time sign-up fee of just \$65, to go anywhere, anytime, all throughout the year, to enjoy and discover the best for free. Just go to www.health-fitness.org for details, or call the American Health and Fitness Alliance at 212-808-0765. Hurry,* they're going fast.

SCHOOLS

DARROW SCHOOL
518-794-6000

Darrow School an independent, co-ed, boarding and day school in New Lebanon, New York, offers a comprehensive college-preparatory curriculum with a range of courses in writing and literature, history, languages, mathematics, sciences, and the arts. The beautiful mountainside campus is located on the site of the historic Mt. Lebanon Shaker Village. For more information call (518) 794-6000.

THE HARLEM SCHOOL OF THE ARTS
645 St. Nicholas Ave., NYC
(212) 926-4100 ext. 304

Learning continues after school at The Harlem School of the Arts, an after school conservatory where the arts educate, stimulate and motivate your child. Music, dance, theater, visual arts and much, much, much more!!

SCHOOL RECRUITMENT

NEW LEADERS FOR NEW SCHOOLS

Become an Urban School Principal
New Leaders for New Schools is a national non-profit organization with one clear mission: *promoting high academic achievement for every child by attracting, preparing, and supporting the next generation of outstanding leaders for our nation's urban public schools.*

This year we are seeking over 100 highly motivated individuals nationwide to become New Leaders Principals in Baltimore, California's Bay Area, Chicago, Memphis, New York City, and Washington, D.C. Successful applicants have a record of success in leading adults, K-12 teaching experience, a relentless drive to lead an excellent urban school and most importantly **an unyielding belief in the potential of all children to achieve academically at high levels.**

The New Leaders for New Schools' **Final deadline is March 1, 2006. All applications must be submitted on-line at www.nlms.org.** If you have any questions please email us at newyorkinfo@nlms.org or call 646-792-1066.

SCHOOL PROFESSIONALS FOR ALL YOUR SUBSTITUTE NEEDS
www.SchoolProfessionals.com
info@schoolprofessionals.com
212-916-0825

Finally, a one-stop service whose sole focus is recruiting, interviewing and providing qualified substitutes for elementary, middle and high schools. One quick call to us means not having to interview and hire on your own, eliminating the worry and work of finding last minute replacements, "doubling-up," or even canceling classes. Our proprietary roster of pre-screened candidates enables us to quickly find a professional precisely matched to your school's requirements, saving you the time and expense of scrambling to meet last-minute needs. And, with 24/7 coverage, you can request staff at any time - even at night or on weekends. Schools can get started today by calling 212-916-0825 or e-mailing info@schoolprofessionals.com to register for our services.

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.

TUTORS

MATH TUTORING
(212) 228-1642
(917) 297-2389

High School and Junior High. Two Sample Hours, No Charge. Arithmetic to Advanced Calculus. Call (212) 228-1642 or (917) 297-2389

