

EDUCATION UPDATE

EDUCATION NEWS TODAY FOR A BETTER WORLD TOMORROW



Volume XII, No. 2 • New York City • OCTOBER 2006
FOR PARENTS, EDUCATORS & STUDENTS

www.EDUCATIONUPDATE.com

CORPORATE LEADERSHIP IN EDUCATION

**HAROLD
MCGRAW III**



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

GUEST EDITORIAL

Analysis of High School Minority Enrollments

By DEAN ALFRED S. POSAMENTIER,
DR. JOYCE R. COPPIN
& DR. EDMUND W. GORDON

A recent report in *The New York Times*, which the deputy chancellor found "extraordinarily surprising," indicated a precipitous drop in the percent of black and Hispanic students enrolled in New York City's six specialized high schools—those requiring a written test for admission. For example, the City's public schools currently have 34.7 percent black students and at Stuyvesant High School there are only 2.2 percent black students, down from 4.4 percent ten years ago. At Bronx Science over this period the percent of black students dropped from 11.8 percent to 4.8 percent, while at Brooklyn Tech the percent of black students dropped 22.4 percent to 14.9 percent. All the while the Asian population increased dramatically. Moreover, this comes after the chancellor expanded the Specialized High School Institute—a program to increase minority enrollment in these schools—from one location with 419 students to 17 locations serving 3,781 students.

The immediate reaction from most was that the admission process or the test must be flawed. While this is always a possibility, it is not something that will change in the near future. We believe that the concept of an institute could be a positive form of intervention to augment appropriate support from home and community, but it must be more than an attempt to provide students with the skills necessary for this admissions test—usually limited to reading and mathematics. It must foster high expectations and accountability for every youngster, socialization to the demands of high academic performance, support for personal development, and promote cultural fairness and equity. Most important, such

a support program must be started very early in a youngster's education, and offered on a regular basis—say, after school or on weekends—reaching out to all students with the cooperation of all school principals, conducted in a way that is convenient to all students, sensitive to the need for peer support and properly aligned with the curriculum. This is clearly not the case now, where it is conducted in a concentrated fashion in the summer and then infrequently during the school year.

The schools ought to reach out to parents to provide them with the tools they need to be appropriately supportive in the home. They need to focus on the psychological role parents and other adults could play, such as holding high expectations—even for a subject like mathematics that most people take pride in admitting having been bad in during their school days and thereby excusing or accepting mediocre performance from their children. Regular meetings should be held for parents and interested adults to show them ways that they can help their children maintain good academic habits, and to familiarize them with the demands of serious academic work and the material that the children are being taught in school. In short, the home support and environment—stressing the singular importance of education—is one of the key factors affecting the dismal under-representation of black students at the City's specialized high schools.

We cannot leave teachers out of this issue. They, quite obviously, play a critical role beyond their teaching skills. Several years ago the Teaneck school district wanted to know why the honor classes in the high school were largely white and the remedial classes were largely minority. A thorough investigation concluded that the one contributing factor was teacher expectation—regardless if the teacher was minority or

not. If Johnny was black and didn't do well on a test, the teacher would generally console him and tell him "it's all right; you'll do better next time." Whereas, if Johnny was white and performed poorly on a test, the teacher would simply tell him that this was completely unacceptable and would not be tolerated next time. This difference of expectation had a dramatic effect on student performance. Teachers must take a mentoring approach to assure that students stay on track.

Naturally there are many other factors that contribute to this enrollment dilemma. There may be parents who choose not to send their children to a school with such a low black enrollment. The Department of Education must make every effort to stress and infuse through all schools the importance of a good education, with a culture of high academic aspirations and effort.

Notwithstanding the problems that have plagued many schools, such as the teacher shortage in critical areas that has left the system with a relatively inexperienced teacher force, we believe that one of the root problems—one that is often not properly addressed—is the need to support families so that they can properly reinforce academically positive environments and high expectations for their children. The Department of Education must stop being shocked by statistics and perform an in-depth analysis to determine why its program to prepare racial and language minorities has not been successful. Only after these findings are implemented—with proper support is given to the instructional staff—and when both the schools and the home address this problem simultaneously, will we have a chance to reverse this unfortunate trend.

Alfred S. Posamentier, Dean, The School of Education, The City College of New York, CUNY; Joyce R. Coppin, Distinguished Lecturer, The City College of New York, CUNY; Edmund W. Gordon, Richard March Hoe Professor of Psychology and Education, Teachers College, Columbia University.

LETTERS

RE: The Bard College Prison Initiative**To the Editor:**

I have a 22-year-old daughter in a detention center in Fort Collins, CO. She is scheduled to be released next summer and will be returning to MA at that time. We are looking for programs to get her started on. If you have any comment or links I would appreciate it. I'm touched by your article and appreciate that you have provided us with this opportunity.

Frank Ordway
Sharon, MA

RE: An Interview with President Ruth Simmons, Brown University**To the Editor:**

The article was most appreciated. She is a remarkable woman, a breath of fresh air and realizes what it takes to make a good University a great University. I hope Ms. Simmons makes Brown her last stop.

Tom Bragen
Bayonne, NJ

RE: Prison Teachers**To the Editor:**

This is a great article. I teach in a juvenile secure care environment. Unfortunately, most of these teenagers have or do not see the importance of education until six or seven months in secure care.

Gregory E. Williams, New Orleans, LA

RE: A Glimpse into the Imprisonment of Jean Harris**To the Editor:**

It is amazing how a white woman can commit murder and it is sensationalized. Jean Harris committed 1st degree murder and was charged with 2nd degree murder. If an African American male would have killed someone with the exact same motive in Scarsdale, New York that black male would have received a charge of 1st degree murder and life without parole or the death penalty. Only in America can a white woman be redeemed for murder and any male that is not white will just be a murderer.

