

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XII, No. 3 • New York City • NOVEMBER 2006
FOR PARENTS, EDUCATORS & STUDENTS

www.EDUCATIONUPDATE.com

CELEBRATING CUNY MONTH



**CUNY CHANCELLOR MATTHEW GOLDSTEIN
& MAYOR MICHAEL BLOOMBERG**

11TH ANNIVERSARY ISSUE

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

GUEST EDITORIAL

Comprehensive Educational Equity: A Realistic Agenda For Revising NCLB

By MICHAEL A. REBELL

Our nation's stated educational policy under the federal No Child Left Behind Act is to ensure that *all* of America's students are provided "a fair, equal and significant opportunity to obtain a high quality education" and to close "the achievement gap between minority and non-minority students, and between disadvantaged students and their more advantaged peers." Many states, in implementing the act and adopting rigorous state academic standards have proclaimed that virtually all children can learn at high levels, if provided the proper resources and supports. What is the proper level of resources and supports? This is the key question that Congress should address in its deliberations on re-authorization of NCLB in 2007.

A potentially fatal flaw of NCLB is its failure to address the severe resource deficiencies that are the root cause of the failure of many schools and school districts to provide all of their students a high-quality education. The extensive evidence compiled during the trial of the CFE litigation in New York and in over two dozen other education adequacy litigations nationwide has made

clear that by and large the explanation for poor academic performance, especially in urban and rural schools, is the severe resource deficiencies that plague most of these school systems. The research community overwhelmingly agrees that money, *if well spent*, will make an enormous positive difference in educational opportunity. All children require essential educational resources. In addition, educationally disadvantaged students require supports that address the range of social, economic, political, and psychological factors that indisputably affect children's readiness and ability to learn.

In addition, NCLB must ensure rigorous standards. Although NCLB requires each state to adopt "challenging academic content standards," in academic, the U.S. Department of Education has not defined "rigorous" in any substantive way, and, as a result, state standards vary considerably in rigor and may be too low on average to prepare U.S. students for the global competition they will enter after graduation. A similar problem exists with teacher qualification standards under the Act. While "highly qualified" teachers under NCLB must be state certified, the law allows

states to set their own certification standards and to create their own assessments of teacher competence. Certification criteria in many states are inadequate for ensuring that teachers are high quality, and few state teacher-licensing examinations are linked to specific areas of knowledge that students are required to know under state learning standards

Finally, NCLB Must Focus on Capacity Building for School Improvement. NCLB's current "accountability" system is rudimentary: it relies on student test scores in a very limited number of subjects, and it imposes sanctions on schools and districts whose students do not meet state-set test score targets. Courts in adequacy cases take a better approach to accountability and school improvement: they are increasingly including provisions for capacity-building reforms as part of their remedies. From the adequacy perspective, it is not enough to establish test score targets and identify low-performing schools; states and districts must ensure the resources and assistance that schools require to build capacity, that is, the capabilities needed to overcome the deficiencies and sustain improvement.#

Michael A. Rebell is the Executive Director of the Campaign for Educational Equity, Teachers College, Columbia University, and Professor of Law and Educational Practice.

LETTERS

RE: *Dr. Mayme Clayton*

To the Editor:

Thank you for the wonderful article on Dr. Mayme A. Clayton who is a board member of the Fort Smith Black Historical League. She died October 13, 2006. She guided our organization with grace and style. Her family history and landmarks are still standing in northwest Arkansas.

*Todd Perry, President
Ft. Smith Historical League
Fort Smith, AR*

To the Editor:

Now dear Dr. Mayme Clayton can truly rest from her labors, knowing that her work was not in vain. Dr. Mayme, we salute you!

*Pastor Helen Price
Los Angeles, CA*

RE: *An Interview With First Lady Laura Bush On Literacy*

To the Editor:

Here in Philadelphia, a group of Catholic nuns are tutoring immigrants from all over the world in English as a second language. They are housed in a 125 year old church under deplorable, depressing conditions, with no finances or support. Can you publicize this so people can assist?

*Thomas Doyle
Philadelphia, PA*

RE: *NYC Commissioner Martha Hirst Advocates*

To the Editor:

Ms. Hirst, I am very impressed with your accomplishments and would like to comment on the focus on youth taking an interest in government. The athletes of the Flushing Gymnastics

Program would like to return to the Queens Armory and not one legislator listens. These athletes are the ones people like yourself and Mayor Bloomberg should look to help. They are our future and your support and proof of how a true democracy should work would be nothing but a positive experience for them and this great city!

Judith Felice, NY

RE: *Actor Ralph Fiennes*

To the Editor:

This was a great article. Thank you for printing it. I had seen pictures from Mr. Fiennes' interview and always hoped to hear or read what was discussed.

Liza Taylors, SC

RE: *Prison College Programs Unlock the Keys to Human Potential*

To the Editor:

Very informative...I support these programs 110 percent. I think they are very necessary and this article helps to prove that point. When a person is brought up in a world of hopelessness they are almost guaranteed to fail; and if we can give them that glimpse of hope that they have never seen or felt, chances are that they will run with it and allow it to take them out of that darkness that they have called life for so long.

Tameka Wilder, Las Vegas, NV

To the Editor:

I am a student at Idaho State University and I am writing a report this semester on prison reform. Your article was excellent.

*Rachelle Koon
Pocatello, ID*

IN THIS ISSUE

Editorial & Letters	2
COVER STORY	5,13-15
Spotlight on Schools	6-11
Careers	7
Profiles	9
Music, Art & Dance	10,16
Movies and Theater	12
Colleges & Grad Schools	17-27
Sports	18
Special Education	18-19
Books	22
Children's Corner	23
MEDICAL UPDATE	26

ERRATA

In an article profiling and applauding Jeffrey Wiesenfeld's contributions to education, it was incorrectly stated that Jeffrey Wiesenfeld was a former CUNY trustee. He has been a trustee for many years and continues in that position.

Manhattan Chamber of Commerce

Board Member of the Year
2001

Dr. Pola Rosen



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

EDUCATION UPDATE

Mailing Address:

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

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

ADVISORY COUNCIL:

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

ASSOCIATE EDITORS:

Heather Rosen, Adam Sugerman, Rob Wertheimer

ASSISTANT EDITOR:

Liza Young

GUEST COLUMNISTS:

Rosette Alegretti, Lucy Buchholz, David Elinson, Dr. Carole Hankin, Dr. Glenn S. Hirsch, Dr. Pauline Hottinger-Blanc, Jill Levy, Julia Perault, Dr. Alfred Posamentier, Randi Sachs, Laurie Tisch, Arlene Uss

STAFF WRITERS:

Jacob Appel, J.D., Judith Aquino, Stevanne Auerbach, Ph.D., Joan Baum, Ph.D., Mike Cohen, Gillian Granoff, Richard Kagan, Sybil Maimin, Martha McCarthy, Ph.D., Merri Rosenberg, Chris Rowan, Emily Sherwood, Ph.D., Lisa Winkler

BOOK REVIEWERS:

Harris Healy III, Lillian Shapiro, Selene Vasquez

MEDICAL EDITOR:

Herman Rosen, M.D.

MODERN LANGUAGE EDITOR:

Adam Sugerman

MOVIE & THEATER REVIEWS:

Jan Aaron

MUSIC EDITOR:

Irving M. Spitz

POLITICAL COMMENTARY:

Stuart Dunn

ART DIRECTOR:

Neil Schuldiner

ADVERTISING DEPARTMENT:

Martin Lieberman, Manager.
Nancy Kontos, Steve Bailey (646-872-4018)

SPONSORSHIP COORDINATOR:

Steve Bailey
Inquiries: 646-872-4018

EDITORIAL INTERNS:

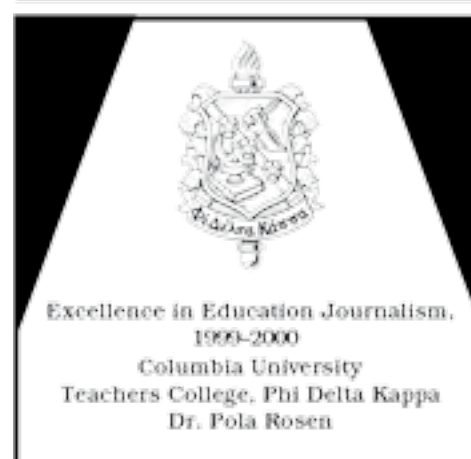
Heather Maher, Justine Rivera

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

POSTMASTER:

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

EDUCATION UPDATE
is an independent newspaper



Gilder Lehrman Summer Seminars



THE GILDER LEHRMAN INSTITUTE of AMERICAN HISTORY

The Gilder Lehrman Institute of American History announces summer seminars for 2007.

Seminars are tuition-free. Participants receive a stipend (\$400 domestic or \$500 international), books, and room and board. Educators at every level and National Park Service rangers are eligible. Seminars limited to thirty participants by competitive application. Preference given to new applicants.

DEADLINE FOR APPLICATION:

Applications must be postmarked or submitted electronically by February 15, 2007.

APPLICATION PROCEDURE:

Seminars are highly competitive. Candidates should submit a complete, well-written application. For more information, to download an application, or to apply online, visit www.gilderlehrman.org or call us at (646) 366-9666.

Stump Speaking. Hand-colored engraving, 1856. The Gilder Lehrman Collection (GLC04079).

JUNE

The Great Depression, World War II, and the American West

(for high school teachers only)
Stanford University, June 24-30
DAVID KENNEDY AND RICHARD WHITE

The Colonial Era: Structure and Texture

Yale University, June 24-30
JOHN DEMOS

NEW | The Civil War in Global Context

(for community college faculty only)
New York University, June 24-30
THOMAS BENDER

NEW | 4-DAY SEMINAR

The Idea That Is America

Woodrow Wilson Presidential Library
Staunton, VA, June 11-15
ANNE-MARIE SLAUGHTER

NEW | 3-DAY SEMINAR

Creating a Republic: From the Revolution to the Constitution

(for 4th-8th grade teachers only)
National Constitution Center
Philadelphia, PA, June 21-24
CAROL BERKIN

JULY

NEW | The American Civil War: Origins and Consequences, Battlefields and Homefront

University of Virginia, July 1-7
GARY GALLAGHER

Lincoln

Gettysburg College, July 1-7
GABOR S. BORITT

The American Revolution

(for 4th-8th grade teachers only)
New York University, July 1-7
ANDREW ROBERTSON

The Age of Lincoln

Oxford University, U.K., July 8-14
RICHARD CARWARDINE

Visions of the American Environment

University of Colorado, Boulder, July 8-14
PATRICIA LIMERICK

The Great Plains: America's Crossroads

University of Colorado, Boulder, July 8-14
ELLIOTT WEST

America Between the Wars

Columbia University, July 8-14
ALAN BRINKLEY AND MICHAEL FLAMM

The Era of George Washington

Brown University, July 8-14
GORDON WOOD

New York in the Gilded Age

Columbia University, July 15-21
KENNETH T. JACKSON
AND KAREN MARKOE

Passages to Freedom: Abolition and the Underground Railroad

Yale University, July 15-21
DAVID BLIGHT AND JAMES O.
AND LOIS E. HORTON

Freedom and Slavery in the Atlantic World, 1500-1800

Johns Hopkins University, July 15-21
PHILIP MORGAN

North American Slavery in Comparative Perspective

University of Maryland, July 15-21
IRA BERLIN

Reconstruction

Columbia University, July 22-28
ERIC FONER

The Worlds of Thomas Jefferson

Monticello and the University of Virginia, July 22-28
DOUGLAS L. WILSON

Interpreting the Constitution

(for 11th and 12th grade teachers only)
Stanford University, July 22-28
JACK RAKOVE AND LARRY D. KRAMER

The Cold War

Cambridge University, U.K., July 22-28
ODD ARNE WESTAD

NEW | 3-DAY SEMINAR

In the Cause of Liberty: The Legacy of the American Civil War

The American Civil War Center at Historic Tredegar, Richmond, VA, July 24-27
EDWARD L. AYERS

The Civil Rights Movement

Cambridge University, U.K., July 29-August 4
ANTHONY BADGER

AUGUST

NEW | 3-DAY SEMINAR

The International Impact of the Declaration of Independence

University of Virginia and Monticello, August 1-4
DAVID ARMITAGE



GILDER LEHRMAN AMERICAN HISTORY INSTITUTE CELEBRATES 10TH ANNIVERSARY AT QUEENS HS

By JOAN BAUM, Ph.D.

And you thought that October 12 was just Columbus Day! According to a proclamation issued by Mayor Bloomberg last month, October 12 is now officially also to be known as Gilder Lehrman Institute of American History Day, and nowhere could that announcement have been greeted with more heartfelt enthusiasm than at The Academy of American Studies, located in the Newcomers High School Building in Long Island City. Students cheered at the news, balloons tightly clutched, as beaming teachers, staff, parents and various education administrators and political leaders joined in the wild applause and cheers. A program booklet, listing the afternoon's activities, included greetings from, among others, Senator Hillary Rodham Clinton, who praised the Academy and its sponsoring Institute for being a "model" nation wide. Of course, no one could have been prouder of the Academy than those involved in its new Gilder Lehrman Research Center, especially its six young interns, all from the school's A.P. program, who have already been trained to staff the center after school and on Saturdays: Gloria Choi, Hager Eldaas, Paula Kaczmarczyk, Basira Miah, Jessical Pham and Robert Wohner. Their faculty advisors are Nancy Condon, Brian Loesch and John Maggio.

On October 12, 2006, the Academy of American Studies, the flagship institution of the Gilder Lehrman Institute, marked its tenth anniversary as the first high school in The United States devoted to American history. It also honored the inauguration of the student-run research center that will serve Academy students and also stu-



dents from Long Island City High School, Frank Sinatra High School of the Arts, and Newcomers High School. In the words of Professor James G. Basker, the Ann Whitney Olin Professor of English at Barnard College, Columbia University, a literary historian with special interests in The Civil War and Reconstruction periods, who is President of The Gilder Lehrman Institute of American History, "of no school could we be prouder than this one," remarks that, once again, brought students and faculty to the edge of their seats whooping. In just ten brief years, as the school's principal Ellen Sherman pointed out in her welcoming speech, the Academy went from 125 students and 7 faculty to 620 students and 51 faculty and staff. The data are impressive—100 percent of graduates accepted to higher educa-

tion, 3,000 applications for 150 open seats.

The joyous celebrations began with a ribbon-cutting ceremony—at which a red, white, and blue band was snipped in several places (with red and blue scissors) by a group of broad-smiling dignitaries who joined Principal Sherman, including Superintendent of NYC DoE'S region four, Reyes Izirary; top executives from Gilder Lehrman, including Lesley Herrmann and Michael Serber, founding principal of the Academy; Professor Basker, Michael Harkins, a significant funding supporter; and Robert Wohner, representing the students. In casual conversation with *Education Update*, the students noted various career goals, among them broadcast journalism and medical school and the not-unwelcome favorite, undecided. All were excited about working with original documents—the advantage of getting a "closer look at American history" (Paula), working peer-to-peer, students with students (Hager), and mentoring in the form of "putting" callers (as distinct from "leading" them) on the right path, assisting them in refining research topics and advising on available and appropriate materials in print and online (all).

The Gilder Lehrman network, as of 2006-7, boasts 43 history high schools and programs

(schools within schools) across the country, many concentrated in the Metropolitan area, and 20 Saturday Academies. Dedicated to promoting the study and love of American history by way of lectures, conferences, exhibitions, scholarly research and—a first for students, to begin next summer—a competition that will send the lucky winner to Oxford or Cambridge. The Institute also runs summer seminars for teachers, publishes research resources (primary and secondary) in various media, and offers an annual prize for the best book on Lincoln and his time. Its advisory board constitutes a veritable who's who in American history and letters.

The Institute is named for its two founders. Richard Gilder heads the brokerage firm Gilder, Gagnon, Howe & Co. He serves on the Executive Board of the Omohundro Institute of Early American History and Culture and is a trustee of the New York Historical Society, the Morgan Library, the American Museum of Natural History, the Central Park Conservancy, and the Thomas Jefferson Foundation. Speakers at the ceremony noted that he spent two years teaching a course at the Academy. Lewis E. Lehrman is a partner in L.E. Lehrman & Co. A former candidate for governor of New York, he is trustee of the New York Historical Society, and former trustee of the American Enterprise Institute, the Morgan Library, and the Heritage Foundation. He is former Chairman of the Committee on Humanities of the Yale University Council and served as Visiting Lecturer in American History at Gettysburg College. For information, readers should go to: www.gilderlehrman.org/#

PROFESSIONAL DEVELOPMENT ONLINE GRADUATE CREDITS ONLINE MEETS BA&MA+15/+30/+45/+60

by Knowledge Delivery Systems (SIIA CODiE-Finalist Best PD)

SALARY UPGRADE OPPORTUNITY

- Graduate Credits
- In-Service Credits
- Professional Development
(Contact your district for prior approval)
- CPDUs/Lane Credits
- NYC P-Credits

\$190 per Grad Credit

\$25 for 2-hr Continuing Education Courses

WORKSHOPS INCLUDE

- Video-Based Lectures
- Printable Study Guides
- Searchable Transcripts
- On-Demand 24/7 Access
- Online Note-Taking
- Discussion Boards

DYNAMIC VIDEO-BASED LECTURES

Topics Include:

- Classroom Management
- Differentiated Instruction
- Educational Leadership
- Literacy & Curriculum
- Discovery-Based Math
- High-Stakes Testing
- Technology Integration

Speakers Include:

- Carol Ann Tomlinson
- Susan Winebrenner
- Debbie Silver
- Jay McTighe
- Clifton Taulbert
- Lee Jenkins
- Paul Lawrence

Contact KDS at 1.800.728.0032
or info@kdsi.org to inquire today!

Register at: www.kdsi.org/eschool

Instituto Cervantes de Nueva York



The Spanish Cultural Center of New York
Presents its

Teacher Development Program

Workshops for Spanish Language Teachers
October 2006 – May 2007

This series of workshops, led in Spanish, offers teachers practical and theoretical strategies on how to teach Spanish as a foreign language.

First seminar: Friday, October 20, 2006 5:30 – 8:30pm

"Qué español enseñar: Norma y variación lingüísticas aplicadas a la enseñanza del español como lengua extranjera"

- Develop practical & theoretical teaching techniques
- Learn to use Spanish culture in the classroom
- Enjoy interactive seminars conducted in Spanish
- Share experiences with other teachers
- All levels of teaching experience welcome
- Q & A to follow all seminars

For more detailed information on all seminars, regular language courses, and cultural events please visit our website: www.cervantes.org

Upcoming seminars: November 3 & 17, December 1, January 19,

February 2 & 9, March 2, 16 & 30, April 13 & 27, May 4 & 18

All seminars are held at Instituto Cervantes on Fridays from 5:30 – 8:30pm

Individual seminars: \$15 \$10 for Instituto Cervantes Members

You may register in advance by telephone

Instituto Cervantes at Amster Yard
211 East 49th Street New York, NY 10017
Tel: 212-308-7720 Fax: 212-308-7721
classprogram@cervantes.org

Brilliant Alums Honored at CCNY 126th Awards Ceremony

By LIZA YOUNG

Presiding over 500 guests in the Marriot ballroom recently, Joe Fleischer, President of the CCNY Alumni Association and CEO of Polshek Partnership as well as Don Jordan Executive VP of the Alumni Association called on a brilliant array of talent to receive the prestigious Townsend Harris medals—including *Education Update's* Advisory council member, Dr. Alfred Posamentier, Dean of CCNY's School of Education. The outstanding achievements ranged from mathematics, science, medicine and television, to radio.

The history of the CCNY Alumni Association which dates back 153 years to its creation by sixteen members of the first graduating class of CCNY back in 1853, began the Townsend Harris medal to CCNY alumni initiated in 1933. Some illustrious past recipients of the Townsend medal are: Ed Koch, Dr. Jonas Salk, Eli Wallach, Colin Powell, and CUNY Chancellor Matthew Goldstein.

In receiving this year's Townsend medal Dr. Alfred Posamentier was described at the ceremony as a renowned mathematics educator on national and international scales, "having received accolades from far and wide for innovative and effective methods of passing mathematics knowledge to teachers and students." In accepting the award, Posamentier's affinity for mathematics and education were clear as he pointed out the numbers entering different professions from CCNY's first graduating class, with 52 having entered the teaching profession, fast forwarding to this past year with 692 graduates of the School of Education who are currently teachers in NYC schools.

Other recipients of the Townsend Harris medal were Dr. Eva J. Pell, class of 1968, currently



Back row, left to right: Donald K. Jordan, Executive Vice President, Terrence Elkes '55, Dr. Walter A. Orenstein '68, Dr. Alfred S. Posamentier '66MA, Marty Cohen '70, Joseph L. Fleischer '65, '66Arch. Front row left to right: Jane Tillman Irving '69, Dr. Muriel Petioni, Dr. Eva J. Pell '68, Terrence McNally

Senior Vice President for Research and Dean of the Graduate School of Pennsylvania State University, and considered an internationally renowned leader in the fields of agriculture and life science, and Dr. Walter A. Orenstein, also a 1968 graduate, known for his innovative efforts to control vaccine preventable diseases. Orenstein quoted Horace Mann's cautionary words: "Be afraid to live until you have struck a blow for humanity."

Current CCNY President Dr. Gregory H. Williams, in addressing the audience at the award ceremony, summarized some of the CCNY's recent achievements, such as the events at the Colin Powell Center, with Mr. Powell himself often seen walking around the campus, and the opening of the Fall Towers, a monumental occurrence at CCNY as the first residence hall of the college.

President Williams received the prestigious

John H. Finley Award—named in honor of CCNY's third president. Among additional recipients were Emmy award-winning playwright Terrence McNally and Dr. Muriel Petioni, 92-year old physician, practicing for over 50 years as clinician, community activist, and educator, who founded "The Friends of Harlem Hospital Center" in 1987 which was instrumental in preventing the closing of the hospital.#

Attention: Principals/Teachers

DAILY NEWS Newspaper in Education

2007-2008 SPONSORED PROGRAMS

The Daily News is proud to offer these expanded Newspaper In Education programs. Programs include weekly pages of questions and activities or curriculum guides that are standards-aligned and created by NYC Board of Education teachers and other curriculum experts.



This guide provides standards-based activities and lesson plans that help promote multicultural awareness in an integrated curriculum. Available year-round. (30 weeks)



Problem-solving and real-world applications make this program popular with students and teachers. Available year-round. (30 weeks) Suggested for grades 5-8.

ScienceFUNomena

Creative activities supplement lessons in physical, life and earth sciences. Delivered Thursdays. Available year-round. (30 weeks) Suggested for grades 4-6.