TUTORS

Math Tutoring
High School & Junior High

2 Sample Hours, No Charge
Arithmetic → Advanced Calculus

212.228.1642
917.297.2389

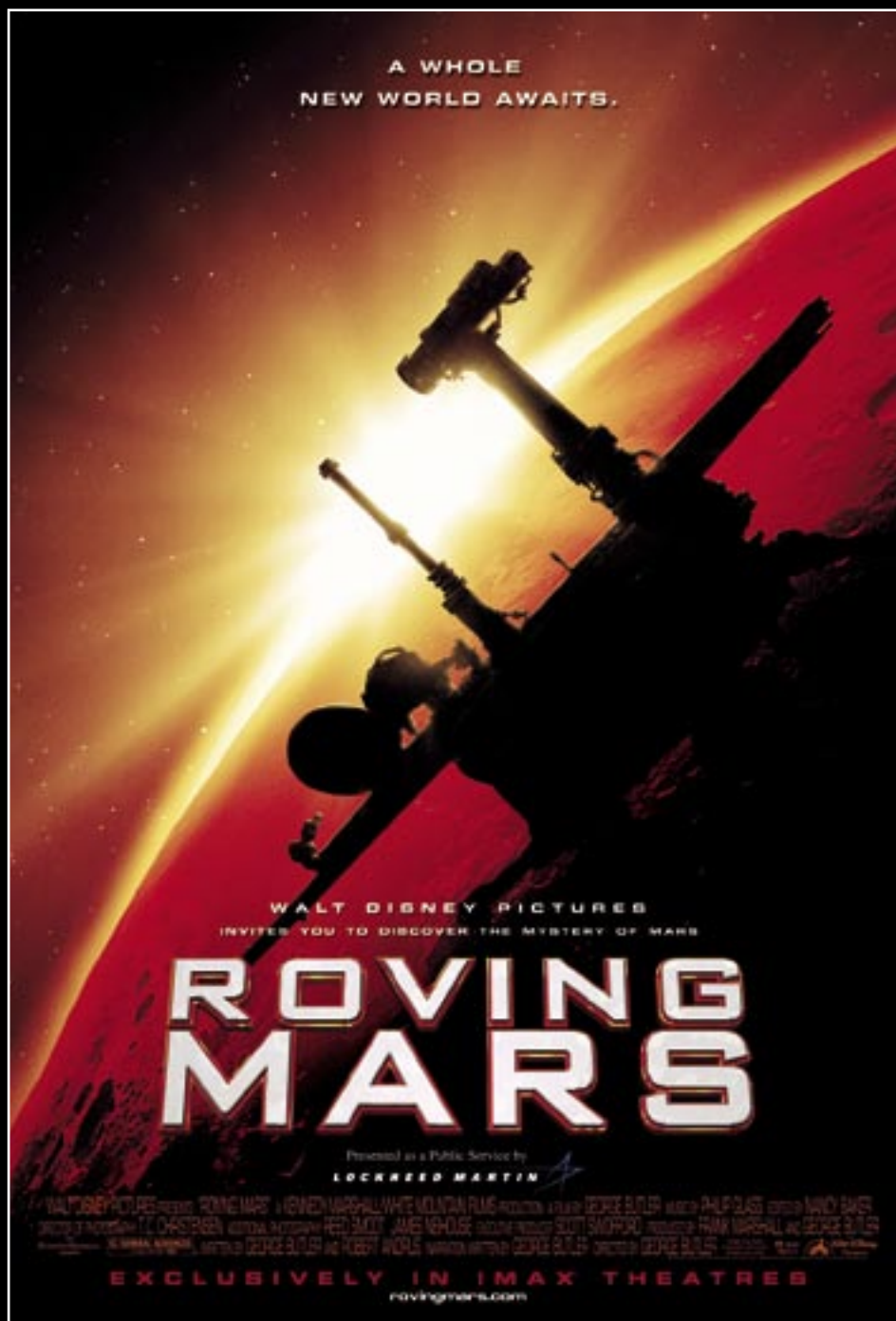
TUTOR IN:

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

Award
Winner

EDUCATION UPDATE ■ FOR PARENTS, EDUCATORS & STUDENTS ■ JANUARY 2006

BOLDLY GO WHERE NO FIELD TRIP HAS GONE BEFORE.



- GROUP RESERVATIONS ARE NOW BEING ACCEPTED • FREE TEACHER RESOURCE GUIDES AVAILABLE
- JOIN VIP EDUCATORS CLUB FOR FUTURE FREE PREVIEW SCREENINGS TO REGISTER, FAX INFORMATION TO 212.336.5028

LOEWS LINCOLN SQUARE

LOEWS•IMAX® THEATRE

IMAX® IS A REGISTERED TRADEMARK OF IMAX CORPORATION.

Broadway & 68th Street, NYC • enjoytheshow.com/imax
Group Sales 212.336.5025 or Fax 212.336.5028
For advance individual tickets and group sales,
call 1-888-DISNEY6