George E. Wilson
Memphis, TN

IN THIS ISSUE

Editorial & Letters	.....2
Spotlight on Schools	.....3-13, 16, 18
COVER STORY	..... 14-15
Music, Art & Dance	..... 10-11
Special Education	..... 17
Colleges & Grad Schools	..... 19-21, 24-25
Books	..... 22
Children's Corner	..... 24
MetroBEAT	..... 26
MEDICAL UPDATE	..... 27

Manhattan Chamber
of CommerceBoard 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:

Mayor Michael Bloomberg; Steve Bailey, Elva Berger, Dr. Joyce Coppin, Dr. Edmund Fordon, Dr. Carole Hankin, Dr. Glenn S. Hirsch, Maureen Hornung, Dr. Alfred Posamentier, Randi Sachs, Kara Solomon,

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, Emily Sherwood, Ph.D.

BOOK REVIEWERS:

Harris Healy III, Lillian Shapiro, Selene Vasquez

MEDICAL EDITOR:

Herman Rosen, M.D.

MODERN LANGUAGE EDITOR:

Adam Sugerman

MOVIE & THEATER REVIEWS:

Jan Aaron

MUSIC EDITOR:

Irving M. Spitz

POLITICAL COMMENTARY:

Stuart Dunn

ART DIRECTOR:

Neil Schuldiner

ADVERTISING DEPARTMENT:

Martin Lieberman, Manager.
Nancy Kontos, Chris Rowan

SPONSORSHIP COORDINATOR:

Steve Bailey
Inquiries: 646-872-4018

EDITORIAL INTERNS:

Heather Maher, Justine Rivera, Ashish Malhotra

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

POSTMASTER:

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

EDUCATION UPDATE
is an independent newspaper

Education Update

Manhattan
Chamber of Commerce

Winner
of the
Best
Business
Award

To
Education Update

FROM

Silver Hill Hospital

Mental Health
Media Award
2000

CORPORATE CONTRIBUTIONS TO EDUCATION

Jeffrey Wiesenfeld Speaks Out: Former CUNY Trustee Shares his Views on Public Education

By EMILY SHERWOOD, Ph.D.

Jeffrey Wiesenfeld is not afraid to speak his mind. The former CUNY trustee, who is credited with backing Chancellor Matthew Goldstein's sweeping reforms to raise academic standards at the nation's largest urban public university during a seven-year term that just ended in June, spoke to *Education Update* about his views on public education and his own background as the product of New York City public schools.

One might think that Wiesenfeld, currently a principal at Bernstein Investment Research and Management and arbiter of multi-million dollar transactions, always had it easy. Not so. The child of a Polish Holocaust survivor, he was raised in the South Bronx and attended P.S. 28 on Anthony Avenue, followed by Wade Junior High School. "I was beaten constantly," recalls Wiesenfeld matter-of-factly. "If I didn't fight, I wouldn't have survived." Fortunately, he was admitted to Bronx High School of Science in 1975, which "literally saved my life." It was at Queens College that Wiesenfeld developed an interest in political science and public administration, but after graduating, he met an FBI recruiter and took a test "on a lark," working briefly as a counter-intelligence agent. "The FBI gave me an opportunity to start a life," he reflects. What followed next was an amazing 21-year stint in New York's political arena, during which he served under NYC Mayor Ed Koch, U.S. Senator Alfonse D'Amato, and NY Governor George Pataki.



In 1999, Governor Pataki appointed Wiesenfeld to the CUNY Board of Trustees, declaring, "As we begin the process of restoring CUNY to the great university system it once was, I know that Jeff Wiesenfeld will fight to improve accountability and standards at CUNY." Pataki's prophecy was indeed upheld, as Wiesenfeld dug in to uphold stringent admissions standards. "Before, the view was that everyone should get in regardless of their ability. It's nonsensical to

continued to page 24

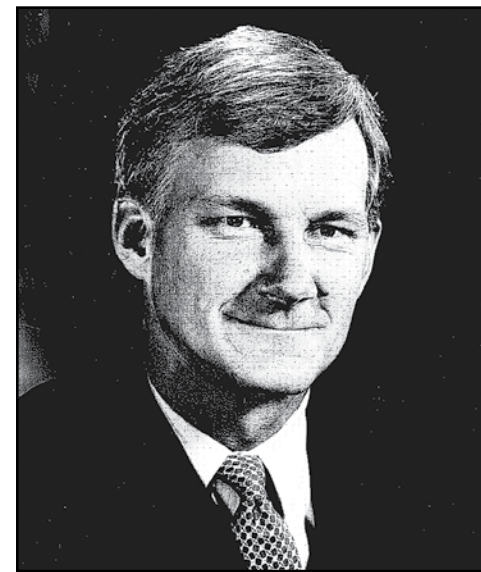
PROFILES IN EDUCATION:

TC Trustee William Dodge Rueckert, A Legacy of Education

By JOAN BAUM, Ph.D.

Inheriting a mantle to serve education and particularly advance the mission of Teachers College, Columbia University, William Dodge Rueckert, his moderate tone in no way masking his heartfelt dedication, speaks eloquently of his family's long tradition with the 119-year old teaching institution, beginning with the vision of a remarkable woman, his great aunt, Grace Hoadley Dodge, who wanted to start—and did—a school for immigrant women. Fostered in great part by William Dodge Rueckert's grandfather, Cleveland E. Dodge, who was a TC trustee for 67 years, and supported by the Cleveland H. Dodge Foundation, named in honor of Grace Dodge's brother, and a source of both specific and unrestricted funding, the TC mission has widened and deepened over the years. Although Bill Rueckert has served on the TC board for nine years—he modestly insists he is just one of several hard-working members—he has been, since 2003, co-chair of the board (with Jack Hyland), during which time the trustees appointed a new president to succeed the legendary Arthur Levine, and recommitted itself to TC's long-range Campaign for Education Equity. Most education schools, Bill Rueckert says, "will talk about quality educators for quality education," but TC is unique in ensuring that its campaign "is made a matter of public record and the central focus of its other endeavors."