Ready for Regents

Designed to assist high schools in preparing for exams in American history, government, global history and language arts, this program will include a full page of standards-based questions and activities in-paper Sundays, delivered Mondays, starting February 2007. Spring availability. (15 weeks)

How Do The Programs Work?

Thanks to the generous support of loyal subscribers and corporate sponsors, the Daily News is delivered at no cost to your school*. Some programs feature full-page in-paper activities, providing hands-on learning for your students. Activities also incorporate other features of the newspaper. Supplemental material is provided to participating teachers. Staff development is provided as available.

BIG TOWN, BIG DREAMS

Immigrants arrive in New York every day, eager to achieve the American dream. Their hard work and ethnic pride are the common threads that run throughout the Daily News 2007 Big Town, Big Dreams series. Our NIE standards-based curriculum guide will align these stories for studies across the curriculum, multidisciplinary test sophistication skills and literacy enhancement. Available from Feb.'07 - Jan.'08. (30 weeks)



Promoting literacy and family involvement through reading, this 30-week program consists of a full page of in-paper literacy activities that provide hands-on learning for students and other readers. Suggested audience: grades K-12, ESL and adult literacy. Available Fridays, year-round. (30 weeks)

Civic Education with the Daily News

Responsibility, citizenship, politics, elections and more, for students of all ages. Lessons relate to American history and culture, government, economics, geography and current events. Suggested for grades 6-12 and adult literacy. Available year-round. (30 weeks)

AVAILABLE PROGRAMS:

- Master Math (in-paper Wednesdays)
- Science FUNomena (in-paper Thursdays)
- Ready for Regents (in-paper Sundays, delivered Mondays)
- Big Town, Big Dreams (in-paper 2 days + guide)
- Sunday Edition (Delivered Mondays)
- Civic Education with the Daily News (Tuesdays)
- Mini Page (in-paper Fridays)
- Writers to Readers (Fridays)
- All Together Now (Monday through Friday)
- Celebrating a Year of Diversity (in-paper + guide) - Black History Month, Hispanic Heritage, etc.



Please choose one of the following two delivery options:

- Five weekday papers (Monday, Tuesday, Wednesday, Thursday & Friday)
- Sunday (delivered Monday) plus Tuesday, Wednesday, Thursday & Friday

School Name _____

Teacher's Name _____

School Address _____

City _____ Borough _____

State _____ Zip _____

Day Phone _____ Evening Phone _____

Fax Number _____ E-Mail _____

Grades & Subjects Taught _____

No. of Papers Requested (35 minimum): _____

I authorize the Daily News to send me announcements, including faxes, of future NIE opportunities.

Authorized Signature _____

Fax coupon to:
(212) 681-3398

or mail coupon to:
Daily News - NIE Dept.
125 Theodore Conrad Drive
Jersey City, NJ 07305



*Applications accepted on a first-come, first-served basis. Availability of programs contingent on sponsorship and subject to change or cancellation without notice. Returning a completed and accurate affidavit of participation is required for enrollment in sponsored NIE programs. You will be enrolled for the duration of the program. Delivery will thereafter continue uninterrupted unless we are requested to cease, or if the News needs to discontinue the subscription. Form may be photocopied for other teachers (30-week programs: Spring and Fall semesters.) EDNF06



Pre-K Math with Disadvantaged Young Children

By DOUGLAS H. CLEMENTS
& JULIE SARAMA

Children who live in poverty and who are members of linguistic and ethnic minority groups demonstrate significantly lower levels of achievement. The achievement gaps have origins in the earliest years, with low-income children possessing less extensive mathematics knowledge than middle-income children of Pre-K and Kindergarten age.

Gaps in mathematical knowledge are evident in numerical, arithmetic, spatial/geometric, patterning, and measurement knowledge. The reason for this gap appears to be that children from low-income families receive less support for mathematics development in their home and school environments. Finally, knowledge of mathematics in preschool predicts later school success. Those with low mathematics in the earliest years fall farther behind each year.

Research also has a positive story to tell. Children living in poverty increase in mathematics achievement after high-quality interventions focused on mathematics, which can be sustained into first to third grade.

The *Building Blocks preschool mathematics curriculum* (Clements, Sarama, 2007), incorporated into SRA/McGraw-Hill's Real Math and Number Worlds programs, was designed with support from the National Science Foundation to help all children develop sound ideas of early mathematics. A series of studies indicates that the

Building Blocks significantly and substantially increases the mathematics knowledge of low-SES preschool children. Formative, qualitative research indicated that the curriculum raised achievement in a variety of mathematical topics. Summative, quantitative research confirmed these findings.

In a larger study involving random assignment of 36 classrooms, the Building Blocks curriculum increased the quantity and quality of the mathematics environment and teaching, and substantially increased scores on a mathematics achievement test (Clements & Sarama, 2006).

Building Blocks achieves such successes because it includes a comprehensive set of ideas and skills in number, geometry, measurement, and patterning. Activities are based on developmentally sequenced activities, and professional development helps teachers become aware of, assess, and remediate based on those sequences. Teaching approaches include combinations of whole group, small group, everyday, and computer activities following learning trajectories.

This research supports the optimistic position that, given experience in a high-quality mathematics program, all young children can learn more and better mathematics.

Douglas H. Clements, Ph.D., and Julie Sarama, Ph.D., are professors of mathematics education at the University at Buffalo, State University of New York and conduct extensive research on early mathematics education.

FACTOIDS

Giraffes have no vocal chords. • A Kangaroo can jump 30 feet.

THE DEAN'S COLUMN



Alphametics Can Provide A Deeper Understanding Of Our Number System

By ALFRED POSAMENTIER, Ph.D.

One of the great strides made by western civilization (and learned from the Arabic civilization) was the use of a place value system for our arithmetic. Working with Roman numerals was not only cumbersome but made many algorithms impossible. The first appearance in Western civilization of the Hindu Arabic numerals was in Fibonacci's book, *Liber abaci* in 1202. Beyond its usefulness, the place value system can also provide us with some recreational mathematics that can stretch our understanding and facility with the place value system.

Applying reasoning skills to analyzing an addition algorithm situation can be very important in training mathematical thinking. Be forewarned that some students may struggle with this for a while, but all will "get it" if the teacher is sensitive to the limited knowledge that many students have when it comes to analyzing algorithms. Begin by considering the following problem.

The following letters represent the digits of a simple addition:

$$\begin{array}{r} \text{S E N D} \\ + \text{M O R E} \\ \hline \text{M O N E Y} \end{array}$$

Find the digits that represent the letters to make this addition correct.

Then have your students show that the solution is unique, that is, that there is only one possible solution.

Most important in this activity is the analysis, and particular attention should be given to the

reasoning used. We will do it step by step (in small increments) so that we can model a way it can be shown to students.

The sum of two four digit numbers cannot yield a number greater than 19,999. Therefore **M = 1**.

We then have **MORE < 2,000** and **SEND < 10,000**. It follows that **MONEY < 12,000**. Thus **O**, can be either 0 or 1. But the 1 is already used; therefore, **O = 0**.

We now have:

$$\begin{array}{r} \text{S E N D} \\ + \text{1 0 R E} \\ \hline \text{1 0 N E Y} \end{array}$$

Now **MORE < 1,100**. If **SEND** were less than 9,000, then **MONEY < 10,100**, which would imply that **N = 0**. But this cannot be since 0 was already used; therefore **SEND > 9,000**, so that **S = 9**.

We now have:

$$\begin{array}{r} \text{9 E N D} \\ + \text{1 0 R E} \\ \hline \text{1 0 N E Y} \end{array}$$

The remaining digits from which we may complete the problem are {2,3,4,5,6,7,8}

Let us examine the units digits. The greatest sum is $7 + 8 = 15$ and the least sum is $2 + 3 = 5$.

If $D + E < 10$, then $D + E = Y$ with no carry over into the tens column. Otherwise $D + E = Y + 10$, with a 1 carried over to the tens column.

Taking this argument one step further to the tens column, we get $N + R = E$, with no carry over.

continued on page 7

THE UNIVERSITY OF FINDLAY



EARN A BACHELOR'S DEGREE AT
THE UNIVERSITY OF FINDLAY

The University of Findlay's degree completion program offers a bachelor's degree in criminal justice, business or environmental, safety and health management.

[Be]
PREPARED

DISCOVER WHO YOU WILL BE

Classes meet once a week for eight weeks and are available live in Toledo or online.

- Accelerated classes
- Associate's degree or 62 college credits required
- Complete an entire degree online

WHO WILL YOU [Be]?

FINDLAY
THE UNIVERSITY OF FINDLAY



CAREERS

The Road to Becoming a Piano Tuner

By DAVID ELINSON



It was August 1972. I was 20 years old. I had recently dropped out of college after realizing that, aside from gym, recess and lunch, I had never liked school. Like a number of us growing up in the sixties, starting a rock band seemed the quick-

est path to success. With my older brother on electric guitar, me on drums, and two other nihilistic friends, we started a band. We rented a small, roach infested house in Venice Beach, California, not far from where most of the Hell's Angels lived. We named our band The Buzzards. The only thing that stood between us and a million dollar recording contract... was a mil-

lion dollar recording contract.

One day, we decided that what the band needed was a piano. With what little money we had (I was living off my Bar Mitzvah savings) we bought an old reconditioned Clarendon Upright piano, circa 1935, for \$135. After it was delivered (by Samson & Delilah Piano Movers) a piano tuner came to tune it. He was a big, sloppy man with silver hair. I remember he told me that he "cried like a baby" when George Gershwin died. (Many, many years later, I would have the good fortune to tune George Gershwin's sister's Steinway here in Manhattan's upper east side, where I got her to talk at length about her brilliant brother). While he tuned the piano, I sat and watched. And while I watched, a seed was planted in my brain, to quote Paul Simon. If I learned how to do that, I thought, I could save money by tuning pianos myself. I actually didn't know that one could earn a living tuning pianos. If my high school guidance counselor, Mr. Mackey, a matchstick of a man, had been a little more intuitive, he might have guided me toward a career in piano technology. Instead, the one and only meeting I had with him, he looked over my straight C average grade reports, gazed at me indifferently and said, "Have you taken auto shop?"

When the piano tuner finished the tuning, I asked him where one could learn how to tune pianos. He told me there was a piano tuning course in the extension program at U.C.L.A. I enrolled. I didn't know it then, but this class would save my life. Two things stand out about this ten-week class that met one night a week for 3 hours. One, the instructor was more "human" than any teacher I'd ever had, and two, I enjoyed every minute of it.

Needless to say, The Buzzards never got that million dollar recording contract. The following summer I enrolled at Berkeley College of music in Boston. I was still intent on a career as a drummer. But then everything changed once I got to Berkeley. I tracked down the piano

tuner for the school, and badgered him until he agreed to help me with my tuning. Shortly thereafter, I was hired in the student work program to tune the practice room pianos. I realized at this point that I could become a piano tuner if I couldn't make it as a drummer. Then I met someone who ran a piano shop in Cambridge. I asked him for a job and he hired me on the spot. I dropped out of Berkeley. For the next two years I worked in the shop tuning and reconditioning pianos. Two years later I landed a job as the head Piano Technician at Boston University's School of Music. I was responsible for maintaining one hundred pianos, most of them Steinways. After four years in this position, I asked to be sent to Steinway & Sons in Astoria for training. After the week at Steinway I realized I wanted to come work for them in the capacity of service tuner in Manhattan. That was 1982. I have held this position every since.

The best thing about piano tuning, aside from the luxury of riding my bike to work everyday (and never, ever having to wear a tie!), is meeting all the interesting people I've come in contact with.

The one person who stands out is Carolyn Goodman. When I saw her name, and the West side address on my Steinway service ticket, I thought, "This has got to be her." Why I was so anxious and excited to meet her I can't really say.

A maid let me into Ms. Goodman's apartment. A moment later an old, but very vital, gray haired woman appeared and greeted me warmly. "You're the famous Mrs. Goodman, aren't you?" I don't know why I used the word "famous."

She didn't know quite what to say to this. I was only guessing it was her. But then out of the corner of my eye I saw the framed photograph on the wall—her son, Andrew Goodman, the slain civil rights worker. I said, "I've always wanted to meet you." I asked her questions I probably had no business asking. Yet, she answered them all as if we were old, close friends. As a father of two children myself, I could not begin to imagine what it was like for her to lose a son so young and in this manner, how it literally changed the course of life forever. I felt enriched to meet and talk with her.

Being a piano tuner is a unique and unusual profession. People whom I've met just once practically tell me their life stories. Maybe they think because I use my ears, that I'm a good listener. I don't know. All I know is: I wouldn't trade my job for any other.#

David Elinson is a piano tuner for Steinway Pianos in NY.

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

Don't just open books
OPEN MINDS



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

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



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

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



University of California, Berkeley, California 94720



School Specialty Science

Alphametics

continued from page 6

ryover, or $N + R = E + 10$, with a carryover of 1 to the hundreds column. However, if there is no carryover to the hundreds column, then $E + 0 = N$, which implies that $E = N$. This is not permissible. Therefore, there must be a carryover to the hundreds column. So $N + R = E + 10$, and $E + 0 + 1 = N$, or $E + 1 = N$.

Substituting this value for N into the previous equation we get: $(E + 1) + R = E + 10$, which implies that $R = 9$. But this has already been used for the value of S. We must try a different approach.

We shall assume, therefore, that $D + E = Y + 10$, since we apparently need a carryover into the tens column, where we just reached a dead end.

Now the sum in the tens column is $1 + 2 + 3 < 1 + N + R < 1 + 7 + 8$. If, however, $1 + N + R < 10$, there will be no carryover to the hundreds column, leaving the previous dilemma of $E = N$, which is not allowed. We then have $1 + N + R = E + 10$, which insures the needed carryover to the hundreds column.

There $1 + E + 0 = N$, or $E + 1 = N$.

Substituting this in the above equation $(1 + N + R = E + 10)$

gives us $1 + (E + 1) + R = E + 10$, or $R = 8$.

We now have:

$$\begin{array}{r} 9 \ E \ N \ D \\ \underline{1 \ 0 \ 8 \ E} \\ 1 \ 0 \ N \ E \ Y \end{array}$$

From the remaining list of available digits, we find that $D + E < 14$.

So from the equation $D + E = Y + 10$, Y is either 2 or 3. If $Y = 3$, then $D + E = 13$, implying that the digits D and E can take on only 6 or 7.

If $D = 6$ and $E = 7$, then from the previous equation $E + 1 = N$, we would have $N = 8$, which is unacceptable since $R = 8$.

If $D = 7$ and $E = 8$, then from the previous equation $E + 1 = N$, we would have $N = 9$, which is unacceptable since $S = 9$. Therefore, $Y = 2$.

We now have:

$$\begin{array}{r} 9 \ E \ N \ D \\ \underline{1 \ 0 \ 8 \ E} \\ 1 \ 0 \ N \ E \ 2 \end{array}$$

Thus $D + E = 12$. The only way to get this sum is with 5 and 7.

If $E = 7$, we once again get from $E + 1 = N$, the contradictory $N = 8$, which is not acceptable.

Therefore, **D = 7** and **E = 5**. We can now again use the equation $E + 1 = N$ to get **N = 6**.

Finally we get the solution:

$$\begin{array}{r} 9 \ 5 \ 6 \ 7 \\ \underline{1 \ 0 \ 8 \ 5} \\ 1 \ 0 \ 6 \ 5 \ 2 \end{array}$$

This rather strenuous activity should provide some important training and insights for your students.#

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.



Reading Reform Foundation Goes Silver at Its 25th Annual Conference

By JUDITH AQUINO

Although it was an early Sunday morning, by 8:30 am Reading Reform Foundation of New York's 25th Annual Conference: Effective Techniques for Teaching Reading, Writing, & Spelling, was in full swing at the New York Hilton and Towers hotel on October 22, 2006. Currently serving 95 classrooms in New York City and the surrounding areas, Reading Reform Foundation is a not-for-profit organization dedicated to providing teachers with the tools and training to successfully help students gain the skills to read, write, and spell accurately.

By offering a systematic, multisensory approach emphasizing the use of sight, sound, speech, and writing, Reading Reform Foundation gives teachers a method of teaching that effectively facilitates a student's learning process. The response of students and teachers alike has been greatly enthusiastic. As Sandra Priest Rose, Chairman and Treasurer of Reading Reform Foundation explained, "one has to visit our...classrooms to see the participation and enthusiasm of the students and their teachers."

Celebrating its 25th year of successfully help-

ing educators and students, today's conference which consisted of 25 workshops and 24 publishers' exhibits, provided over 450 teachers, administrators, and parents with a rich supply of valuable teaching methods, networking opportunities, and up-to-date educational information.

Aileen Lewisohn Godsick, Vice President of Reading Reform Foundation, received a round of applause as she began the opening session by asserting that the secret of good education is good teachers. Godsick described today's workshops as an opportunity for teachers to further improve their instructional skills and share ideas with fellow educators. Rose illustrated the success of



Bob Kerry



Sandra Priest Rose

the Foundation's conferences and teaching methods by sharing a letter from Cynthia Mullins-Simmons, Principal of P.S. 36, who described the annual conference as a "wonderful experience" and was greatly pleased with the achievements of her students with the help of Reading Reform

Foundation's method of encouraging students take an active role in learning how to read.

The Keynote speaker, Bob Kerry, President of The New School and a former U.S. Senator, expressed his admiration of teachers and their passion for education, and thanked them for not giving up on difficult students like him. In his address, "True Equity: An Intellectual Education for All Children" Kerry discussed the importance of helping students develop strong literacy skills in order for them to become "better citizens and better parents". Drawing upon his experience as a former governor and senator, Kerry also advised teachers to use diversity as a resource for educating their students. "Diversity is not always popular, but it can be a strength," advised Kerry.

Following Kerry's address, Louise L. Arias, President of Reading Reform Foundation, praised Kerry for his commitment to education and thanked attendees for their continued support. At the sound of a school bell indicating the completion of the opening session, teachers, administrators, and parents set off on a full day of learning.

READING REFORM FOUNDATION OFFERS INNOVATIVE LITERACY TECHNIQUES FOR THE OLDER LEARNER

By JUDITH AQUINO

The image of a student learning how to read is usually a five or six-year-old child just entering the educational system. Often overlooked are the older learners – students who have attended school for several years, but have not acquired the necessary literacy skills to progress to the next level of education. For various reasons, these students have fallen behind their peers and are oftentimes too embarrassed or discouraged to seek help. Barbara A. Wilson, Director of Wilson Language Training and cofounder of the Wilson Learning Center in Millbury, Massachusetts, addressed this issue in a two-part workshop, "The Older Learner: Closing the Reading Gap", in Reading Reform Foundation's 25th Annual Conference on Sunday, October 22, 2006.

Seats in a conference room in the New York Hilton and Towers hotel were quickly filled by teachers and administrators, many of whom were already fans of the Wilson Training Center and looked forward to collecting more useful teaching techniques. "Older learning is one of the best workshops because it focuses on all aspects of reading comprehension and reading influences; its methods are explicit and multisensory – kids like it," exclaimed an educational administra-

tor from Region 4 [Names of the participants quoted withheld at their request.]. A teacher from Long Island agreed that children enjoy using the Wilson Reading System's multisensory methods since it helps them grasp what is being taught and understand the terminology.

With the aid of a PowerPoint presentation, Wilson guided the class through an explanation of how to assess a student's reading level and identify learning disabilities, whether it is a deficiency in word levels, comprehension, or both and described the appropriate approach for each problem. Wilson also provided a lesson on phonology and demonstrated how to use a "sound tapping" system to help students differentiate the speech sounds in a word. Following Wilson's demonstration, attendees practiced tapping out the sounds to words themselves. In addition to a discussion on phonology, Wilson also focused on teaching methods involving morphology and orthography, as well as decoding, or understanding text. On how to develop reading fluency, Wilson stressed the importance of reading drills, recreational reading, and reading to students. Wilson also gave suggestions on planning lessons and how to execute them.

Although Wilson still had much more advice

and knowledge to share at the completion of the class, attendees left feeling excited about incorporating the methods from today's workshop into their curriculum. "I really enjoyed the workshop. English is a difficult language to learn, but the Wilson system makes it manageable and I'm definitely going to use it with my students," said a teacher from New York City.

In addition to the useful information that attend-

ees received from "The Older Learner: Closing the Reading Gap" workshop, they also received practical tips from other workshops addressing a range of topics including the visual representation of content, building students' vocabularies, literacy skills for young learners, reading and interpreting primary sources, reading comprehension, and Reading Reform Foundation's "bottom-up" training system for teachers.#

GEOGRAPHY CORNER

By CHRIS ROWAN

Question: What city was Frank McWorter associated with? Where was it located and why was it significant?

Answer: New Philadelphia, in Pike County, western Illinois. It was the first city in the U.S. founded by an African American – Frank McWorter.

Background: McWorter was born a slave in South Carolina in 1777. When his owner allowed him to "hire his time"—work for his own wages, he eventually earned enough to purchase his freedom in 1819. He moved his family to Illinois, still considered the western frontier, purchased some land from the federal government and chartered

the city of New Philadelphia around 1836. The town was located on an agricultural crossroad—with the Illinois River valley to the east and the Mississippi River only 20 miles to the west, and was unusual among frontier communities—it had racially integrated schools over a century before many mid-western cities had them.