Without missing a beat, Bill Rueckert, who is president of a private investment firm and who also serves as director and president of the Cleveland H. Dodge Foundation, a main funding



source for TC, notes the extraordinary accomplishments of the Levine administration, especially in consolidating departments, in fundraising ("realizing a \$155 million-capital campaign is almost unheard of") and in public relations. TC, always on the national charts, is now on the global map. He also points to the rigorous application process that led to the selection this past spring of Dr. Susan Fuhrman as TC's new president. Significantly, the board includes a student, Bill Rueckert points out. He sees nothing but a "great future" for the "incredibly talented" Dr.

continued to page 26

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



Lighthouse International: Educating Preschool Students for the 21st Century

By EMILY SHERWOOD, Ph.D.

Lighthouse International, the hundred-year-old organization that is widely regarded as the gold standard in low vision care, held its annual graduation for forty preschool children last June. Dressed in a miniature blue cap and gown, five-year-old Manny was the last to be called forward. Totally blind and walking with a small white cane, Manny received his certificate from Lighthouse CEO Dr. Tara Cortes and was en route to his teachers for a congratulatory hug when a sighted classmate of his spontaneously jumped out of her chair, grabbed his arm, and steered him to his destination, but not before wrapping her arms around him and planting an enormous kiss on his cheek.

"We do a lot of great things at Lighthouse," reflects Dr. Cortes while recounting this story, "But the school is one of our most inspiring areas." Serving 55 preschool children in six classrooms (one of which is self-contained for multiply impaired students), Lighthouse International offers the only program of its kind where children with visual impairments work and play alongside sighted children. By mainstreaming visually impaired children with sighted children, "we basically are bringing everyone into the world as one," explains Cortes, who holds both an R.N. and Ph.D. and was hired as CEO in 2005 after an intensive yearlong search. "When they leave our school, the children who are sighted recognize that everybody's not just like them, so there's a diversity piece that I think is very unique for our sighted children; and our children with partial sight learn from the sighted and realize that they're no different either, and they become one," concludes Cortes.

Headquartered in a Lighthouse-owned building on East 59th Street, Lighthouse International's preschool program is, according to parent Ursula Fastovsky, whose sighted three year old, Ethan,

has attended since September, "a secret to many on the Upper East Side." With a 1:3 staff to student ratio, the program offers the same rich curriculum for sighted children as other high quality preschools in the city—reading readiness, independence, socialization, and both fine and gross motor skill development. (There is an enormous gym equipped with tricycles, big balls and slides down the hall from the classrooms.) According to Fastovsky, Ethan is already speaking more clearly than he was a month ago, and "it hasn't really been apparent to him that there are children who are 'disabled' in his class." Adds principal Gregory Santamoor, who came to Lighthouse in July after spending six years as principal of the Helen Keller Services for the Blind's Children's Learning Center, "The children are cognitively the same. Some just have a vision impairment.... It doesn't mean they are less smart or they're not on the same developmental level."

For those youngsters with visual impairments in the five regular preschool classes, teachers are able to impart skill development through alternative methods using touch, sound and other senses. A Braille calendar has numbers that can be removed and touched. A weather chart has clouds made out of cotton balls. Alphabetical letters are outlined with pasta, paper clips, and pennies depending on the students' (and teachers') ingenuity, and large plastic shapes with Braille lettering can be affixed to felt boards. Like most preschool programs, music is an integral part of the school day, with class songs and listening center tapes woven into the daily curriculum.

In the self-contained classroom, the children, who are two to three years delayed in their development, are beginning the school year by getting to know their school and neighborhood. Each child is making a book, with buttons and

continued on page 17

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

FINANCIAL DISTRICT WELCOMES NEW SCHOOL

BY SYBIL MAIMIN

Within earshot of the New York Stock Exchange in Lower Manhattan's financial district, an exciting education is being offered in a majestic former bank building meticulously renovated to fit the needs of learners. Claremont Preparatory School (www.claremontprep.org) serving grades pre-K through 8 with growth plans that include a high school, opened in 2005 with fifty-four children. The school has doubled in size to its current 110 students, and will eventually house a capacity of 1,000 students. It is the newest and largest independent school in the fastest growing residential neighborhood in the city, one that, increasingly, is attracting families. "I see local residents everywhere, women with baby carriages, dogs being walked," exclaims Dana Haddad, Claremont's Director of Admissions. "The neighborhood offers a natural diversity that we have been able to draw upon." The school has also attracted students from other boroughs, as well as New Jersey and Connecticut. School buses transport pupils from Manhattan's Upper East and West Sides, as well as other neighborhoods.

Claremont is committed to teaching to each individual child. Classes are small and students are encouraged to challenge themselves and learn from others as well as from their teachers.

Claremont Prep has two underlying goals for its students, explains Haddad: "to develop a love for learning and a strong sense of self-esteem."

Recognizing that students have years of schooling ahead of them, Claremont hopes to "lay a foundation they can take with them anywhere... to raise lifelong learners." Children study French and Spanish from kindergarten through 4th grade and are introduced to Mandarin Chinese in 5th grade. Other languages will be introduced based on students' interests. As a new, cutting-edge environment, the entire facility is wireless and technology is thoroughly integrated into the curriculum. Computers and laptops are available to every child. An ambitious after-school program allows students to discover new



Irwin Shlachter, Headmaster



Dana Haddad, Director of Admissions



talents and interests and have fun. Offerings range from karate, cooking, and guitar to recreational sports, chess, and woodworking, as well as many more. Sessions devoted to homework help are also available. A unique feature of Claremont is its dedication and practice of good nutrition and healthy habits. The café (or cafeteria) features the GO, SLOW, WHOA program that helps children identify and choose foods based on health benefits. GO foods, e.g. vegetables, are identified with a green traffic light and can be eaten in quantity. SLOW foods, e.g., risotto, sporting a yellow traffic light, should be eaten in moderation. WHOA foods, e.g., pizza, seen with a red traffic light, should be eaten only occasionally. Other café experiences include the "No Thank You" Bite Program in which students are asked to try a bite of an unfamiliar food, and a Portion Control initiative. A parent or other adult is invited to have lunch with their child in the café once a month, and a nutritious breakfast is available to the entire Claremont community (students, faculty, parents) each morning.