Frank McWorter prospered from farming and land sales, and was able to purchase the freedom of 16 family members before his death in 1854. But the community he created was also mortal: in 1869, railroad lines were built through the state, bypassing the town, its economy suffered, people left, and its legal status was dissolved in 1885. The area is now largely covered by farmland.#

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

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

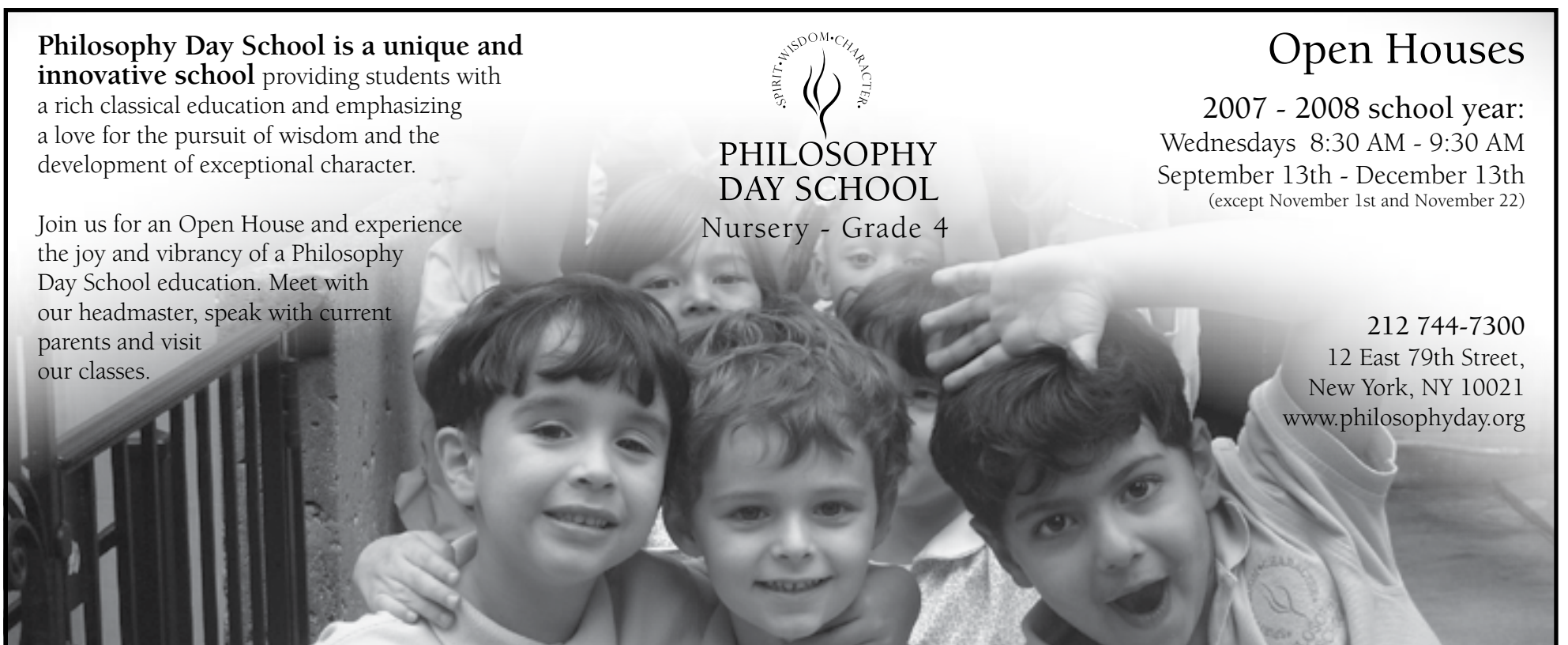


PHILOSOPHY
DAY SCHOOL
Nursery - Grade 4

Open Houses

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

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





PROFILES IN EDUCATION

SEYMOUR FLIEGEL: PRESIDENT, CEI-PEA

By LISA K. WINKLER

Seymour Fliegel believes in public education. A native New Yorker and graduate of New York City schools, Fliegel spent his career advocating for public education. President of the non-profit Center for Educational Innovation-Public Education Association, Fliegel maintains that the “poorest of children deserve a meaningful,

quality education.”

CEI-PEA works directly with schools to improve education. Services range from small-scale professional development workshops to wide range innovations—restructuring schools into smaller schools. Fliegel shared his insights about education and described the history and mission of CEI-PEA with *Education Update*.

“We listen. We ask what they need and we deliver,” said Fliegel. For example, the staff, composed of former educators and administrators, serves as consultants to schools, providing advice on budgeting, scheduling, discipline, grouping and more.

The merger of the two groups in 2000 combined talents to better serve New York communities and school districts. PEA, first established in 1895, pioneered the first school in New York City jails, campaigned for the first school hot lunch program, enlisted community volunteers to assist in schools, and in 1956, addressed the inferior schooling and segregation of minority children. PEA conducted studies about the advantages of small schools, sponsored conferences on restructuring existing schools, and published an annual parent guide to middle and high schools to assist parents in selecting schools.

As one of the early founders of CEI, Fliegel advocated for the city’s first school choice program. After receiving national recognition at the White House, the group partnered with the Manhattan Institute for Policy Research, held conferences about school reform abroad, and created small schools and charter schools throughout the city. In 1997, CEI founded the School Leadership Academy to develop and train in-service principals and in 1998, CEI developed the city’s first charter resource school in New York State.

Fliegel grew up in the Bronx, attended City College, served in the Korean War (in Europe), earned a Master’s degree in Education, and completed the course work for a doctorate before beginning his teaching career as a fifth and sixth grade teacher at City College Demonstration School. From there, he rose to superintendent, spending years in some of the city’s worst schools in East Harlem. “The advantage to being at the bottom was, there was no place to go but up. We could afford to be risk takers,” he said.

CEI started with three schools in East Harlem. They accepted the worst students—those in trouble, those failing, those needing a change—and made sure they graduated high school. “These were the kids most high schools were throwing out. We turned them around,” said Fliegel. By 1982, CEI had created 42 small schools in 20 buildings and East Harlem ranked 15th in the city.

While Fliegel hesitated to attribute CEI’s success in the inner city to any particular formula, saying it makes schools too passive in the reform process, he enumerated what CEI-PEA believes works. He emphasized the importance of recognizing different learning styles, that there’s neither a “best” school nor the best way to learn. “Good schools,” he said, “have good leadership” and a clearly defined vision of where it wants to be. Schools need to be accountable and have ownership of policies, including staff selection.



Seymour Fliegel

Expectations must be high and all people must be treated professionally. Finally, small school size is the key to success, he said. “Smaller schools are better for students and teachers. Why? The small school creates a sense of community.”

In addition to developing charter schools, refiguring existing schools, mentoring principals and providing professional development, CEI-PEA has launched Project Boost, (Building Options and Opportunities for Students) to provide enrichment activities to increase admission to the select high schools and has partnered with the American Museum of Natural History to introduce students to astrophysics. Funded through foundation and corporate grants, CEI-PEA also sponsors forums about public education, maintains a parent hotline and website, and publishes a quarterly newsletter, *CEI-PEA Alert*.

Fliegel posted this quote outside his office when he was a superintendent: “I taught that but the children didn’t learn it.” His response: “Nothing is taught unless something is learned. Teaching and learning can’t be separated.”

Despite the success of CEI-PEA, Fliegel worries about public education not just in New York City but also in the nation. “We must continually ask, how do we really close the gap between children of the poor and the rest of society, and between minority and non-minority populations? Given the right opportunity, minority kids can do well. We can educate the children of the poor. That’s what we’re all about.”#

T
U
T
O
R
S

Math Tutoring
High School & Junior High

2 Sample Hours, No Charge
Arithmetic → Advanced Calculus

212.228.1642
917.297.2389

Report Card Time?
Club Z! can help!

One-On-One Tutoring In Your Home!



- All Subjects • Pre-K To Adult
- SAT/ACT Prep
- Study Skills
- Math • Reading • Writing
- LD/ADD
- Affordable Rates
- Certified Teachers

Call Today!

646-290-8139

www.clubztutoring.com



Nervous about the upcoming English quiz?
Math grades dropping?
The SATs are around the corner?



Carlson Tutoring Services
Raised Grades, Raised Expectations



With Carlson Tutoring Services, you'll get a qualified, individual tutor who will help with test preparation, homework, and projects. We will come to your home, at a time that is convenient for you, as many times a week as your child needs to reach his or her fullest potential. Call today, and get see the test grades go up with the smiles!

Call us: 646-280-8379
Email: scarlson@carlson Tutoring Services.com
Web: www.carlson Tutoring Services.com

We provide tutoring in the following subjects:
English Math Biology Chemistry Physics
SAT SAT II AP Exam Prep... and others!

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





CAE 10TH ANNIVERSARY: REFLECTION AND RENEWAL

By LAURIE M. TISCH

It seems not that long ago my dear friend and colleague Schuyler Chapin, then New York City's Commissioner of Cultural Affairs, asked me to head a new organization focused on restoring arts education in public schools. What seemed like such a basic part of learning had been missing from most classrooms for nearly 20 years. As a former teacher, I felt getting arts back into the schools was more than just a request for assistance: it was a rallying cry.

In the years since, CAE has become an important part of my life, and, I'm proud to say, changed the lives of more than 400,000 students in our public school system.

Yet, as we celebrate our achievements, CAE recognizes that there is much more work to be done. Arts education has improved, but has not yet been restored. Our mission for the next decade is to continue towards ensuring that every student has access to quality arts education.



We are striving to build a stronger community in support of restoring the Arts in our classrooms. This will include educators, parents, cultural organizations, and students, as well as politicians, and community leaders, and anyone else interested in building a brighter future for our children.

We will also work hard to improve the quality of teaching and learning by expanding our professional development offerings and fostering new, more expansive partnerships with the Department of Education, the United Federation of Teachers, and other partners.

I hope you will join us as we continue to move forward. Our ultimate goal is to make New York City not only the Arts capital of the world, but the Arts Education Capital. Our children, and our city, deserve it!#

Laurie M. Tisch is the Chairman of the Center for Arts Education.

ART EDUCATOR, LINDA SIROW, EXHIBITS IN HAMPTONS

By JOAN BAUM, Ph.D.

Linda Sirow Koplewicz, an artist who teaches at the Dalton School and who has a house and studio in Easthampton, couldn't ask for a more appropriate venue for her lovely new abstracts—the Silas Marder Gallery in Bridgehampton, off Snake Hollow Road, arguably one of the most beautiful and imaginative exhibition spaces on The East End. Actually, Sirow has been given two exhibition areas: five of her oils on board are mounted on a wall of the gallery's huge barn main room, and four, on canvas, hang in one of the wooden sheds Silas Marder has set up on his nursery grounds for additional showcasing. Though Sirow's work, part of a group show, will not have an official opening until Thanksgiving, her paintings are already on view, along with work by other artists, semi-abstract and edgy, many of whom have exhibited at Marder's before. Sirow can lay claim to distinctive subject matter and style: muted, pastel-colored, subtle, small sunburst designs, numerous small circles gently brushed out against a delicate backdrop of complementary color, compositions that convey a sense of wispy fluidity and grace. Ironically, to judge from passing comments on the day *Education Update* came by, visitors were speculating on the kinds of flowers Sirow might have had in mind. "Flowers?" she laughs, "when I look out my window and all I see is green—the deer took care of the rest."

Ms. Sirow, who has a BFA in a joint program run by Tufts University and The Boston Museum School, also has a Masters in Art Therapy and Creativity Development. She speaks of her paintings as prompting an "understanding" of herself. The phrase resonates as an expression of her professional life at Dalton, where she tries to encourage youngsters to find themselves, and of her personal life as a child diagnosed with dyslexia. "Always a lover of art," she was drawn first to sculpture and to doing series, repeating forms. Feeling the great "emotional" attraction of an "organic" medium such as clay, she confesses that she did not then appreciate the possibilities of working on a flat surface, but eventually, for reasons of space and time, as well as of curiosity and growing confidence, she moved into painting. She used to love bold color, she says, but when she began working in oil, she found herself experimenting with circular brush daubs, rather than rectangular applications, and increasingly to a restricted palette that favored mauves, muted blues and greens and leached out creamy whites



and beige—every hue inflected with gray. She finds her new style and medium intellectually and aesthetically challenging.

No doubt Linda Sirow's middle school students at Dalton have been the beneficiaries of her new-found love of working in two dimensions, though she continues to teach drawing, sculpture and mixed media. At Dalton, she points out, all students must take some courses in art. Although there are no data to indicate how many Dalton grads have gone on to pursue study or careers in art, Sirow imagines that many do so, either directly or in related fields, such as film. She believes that "art is integral to education" and she seems particularly eager to promote that belief for women. She cites, among her artistic mentors, the American abstract expressionist Helen Frankenthaler, who studied at Dalton (and married Robert Motherwell), and the feminist, minimalist Eva Hesse. Closer to home, Sirow mentions that her father, a retired dentist has taken up art—not a mentor but, she smiles, but perhaps a mentee? And her children have proved creative, as well.

Sirow is in fine company at Silas Marder Gallery and in the hands of a gracious, supportive and informed young owner. Other artists on exhibit include Aesthetic Apparatus, Chrissy Baucom, Lautaro Cutica, Jameson Ellis, Ann Fristoe, Grant Haffner, Jocelyn Hobbie, Bryn McConnell and Mica Invisible Marder.#

THE KEW-FOREST SCHOOL

Tradition • Innovation • Excellence in Education
Serving students in Grades K through 12 since 1918

Call for
Mini
Open House
Dates



**Kew-Forest is a private, co-ed,
college preparatory school offering:**

- ✓ Small Classes
- ✓ Personal Attention
- ✓ High Standards and a Solid Core Curriculum
- ✓ Outstanding Record with College Placements
- ✓ Before-School Care Beginning at 7:30 AM
- ✓ After-School Care and Extracurricular Activities
- ✓ Experienced Teachers and a Warm, Caring Staff



THE KEW-FOREST SCHOOL

119-17 Union Turnpike, Forest Hills, NY 11375
(718) 268-4667 www.kewforest.org



Accredited by: NYS AIS (The N.Y. State Association of Independent Schools),
the Middle States Association of Colleges and Schools, and The NY Dept. of Ed.

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



The True Nature of Power & Empowerment

By JILL LEVY

Em•pow•er: authorize, allow, sanction to give power or authority to, to enable to permit to commit powers and functions to another as an agent or deputy.

Empowerment is a noun, not an adjective.

I have avoided writing an article about power and empowerment because it is a dicey subject these days. However, two experiences led me to think about the difference between real power and delegated power.

When I teach my leadership course, we spend a great deal of time exploring the meaning, utilization and delegation of power. One kind of power is derived from one's position—positional power as it is known. How one uses such power determines the quality of one's leadership. Positional power without the knowledge and skills to properly use it will ultimately lead to an unstable and dysfunctional organization. Positional power can be dangerous, but when used wisely it can strengthen the organization and bring great rewards such as loyalty, energy and enrichment.

During my classes, we discuss the "art of delegation" as a means to empower others and free ourselves to do the many things we need to do. However, delegating authority can be deleterious if not understood and managed properly. When we empower others, we are lending our own authority and power. We have the right to take it back. How others view the "empowered" person is a reflection back to the real authority.

So, to make it relatively simple, if you empower me, delegate some of your powers to me; you have the right to take those powers back whenever you wish. I am simply using your power. The relationship of my colleagues to me is now shaped by your power. My relationship to you is shaped by the loan of power and the nature of your leadership.

However, if you give me the authority, but do not provide me with the appropriate knowledge,

skill acquisition and resources, what good is the power? Maybe it makes me feel powerful with my colleagues and cozy with you, but I live in fear that I will lose that power.

I teach my students to become empowered through the intense study and practice of their craft. We talk about the disaster of feeling powerless and the concomitant fear of authority. Those Principals, Assistant Principals, supervisors and administrators who become the masters at budget, instruction, programming, using data, interpersonal relationships, communicating effectively, and developing an intimate knowledge and respect for legal and contractual matters have real power. They do not need to borrow power—they own it by virtue of their leadership, not only their positions. When the motor doesn't work, true leaders find a way to soar.#

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



Learning Leaders®
Making New York Smarter

Our city. Our kids. Inspire at learningleaders.org



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

For upcoming Admission Open Houses, call 718.987.8100

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

York Preparatory School

cordially invites parents of prospective applicants to attend an



ADMISSIONS OPEN HOUSE
Open house dates 2006-2007:

Wednesday, Nov. 8	9:30 - 11:00 am
Tuesday, Nov. 14	5:30 - 7:00 pm
Wednesday, Nov. 29	5:30 - 7:00 pm
Wednesday, Dec. 13	5:30 - 7:00 pm
Wednesday, Jan. 17	5:30 - 7:00 pm
Tuesday, Jan. 30	5:30 - 7:00 pm

Please RSVP to the Admissions Office
(212) 362-0400 ext. 127 or admissions@yorkprep.org

York Preparatory School
40 West 68th Street, New York, NY 10023 (212) 362-0400
An Intimate Place to Learn in the Heart of a Great City
www.yorkprep.org

ZAMBIA: VILLAGE SCHOOLS WELCOME VISITORS

By JAN AARON

My recent visit to Zambia coincided with the first day of classes after the fall break at Kawaza School near South Luangwa National Park. I was there enjoying a Robin Pope Safari (RPS) when I learned the school welcomed visitors. It is across the road from the village where many children live in traditional huts with their families. Small children were on line waiting to register and, others, like children everywhere, were goofing around in the courtyard and greeting their friends on the way to classes.

Grades 1-7 are free. For grades 8-9, there is a fee in kwacha equivalent to US \$5 for books, sports and animal husbandry equipment. Teacher Mabuto Ngoma led me to a small room papered with colorful charts. "We have 621 students, ages 7-16," he said, pointing to the enrollment chart. That nearly half were girls and some expected to pass into 7th grade was great news. Girls used to be taken out of school early to work in the fields.

In the 5A-5B Social Development Class, the teacher said: "I am Mrs. Zulu Liah," as she wrote her name on the blackboard. Students were considering what they might say to newlyweds. "I wish you success you in your marriage," Mrs. Liah suggested. "What else?" she urged. The class was silent. Thinking I might be inhibiting them, I went to another classroom. "Ninth grade," said Ngoma. Here the youngsters stood and welcomed me in perfect English. Asked what they wanted to be when they grew up, they replied: "Doctor," "Teacher," "Pilot." But most often they said: "Safari Guide."

Indeed, since government funds are inadequate, RPS, a leader in South Luangwa tourism, sup-



ports this school from guest donations, paying for 7 of the teachers to supplement the 12 state-funded teachers and sponsoring 51 of the most vulnerable children through school—often those orphaned because of AIDS. They have also built new classrooms, enabling this Basic School to become an Upper Basic School. "Without RPS, this school might not exist," said head teacher, David Mwewa. RPS plans to foster future employees here.

Near famous Victoria Falls, I popped in unannounced at Mukuni Village School where a harried teacher introduced herself as "Nasinda" and welcomed me. She was in charge of 80 children since the other teacher had not arrived due to transportation difficulties. The students were split into two groups of 40 in different rooms. In Nasinda's room, they read her printing on the blackboard: "Today there is no school. It is a very important day for Teza. He is moving into a new house and he must help his parents move." Across the courtyard 40 youngsters, hands folded, waited to learn.#

Polytechnic University Offers Graduate Tuition Scholarship for Education Professionals to Enhance Math & Science Training in Schools

In his bestselling book, *The World Is Flat*, Tom Friedman writes, "By any measure, our students are falling behind the rest of the world, especially in math and science." This quote underscores the decline in U.S. education in the arenas of math and science and exposes a critical need for the system's improvement. It is key, therefore, that we redouble our efforts in engaging students in these subjects, and also show them the multitude of career opportunities available with advanced training in math, science, engineering, and technology. It is in this spirit that Polytechnic University provides the educational community with a special graduate scholarship designed with this urgency and the needs of educators in mind.

In recognition of the fact that New York schools need to keep their teachers and staff on the cutting edge of their fields, particularly in the arenas of Math and Science, Polytechnic University is pleased to announce the Scholarship for Teachers and Education Professionals. This scholarship entitles teaching and educational professionals working in grammar schools, middle and junior high schools, high schools and college a 50% tuition scholarship on graduate education at Polytechnic University. This is a tremendous opportunity for teachers and for other educational professionals who are seeking an advanced degree. The NYS Dept. of Education now requires all science teachers with a BS in science and an MA in education to take 12 additional graduate course credits in the branch of science in which they are teaching. For example, high school Chemistry teachers who do not have a MS in Chemistry will be required take 12 graduate credits in Chemistry. Teachers and other educational persons at all levels are invited to take advantage of this career-building opportunity. Interested persons can apply to Polytechnic University at www.poly.edu/graduate. Once admitted, applicants will need to submit proof of employment in the form of a letter from the school district in which they work. To learn more about this scholarship and the Power of PolyThinking, visit: www.poly.edu/graduate/edscholarship#



THEATER

David Sard, Gifted Playwright, Interweaves Sophocles, Freud & Life on the Street

By JOAN BAUM, Ph.D.



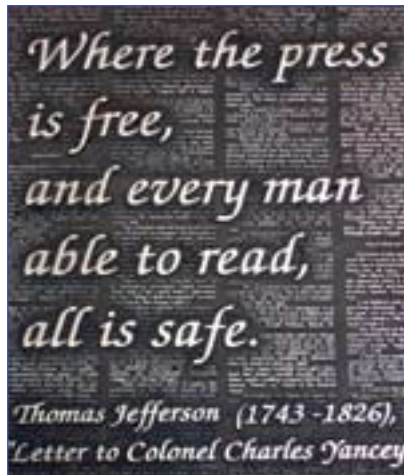
ddie, Joe, Larry, Sophocles, Freud? It's not necessary to recognize that in "The Ballad of Eddie and Joe" playwright David Sard is cleverly - and movingly - riffing on the story of Oedipus, but seeing how the Greek myth has been turned into fierce and affecting contemporary theater about foster care, slum life, turf crime and the search for love, certainly adds to the appreciation. The drama, which won the International One Act Play Contest sponsored by the Strasberg Theatre Institute in 2004, and, in revised form, had its world premiere at the Hudson Guild Theatre on West 26th Street last month, owes its origin to Sard's intellectual curiosity as a clinical psychologist working in schools, hospitals, jails and the foster-care system in NY and NJ, and his compassionate regard for the youngsters he saw, victims of poor neighborhoods and of the universal struggle to find a way "to independence through the sexually charged minefields of familial intimacy and parental demands."

The ancient myth was especially compelling to Sard because Oedipus, that most unfortunate of tragic heroes, inevitably undone by "misplaced, impossible love" and driven by "unredeemable guilt" to sacrifice, had also grown into an impassioned seeker of truth and justice. Eddie (Oed-ipes), abandoned by his teenage mother Jo (Jocasta) inadvertently (inevitably, to Freud) kills his arrogant father Larry (Laius) and winds up marrying the widow, an older woman to whom he is mysteriously attracted (as she is to him). As his forebear in the Greek play who desperately wants to rid Thebes of a plague, Eddie involves himself in a campaign to clean up his local neighborhood, especially abandoned buildings rife with cancer-causing chemicals, and to rid the streets of corrupt criminals and politicians. He does not understand that he had been set up to kill Larry, a bullying king pin hated by both his underlings and the police, but Eddie instinctively—and heroically—perseveres. The play begins and ends with an old, blind and infirm Eddie who looks back on the events with sadness and resignation.

"The Ballad of Eddie and Jo" ran for three weeks at The Hudson Guild, a Chelsea community center that seeks through its many diverse ser-

vices to "empower all individuals and families to achieve their highest potential, while maintaining a priority focus on those in economic need." The cast included Michael Citriniti, Angelo Rosso (in a tour-de-force turn as Eddie), Ana Mercedes Torres, Stephen Innocenzi, Jerry Rago, Joyce Griffen and Anita Velez Mitchell. Kudos should also go to the costume designer, Raul Aktanov, the scenic artist and designer and technical director, Alan Bolle, the lighting designer, Alex Moore and the production stage manager, Denise Zeiler -- but most of all, in addition to David Sard, to Lorca Peress, a top-notch director who helped shaped the many versions of the play in its development and whose expertise in integrating all the elements of stage production are on admirable display here. Those familiar with Athenian theatre will recognize the homage she pays to the Greeks by using "an open stage, platform and chorus," but all will sense the authenticity of her realization of Sard's rough-and-tumble working-class world, the 'hood that devours so many young people but that cannot and must not kill their capacity and their need for love.

It is hoped that this provocative and imaginatively executed theatrical work will find another home, soon and that high school English and social studies teachers will somehow find a way to get "The Ballad of Eddie and Jo" in their curricula. For further information, contact the author - dsard@att.net.#



MOVIE REVIEW

MODERN MARIE ANTOINETTE

By JAN AARON



n her modernist-revisionist approach, writer-director Sofia Coppola's Marie Antoinette, starring Kirsten Dunst, imagines the oft-despised Queen of France during the French Revolution, as a real person with imperfections, passions, intelligence, and warm emotions. The film is by no means a substitute for a high school history class. But it might inspire more serious study of the period as well as reading Antonia Fraser's Marie Antoinette: The Journey the inspiration for the film.

Blowing the dust off history, the movie seeks to understand the feelings of the young 18th century Austrian princess who for political expediency is delivered into twisted French court intrigue and baroque personal relationships without any say in the matter. What history books tell us about her lavish lifestyle, with a retinue to ceremoniously dress her each morning, the movie sees as an indignity. What's glamorous about getting dressed in front of strangers?

Her marriage at age 14 to the 15-year old future Dauphin (Jason Schwartzman) is the focus of the movie. The groom's inability or unwillingness to consummate the marriage for seven years is the subject of court gossip mostly directed at the innocent Dauphine.

Marie radiates innocence even as she gains awareness, and she transfers her passions to pets, fashions, elaborate hair-dos and bon-bons. When children do arrive, she is a warm and attentive mother. However, she holds fast to her willfulness and individuality though these traits create tensions at Versailles.



The film focuses on how things happen to Marie Antoinette. She has almost no control of her life other than indulging in her famously indulgent lifestyle and gambling with her ladies in waiting at Le Petit Trianon. Very little news of the outside world reaches her at court.

Schwartzman gives amusing performance as dunce-like Dauphin even more ill-suited to rule than his wife. As they finally reach maturity and understanding, it is cut short by the revolution.

Topnotch performances populate the film: Rip Torn's lusty Louis XV, Asia Argento as Madame Du Barry, his ripe mistress; Steve Coogan as the polite Austrian ambassador, who tries to steer Marie Antoinette smoothly over the potholes of politics, and Danny Huston as her favorite brother, are standouts.

Beautiful costumes, amazing shoes, and dazzling jewels are rich eye-candy throughout, and cinematography is a beautiful eye-ful too. Rock music on the sound track skillfully blends modernity with history.#

Schools & You

Consultations For Parents
Making Choices PreK-8th Grade

Brooklyn & Manhattan
Public & Independent Schools

718-230-8971

www.schoolsandyou.com

HELP! CHEMISTRY, PHYSICS TESTS

OVER 100,000 BOOKS SOLD!

HIGH MARKS: REGENTS CHEMISTRY
MADE EASY - BY SHARON WELCHER \$10.95(College Teacher, Chairperson &
Teacher of High School Review Courses)
Easy Review Book with hundreds of
questions and solutions for new Regents**NEW BOOK**HIGH MARKS: REGENTS PHYSICS MADE
EASY - BY SHARON WELCHER \$12.95Easy Review Book with hundreds of
questions and solutions for new Regents
Available at leading bookstores
or call 718-271-7466

www.HighMarksInSchool.com

COMMUNITY EDUCATION AT GODDARD COLLEGE

BY PETER BURNS

Goddard's Community Education (CE) concentration within the Education program is designed for working adults engaged in community education, out-of-school time, youth work and other related fields. The program is modeled to legitimize the skills and knowledge students acquire through working in the field. Goddard recognizes each student's community as a learning laboratory, and in keeping with the concept that education does not necessarily take place within four walls during a specific period of time, Goddard CE students are expected to utilize experience in the worksite as catalyst for a baseline of study. As a result, Goddard students receive a relevant and meaningful education rooted in theory and expanded through practice.

The Community Education concentration within the Education major is realized through an off-campus degree program of intensive studies with a low residency model on the Goddard College campus. Every student's program of study is tailored to the background and needs of the individual student, designed by the student with his or her faculty advisor during the intensive eight-day residency on Goddard's campus in Plainfield, Vermont.

Philosophy, Process and Program of Community Education

Adult students bring with them a vast amount of educational experience from previous formal studies in higher education, from work related trainings, from practice in the field, and from personal research and study in individual areas of interest. The program of CE study begins with an overview of Community Education as a program, process and philosophy based on an understanding of the field from personal, community and political perspectives. The first area of study will be a self-assessment through which each student reports on her or his areas of experience, accomplishments and personal interests, and identifies new areas yet to be explored and defines his or her educational goals. Through this personal assessment process, the student's individualized educational philosophy will emerge and the plan of study will begin to take shape.

Areas of Study in Community Education

Philosophy and History of Progressive and Community Education; Mapping of Educational Journey; A study of the foundational works of progressive and community educators; The Community Education Process: Community and Family Involvement, Partnerships and Collaboration, Building and Supporting Sustainable Programs; Understanding Community Education in a Political Context: School, Community and Family Connection, Community Action, Advocacy, Social Justice-Strengthening Diverse Communities; Program and Curriculum Development in a Community Context: Out of school time programming, Place based education and Service Learning, Expanded Learning Opportunities During and After School.



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,
- Mandarin Chinese classes from 3rd grade and 6th grade,
- More than 60 nationalities represented from nursery to 12th grade

Information and
admissions1 212 439 3834
admissions@lfny.org
www.lfny.org

CELEBRATING CUNY MONTH

HOSTOS COMMUNITY COLLEGE

Eugenio María de Hostos Community College was created in 1968 to meet the needs of Spanish-dominant students in the South Bronx who needed transitional bilingual educational opportunities. Hostos now has an honors program and collaborative programs in the field of electrical and civil engineering with The City College of New York as well as an innovative relationship with Cheney University and Grambling University, which provides broader access to

these prominent Historically Black Colleges. The Serrano Scholars Program, developed from a concept by Congressman José E. Serrano, prepares students from diverse ethnic backgrounds for careers in international affairs and national security. Serrano Scholars graduate from Hostos and can then apply to Columbia University for their undergraduate and master's level studies in international affairs or public administration.

LEHMAN COLLEGE

The only CUNY senior college located in the Bronx, Lehman College offers a graduate program in public health, while its undergraduate program in multilingual journalism is the first of its kind in the country. A new science facility will break ground in 2007 and a new multimedia center scheduled to open in the Fall of 2008, will give students hands-on production experience with cutting-edge technology.

A specialization in plant sciences is offered

through the CUNY Ph.D. program in biology allowing doctoral students to research areas like biotechnology, biodiversity and medicinal plants through a collaboration between CUNY and the New York Botanical Garden. Lehman's faculty includes Distinguished Professor of English Billy Collins, described as "the most popular poet in America," and Distinguished Professor of Music John Corigliano who won the Academy Award in 2000 for his score to "The Red Violin."

BOROUGH OF MANHATTAN
COMMUNITY COLLEGE

By BARRY ROSEN

The Borough of Manhattan Community College (BMCC) is the largest community college in CUNY and the only community college in Manhattan with a vital, engaged community of students representing more than 150 countries. BMCC awards associate degrees in Science, Arts and Applied Science in twenty-three areas. More than 40 percent of the Class of Spring 2006 graduated with honors. BMCC

is especially known for its outstanding Nursing and Allied Health departments, with the first nationally certified EMT program in NYS. The school offers fully accredited Nursing and Health Information Management Technology programs that are offered both in day and evening classes as well as such innovative academic programs as Multimedia Programming and Design, which is funded by grants from Microsoft and the National Science Foundation.

HUNTER COLLEGE

Hunter is the largest of the CUNY schools, one of America's oldest public colleges, and one of, if not the most diverse college in the nation. Founded in 1870, it was among the first schools to champion the concept that competitively qualified young women of all races and backgrounds deserve a first-class public higher education. Today, Hunter is a gateway to the American Dream for some 21,000 men and women who pursue undergraduate and graduate degrees in

more than 170 programs of study. There are students from more than 80 nations, speaking some 40 different languages. Thanks to a world-renowned faculty, many of the College's departments are ranked among the best in the nation, including social work, education, health sciences and nursing. Hunter is unique among the CUNY campuses in having two women graduates who have won Nobel Prizes, both in Medicine.

BARUCH COLLEGE

Baruch College has a more-than-150-year history of excellence in public higher education with an emphasis on business. The College's 15,500 students speak 110 languages and come from 120 countries. With nine applicants for every seat in the freshman class, Baruch is a top college choice whose "real-world classroom" and diverse student body ensure that graduates head into the professional world with a thorough understanding of business and globalization. A

senior college in The City University of New York system, Baruch College offers undergraduate and graduate programs of study through its three schools: the Zicklin School of Business, the Weissman School of Arts and Sciences, and the School of Public Affairs. The College also offers non-degree and certificate programs through its Division of Continuing and Professional Studies (CAPS).

QUEENS COLLEGE

Queens College enjoys a national reputation for its 115 undergraduate and graduate majors including recently added degree programs in Business Administration, Neuroscience, and Fine Arts and Graphic Design and, coming in fall 2007, an MFA in creative writing. Students from over 130 countries, speaking 66 different languages, attend class on a beautiful, 77-acre campus with a view of the Manhattan skyline. It is the only college in CUNY with a Division II athletics program, which boasts nationally

ranked teams. Last spring, with a \$10 million gift from graduate Max Kupferberg and his wife, the college established the Selma and Max Kupferberg Center for the Visual and Performing Arts which houses the former Colden Center, the Godwin-Ternbach Museum, Queens College Art Center, Department of Drama, Theatre and Dance, Department of Media Studies, Aaron Copland School of Music, and Louis Armstrong House Museum and Archives.

COLLEGE OF STATEN ISLAND

By LIA KUDLESS, Ph.D.

As Staten Island's only public institution of higher education, CSI awards bachelors and masters degrees as well as associate's degrees. This year, CSI added doctorates in physical therapy and nursing and a master's degree in business management to its graduate offerings. New residence halls are coming to campus. International programming includes the Virtual Classroom and a new certificate program in Modern China Studies. The College also prepares high school

students for careers in the global economy through the Gates Foundation-funded CSI High School for International Studies, in partnership with the Asia Society and the NYC Department of Education. CSI's Discovery Institute helps to improve the quality of K-12 education by providing professional development for hundreds NYC teachers annually. The College also houses the only public Astrophysical Observatory in New York City and is recognized internationally for its world-class polymer chemistry research.

VISIT US ONLINE AT WWW.EDUCATIONUPDATE.COM 2 MILLION HITS PER MONTH

I will bring technology and science to the next generation.

I am a PolyThinker.



Join us for our graduate career night. Tuesday, November 14th 6-8pm
Brooklyn Campus • 6 MetroTech Center, Brooklyn, NY

Learn about tuition scholarships for teachers and education professionals!

- engineering
- computer science
- management
- digital media
- arts and sciences

Please RSVP
phone: 1-800-POLYTECH
e-mail: gradinfo@poly.edu
online: www.poly.edu/graduate

polytechnic
UNIVERSITY

Discover the Power of PolyThinking™

"At **The Caedmon School** we passionately embrace our responsibility to help children develop into capable, confident, creative, and caring human beings."

Nursery - 5th Grade
THE CAEDMON SCHOOL
416 East 80th Street
New York City
www.caedmonschool.org



WE CELEBRATE NOVEMBER

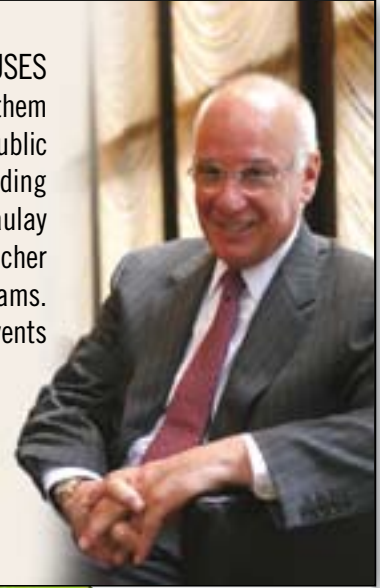
**More Superstars
Choose CUNY**

NOVEMBER is CUNY Month

CUNY COLLEGES IN ALL FIVE BOROUGHS ARE HOSTING OPEN HOUSES and an exciting variety of educational and cultural events (many of them free) for prospective students, families, alumni and the public throughout November. Learn about meeting the costs of attending college and financial aid opportunities, the William E. Macaulay Honors College, our new On-line Baccalaureate degree, the Teacher Academy, Vallone Scholarships and many other academic programs. Take advantage of CUNY Month offerings on this page or for more events go to www.cuny.edu/cunymonth.

Visit the campus of your choice during CUNY Month!

Matthew Goldstein
Chancellor Matthew Goldstein



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				Queens College Lecture: Ancient Synagogues in the Land of Israel 7:30 PM \$5, (\$12 for all 3 in Archaeology Series)	Queensborough C. C. Romeo and Juliet (Through Nov. 11) 7:30 PM \$8, Seniors \$5, Wed. Matinee \$1	Lehman College Orchestra de Sao Paulo 8 PM \$35, \$30, \$25, \$20
Lehman College Whoopi Goldberg 7 PM \$45, \$65, \$75, \$85.	Hostos Col. Nov. 6-9 The African Presence and Influence on the Cultures of the Americas 9 AM to 7 PM Free Conference		Baruch College GRADUATE FAIR for all graduate schools 3 PM-7 PM Free	BMCC Jack Kleinsinger's Highlights in Jazz 8 PM \$27.50, \$30		Lehman College SENSATIONAL SALSA Jerry Rivera & Ray Sepulveda 7 PM \$35, \$40, \$45, \$50
LaGuardia Com. College Enrico Caruso: The Life & Work of an Opera Legend 10 AM-4 PM Free			Queens College Queens College Orchestra 12:15 PM Free			College of Staten Island Blue Oyster Cult 8 PM \$32, \$29, \$26
Brooklyn College Seussical 2 PM \$12, Multibuy \$11	Queens College Readings: Tom Stoppard with Leonard Lopate 7 PM Free with CUNY student ID/\$15		LaGuardia C.C. (through 11/26) Exhibit: Tough Times, Tough City, Tough Choices 8 AM-10 PM Free			Lehman College The Ten Tenors 8 PM \$35, \$30, \$25, \$20
	Graduate Center The Disquieting Traces of Ibsen 5:30-8:30 PM Free		College of Staten Island Moon Observing 8 PM Free 718-982-3260			

NOVEMBER

**More Superstars
Choose CUNY**

NOVEMBER is
CUNY Month



Visit www.CUNY.edu/cunymonth or call 1-800-CUNY-YES

CUNY'S COLLEGE NOW PROGRAM OFFERS HIGH SCHOOL STUDENTS A TASTE OF COLLEGE

By EMILY SHERWOOD, Ph.D.

Picture the city as one great big open campus for public high school students. A student from the Bronx can take the subway to a CUNY campus in Brooklyn to attend a college course in psychology, statistics, business, or a host of other intriguing subjects, perhaps getting college credit at the same time.

That's exactly the vision behind College Now, a CUNY program that began two decades ago at Kingsborough Community College and has since expanded to include some 33,000 students from 80 percent of the city's public high schools (all 17 undergraduate CUNY campuses participate in the program.) "We intend to be a universal program for students who attend school in New York City," sums up John Garvey, CUNY's Associate Dean for Collaborative Programs.

Designed to help New York City public school students enroll in and succeed in college, College Now provides two kinds of courses for two kinds of students: credit courses, which are college-level courses providing college credit; and foundation courses, a new generation of "pre-college" courses that are strongly linked to particular academic disciplines. "It's our obligation to offer a particular student the right kind of opportunity at the right time," explains Garvey. "For a student who is still struggling with high school level math, to enroll him or her in a college level math course is irresponsible. On the other hand, to enroll that student in something that is college-like, as a way of intriguing him or her with the possibilities, makes all the sense in the world." A sampling of foundation courses available on the College Now website (www.collegenow.cuny.edu) reveals an interesting assortment of non-college credit courses (some of which might lead to high school credit), including a summer marine ecology institute, culinary arts, forensic science, and news writing.

For the student who is able to take courses

for college credit, CUNY provides literally hundreds of offerings in business, the arts, communications, computer science and engineering, education, health, math, science, and social sciences. For these students, CUNY's goal of bolstering student success in college is borne out by the research. A recent study by the U.S. Department of Education's former Senior Research Analyst, Clifford Adelman, entitled "The Toolbox Revisited", analyzed hordes of longitudinal student data to conclude that the most important predictor of college graduation is completion of freshman year with twenty or more credits. Garvey puts it like this: "Let's imagine that you take two courses when you're in twelfth grade, an 'x' and a 'y', in a program of study at Hunter College. We'd like you to think about going to summer school between twelfth grade and college to take the 'z' and the 'a'. When you get to your first semester of college, you're ready to do 'b', 'c', 'd' and 'e'.... So if we can use the pre-college work as an occasion to give the kids a real head start, it makes it more likely that they're going to be successful."

Garvey is the first to admit that there's still work to be done to make College Now even better. He'd like to improve student performance in the College Now courses (currently 80 percent of the students get a 'C' or better; "we'd like it to be 90 percent.") And he wants to improve student satisfaction "so that students turn to each other and their parents, and say, 'That was really great.'" Of course, additional funding wouldn't hurt, either: "There are lots of good things that need to be supported," adds Garvey about this \$11 million annual program. But in the face of national statistics—only 32 percent of all U.S. students leave high school qualified to succeed in four-year colleges—College Now is making big strides to close the achievement gap in New York City.#

CUNY'S NEW TEACHER ACADEMY TO EDUCATE MIDDLE/HIGH SCHOOL MATH & SCIENCE TEACHERS

By EMILY SHERWOOD, Ph.D.

Responding to a growing U.S. concern about the shortage of secondary school math and science teachers, the City University of New York (CUNY) has rolled out a brand new Teacher Academy on seven of its campuses that will prepare a new generation of middle and high school teachers to educate inner city students in math and science. The Teacher Academy, launched in February 2006 in partnership with the Department of Education (DOE) and NYU (which will focus on graduate education), enrolled its inaugural class of 118 undergraduates this fall and will expand to 300 students by next year. Students will major in either biology, chemistry, earth science or mathematics and pledge to work in NYC public schools for at least two years after they graduate.

The Teacher Academy's formula is deceptively simple. Realizing that good teachers need to be well educated not only in their subject matter but also in the craft of teaching, CUNY will provide the students with up to 1000 hours of in-school experience over their four years, placing cohorts of four to five students each into 19 host middle and high schools in all five boroughs. "We want our young people, by the time they're 21 and graduating, to walk into a school and say, 'I know everything about this. I know how the classroom works. I know how the lunchroom works. I

know how the parent-teacher conferences work. I know how the supplies work. Everything!'" explains John Garvey, CUNY's Associate Dean for Collaborative Programs. The student cohorts will be a support group for each other not only in their host schools, but also in their CUNY classes, and they'll serve as mentors to incoming cohorts of students in successive years.

To provide an optimal learning environment, CUNY faculty are acutely aware that they're accomplishing two objectives in the classroom: they are teaching their academic subject matter, and they are also serving as powerful role models for how teaching should be done. "If I'm a math teacher and I spend my entire class period with my back to the students writing on the board, I am [incorrectly] teaching the math students a model for a math teacher," says Garvey rhetorically. The CUNY faculty will also work cooperatively with their host school teachers to co-develop and co-teach the education courses. "We're changing the idea that the college coursework exists in a vacuum apart from what goes on in the school," adds Garvey.

CUNY is fully reimbursing its Teacher Academy students for tuition, fees and summer/school year internships (which are highly encouraged), thanks to a \$15 million grant from the Petrie Foundation. Understandably, acceptance into the program is selective; students must demonstrate

DR. ANN KIRSCHNER HEADS CUNY HONORS COLLEGE

By JOAN BAUM, Ph.D.

"Honors" is a much-abused word in the academic world, often designating intent or longevity, but at The City University of New York's five-year-old Honors College, distinction is not a ceremonial award but earned admission and curricular achievement. The data speak for themselves: the Honors College—actually a consortium of seven senior colleges in the CUNY system—boasts a 40 percent increase in applications over last year, with an average GPA rate of 93.8; 1266 students (called University Scholars), up from an original 208; a retention rate of approximately 90 percent and an enviable job-placement and graduate and professional school acceptance record. And for those who think that excellence and diversity cannot enhance each other, it should be noted that 41 percent of the College's enrollment last fall was non-white, with a high number of first-generation immigrants speaking a multitude of languages. Dr. Ann Kirschner, who hails from both a traditional academic background and the private sector is thrilled—one hears the excitement in her voice—at the opportunity to build on an already prestigious program and to move the Honors College forward at a time especially of "seismic shifts" in technology and communication.

Vigor and youthful enthusiasm inform Dr. Kirschner's articulation of goals. When asked why she thinks she was selected to be the Honors College's third dean, she pauses, laughs, then notes that administrators these days must have "stamina" and a "willingness to listen and learn," qualities that no doubt reflect her personal and professional life. The daughter of a survivor—her book, *Sala's Gift: My Mother's Holocaust Story*, has just been published by Simon & Schuster's Free Press—Dr. Kirschner, who has a Ph.D. in English from Princeton, and hails from Queens, left the academic world some 20 years ago to pursue management consulting in the private sector, specializing in digital media and online learning in higher education. She brings to CUNY an impressive resume in developing for-profit and not-for-profit collaborative strategies in this country and abroad. She modestly does not mention that *New York Magazine* named her a "Millennium New Yorker" and *Crain's New York Business* a "Top Technology Leader."

The seven colleges that constitute the CUNY Honors College are Brooklyn, CCNY, Queens, The College of Staten Island, Hunter, Lehman and Baruch, the last three with the largest program enrollments. The College is a typical undergraduate institution, drawing its University Scholars directly from NYC high schools (women only slightly outnumber men). The students are obviously attracted by the College's guarantee of full financial support, a \$7,500 study grant, free laptops and a cultural passport that provides free and discounted access to the city's leading cultural and scientific institutions. Though the program offers counseling and mentoring, students are apparent-

ly confident about working in an interdisciplinary environment and with flexible format. Known for its "flagship" seminar programs, the Honors College focuses much of its curriculum on the city itself by way of courses and internships and a requirement that all students perform at least 30 hours of public service. Dean Kirschner, whose advocacy of technology is to be expected, nonetheless expresses a healthy critical regard of online learning. She values the College's relative smallness (she'd like to keep enrollment close to its present count) and face-to-face learning. On the job for only three months, she's looking "with deliberate speed" to expanding the College's prestigious Study Abroad programs, especially in developing countries, and at home, to improving the sense of a unified academic community.