Claremont boasts a full-size gymnasium, 25 meter pool, well-stocked library, art studios, laboratories, ample outdoor play space, and café. The grand auditorium and performing arts center, formerly the bank lobby, won an award from the city's Landmark Commission for its meticulous restoration, with particular attention to glorious murals and columns. The neighborhood, site of many school trips, is home to numerous museums and historic landmarks. Director of Admissions Haddad, formerly an Associate Director of Admissions at the Horace Mann School, speaks of the unique opportunity to help shape a school. "As educators," she notes, "we don't often get a chance to build a school from scratch." Headmaster Irwin Shlachter comes with top experience also. He was previously, for 25 years, headmaster at the well-regarded Rodeph Sholom School on the Upper West Side. #

Claremont Preparatory School is located at 41 Broad Street. For further information please call 212-232-0266.

THE GILDER LEHRMAN INSTITUTE *of* AMERICAN HISTORY

In CONGRESS, July 4, 1776.
A DECLARATION,
BY THE REPRESENTATIVES OF
The United STATES of America,
In General Congress Assembled.

WHEN in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires, that they should declare the Causes which impel them to the Separation.

We hold these Truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great Britain, is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

He has refused his Assent to Laws, the most wholesome and necessary for the public Good.

He has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.

He has called together legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures.

Declaration of Independence. Charleston, S.C., 1776 (GLC 00959)

The Gilder Lehrman Institute of American History
announces one-week seminars in summer 2007
for high school and middle school teachers,
National Park Service rangers, and college level faculty.
Seminars provide a \$ 400 stipend, books, room and board

Seminars are on major topics in American history
and are led by eminent historians
such as David Kennedy, Gordon Wood, David Blight, and Eric Foner,
at prestigious institutions including Yale, Harvard, Stanford, Columbia and Cambridge.

Limited to thirty participants per seminar through competitive application.

A complete list of topics, dates, locations, and application forms
is available online at
www.gilderlehrman.org.

Deadline for applications: February 1, 2007.

The Gilder Lehrman Institute of American History promotes the study and love of American history.

19 WEST 44TH STREET, SUITE 500, NEW YORK, NY 10036
646-366-9666 • www.gilderlehrman.org



TIAA-CREF & 257 Independent Colleges Offer Prepaid Tuition Plan

By EMILY SHERWOOD, Ph.D.

There's hardly a family in America who hasn't gasped at the rates colleges are charging for tuition these days. Yet what many people don't know is that TIAA-CREF, a financial services company in the business of providing pension retirement benefits, offers a program that allows families to prepay their child's private college tuition at today's prices and redeem it when the child is ready to attend college. Sound easy? TIAA-CREF's Richard Calvario will be the first to tell you that this three-year-old program, launched in September 2003 and now including 257 private colleges who call themselves the Tuition Plan Consortium (Princeton, Stanford, MIT, Notre Dame, and the University of Chicago are on the list), makes good financial sense.

"This prepaid plan, known as the Independent 529 Plan, transfers the risk of tuition inflation from the family that's trying to save for college to someone else (the college)," explains Calvario. Calvario is quick to back up his assumption with the math: Historically, tuition inflation for private schools has been in the neighborhood of six percent per year over the past decade. Also, every participating school is required to discount its tuition at a minimum of .5 percent per year (the average discount is one percent.) Thus, by prepaying tuition, a family would earn approximately seven percent annually on their money – tax-free. If the child selects a college that is not in the Tuition Plan Consortium, the family can choose to either take a refund or change the beneficiary to another relative.

In addition to the potential financial benefits for families, the Independent 529 Plan is "a win-win proposition for colleges," adds Calvario.

First off, it's good public policy. Shortly after



Richard Calvario

the Program launched in 2003, Congress passed a resolution congratulating participating colleges for making education more affordable, and this makes them look good in the eyes of the public. Secondly, the program creates a pool of families who are potentially financially ready to send their children to college, no small feat in today's economically challenged times. (Some 60 percent of all college students receive some form of financial aid, and most of that is in the form of loans. Thus, students are leaving college with "tons of debt," according to Calvario.) Yet a third benefit to colleges is that they now have access to a pool of families for recruitment purposes, a competitive edge to be sure. And finally, sometimes the college actually receives more than the sticker price of tuition when the certificate is redeemed, if TIAA-CREF's investments have yielded a rate of return that is better than the rate of tuition inflation. "Colleges fully expect us to perform better than inflation over the long term, which is why the program mandates a discount,"

continued on page 13

CUNY Vice-Chancellor Botman Tackles the Future of Math & Science Ed at CEI-PEA

By LIZA YOUNG

President of The Center for Educational Innovation-Public Education Association (CEI-PEA), Seymour Fliegel's, notation of research from Arizona regarding the strong correlation between student achievement and the grades of teachers as undergraduates sparked the recent creation of the City University of New York (CUNY) Teachers Academy.

Dr. Selma Botman, Vice Chancellor of the City University New York (CUNY), recently addressed a group of educators, college presidents, and deans, hosted by President Fliegel at the Harvard Club, describing the program at Teacher's Academy as one that "re-imagines how to educate teachers in middle and high schools." Botman highlighted the power of education from her personal background recalling "teachers who instilled the possibility of dreaming of making something of ourselves," and the growing need today for skilled math and science teachers to address a crisis of poor performance of high school students in comparison to other countries. Concomitantly, she noted a drop in the number of students majoring in math and science, a crisis underscored by US Department of Education senior research analyst Dr. Clifford Adelman's book, *The Toolbox Revisited: Paths to Degree Completion from High School Through College*, demonstrating performance in math in high school as predictive of achievement in college.