Central to the at-home initiatives will be the opening next fall of The William Macaulay Honors College Center at 35 W. 67th, a renovated townhouse that will finally bring together the College's "cross campus cohort" by way of various social and intellectual activities. A "dedicated space" at last, sighs the dean, "technology centered, with smart classrooms for video conferencing and web casting," and a place where students can just get together. Of course, they have access to CUNY's stellar faculty, but they should also be able to learn from one another as "peer learners," she says. Mr. Macaulay, incidentally, is a graduate of CUNY and a strong supporter of Chancellor Goldstein's initiatives to address local, national and global needs and to strengthen higher education management. Toward this latter end, the appointment of Dean Kirschner would seem to be exemplary. Her concluding words are instructive. She quotes the Talmudic adage: I have learned much from my teachers, and from my colleagues more than from my teachers, but from my students more than from them all."



ly confident about working in an interdisciplinary environment and with flexible format. Known for its "flagship" seminar programs, the Honors College focuses much of its curriculum on the city itself by way of courses and internships and a requirement that all students perform at least 30 hours of public service. Dean Kirschner, whose advocacy of technology is to be expected, nonetheless expresses a healthy critical regard of online learning. She values the College's relative smallness (she'd like to keep enrollment close to its present count) and face-to-face learning. On the job for only three months, she's looking "with deliberate speed" to expanding the College's prestigious Study Abroad programs, especially in developing countries, and at home, to improving the sense of a unified academic community.

Central to the at-home initiatives will be the opening next fall of The William Macaulay Honors College Center at 35 W. 67th, a renovated townhouse that will finally bring together the College's "cross campus cohort" by way of various social and intellectual activities. A "dedicated space" at last, sighs the dean, "technology centered, with smart classrooms for video conferencing and web casting," and a place where students can just get together. Of course, they have access to CUNY's stellar faculty, but they should also be able to learn from one another as "peer learners," she says. Mr. Macaulay, incidentally, is a graduate of CUNY and a strong supporter of Chancellor Goldstein's initiatives to address local, national and global needs and to strengthen higher education management. Toward this latter end, the appointment of Dean Kirschner would seem to be exemplary. Her concluding words are instructive. She quotes the Talmudic adage: I have learned much from my teachers, and from my colleagues more than from my teachers, but from my students more than from them all."

Director of the University of California at Santa Cruz (UCSC) New Teacher Center, which pairs novice teachers with veteran classroom teachers and provides support for the essential tasks involved in being a teacher. "The advice of the mentor is informed by a sophisticated understanding of what's involved in good teaching," explains Garvey.

While CUNY's groundbreaking Teacher Academy will doubtless serve as a model for other urban educational systems, Garvey is the first to admit that the challenges facing inner city schools are great. The most important thing is to encourage people to feel they are not alone in what it is they're trying to do and in the difficulties they're trying to surmount," adds Garvey.#



From the Top Brings Young Talent to Carnegie Hall & TV Series



Joshua Bell

By EMILY SHERWOOD, Ph.D.

On a crisp fall day in New York, Krista, Madeline and Jimmy—three high school students from Wisconsin—are practicing a Dvorak string quintet in Carnegie Hall with concert violinist Joshua Bell and classical pianist Christopher O'Riley. The lively strains of the "Scherzo" movement spill out into Zankel Hall. Bell, who himself debuted in Carnegie Hall at the age of 18, insists on sitting closer to his adolescent accompanists: "We're a quintet, right?" he questions Director Don Mischer rhetorically.

These and other young amateur musicians, Bell and O'Riley are all part of an exciting new collaboration between WGBH Boston, widely acclaimed as America's preeminent public broadcasting producer, and *From the Top*, a multimedia organization that encourages and celebrates the development of youth through music. Since 2000, *From the Top* has run a weekly radio program that airs on 250 NPR-affiliated radio stations around the country and showcases America's top young classical musicians, some of whom are not even out of elementary school. With the entry of WGBH, *From the Top: Live from Carnegie Hall* will premiere for the PBS television market in early 2007; thirteen half-hour shows are planned for Season One, with guest artists Dawn Upshaw and Bela Fleck joining Bell as guest artists on the shows.

The brainchild of executive producer Gerald Slavet, who became a music connoisseur when his own daughter toured with the New England Conservatory's highly selective Youth Philharmonic Orchestra (NEC is a co-founder and educational partner of *From the Top's* weekly radio program, which broadcasts out of Jordan Hall in Boston), *From the Top* seeks to help musically talented kids achieve the recognition they deserve. "These young musicians need to be elevated and respected the way we elevate and respect our athletes," explains Slavet. "We make heroes of our athletes in this country. If you're a star of your town soccer team at age 12, you're already a superhero in your community. We should be doing the same thing for our artists."

Young musicians across the country are encouraged to send audition tapes to *From the Top*, and those who make the grade go through extensive interviews before ultimately appearing in front of live audiences during their taping for both radio and TV. Christopher O'Riley, host of *From the Top* since the radio show began in 2000, will host the TV series as well. Dressed in a snappy blue



Timothy Calobre

blazer and striped tie, O'Riley joins the students after they perform for a bit of lively banter about the craft of music, effecting a kind of offbeat zaniness as counterpoint to the brilliant musical showmanship of the young performers.

Today, O'Riley teases thirteen-year-old Timothy Calobre from Pasadena, California, who has just played the haunting classical guitar song, "Sevilla" by Isaac Albeniz. "Show the audience your fingernails, Timothy," O'Riley says ominously, with a look of mock terror on his face. "How are you ever going to get a date with those fingernails?" Timothy, noting that fingernails are very important for classical guitar, tells the audience that he applies fake fingernails to keep his guitar strumming at its peak. With quiet pride, he talks about his quirky hobby of collecting "odd things"—a rock that looks like an eyeball, a flyswatter that looks like a guitar, and bobble head dolls in the likenesses of Bach, Beethoven and even Joshua Bell. The dolls sit on the piano with heads shaking as the ivories are struck. Sums up Slavet: "The basic formula is this: we meet with these kids, we speak with them as kids...and we present material in a way that doesn't intimidate people...We present these kids as regular kids, and we do it to give kids national attention, so their schools can be proud of them appearing on national radio or TV, much as they would be proud of a kid playing in a national basketball tournament."

In addition to showcasing the prodigious talents of America's top young musicians, *From the Top*—which is a 501c3 nonprofit organization—is committed to helping out those with financial needs. With funding from the Jack Kent Cooke Foundation, 25 qualified *From the Top* performers receive a \$10,000 scholarship each year. Of these, five are nominated to be Jack Kent Cooke scholars, ensuring that all of their educational expenses through graduate school are reimbursed.

Back in Zankel Hall, Joshua Bell is discussing summer music camps with O'Riley and his three young accompanists from Wisconsin. Jimmy, the cellist, talks about mandatory five-hour practices at his camp, but adds, "It went by really fast." Bell tells the young musicians that his mentor and teacher, Josef Gingold, always encouraged him to lead a normal kid's life. "I was a competitive tennis player at age 10, and I also played basketball," he reflects. Then he adds, almost with a sense of wonderment, "But then I started touring at the age of 16 or 17, so I guess it wasn't that normal!"#

ST PETERSBURG'S MARIINSKY OPERA ON THE RED SEA

The Sum Of Its Parts Is Greater Than The Whole

By IRVING SPITZ

This was not Moscow on the Hudson but St. Petersburg on the Red Sea. Valery Gergiev, the charismatic conductor and director of the Mariinsky Opera of St Petersburg brought his orchestra, choir and top-notch soloists, over 300 artists in total, for a series of 3 concerts to Eilat for the Red Sea Classical Music Festival. Gergiev clearly loves the town, Israel's gateway to the Red Sea and Eilat in turn reciprocates. To hold the large audience, drawn from Israel's cultural and social elite, most of whom came from Tel Aviv and Jerusalem, the Festival committee refurbished a huge hanger at the Eilat seaport for the festivities.

The opening concert was Mahler's second symphony, the Resurrection. The second night was devoted to Verdi's Nabucco and the final night to his last opera, Falstaff. The first two performances should be considered as warm-ups. There were several reasons for this. The orchestra only arrived in Eilat four hours before the opening concert so there was no rehearsal time in a strange and unknown venue. The evening before they had given a performance on their home turf of Mussorgsky's demanding opera, Khovanshchina, and they must have been exhausted. Difficulties with extraneous bothersome noise and the cold weather did not help matters.

Luckily everything came together with the final performance of Verdi's last masterpiece Falstaff. Huge heaters had been brought in to warm orchestra, singers and audience. This Falstaff was a very memorable and notable performance. Although given in concert form, one was totally engrossed in the vocal and orchestral splendor. The Mariinsky showed that they are one of the great operatic companies in



Courtesy Red Sea Festival, Eilat

the world. Particularly noteworthy was baritone Viktor Chernomortsev in the title role. He brought out the required comic relief and humor as well as pathos and anger and final forgiveness required of the role. The aggrieved husband Ford, baritone Vassily Gerello, was also impressive especially in his aria when he suspects his wife of infidelity and pours out his wrath. Accomplished singers also sang other roles. Of the four women in the cast, special mention must be made of light lyrical soprano, Yulia Smorodina, who sang Nanetta. Her mother, Alice Ford was sung by Tatiana Pavlovskaya was also certainly up to the demands of the role. The final magnificent fugue was a fitting climax to a great performance.

During the days, small ensembles from the different sections of the orchestra showed off their prowess with chamber works given in halls in the large luxurious hotels in Eilat. Most memorable was a performance of Rachmaninov's All Night Vigil performed by the Mariinsky Opera chorus conducted by Andrei Peterenko. The magnificent Mariinsky Choir did full justice to this Orthodox

continued to page 27

Schoen Trimming & Cord Co., Inc.

The leading manufacturer of trimming & cords to the education community

We offer a full line of Academic Memorabilia, such as:

Deluxe Honor Cords...Solid or Intertwined

Satin Stoles...Plain, Embroidered, or Screen Printed

Insignia Tassels...with or without charm

Standard drop date in gold or silver

Rhinestone studded drop date



151 West 25th Street • New York, NY 10001 • 212-255-3949
Fax: 212-924-4945 • www.cordsandtassels.com • email: Schoentrims@aol.com

Kid's Korner

NAEYC ACCREDITED

Preschool
(212) 229-9340

247 West 24th Street, New York, NY 10011



Limited Spaces Available for 2006/2007

Open Year Round,
8am - 6pm daily

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

School tours by appointment only
NY State licensed teachers

Licensed by NY City Department of Health



Celebrating 13 Years



Landmark College Offers Hope for Learning Disabled Students



President Lynda Katz



Steven Gagnon



Leticia Davis



Dale Herold



Steven Querry



Ann Fein

By SYBIL MAIMIN

Set in Putney, Vermont amidst glorious colors in fall and Grandma Moses-like white winters, Landmark College, which opened in 1985, offers students with learning disabilities new hope for success in higher education by providing academics bolstered by cutting-edge learning tools and a well organized, very accessible support structure. Dedicated to “multi-model teaching,” Landmark instructors conduct classes in a variety of ways, offering effective strategies to different kinds of learners until they are able to say, “I get it.” An intense advising program is key. At weekly meetings, immediate, short, and long-term goals are established and reviewed and resources accessed. Lena Jahn, assistant director of advising explains, “Self-esteem is a big issue for many of our students. A lot of what we do is helping students reframe who they are. Often students can list their weaknesses but don’t see strengths. We help them set realistic goals and remind them of their progress. Students with a diagnosis learn to relax with it for the first time here.” At dedicated Centers for Writing, Reading, Study Skills, Coursework, and Coaching, one-on-one attention is available many hours each day. Skills workshops teach strategies for coping with challenges such as volume reading or writer’s block.

Offering a two-year associate’s degree in general studies or in business, Landmark’s goal is preparation of students for transfer to four-year institutions. President Dr. Lynda Katz, a respected neuropsychologist, speaks with pride of her students and the college’s “uniqueness” and commitment to the “whole person.” “If a student falls, there is someone to pick him up and out of that comes the ability to learn who he is as a person and to be a self-advocate.” She wants Landmark to be a place where “instead of stigma, it’s acceptable to learn differently.” Learning disabilities education is changing rapidly as understanding of ADA (Attention Deficit Disorder) and ADHD (Attention Deficit with Hyperactivity Disorder) grows and the effect on learning is increasingly recognized. Dedicated to developing and disseminating best practices, Landmark houses an impressive Institute for Research and Training in the field. (More on the Institute in a future issue.)

Stephen Gagnon came to Landmark after receiving a bachelor’s degree in electrical engineering because he “never learned how to live with his learning disabilities and wants to move on without riding the bomb (waiting for the next disaster).” He reports, “Everyone comes here for a solution. They find a level playing field. They’re

not the odd man out.” He is learning strategies and life skills—how to have a conversation, how to organize thoughts. Ann Fein, an associate professor and Landmark parent, is struck by the “we” and “how” approach. Unconventional approaches to learning can be tried at the college. An Adventure Education program recognizes that skills and confidence gained outside the classroom can contribute to academic success as well as greater autonomy and sense of self. Steven Querry, a third semester student leader who came to Landmark directly from a public high school, explains that Adventure Education such as rock climbing, white water rafting, caving, and a ropes course helps build confidence and trust. The importance of teamwork and attention to detail is learned. Yet, Querry notes, “The hardest thing at Landmark is success, because success brings previous self-conceptions into question.”

Landmark’s focus is classroom learning. De-emphasizing remediation, it helps students understand how they learn and how to process, retain, and communicate information. It makes available the latest assisted technology (more in a future issue). The goal is independence as preparation for a four-year college and for life. The traditional range of college courses is offered, from political science to cultural anthropology to math to computer studies. The arts are well represented. Classes are small (10-12 students) and 50 percent more total classroom time than at other schools is allotted for the associate’s degree. A Landmark chapter of Phi Theta Kappa, the international honor society for two-year colleges has inducted 260 students in twelve years. The campus includes dormitories, an athletic center, two theaters, science labs, dance and art studios, an auditorium, library, and student center, many in handsome Edward Durrell Stone-designed buildings.

The majority of students are from public high schools in big cities, New York and California being the biggest feeder areas. To qualify for admission students must have average to exceptional intellectual potential and a diagnosis of a



Landmark College amidst Vermont foliage

learning disability. More than 50 percent have dual diagnoses. Eight out of ten Landmark graduates go on to 4-year colleges. Dale Herold, vice president for enrollment, cautions against “getting hopes up too much. She explains, “For some, this is a last hope... It comes down to, Can you handle being in college?” Some students do drop out of Landmark. Dean of Students, Michael Luciani, says, “A student has to be ready to go to college. He needs to commit and engage. For some, this is hard to do.” Student Steven Querry suggests, “Those who make the most of it are those who want to be here, who want help. Some kids have had people yell at them their whole life so they block out support.” As Fein points out, “Even those who don’t graduate benefit because they have had the seeds planted.” New Yorker Leticia Davis, who struggled at Bronx Community College before being diagnosed as dyslexic, has completed 2 semesters at Landmark. She exclaims, “Landmark has changed my life. It was not until Vermont that people took time out to finally listen to me. I couldn’t write a sentence and barely communicated but now all that has changed.” A Landmark success, she advises young people having difficulty in school and in life, “Don’t give up on yourself.”#

REBECCA
SCHOOL

REBECCA SCHOOL
Learning Through Relationships

The **Rebecca School** offers a model program promoting the education and development of children ages 4 - 18 with neurodevelopmental disorders including **PDD** and **Autism**. Curriculum based on educational and developmental model of **Drs. Stanley Greenspan and Serena Wieder**.

- Therapeutic program in “real school” environment
- Art, music, science gym and technology in small, flexible classes
- OT, PT, speech and counseling provided

Call 212-810-4120
for weekly open house schedule.

Still accepting applications for 2006
contact Tina McCourt, Director
tmccourt@rebeccaschool.org
40 East 30th Street New York, NY 10016



For more than 20 years, Landmark College in Putney, VT has been the leader in the creation of successful learning strategies **exclusively for students with learning disabilities and AD/HD**. More than eight of every 10 of our graduates go on to pursue bachelor’s degree studies at the college of their choice.

Learn More at Our Fall Open Houses

Registration: 8:30 a.m. • Program: 9 a.m – 2 p.m.

Saturday, November 18, 2006
Friday, December 1, 2006

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

LANDMARK
COLLEGE
www.landmark.edu

SPORTS

HIGH SCHOOL FRIENDS FOLLOW
THEIR HEARTS IN BROOKLYN

By RICHARD KAGAN

It has been said that on a clear day you can see forever. Well, the air was crystal clear and the sky was blue in Coney Island, Brooklyn, where the Brooklyn Cyclones played the Batavia Muckdogs in a New York – Penn League baseball game on a beautiful Sunday late summer afternoon. The seagulls were scurrying above the ocean waves and sailboats glided through the surf. It's a great way to see a baseball game and get some fresh air.

The Cyclones, the New York Mets' short-season "A" farm team, has been a hit with the fans, since baseball came back to Brooklyn in 2001. The Cyclones nearly sell-out every home game, and baseball fans have a chance to see young players who could be some of the future stars of tomorrow. Angel Pagan, who started for the Chicago Cubs this past season, got his cleats dirty with the Cyclones in their debut campaign in 2001. Mike Jacobs also played for the Cyclones, rose up in the minor league system and played well with the parent club, the Mets, before being traded to the Florida Marlins. And, Scott Kazmir, played for the Cyclones in 2002 and now pitches for the Tampa Bay Devil Rays.

Joe Holden, a return starter from the 2005 Cyclones, roamed centerfield once again. *Education Update* featured Holden in an article on the Cyclones that appeared in the September 2005 issue. Holden played his high school and

college baseball on Long Island, was named the Most Valuable Player in 2005 and also went to the league's first annual All-Star game. He finished third in the league in stolen bases and warranted another look from the Mets organization. This past summer, Josh Appell, a lefty pitcher, was also on the team. Appell grew up in Woodmere, New York, not far from Holden, and they competed against each other in baseball and football for their respective high school teams. Appell,

a graduate of the University of Pennsylvania, has been in the Mets' organization for a year, and is learning his craft along side of his high school friend.

Appell, who majored in Sociology, is happy playing a game he loves. "It's been a good experience," said Appell. "I live at home...it's nice to come out in this atmosphere, to be here and have all these fans. It's good for guys like us." Appell is realistic and knows that if and when he hangs up his cleats, he'll have a great education in his pocket. "No

matter where this leads me I'll always have an Ivy League education to fall back on."

The Cyclones' players signed autographs for season-ticket holders after a 6-1 loss to Batavia. But that didn't stop Appell and Holden from ribbing each other about who beat whom in their high school playing days. Holden, 21, lives at home and commutes to KeySpan Park, which sits adjacent to the boardwalk on Coney Island and has a wonderful view of the ocean and the



SPECIAL EDUCATION

MAJOR VICTORY FOR CHILDREN
WITH TOURETTE SYNDROME

The Department of Education has announced the final regulations enforcing Part B of the Individuals with Disabilities Education Act (IDEA) law, which was reauthorized by Congress. Tourette Syndrome (TS) is now listed as a disability under the category of Other Health Impaired (OHI). This new categorization is the result of over two decades of vigorous advocating for this classification by the national Tourette Syndrome Association (TSA). The announcement was made by the U.S. Secretary of Education, Margaret Spellings, in Washington, D.C. at an invitation-only public announcement meeting.

"This is a tremendous victory for children with TS," said Monte Redman, TSA's Chairman of the Board, "allowing them to become socially and academically successful, ensuring that they reach their full potential."

TSA, through its unyielding efforts, has been steadfast in lobbying for this designation. The Association has held hundreds of meetings on Capitol Hill, with the Department of Education and with the office of the First Lady

Laura Bush, and over the years members have sent thousands of letters to Congress explaining the necessity and value of having TS listed under OHI.

amusement park. This season, Holden has been struggling at the plate and has been working with the team's hitting coach to improve his batting average. But Holden is thrilled to play "Off Broadway." "It's exciting obviously playing in front of 8,000 fans a night," Holden said. "You go home and wake up a little sore." But Holden says he fights through it and gets ready to play the next day.

The Cyclones got hot and ran off a 12 game win streak during the scorching heat wave that hit the city this summer. The team was fighting for first place in their division and gearing up for the "stretch drive" to get a playoff berth. Holden cited that the team had recently won 21 of 29 games. "We're starting to jell, that's the most important thing," Holden said. "Hopefully we'll just carry on for the next month."

No matter what happens this season, Holden and Appell are having fun and their friendship is

Additionally, TSA members—parents, children and teens with TS—participated in the Department of Education's public hearings, making personal, heartfelt statements demonstrating how the OHI designation would improve the education of these children.

Travis Stecher, 18, recipient of The TSA 2005 Outstanding Youth Achievement Award, spoke so passionately before the Department of Education during a California hearing in July 2005 that they interrupted the hearing to specially acknowledge his testimony.

In her overview of the new regulations, Secretary Spellings specifically acknowledged Tourette Syndrome as an example of one of the changes that were made, pointing out that TS is a neurological disorder, not a behavioral issue.

Judit Ungar, TSA President along with TSA Board Member, Nancy Baker, and her 11-year-old daughter, Jackie, attended the private meeting to report back to TSA members about the new classification, the direct result of their unwavering support and campaigning for this regulatory change.

"For many students this classification under OHI will result in appropriate services making it possible for children with TS to remain in a general education setting," said Judit Ungar. "For some students with significant symptoms, this classification may eliminate the necessity for costly residential placements."

Marked by involuntary twitching and vocal tics, TS is an inherited condition frequently misunderstood and misdiagnosed, affecting more than 200,000 Americans. Founded in 1972, the TSA has a three-pronged mission of education, research and service and directs a network of 31 chapters and more than 150 support groups across the country. For more information about TS and information about educating children with the disorder, call 1-888-4-TOURET.#

growing. "I'm sure that from here on out, we'll be good friends," Holden said. *Postscript:* The Cyclones did make the playoffs as a Wild Card but lost to their rival, Staten Island Yankees, in the first round.

Never in my Wildest dreams...

"WHEN I FIRST CAME TO CROTCHED MOUNTAIN, activities that were second nature prior to the automobile accident became challenging tasks. Today I am a college graduate and also have my drivers license.

Never in my wildest dreams would I have been able to succeed without the encouragement that I received at Crotched Mountain! Thank you for helping me get my life back!"