CUNY Teachers Academy, a product of the collaboration between three institutions, CUNY, New York University (NYU), and the Department of Education (DOE) as part of the NYC Partnership

for Teacher Excellence, (supported by a grant from The Carroll and Milton Petrie Foundation) is designed to meet the growing demand for effective math, science, special education, and English as a Second Language (ESL) teachers and has recruited exceptional math and science students, with diverse backgrounds, who can major in biology, chemistry, earth science, and math.

The Teacher Academy program will be housed on the CUNY campuses of Brooklyn College, City College, College of Staten Island, Hunter College, Lehman College, Queens College, and in the Fall of 2007, York College. Enrollment in Teachers Academy includes full tuition reimbursement and paid internships at host schools chosen based on successful leadership, and located within the vicinity of CUNY campuses. The collaboration with the DOE allows students to become familiarized with the public school system from year one, with 1000 hours of total internship at host schools by the end of the four-year program.

State of the art features of the program include the use of University of California at Santa Cruz's Professional Teaching standards and the Continuum of Teacher Education and Development. Upon graduation Teacher Academy students will have completed coursework for initial NYS certification.

Theory, research and practice will go hand in hand as students are embraced by professors across CUNY campus departments, and by teachers and principals of host schools.

continued on page 19

MARYMOUNT SCHOOL

1026 Fifth Avenue, New York, NY 10028

An independent, college preparatory, Catholic day school educating girls and young women in the tradition of academic excellence and moral values, Marymount is part of an international network, with sister schools in London, Paris, Rome, Los Angeles, New York and Colombia.

* **Advanced Placement and Honors courses:** U.S. History, European History, Biology, Chemistry, Physics B and C, Calculus AB and BC, Statistics, English, French Language, Spanish Language, French Literature, Spanish Literature, Latin: Virgil, Latin Literature, Art History and Studio Art

* **Metropolitan Museum of Art:** Classes for the Integrated Humanities Program, Advanced Placement Art History and courses in all disciplines utilize the museum on a regular basis

* **Community Service Opportunities:**

YSOP, Campus Ministry Service Projects, Social Justice curriculum, RSHM Zimbabwe ministries, Joint Schools Association projects and School Service

* **Extra Curricular Activities:** Mock Trial, Model UN, Forensics Team, Drama, Set Design/Tech Club, Science Olympiad, Amnesty International, Campus Ministry, *Joritan* (newspaper), *The Muse* (literary/arts magazine), *Marifia* (yearbook), Cultural Awareness Club, Marymount Singers, National Honor Society, Finance and Business Club, Philosophy Club, Knitting Club, Film Club, Environmental Awareness, Student Government and noontime discussions of current issues sponsored by clubs

* **Travel and Study Abroad:**

Semester abroad: Marymount, London and Marymount, Rome

* **Athletics:** Basketball, Volleyball, Softball, Soccer, Tennis, Badminton, Fencing, Swimming, Cross Country, Track and Field, Winter Track, Field Hockey and Lacrosse

* **Senior Internships**



**Middle and Upper School
Open House
Tuesday, Oct. 17
6:00 p.m.
RSVP (212) 744-4486
Limited Space Available**

Website: www.marymount.k12.ny.us

E-mail: admissions@marymount.k12.ny.us

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: Schoentrim@aol.com

The Marvelwood School

A Guided Journey to Achievement



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

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

www.marvelwood.org

Email: admissions@marvelwood.org



Rita Rodin



Fyvush Finkel

National Yiddish Theatre-Folksbiene: 92 & Going Strong

By LIZA YOUNG

At 92 years old, the National Yiddish Theatre-Folksbiene is brimming with activity on a grand scale. At a recent, vibrant meeting, launching the new season Chairman of the Board, Jeffrey Weisenfeld, unveiled exciting developments of this perpetually young-at-heart organization, including a partnership with City University of New York (CUNY), allowing the production of Yiddish theatre, on the campuses of Brooklyn College, Hunter College, Lehman College, and Queens College. The initia-

from the modern collection of plays at CUNY are free, but tickets are required.

Reflecting its campaign for national membership to meet a growing interest in Yiddish Theatre across the country, Weisenfeld proudly announced—with a drum roll—the coining of the organization from Folksbiene Theatre to “National Yiddish Theatre-Folksbiene.” President of the Board, Felix Frankel, who has Russian roots, described Folksbiene as having the “power to heal the soul” and ensuring that future generations are not deprived of the treasure of the Yiddish legacy.

To meet the broad interests of an audience which has grown by over 60 percent in the past

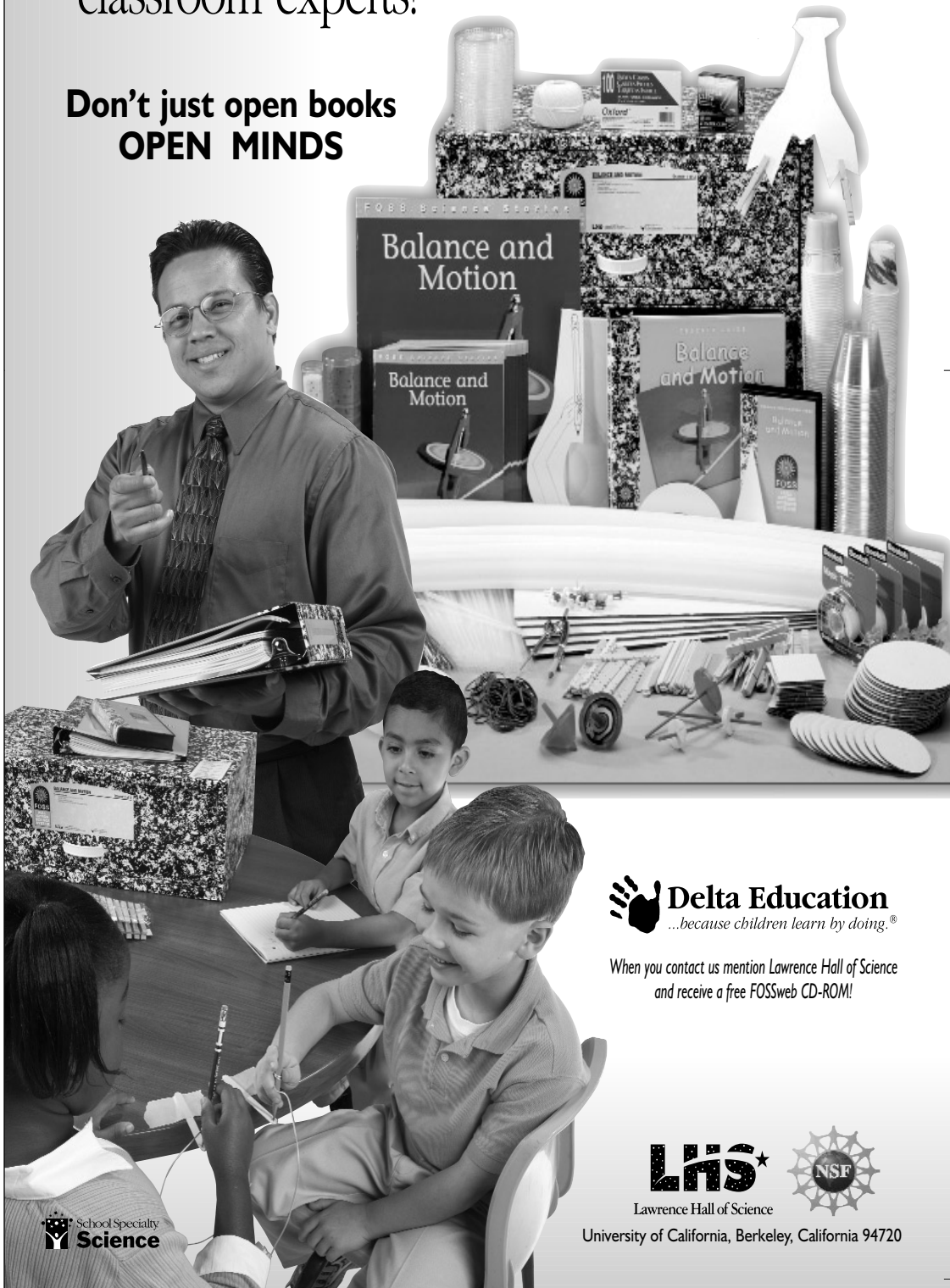
We wanted to know the most successful way to learn science, so we asked the classroom experts!

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!



Lawrence Hall of Science
University of California, Berkeley, California 94720



Bel Kaufman



Dr. Selma Botman



Sally Goodgold



Joanne Borts with Zalman Mlotek at the piano

tive is an expansion of cultural studies of CUNY—such as the center for Puerto Rican studies at Hunter and Dominican studies at City College—allowing students to be immersed in the rich Yiddish culture. Dr. Selma Botman, Vice Chancellor, of the City University of New York (CUNY) in describing the endeavor, quoted Israel Berkovici: “Yiddish culture is the point at which Jewish culture enters a dialogue with the outside world by both enacting its concerns onstage and by introducing people to the cultural expression of Jewish life and of Yiddish life.” Also representing CUNY was Rita Rodin, Director of the Office of Public Relations. The performances of staged readings

four years Zalman Mlotek, Executive Director of the organization and renowned performer of Yiddish theatre indicated that Folksbiene will run more, but shorter shows which will include classics and some innovative performances such as the unique, *Pirates of Penzance*, translated to Yiddish by Al Grand—who was present at the meeting. Other venerable members of the Yiddish theatre included Bel Kaufman the granddaughter of the beloved Shalom Aleichem and veteran actor, Fyvush Finkel—star in the coming Yiddish translation of Neil Simon's *The Sunshine Boys*—who exclaimed in his classically upbeat style that “Yiddish theatre is in my heart.”

The recent Folksbiene meeting also included a treat of a selection from *A Night in the Old MarketPlace* with singer Joanne Borts, Zalman Mlotek at the piano, and director of the performance Alex Aron, just a preview of the marvels the National Yiddish Theatre-Folksbiene has to offer. #



USABILITY IN EDUCATION

by Julie Strothman

On November 14th, World Usability Day will raise awareness about the consequences of design: things that are easier to use are more effective, more efficient, and more satisfying for the people who use them. However, usability applies as much to teaching and learning as it does to the design of buildings and software.

At Landmark College, a college for students with learning disabilities and AD/HD, we have found that when students participate in learning experiences designed to be effective across diverse learning abilities, the need for individual accommodations is significantly diminished. Accommodations, while an essential self-advocacy tool, will not suffice for all who need them: learning disabilities are often undiagnosed or undisclosed.

In their 1999-2005 DOE demonstration project at the University of Connecticut, Dr. Sally Scott, Dr. Joan McGuire, and Dr. Stan Shaw identified Nine Principles of Universal Design for Instruction (UDI). By following these principles, instructors can proactively plan inclusive learning experiences which benefit all learners.

I recently spoke with a highly motivated student with dyslexia whose goal is to work in medicine. He described the bitterly frustrating experience of a lecture-style anatomy and physiology class he had failed at a previous school. The lectures were aural only: the instructor never made use of outlines, never provided notes, and rarely used the white board. The student's cognitive effort was devoted entirely to unsuccessful note taking—he often missed much of the lecture content, and was unable to place his attention on learning. Assessments were always the same format: tests with multiple choice questions and diagrams to be drawn from memory.

This instructor would have done well to apply the UDI principle of "flexibility in use," which encourages varied methods of instruction. The student might have been able to develop understanding through hands-on group activities. He might have been better able to take notes or focus on content, if given a concept map or an outline of the content to be covered. In one of his current science classes, regardless of the format of the lesson plan, the instructor first provides an outline of the content to be covered. Varied assessment methods provide the opportunity to demonstrate knowledge without relying on rote memory. The UDI principles of "tolerance for error" and "perceptible information" encourage access to electronic versions of the lecture content. In his current class, the student is able to correct his own notes while listening with a screen reader to the instructor's notes, provided on his class website. Through correcting his own notes, he has another opportunity to learn the content.