— Brent Reagan
Crotched Mountain School

Crotched Mountain School

- Special Education, K-12
- Vocational services
- Day & Residential Programs
- Art, Music, Dance

Children's Specialty Hospital

- Sub-acute rehabilitation
- Post-surgical care

Serving families since 1953



CROTCHED MOUNTAIN

For more information, call 800-966-2672

One Verney Drive, Greenfield, NH 03047

www.crotchedmountain.org ~ email: admissions@crotchedmountain.org

DWIGHT-ENGLEWOOD
SCHOOL

One Community ... Infinite Possibilities

Admissions Open House Programs

Lower School

Preschool - Grade 5

Sat. November 11, 1-3 p.m.

Lower School Building

Middle & Upper Schools

Grades 6-12

Wed. November 8, 7-9 p.m.

Imperatore Library

To RSVP: 201.569.9500, ext. 3500 or admissions@d-e.org

Dwight-Englewood is a coeducational independent day school for grades pre-k through 12 accredited by the Middle States Association of Colleges & Secondary School

DE Dwight-Englewood School
315 East Palisade Ave., Englewood, NJ 07631 • www.d-e.org


FROM THE NYU CHILD STUDY CENTER: ASK THE EXPERT

How Can I Help a Grieving Child?



By **GLENN S. HIRSCH, MD**

Death and bereavement are topics that are often difficult to talk about and comprehend, for adults and children alike. Nevertheless, it is estimated that one in every seven children will experience the death of a loved

one by the age of 10, and that one in every 20 children will experience the death of a parent before they turn 18. By understanding how children cope with loss, trusted adults will be better able to help them through one of life's more difficult experiences.

There are a variety of factors that influence how children respond following the death of a loved one, including age and level of cognitive development. Preschoolers do not understand the finality of death, and they are likely to react most to the way in which the loss impacts their daily life. They may continue to ask where the deceased is, expecting the person to return. For this reason, it is particularly important to maintain routines and structure for young children, and to let them know who will be taking care of their daily needs. School-age children are more likely to understand that death is final, but they will continue to have questions about what happens to people when they die. Providing honest and concrete answers and helping children know what to expect over time are most helpful to children at this age. Pre-teens and adolescents are likely to have an understanding of death that is similar to that of adults, and they tend to think about how the loss of significant people may impact their futures. It is important that teens have trusted people, including friends, family, or teachers, with whom they can talk about their thoughts and feelings.

Perhaps the most important thing to keep in mind is that there is no right or wrong way to grieve. In other words, there is no set "timetable"

or series of "stages" that grieving children must follow. There are certain responses that are common among bereaved children, however. For example, bereaved children often feel isolated and different from their peers, and they may feel that they are treated differently at school or in social settings. Children may also experience feelings of confusion, sadness, anger, and worry. These feelings typically lessen over time, particularly when children have the support of trusted adults and peers with whom they can talk. Other children seem to have a more difficult time, experiencing psychological distress that persists for several months. The most common disturbances among bereaved children are depressed mood, irritability, and significant worry about the health and safety of family members. There may also be a decline in school performance related to problems with attention and concentration.

Teachers and other school officials may help bereaved children and those around them by creating an environment in which children are able to express their feelings and ask questions. It is beneficial for teachers to listen calmly and attentively, answer questions in a direct manner, and reassure children that their feelings are normal. In addition, teachers should watch for emotional and behavioral reactions that signal the need to make a referral to a mental health professional, such as continued decreased ability to concentrate, persistent emotional distress, or expressed thoughts of suicide or aggression. It may also be helpful for educators to talk to the bereaved child's caregivers about how classmates and teachers might best support the child and his or her family.

For information about services available for bereaved children and families, contact Dr. Michelle Pearlman, Director of Clinical Services of the Families Forward Program, Institute for Trauma and Stress at the NYU Child Study Center, at 212-263-2776.#

SEPARATION AND DIVORCE SUPPORT GROUP

FOR INDIVIDUALS EXPERIENCING THESE DIFFICULT TRANSITIONS

Six weekly lunchtime meetings exploring the many parenting, legal, and psychological issues that go along with separation and divorce

TUESDAYS 12:00 - 1:30 pm

Beginning January 9, 2007

\$300 for the series

The discussion, led by two experienced clinicians, will be tailored to the particular needs of group members. Some commonly asked questions that we will be discussing include:

- When and how to tell the kids?
- How do I set up rules in my home?
- How do I find the best lawyer for me?
- Which custody arrangements are best for the kids?
- How do I handle family events and holidays?
- When is it okay for me to start dating?
- Can I have a cooperative relationship with the other parent?

Meetings will be held at NYU Child Study Center (577 First Ave. at 33rd St.)
For more information, please call Rebecca Dell'Aglio at 212 263 8720.

FAMILY DIVORCE SUPPORT SERVICE

The Ackerman Institute for the Family is a sponsor of the FDSS

CHILD & FAMILY ASSOCIATES

GLENN S. HIRSCH, MEDICAL DIRECTOR

FAMILY STUDIES PROGRAM

LINDA CARTER, Ph.D., DIRECTOR

ANDREW ROFFMAN, MSW, ASST. DIRECTOR



NYU Child Study Center • 577 First Avenue New York, NY 10016
212 263 6622 tel • 212 263 0281 fax • www.AboutOurKids.org

TREATMENT & RESEARCH FOR ADOLESCENT DEPRESSION

By **JULIA PERAULT, B.A., LUCY BUCHHOLZ, B.A., AND PAULINE HOTTINGER-BLANC, M.D.**

Major Depressive Disorder (MDD) is one of the most common mental disorders of adolescents affecting 15% by age 18, with females suffering the illness twice as often as males. It is associated with other emotional conditions, social and academic impairment, substance abuse, and high risk of suicide, which is the third-leading cause of death in that age group. Adolescent MDD is also a strong predictor of recurrence of MDD in adulthood.

Ample research has demonstrated the effectiveness of medication used to treat adult MDD, unfortunately, the same level of research about the treatment of children and adolescents with MDD has not been done. Over the past 2 years, regulatory agencies in the United States have issued advisories regarding the use of antidepressants in the treatment of adolescents with MDD due to rare reports of increased suicidal thinking.

In spite of its serious public health significance, social and economic costs, and limited existing therapeutic options, adolescent MDD has been subject to relatively little biological research. Dr. Vilma Gabbay and her research team at the Institute for Anxiety and Mood Disorders at the NYU Child Study Center are currently conducting research on adolescent MDD focusing on alternative therapeutic options and identifying neurobiological markers to guide the advancement of our understanding of the underlying causes of depression and to help develop prevention and treatment efforts in this age group.

One of the treatment studies currently underway at the Institute examines the therapeutic benefits of a daily dose of omega-3 fatty acids

(omega-3FA) derived from fish oil in the treatment of adolescent MDD. Epidemiological and neurobiological evidence suggests that omega-3FA play a role in MDD. Studies have reported links between fish consumption and the prevalence of MDD worldwide as well as decreased risk of suicide. Possible mechanisms linking omega-3FA to MDD are the effects on brain chemicals including the serotonin and dopamine, immune system problems, and interaction with brain cells in specific brain regions which have been implicated in MDD. Evidence also suggests benefits for omega-3FA in childhood and adult depression. Sponsored by the National Institute of Health's (NIH) Center for Complementary and Alternative Medicine, this 10-week treatment study is currently recruiting teenagers ages 12-19 with major depression.

This fall, Dr. Gabbay and her team will also begin recruitment efforts for a new NIH-funded advanced brain imaging study with depressed adolescents who have a family member with MDD and healthy comparisons. This study will use a brain scan technique that does not involve radiation, to provide information about brain function and chemistry in specific brain regions that have been implicated in adolescent depression.

For information regarding participation in the fish oil treatment and brain imaging studies available for adolescents with MDD, contact the NYU Child Study Center at (212) 263-2494. The NYU Child Study Center is dedicated to advancing the field of mental health for children and their families through evidence-based practice, science, and education. For more information on the NYU Child Study Center, please visit www.AboutOurKids.org.

The Brain Clinic

NEUROPSYCHOLOGICAL, LEARNING DISABILITY AND ATTENTION DEFICIT DISORDER EVALUATIONS AND TREATMENT

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

Children, Adolescents, Adults

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

International Dyslexia Association, Board of Directors

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

NUROSVCS@AOL.COM • WWW.THEBRAINCLINIC.COM

For Families with Children with Special Needs
and for the Professionals who Work with Them

From Resources for Children with Special Needs, Inc.

The Comprehensive Directory □ All New 2nd Edition

Completely updated, 1,500 pages. Includes more than 2,500 organizations and 20,000 services and programs for children birth to 26 with disabilities and special needs and their families and caregivers.

Order Now!

\$75.00 plus P&H \$8.00 per copy. 8 1/2 x 11, 1500 pages. ISBN 0-9755116-3-7

Resources for Children with Special Needs, Inc./Dept. ED962

116 East 16th Street/5th Floor, New York, NY 10003

www.resourcesnyc.org • info@resourcesnyc.org

For more information or to order call (212) 677-4650 or fax (212) 254-4070



Nominate An Outstanding Professor

Lehman College: Professor Louis Flam of the Anthropology faculty has an outstanding collection of materials from Afghanistan and Pakistan. He specializes in South Asian and Near Eastern archaeology and has worked at excavation sites in Pakistan for over two decades, as well as conducted fieldwork in Afghanistan. He is knowledgeable about the history and culture of both countries and can provide background on the evolution of religious and social customs, political institutions, art and folk traditions, and other aspects of contemporary life. His published works include "The Sindh Archaeological Project: Fieldwork at the Edge" in *Back to Earth. An Introduction to Archaeology* edited by John P. Staeck.

A Great Course at Lehman: ANT 271: Excavation of the Lehman College Site. 5 hours

(3 lecture, 2 lab), 4 credits. Introduction to archaeological field methods through the creation and excavation of a site on the campus of the College. Excavation and recording techniques as well as data processing and analysis will be discussed in the classroom followed by the scientific excavation of a created site. NOTE: This site will be created by the purposeful burial of artifacts, ecofacts, and features in the form of a small, low mound.

Make your voice heard. Nominate an outstanding professor and tell us why. Name an outstanding course you've taken. State the name of the college, professor and name of the course. We will gladly share your views with all our readers and print your name as well. Email: ednews1@aol.com

BANK STREET COLLEGE

Center for Early Care & Education

By ARLENE USS

The two programs offered by the **Center for Early Care and Education (CECE)**, a department in Bank Street's Division of Continuing Education (DCE), are not only about promoting quality in childcare services, but also about enhancing the lives of our students and helping them progress in their chosen professions. The first program is the **Head Start Training Institute Child Development Associate Program**, located in Bedford Stuyvesant, in Brooklyn. In 1995, Bank Street College/DCE entered into collaboration with the New York City Administration for Children's Services Head Start to begin this effort. The aim was to help Head Start parents and assistant teachers get training that would enable them to obtain and/or maintain permanent employment in a Head Start center. The CDA program is a national initiative that provides childcare and early education professionals with performance based training, assessment, and credentials. It is directed at those who work with infants, toddlers, preschoolers, and their families. A Child Development Associate (CDA) is an individual who has successfully completed a CDA assessment and has been awarded the CDA credential. The Council for Professional Recognition, in Washington, DC, operates the CDA National Credentialing Program. A CDA candidate must complete 120 hours of professional development in early care and education.

The second program CECE offers is the **Bank Street College of Education Child Development Associate Credential (CDA)**, a yearlong, on-

campus, Infant/Toddler and Pre-School Center-based program. It includes advisement, an internship, and coursework on subjects such as child development, curriculum, health, safety, learning environment, family relationships, and professionalism. The internship, usually done in the candidates' own workplace, offers them an opportunity to view their practice in light of reflection and new knowledge. The program's advisement aspect helps students to further integrate theory and practice. In response to students' needs, a literacy course was developed to help them read and write more effectively. Most of these students have been away from school for a long time and are looking for professional development opportunities that will lead to an associate's or a bachelor's degree. Bank Street has an articulation agreement with LaGuardia Community College/CUNY, which offers our CDA graduates ten college credits if they enroll in LaGuardia's Associate in Arts Degree in Human Services/Child Development. One of our graduates from this program, **Sandra Alleyne-LeGendre**, is currently enrolled at LaGuardia Community College as a full-time student. Sandra maintains an "A" grade average despite a grueling schedule that includes classes four night a week, a full-time job at the Bedford Stuyvesant Early Childhood Development Center, and taking care of her two children. She credits the CDA program at the Head Start Training Institute. #

Arlene Uss is the Director, Center for Early Care and Education, Bank Street College.



A Timely New Resource for Educators

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

Courses and certificate programs offered include:

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

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



Making a difference together through student directed learning



Bachelor of Arts in Education

Master of Arts in Education

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

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

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

**The winter semester begins January 15, 2007
The summer semester begins July 9-16, 2007
Begin with an eight-day intensive residency in Vermont
3/4 time study available-no required winter residency**

GODDARD COLLEGE

**123 Pitkin Road, Plainfield, Vermont 05667
NEASC ACCREDITED**

1-800-906-8312

www.goddard.edu

admissions@goddard.edu

FOR ARTISTS WHO WANT TO BECOME TEACHERS

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

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



School of VISUAL ARTS®

209 East 23 Street, New York, NY 10010



NEW FEATURE IN EDUCATION UPDATE By CHILDREN, For CHILDREN

We are starting a children's page by children, for children. Please submit your poems, short stories, book reviews and/or artwork. Don't forget to add your name, school and grade.

Send your contribution by email or mail by November 25th, 2006.

See you in Education Update next month.

Email: ednews1@aol.com

Mailing Address:
Education Update Subscriptions
17 Lexington Avenue, #A1207
New York, NY 10010



"What I learned at Bank Street continues to inspire me in my own classroom."

— A BANK STREET ALUMNA

Would you like EDUCATION UPDATE mailed or delivered to your school, college or apartment building? Just email us and let us know at ednews1@aol.com

We are now in over 1400 public schools in NYC, 170 schools in NJ, 207 public libraries, 150 private schools and 2000 apartment buildings as well as streetcorner boxes.

Graduate School Open House Thursday, November 16, 5:15 PM

Bank Street College Graduate School of Education
610 West 112th Street, New York, NY 10025-1898
www.bankstreet.edu | 212.875.4698




INNOVATION IN
TEACHING AND LEARNING

COLLEGE & UNIVERSITY DIRECTORY

1

Master of Arts in Teaching Information Sessions




EMPIRE STATE COLLEGE
STATE UNIVERSITY OF NEW YORK

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

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

2



GODDARD COLLEGE

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

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

3



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

Manhattan: Midtown 212.463.0400 x500
Uptown 212.722.1575 x101

Brooklyn, Queens: 718.2.SCHOOL x1003

Get Your Associate or Bachelor Degree in:
Business Management and Administration
Computer Science | Human Services
Desktop and Web Publishing | Education
Health Sciences | Liberal Arts and Sciences

4



Which program will inspire you?

Graduate School Open House
Thursday, November 16, 5:15 PM

Bank Street College Graduate School of Education
610 West 112th Street, New York, NY 10025-1898
www.bankstreet.edu | 212.875.4698



INNOVATION IN
TEACHING AND LEARNING

5

SARAH LAWRENCE COLLEGE

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

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



I Am Interested In Applying

Freshman Transfer

Day Evening

As My Status

H.S. Student College Student

Teacher

Please circle catalogs you wish to receive:

1 2 3 4 5

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

Please include your phone number

NOVEMBER 2006

MAIL THIS COUPON

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone (incl. area code): _____

Logos Bookstore's Recommendations



By H. Harris Healy, III, President, Logos Bookstore
1575 York Avenue (Between 83rd and 84th Sts.)
NY, NY 10028
(212) 517-7292
Fax (212) 517-7197
WWW.LOGOSBOOKSTORENYC.COM

The Man Time Forgot

by Isaiah Wilner
(Harper Collins, \$26.95)

Who is Briton Hadden? The Man Time Forgot. A book of the same title by Isaiah Wilner presents the reader the creation of *Time* Magazine and the life story of its true founder, Briton Hadden.

In his brief life of 31 years, Hadden, not only founded *Time* Magazine but also thought up *Life* and *Sports Illustrated* magazines, edited a small magazine on advertising called *Tide*, implemented early forms of magazine, market research, created a writing style known as *Time* style, providing an urbane style and wit to the early *Time* magazine, coining the phrase newsmagazine and running a radio show called *Pop The Question* while carrying on a madcap social life of endless parties.

Henry 'Harry' Luce figures prominently in this book as friend and Hadden's competitive rival since their days at Hotchkiss and Yale and also the person Hadden feels he must have to help him start *Time* magazine. Their relationship becomes strained over the years as they drift apart. Yet in terms of their business, they had an unusual arrangement where Hadden and Luce switched jobs from time to time. Most of the time, though, Hadden was editor-in-chief and Luce the publisher.

After Hadden's death, Luce goes forward with *Time* Magazine, creates *Fortune* and takes credit for the idea of creating *Sports Illustrated* and *Life*. Luce also removes Hadden's name from the masthead, rarely ever mentions Hadden and perpetrates the image of himself, Luce, as the founder of *Time* Magazine and Time Inc. Only after Luce's death in 1967 is Hadden's name put back on the masthead, but

as cofounder not founder.

Isaiah Wilner, close in age to the age of Hadden and Luce when they founded *Time* Magazine, has presented an exciting account of the early days of *Time* Magazine and the personalities involved through a masterful job of summarizing what he learned from interviewing members of Luce's and Hadden's families and their friends and business associates. A list of the author's interviews appears on page 273. There are also several pages of explanations about source notes, the source notes themselves, abbreviations used, an extensive bibliography and photographs of Hadden, Luce, their associates and love interests.

Come to Logos Bookstore and buy *The Man Time Forgot* and find out why that man should not be forgotten. While you are at the store, look for the store's Thanksgiving, Hanukkah, Christmas and Holiday card, book and gift offerings. Logos has attractive, boxed Christmas and Holiday card selections. A diverse selection of Holiday and regular music is available as well as gifts and 2007 calendars. Happy Holidays!

Upcoming Events At Logos

Monday, November 13, 2006 at 7 P.M., The Sacred Texts Group led by Richard Curtis will discuss the early adult life of Jesus and the Sermon on the Mount in context of: Matt 3-4, Luke 3-6:16, Mark 1-3, John 1-2:11.

Wednesday, December 6, 2006 at 7 P.M., KYTV Reading Group will discuss *February House* by Sherill Tippins.

Wednesday, January 3, 2007 at 7 P.M., KYTV Reading Group will discuss *The Heart Is A Lonely Hunter* by Carson McCullers.

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

VIOLIN DREAMS: A MEMOIR BY ARNOLD STEINHARDT

Violin Dreams: A Memoir

by Arnold Steinhardt
Houghton Mifflin, 272 pp., \$25.95

Reviewed BY JOAN BAUM, Ph.D.

Even if you don't recognize the name of the lead violinist and founding member of the world-renowned, 43-year-old Guarneri String Quartet, you'll be absolutely delighted by this lively, down-to-earth autobiographical romp about how a kid from L.A., the son of Yiddish-speaking immigrants, who loved ball games, telling jokes and playing pranks, who disliked practicing and who would barge into his room with a body throw to the bed (once, breaking a bow his family could hardly afford), came to trust his ears and heart—and eventually soul—to evolve into a much-revered and admired soloist, orchestral and chamber music player, teacher, scholar and long-time lover of the violin. The word "lover" fits because Arnold Steinhardt is nothing if not sensual talking about music and especially about his two great life-long passions – Storioni and Bach. At 69, he looks back with affection and amusement at his many affairs with, among others, Guadagnini, Stradivari and Guarneri del Gesù, culminating finally in his choice of a Lorenzo Storioni, from Cremona, the violin-making capital of the 18th century. As for Bach, Steinhardt was smitten, obsessed, early on, especially with the famously difficult *Chaconne*, for unaccompanied violin, the fifth movement of Bach's *Partita in D Minor*; the piece that became for Steinhardt the touchstone.

Violin Dreams is well titled because dreams

(inspirational as well as anxious) led Arnold Steinhardt to follow instinct as well as education. Without being didactic, the memoir also provides a wealth of information about music lessons, teachers, instruments, institutes and groups and is full of quotable lore and delicious anecdotes, some of them laugh-at-loud hilarious. The picture he presents of himself as a sensitive, eager and playful youngster is memorable: he grows in confidence but never seems to lose the ability to assess himself honestly, critically. He generously credits stern taskmasters such as George Szell and lovingly recreates the accented-speech advice of various great player-teachers of the past, such as legendary Eugene Ysaye, virtually unknown today, or master pedagogues like Toscha Seidel, who scowled at young Arnold, telling him he played like a "dead fish."

Violin Dreams should be required reading not only for aspiring musicians but for anyone facing the inevitable negotiation of head and heart in the pursuit of perfection. Parents are crucial, and Steinhardt is grateful that his, particularly his mother, a Klezmer addict back in a Polish shtetl, who encouraged him to practice (though he cheated at first), but he is well aware of the difference between being nurtured and force fed, the latter not his lot. He is belatedly admiring of how much violin makers (luthiers) count in advancing expertise, as much as studying with Szegetis and Heifetz, and he is fascinating in what he recounts of the history of the remarkable 73-piece instrument that claimed him at the age of six.. He also conveys a sense, at least in the circles in which he traveled, of a community of friends, schoolmates and mentors—Mischas,

Building Blocks: Making Children Successful In The Early Years Of School

Building Blocks: Making Children Successful In The Early Years Of School

by Gene I. Maeroff

Published by Palgrave Macmillan, New York (2006) 246 pp.

Reviewed By MERRI ROSENBERG

Amidst the continuing debate about the crisis in American education, the impact and implications of No Child Left Behind legislation, and the struggle school leaders are engaged in on a daily basis to help all children reach their potential, surprisingly little attention has been paid to the significance of early education.

Gene I. Maeroff, in this comprehensive and accessible volume, intends to change the agenda to refocus the conversation what happens to children during the critical early years of education. He knows the landscape and is expert at selecting engaging anecdotes to illustrate his argument. A former national education correspondent for The New York Times and author of more than a dozen books, Maeroff is a senior fellow at the Hechinger Institute on Education and the Media at Teachers College at Columbia University, of which he was the founding director.

Citing abundant research indicating that children who are not capable readers by third grade are mired in a frustrating struggle to catch up during the rest of their academic careers, Maeroff profiles various school districts across the country that have made pre-K through third grade a stand-alone school, or separate program within the elementary school.

He writes, "Above all, education in the earliest years should concern itself with preparing youngsters to become confident readers and adept at mathematics in the ensuing years. Schools must organize themselves around this mission. Unprecedented attention to schooling from pre-school through grade three offers greater promise for improving outcomes than almost any other step that educators might take. Doing it right in the first place is the most obvious way to give children what they will need to prosper in the classroom."

And doing it right means focusing efforts on developing literacy in young children, in a developmentally appropriate environment that allows them to learn successfully, surrounded by stimulating materials and intriguing activities.