At World Usability Day New England, sponsored by Landmark College and Dartmouth College, educators will come together to discuss implementation of universal usability to enhance learning, effectiveness, and understanding for people of all abilities. The program includes a UDI Lab where participants will bring a syllabus, lesson plan, handout or class website for evaluation by our students and our experts.

We encourage educators everywhere to devote time to considering how they might make their instruction straightforward and predictable, yet varied in methods of delivery and assessment, and more collegial in climate. We encourage educators everywhere to seek out universal design resources, and to speak with colleagues and students about successful strategies, and endeavor to make learning a usable—and pleasing—experience for all!

Julie Strothman is a Project Manager at Landmark College and the Coordinator of World Usability Day New England 2006, being hosted by Landmark College on November 14th. For more information, please visit: www.landmark.edu/wud

THE OXONIAN SOCIETY

The world's best leaders, available to all.
Jon Stewart; Conan O'Brien; Sir Howard Stringer, CEO of Sony; Madeleine Albright, first woman Secretary of State; General Peter Pace, Chairman of the Joint Chiefs of Staff; Sir Roger Moore, James Bond; Tom Clancy; Mia Farrow; Ralph Fiennes; Ricky Gervais; James Earl Jones; William S. Cohen, former Secretary of Defense; Ambassadors from Israel, Jordan, Britain, and many other nations; and many more world leaders in every field from business to politics, diplomacy to comedy, movies to religion.

Now accepting members. Events take place daily in Manhattan.

Meet the leaders of our day that up until now you have only read about in the news and seen on TV.

JOIN NOW AT www.oxoniansociety.com.

A not for profit 501(c)3 organization.

"A leading organization such as the Oxonian Society that is open to people of all backgrounds has created a dynamic and invaluable place and vehicle where leaders can discuss and debate some of the most important pressing issues that affect us all. The Oxonian Society has rightly become a must stop for who's who of leaders." General Brent Scowcroft, only person in U.S. history to serve as National Security Advisor to two Presidents. Coined the phrase, "The New World Order."

New Leaders *for* New Schools

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

BECOME AN URBAN SCHOOL PRINCIPAL

New Leaders for New Schools is looking for candidates who:

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

To learn more about our program

visit our website at

www.nlins.org

(646) 792-1066

Priority deadline November 1st, 2006

Final Deadline March 1st, 2007

All applications must be submitted online.

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

Kid's Korner

Preschool
(212) 229-9340

247 West 24th Street, New York, NY 10011

NAEYC ACCREDITED

OPEN HOUSE

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



Limited Spaces Available for 2006/2007

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

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

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



PHILOSOPHY DAY SCHOOL

Nursery - Grade 4

Open Houses

2007 - 2008 school year:

Wednesdays 8:30 AM - 9:30 AM

September 13th - December 13th

(except November 1st and November 22)

Sunday October 22, 2006

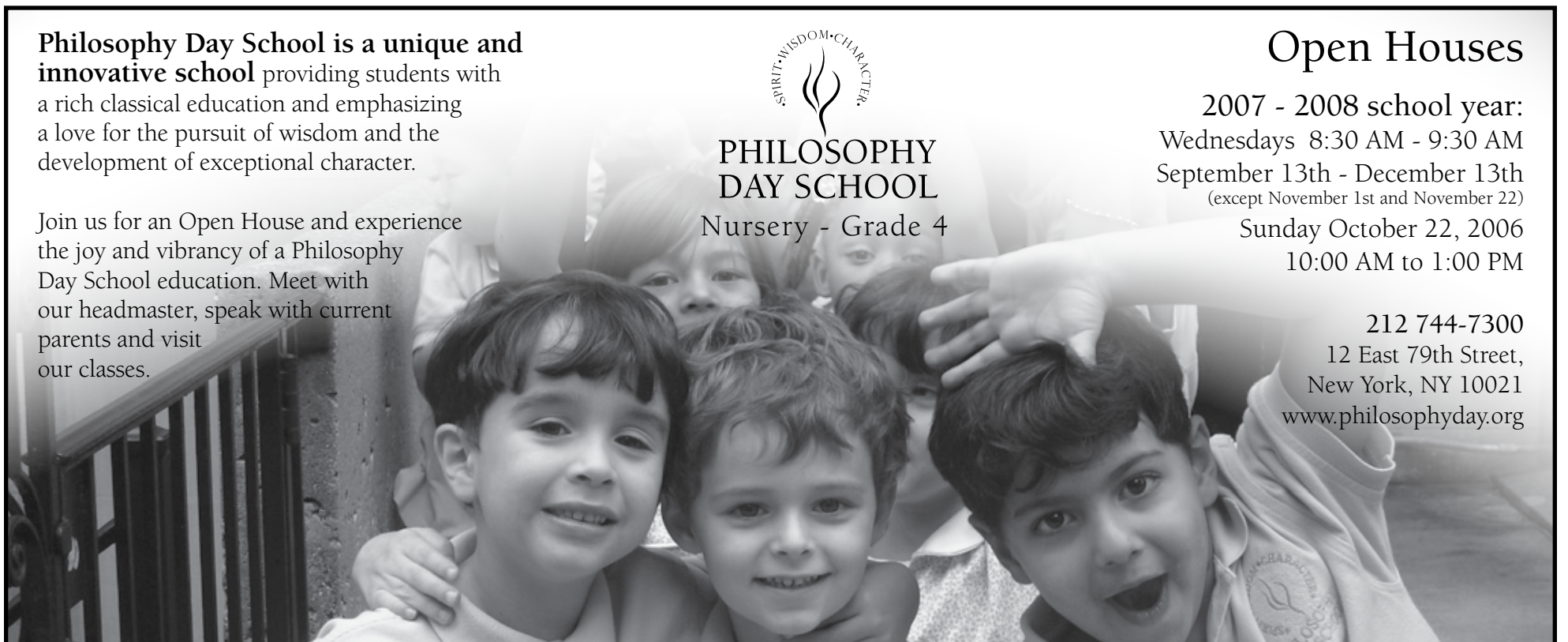
10:00 AM to 1:00 PM

212 744-7300

12 East 79th Street,

New York, NY 10021

www.philosophyday.org





Yale Senior Carolyn Sussman 'Gives Back' in the Family Tradition

By EMILY SHERWOOD, Ph.D.