Gene Maeroff

This type of immersion is especially valuable to children who come from impoverished homes or immigrant families (21 percent of New York kindergartners, for example, are children of immigrants), where there are few opportunities to acquire literacy skills.

Nor does Maeroff ignore the importance of establishing a solid mathematical foundation during this time period, or of restoring science, social studies, the arts, and yes, even gym class, to the school day. He also suggests that parental concerns about whether or not their children are "ready" for kindergarten, especially the more academic kindergarten model that has become prevalent in recent years, would be alleviated by a primary grade organization. "Think of how unnecessary the various manipulations would be if children entered an educational continuum at either age three or age four and progressed at their own speed without regard to designating their grade level," Maeroff writes.

Above all, Maeroff argues, "The PK-3 school should exist, if for no other reason than to be a place to underscore the primacy of reading." Although Maeroff discusses many issues in this thorough text, including social promotion and retention, special education, even financing of full-day kindergarten programs, the underlying theme remains the importance of designating the pre-k through third grade years as dedicated to instilling literacy in every child.

This is an important and compelling book that elementary school principals, teachers, superintendents and school board members should read and debate as a call to action that shouldn't be ignored.#

SUBSCRIBE to EDUCATION UPDATE Only \$30 Per Year



Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Payment Method: Check Credit Card

Credit Card (Please circle one): AMEX VISA MC

Card Number: _____

Expiration Date: _____

Signature: _____

Please make checks payable to EDUCATION UPDATE, INC.

Mail to: Education Update Subscriptions

17 Lexington Avenue, #A1207, New York, NY 10010

Or Call us at (212) 477-5600

Jaschas, Toschas and Saschas—who, no matter how competitive or removed, seem never to have been beyond advancing their common love of fiddling.

Particularly memorable is Steinhardt's account of why he decided to become a chamber music player rather than a soloist, concertmaster in a

major orchestra or teacher. All the stories, however, are filled with humor and warmth, and as if all this entertaining and accessible prose were not enough, *Violin Dreams* comes with a CD on which Steinhardt plays Bach's *Partita in B Minor* twice—commenting on the 40 years separating the performances.#



FROM THE SUPERINTENDENT'S SEAT

The Health Corps Comes to Syosset

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

Childhood obesity, physical *unfitness*, and substance abuse among children and teens have become far too prevalent in our country. Schools are looking for ways to help their students break unhealthy habits and give them the knowledge and the practical advice they need to develop practices that will ensure them a healthy lifestyle they can maintain throughout their lives. Syosset Schools is taking the proactive approach to student health by joining a program developed by renowned heart surgeon Dr. Mehmet Oz, The Health Corps.

I had met Dr. Oz and wanted the District to learn about his program. Health Corps is a program patterned after the Peace Corps, and it brings young volunteers into schools and community to help them learn and develop healthy lifelong practices that they will follow and pass onto future generations to come. It is a joint effort of Touro College School of Education and Psychology and Columbia University.

Health and wellness has always been a very valued part of our curriculum, and Dr. Oz's program is one that really makes it exciting and relevant to high school students.

He fascinated a group of students, faculty, staff, administrators, parents, and members of the Syosset Board of Education with his demonstration of how an individual's diet and lifestyle profoundly affects their physical health and well-being.

As he has done in several appearances on The Oprah Winfrey Show, Dr. Oz brought with him an assortment of human organs that clearly

showed the influence that diet and exercise has on an individual's health. The difference between organs that had been affected by bad dietary and exercise habits and those that had not was far greater than most of us had ever imagined it could be.

The students who attended this demonstration had unending questions for Dr. Oz. Wearing protective gloves, they closely examined the organs he had brought. Then, without prompting, a group of students placed the organs in the way that they are situated in the body. With a little help from Dr. Oz, they soon had a representation of the circulatory, respiratory, and digestive systems laid out on the table before them, with the brain at the head of the table. This was a lesson they would always remember!

The Health Corps program is designed to impact many areas of student life, including nutrition, cooking, fitness, and education on substance abuse. Health Corps representatives, who are all young college graduates pursuing careers in the health field, will be resources for teachers of science, health, physical education, and more. They can also become involved in student co-curricular group activities.

One of the ways that students are shown the importance of good nutrition is through the use of a machine that measures metabolic rate. Given that individual number it can tell each student (and faculty members) exactly how many calories he or she actually requires to maintain a healthy body. Parents will also have the opportunity to become involved in the program.

Our State Senator, Carl Marcellino, who has



(l-r) Dr. Oz, Dr. Hankin & Senator Marcellino

always been a strong supporter of the school district, attended the presentation and consequently promised to provide the funding for the program. Syosset High School will be the first public

school in the state outside of New York City to join the Health Corps. I am very excited about the opportunities that this program presents to our students.#

SCHOEN TRIMMING & CORD CO., INC. Supplier of Honor Cords, Insignia Tassels, and Satin Stoles

The year 2007 marks our 69th year in business. We know that this alone is an enormous accomplishment in today's uncertain times and economy. We doubt that our founder, Jacob Schoen, envisioned what the world would be like on the eve of Schoen Trimming's 69th Anniversary. Sitting at his desk in 1939, he could not have predicted that orders would be transmitted at incredible speed over an internet connection. Nor could he imagine that information would be e-mailed around the world in less time than it took to get a long distance operator to connect his calls. So much has changed since 1939, and yet the basic formula for our success has stayed the same. First and foremost, we always provide personalized attention to the needs of our clients. We then strive to provide excellent service through experienced and professional handling of your orders.

We are the largest direct manufacturer of tassels and honor cords in the country. Due to the fact that we manufacture all of our products in our union shop, located in New York City, we are able to provide immediate delivery and with no minimum quantity at competitive prices, which foreign suppliers cannot do. We even provide the ability to hold your inventory for you, so that when you need the products we will send them to you and not burden you with storing them. You will not be billed until the order is shipped. We are very proud of our 69 year heritage and we will be more than glad to service any needs you may have.

We are able to offer matching colors of rayon cord and chainette tassels in over 100 colors, to coincide with whatever the various school colors may be. Our most popular item is our style number 123 Double Honor Cords. The cord comes with two 4 inch-100 end chainette tassels and a 58 inch cord between them, although we can easily comply with custom specifications. Our insignia tassels are available in a solid or multi colored combination with silver or gold clamp and numeral. Starting this year, we are offering a silver rhinestone year date, which can be seen on our website, www.cordsandtassels.com. Our satin stoles are available in plain, screen printed, or embroidered. We recommend sending a digital graphic of the pattern you would like.

Please contact our National Sales Manager, Martin Silver for additional information. He can be reached at the following: 151 West 25th Street, New York, NY 10001

Toll Free: 1-877-TASSELS (877-827-7357)
Office: 212-255-3949
Fax: 212-924-4945
Email: schoentrim@aol.com

Calendar of Events NOVEMBER 2006

Camp Fair

RESOURCES FOR CHILDREN WITH SPECIAL NEEDS, INC., is sponsoring the **Twenty Second Annual Special Camp Fair** featuring day and sleepaway camps and summer programs specifically for or accessible to children with special needs. The fair will take place at the **Church of Saint Paul the Apostle**, 405 West 59th Street (Fair entrance on Columbus Avenue near West 60th Street), New York, New York, on **Saturday, January 27, 2007 from 11:00 AM to 3:00 PM (Set up 10 AM)**. We hope you will join us as a participant. Contact: Gary Shulman, (212) 677-4650

Conferences

GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY
19 West 44th Street, Suite 500; New York, NY 10036
HISTORY NOW LOOKS AT THE AMERICAN WEST
The institute is pleased to present the ninth issue of history now, a quarterly online journal for history teachers and students, available at www.historynow.org. The issue examines the american west, with essays by some of the most eminent scholars in the field. As always, history now accompanies these scholarly essays with imaginative and accessible supporting material and lesson plans. Don't miss this issue's interactive feature -- "a view of the west" -- a photographic tour of the late 19th and early 20th century american west.

2006-07 HISTORIANS' FORUMS IN NEW YORK CITY
For the 11th straight year, the gilder lehman institute presents distinguished scholars and historians to lecture on their most recently published books and answer audience questions. The historians' forums are open to the public and are followed by a reception and book signing. Check out the 2006-2007 schedule and buy tickets: www.gilderlehman.org/institute/public_lectures.html

FEATURED DOCUMENT
The institute regularly features documents from the gilder lehman collection. In the spotlight this week is a broadside, printed in 1805 in new york city, which illustrates the atrocious treatment of slaves. See the broadside and read the transcript: www.gilderlehman.org/collection/docs_current.html

WIN AN AMERICAN HISTORY BOOK
Take our weekly american history poll and enter to win a book by a noted historian! This week's winner will receive a copy of lincoln: a life of purpose and power, by richard carwardine. In honor of constitution day, our current poll asks: "which is the most important post-civil war amendment to the U.S. Constitution?" Vote and enter to win on our homepage: www.gilderlehman.org

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

Lectures at School of Visual Arts

Distinguished Alumnus Lecture: Michael Cuesta
Thursday, November 30, 7pm
As a part of the Distinguished Alumni Lecture Series, filmmaker, photographer and SVA alumnus Michael Cuesta (BFA 1985 Photography) will speak about his work. His feature film debut as the director, writer and producer of L.I.E. earned him recognition from the Edinburgh Film Festival, Film Society of Lincoln Center, Gotham Awards, Independent Spirit Awards, Stockholm Film Festival and the

Sundance Film Festival. Cuesta is also an award-winning commercial director and has directed episodes of HBO's Six Feet Under and Showtime's Dexter. Amphitheater, 209 East 23 Street, 3rd floor. Free and open to the public.

The Role of the Creative-Arts Therapies in the Diagnosis and Treatment of Psychological Trauma

Thursday, November 30, 6:30 - 8:30pm. David Read Johnson, PhD, RDT-BCT, the director at the Institute for the Arts in Psychotherapy, New York, will lecture on how creative-arts therapies contribute to the diagnosis and treatment of psychological trauma. Dr. Johnson will describe major elements of trauma, its treatments and examine why creative-arts therapies may be a treatment of choice. 132 West 21 Street, 3rd floor. Free admission. Attendees must RSVP to 212.592.2610 or acoockle@sva.edu.

Open Houses

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

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

Parent Training

INTERNATIONAL, TECHNOLOGY, EDUCATION ASSOCIATION
November 11th and 12th 2006
For further information see www.ila-learning-abilities.org

Workshops

Instituto Cervantes de Nueva York
The Spanish Cultural Center of New York Presents its **Teacher Development Program**
Workshops for Spanish Language Teachers
NOVEMBER 2006 - May 2007
This series of workshops, led in Spanish, offers teachers practical and theoretical strategies on how to teach Spanish as a foreign language. First seminar: Friday, October 20, 2006 5:30 - 8:30pm
"Qué español enseñar: Norma y variación lingüísticas aplicadas a la enseñanza del español como lengua extranjera"
• Develop practical & theoretical teaching techniques
• Learn to use Spanish culture in the classroom
• Enjoy interactive seminars conducted in Spanish
• Share experiences with other teachers
• All levels of teaching experience welcome
• Q & A to follow all seminars
For more detailed information on all seminars, regular language courses, and cultural events please visit our website: www.cervantes.org
Upcoming seminars: **November 3 & 17, December 1, January 19, February 2 & 9, March 2, 16 & 30, April 13 & 27, May 4 & 18**
All seminars are held at Instituto Cervantes on Fridays from 5:30 - 8:30pm
Individual seminars: \$15 \$10 for Instituto Cervantes Members
You may register in advance by telephone
Instituto Cervantes at Amster Yard
211 East 49th Street New York, NY 10017
Tel: 212-308-7720 Fax: 212-308-7721
classprogram@cervantes.org

RESOURCE & REFERENCE GUIDE

BOOKS

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

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

Logos Books

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

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

DEVELOP YOUR GIFTED

CHILD'S MIND!

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

High Marks in Chemistry

1-877-600-7466;
www.HighMarksInSchool.com
Over 95,000 books sold. HIGH MARKS: REGENTS CHEMISTRY MADE EASY BY SHARON WELCHER (College Teacher, Chairperson and teacher of high school review courses). This book is your private tutor-Easy review book for NEW regents (second edition) with hundreds of questions and solutions, Get HIGH MARKS \$10.95. Available at Leading book stores or call (718)271-7466.

EDUCATION

International Technology Education Association

Invention, Innovation, and Inquiry, is a series of 10-day educational units designed to integrate engineering design, mathematics, science, and technology into the 5th and 6th grade classroom. ³ offers elementary teachers a variety of affordable supplemental curriculum materials that encourage students to participate in a "Hands on-Minds" environment. Invention, Innovation, Inquiry. www.i3cubed.com. 703-860-2100

MISCELLANEOUS

Schoen Trimming & Cord Co., Inc.
The leading manufacturer of trimming & cords to the education community. We offer a full line of academic memorabilia. For more info call 212-255-3949

SPECIAL EDUCATION

The Sterling School
(718) 625-3502

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

SCHOOLS

Lycée Français De New York
505 East 75th Street; NY, NY 10021
212-439-3834;
Admissions@LFNY.org www.LFNY.org
The Lycée Français de New York is a multicultural, bilingual institution with students from sixty nations (preschool-12th grade). The school is an American,

private, non-profit school chartered by the NY State Board of Regents, and accredited by the French Ministry of Education.

The Kew-Forest School

119-17 Union Turnpike
Forest Hills, New York 11375
(718) 268-4667 www.kewforest.org
The Kew-Forest School is one of Queen's oldest and finest independent day schools located in a residential neighborhood. Since 1918, this co-ed, college preparatory institution has provided students from Kindergarten through Grade 12 with an academically challenging curriculum in a small, caring environment. Among its hallmarks are small classes, a teacher/student ratio of 1:8, and an outstanding record of admissions to top colleges and universities.

To tour the school or learn more, call (718) 268-4667 ext. 125 or log on to www.kewforest.org.

PARENT TRAINING PROGRAM

Parents as Practitioners
8235 Ohio River Boulevard
Pittsburgh, Pennsylvania 15202
Phone 412-766-4030
Fax 412-766-5434
www.parentsaspractitioners.org
For 10 years the Institute for Learning Abilities® has successfully used Cognitive Retraining Techniques® to treat individuals with learning disabilities. Our parent-training program, trains you in these concepts allowing you to do the therapy at home with your child.

THERAPY

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



SURVIVING COLLEGE

By ROSETTE ALLEGRETTI

"I am officially a college student." It can feel kind of intimidating, right? Don't worry; it doesn't have to become the ordeal many build it up to be. Most students' anxieties about beginning their college careers can be put to rest simply by being prepared.

The college experience is very different from high school. Freshmen often seem overwhelmed at having classes in varying time frames at what they deem "unusual hours of the day". It can be somewhat of an adjustment, but a positive one if they are open to the change. For example, an hour and twenty-five minutes for a class may sound intolerable for some, but think about it for a minute. Rather than having this class for a shorter amount of time every day, it is only held on two days a week, usually a Tuesday and Thursday. Other classes are only offered on Mondays, Wednesdays and Fridays. Having a day in between without that particular class can be very invigorating. It definitely makes the classes more manageable, especially if you know how to prioritize your time. To put it simply, develop effective time management skills.

Contrary to popular belief among first year students, it is possible to study and socialize at the same time. Forming study groups can be both an amazing support system and a great way to meet others with similar classes and interests. In college, you are an adult. Most professors do not hold your hand, or remind you daily of upcoming assignments and deadlines. They may mention a paper due date once or twice. It is up to the dedi-

cated college student to write down and remember important dates. For this I would highly recommend a daily planner. In my college career, I went everywhere with one. It was the key to organizing my life. Every date, assignment, occasion, and so on would be written down in that planner, and I found it useful to record activities as well—meetings, parties, birthdays, etc.

While schoolwork is of the utmost importance in college, another key component in achieving college success is to become actively involved. Students must find room in their busy schedules to explore interests through clubs and sports. Join, Join, Join! I cannot stress this enough. Activities such as these help make the entire college experience. Without them, students become too locked into their coursework to actually enjoy life. College is not just work; it should be fun as well. These are supposed to be the best years of your lives. Becoming a member of clubs and organizations gives students an outlet to de-stress. This creates greater opportunities to meet new people, expand your horizons, and try something new. Just be careful not to join too many activities at once, or there will be no time left for school itself.

College life can become one of the greatest experiences in a person's life. Everyone can be successful as long as they find the proper balance in their lives. Remember: work + play = success in college.#

Rosette Allegretti is an administrator in the School of Education at St. John's University, Staten Island Campus and an Adjunct English Professor.

WHAT TO CONSIDER WHEN YOU WANT TO GET EXTENDED TIME ON STANDARDIZED TESTS

Some parents have noticed that when their teenage child takes timed tests, many questions are never reached—the time has run out. Perhaps the child is a slow reader, and when these darned timed tests are important, the score is lower than it should be. My kid is smarter than that! What may be happening is that your child reads much slower than the intelligence would predict. This is essentially the definition of a learning disability in reading. But can you get extra time on these standardized tests like the SAT and ACT?

It used to be possible for a doctor to write a note for extra time, and the accommodation would be granted. That is no longer the case these days. In fact, the process is somewhat arduous, so if you are planning to ask for extra time, well, tighten your seat belt. Part of the process involves getting a relatively thorough psycho-educational evaluation or a neuropsychological evaluation. Such evaluations cost about \$3000, and take about eight hours of testing, plus about seven more hours of professional time, at a minimum. One bright spot came out recently, however, and that is these evaluations are deductible, according to recent IRS ruling.

The requirements of applying for extended time on standardized tests are demanding, and vary from one testing organization to another. It is your responsibility to know these requirements and gather the proper materials within the given time constraints. Testing, which is the psychologist's or neuropsychologist's primary role, is central to obtaining extended time, but it is not enough. Historical documentation is also very important. Be advised that there is no guarantee that the testing results will result in a diagnosis of having a learning disability. As for gathering documentation, follow the procedures outlined next.

Arrange to have school records, dating from grammar school through high school, sent directly to the person doing the evaluation, usually a licensed psychologist. These days, the evaluator must be licensed and have all the proper credentials. It is very important to bring or mail to the psychologist test reports and letters which document learning problems in your child's past. Letters from doctors, teachers, school officials, even relatives and parents, attesting to the learning problems are very important (and make sure they are signed and dated). Highlight the problems on the copies for the psychologist; keep originals in your own file.

You need to appreciate the view that it is difficult and inconvenient for testing services to grant you extra time. Because of this, it is essential to make a very strong case. In addition to historical documentation, it is required that the testing be current, within the last several years.

You may be asked to write a personal statement, telling the story of the learning problems throughout the child's life; this should be about 1 page and e mailed to the psychologist so that this information can be put into the report. If you have little or no formal proof of learning difficulties, you need to explain why there were no official accommodations. This narrative should include medical and developmental (childhood) history, which is also required.

Also important to note is that these reports take time to write, as they often end up being over 15 pages long. Do not expect the report to be done quickly after submitting the final materials; a report without complications will take about 10 business days to write.

James Lawrence Thomas, Ph.D., Clinical Psychologist & Neuropsychologist
19 West 34th Street, Penthouse, New York, New York 10001
212-268-8900 fax: 212-629-7475

e: nurosvcs@aol.com www.thebrainclinic.com
Cognitive Remediation, Faculty, NYU Medical Center Assessment & Albert Einstein College of Medicine
Neurofeedback and Psychotherapy

College's main campus and at five NYC Campuses located in the Bronx, Manhattan, and Brooklyn.

With a curriculum that grants credit for life experiences, and flexible classroom schedules, CNR's School of New Resources has succeeded in providing working adults with degrees in higher education for over 35 years. The core of the educational experience of The College of New Rochelle is what our students value most—a sense of community, partnership with

their professors, and a learning environment where the lessons for life go beyond the academic aspects of a particular subject.

Internationally acclaimed and honored for its success, the adult graduates of CNR's School of New Resources affirm that the school's liberal arts degree provided them with the skills, knowledge, and confidence to reach beyond their own goals, and prepares them for a lifetime of career advancement.

THE COLLEGE OF NEW ROCHELLE

The College of New Rochelle (CNR) celebrates 102 years as a Catholic Liberal Arts college that welcomes students of all religions and ethnic back-

grounds. Among our four schools is the School of New Resources for adult learners, which offers its respected BA degree in Westchester County on the

SARAH · LAWRENCE · COLLEGE

The Art of Teaching Master's Program



- Small seminar classes connecting theory with teaching practice, leading to a Master of Science in Education
- Student teaching and fieldwork in tri-state area public and alternative schools
- Students prepared for certification in Early Childhood, Childhood or dual certification
- Students of diverse backgrounds and experiences are encouraged to apply

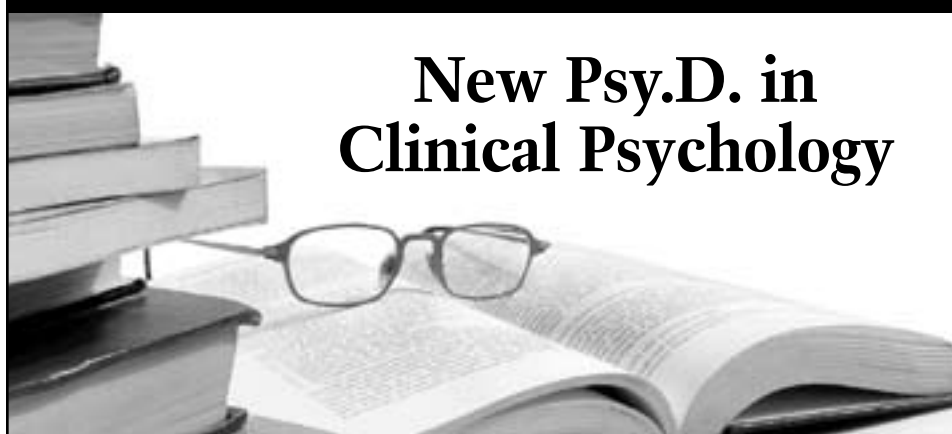
Open House
Thursday, November 30, 2006
6:00 – 7:30 pm Slonim House

Part-time/full-time study
and financial aid available

For information contact:

Sarah Lawrence College Office of Graduate Studies
1 Mead Way, Bronxville, NY 10708
(914) 395-2371 x236, grad@slc.edu or visit us at
www.sarahlawrence.edu/teaching

New Psy.D. in Clinical Psychology



Union Institute & University is pleased to announce its new Doctor of Psychology (Psy.D.) Program in Clinical Psychology. The Program trains psychologists to become skilled practitioners and informed scholars, and the low residency feature makes it highly accessible to working adults.

Ask about our focus in social justice and family psychology.

Apply online:	www.tui.edu
Call us:	800.486.3116, ext. 200
Or email:	DoctoralAdmissions@tui.edu
Offering:	B.A. • M.A. • M.Ed. M.A. in Psychology M.F.A. • Psy.D. • Ph.D.

We welcome applicants from diverse backgrounds.



A Different Approach

UNION INSTITUTE & UNIVERSITY

Cincinnati Center 440 East McMillan Street, Cincinnati, OH 45206
Brattleboro Center 3 University Way Suite 3, Brattleboro VT 05301



Seniors Give Their Views on the College Application Process

By JUSTINE RIVERA & HEATHER MAHER

We asked several seniors questions about the college application process and what they are expecting from their college experiences. All had different high school experiences and each is expecting something different from the college they attend. One thing they do have in common is the process of applying to colleges. It is a long process that takes several months of careful consideration, revision, and patience to finish.

- The questions we asked were:
1. How many colleges are you applying to? Which ones?
 2. What are your top two choices? What is your safety school?
 3. Will you commute or live in a dorm?
 4. What is your major as of now?
 5. What are your concerns about the application process?
 6. How are you planning to pay for college?
 7. What interests are you pursuing senior year



Nairi Esayan, Jennifer Yun Xu & Jonathan Nieves



Raymond Blankenhorn

that you hope will help you be ready for college?

8. How are you making your decisions about college?

9. Final thoughts about the whole process.

Jonathan Nieves, Nairi Esayan and Jennifer Yun Xu, seniors at Baruch College High School came to Education Update's offices to share their views on the college process. Several were taking AP courses to enhance their appeal to colleges. "The great thing about our school," they agreed was the "Advisory Program matching 20 students for four years to the same advisor." We get to use the college library which is useful, some professors help us with work, we get SAT prep provided by Baruch College students and also free SAT books.

Nairi is applying to Barnard, CUNY Honors, Baruch, Tufts with her safe schools being Baruch, Purchase and Binghamton. Jonathon wants to be a physician thus his first choice is Sophie Davis, then U of Rochester, Stony Brook with his safe schools Marist and CUNY. Jennifer is applying to Trinity, Skidmore and Binghamton with Baruch as her safe school.

The majors these articulate seniors plan to pursue are: Nairi: political science, humanities with a possible law degree as her goal. Jennifer in interested in Business and English as a double minor; also international relations. Jonathon wants to be premed.

The students all agreed that Baruch HS had provided a nurturing environment as well as excellent preparation for college. Everyone must have an exit project as well as providing mentorship for the incoming 9th graders.

Jonathon summed it up by saying, "we are a diverse group of students; everyone differs in their own way."

Justine Rivera, ASL & English Secondary School

Justine is planning on applying to 6-8 colleges.

Some of them include NYU, CUNY, Fordham University, and possibly Columbia. Her top two choices are NYU or Fordham University. Her safety school is Lehman College of CUNY. Justine chooses her college using their reputations, and information she picks up from college recruiting meetings, alumni of the various schools and going online. She would like to commute to school. "Everyone tells me that I should live in a dorm and be away from my parents, and I agree. I would love to be independent and do my own thing, but I don't really like the idea of living with a stranger in a small room". On paper, she's undecided when it comes to her choice of major, but she loves English and Biology. Justine's main concerns with the college applications is that she won't make a great impression or that she could make a mistake on the application that will ruin her chances of getting admitted to the college. With college life, she just hopes that she can keep up with long lectures; she's heard about class sizes of four hundred students. To pay for college Justine plans to apply for financial aid and with go for some scholarships. Her last resort would be a student loan and hopes that won't have to be the case, because she feels that there are too many successful people who are way past their college years and are still paying it off. Currently Justine is a private tutor to two children, and an intern for the newspaper (Education Update).

Raymond Blankenhorn, Hunter High School

Raymond's high school requires that all seniors apply to at least eight private schools, while applying to public schools is also encouraged. He plans to apply to Oxford, Harvard, Brown, McGill, St. Johns, University of Virginia, and University of Chicago. Oxford and Harvard are Raymond's top two choices. McGill and the other schools are safety schools. The schools that Raymond applying to require that he live on cam-

continued on page 27

Create the future you deserve in Education.



THE COLLEGE OF NEW ROCHELLE GRADUATE SCHOOL

is dedicated to preparing students for successful careers in the helping professions.


Join Us for an Open House Wed., Nov. 15 at 5:30 pm Student Campus Center

APPLY NOW
29 CASTLE PLACE
NEW ROCHELLE
NEW YORK 10805
914-654-5334
gs@cnr.edu
www.cnr.edu

Learn innovative teaching strategies and skills necessary for today's successful educators by earning your Master's Degree in Education or Educational Leadership at CNR:

- Engage in practical training through our intensive practicums and field placements
- Develop professional leadership skills for teachers and educational administrators
- Experience personalized attention in the classroom and from your advisors
- Enjoy flexible class schedules, evenings, and weekend courses
- Scholarships are available for qualified students.





NY SCAS TOURO COLLEGE

A DIVISION OF
New York School of Career and Applied Studies

GET YOUR ASSOCIATE OR BACHELOR DEGREE IN:

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

Certificate Programs
 Digital Media Arts | Medical Coding & Billing

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

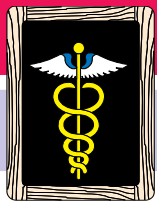
Other Professional Opportunities
 at TOURO COLLEGE
 Pre-Law, Pre-Medical, Pre-Dental

Touro College is an equal opportunity institution

TURN YOUR DREAMS INTO REALITY!

212.463.0400 x500
718.265.6534 x1003
 Manhattan Brooklyn Queens

MEDICAL UPDATE



New York City • NOVEMBER 2006
FOR PARENTS, EDUCATORS & STUDENTS

• 26

USING PHILANTHROPY TO COMBAT THIRD-WORLD DISEASE

Although no longer a significant public health threat in the U.S., malaria and tuberculosis continue to have a devastating impact on much of the world, particularly in the former Soviet Union and sub-Saharan Africa. A recent gift of \$7.25 million from Howard and Abby Milstein will target these diseases and others that affect the developing world by establishing the Abby and Howard P. Milstein Chemistry Core Facility and the Abby and Howard P. Milstein Program in Chemical Biology at Weill Cornell Medical College. The gift is part of the recently completed \$750 million *Advancing the Clinical Mission* capital campaign.

Specifically, the gift will be used to create and staff a core facility that will design and purify compounds to support research within the Chemical Biology Program, as well as help scientists study many other diseases. The new, multidisciplinary Chemical Biology Program will combine genetics, biochemistry, molecular biology and immunology with chemical compounds with which to validate drug targets. Ultimately, compounds of significant interest will be donated to public-private partnerships that are oriented toward not-for-profit drug development, fostering collaboration between the medical research and business communities.

"This is a very important step that will enable us to make significant progress toward developing new therapies," said Dr. Antonio Gotto Jr., dean of Weill Cornell Medical College. "It also represents a new type of partnership between philanthropy, academia and industry."

The Milstein family has a long history of generosity in support of Weill Cornell. Over the years, Howard P. Milstein, a 1973 graduate of Cornell University, has been a strong supporter of the Medical College's neuroscience initiatives and benefit events. At the event announcing this gift, three generations of Milsteins were present—Irma and Paul Milstein, Abby and Howard and their teenage son.

The idea originated with a presentation by Dr.

Carl Nathan, the R.A. Rees Pritchett Professor of Microbiology and chair of the Medical College's Department of Microbiology and Immunology during a meeting of the Medical College's Board of Overseers.

"We have a part to play in the business community by supporting selfless doctors and researchers," said Mr. Milstein, who has been an overseer of the Medical College since 1989. He is chairman of New York Private Bank & Trust as well as chairman, president and CEO of Emigrant Savings Bank.

It was the logic of Dr. Nathan's presentation and the need that rang the bell—this is a vital area," he said.

Dr. Nathan, who will direct the Program in Chemical Biology and serve on an advisory committee to the Core Facility director, is specifically interested in combating antibiotic-resistant strains of tuberculosis and malaria that have evolved over the last half-century, an area largely neglected by the pharmaceutical industry because of its poor market value. According to the Global Forum for Health Research, currently less than 10 percent of global spending on medical research goes to conditions that account for greater than 90 percent of the global disease burden, a problem that has come to be known as the 10/90 gap.

"The question is, do we want to go back to a time when life-threatening infections are considered routine?" asked Dr. Nathan.

"This is not a past we want as our future," he said. "University-based scientists can step in and help find solutions to these diseases."#

Reprinted from *Weill Cornell Scope*, October 2006.

ADVERTISE ON

www.EDUCATIONUPDATE.com
Choose an animated or stationary
online banner ad.
Call (212) 477-5600 for rates.



(l-r) Howard and Abby Milstein, Dr. Antonio Gotto Jr., Dean, Weill Cornell Medical College

Lasik

NEARSIGHTEDNESS - FARSIGHTEDNESS - ASTIGMATISM

BY DR. KEN MOADEL

- NY's Most Experienced Specialist
- Personally performed over 37,000 laser vision corrections
- Dr. Moadel examines and treats every patient
- NY's Most Advanced Technology
- BLADELESS LASIK W/CUSTOMVUE
- Safer & more precise than ever
- FLEX SPENDING \$\$\$ ACCEPTED FOR LASIK PAYMENT
- Interest-Free Financing*
- Most Insurance Accepted where applicable

**NY TEACHERS
SAVE \$500**

In appreciation of your service to our children & community, Dr. Moadel is pleased to extend this offer. Not to be used in conjunction with any other offer or insurance plan.

**DR. KEN MOADEL
NY EYE SPECIALISTS
FREE CONSULTATION
(212)490-EYES (3937)**

MIDTOWN MANHATTAN • STAMFORD, CT • NY2020.COM

*Qualified candidates pay only \$35 per month per eye



NY STAR
CENTER-
FIELDER
**BERNIE
WILLIAMS**
COULD HAVE
CHOSEN ANY
DOCTOR IN
THE WORLD.
HE CHOSE
DR. KEN
MOADEL.

Seaver and NY Autism Center of Excellence



**MOUNT SINAI
SCHOOL OF
MEDICINE**

Participation in the medication trials is free and includes comprehensive diagnostic testing and frequent visits with clinicians to closely monitor participants.

Research Studies for Children with Autism Spectrum Disorders

Does your child have:

- * Repetitive behaviors or narrow interests?
- * Language delay or communication difficulties?
- * Trouble making friends or maintaining relationships?
- * Motor skills delays?
- * Poor organizational skills?

If yes, your child may qualify for one of the following studies:

Medication Studies (ages 2-5; ages 5-18):

Medication studies that target problem behaviors and symptoms of autism. GCO #01-1295, IRB approved through 4/30/07. For more information please call # 212 241-2993 or #212 241-7098

Imaging Studies (ages 7-17):

Imaging studies that involve MRI scans to look at the chemistry of the brain in children and adolescents with autism. GCO#05-0847, IRB approved through 9/11/07. For more information please call #212-241-7098

Social Skills Group (ages 6-8):

Weekly class for children with strong verbal skills. Goals include improving relationships with peers and learning coping skills for social situations. GCO#03-1104, IRB approved through 12/15/06. For more information please call #212 241-3692

Sir Roger Moore and Jordan's Princess Badiya Speak at Oxonian Society

By EMILY SHERWOOD, Ph.D.

Sir Roger Moore and Her Royal Highness Princess Badiya of Jordan electrified the crowd at the Oxonian Society's annual black tie gala last month, offering a packed audience at the Princeton Club very personal insights into the global child health crisis and the relationship between Islam and terrorism.

Founded just after 9/11 as a means of stimulating provocative discussion and debate with the world's most interesting intellectuals, the nonprofit Oxonian Society lived up to its high standards. Keynote speaker Sir Roger Moore, famous for being the longest running James Bond character (his urbane and dashing 007 portrayal complemented a 60 year career in film, TV, and theater), chose to speak about his 15 year service as Honorary Ambassador for UNICEF, a cause that his dear friend, the late Audrey Hepburn, had encouraged him to embrace. Armed with statistics ("40,000 children a day die of preventable causes"), Moore explained that he had "put faces and names on the numbers," traveling worldwide to view firsthand the tragic consequences of unclean water, poverty, and the lack of education on innocent youngsters. In Salvador, "I was not prepared to see children whose limbs had been blown off by land mines...One baby was dying of malnutrition. The doctor said if they'd reached

her one week before they could have saved her," Moore recounted to a hushed audience.

Yet in counterpoint to the children's suffering, Moore also highlighted the generosity of many benefactors who have listened to his appeals and responded with charity and compassion. A cardiologist in Manhattan, who several years ago installed a pacemaker in Moore after he collapsed while appearing in "The Play What I Wrote," presented him with a \$10,000 check for UNICEF instead of a bill. British Airways, for whom Moore has been a spokesman since 2004, has raised \$43 million for UNICEF as part of its "Change for Good" campaign (Moore has been known to jump up during their flights to make impassioned pleas for donations.) "Tender care of human beings will never become obsolete,"



Roger Moore



Princess Badiya

summed up Moore, quoting a passage that Audrey Hepburn read to her loved ones from her bedside in her final days: "Never throw out anybody... Remember, if you need a helping hand, you'll find it at the end of your arm. As you grow older, you'll find that you have two hands, one for helping yourself and one for helping others."

Her Royal Highness Princess Badiya of Jordan chose to speak on the more controversial but equally timely subject of Islam, posing the question: Should the religion of Islam be blamed for the increase in Islamic terrorism? Acknowledging that "the feeling about Islam in the western world is not positive" and that "there is a growing feeling of 'us' and 'them,'" the Oxford-educated Princess Badiya, one of the co-founders of the Oxonian Society, countered that the doctrine of Islam counsels respect and peace with other faiths as well as an embracing of diversity. "For every one verse that advocates terrorism, there are 124 that advocate compassion, justice, and mercy," pointed out the Princess. Noting that there are sane, civilized and educated people as well as their polar opposites from all religions and cultures, Her Royal Highness urged that "the latter group must not be allowed to bully the former... We must shore up the middle ground or we'll all be lost to terrorism," she exhorted. Princess Badiya left the audience with a call for a multi-lateral response to terrorism: "We need to promote democracy between states, not within, and work together to face global problems."

Following its annual gala event, the Oxonian Society is not resting on its laurels. Among the glittering array of upcoming speakers are actress Mia Farrow, documentary filmmaker Ken Burns, Dutchess of York Sarah Ferguson, and Chairman of the Joint Chiefs of Staff, General Peter Pace. The Society offers a special rate for teachers and students. More information can be obtained by logging onto their website at www.oxoniansociety.com.

A Critical Look At How Public Policy Impacts Education

By RICHARD KAGAN

Jean Maude Anyon doesn't mince words. The Professor of Educational and Social Policy in the Doctoral Program in Urban Education, Graduate Center, CUNY gave a presentation at The New Educator Conference critically examining how national public policy polarizes our society and keeps large segments of people in a cycle of poverty and neighborhoods in a condition of economic hardship. Dr. Anyon, author of *Radical Possibilities: Public Policy, Urban Education, and a New Social Movement*, opened her talk with a sobering question: "Why after all these decades of spending money on inner city schools are things only a little bit better, if at all better?"

Dr. Anyon postulates that the nature of certain policies have had a negative impact on people of color, and those who live in poor neighborhoods. And, this has adversely affected the quality of public education in those urban areas. She states that 41 percent of people who have jobs in America are in fact, part of the working poor. They earn between \$6 and \$7 dollars an hour and have to support families on this meager income. The majority of the working poor are people of color. She says the No Child Left Behind Law has acted like a job policy which was not the Law's original intent. What is the public policy behind NCLB says Dr. Anyon? To force students to do well on tests. "We're going to force everyone to do well on tests. That will get you out of poverty." Dr. Anyon believes education in itself doesn't create jobs. In 1996, there were 14 million people looking for only 2 million job openings. And most of those jobs weren't even full-time.

Current taxation policies hurt poor people and have kept money out of local communities. Tax

cuts for the wealthy have increased over the past 40 years. Corporations were taxed at a higher rate in the 1950's and that money went straight back into the local communities to build schools. Now those corporations pay much less tax, and therefore less money goes back into the local communities. Dr. Anyon stated that there are some good public policies in effect. Examples are anti-discrimination law and equal pay for similar job categories for both sexes. However, Dr. Anyon believes if the equal pay policy were really enforced, it would reduce poverty by 30 percent because so many of the lower salaries go to women. Transportation policy in the nation's urban centers today determine where poor people live. Many jobs are relocated out of the city to suburban centers. People who subsist on low wages have a difficult time getting to these locations. Dr. Anyon said it's not easy to get to Englewood, New Jersey from Williamsburg in Brooklyn. Even when urban school reform is successful it cheats the kids notes Dr. Anyon. The students graduate but go on to low paying jobs that pay minimum wages.

How can change be made? Dr. Anyon says social movements have had major impacts in creating new and effective public policy. Project Headstart was developed out of the passion of the civil rights movement in the 1960's. Parents need to be heard. If a principal or administrator or teacher sees an angry parent at school, stop and listen. It's an opportunity for them to be heard. Dr. Anyon noted that there are many public interest groups in New York City working on wage issues, housing issues, and how schools can run more effectively. These grass-roots groups can have a large impact in societal change.#

Opera on the Red Sea

continued from page 16

Church music, which may be regarded as one of the pinnacles of the genre. Their voices filled the banquet hall giving joyous affirmation of religious faith. The banquet hall setting was somewhat sterile. One had to close ones eyes to imagine how this would have sounded in the appropriate venue of a Russian Orthodox Church. Equally exciting was a performance from members of the percussion in excerpts from Grieg's Peer Gynt and Prokofiev's Romeo and Juliet amongst oth-

ers. Their talent was awesome. Ensembles from the brass, woodwind and string section also had their turn, all playing with masterful precision. Indeed, these individual ensembles made a powerful impression suggesting that the sum of the parts is greater than the whole.

The Mariinsky under Giergev will be back in January 2007. So come to Eilat and partake of its beaches, vistas and hiking possibilities and then relax with glorious music. With more planning and coordination, this festival has the potential of becoming one of the premiere international music festivals in the region. #

New Educator Conference Panels Look at Key Issues

By RICHARD KAGAN

Among several of the most interesting panels were ones by Professor Onore from Montclair State University and Professor Arthur Costigan from Queens College. Cynthia Onore, currently a Professor in the Department of Curriculum and Teaching at Montclair State University in New Jersey previously served as Director of the Center Pedagogy at MSU. She created the Urban Teaching Academy at MSU, a program designed to recruit, prepare, and support new teachers for New Jersey's urban schools. Dr. Onore saw that students expressed some concern where they would be placed for fieldwork. Montclair State University is located in a suburban community. "Our students were not choosing to go into urban districts," said Professor Onore. There was a clear disparity between suburban and urban school districts in New Jersey. The Urban Teaching Academy was initiated to prepare pre-service students to teach in an urban environment. 20 to 25 students were in the program. MSU worked with a magnet high school in Newark, NJ named in the study as "CHS" to be the site where MSU students would do fieldwork and coursework on site. Students were able to interview people at CHS to learn about the urban teaching experience. MSU Students felt empowered to teach in an urban high school setting after being in the

Urban Teaching Academy.

Professor Costigan presented "From the Inside: New York City Teaching Fellows Join the Teacher Debates." In 2001, the New York City Teachings Fellows Program was introduced with much fanfare. Bright, professionals in their mid-thirties were being recruited to take a "fast track" into teaching in New York City Public schools. This group of "Urban Pioneers" were going to take their life experience and professional career experience and move into teaching in inner city schools. Professor Costigan notes that within a 5 year span, this program has evolved into what was a so-called alternative pathway to now it's just another route into becoming a teacher.

In the beginning of the two year program, Teaching Fellows were told they were "special." They got free books and lunches. But once in the classroom, the fellows were under a lot of pressure to learn on-the-job how to become a teacher. Fellows would take coursework to get accreditation while they learned the dynamics of teaching. Fellows were given scripted lessons, and many became dissatisfied and left the field. The turnover rate was between 50-55 percent. Now the Program has shifted to a 3 year certification. Mentoring is available for coursework and classroom preparation and is considered one of the strong elements of the Teaching Fellows Program.#

Seniors

continued from page 25

pus for at least one year, but after that he plans to live off campus and commute to school. His tentative major is the classics. Literature that stands out from different ancient times. He believes that "learning about ancient worlds lets you look at the modern world with more understanding".

His concerns about the application process are deadlines! On top of normal school work and extracurricular activities it becomes more stressful to have application deadlines met, good essays written, and tests taken added to the already long list of things to get done in one school year. He and his family plan to pay for all college expenses.

He's going to continue fencing competitively. He's been playing for many years and plans to play at the varsity level in college. This year Raymond is doing an independent study program with his history teacher. It's a yearlong collection of projects and papers that will result in a final grade for the class. He will also write a thesis at

the end of the year summing up everything he learned from the year's worth of research. A college counselor at school helps Raymond decide about college and while this source of information is helpful it's not where he found the information he needed most. Raymond did a lot of talking with his family and friends who had gone through the application process already about what each school he was looking at has to offer. Because he already knows what his major is he researched schools that had good reputations in their classics program. He would also like to be in a city setting. Many different factors helped him decide which school and programs to apply for.

Applying for college now is becoming very competitive and each year it's more and more stressful. Getting your undergraduate degree is quickly becoming not enough. Getting your graduate degree seems to be the only way to really be successful. Applying to schools is the most stressful thing right now for people our age and there are no shortcuts. "You have to do it right, the whole way through. Not going to college is not an option."



“I never thought I would come so far. Learning was always such a struggle. That’s all changed since I’ve come to Landmark. I now dream about my future.”

Laticia Davis • New York City

Change the Way You Learn

For more than 20 years, Landmark College in Putney, VT has been the leader in creating successful learning strategies for students with learning disabilities and AD/HD. We teach students to learn in new ways by helping them discover the “right way to learn” for their unique needs, including the latest techniques in assistive technology.

The Landmark Difference

Landmark students do far more than attend college classes. Our entire curriculum — from student development to academic advisement — is based on a comprehensive framework of goals and learning outcomes. Students focus on understanding themselves as learners and develop effective learning strategies that can be applied throughout their lives.

Discover Your Path to Success

More than eight of every 10 Landmark graduates go onto pursue bachelor’s degree studies at the college of their choice — including some of our country’s most prestigious and best-known schools: American University, Boston University, Brown University, Embry-Riddle Aeronautical University, George Washington University and the University of Denver, to name just a few.



LANDMARK
COLLEGE
www.landmark.edu

America’s Leading College for **Students With Learning Disabilities and AD/HD**

Find out more about Landmark at one of our **Fall Open Houses**, where you can meet our faculty, students and staff...tour our campus...and learn about our associate degree programs in Business and General Studies.

Registration: 8:30 a.m. • Program: 9 a.m – 2 p.m.

Saturday, November 18, 2006
Friday, December 1, 2006

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