Yale senior Carolyn Sussman is living proof of John F. Kennedy's famous saying, "Of those to whom much is given, much is required." The granddaughter of the late Preston Robert Tisch—former U.S. Postmaster General, Loews Corporation Chairman, NY Giants' Chairman, and noted philanthropist (he most recently restored over 40 athletic fields in NYC's public high schools in a \$135 million public/private venture known as "Take the Field")—Sussman grew up with the understanding that she should always find time to give back, and she's done it in spades.



Last year, Sussman co-chaired Yale's spring "Relay for Life" event, the American Cancer Society's biggest fundraiser, an 18 hour, overnight walkathon in hundreds of venues nationwide that requires one member of each relay team to be walking at all times. Under Carolyn's leadership, Yale fielded 60 teams of 15 students and organized free musical entertainment and restaurant-donated food to fuel the energy of the 900 participating students, who camped out in tents at the Yale track. "It was a huge organizational feat," said Sussman simply. Yale's contribution to the American Cancer Society was a lofty \$200,000, fifth overall among universities, and—not surprisingly—Carolyn was recognized as the number one individual fundraiser in the country. "Looking back on this award," wrote Sussman in her thank-you notes to her backers, "It seems like the perfect end to my tribute to my grandfather [who passed away in 2005 of an inoperable brain tumor.] As you well know, he never settled for second place, and

always worked hard to be the best, regardless of what he was doing."

Far from resting on her laurels, Sussman will co-chair Yale's "Relay for Life" event again this year, and her goals are even loftier. "I want to raise at least the same amount of money as last year, but from more people. So I'm asking my friends for \$5. I'm asking the guy that sells coffee on the street for \$5. I'm spreading it out so that each person is now aware of the "Relay for Life" and our drive to cure cancer," explains Sussman with her characteristic enthusiasm and excitement. This year's "Relay for Life" will be even more meaningful for Sussman: her grandmother, Joan Hyman

Tisch, will walk a "caregivers' lap" with her in memory of Carolyn's late grandfather.

When not organizing next April's "Relay for Life" committees or reading her political science textbooks, Carolyn also finds time to tutor an hour a week in a nearby New Haven elementary school. "It really gives me a perspective on my life," says Sussman. "One of my kindergarten students wasn't there one day because his brother was in jail. Another child's brother was shot. I can walk three blocks from campus and be in a completely different world." Sussman's interest in education was fostered by both her parents: her mother, Laurie Tisch Sussman, founded and chairs the Center for Arts Education to enhance arts education in NYC public schools, and her father, Donald Sussman, served as Board Chairman of The Fieldston School in the Bronx, which she attended. "My parents quietly did their volunteer

work, but they didn't talk about it," explained Sussman. "I grew up with the sense that privilege requires you to give back...It shouldn't even be a question in your mind." Her advice to others is simple and direct: "Don't be intimidated by giving back. Everyone can find one hour. There's always tomorrow to do that other stuff."

So what's next for Sussman, as she looks ahead to graduation in May? Like her grandfather, she

might want to combine her passion for athletics (she was a field hockey and basketball player in high school) and helping others by working in the sports management field—or she might pursue her love of education by working in the "Teach for America" program. But one thing's for sure: "I know that no matter what I do, I'll find some way to help other people," says Sussman with a certainty that belies her 21 years. #

German for Children

AFTER SCHOOL PROGRAM • LOW TUITION



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

Low Tuition

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

**No previous German
required. Classes
start in September**

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

German American School: Teaching German for 113 Years

Experience the magic of a Brooklyn Friends School education this fall.

Preschool Tours

20 months - age 4
All at 9:15 a.m.

Monday, October 17

Monday, October 24

Thursday, October 27

Thursday, November 3

Monday, November 7

Monday, November 14

Friday, November 18

Monday, November 28

Middle School Tours

Grades 5-8, All at 9:15 a.m.

Monday, October 31

Monday, November 7

Wednesday, November 16

Wednesday, December 7

Upper School Tours

Grades 9-12, All at 9:00 a.m.

Wednesday, November 9

Monday, December 5

Lower School Tours

Grades K-4, All at 9:15 a.m.

Tuesday, October 25

Thursday, November 3

Tuesday, November 15

Tuesday, November 29

Thursday, December 1

Upper School Open House

Wednesday, October 19

7:00 p.m. "Discovering the

Upper School"

RSVP required:

718-852-1029 x 213 for
Preschool Tours

718-852-1029 x 232 for
all others



A values-based education steeped in a tradition of academic excellence since 1867.

375 Pearl Street
Brooklyn, NY 11201
718-852-1029

www.brooklynfriends.org

homeworkNYC.org

Powered by New York City's public libraries

We did our homework for the new school year.

Now offering new and improved features.

Get Answers

SEARCH

Enhanced features for Fall 2006:

- [Easier access to article searches](#)
- ["Get homework help" by email, live chat and the phone](#)
- [New Today's Features section](#)

Log on and connect to:

- Encyclopedias ● books ● dictionaries ● databases
- digital images ● newspapers ● magazines ● NYC history
- video ● and more

Plus, students can download a library card application to access even more resources.

homeworkNYC.org is made possible by a major grant from The Wallace Foundation as part of the Learning in Libraries initiative. For more information about what the Foundation has learned about out-of-school time, education leadership and arts participation, visit the Knowledge Center at www.wallacefoundation.org. homeworkNYC.org was developed by The New York Public Library, Brooklyn Public Library, and Queens Library, with the New York City Department of Education.